

Form 201BC: Assessment Report Form for Instructional Programs

Name Louis Osuji Department Management

Outcomes

List the outcome(s) being assessed.

Upon completion of this course, a student should:

1. 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. 2, 3, 4, 6, 7, 10 (assessment instrument numbers).
2. Be able to identify problems in both familiar and unfamiliar settings and solve those problems through the application of business principles. 20, 21, 22, 23 (assessment instrument numbers).
3. Be able to identify issues involving business ethics and resolve them by applying sound and objective reasoning process. 24, 25, 30, 31, 34, 35 (assessment instrument numbers).
4. 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. 36, 38, 44, 45, 47, 45, 47, 49, 50 (assessment instrument numbers).

ethod of Assessment

List the assessment instrument(s) and explain the administration procedures.

Assessment Instruments

Student outcomes as enumerated above have been grouped into five areas, namely, Content Knowledge, Communication Skills, Interpersonal & Interaction Skills, Analysis, and Ethical Skills. Introduction to Business Management 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 for the rest of the students.

The assessment materials for Principles of Business Management (MGMT 3010) and Business Policy and Strategy (MGMT 4890) were eloped from standardized tests by Prentice Hall.

Performance Standards

Assessment instruments and performance criteria to be used in final report are as shown.

Student outcomes 1,2,3,7,and 8 demonstrating knowledge of basic business principles and concepts and thorough understanding of management process will be assessed using Principles of Management. Outcomes 5, through 10 will be assessed utilizing Strategic Management & Business Policy. The goal here is to identify the number and percentage of students who made satisfactory progress in their learning by scoring from C and above. Other views and inputs about course offerings will be captured in the administration and analysis of the exit survey.

Assessment	Student Outcome	Criteria
1. Principles of Management	1,2,3,4,5	C=70-79; B=80-89; A=90 & above. D=Below 70
2. Business Policy & Strategy	3,4,6,7,8,9,10	C=70-79;B=80-89;A=90 &above. D=Below 70
		C and above = satisfactory in all cases.
3. Senior Exit Survey	Indirect assessment	Percentage of satisfied students in overall course offering of the

		college of Business and in the core management areas.
--	--	---

Assessment Findings/Interpretations/Conclusion (Answer all questions.)

Findings(MGMT 3010)

1. The average class score improved from 58 to 79, an improvement in the understanding and application of basic management principles and concepts by more than 37%.
2. The majority of the students (more than 90%) understand the major economic, legal, political and cultural environments (business environment) in which for profit and non-profit organizations operate.
3. Many students are convinced they can resolve issues involving business ethics but some 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 clearly understood by the majority of the students. (MGMT 4890)
5. Many of the students (more than 80%) showed a good understanding of strategic management concepts and the competitive environment in which corporations operate.
6. Many students realized that strategic management refers to strategy formulation, implementation and evaluation, while strategic planning refers only to strategy formulation (more than 75%).
7. All the students (100%) recognize the higher financial returns that accrue to firms that have mission statements, thereby realizing the importance of mission statement to an organization.
8. While most of the group presentations were good and specific in their strategy recommendations, about 20% of other presentations made recommendations not relevant and specific to the quadrant the firm situated. In effect, those recommendations were “generic” and not industry specific.
9. Students’ communications and interpersonal skills have remarkably improved.

Decision-making Using Findings

Student performance from the two subjects and the fact that more than half the class scored 70% and above, one can say that student learning continues to improve. Since September 2010, many students are involved in a number of programs that expose them to business owners and practitioners.

Students also have access to the college computer laboratory where they can work on their assignments/projects uninterrupted. Other changes that have taken place include re-numbering of courses, partnering with some Fortune 500 Corporations like Kraft, involvement of Coleman Foundation with the college, and career development officers who come to talk to students about job prospects and how to succeed in the corporate world.

Demonstrating Improved Learning

Analysis of Results (MGMT 3010)

Test: Average Class Score: Std. Deviation

1	58	7.36
2	79	7.71

There was overall class improvement in the understanding and application of basic management principles and

concepts (an improvement of 37.69% from 58 to 79).

Analysis of Results (MGMT 4890)

<u>Test</u>	<u>Mean Class Score</u>	<u>Std. Deviation</u>
1.	52.03	10.69
2.	69.86	12.93

Results show a dramatic improvement in students' understanding of strategic management concepts and policy issues as indicated from an increase in average class score from 52% to 69%, an increase of more than 34%.

Publicizing Student Learning

Information about students' achievements such as during outside competition is posted on notice boards and on the screen mounted on the fourth and fifth floors of the College of Business. Also during college meetings, town hall meetings, and business advisory board (BAB) meetings, the Dean would talk about student achievements and accomplishments in the academic and business arena. The Dean's office sponsors a publication that announces, lists, and disseminates information about student accomplishments and faculty intellectual contributions. The college of Business is completely wired, thereby making it possible for students to use their laptops anywhere in the college building.

Accomplishments and Challenge

Most of the students are always eager to participate in the assessment process because they figure out that is how their opinion and input in the college curriculum can be effective. More than 95 percent of the students usually participate indicating how effective and motivating it can be to students. Moreover, the new Dean's policy of involving student leaders and organization in the decision making process has raised expectations very high. The challenge faced by many students include dressing professionally which is part of the corporate culture.