

Date: August 1, 2007

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

From: Dr. Rusty Juban
Department of Management

Subject: Change in Dept. of Management Major Field Assessment Process

Due to changes in the College of Business accreditation standards as dictated by AACSB, the Department of Management plans to change the process by which it collects data for its major field assessment. Traditionally, AACSB has allowed indirect measures, such as student attitudes and degree of satisfaction, as acceptable means assessing goal attainment. However, the new standards recently adopted by AACSB make it clear that direct measures of assessment are preferable to indirect measures and required for program evaluation.

Due to the aforementioned change, the Department of Management plans to implement a new process which focuses on direct measures of departmental goals. Goals for the department will change over the next seven years 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*

For the 2007-2008 assessment period, the department's assessment plan will include effective communication skills as goals in addition to two goals previously measured (a basic knowledge and understanding of organizational management and the ability to apply technology for the purpose of organizational management and problem solving).

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 (i.e. 2007-2008) and functional business knowledge would be assessed in a subsequent academic year. 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.

Also, please note that we will use the most recent results from the *Survey of Undergraduate Alumni* and the *Exit Survey* for the College to supplement the Major Field Assessment Report in the first several years of assessment when data collection of the five goals has not yet been fully implemented.

Please contact us if you have any questions.

Thank you.

Rusty Juban, Ph.D.
Department of Management
Southeastern Louisiana State University

Addendum: College of Business AACSB Assurance of Learning Goals

Goal 1: Effective Communication Skills

Objectives

Students will be able to orally communicate in a way that demonstrates appropriate:

- 1.1 Delivery Style
- 1.2 Speaking Skills
- 1.3 Structure and Organization
- 1.4 Visuals
- 1.5 Content Knowledge

Students will be able to develop written communication that demonstrates appropriate:

- 1.6 Structure and Organization
- 1.7 Word Selection and Sentence Structure
- 1.8 Spelling, Punctuation, and Capitalization
- 1.9 Content
- 1.10 Research of Area

Planned Assessment Approach

This outcome will be assessed using oral and written presentations made by senior-level business students enrolled in Mgmt 464 (capstone). Assignments will be based on company analysis/cases and presentations will be evaluated by instructors using a rubric designed for both oral and written communication.

Target Performance Level

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.

Goal 2. Functional Business Knowledge

Learning Objectives

Students will demonstrate functional business knowledge in the each of the following areas of business:

- 2.1 Management
- 2.2 Marketing
- 2.3 Accounting
- 2.4 Finance
- 2.5 Economics
- 2.6 Supply Chain Management * (Data Forthcoming in 20**)

Planned Assessment Approach

Assessment of functional business knowledge will take place in introductory/principle courses throughout the college using embedded examinations. Students in these courses will be required to take a (partially) standardized final exam designed to test the student's understanding of the discipline. A faculty committee will be responsible for designing examination questions in each discipline.

Target Performance Level

This learning outcome is considered to be attained if students score a 75% on the established rubrics.

Goal 3. Understanding Global Business Issues

Objectives

Students will demonstrate a basic knowledge of the following concepts:

- 3.1 Geopolitical Issues and Major Trading Blocks
- 3.2 Cultural Differences and Taxonomy
- 3.3 Risks Associated With International Marketplace

Planned Assessment Approach

A course-embedded exercise will be used to assess performance on this learning goal. International Management (Mgmt 425), a course in the College of Business core, will require students to complete a case study/exercise to determine attainment of learning objectives. A rubric designed by a faculty committee will be used to assess students' performance. Benchmarks for performance to be established.

Target Performance Level

This learning outcome is considered to be attained if students score a 75% on the established rubrics.

Goal 4. Critical Thinking Skills

Objectives

Students will be able to:

- 4.1 Use technology for analyses and problem solving
- 4.2 Perform fundamental business analysis techniques
- 4.3 Gather, evaluate, synthesize and utilize information to make business decisions

Planned Assessment Approach

Students' ability to think critically will be evaluated using course-embedded exercises in required quantitative and technology oriented courses. Faculty in these courses will use a combination of individual exercises, team activities, and examinations to assess student performance. Appropriate rubrics and standards of acceptable performance will be established by a committee of faculty and applied consistently across sections.

Target Performance Level

This learning outcome is considered to be attained if students score a 75% on the established rubrics.

Goal 5: Understanding of Ethical Issues**Objectives**

Students will be able to:

- 5.1 Identify the multiple stakeholders' perspectives of an ethical dilemma
- 5.2 Analyze and debate alternative solutions to an ethical dilemma, and describe how alternative solutions affect stakeholders
- 5.3 Recognize the legal and ethical obligations of business

Planned Assessment Approach

A course-embedded exercise/case study will be used to assess performance on this learning goal. A course (???) in the College of Business core, will require students to complete a case study/exercise to determine attainment of learning objectives. A rubric designed by a faculty committee will be used to assess students' performance. Benchmarks for performance to be established.

Target Performance Level

This learning outcome is considered to be attained if students score a 75% on the established rubrics.