

Management BBA
Assessment Plan Summary

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:

There are no Findings. This Objective was not scheduled for Assessment this academic year.

RELATED ITEM LEVEL 1

Learning Objective 2

Learning Objective Description:

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

Assessment: MGMT 3330 Fall 2016 and Spring 2017 – Introduction to Human Resource Management

Instructor: Dr. Charles J. Capps III

Students demonstrate acceptable proficiency on basic HRM knowledge, skills and abilities. This HRM course is an introduction to the HRM profession, the HRM degree, and serves as a foundation of human resource management knowledge and principles to help executives become more effective organizational actors. The goals of Sam Houston State University’s Bachelor of Business Administration degree (BBA) in Human Resource Management are threefold: to provide an academic foundation in Human Resource Management (HRM) for future practitioners’ successful careers, to prepare students for advanced graduate HRM degree programs, and to provide the knowledge needed to pass the HRM profession’s first certification exam, the Professional in Human Resources, PHR, offered through the Society for Human Resource Management (SHRM) Certification Institute. Globally the Sam Houston State University’s Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide that is aligned completely with all of SHRM’s requirements. In 2017, the HRM degree’s SHRM alignment was recently reapproved for another five years, instead of the customary two. Our strategy is continuous improvement guided by the HRM professional society, SHRM, and supported by the required HRM topics on their PHR certification exam.

RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) HRM foundational sections, which include the sixteen major HRM topics tested on the Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), and Global Professional in Human Resources (GPHR) exams for professional certification. The PHR, SPHR, and GPHR carry significant weight and respect in the HRM professional community since one is retested every three (3) years to maintain currency and certification. Many firms charge \$1,250 to prep students for these professional certification exams; most have a pass rate of over 85%. SHSH’s BBA in HRM degree is designed to prepare students for the certification exam as well as to provide an excellent education in HRM. Of the students I have prepped, currently BBA in HRM degree graduates from SHSU are passing their professional HRM certification exams for the PHR on their first attempt at about an eighty-percent (80%) rate.

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.

1. Indicator #1: Four objective tests cover the required five major HRM sections:

each test consists of 50 multiple-choice questions. Each one of the five (5) major HRM sections had a minimum of 18 to 22 questions addressing each of the five major section's HRM learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule for proficiency is students make a minimum of seventy (70%) percent in the class.

Criterion Description:

The established criterion is students earn an overall course average of at least 70%. 70% to 89% is the acceptable standard. 90% or above is considered above the standard. Below 70% is below standard.

Findings Description:

Of the forty-one (41) students in the course in Fall 2016, all students answered at least seventy percent (70%) of the questions correctly for an average score of 78%. Please see Data Assessment Sheet.

Overall Results for Fall 2016:

1. Evidence of Exceptional Performance - It is evident the HRM topic is one most students like and seem to understand, based on the data analysis for the semester, as 24.4% of the class turned in an exceptional performance. 75.6% met the standard, for 100% or all students meeting or exceeding the standard.

2. Evidence of Poor Performance - It appears the instruction and performance on the first two tests could have been better. Some of the earlier topics may need additional coverage on these first tests or some students need to get in gear and join the professor's study group earlier, or both. Regardless, increased focus on the first two tests to seek trends or topics.

Overall Results for Spring 2017:

Findings: The overall findings are 35 of 39 or 91.66% of the students earned a 70% or better with 8.34% falling below standard. See data attachment sheet for results.

2. Overall Results:

1. Evidence of Exceptional Performance - It is evident the topic of HRM is one some students like and seem to understand HRM, based on data analysis for the semester, because 25% of the class turned in an exceptional performance. 66.66% met the standard and 8.34% failed to meet the standard of 70% right.

2. Evidence of Poor Performance - It appears the instruction and performance on the first three tests could have been better. Some of the earlier topics may need additional coverage on these early tests or some students need to join the professor's study group earlier, or both. Regardless, increased focus on the first three tests to seek trends or HRM topics.

ADDITIONAL FINDINGS REGARDING PERFORMANCE ON THIS OBJECTIVE CAN BE FOUND UNDER THE HUMAN RESOURCES DEGREE LISTING IN THIS DEPARTMENT.

Attached Files

[!\[\]\(83bbbd261710c59db0214aa27b2edc0d_img.jpg\) MGMT 4330 -- Assessment Table -- F2016 -- Compensation -- Utecht](#)

[!\[\]\(166772600a13ad0a433053f90fe45649_img.jpg\) MGMT 3330 Assessment Table -- F2016 -- Utecht](#)

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:

[Edit](#)

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

Findings Description:

There are no Findings. This Objective was not scheduled for Assessment this academic year.

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.

Students who complete the BBA in Management will be able to summarize and explain the global nature of business today and the forces shaping the evolution of the global market, and recognize the process of extending from domestic business operations into global markets.

The learning objective is represented in more detail by the following subjects.

1. Overview of International Business
2. Adaptation vs. Standardization
3. Basic Global Geo-Political Concepts
4. Trade Barriers and Forms of Economic Cooperation
5. Historical Context of Global Trade Since WWII
6. Economic Development and Its Implications
7. Market Entry Strategies
8. International Legal Issues
9. Ethical Issues Related to International Trade
10. Distribution Issues
11. International Staffing and Expatriates
12. Current Trends in International Business

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:

The attached table presents detailed findings from assessment activity.The target achievement level of 70% was reached for each concept. Moreover, as can be seen by the scores in green on the table, the average scores on 8 of the 12 key subject areas were higher than the previous semester.

In addition, there was appreciable improvement in the average scores on the 3 subject areas where performance lagged in the previous semester. Thus, it appears the use of the Student Workbook developed to improve learning has improved student retention of most of the key concepts. Please see the table below that reports scores for the previous semester (Spring 2016) to the more current scores (Fall 2016).

Concept	Spring 2016	Fall 2016	Improvement
Historical Concepts	67	74	+7
International Legal Issues	64	76	+12
Ethical Issues	69	74	+5

Please refer to the attached table for the evidence of exceptional performance on subjects 2, 3, 6, 7, 9, and 10. This performance can be attributed to the tight linkage between the lectures, the workbook exercises and questions, and the questions asked on the exams. Students developed a mastery of these concepts. However, performance on three concepts still appears to lag: Historical Concepts, International Legal Issues and Ethical Issues.

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.

Indicators: Embedded questions on exams in multiple sections/courses will be used to evaluate students' ...

1. understanding of terminology used in operations management. (15 questions)
2. familiar with the various quantitative methods used in operations management. (6 questions)
3. understanding of the quantitative methodologies involved in operations management. (4 questions)

Criterion Description:

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

Findings Description:

Findings: The assessment for Spring 2017 includes three sections of MGMT-3370. Included in the sample, 36 students from a face-to-face course (3370-04) and 57 students from two online courses (3370-22 and -25). For both the face-to-face and online delivery modes, more than 70% of the students assessed achieved at least 70% proficiency of sub-objectives 1 and 2. For sub-objective 3, more than 70% of face-to-face students assessed achieved at least 70% proficiency, however only 47% of online students achieved at least 70% proficiency.

The questions for sub-objective 1 assess students familiarity with operations management terminology and the questions for sub-objective 2 assess students ability to apply various quantitative methods associated with Operations Management. The questions for sub-objective 3 assess students understanding of concepts associated with the quantitative methods presented in Operations Management (MGMT-3370). With both delivery modes, face-to-face and online, the Operations Management course utilizes several Experiential Learning exercises that give students the opportunity to apply the quantitative methods in a simulated environment. However, the findings suggest that although students from both delivery modes can apply the quantitative methods, the online students are not gaining the necessary understanding of the concepts associated with these methods.

Attached Files

[📄_MGMT 3370 Assessment Table -- Sp 2017 -- Ops Mgt -- Ellegood](#)

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.

Criterion Description:

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

Findings Description:

There are no Findings. This Objective was not scheduled for Assessment this academic year

Update to Previous Cycle's Plan for Continuous Improvement**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Update of Progress to the Previous Cycle's PCI:**LO2 -- Human Resource Management**

MGMT 3330

Actions #1: I invited every student who earned below 70 percent on a test to join my study group, which met to go over material in small groups. I continue to check students' progress to maintain student mastery of material. Students scoring below 70 are always invited to join my study group to improve their grade. When several students score below 70% on a test, or over an area of the test, then further analysis is used to check for any trends or HR areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Revisit certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Generally, for all courses:

- 1) Devote more class time to those topics where weaknesses are evident.
- 2) Provide more applications and practical examples to promote understanding of material.
- 3) Devote more time to reviewing the topics in a "Q & A" or "Team Competition" format, prior to the administration of each exam.
- 4) Monitor student progress to maintain student mastery of material.

LO4 - MKTG4340: International Management and Marketing

I had planned to utilize “clickers” in the Fall of 2016. However, I was unable to get the clickers programmed in time. Instead, I created a “Student Workbook” as a means of keeping the students up to date with the main ideas from each lecture. The workbook was over 40 pages of lecture outlines, open-ended short-answer essay questions, and skill tests. The purpose of the workbook was to keep students focused on the main ideas of each lecture, and provide them with a tool to prepare for the multiple-choice exams.

LO5: Operations Management

To improve the online students understanding of the concepts associated with the quantitative methods (sub-objective 3), post Experiential Learning exercise videos will be added to the course and individual discussion assignments.

LO1, LO3, and LO6 were not scheduled for Assessment in this academic year.

Plan for Continuous Improvement**Closing Summary:**

LO2: Human Resources Management

MGMT 3330

Plan for Continuous Improvement: There are no actions needed now beyond those listed in the action plan. And, all actions will continue. However, if HRM trends change, the changes will be reflected by the Society for Human Resource Management first. Then adjustments will begin immediately in the HRM degree and/or specific HRM courses to maintain alignment, timeliness and relevancy. HRM course content is now correct due to SHRM guidance and alignment. All actions based on the findings were stated above.

LO4: Students Will Be Able To Summarize and Explain Global Marketing Concepts

MKTG4340

In general, I hope to continue to promote learning in all 12 concepts above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

Finally, I plan to continue to refine the Student Workbook, by (1) Adding more explanatory material (e.g., definitions, example), and (2) Adding more critical thinking exercises.

LO5 -- Operations Management

MGMT 3370

N/A Awaiting further data from other sections

LO1, LO3, and LO6 were not scheduled for Assessment this academic year. They will be evaluated in the next cycle.