Detailed Assessment Report
2013-2014 Management M.A. Online
As of: 7/14/2014 03:01 PM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The learning outcomes for the online degree program were inherited from the campus program (which was suspended in 2012). The emphasis in the online program is somewhat different so that the same research skills are not promoted, therefore, the learning goals need to be re-examined. A management faculty committee was established in 2013/2014 and will meet this summer to talk about this program as a whole.

Mission / Purpose
The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Global Management Knowledge
Understand the increasing scope and complexity of global management

Connected Document
MS management Curriculum Map

Related Measures

M 1: Case Analysis
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other
Target: None

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Establish a Faculty Committee to Evaluate the Program
Established in Cycle: 2012-2013
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

M 2: Region Expert Project
Students in IBA 550 must demonstrate culture-specific knowledge related to doing business in their country of study.
Source of Evidence: Project, either individual or group
Target: 80% of students are expected to fulfill rubric requirements to be developed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Develop rubric to determine culture-specific knowledge
Established in Cycle: 2012-2013
A rubric will be developed to measure culture-specific knowledge, application of global management principles, research skills, ...

Establish a Faculty Committee to Evaluate the Program
Established in Cycle: 2012-2013
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

SLO 2: Application of Global Management Principles
Demonstrate ability to achieve organizational goals through the application of global management principles

Connected Document
MS management Curriculum Map I

Related Measures

M 1: Case Analysis
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

Target:
75% of students should meet or exceed faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

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Established in Cycle: 2012-2013
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Source of Evidence: Project, either individual or group

Target:
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A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

SLO 3: Research Skill
Use research skills to identify and solve global managerial problems

Connected Document
MS management Curriculum Map I

Related Measures

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Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

Target:
75% of students should meet or exceed faculty expectations.

Related Action Plans (by Established cycle, then alpha):
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Revise learning outcomes or improve preparation
Established in Cycle: 2011-2012
The learning outcomes for the online degree program were inherited from the campus program (which was suspended in 2012). The em...

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Source of Evidence: Project, either individual or group

Target:
80% of students are expected to fulfill rubric requirements to be developed.

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For full information, see the Details of Action Plans section of this report.

Develop rubric to determine culture-specific knowledge
Established in Cycle: 2012-2013
A rubric will be developed to measure culture-specific knowledge, application of global management principles, research skills, ...

Establish a Faculty Committee to Evaluate the Program
Established in Cycle: 2012-2013
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

SLO 4: Written Communication Skill
Demonstrate the ability to communicate effectively in a written paper

**Connected Document**
MS management Curriculum Map I

**Related Measures**

**M 1: Case Analysis**
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of students should meet or exceed faculty expectations.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

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Established in Cycle: 2012-2013
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**Establish a Faculty Committee to Evaluate the Program**
Established in Cycle: 2012-2013
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 6: The program will improve and sustain a high level of recognized quality, including national accreditation, if available.**
The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

**Connected Document**
MS management Curriculum Map I

**Related Measures**

**M 3: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSBI as well as recently published national rankings**
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
N/A

**M 4: Recently published national rankings**
Recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
None

**OthOtm 7: The program will build and sustain an optimal level of annual program enrollments and degree completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions

**Connected Document**
MS management Curriculum Map I

**Related Measures**

**M 5: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment**
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is uncertain. Part of the work of the faculty committee examining this degree program will be to identify appropriate target enrollment.

**M 6: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded**
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is uncertain. Part of the work of the faculty committee examining this degree program is to identify appropriate target enrollments.

OthOtm8: The program will be highly valued by its program graduates and other key constituencies it serves.
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
MS management Curriculum Map

Related Measures

M 7: As a part-time program, most students are employed full time. Thus, promotions and job changes are better measures of value.
As a part-time program, most students are employed full time. Thus, promotions and job changes are better measures of value.

Source of Evidence: Academic indirect indicator of learning - other

Target:
None.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Revise learning outcomes or improve preparation
The learning outcomes for the online degree program were inherited from the campus program (which was suspended in 2012). The emphasis in the online program is somewhat different so that the same research skills are not promoted.
Faculty will determine whether to (a) revise the learning outcome related to research skill or (b) emphasize research skill in coursework.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Case Analysis | Outcome/Objective: Research Skill

Projected Completion Date: 10/2012
Responsible Person/Group: Diane Johnson as head of department.

Develop rubric to determine culture-specific knowledge
A rubric will be developed to measure culture-specific knowledge, application of global management principles, research skills, and written communication skills.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Region Expert Project | Outcome/Objective: Application of Global Management Principles
| Global Management Knowledge | Research Skill | Written Communication Skill

Projected Completion Date: 11/2012
Responsible Person/Group: Diane Johnson as head of department

Establish a Faculty Committee to Evaluate the Program
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name change

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Case Analysis | Outcome/Objective: Application of Global Management Principles
| Global Management Knowledge | Research Skill | Written Communication Skill

Measure: Region Expert Project | Outcome/Objective: Application of Global Management Principles
| Global Management Knowledge | Research Skill | Written Communication Skill

Projected Completion Date: 01/2014
Responsible Person/Group: Will Jackson as Management Department Head
Mission / Purpose
The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master's-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Global Management Knowledge
Understand the increasing scope and complexity of global management

Connected Documents
- Example of Region Expert Project - Highest Performing Student
- Example of Region Expert Project - Lowest Performing Student
- MS management Curriculum Map
- Region Expert Rubric

Related Measures

M 1: Case Analysis
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

Target:
None

Finding (2012-2013) - Target: Not Reported This Cycle
Data was not collected this year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Establish a Faculty Committee to Evaluate the Program
Established in Cycle: 2012-2013
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

M 2: Region Expert Project
Students in IBA 550 must demonstrate culture-specific knowledge related to doing business in their country of study.
Source of Evidence: Project, either individual or group

Connected Documents
- Example of Region Expert Project - Lowest Performing Student
- Region Expert Rubric

Target:
80% of students are expected to fulfill rubric requirements to be developed.

Connected Document
- Example of Region Expert Project - Lowest Performing Student

Finding (2012-2013) - Target: Met
Results Summary:
6.5% of students were rated outstanding, 58% proficient, and 35.5% solid contributors using the revised rubric found in the Document Manager.

Interpretations and Conclusions:
Students were able to utilize their knowledge and analysis of Barriers to Trade and Investment.

Connected Document
- Example of Region Expert Project - Lowest Performing Student

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

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SLO 2: Application of Global Management Principles
Demonstrate ability to achieve organizational goals through the application of global management principles
Connected Documents
- Example of Region Expert Project - Highest Performing Student
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- MS management Curriculum Map I
- Region Expert Rubric

Related Measures

**M 1: Case Analysis**
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of students should meet or exceed faculty expectations.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Not reported this cycle.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Establish a Faculty Committee to Evaluate the Program**
*Established in Cycle: 2012-2013*
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**Finding (2012-2013) - Target: Met**
Results Summary:
6.5% of students were rated outstanding, 58% proficient, and 35.5% solid contributors using the revised rubric found in the Document Manager.

Interpretations and Conclusions:
Students understand the country's environment and apply Global Management Principles to understand the attitudes of the countries toward the U.S., and the general condition of the country – both economic and political stability.

**Connected Document**
- Example of Region Expert Project - Lowest Performing Student

**Related Action Plans (by Established cycle, then alpha):**
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**SLO 3: Research Skill**
Use research skills to identify and solve global managerial problems

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- Example of Region Expert Project - Lowest Performing Student
- MS management Curriculum Map I
- Region Expert Rubric

**Related Measures**

**M 1: Case Analysis**
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of students should meet or exceed faculty expectations.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Data was not collected this year.

**Related Action Plans (by Established cycle, then alpha):**
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Example of Region Expert Project - Lowest Performing Student

Finding (2012-2013) - Target: Met
Results Summary:
6.5% of students were rated outstanding, 58% proficient, and 35.5% solid contributors using the revised rubric found in the Document Manager.

Interpretations and Conclusions:
A key element of the project was the research and reporting of cultural data, economic and political data, demographic data, as well as any other relevant data. This research was revealed both in presentation format as well as a concise but thorough fact sheet.

Connected Document
Example of Region Expert Project - Lowest Performing Student

Related Action Plans (by Established cycle, then alpha):
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A specialized faculty committee will be established to talk about this program as a whole, including consideration of a name cha...

SLO 4: Written Communication Skill
Demonstrate the ability to communicate effectively in a written paper

Connected Documents
Example of Region Expert Project - Highest Performing Student
MS management Curriculum Map I
Region Expert Rubric

Related Measures

M 1: Case Analysis
Evaluate final phase of case analysis project paper in GBA 525.
Source of Evidence: Academic indirect indicator of learning - other

Target:
75% of students should meet or exceed faculty expectations.

Finding (2012-2013) - Target: Not Reported This Cycle
Data was not collected this year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

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Target:
80% of students are expected to fulfill rubric requirements to be developed.

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Example of Region Expert Project - Lowest Performing Student

Finding (2012-2013) - Target: Met
Results Summary:
6.5% of students were rated outstanding, 58% proficient, and 35.5% solid contributors using the revised rubric found in the Document Manager.

Interpretations and Conclusions:
While the goal of the student was to provide a quality product that would bring a favorable evaluation, an alternative and important goal was for he students to write an informative and educational tool that would capture the interest of their peers and even be useful as a learning tool. Composition, creativity, and presentation were all important. Poor written communication would have a detrimental effect on their evaluation.

**Connected Document**
Example of Region Expert Project - Lowest Performing Student

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6: The program will improve and sustain a high level of recognized quality, including national accreditation, if available.**
The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

**Connected Document**
MS management Curriculum Map i

**Related Measures**

**M 3: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Colleg**
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB) as well as recently published national rankings

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA

**Finding (2012-2013) - Target: Met**
The program was included in the maintenance of AACSB accreditation in March 2013.

**M 4: Recently published national rankings**
Recently published national rankings

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
None

**Finding (2012-2013) - Target: Not Reported This Cycle**
No data was available.

**OthOtcm 7: The program will build and sustain an optimal level of annual program enrollments and degree completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions

**Connected Document**
MS management Curriculum Map i

**Related Measures**

**M 5: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment**
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is uncertain. Part of the work of the faculty committee examining this degree program will be to identify appropriate target enrollment.

**Finding (2012-2013) - Target: Met**

### Management

#### Majors by Level and Fall Term

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**M 6: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees**
awarded
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is uncertain. Part of the work of the faculty committee examining this degree program is to identify
appropriate target enrollments.
Finding (2012-2013) - Target: Met

Management
Degrees by Level and Year

<table>
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<td>UG Total</td>
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<tr>
<td>Less Bachelor 2</td>
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<td>178</td>
<td>227</td>
<td>211</td>
<td>243</td>
</tr>
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</table>

OthOtom 8: The program will be highly valued by its program graduates and other key constituencies it serves.
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
MS management Curriculum Map

Related Measures
M 7: As a part-time program, most students are employed full time. Thus, promotions and job changes are
better measures of value.
As a part-time program, most students are employed full time. Thus, promotions and job changes are better
measures of value.
Source of Evidence: Academic indirect indicator of learning - other
Target:
None.
Finding (2012-2013) - Target: Not Reported This Cycle
This data is not available. Part of the work of the faculty committee examining this degree program will involve
identifying appropriate measures of program value and sources of that data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Revise learning outcomes or improve preparation
The learning outcomes for the online degree program were inherited from the campus program (which was suspended
in 2012). The emphasis in the online program is somewhat different so that the same research skills are not promoted.
Faculty will determine whether to (a) revise the learning outcome related to research skill or (b) emphasize research
skill in coursework.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Case Analysis | Outcome/Objective: Research Skill
Projected Completion Date: 10/2012
Responsible Person/Group: Diane Johnson as head of department.

Develop rubric to determine culture-specific knowledge
A rubric will be developed to measure culture-specific knowledge, application of global management principles,
research skills, and written communication skills.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Region Expert Project | Outcome/Objective: Application of Global Management Principles
| Global Management Knowledge | Research Skill | Written Communication Skill
Projected Completion Date: 11/2012
Responsible Person/Group: Diane Johnson as head of department

Establish a Faculty Committee to Evaluate the Program
A specialized faculty committee will be established to talk about this program as a whole, including consideration of a
name change
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Case Analysis | Outcome/Objective: Application of Global Management Principles
| Global Management Knowledge | Research Skill | Written Communication Skill
Measure: Region Expert Project | Outcome/Objective: Application of Global Management Principles
| Global Management Knowledge | Research Skill | Written Communication Skill
<table>
<thead>
<tr>
<th>Projected Completion Date: 01/2014</th>
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</thead>
<tbody>
<tr>
<td>Responsible Person/Group: Will Jackson as Management Department Head</td>
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</table>
Mission / Purpose
The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Global Management Knowledge
Understand the increasing scope and complexity of global management

Connected Document
MS management Curriculum Map 1

Related Measures
M 1: GBA 525 Case Analysis
Evaluate final phase of case analysis project paper in GBA 525
Source of Evidence: Academic indirect indicator of learning - other
Target:
75% of students should meet or exceed faculty expectations.
Finding (2011-2012) - Target: Met
100% of the 7 students enrolled in GBA 525 in spring 2012 exceeded expectations in this area.

M 2: Delete
Please delete!
Source of Evidence: Presentation, either individual or group

SLO 2: Application of Global Management Principles
Demonstrate ability to achieve organizational goals through the application of global management principles

Connected Document
MS management Curriculum Map 1

Related Measures
M 1: GBA 525 Case Analysis
Evaluate final phase of case analysis project paper in GBA 525
Source of Evidence: Academic indirect indicator of learning - other
Target:
75% of students should meet or exceed faculty expectations.
Finding (2011-2012) - Target: Met
100% of the 7 students enrolled in GBA 525 in spring 2012 exceeded expectations in this area.

M 3: Delete
Please delete!
Source of Evidence: Project, either individual or group

M 4: Delete
Please delete!
Source of Evidence: Project, either individual or group

SLO 3: Research Skill
Use research skills to identify and solve global managerial problems

Connected Document
MS management Curriculum Map 1

Related Measures
M 1: GBA 525 Case Analysis
Evaluate final phase of case analysis project paper in GBA 525
Source of Evidence: Academic indirect indicator of learning - other
Target:
75% of students should meet or exceed faculty expectations.

**Finding (2011-2012) - Target: Not Met**
100% of the 7 students enrolled in GBA 525 in spring 2012 failed to meet expectations in this area.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revise learning outcomes or improve preparation**
**Established in Cycle: 2011-2012**
The learning outcomes for the online degree program were inherited from the campus program (which was suspended in 2012). The em...

**M 5: Delete**
Please delete!

Source of Evidence: Project, either individual or group

**M 6: Delete**
Please delete!

Source of Evidence: Presentation, either individual or group

**SLO 4: Written Communication Skill**
Demonstrate the ability to communicate effectively in a written paper

**Connected Document**
MS management Curriculum Map I

**Related Measures**

**M 1: GBA 525 Case Analysis**
Evaluate final phase of case analysis project paper in GBA 525

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
75% of students should meet or exceed faculty expectations.

**Finding (2011-2012) - Target: Met**
45% (3 students) exceeded expectations, 43% (3 students) met expectations, and 14% (1 student) failed to meet expectations for written communication.

**M 7: Delete**
Please delete!

Source of Evidence: Project, either individual or group

**M 8: Delete**
Please delete!

Source of Evidence: Project, either individual or group

**SLO 5: Delete**
Please delete!

(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Demonstrate ability to recognize and address general managerial issues in organization not limited to human resources

**Connected Document**
MS management Curriculum Map I

**Related Measures**

**M 9: Delete**
Please delete!

Source of Evidence: Presentation, either individual or group

**M 10: Delete**
Please delete!

Evaluate written project in at least one of the following 4 classes: MGT532, MGT597, MGT520, MGT522

Source of Evidence: Project, either individual or group

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 6: The program will improve and sustain a high level of recognized quality, including national accreditation, if available.**
The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

**Connected Document**
MS management Curriculum Map I

**Related Measures**
M 11: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB) as well as recently published national rankings

Source of Evidence: Academic indirect indicator of learning - other

M 12: Recently published national rankings

Recently published national rankings

Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: The program will build and sustain an optimal level of annual program enrollments and degree completions

The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document
MS management Curriculum Map 1

Related Measures

M 13: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment

The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment

Source of Evidence: Academic indirect indicator of learning - other

M 14: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded

The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded

Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: The program will be highly valued by its program graduates and other key constituencies it serves.

The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
MS management Curriculum Map 1

Related Measures

M 15: As a part-time program, most students are employed full time. Thus, promotions and job changes are better measures of value.

As a part-time program, most students are employed full time. Thus, promotions and job changes are better measures of value.

Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Add Measures

Faculty must identify another measure for all outcomes.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projected Completion Date: 10/2012
Responsible Person/Group: Diane Johnson as department head

Revise learning outcomes or improve preparation

The learning outcomes for the online degree program were inherited from the campus program (which was suspended in 2012). The emphasis in the online program is somewhat different so that the same research skills are not promoted. Faculty will determine whether to (a) revise the learning outcome related to research skill or (b) emphasize research skill in coursework.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: GBA 525 Case Analysis | Outcome/Objective: Research Skill

Projected Completion Date: 10/2012
Responsible Person/Group: Diane Johnson as head of department.
Curriculum Map 1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course</th>
<th>MGT527 HR Mgt.</th>
<th>MGT511 Employee Recruitment, Selection, &amp; Placement</th>
<th>MGT532 Employee Relations</th>
<th>MGT597 Contemporary Issues in Performance Mgt.</th>
<th>MGT520 Change Mgt.</th>
<th>MGT522 Leadership Comm.</th>
<th>MGT510 Research Methods</th>
<th>BER540 Statistical Methods</th>
<th>MGT598 Research in MGT</th>
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</tbody>
</table>
### Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT598 Research in MGT Paper</td>
<td>Final paper rubric</td>
<td>Final paper rubric</td>
<td>Final paper rubric</td>
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<td>Final paper rubric</td>
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<tr>
<td>Course 2</td>
<td>MGT598 Research in MGT Presentation</td>
<td>Evaluation of presentation</td>
<td>Evaluation of presentation</td>
<td>Evaluation of presentation</td>
<td>Evaluation of presentation</td>
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<tr>
<td>Course 3</td>
<td>MGT532 Employee Relations</td>
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<td>Evaluation of project or paper</td>
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<tr>
<td>Course 4</td>
<td>MGT597 Contemporary Issues in Performance Mgt.</td>
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<td>Evaluation of project or paper</td>
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<tr>
<td>Course 5</td>
<td>MGT520 Change Mgt.</td>
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<td>Evaluation of project or paper</td>
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<tr>
<td>Course 6</td>
<td>MGT522 Employee Relations</td>
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<td></td>
<td>Evaluation of project or paper</td>
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</table>

**Optional Additional Narrative:** Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan