

CAMPUS CORRESPONDENCE

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Date: August 4, 2006

To: Dr. Michelle Hall, Director
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From: Dr. Dan Hotard, Interim Head
Department of Management

Dr. Robert Cope, Chair
Planning and Assessment Committee, Department of Management

Subject: 2005-2006 MFA Report on Results

Attached is the 2005-2006 Major Field Assessment (MFA) Report on Results, which is based on the department's MFA plan adopted in 2001. Data is collected from Management majors at the end of each Spring semester and used for the MFA as well as the Department of Management's own assessment program. As in previous years, we continue to use the Goal Attainment Framework.

Also, please note that we use the most recent results from the *Survey of Undergraduate Alumni* in our report, which was published in September 2003. The data covers graduates from the Fall 2001 survey.

In addition, we continue to address cultural and global perspectives in many of our courses, and several courses such as *Diversity* (MGMT 440) and *International Management* (MGMT 425) are devoted to addressing these topics exclusively.

Please contact us if you have any questions.

Thank you.

MAJOR FIELD ASSESSMENT PLAN
B.A. MANAGEMENT
(adopted 2001)

As stated in the *2005-2006 General Catalogue*, the mission of Southeastern Louisiana University is “to lead the educational, economic and cultural development of southeast Louisiana” (p. 42).

As stated in the *2005-2006 General Catalogue*, the mission of the College of Business is “to prepare students to be leaders of business, industry, and government in a dynamic global environment. Complementing the primary commitment to quality instruction, the College values intellectual contributions of an applied or instructional nature and provides service activities to improve the quality of academic programs, students, and economic health of southeast Louisiana” (p. 164).

As stated in the *2005-2006 General Catalogue*, the mission of the Department of Management is “to stimulate innovation in business and economic growth in southeast Louisiana by providing a degree program that prepares students for successful careers in organizational management and positions of leadership” (p. 176).

The Goals outlined below correspond to the Educational Objectives of the Management degree program listed on page 177 of the *2005-2006 General Catalogue*.

Goal #1: Students will acquire a basic knowledge and understanding of organizational management.

Means of Assessment:

Department of Management Senior Survey
Addendum to the SLU Alumni Survey

Expected Outcome:

The percent of students answering “Agree” or “Strongly Agree” on the *Department of Management Senior Survey* and the *Addendum to the SLU Alumni Survey* should be at least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal #2: Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological changes, and ethics in managerial decision making.

Means of Assessment:

Computer Information Management Concentration Survey
Entrepreneurship and Small Business Management Concentration Survey
General Management Concentration Survey
Human Resource Management Concentration Survey

Expected Outcome:

The percent of students answering “Agree” or “Strongly Agree” on the *Computer Information Management, Entrepreneurship and Small Business Management, General Management, and Human Resource Management Concentration Surveys* should be at

least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal #3: Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations:

- 1. Computer Information Management**
- 2. Entrepreneurship and Small Business Management**
- 3. General Management**
- 4. Human Resource Management**

Means of Assessment:

Computer Information Management Concentration Survey

Entrepreneurship and Small Business Management Concentration Survey

General Management Concentration Survey

Human Resource Management Concentration Survey

Expected Outcome:

The percent of students answering “Agree” or “Strongly Agree” on the *Computer Information Management, Entrepreneurship and Small Business Management, General Management, and Human Resource Management Concentration Surveys* should be at least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal #4: Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.

Means of Assessment:

Department of Management Senior Survey

Addendum to the SLU Alumni Survey

Expected Outcome:

The percent of students answering “Agree” or “Strongly Agree” on the *Department of Management Senior Survey* and the *Addendum to the SLU Alumni Survey* should be at least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal #5: Students will be able to apply technology for the purpose of organizational management and problem solving.

Means of Assessment:

Addendum to the SLU Alumni Survey

Instructor’s Assessment of Senior Student Performance Survey

Expected Outcome:

The percent of students answering “Agree” or “Strongly Agree” on the *Addendum to the SLU Alumni Survey* and the *Instructor’s Assessment of Senior Student Performance Survey (adopted 2004)* should be at least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal Attainment Framework
B.A., Management
2005-2006

Goal 1:

Students will acquire a basic knowledge and understanding of organizational management.

Means of Assessment:

Department of Management Senior Survey
Addendum to the SLU Alumni Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on <i>Department of Management Senior Survey</i> indicating they “Agree” or “Strongly Agree” with question 6, parts a, b, c and d combined ¹ .	50% and Below	51-60%	61-70%	71-80%	81% and Above (82.7%) (n=52)
% of students on the <i>Addendum to the SLU Alumni Survey</i> indicating they “Agree” or “Strongly Agree” with question 2, parts a, b and c combined ² .	50% and Below	51-60%	61-70% (67.7%) (n=10)	71-80%	81% and Above

¹Items from the *Department of Management Senior Survey*:

- a. The Management courses here at SLU provided me with a realistic view of the business world.
- b. The Management courses here at SLU provided me with the skills I need to successfully manage a business.
- c. The Management courses here at SLU provided me with the knowledge and skills I need to successfully manage teams.
- d. Because of the Management courses I have taken here at SLU, I will be able to effectively manage employees when I graduate.

²Items from the *Addendum to the SLU Alumni Survey*:

- a. The management courses at SLU provided me with the skills I needed to successfully manage a business.
- b. The management courses at SLU provided me with the knowledge and skills I needed to successfully manage teams.
- c. Because of the management courses I completed at SLU, I was able to effectively manage employees.

Goal Attainment Framework
B.A., Management
2005-2006

Goal 2:

Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological change, and ethics in managerial decision making.

Means of Assessment:

Computer Information Management Concentration Survey
Entrepreneurship and Small Business Management Concentration Survey
General Management Concentration Survey
Human Resource Management Concentration Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on <i>Computer Information Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 6. ¹	50% and Below	51-60%	61-70%	71-80%	81% and Above (100.0%) (n=3)
% of students on <i>Entrepreneurship and Small Business Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 9. ²	50% and Below	51-60%	61-70%	71-80%	81% and Above (92.9%) (n=28)
% of students on the <i>General Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 5. ³	50% and Below	51-60%	61-70%	71-80%	81% and Above (90.6%) (n=53)
% of students on the <i>Human Resource Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 5. ⁴	50% and Below	51-60%	61-70%	71-80%	81% and Above (90.5%) (n=21)

¹Item from *Computer Information Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.

² Item from *Entrepreneurship and Small Business Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.

³ Items from *General Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.

⁴ Items from *Human Resource Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.

Goal Attainment Framework
B.A., Management
2005-2006

Goal #3:

Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations: 1. Computer Information Management, 2. Entrepreneurship and Small Business Management, 3. General Management, and 4. Human Resource Management.

Means of Assessment:

Computer Information Management Concentration Survey
Entrepreneurship and Small Business Management Concentration Survey
General Management Concentration Survey
Human Resource Management Concentration Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the <i>Computer Information Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 5. ¹	50% and Below	51-60%	61-70% (66.7%) (n=3)	71-80%	81% and Above
% of students on <i>Entrepreneurship and Small Business Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 5. ²	50% and Below	51-60%	61-70% (67.9%) (n=28)	71-80%	81% and Above
% of students on the <i>General Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 3. ³	50% and Below	51-60%	61-70%	71-80%	81% and Above (83.0%) (n=53)
% of students on the <i>Human Resource Management Concentration Survey</i> indicating they “Agree” or “Strongly Agree” with question 3. ⁴	50% and Below	51-60%	61-70%	71-80%	81% and Above (95.2%) (n=21)

¹Item from *Computer Information Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I can apply and use the methodologies for the analysis and design of management information systems.

² Item from *Entrepreneurship and Small Business Management Concentration Survey*:

- a. I can apply and use the methods from the Management courses I have taken to organize human resources and recognize outsourcing opportunities.

³ Items from *General Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I can apply methods for planning and allocating business resources.

⁴ Items from *Human Resource Management Concentration Survey*:

- a. From the knowledge of the Management courses I have taken, I can apply the methods of recruiting, evaluating, and selecting human resources.

Goal Attainment Framework
B.A., Management
2005-2006

Goal #4:

Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.

Means of Assessment:

Department of Management Senior Survey
Addendum to the SLU Alumni Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the <i>Department of Management Senior Survey</i> indicating they “Agree” or “Strongly Agree” with question 6, parts e, f and g combined. ¹	50% and Below	51-60%	61-70%	71-80% (71.8%) (n=52)	81% and Above
% of students on the <i>Addendum to the SLU Alumni Survey</i> indicating they “Agree” or “Strongly Agree” with question 2, parts e and f combined. ²	50% and Below	51-60%	61-70% (65.0%) (n=10)	71-80%	81% and Above

¹Items from the *Department of Management Senior Survey*:

- a. To this point, the management courses I have taken have taught me how to effectively apply computers for problem solving.
- b. The management courses here at SLU have helped me develop critical thinking skills.
- c. The management courses here at SLU have helped me develop interpersonal skills.

²Items from the *Addendum to the SLU Alumni Survey*:

- a. The management courses at SLU helped me develop critical thinking and leadership skills.
- b. The management courses at SLU helped me develop interpersonal skills.

Goal Attainment Framework
B.A., Management
2005-2006

Goal #5:
Students will be able to apply technology for the purpose of organizational management and problem solving.

Means of Assessment:
Addendum to the SLU Alumni Survey
Instructor's Assessment of Senior Student Performance Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the <i>Addendum to the SLU Alumni Survey</i> indicating they "Agree" or "Strongly Agree" with question 2, part d. ¹	50% and Below (50.0%) (n=10)	51-60%	61-70%	71-80%	81% and Above
% of instructors on the <i>Instructor's Assessment of Senior Student Performance Survey</i> indicating they "Agree" or "Strongly Agree" with question 4. ³	50% and Below	51-60%	61-70%	71-80% (80.0%) (n=10)	81% and Above

¹Items from the *Addendum to the SLU Alumni Survey*:

a. The information management courses I completed at SLU taught me how to effectively apply computers in problem solving.

²Item from the *Instructor's Assessment of Senior Student Performance Survey*:

a. The students were able to demonstrate technological competencies for presentation purposes, problem solving, and decision making.

Department of Management Assessment Report – 2006

As a college wide reorganization nears, the Department of Management continues to support its four concentrations implemented during the Fall 2000 semester, where Management majors are able to strengthen their studies in the areas of Computer Information Management, Entrepreneurship and Small Business Management, General Management, and Human Resource Management. The department has also continued to offer internships for students since the Spring 2001 semester and has placed over 115 students in jobs.

The department has focused on providing students in the Human Resource Management concentration with extracurricular activities that build team and leadership skills. The Society for Human Resource Management (SHRM) continues to grow rapidly into one of the premier organizations in the nation. The chapter again achieved a superior merit rating from the national organization. Many of these types of extra curricula activities help the department reach its goals and provide an active learning environment for students. The goals that follow are linked to the educational objectives of the Department of Management and are outlined in the Major Field Assessment plan:

1. Students will acquire a basic knowledge and understanding of organizational management.
2. Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological change, and ethics in managerial decision-making.
3. Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations:
 - a. Computer Information Management
 - b. Entrepreneurship and Small Business Management
 - c. General Management
 - d. Human Resource Management
4. Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.
5. Students will be able to apply technology for the purpose of organizational management and problem solving.

As in previous years, the department continues to use a combination of data from departmental surveys and data provided by the Office of Institutional Research and Assessment. During the Spring 2001, the department's Planning and Assessment Committee began a process to review and revise the department's MFA Plan, originally adopted in 1997. The goal of the committee was to create an assessment portfolio that measures the extent to which the department is

meeting its degree-program educational objectives specified in the *General Catalogue*. As a result, new surveys were created and were administered to Management majors. The MFA plan assesses student perceptions within the curriculum concentrations. The results presented in this report represent the fifth year of data collection using the 2001 instruments. This year's surveys were distributed to Management majors (seniors) at the end of the Spring 2006 semester.

Report on Results

Goal 1: Students will acquire a basic knowledge and understanding of organizational management

The majority of Management majors surveyed indicate that they have a basic knowledge and understanding of organizational management as assessed by items on the department's Senior Survey (see Goal Attainment Framework). On average, 82.7% (n=52) of Management majors indicated that they "Agree" or "Strongly Agree" with four items measuring the extent to which students have a realistic view of the business world and the extent to which students have the skills necessary to manage in the business world. In addition, 67.7% (n=10) of SLU Alumni from the Department of Management surveyed indicated that they "Agree" or "Strongly Agree" with three items measuring the extent to which students have the skills necessary to manage business, employees and teams in the business world.

Goal 2: Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological changes, and ethics in managerial decision-making.

Students across concentrations agreed that their degree program allowed them to develop an appreciation for contemporary challenges facing managers: 100.0% (n=3) of the *Computer Information Management* students responded favorably; 92.9% (n=28) of the *Entrepreneurship and Small Business Management* students responded favorably; 90.6% (n=53) of the *General Management* students responded favorably; and 90.5% (n=21) of the *Human Resource Management* students responded favorably.

The department continues to offer courses on managing diversity in the workplace: students are required to take an international business class, and ethics coverage is required by the College's accreditation body. Additionally, course content revisions and the student organization contributed to students' knowledge of these important business areas.

Goal 3: Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations:

- 1. Computer Information Management***
- 2. Entrepreneurship and Small Business Management***
- 3. General Management***
- 4. Human Resource Management.***

Generally, students agreed that they were able to demonstrate competencies in planning organizing, and controlling organizational resources in all four concentrations: 66.7% (n=3) of the *Computer Information Management* students responded favorably; 67.9% (n=28) of the *Entrepreneurship and Small Business Management* students responded favorably; 83.0% (n=53) of the *General Management* students responded favorably; and 95.2% (n=21) of the *Human Resource Management* students responded favorably.

Goal 4: Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.

The majority of Management majors indicate that they have developed essential leadership skills as assessed by items on the department's Senior survey (see Goal Attainment Framework). On average, 71.8% (n=52) of Management majors indicated that they "Agree" or "Strongly Agree" with the three items measuring the extent to which students can apply computers for problem-solving, and have developed problem-solving and interpersonal skills. This percentage continues to rebounded from a low of 63.3% (n=50) in 2003. In addition, the Senior survey indicated continued improvement from the Alumni instrument, where the response of 65.0% (n=10) was found. The Department of Management believes that its efforts to provide a "skills" focus in its courses accounts for the change in perceptions.

Goal 5: Students will be able to apply technology for the purpose of organizational management and problem solving.

Unfortunately, data from the SLU Alumni instrument indicated that only 50.0% (n=10) of Management majors "Agree" or "Strongly Agree" with the statement concerning their ability to effectively apply technology for problem solving. Changing technology is a pervasive problem in the area of business education. The ability to solve problems is addressed in several courses in the management curriculum. The faculty recognizes that more needs to be done to prepare students in the area of technology awareness and its application.

Currently though, professors and instructors of the Department of Management feel that students were able to demonstrate competencies in technology for the purpose of organizational management and problem solving. The Instructor's Assessment of Senior Student Performance instrument indicated that 80.0% (n=10) of faculty "Agree" or "Strongly Agree" with the statement characterizing the student's application of technology in the classroom.