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To: Dr. Michelle Hall, Director
                Institutional Research and Assessment

From: Dr. Rusty Juban
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Attached is the 2007-2008 Major Field Assessment (MFA) Report on Results, which is based on the department's MFA plan adopted in 2007. Data was collected from Management majors at the end of spring 2008 semester and used for the MFA as well as the Department of Management's own assessment program.

Also, please note that we use the most recent results from the *Survey of Undergraduate Alumni*, which was collected in 2006-2007, and the *Exit Survey,* which was collected 2006-2007, in our report.

Please contact us if you have any questions.

Thank you.

MAJOR FIELD ASSESSMENT PLAN
B.A. MANAGEMENT

As stated in the *2007-2008 General Catalogue*, the mission of Southeastern Louisiana University is "to lead the educational, economic and cultural development of southeast Louisiana."

As stated in the *2007-2008 General Catalogue*, the mission of the College of Business is "to prepare students to be leaders of business, industry, and government in a dynamic global environment. Complementing the primary commitment to quality instruction, the College values intellectual contributions of an applied or instructional nature and provides service activities to improve the quality of academic programs, students, and economic health of southeast Louisiana."

Goal #1:   **Students will acquire a basic knowledge and understanding of organizational management.**

Means of Assessment:
Addendum to the SLU Alumni Survey

Expected Outcome:
The percent of students answering "Agree" or "Strongly Agree" on the *Addendum to the SLU Alumni Survey* should be at least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal #2:   **Students will develop essential communication skills including written and oral communication skills.**

Means of Assessment:
Department of Management Survey on Oral and Written Communication

Expected Outcome:
This learning outcome is considered to be attained if students score a "competent" or "excellent" on a majority (75%) of items according to the oral and written communication rubrics.   Because communication can be broken into both oral and written communication, students will be assessed in both areas using five criteria for each area. These rubrics will be collected as part of the College of Business Accreditation process and will implemented on a rotating basis.

Goal #3:   **Students will be able to apply technology for the purpose of organizational management and problem solving.**

Means of Assessment:
Addendum to the SLU Alumni Survey

Expected Outcome:
The percent of students answering "Agree" or "Strongly Agree" on the *Addendum to the SLU Alumni Survey* should be at least 61% - indicating an acceptable outcome. The Goal Attainment Framework presents details of the questions used.

Goal Attainment Framework
B.A., Management
2007-2008

Goal 1:
Students will acquire a basic knowledge and understanding of organizational management.

Means of Assessment:
Addendum to the SLU Alumni Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the *Addendum to the SLU Alumni Survey* indicating they "Agree" or "Strongly Agree" with question 2, parts a, b and c combined.	50% and Below	51-60%	61-70% (67.7%) (n=40)	71-80%	81% and Above
Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the *Addendum to the SLU Alumni Survey* indicating they "Agree" or "Strongly Agree" with question 2, parts e and f combined.	50% and Below	51-60%	61-70% (65.0%) (n=40)	71-80%	81% and Above

Items from the *Addendum to the SLU Alumni Survey*:
a.   The management courses at SLU provided me with the skills I needed to successfully manage a business.
b.   The management courses at SLU provided me with the knowledge and skills I needed to successfully manage teams.
c.   Because of the management courses I completed at SLU, I was able to effectively manage employees.

Goal Attainment Framework
B.A., Management
2007-2008

Goal 2:
Students will develop essential communication skills including written and oral communication skills.

Means of Assessment:
Department of Management Communication Assessment

Written Communication

	Content	Research	Spelling	Structure	Word Select
Poor	12.56%	15.87%	4.81%	6.25%	7.21%
Competent	22.22%	12.98%	13.94%	14.42%	11.54%
Excellent	65.22%	71.15%	81.25%	79.33%	81.25%

Oral Communication

	Content	Delivery	Speaking	Structure	Visuals
Poor	2.75%	2.76%	4.13%	3.21%	4.61%
Competent	15.60%	17.97%	18.35%	17.89%	10.14%
Excellent	81.65%	79.26%	77.52%	78.90%	85.25%

Goal Attainment Framework
B.A., Management
2007-2008
Goal #3:
Students will be able to apply technology for the purpose of organizational management and problem solving.
Means of Assessment:
Addendum to the SLU Alumni Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the *Addendum to the SLU Alumni Survey* indicating they "Agree" or "Strongly Agree" with question 2, part d.	50% and Below (50.0%) (n=40)	51-60%	61-70%	71-80%	81% and Above

Items from the *Addendum to the SLU Alumni Survey*:

a.   The information management courses I completed at SLU taught me how to effectively apply computers in problem solving.

The Department of Management supports four concentrations implemented during the fall 2000 semester: Computer Information Management, Entrepreneurship and Small Business Management, General Management, and Human Resource Management. The department has also continued to offer internships for students since the spring 2001 semester and has placed over 115 students in jobs.

Each concentration in the department is supported by faculty with special education and interest in that area. For example, the department has focused on providing students in the Human Resource Management concentration with extracurricular activities that build team and leadership skills. The Society for Human Resource Management (SHRM) continues to grow rapidly into one of the premier organizations in the nation. The chapter again achieved a superior merit rating from the national organization. Many of these types of extra curricula activities help the department reach its goals and provide an active learning environment for students.

The goals that follow are linked to the educational objectives of the Department of Management and are outlined in the Major Field Assessment plan:

1.   Students will acquire a basic knowledge and understanding of organizational management.

2.   Students will develop essential communication skills including written and oral communication skills.

5.   Students will be able to apply technology for the purpose of organizational management and problem solving.

As in previous years, the department continues to use a combination of data from departmental surveys and data provided by the Office of Institutional Research and Assessment. During the Spring 2001, the department's Planning and Assessment Committee began a process to review and revise the department's MFA Plan, originally adopted in 1997. The goal of the committee was to create an assessment portfolio that measures the extent to which the department is meeting its degree-program educational objectives specified in the *General Catalogue* and the College's accrediting body, AACSB (The Association to Advance Collegiate Schools of Business) . As a result, new surveys were created and were administered to Management majors. As of the 2007-2008 academic year, data collected for the department's MFA Plan will also be used as part of the College of Business AACSB Accreditation. Goals for the department will change slightly to include the following:

Goal 1. Effective Communication Skills
Goal 2. Functional Business Knowledge
Goal 3. Understanding Global Business Issues
Goal 4. Critical Thinking Skills
Goal 5. Understanding of Ethical Issues

Data for goal attainment will be collected during the spring of each semester using a rotating

system where communication would be assessed the first academic year and functional business knowledge would be assessed in the second academic year (i.e. 2007-2008). Over the next seven years, each of the five goals would be assessed at least twice. This would allow time for the department to make changes based on findings and then assess the effectiveness of those changes.

Report on Results

Goal 1: Students will acquire a basic knowledge and understanding of organizational management

The majority of Management majors surveyed indicate that they have a basic knowledge and understanding of organizational management, 67.7% (n=40) of SLU Alumni from the Department of Management surveyed indicated that they "Agree" or "Strongly Agree" with three items measuring the extent to which students have the skills necessary to manage business, employees and teams in the business world.

Goal 2: **Students will develop essential communication skills including written and oral communication skills.**

The assessment data used to measure oral and written communication was taken by instructors grading student assignments in Mgmt 464: Business Policy and Strategy. Assignments were based on company analysis/cases and presentations and evaluated by instructors using a rubric designed for both oral and written communication. From the data, we can see that the majority of Management students did well on written case analysis with 75% scoring in the area of excellence. Breaking the data for written communication down by category, students did well in the areas of spelling and word selection (81% scored excellent) and less well in content (65% scored excellent). In the area of oral communication, 85% of the students scored excellent in the area of visuals and 77% of the students scored excellent in the area of public speaking. Considering the focus on communication skills needed by business school graduates, we hope to continue this high level of student performance in this area. As a department, we are encouraging faculty to include more presentations and written assignments as part of their course work so that students get more practice with both oral and written communication before they graduate.

Goal 3: **Students will be able to apply technology for the purpose of organizational management and problem solving.**

Unfortunately, data from the SLU Alumni instrument indicated that only 50.0% (n=10) of Management majors "Agree" or "Strongly Agree" with the statement concerning their ability to effectively apply technology for problem solving. Changing technology is a pervasive problem in the area of business education. The ability to solve problems is addressed in several courses in the management curriculum. The faculty recognizes that more needs to be done to prepare students in the area of technology awareness and its application.

Currently though, professors and instructors of the Department of Management feel that students were able to demonstrate competencies in technology for the purpose of organizational management and problem solving. The Instructor's Assessment of Senior Student Performance instrument indicated that 80.0% (n=10) of faculty "Agree" or "Strongly Agree" with the statement characterizing the student's application of technology in the classroom.

Addendum: Rubric used to measure Oral and Written Communication

Performance Area	Excellent 3	Competent 2	Poor 1	Item Score	Overall Score
Oral Presentation Assessment					
Delivery Style	Speaker uses grammatically correct and appropriate language. Smooth, effective delivery.	Speaker generally uses correct and appropriate language. Some hesitation in delivery.	Speaker appears unpracticed. Unnecessary pauses, filler words. Incorrect or inappropriate language.		
Speaking Skills	Good voice control, eye contact, and physical demeanor.	Adequate voice control, eye contact, and physical demeanor.	Problems with voice control, eye contact, or posture.		
Structure/ Organization	Presentation is clear, logical, and organized. Issues clearly identified, topic thoroughly discussed, conclusion offered.	Presentation is generally clear and well organized. A few minor points may be confusing. Some issues identified, adequate discussion, some conclusion offered.	Presentation is difficult for listener to follow. Some arguments are not clear. No clear identification of issues, lack of thorough discussion, and no conclusion offered.		
Visuals	Visuals help the flow of the presentation, are easy to read, and informative, and are prepared in a professional manner.	Visuals contribute to the quality of the presentation. Some material not supported by visuals.	Visuals are poorly prepared or used inappropriately.		
Content Knowledge	Students fully understand the material being applied and know how to use the material appropriately in the context of the assignment.	Students partially understand the material being applied and may use some material appropriately, but do not have a full grasp of the material.	Students do not understand the material being applied and do not use material appropriately in the context of the assignment.		
			Oral Presentation Assessment		
Performance Area	**Excellent 5**	**Competent 3**	**Poor 1**	**Item Score**	Overall Score
Written Communication Assessment					
Structure/ Organization	Organized from beginning to end; introductory and conclusion paragraphs included; clear focus, fluent, cohesive.	Organized but may have lapses; transitions evident; usually has clear focus.	Organizational structure inconsistent; poor transitions; focus unclear		
Word Selection and Sentence Structure	Excellent word selection and use; sentence structure logical and well-ordered	Adequate word selection and use; sentence structure adequately logical	Serious and persistent errors in word selection and use; sentence structure poorly ordered and/or confusing.		
Spelling, Punctuation, and Capitalization	Excellent spelling, punctuation and capitalization; carefully edited.	Adequate spelling, punctuation, and capitalization; needs some editing.	Serious errors in spelling, punctuation, and capitalization; needs extensive editing.		
Content	Assigned topic is covered in depth; appropriate issues are fully identified; assignment fully completed.	Coverage of topic is adequate, most issues are identified; generally meets assignment requirements.	Inadequate coverage of topic, minimal identification of issues; does not meet assignment requirements.		
Research	Excellent set of relevant references appropriately applied in analysis.	Adequate set of references, some application in analysis.	No or inappropriate use of references.		
			Written Communication Assessment		