

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.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Learning Objective 1

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams Regarding Human Behavior In Organizations

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human behavior in organizations.

Criterion Description:

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

Findings Description:

KAVANAUGH MGMT 3320 Sp 16 main campus: Using vocabulary matching and essay exams, six sub-objectives were assessed for 42 students enrolled in the Spring 2016 MGMT 3320 (Organizational Behavior) course. Overall, 21% of the students failed to achieve the specified 70% criterion over all six objectives, 45% performed at the 70 – 89% criterion, and 33% excelled at the 90+% level. Overall, the class grade point average was 80.8. The average score for all of the sub-objectives exceeded the 70% criterion. Of these, the material on Motivation & Job Design (71%) and Leadership (75%) were the weakest. These results were somewhat surprising as much class time was spent presenting this content, both in class lectures and through the use of experiential exercises. On the other hand, these chapters are very extensive in the presentation of theories, concepts, and models. Many would argue that these topics are the core of organizational behavior.

KAVANAUGH MGMT 3320 Sp 16 TWC: Using vocabulary matching and essay exams, six sub-objectives were assessed for 19 students enrolled in the Spring 2016 MGMT 3320 (Organizational Behavior) course at The Woodlands Center (TWC). Overall, 26% of the students failed to achieve the specified 70% criterion over all six objectives, 37% performed at the 70 – 89% criterion, and 37% excelled at the 90+% level. Overall, the class grade point average was 80. The average score for all of the sub-objectives exceeded the 70% criterion, except for one. The weakest sub-objectives were Motivation and Job Design (69) and Leadership (74). These results were somewhat surprising as much class time was spent presenting this content, both in class lectures and through the use of experiential exercises. On the other hand, these chapters are very extensive in the presentation of theories, concepts, and models. Many would argue that these topics are the core of organizational behavior. These results parallel those for the section taught on the main campus.

Attached Files

- [!\[\]\(693fcb3caaca16f960792dd4ef78f66d_img.jpg\) Kavanaugh 3320 Sp 2016 Main -- Total Class](#)
- [!\[\]\(9c6bb19b0f713ce4c978fc97945488c7_img.jpg\) Kavanaugh 3320 Sp 2016 TWC -- Total Class](#)

RELATED ITEM LEVEL 3

Kavanaugh -- MGMT 3320 Sp 2016 Action Items

Action Description:

Action items: The essays over this content called for students to synthesize and integrate material as compared to describe and contrast questions, a slightly lower level of cognitive ability. For future instruction related to assessment, moving to a multi-item exam with far more content questions may provide greater discrimination in assessing student command of content. While essay exams are highly prized for their ability to foster student thinking, they may not do the best job in sampling the student’s command of the factual material. The addition of multiple-choice questions to the current vocabulary/essay testing protocol may be beneficial in better assessing student performance.

RELATED ITEM LEVEL 1

Learning Objective 2

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Case Analysis

Indicator Description:

Written analysis of a case or case vignette.

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams In Human Resources Management

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human resources management in organizations.

Criterion Description:

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

RELATED ITEM LEVEL 1

Learning Objective 3

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Course Embedded Questions On The Social Responsibility Of Business.

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of the social responsibility of business.

Criterion Description:

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

Findings Description:

Dr. Collins taught one section of MGMT 4345 (Social Responsibility) Spring 2016 to 16 students at TWC. Both written analysis and embedded questions were used to assess performance. The average scores were: Written analysis (78) and Embedded questions (82.5). Only one student failed to achieve the minimum criterion of 70%. On written analysis, 25% excelled at >90%; 44% excelled on the embedded questions.

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[!\[\]\(066cb4a00c9d9f40edb6f87372ec6f08_img.jpg\)_Collins --Spring 2016 Assessment MGMT 4345](#)

RELATED ITEM LEVEL 1

Learning Objective 4

Learning Objective Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of managing business in global markets and multicultural societies.

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams Regarding Global Markets And Multicultural Societies

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding managing businesses in global markets and multicultural societies.

Criterion Description:

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

Findings Description:

NEWBOLD MKTG 4340 SP 16 TWC: Please review the Results of Assessments reported in Table 1. The questions below are related to three levels of student performance. The expected performance is that students will score 70% and higher on assessments. The three levels on Table 1 are: Exceptional Performance Students exceed standards (more than 90% correct) Expected Performance Students meet standards (70%-89% correct) Poor Performance Students perform below standards (less than 70% correct) (1) Is there evidence of exceptional performance (many students exceeding standards)? If so, in what area(s) within the Learning Objectives does it occur? Why do you think it occurred? Is there a best practice that can be used again, or used by others, to have similar results? There were 2 specific learning objectives where a large number of students performed at 90% or higher. Please refer to the chart above. It is hard to determine why this occurred. The sample is only 11 students. It is difficult to determine why the configuration of concepts where students performed well is different than the previous semester. (2) Is there evidence of poor performance (many students performing below standards)? If so, in what area(s) within the Learning Objectives does it occur? What actions can you take to improve the students' performance so the standards are met? Note: These actions will be explained as planned actions in the closing the loop report. There were three concepts where students performed below the 70% cut-point: 1) Historical Concept of Global Trade Since WWII 2) International Legal Issues, and 4.16 3) Ethical Issues It is hypothesized that the issue here is that the students have some confusion between the various forms of legal actions and various forms of ethical issues covered in the class. Legal and Ethical Issues have been targeted for improvement in the Spring of 2016. For this LO, I plan to create an in-class quiz, utilizing "clickers" to reinforce this material. It is hoped that this heightened

experience will result in a higher level of performance. (3) If the standards were met with 70%-89% correct, can you identify areas within the Learning Objectives that need improvement? These areas are relatively lower in score as compared to other areas. How will you seek improvement? Note: These actions will be explained as planned actions in the closing the loop report. Do we need to raise our expectations/standards? I do not have any specific ideas for those performing in the middle of the grade spectrum.

AHMED SP 16 MKTG 4340:

Conclusion, Exam 1: Student performance on Test 1 was used as an indicator of learning on selected components of the objective “Managing businesses in global markets and multi-cultural societies”. Against a criterion of 70%, the average score was 78.6%.

Conclusion, Exam 2:

Student performance on Test 2 was used as an indicator of learning on selected component of the objective “Managing businesses in global markets and multi-cultural societies”. Against a criterion of 70%, the average score was 79.9%.

Conclusion, Exam 3:

Student performance on Test 3 was used as an indicator of learning on selected components of the objective “Managing businesses in global markets and multi-cultural societies”. Against a criterion of 70%, the average score was 73.1%.

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[!\[\]\(3e2231b1ad3ca8da8658228c00dd08e0_img.jpg\) Newbold --MKTG 4340 -01 & 15 TWC Sp 2016](#)

[!\[\]\(5361750c22c4e047a52f4eac1ec2d4cc_img.jpg\) Ahmed -- MKTG 4340-01 Sp2016](#)

RELATED ITEM LEVEL 3

NEWBOLD MKTG 4340 Spring 2016 Action Items

Action Description:

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material. In the Fall of 2016, I plan to utilize in-class “clickers” to facilitate quizzing with discussion to occur directly afterward.

RELATED ITEM LEVEL 1

Learning Objective 5

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams Relating To The Management Of Operations, Supply Chains, And Projects.

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of human resources management in organizations

Findings Description:

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[!\[\]\(a25a22d88c5882f4a20f36103df86562_img.jpg\) Riley -- 3370-15 TWC Sp2016](#)

RELATED ITEM LEVEL 3

Riley -- MGMT 3370 Sp 2016 TWC Action Items

Action Description:

The following are the action items identified for each section of the course. For greater context, please view the entire report.

Forecasting (questions 1-3):

Next semester, I plan to review exponential smoothing and in particular, how the alpha affects the exponential smoothing formula.

Capacity planning (questions 4-6)

Overall the students appeared to understand the capacity-planning concept taught. No change needed.

Location decision (questions 7-9)

The management majors had trouble with question #9. Similarly, the overall class had trouble with the same question. Question #9 is a new question. My plan is expand the lecture time and offer some new examples of different types of company located throughout the supply chain.

Decision theory (questions 10-12)

Overall students understood the question son decision theory. No change needed.

Quality control (questions 13-14)

Students still had some issues about control limits (question 14). My plan is to bolster activities around control limits. This includes a deeper dive into the chapter and more examples.

Inventory management (questions 15-16)

Overall, most people understood the inventory management concepts taught. Will continue reiterating key inventory management concepts.

Project management (questions 17-19)

Strong emphasis is placed on project management throughout the semester. Student’s scores indicate they understood the concepts. Will continue to emphasize chapter and offer multiple real world examples.

Process management (questions 20-22).

Students failed to understand all three concepts pertaining to processing systems. To improve understanding, I plan to change my approach. Dr. Ellegood, has some ideas to improve my appraoch

Product design (23-25)

The management students had no issue with service design questions, however, the class at large had issues with question #25. Based on feedback from the previous semester, this question was re-written. Will need to develop a technique to talk about robust design. Not a concept covered in the current textbook.

RELATED ITEM LEVEL 1

Learning Objective 6

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

Course Embedded Questions On The Strategic Management Of The Firm, Its Resources, And Its Environment.

Indicator Description:

Embedded questions on exams in multiple sections/courses will be used to evaluate students' understanding of the strategic management of the firm, its resources, and its environment.

Update to Previous Cycle's Plan for Continuous Improvement

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

Planning year 2014-2015 was a learning year as MATs and GATs came to understand the importance of assessment, the mechanics of the software system, and the types of data to be gathered, and the process of working with colleagues to systematically gather the information needed in a timely manner.

The 2015-16 cycle will be more robust. Much clearer direction is being received from the Dean's office on the precise nature of data sought, its timeliness, and its importance. In September/October 2015, GATs and Mats will meet with the Dean for briefings and promptly formulate the data collection calendar for the year. Courses, instructors, metrics, and collection methods will be clearly identified. The schedules for Fall 2015 and Spring 2016 will be defined. Within two months of the end of each term, that term's data will be reviewed in a "Close the Loop" meeting of appropriate faculty who will then develop the "Plan for Continuous Improvement" for the next period or cycle.

Update of Progress to the Previous Cycle's PCI:

INSERT OVERALL SUMMARY HERE IN RESPONSE TO GENERAL STATEMENT FROM 2014-2015

mgmt. 4340 Newbold TWC : One concept was targeted for improvement: Trade Barriers and Forms of Economic Cooperation. Two steps were taken during the Spring session to ameliorate this issue:

- (1) An experiential exercise was developed to take students through the concepts, and
- (2) An in-class quiz was conducted to follow up on the experiential exercise.

Plan for Continuous Improvement

Closing Summary:

Within courses, degree programs, and departments, implement the action items formulated in the plan.

TALK ABOUT BIG OVERALL CHANGES HERE