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Academic Learning Compact : Management [Effective 2017]

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ACADEMIC LEARNING COMPACTS (ALCs)

Management - AY2017-18

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Academic Learning Compacts, Updates: 2017-2018

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Management

Person Responsible: Dan Marlin

Student Learning Outcomes

1. Content/Discipline Knowledge and Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2016-17
Students will be able to define the HR functions of job analysis, recruitment, selection, performance appraisal, and training.	Exam questions in MAN 3301	70% correctly define	75% defined job analysis correctly, 80% defined recruitment correctly, 80% defined training correctly, 79% defined selection correctly, 85% defined performance appraisal correctly	This objective was met however since it is an important outcome for MAN 3301 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will understand basic facts pertaining to the operation of the five functions.	Exam questions in MAN 3301	75% correct-response rate	average 81% correct response rate on 46 multiple choice exam questions	This objective was met however since it is an important outcome for MAN 3301 and the

				Management Major we will continue to measure it as part of our assessment efforts.
Students will understand the concepts of equal employment including: (1) disparate impact, (2) disparate treatment, (3) sexual harassment, and (4) FLSA.	Exam questions in MAN 3301	75% correct-response rate	86% correct response rate on 14 multiple choice exam questions	This objective was met however since it is an important outcome for MAN 3301 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will be able to identify personality traits that potentially impact behavior in organizations.	Exam questions in MAN 3240	75% correct-response rate	average 87% correct response rate on multiple choice exam questions	This objective was met however since it is an important outcome for MAN 3240 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will be able to recognize different theories of leadership.	Exam questions in MAN 3240	75% correct-response rate	average 90% correct response rate on multiple choice exam questions	This objective was met however since it is an important outcome for MAN 3240 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will be able to identify expectancy and equity theories of motivation.	Exam questions in MAN 3240	75% correct-response rate	average 91% correct response rate on multiple choice exam questions	This objective was met however since it is an important outcome for MAN 3240 and the Management Major we will continue to measure

				it as part of our assessment efforts.
Students will understand how differences in cultural values can be used to describe national culture.	Exam questions in MAN 4600	average grade of at least 75%	average 84.5% correct response rate on 5 multiple choice exam questions	This objective was met however since it is an important outcome for MAN 4600 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will be able to explain and understand the challenges of managing across cultures.	Exam questions in MAN 4600	average grade of at least 75%	average 89.2% correct-response rate on 3 multiple choice exam questions	This objective was met however since it is an important outcome for MAN 4600 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will understand the important elements of cross-cultural negotiation and communication	Exam questions in MAN 4600	average grade of at least 75%	average 73% correct-response rate on 7 multiple choice exam questions	The result for this objective was just below the criteria for success and thus was not met. Greater emphasis will be placed on this topic during lectures. Further, since it is an important outcome for MAN 4600 and the Management Major we

				will continue to measure it as part of our assessment efforts.
Students will understand and explain the role of leadership across cultures	Exam questions in MAN 4600	average grade of at least 75%	average 82% correct-response rate on 8 multiple choice exam questions	This result is an improvement from the previous year where there was a 73% correct response rate. Since it is an important outcome for MAN 4600 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will understand entry strategies into foreign markets	Exam questions in MAN 4600	average grade of at least 75%	average 76% correct-response rate on 2 multiple choice exam questions	This objective was met however since it is an important outcome for MAN 4600 and the Management Major we will continue to measure it as part of our assessment efforts.
Students will be familiar with the major ethical issues confronting MNCs and some of the actions being taken to be more socially and	Exam questions in MAN 4600	average grade of at least 75%	average 78.4% correct-response rate on 4 multiple choice exam questions	This objective was met however since it is an important outcome for MAN 4600 and the Management Major we will continue to measure

environmentally responsive to world problems.				it as part of our assessment efforts.
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Communication Skills and Critical Thinking Skills were measured for Kate Tiedemann College of Business students in our required capstone course (GEB 4890) as follows:

Communication Skills:

Learning Goal: Students will be effective communicators.

Objective 1: Students will write professional documents.

MEASURE: Students will produce a written analysis of an assignment in selected sections of GEB 4890. The assignment was scored using a written communication rubric.

ADMINISTERED: Spring 2018

OUTCOME: Twenty six essays/assignments were evaluated using our new Written Communication Analytic Rubric which was developed as part of a revamping of the assurance of learning process in the College. As in past years we hired a consultant/external reviewer (English professor and head of our USFSP Student Success Center) to score the assignments. The rubric used addressed twelve traits spread across 4 categories: content, grammar/mechanics, appearance and organization, and document integrity. There were three levels of proficiency for each trait: does not meet expectations, meets expectations, and exceeds expectations.

The results of the scoring are as follows:

Learning Goal 1, Objective 1:

Student will write professional documents.

Analytic Rubric

Performance Dimensions	Does Not Meet	Meets Expectations	Exceeds Expectations
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	Expectations		
Content			
Student completes assignment per instructions.	26.92%	53.85%	19.23%
Student uses content/material learned in the course.	11.54%	73.08%	15.38%
Student employs logical reasoning.	26.92%	50.00%	23.08%
Grammar/Mechanics			
Document is grammatically correct.	26.92%	53.85%	19.23%
Sentence structure is sound.	38.46%	42.31%	19.23%
Student writes efficiently (without redundancy).	42.31%	34.62%	23.08%
Appearance and Organization			
Document is formatted appropriately	19.23%	61.54%	19.23%
Paragraphs are used appropriately to delineate concepts.	7.69%	69.23%	23.08%
Sentences are connected so that thoughts flow seamlessly together.	46.15%	30.77%	23.08%
Topics are introduced and concluded.	11.54%	69.23%	19.23%
Document Integrity			
Student uses his or her own words.	3.85%	76.92%	19.23%
Student references and cites work properly.	n/a	n/a	n/a

Students scored poorly (greater than 38% did not meet expectations) on 3 traits: sentence structure is sound, student writes efficiently, and sentences are connected so that thoughts flow seamlessly together. Conversely, students scored well (less than 12% did not meet expectations) on 4 traits: student uses content/material learned in course, paragraphs are use appropriately to delineate concepts, topics are introduced and concluded, and student uses his or her own words. One trait could not be measured since it was not a required part of the assignment.

This was first time that we used the rubric to score written communication in the College and the rubric was not provided to students when they were given and completing the assignment. Thus, the above results will be used as a benchmark for future assessment activities in this area. More specifically, another sample of students will be assessed in the Fall 2018 semester and in the process they will be provided with the rubric along with the assignment.

The consultant/external reviewer also noted that we may want to (1) provide the students some flexibility in meeting the rubric criteria by using the term report versus essay in the instructions, and (2) provide more guidance for the assessor if they are outside of the discipline area. This would make it easier for him/her to score some of the traits.

ACTION TAKEN: As described above this was the first time using our new analytic (versus our old holistic) written communication rubric. The above assessments will be used as a benchmark for future assessment activities. We will measure written communication using our new rubric again in Fall 2018.

Critical Thinking Skills:

Learning Goal 2: Students will have critical thinking skills.

Objective 1: Students will develop solutions to business problems..

MEASURE: Students were given a writing assignment in Dr. Marlin’s GEB 4890 class. The assignment was scored using a critical thinking rubric.

DATE ADMINISTERED: Spring 2018

OUTCOMES: Twenty six essays/assignments were evaluated using our new Critical Thinking Analytic Rubric which was developed as part of a revamping of the assurance of learning process in the College. The course professor scored the assignments. The rubric used addressed thirteen traits spread across 3 categories: problem identification, problem analysis and solution generation, and problem solution. There were three levels of proficiency for each trait: does not meet expectations, meets expectations, and exceeds expectations.

The results of the scoring are as follows:

Learning Goal 2, Objective 1:

Students will develop solutions to business problems.

Analytic Rubric

	Does Not Meet	Meets	Exceeds

Performance Dimensions	Expectations	Expectations	Expectations
Problem Identification			
Student recognizes business needs to be met/problem to be solved.	3.85%	69.23%	26.92%
Student is able to identify the root cause of the problem.	7.69%	65.38%	26.92%
Student is able to completely define the problem.	15.38%	61.54%	23.08%
Student is able to accurately define the problem.	19.23%	61.54%	19.23%
Problem Analysis and Solution Generation			
Student breaks down problem into its component parts.	15.38%	65.38%	19.23%
Student uses appropriate tools and techniques to analyze relevant data.	26.92%	57.69%	15.38%
Student uses supporting information.	26.92%	57.69%	15.38%
Student identifies alternative viable solutions.	11.54%	61.54%	26.92%
Student evaluates alternative viable solutions.	26.92%	50.00%	23.08%
Problem Solution			
Solution is optimal.	34.62%	50.00%	15.38%
Solution is appropriately documented.	38.64%	46.15%	15.38%

Solution is appropriately defended.	38.64%	46.15%	15.38%
Student considers limitations of solution.	38.64%	50.00%	11.54%

Students scored poorly (greater than 34% did not meet expectations) on all the four traits associated with problem solution. The assignment asked about choice of international strategy but many students discussed competitive/business-level strategy or international entry mode instead. This suggest that the assignment needs some clarification. Areas where students scored well (less than 12% did not meet expectations) included: student recognizes business needs to be met/problem to be solved, student is able to identify the root cause of the problem, and student identifies alternative viable solutions.

This was first time that we used the rubric to score critical thinking in the College and the rubric was not provided to students when they were given and completing the assignment. Thus, the above results will be used as a benchmark for future assessment activities in this area. More specifically, another sample of students will be assessed in the Fall 2018 semester and in the process they will be provided with the rubric along with the assignment.

ACTION TAKEN: As described above this was the first time using our new analytic (versus our old holistic) critical thinking rubric. The above assessments will be used as a benchmark for future assessment activities. We will measure critical thinking using our new rubric again in Fall 2018.