2017-2018 Assessment Cycle MCOBA_Management BSBA

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area
Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."
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.

Mission of Program / Department
Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."
None available in 2017. We are finalizing the mission for 2018 (still not finalized)

Attachment (optional)
Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

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

Assessment List

Goal/Objective	Evaluate human resource practices in terms of their effectiveness and legality.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures			
	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.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	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 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)

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

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:
1) What strategies exist to assess the outcomes?
2) What does the program/department expect to achieve with the goals and objectives identified above?
3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
4) What is the plan for using data to improve student learning and/or operations?
5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

We employ basic statistical analysis to assess the outcomes that can easily be communicated to and understood by all members of our department. Through our programming, the goals of our assessment platform is to ensure that students are mastering the core concepts of management that can be most applicable to their future career success. We expect that with continued improvement from discussion of past cycles, our results will continue to improve. We discuss the results each semester at our faculty meeting and discuss solutions with our coursework to most aptly prepare our students.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

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

Goal/Objective	Evaluate human resource practices in terms of their effectiveness and legality.(Imported)	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
Assessment Measures		
	Assessment Measure	**Criterion**
	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 Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - (Academic Direct Measure) (Other)	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	Overall, 34 out of 45 students received a score of 70% or more. Therefore, 75% of the students assessed received the minimum score. Thus, this objective was met.		- Assessment Process: Continuous monitoring: The students are seem to be obtaining the requisite knowledge of this objective. We will continue monitoring for reliability and validity

		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. been met yet? Met			

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

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

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Project	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	Of the 32 students assessed in MGMT 490-005, 26 met the minimum percentile standard. The percentage was roughly 72% and		- Professional development/training: Included video lectures (supplied by the BSG) as a supplement to the course delivery and an alternative to relay the importance of how decisions are made through the course of the simulation and their relative importance

		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	the findings were met.		

		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) been met yet? Met			

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

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

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 Findings	

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 39 students assessed, 32 (82%) students were able to successfully identify stakeholders across a minimum of 6 of the 7 questions (roughly 85% correct)		- Assessment Process: Continuous monitoring: The students seem to be obtaining the requisite knowledge. We plan to continue monitoring for assured reliability and validity

Reflection (Due 9/15/18)
Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?
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
Other (explain in text box below)

2) How frequently were assessment results shared?

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 (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Operations have been streamlined through prior changes, discussions and feedback opportunities from prior data collections and subsequent presentations of the results. Greater levels of coordination, consistency and clear, objective expectations have greatly reduced uncertainty and allowed for a more student-focused, streamlined learning process across our currciulum

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

The biggest area of improvement would be displayed in the number of new course offerings and areas designed specifically to either promote or accentuate the requisite skills needed in the broad field of management. A renewed emphasis into analytical and entrepreneurial topics is designed specifically to improve student learning and competitiveness.

Attachments (optional)
Upload any documents which support the program / department assessment process.