

2016-2017 Assessment Cycle MCOBA_Management BSBA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

Mission: The B. I. Moody III College of Business Administration is a vibrant learning community in a culturally rich region. We foster intellectual curiosity, creativity, and innovation to produce a seasoned gumbo of successful professionals, scholars, and global citizens.

Vision: The vision of the B. I. Moody III College of Business Administration is to be recognized as a leader in developing ethically responsible professionals and scholars who positively impact our Acadiana region, Louisiana, and the global community.

Values:

Community: We establish and maintain meaningful relationships to create value for our university and stakeholders.

Discovery: We foster intellectual curiosity, creativity, and innovation.

Excellence: We are committed to teaching, research, and service with quality and distinction.

Integrity: We demonstrate ethical, socially responsible, and professional behavior.

Relevance: We provide relevant curricula in an ever changing business environment.

Respect: We promote mutual understanding and collegiality that embraces diverse perspectives.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

The Management Department prepares leaders to meaningfully impact their communities, industries and society. Our undergraduate and graduate programs facilitate an engaging environment that fosters critical thinking, innovation and the integrity required to take on complex problems and assume significant responsibilities.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Evaluate human resource practices in terms of their effectiveness and legality.								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - (Academic Direct Measure) (Other)</td> <td>Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed the curriculum to include a new required course in Human Resources for all Management majors. Now we are changing from an open ended exercise to multiple choice questions to improve inter rater reliability. This cycle all Management majors in two Mgmt 365 Personnel class were evaluated. It was decided that at least 70% of the students assessed would get 70% correct. This means that 70% of students should correctly answer at least 10 of the application blank questions.</td> <td></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - (Academic Direct Measure) (Other)	Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed the curriculum to include a new required course in Human Resources for all Management majors. Now we are changing from an open ended exercise to multiple choice questions to improve inter rater reliability. This cycle all Management majors in two Mgmt 365 Personnel class were evaluated. It was decided that at least 70% of the students assessed would get 70% correct. This means that 70% of students should correctly answer at least 10 of the application blank questions.	
	Assessment Measure	Criterion	Attachments						
Direct - (Academic Direct Measure) (Other)	Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed the curriculum to include a new required course in Human Resources for all Management majors. Now we are changing from an open ended exercise to multiple choice questions to improve inter rater reliability. This cycle all Management majors in two Mgmt 365 Personnel class were evaluated. It was decided that at least 70% of the students assessed would get 70% correct. This means that 70% of students should correctly answer at least 10 of the application blank questions.								

Goal/Objective	Identify key issues and considerations in effective decision making.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Project	<p>Decision-making is an essential and critical component of managing a business. MGMT 490 is a capstone senior-level class. As such, students should be able to have a rational understanding of the situation, be able to understand the underlying issues, and make a recommendation or recommendations that are reasonable. They should also make suggestions in the context of team structures. Students in MGMT 490 are in charge of running an athletic shoe company for 10 years of operation via a team based simulation exercise. As a team, they are responsible for making all decisions related to marketing, operations management, human resource management, finance and the accounting of their firms. Failure to acknowledge any area would/will have detrimental effects to their firm's viability as the simulation scores them based on metrics of each area. BSG-Online.com houses the simulation assignment for which each member of Management 490 enrolls. Each member of each team is required to access and make decisions in the software relating to every facet of running a business. The software then produces a learning assurance report detailing how students rank in their decision making ability relative to other students running the simulation throughout the country. The percentiles are generated. An excerpt from the report is quoted below. As we are concerned with the decision making ability pertinent to the management disciple, we used the human resources management assessment scores, which is an "Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold." As this is a percentile ranking across the entire United States, we determined that a minimum of 70 percent of the students should rank in the 60th percentile or higher regarding human resource decision making. "The Learning Assurance Report is useful in two very important respects. One, it provides you the instructor with a clear overview of how well your students rank relative to students at other schools who have gone through the competition-based simulation exercise. Two, because the report provides highly credible evidence regarding the caliber of business understanding and decision-making prowess of your students, it can be used to help assess whether your school's academic curriculum in business is providing students with the desired degree of business understanding and decision-making acumen." (bsg-online.com, learning assurance report)</p>	

Goal/Objective	Demonstrate an understanding of the context and environments in which organizations operate.								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Writing Exam</td> <td>The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions.</td> <td></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Writing Exam	The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions.	
	Assessment Measure	Criterion	Attachments						
	Direct - Writing Exam	The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions.							

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Evaluate human resource practices in terms of their effectiveness and legality.

Goal/Objective	Evaluate human resource practices in terms of their effectiveness and legality.								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - (Academic Direct Measure) (Other)</td> <td>Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed</td> <td></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - (Academic Direct Measure) (Other)	Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed	
	Assessment Measure	Criterion	Attachments						
	Direct - (Academic Direct Measure) (Other)	Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed							

	<p>the curriculum to include a new required course in Human Resources for all Management majors. Now we are changing from an open ended exercise to multiple choice questions to improve inter rater reliability. This cycle all Management majors in two Mgmt 365 Personnel class were evaluated. It was decided that at least 70% of the students assessed would get 70% correct. This means that 70% of students should correctly answer at least 10 of the application blank questions.</p>
--	---

<p>Assessment Findings</p>					
	<p>Assessment Measure</p>	<p>Criterion</p>	<p>Summary</p>	<p>Attachments of the Assessments</p>	<p>Improvement Narratives</p>
<p>Direct - (Academic Direct Measure) (Other)</p>	<p>Has the criterion Human resource management focuses on recruitment of, management of, and providing direction for the people who work in the organization. Even in organizations with human resource departments, many of the traditional human resource activities are also performed by line managers. Therefore, regardless of their selected career all management majors need to have knowledge of how deal with all the people aspects of business. To assess their understanding of human resources, specifically recruitment and the related laws, students will be given a list of questions/items, and will be asked to identify which inquiries are appropriate and legal During the initial pilot of the instrument, three questions were eliminated thus 12 questions remained on the assessment tool. The assessment instrument was further revised in the last assessment cycle to increase clarity. The</p>	<p>Overall, 32 out of 44 students received a score of 70% or more. Therefore, 72% of the students assessed received the minimum score. Thus, this objective was met.</p>			

		<p>legal issues in the Human resources employment process has been a continuing problem in assessment. We have not met this goal in the past and have changed the curriculum to include a new required course in Human Resources for all Management majors. Now we are changing from an open ended exercise to multiple choice questions to improve inter rater reliability. This cycle all Management majors in two Mgmt 365 Personnel class were evaluated. It was decided that at least 70% of the students assessed would get 70% correct. This means that 70% of students should correctly answer at least 10 of the application blank questions. been met yet? Met</p>			
--	--	--	--	--	--

Assessment List Findings for the Assessment Measure level for Identify key issues and considerations in effective decision making.

Goal/Objective	Identify key issues and considerations in effective decision making.					
Legends	SLO - Student Learning Outcome/Objective (academic units);					
Standards/Outcomes						
Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="375 1650 594 1724">Assessment Measure</th> <th data-bbox="594 1650 1534 1724">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1724 594 1971">Direct - Project</td> <td data-bbox="594 1724 1534 1971">Decision-making is an essential and critical component of managing a business. MGMT 490 is a capstone senior-level class. As such, students should be able to have a rational understanding of the situation, be able to understand the underlying issues, and make a recommendation or recommendations that are reasonable. They should also make suggestions in the context of team structures. Students in MGMT 490 are in charge of running an athletic shoe company for 10 years of operation via a team based simulation exercise. As a team, they are responsible for making all</td> </tr> </tbody> </table>	Assessment Measure	Criterion	Direct - Project	Decision-making is an essential and critical component of managing a business. MGMT 490 is a capstone senior-level class. As such, students should be able to have a rational understanding of the situation, be able to understand the underlying issues, and make a recommendation or recommendations that are reasonable. They should also make suggestions in the context of team structures. Students in MGMT 490 are in charge of running an athletic shoe company for 10 years of operation via a team based simulation exercise. As a team, they are responsible for making all	
	Assessment Measure	Criterion				
Direct - Project	Decision-making is an essential and critical component of managing a business. MGMT 490 is a capstone senior-level class. As such, students should be able to have a rational understanding of the situation, be able to understand the underlying issues, and make a recommendation or recommendations that are reasonable. They should also make suggestions in the context of team structures. Students in MGMT 490 are in charge of running an athletic shoe company for 10 years of operation via a team based simulation exercise. As a team, they are responsible for making all					

	<p>decisions related to marketing, operations management, human resource management, finance and the accounting of their firms. Failure to acknowledge any area would/will have detrimental effects to their firm's viability as the simulation scores them based on metrics of each area. BSG-Online.com houses the simulation assignment for which each member of Management 490 enrolls. Each member of each team is required to access and make decisions in the software relating to every facet of running a business. The software then produces a learning assurance report detailing how students rank in their decision making ability relative to other students running the simulation throughout the country. The percentiles are generated. An excerpt from the report is quoted below. As we are concerned with the decision making ability pertinent to the management discipline, we used the human resources management assessment scores, which is an "Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold." As this is a percentile ranking across the entire United States, we determined that a minimum of 70 percent of the students should rank in the 60th percentile or higher regarding human resource decision making. "The Learning Assurance Report is useful in two very important respects. One, it provides you the instructor with a clear overview of how well your students rank relative to students at other schools who have gone through the competition-based simulation exercise. Two, because the report provides highly credible evidence regarding the caliber of business understanding and decision-making prowess of your students, it can be used to help assess whether your school's academic curriculum in business is providing students with the desired degree of business understanding and decision-making acumen." (bsg-online.com, learning assurance report)</p>
--	--

<p>Assessment Findings</p>					
	<p>Assessment Measure</p>	<p>Criterion</p>	<p>Summary</p>	<p>Attachments of the Assessments</p>	<p>Improvement Narratives</p>
<p>Direct - Project</p>	<p>Has the criterion Decision-making is an essential and critical component of managing a business. MGMT 490 is a capstone senior-level class. As such, students should be able to have a rational understanding of the situation, be able to understand the underlying issues, and make a recommendation or recommendations that are reasonable. They should also make suggestions in the context of team structures. Students in MGMT 490 are in charge</p>	<p>Of the 28 students assessed in MGMT 490-003, 21 met the minimum percentile standard. The percentage was roughly 75% and the findings were met.</p>			

		<p>of running an athletic shoe company for 10 years of operation via a team based simulation exercise. As a team, they are responsible for making all decisions related to marketing, operations management, human resource management, finance and the accounting of their firms. Failure to acknowledge any area would/will have detrimental effects to their firm's viability as the simulation scores them based on metrics of each area. BSG-Online.com houses the simulation assignment for which each member of Management 490 enrolls. Each member of each team is required to access and make decisions in the software relating to every facet of running a business. The software then produces a learning assurance report detailing how students rank in their decision making ability relative to other students running the simulation throughout the country. The percentiles are generated. An excerpt from the report is quoted below. As we are concerned with the decision making ability pertinent to the management discipline, we used the human resources management assessment scores, which is an "Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work-force compensation, workforce</p>			
--	--	---	--	--	--

		<p>productivity, and labor costs per unit sold.” As this is a percentile ranking across the entire United States, we determined that a minimum of 70 percent of the students should rank in the 60th percentile or higher regarding human resource decision making. “The Learning Assurance Report is useful in two very important respects. One, it provides you the instructor with a clear overview of how well your students rank relative to students at other schools who have gone through the competition-based simulation exercise. Two, because the report provides highly credible evidence regarding the caliber of business understanding and decision-making prowess of your students, it can be used to help assess whether your school’s academic curriculum in business is providing students with the desired degree of business understanding and decision-making acumen.” (bsg-online.com, learning assurance report) been met yet? Met</p>			
--	--	---	--	--	--

Assessment List Findings for the Assessment Measure level for Demonstrate an understanding of the context and environments in which organizations operate.

Goal/Objective	Demonstrate an understanding of the context and environments in which organizations operate.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

<p>Assessment Measures</p>	<table border="1"> <thead> <tr> <th data-bbox="373 340 602 415">Assessment Measure</th> <th data-bbox="602 340 1529 415">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 415 602 548">Direct - Writing Exam</td> <td data-bbox="602 415 1529 548">The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Direct - Writing Exam	The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions.						
Assessment Measure	Criterion														
Direct - Writing Exam	The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions.														
<p>Assessment Findings</p>	<table border="1"> <thead> <tr> <th data-bbox="373 688 578 791">Assessment Measure</th> <th data-bbox="578 688 867 791">Criterion</th> <th data-bbox="867 688 1104 791">Summary</th> <th data-bbox="1104 688 1312 791">Attachments of the Assessments</th> <th data-bbox="1312 688 1529 791">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 791 578 1352">Direct - Writing Exam</td> <td data-bbox="578 791 867 1352">Has the criterion The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions. been met yet? Met</td> <td data-bbox="867 791 1104 1352">Of the 40 students assessed, 33 (82.5%) students were able to successfully identify stakeholders across a minimum of 6 of the 7 questions (roughly 85% correct)</td> <td data-bbox="1104 791 1312 1352"></td> <td data-bbox="1312 791 1529 1352"></td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Writing Exam	Has the criterion The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions. been met yet? Met	Of the 40 students assessed, 33 (82.5%) students were able to successfully identify stakeholders across a minimum of 6 of the 7 questions (roughly 85% correct)		
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Direct - Writing Exam	Has the criterion The goal was assessed with 7 questions that were specific to stakeholder identification based on theory and two short paragraphs. The achievement target was that at least 80% of the sample must correctly answer 80% of the stakeholder identification questions. been met yet? Met	Of the 40 students assessed, 33 (82.5%) students were able to successfully identify stakeholders across a minimum of 6 of the 7 questions (roughly 85% correct)													

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle) (selected)
Once per cycle
Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)
Dean / Asst. or Assoc. Dean (selected)
Departmental assessment committee (selected)
Other faculty / staff

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Given that we had some scheduling issues where the upper level (MGMT 465) human resource course did not make during the assessment period, we are limited in the scope of the impact of the HR assessment. Also, we plan to revisit the stakeholder assessment to ensure it is the most reliable and valid tool.

5) What has the unit learned from the current assessment cycle?

We have learned that even with the best crafted plan to assess HR topics at multiple levels (365, 465), we face external constraints when those classes do not have an enrollment to make each semester. Hopefully the need for these courses can be communicated to advisors when helping students choose classes and this won't be such a constraint in the future

Attachments