

Management BBA

Students Will Obtain A Broad Base Of Knowledge Of Management Principles

Goal Description:

A broad base of knowledge of management principles is necessary for students to become effective organizational actors.

Providing Department: Management BBA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective 1 - Organizational Behavior

Learning Objective Description:

Students will understand the principles and concepts relating to human behavior in organizations.

RELATED ITEM LEVEL 2

ICF1 - Organizational Behavior

Indicator Description:

Course exam embedded questions and/or assignments

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course

Findings Description:

Awaiting findings from Carliss Miller.

RELATED ITEM LEVEL 3

Action 1- Organizational Behavior

Action Description:

Awaiting information from Carliss Miller.

RELATED ITEM LEVEL 1

Learning Objective 2 - Human Resource Management

Learning Objective Description:

Students will understand the principles and concepts relating to the management of human resources.

SUB1: Students will understand the principles and concepts relating to strategic HRM.

SUB2: Students will understand the principles and concepts relating to jobs/job analysis.

SUB3: Students will understand the principles and concepts relating to staffing/planning.

SUB4: Students will understand the principles and concepts relating to total rewards.

RELATED ITEM LEVEL 2

ICF2 - Human Resources Management

Indicator Description:

Embedded exam questions and/or course assignments from multiple sections/courses will be used to evaluate students' understanding of the management of human resources.

Criterion Description:

70% of management majors will achieve or surpass a 70% performance level on the associated indicator.

Findings Description:

Awaiting findings from Aneika Simmons.

RELATED ITEM LEVEL 3

Action 2 - Human Resources Management

Action Description:

Awaiting information from Aneika Simmons.

RELATED ITEM LEVEL 1

Learning Objective 3 - Social Responsibility

Learning Objective Description:

Students will understand the principles and concepts relating to the social responsibility of business.

RELATED ITEM LEVEL 2

ICF3 - Social Responsibility

Indicator Description:

A combination of exams (45%: 3 total at 15% each), group case studies (40%: 2 total at 20% each), and in-class participation (10%),

Exams: Contain both multiple-choice and short-answer questions (65% and 35% respectively).

Short-answer questions increase student synthesis of the material for each major section in the course.

Group Case Studies: Using cases from the textbook, students write a 7-10 page report discussing the case with respect to the following:

Discussion Questions

Identification of relevant theories from the text

Synthesis of Carroll's Pyramid of CSR

Recommendations and limitations

Correct use of syntax, grammar, and APA formatting

In-Class Participation: includes both individual and group work to answer various "Ethics in Practice" cases from the text, and subsequently presenting their answers to the class. Doing so further enhances student synthesis of the in-class material

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course. Given the importance of being able to work in groups and to have a thorough understanding of business ethics, 70% of all students are expected to achieve a grade of B (>80%) or better on case studies and in-class participation for assignments involving "Ethics in Practice" cases found in various chapters within the text.

Findings Description:

Section 01 (F2F)

Exams: Multiple Choice averages across all three exams were 77%. Short answer scores were 68% for an overall average of 74%.

Group Case Studies: For this assessment, the average grade was 81% for all students in the course. Given the case study is a group project, no analysis was performed at the student level.

Participation: Average grades for all students were 71% while 55% of students scored above an 80% for their participation grade. This was attributed to many student absences in the course. Unlike the online section of this class where I made numerous announcements about assignments by e-mail, most instructions about assignments were given in class where many students were absent from lectures.

Section 21 (Online)

Exams: Multiple Choice averages across all three exams were 73%. Short answer scores were 72% for an overall average of 73%.

Group Case Studies: For this assessment, the average grade was 80% for all students in the course. Given the case study is a group project, no analysis was performed at the student level.

Participation: Average grades for all students were 80% while 87% of students scored above an 80% for their participation grade. This is attributed to most of the students actively participating. Compared to the F2F section (01) of this course, students.

RELATED ITEM LEVEL 3

Action 3 - Social Responsibility

Action Description:

Fall 2021, Section 01 (F2F)

Exams: Multiple Choice averages across all three exams were 77% while short answer questions averaged 68%. This suggests room for improvement. The low percentage of students with a short-answer proficiency below 70% can be addressed by the following methods:

Post and synthesize more material from each chapter using external sources such as video, web articles, and other newsworthy events related to each topic.

Encouraging more students to attend the online review session for exams. Given the transition to remote learning, students should be reminded more often to attend synchronous lectures and in particular, exam reviews.

Despite these recommendations were similar to spring 2021, this semester marked the return to in-person learning which may have attributed to this lower performance from the prior semester, and thus, it is recommended these methods continue to be followed.

Group Case Studies: These findings suggest that students work effectively in groups based on an average of 81%. This was a decrease from Spring 21, which may be attributed to a return to in-person learning. There were a larger percentage of students who did not attend from the previous semester. One issue which was improved upon from spring 2020 addressed some confusion among students concerning the case study guidelines. Despite this document being posted online, it was recommended that more time is spent in-class reviewing the parameters and guidelines of the case study. This strategy would have been more effective had more students attended class.

Participation: Average participation grades for all students were below 80%, (71%) while 55% scored above this threshold. To improve student participation, some suggestions are given: Encourage greater online participation when students share their “Ethics in Practice” discussion questions.

Further remind students that their attendance in class is crucial to their participation. This can also be further documented in the course outline.

Utilize more interactive learning techniques by asking students to critique answers from other teams in a discussion board format

Fall 2021, Section 21 (Online)

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Post and synthesize more material from each chapter using external sources such as video, web articles, and other newsworthy events related to each topic.

Encourage more students to addend the online review session for exams.

Despite these recommendations were similar to spring 2021, it is recommended these methods continue to be followed.

Group Case Studies: These findings suggest that students work effectively in groups based on an average of 80%. This was a decrease from Spring 21, yet an overall improvement from spring 2020 which addressed some confusion among students concerning the case study guidelines. Despite this document being posted online, it is recommended that more time is spent in-class reviewing the parameters and guidelines of the case study.

Participation: Average participation grades for all students were above 80%, (87%) while 65% scored above this threshold. To continue this practice that students score well on participation, the suggestions which were provided are again given:

Encourage greater online participation when students share their “Ethics in Practice” discussion questions.

Further remind students that their attendance in class is crucial to their participation. This can also be further documented in the course outline.

Utilize more interactive learning techniques by asking students to critique answers from other teams in a discussion board format

RELATED ITEM LEVEL 1

Learning Objective 4 - International Management

Learning Objective Description:

Students will understand the principles and concepts of managing business in global markets and multi-cultural societies.

RELATED ITEM LEVEL 2

ICF4 - International Management

Indicator Description:

Embedded questions on quizzes and exams in multiple sections will be used to evaluate students' understanding regarding managing business in global markets. Students also participate in Discussion Board assignments, where they engage their peers in the weekly assigned material in order to strengthen their knowledge and understanding. Lastly, students develop analysis to assess how country characteristics enable companies to succeed in their home country, then determine whether these characteristics are available in a selected new host country environment.

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course

Findings Description:

This semester, students struggled a great deal more than in the past. It seems students would not invest much time to review the course materials. It seemed that they attempted to learn the material at the same time they were responsible for displaying their competence.

Questions that required students to invest time and develop analysis were frequently skipped.

In the Discussion Board assignments, students commonly would not incorporate the assigned reading material. Their posts would not reflect knowledge of the assigned materials (article, text chapters, or videos).

The students who would engage the assigned materials, performed well. They learned a great deal about business in global markets and how cultural influences how business takes place.

RELATED ITEM LEVEL 3

Action 4 - International Management

Action Description:

I am not sure how to address student's lack of engagement. After each semester, I review the assigned materials and confirm whether each assignment is necessary (essential to student learning). I have just completed this exercise for the fall semester. Short of reducing the material for the sake of reducing the material, there is nothing else that I can remove. I will continue trying to determine if there is any content that can be removed.

RELATED ITEM LEVEL 1

Learning Objective 5 - Supply Chain Management

Learning Objective Description:

Students will understand the principles and concepts relating to the management of operations, supply chains, and projects.

RELATED ITEM LEVEL 2

ICF5 - Supply Chain Management

Indicator Description:

Embedded questions on exams in multiple sections (F2F, online, different professors) were used to evaluate student understanding of all the operations management concepts. We use 36 questions pertaining to 9 different learning objectives (up to 4 questions for each learning objective).

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course

Findings Description:

Overall, the results show the professors continue to meet and exceed the standard of 70% for most learning objectives.

The one exception is location decision, which resulted in 67.4%. All professors/instructors will review the learning objective and will focus on developing the section.

RELATED ITEM LEVEL 3

Action 5 - Supply Chain Management

Action Description:

To address issues with learning on these subjects, an additional class period will be given to reviewing these content areas. These chapters, in particular, contain too much information to be fully absorbed in the time currently allotted. This will also provide additional time to illustrate key concepts with short Utube videos, where applicable.

RELATED ITEM LEVEL 1

Learning Objective 6 - Strategic Management

Learning Objective Description:

Students will understand the principles and concepts relating to the strategic management of the firm, its resources, and its environment.

RELATED ITEM LEVEL 2

ICF6 - Strategic Management

Indicator Description:

Embedded questions on exams, and course projects will be used to evaluate students' understanding of learning objectives.

Criterion Description:

70% of all students will attain at least 70% proficiency on each sub-objective for the course.

Findings Description:

Students are not demonstrating adequate understanding of the role played by strategy implementation mechanisms in shaping firm performance.

RELATED ITEM LEVEL 3

Action 6 - Strategic Management

Action Description:

Additional emphasis will be placed on the topics of organizational structure, organizational controls, and compensation policies.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

OB - We will continue to work to ensure that students better grasp the material. I believe this is the first time this course was offered and taught as a hybrid course. Some students enjoyed this method and others expressed a dislike for it. Those that disliked the course stated that they wanted to consistently learn face to face. We met weekly on Wednesdays and online on Mondays and Fridays. When we met online we did so using Zoom sessions. The majority of the course attended the Zoom sessions. In fact, on presentation days we frequently had 100% attendance. I believe student performance was impacted by a student's affinity and ability to adjust for this method of learning.

HR - With respect to SUB4 - students in the online sections performed better than students in the F2F section. To rectify this discrepancy, students in the F2F section will be reminded that viewing the additional online material (additional lectures, links to web resources, examples, exercises, etc.) will strengthen the classroom discussion regarding SUB4.

SR - Spending more time in class (and on Zoom) synthesizing the material from each chapter using external sources such as video, web articles, and other newsworthy events related to each topic. Encouraging more students to attend the review session for exams.

IM - To extend student's understanding of cultural nuances, going forward, assignments which encourage students to identify individuals from outside the U.S. and interact with them. I am developing two assignments to achieve this goal. This component will solidify student's insights regarding managing cultural differences as they do business in global markets and multicultural societies.

SCM - As mentioned in the findings a specific question regarding location decisions will be reviewed and revised to eliminate any confusion that students may be having. Other questions will also be analyzed to see if there are others which may also need revisions. Although the results for forecasting are within the proficiency target, additional time will be spent in course materials and practice problems to continue to build proficiency in this area.

SM - To address issues related to COVID-driven disruptions, I intend to provide students greater flexibility in scheduling their exams. I also intend to revamp the exam study guides to provide further guidance for students.

Update of Progress to the Previous Cycle's PCI:

OB - Based on our data and analysis our actions resulted in improvement

HR - We have seen progress, but are still working to address the issues.

SR - None provided (Allan Grogan)

IM - At the end of last semester, I developed two assignments that required students to use the content of the course to engage people not born in the U.S. One assignment was required, one assignment was positioned as Extra Credit.

The required assignment did not yield the engagement that I had hoped for. I hoped students would be excited to use the principles from the course, outside of the course. I will continue to enhance this assignment to boost student engagement and learning. The goal of the assignment is for students to learn the influence of culture and how culture may influence business outcomes.

Only 2 students submitted the Extra Credit. The two students who completed the Extra Credit really enjoyed the assignment!!

SCM - We have seen significant improvement from the previous year.

SM - Greater flexibility in scheduling exams led to greater exam completion.

New Plan for Continuous Improvement Item

Closing Summary:

OB -

HR -

SR - Post and synthesize more material from each chapter using external sources such as video, web articles, and other newsworthy events related to each topic. Encouraging more students to addend the online review session for exams. Given the transition to remote learning, students should be reminded more often to attend synchronous lectures and in particular, exam reviews. Encourage greater online participation when students share their “Ethics in Practice” discussion questions. Further remind students that their attendance in class is crucial to their participation. This can also be further documented in the course outline. Utilize more interactive learning techniques by asking students to critique answers from other teams in a discussion board format

IM - After each semester, I review the assigned materials and confirm whether each assignment is necessary (essential to student learning). I have just completed this exercise for the fall semester. Short of reducing the material for the sake of reducing the material, there is nothing else that I can remove. I will continue trying to determine if there is any content that can be removed.

SCM - To address issues with learning on these subjects, an additional class period will be given to reviewing these content areas. These chapters, in particular, contain too much information to be fully absorbed in the time currently allotted. This will also provide additional time to illustrate key concepts with short Utube videos, where applicable.

SM - Additional emphasis will be placed on the topics of organizational structure, organizational controls, and compensation policies.