

ASSESSMENT REPORT FORM 201BC MANAGEMENT 2010

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Program: Management Program in the College of Business

Statement of Purpose

The Management program provides students with an opportunity to acquire skills and knowledge necessary for managing groups and organizations in increasingly competitive environments.

Program Objectives:

1. To prepare students for entry level positions in industry, government, and other organizations.
2. To prepare graduates in the skills of planning, leading, and controlling various business activities, with a view to moving up to middle and top management positions.
3. To prepare business majors as future entrepreneurs.
4. To prepare business students for the graduate school.

Student Outcomes (List the outcomes being measured)

Based on the program purpose and objectives it is expected that upon completion of the undergraduate program in Management students will:

1. Demonstrate knowledge of basic business principles and concepts.
2. Demonstrate knowledge of activities of business for profit and nonprofit organizations, and of the environment in which they operate including the major economic, legal, political, social and cultural forces and their influences.
3. Be able to identify problems in both familiar and unfamiliar settings and solve those problems through the application of business principles and understanding the process of identifying, gathering, measuring, analyzing and summarizing management methodologies in business organizations.
4. Have an understanding of interpersonal and group dynamics in business and an understanding of behavioral and human relations management processes in corporations and nonprofit organizations.
5. Be able to identify issues involving business ethics and resolve them by applying sound and objective reasoning process.
6. Have knowledge of managerial functions and skills, including various leadership styles and objectives of organizational behavior.
7. Have the ability to present, discuss and defend organizational views effectively in verbal and written forms.
8. Have a thorough understanding of the management process, concepts and bases for procedural application.
9. Have the ability to contrast international business and domestic business and an understanding of trade deficits and their effects on the United States government and business.

10. Have the technical skills to scan, analyze, design, and implement strategy and be able to relate management to other business disciplines such as marketing, finance, and accounting in addition to social responsibility of business.

Method of Assessment

(List the assessment instrument. Explain when and how it was administered)

Student outcomes as enumerated above have been grouped into five areas, namely, Content Knowledge, Communication Skills, Interpersonal & Interaction Skills, Analysis, and Ethical Skills. Principles of Business Management (MGMT 3010) will be used to assess in part, Content Knowledge and Communication Skills. To assess Interpersonal & Interaction Skills, Analysis, and Ethical Skills, the assessment instruments will be Exit Survey for graduating students and Business Policy and Strategy (MGMT 4890) for the rest of the students.

The assessment materials for Principles of Business Management, and Business Policy were developed from standardized tests by Prentice Hall.

The survey instrument was developed by the former College of Business assessment committee which consisted of assessment coordinators from the major program areas in the college.

Evidence to Support Achievement of Student Learning

Instrument:

Principles of Management (MGMT 3010)

Findings 1-3 support student learning has not only occurred but improved.

Findings

1. The average class score improved from 50 to 76, an improvement in the understanding and application of basic management principles and concepts by 26 percent points..
2. The majority of the students appear to understand the major economic, legal, political and cultural environments in which for profit and non-profit organizations operate.
3. Many students were able to resolve issues involving business ethics but most of them could not apply the objective reasoning process to resolve the issues.
4. The managerial function of organizing to design a structure of working relationships that allow managers to work together to achieve organizational goals is not well understood by many students.

Analysis and Program Change

While program change is not necessary, from the analysis, the following steps to help every student reach their learning potential have been recommended:

1. Managerial principles and concepts, as the foundation of management should be stressed during class period.
2. Use, analysis, and discussion of business cases should be encouraged in order to facilitate concept application.
3. Group and individual assignments in both written and oral presentation should be encouraged as this technique improves communication skills.

These steps and remedial measures will help to address the finding number four above which is a weakness. .

Instrument:

Business Policy and Strategy (MGMT 4890)

Evidence to Support Achievement of Student Learning

The findings below adequately support student learning.

1. A good understanding of strategic management concepts, analysis and application of strategies existed among the students .Moreover, they understand the competitive environment in which corporations operate.
2. Many students did not realize that strategic management refers to strategy formulation, implementation and evaluation, while strategic planning refers only to strategy formulation.
3. All the students (100%) noted the higher financial returns that accrue to firms that have mission statements. They, therefore recognize the importance of mission statement in the corporate world.

Analysis and program Change

Based on the evidence from data analysis, some areas of teaching pedagogy have been recommended.

1. Understanding and application of strategic management and policy concepts can never be overemphasized, hence the need to stress both areas during course delivery.
2. Eligibility for this capstone course should strictly be followed and as such, should be for students in their senior or graduating year. It is only at this level that they will be expected to apply the various skills and techniques necessary to fully appreciate the importance of the course.
3. Since this is a “writing emphasis” designated course, individual and group assignments and presentations should continue to be adopted and encouraged.

In addition to the above, the course uses power point presentation in analyzing and delivering cases.

Assessment as a Departmental Priority

The MMIs makes sure every faculty attended the University wide seminar held in the College of Education in March, 2010. Before then, the assessment coordinators in the department talk about the importance of assessment during departmental meetings.

Decision Making Using Findings

Some changes have taken place in curriculum and renumbering of courses since the last assessment report. Among the changes include prerequisites in Business Policy and standardized use of recommended textbooks in some faculty-wide management courses. More sections in quantitative business courses have been added since last academic semester. A second course in Quantitative Methods has been added. Special attention is being devoted to Entrepreneurship as a Minor in MMIS Department

Student Learning

Student learning in the two assessment courses showed remarkable improvement. In Principles of Management, (MGMT 3010), the class average increased from 50% to 76%, (an increase of 26% points).

There was also a remarkable improvement in learning in Business Policy & Strategy (MGMT 4890) from 52% to 69%. Exit survey conducted this year. contains a lot of observations and input from the respondents. It is refreshing to read how proud some of the students are with regard to the quality of education they got from Chicago State University and how the degree is as good as any other degree from a good university.

Instrument:
Senior Exit Survey.

As indicated in the survey, 90% of the students were very satisfied with the instruction and attention they received from instructors. The same survey showed that the majority of the students agreed that their education at Chicago State University has helped them write with clarity, speak persuasively and confidently, and have confidence in their intellectual abilities (over 90%).

In terms of customer satisfaction, more than 90% of the students are happy and satisfied with the quality of education they have received from both Chicago State University and the College of Business.

Effectiveness of Program Assessment

The Assessment process in both Management and Marketing Programs have been on for more than twelve years under the watchful eyes of various departmental chairpersons. The accomplishments of the Program include the addition of more evening courses to accommodate part-time evening students, introduction of Intersession class to accelerate graduating rate, higher students satisfaction rates as a result of their high self-esteem, Courses were renumbered to reflect their appropriate levels, and new ones were added.

Availability of a room where tutorials and club meetings could hold, and a higher stake on the part of the students. The college has a very strong orientation and recruitment program that delivers prime information to freshmen and transfer students. The assessment plan and implementation could not have existed without problems such as making sure the assessment instruments are consistent with some of the objectives of the college and the University, Another set of problems was how to publicize the achievements of the college to the various stakeholders.

Publicizing Student Learning

Information about students' achievements and activities are posted on the screens at the fourth and fifth floors in the College of Business. Additionally, during college meetings, town hall

meetings and Business Advisory Board (BAB) meetings, students achievements are announced. The MMIS also has a publication that lists both student and faculty achievements. A new plan of action by the new College Dean is to revamp the college website, and brochures.