

IE Measures:  
Summer 1997

Department: Management  
Chair: Dr. Halsey Jones  
Participating Faculty:  
Jeffrey Harrison, Bill Callarman, Foad Jones and Stephen Goodman.

**Program Statement: BSBA in Management CIP Code: 52.0201 Level: Undergraduate**

**Linkage between Expanded Statement of Institutional Purpose,  
Department/Program Intended Outcomes/Objectives, Assessment Criteria and Procedures,  
Results, and Use of Results at our University**

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>UCF Mission:</b> UCF is a metropolitan university committed to providing the finest undergraduate education in Florida, achieving international prominence and key graduate educational and research programs, promoting a global perspective, fostering inclusiveness and diversity, and becoming America's leading partnership university.</p> <p><b>CBA Mission:</b> The mission of the College of Business Administration is to provide quality business education programs, at the undergraduate, graduate and executive levels, to the citizens of the state of Florida and to selected clientele nationally and internationally. In delivering these programs, the College places primary emphasis on excellent teaching, research and service with a strong commitment to developing mutually supportive relationships with the business community of Central Florida.</p>	<p>1. Objective: Graduates from the B.S. in Management program will demonstrate mastery of the concepts of their chosen disciplines. The three disciplines found within the Department of Management are:</p> <ul style="list-style-type: none"> <li>• General Management</li> <li>• Human Resources</li> <li>• Management Information Systems.</li> </ul>	<p>1.a. Assessment will be accomplished through integrated case study situations and/or simulations in one of the final courses taken in each discipline. A panel of faculty who specialize in each discipline will determine the factors associated with mastery of the concepts and will jointly review and assess the students' level of competency. At least 80% of the work reviewed should contain evidence of a satisfactory level of mastery of <u>General Management</u>.</p>	<p>1.a. The subcommittee that assessed the General Management major was comprised of two faculty. An assignment based on a business case was selected as the assessment exercise. The four factors that were assessed were:</p> <ul style="list-style-type: none"> <li>• The ability to think critically about a management situation;</li> <li>• The ability to assess the key issues;</li> <li>• The ability to communicate business ideas in writing; and</li> <li>• The ability to support ideas with factual details.</li> </ul> <p>General Management majors enrolled in Management 4720, the capstone course for the College, voluntarily submitted their work to be assessed. Students understood that their names would be removed prior to assessment. Fourteen assignments were submitted, which represented a little less than half of the general management majors who graduated in Spring 1997. More than 80% of the work was found to be</p>	<p>1.a. Results indicate that the outcome has been met, with the only exception being that the "ability to communicate business ideas in writing" dimension of general management mastery was below the threshold value. As a result, faculty designed a pilot program in which students enrolled in a course taken early in each of the three programs (management, H/R, MIS) will be required to write a brief essay on a business topic. The essays will be graded for writing skill and students who are found deficient will be assigned to work with a tutor for a specified period of time as a prerequisite for passing the course. Faculty chose a colleague to chair the pilot program. Faculty also referred the potential problem of lack of CBA grading center effectiveness (which may be a contributing factor) to the College Executive Committee. Faculty will continue to monitor this outcome next cycle, focusing also on validation and benchmarking issues.</p>

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/Objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>Program Mission:</b> To provide a high quality educational experience to diverse student populations at the undergraduate level. The Management program will help students develop skills and knowledge that will assist them in achieving success in their careers or in graduate programs. Courses will be perceived by students as academically challenging.</p>		<p>1.b. Assessment will be accomplished through integrated case study situations and/or simulations in one of the final courses taken in each discipline. A panel of faculty who specialize in each discipline will determine the factors associated with mastery of the concepts and will jointly review and assess the students' level of competency. At least 80% of the work reviewed should contain evidence of a satisfactory level of mastery of <u>Human Resource Management</u>.</p>	<p>satisfactory for the 3 factors of critical thinking, identification of key issues, and detailed support. The factor that was most troublesome was the ability to communicate business ideas in writing (68% satisfactory).</p> <p>1.b. The subcommittee to assess student competencies in Human Resources Management consisted of two faculty. Subjects were students of the MAN 4310 course offered in the Spring 1997 semester. The methodology was to administer a single item compressive essay examination on one of the three sub specialties in Human Resources Management (Compensation Labor Relations or Employment Law). The responses were evaluated by two of the HR faculty. The evaluation form provided for assessment on a functional, global, and action planning basis.</p> <p>Of the 27 students in the class, responses were collected from 24 and a total of 2 students failed to exhibit satisfactory levels of knowledge in the Human Resources field (91.7% at or above satisfactory). Details and instruments used are available for review.</p> <p>1.c. The subcommittee that assessed the MIS major was comprised of three faculty. The final exams in ISM 4130, "Information Systems Implementation" and in ISM 4113, "Information Systems Analysis</p>	<p>1.b. Results indicate the Human Resources mastery outcome has been met. No action was taken, except to design the pilot program detailed in 1.a.. We will continue to monitor this outcome during the next assessment cycle.</p> <p>1.c. Results indicate that the MIS mastery outcome has been met. Even so, the faculty took actions to improve the ability to conduct assessment activities in the future. MIS faculty constructed a plan to</p>

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
		<p>each discipline will determine the factors associated with mastery of the concepts and will jointly review and assess the students' level of competency. At least 80% of the work reviewed should contain evidence of a satisfactory level of mastery of <u>Management Information Systems</u>.</p>	<p>&amp; Design," the two courses comprising the capstone sequence in the MIS major, were used as the assessment instrument. 62 students took the 4113 exam and 61 took the 4130 exam. This is 100% of the students graduating in MIS in the Spring of 1997.</p> <p>Assessment criteria were:</p> <ul style="list-style-type: none"> <li>• Entity relationship diagramming (data modeling)</li> <li>• Function/process diagrams (data flow diagramming): context diagram and level-1 diagram</li> <li>• Project management: general concepts and PERT/Gantt diagramming</li> <li>• Graphical user interface design</li> <li>• Database/application implementation</li> <li>• Program design</li> <li>• Testing and documentation</li> <li>• Overall competence</li> </ul> <p>All responses were rated by all three committee members on all of the criteria. On the overall competence criteria two students received an "Unsatisfactory" rating from all three raters and two more students received an "Unsatisfactory" rating from one rater. Responses and tabulations are available for review.</p>	<p>retain and file final exams from the core MIS classes (by student) so that a regular and comprehensive review can be conducted on an ongoing basis. Faculty agreed that final exams in MIS courses would be designed to be cumulative and representative of each course's content. MIS faculty agreed that in each course student deficiencies in writing and mathematics would be identified early and students referred to proper remediation channels. Faculty also adopted boilerplate wording for MIS course syllabi notifying students of the above practices. Faculty will continue to monitor this outcome next cycle.</p>

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>2. Graduates from the B.S. in Management program will have obtained skills and knowledge that have helped them to succeed in their careers or graduate study.</p>	<p>2.a. Alumni from the Management program will be surveyed one year after the completion of their programs. In the survey, 80% should agree that their programs of study provided them with skills and knowledge that have helped them to succeed in their careers or graduate study. They should be satisfied overall with the knowledge they acquired in their majors and should also agree that they have sufficient skills in oral presentations, business writing, analytical problem solving, teamwork skills, and leadership.</p> <p>2.b. In the alumni survey, 80% of Management graduates that are employed should agree that they are employed in positions that are related to their major area of study.</p> <p>2.c. In the alumni survey, 80% of Management graduates should agree that their major prepared them for their first positions.</p>	<p>2.a. In the survey, 78% agreed or strongly agreed that they were satisfied overall with the knowledge they acquired in their majors. With regard to specific skills, the following percentages of agreement apply:</p> <ul style="list-style-type: none"> <li>• 86% for oral presentations</li> <li>• 95% for business writing</li> <li>• 81% for analytical problem solving</li> <li>• 81% for teamwork skills</li> <li>• 78% for leadership</li> </ul> <p>2.b. In the alumni survey, 78% of Management graduates that are employed agreed or strongly agreed that they are employed in positions that are related to their major area of study.</p> <p>2.c. In the alumni survey, 76% of Management graduates agreed or strongly agreed that their major prepared them for their first positions.</p>	<p>2.a. Results from the alumni survey indicate the "skill" outcome has been met. The results for the "knowledge" outcome were two points below the threshold value. Faculty agreed that no substantive action would be taken. However, the faculty will continue to monitor this outcome during the next assessment cycle, focusing specifically on validation and benchmarking issues.</p> <p>2.b. Results from the alumni survey indicate the "relevant position" outcome has not been met. However, the survey did not split out students who are pursuing graduate degrees or are not currently employed. The faculty thus considered the 78% mark to be conservative. The faculty will continue to monitor this outcome during the next assessment cycle, focusing specifically on validation and benchmarking issues.</p> <p>2.c. Results from the alumni survey indicate the "prepared for first position" outcome has not been met. However, the level achieved was only four points below the threshold value. The faculty agreed to refer the outcome to further evaluation by the assessment committee. The faculty will continue to monitor this outcome during the next assessment cycle.</p>

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/Objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>2.d. A sample of employers of Management program graduates will be surveyed to assess the extent to which they meet their needs. 80% should agree that graduates were well-prepared for their first positions.</p>	<p>2.d. A sample of 8 employers were asked the extent to which they agreed that graduates of the program were well prepared for their first positions. Seven of the eight (88%) of the employers agreed or strongly agreed. The eighth employer was concerned about poor writing skills. In follow-up questions, all but one of the graduates ranked at a level of good or higher to questions with regard to all other skills areas.</p>	<p>2.d. Results from the employer survey indicate this outcome has been met. No action was taken. We will continue to monitor this outcome during the next assessment cycle.</p>	<p>focusing specifically on validation and benchmarking issues.</p>
<p>3. Graduates of the B.S. in Management program will agree that their program was challenging.</p>	<p>3. Graduating seniors will complete a survey at the end of their course work. 80% of Management majors should agree that they were challenged.</p>	<p>3. Graduating senior surveys were administered in the College in the Spring of 1997. The results were broken out by major. 34 Management majors participated in the survey. 91% of Management majors felt that they had been challenged sometimes or most of the time.</p>	<p>3. Results from the graduating senior survey indicate the "challenged" outcome has been met. However, faculty questioned the meaningfulness and importance of the "challenged" outcome. Faculty agreed to continue to monitor this outcome during the next assessment cycle, with particular emphasis on validation of the "challenged" constructed and refinement of the survey instrument.</p>	