

Management Department- Undergraduate Program Assessment Reports 2018/2019

Figure 4.2 – Assessment Report | MNGT BA AY1819

| Program: BA Management | | | | |
|---|---|-----------------|--|--|
| What changes did you make to the program in AY1819? | | | | |
| <ol style="list-style-type: none"> 1. The program commenced using an open-source management text in MNGT 2100. This is a pilot to determine if academic quality is impacted. 2. (Applicable to all programs) Students are now required to take 3 credits worth of WSBT professional development seminars. | | | | |
| What updates do you anticipate in AY 19-20? | | | | |
| <ol style="list-style-type: none"> 1. Phil 2110 will be substituted for BUSN 3500/4500. This will give students a business-specific ethics course. 2. New case assessment method will be employed in MNGT 2100 and MNGT 4900 3. New departmental survey will be given to department graduates for assessment purposes. | | | | |
| PLO 1: Students will be able to analyze, understand and evaluate how legal, social, economic and global issues affect business. | | | | |
| Goal | Process/Measurement instrument | Current Results | Analysis of Results | Action Taken |
| <ol style="list-style-type: none"> 1. Students average score within upper half percentile ranking of global, macroeconomic and legal dimensions of business categories 2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools 3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores. | Peregrine Survey Direct, Formative, Summative, External, Comparative | | Our students remain strong compared to other schools in economics but lag in their understanding of global issues and the legal understanding of business. | Performance issues represent a mismatch between the curriculum of existing courses and the assessment tool. For example, the global category tests students on their knowledge of foreign strategy, patent protection and foreign direct investment. Topics not covered outside of the IB curriculum. These curricular areas will be assessed and added to upper-level MNGT courses. |

PLO 2: Students will be able to integrate key theories to manage people, processes and resources in a diverse organization.

| Goal | Process/ Measurement instrument | Current Results | Analysis of Results | Action Taken |
|--|---|--|---|--|
| <p>1. Average Score within upper half of Peregrine Survey on Leadership, HR and OB categories.</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools .</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p> | <p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p> | <p>1. Student scores are in the upper percentile in leadership (55.90%), HR (59.80%) and OB (57.21%).</p> <p>2. Student improvement exceeds ACBSP in Leadership (30.58% v. 20.11%) HR (27.67% v. 19.17%) and OB (42.78% v. 25.18%)</p> <p>3. Outbound performance lagged behind ACBSP in leadership (55.90% v. 59.60%) HR (59.80% v. 63.71%) and OB (57.21% v. 59.54%)</p> | <p>While overall performance lagged behind average ACBSP scores, superior improvement rates indicates that Webster students are better developed compared to peer institutions.</p> | <p>Leadership is not a course explicitly taught at Webster, rather it is integrated into the curriculum (mostly at the junior level). Upper-level management courses will be reviewed for possible areas of reinforcement.</p> |

PLO 3: Students will be able to use appropriate tools and technology to critically analyze and interpret key business information.

| Goal | Process/ Measurement instrument | Current Results | Analysis of Results | Action Taken |
|--|---|--|---|--|
| <p>1. Students average score in the upper half of Peregrine survey for Quantitative, Information Systems and operations management.</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools.</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p> | <p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p> | <p>1. Students did not score within the upper percentile for quantitative (48.36%) but exceeded the upper percentile for information systems (55.74%) and operations (53.17%).</p> <p>2. Student growth exceeded ACBSP in all categories (see below).</p> <p>3. Outbound performance did not exceed ACBSP in all categories (see below).</p> | <p>Quantitative skills continue to be an issue within the BA-MNGT. Recent curriculum changes including the addition of Stat 1100 and CSIS 1500 will not reflect in outbound results until 2020.</p> | <p>Stat 1100 and CSIS were added to the curriculum. Technology and other data analytics tasks could be added to strategy and upper division management courses to reinforce quantitative skills.</p> |

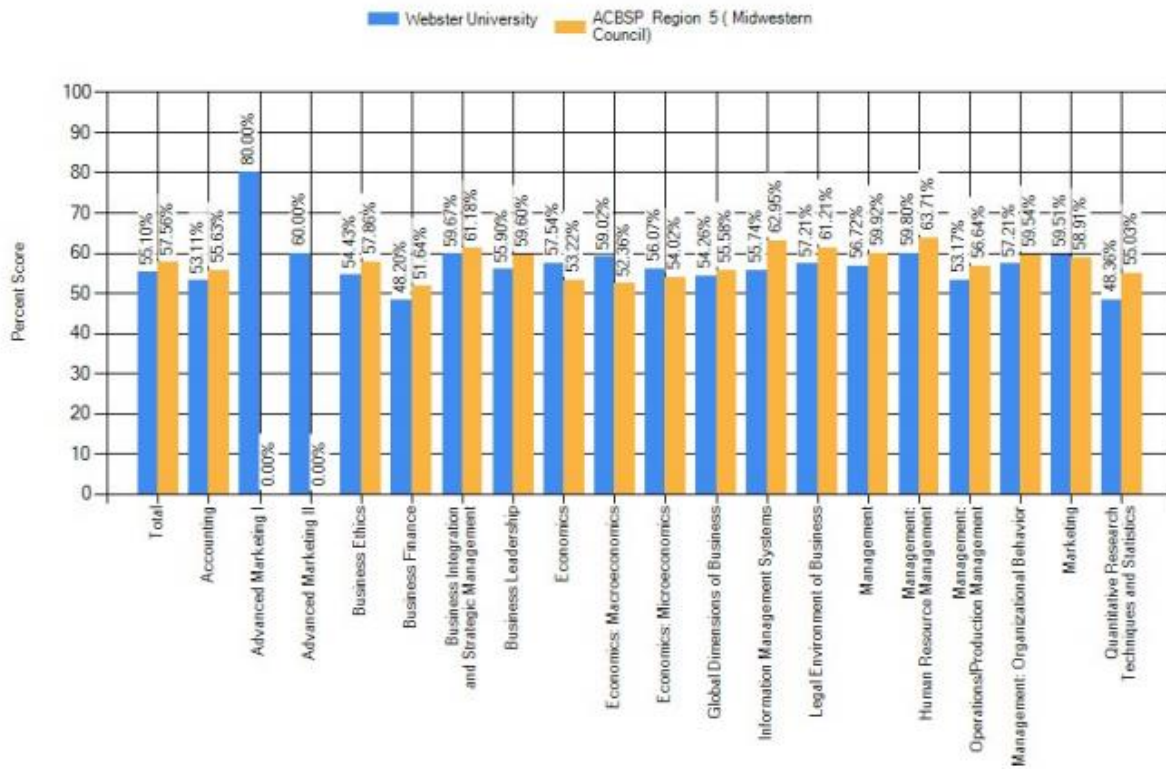
PLO 4: Students will be able to apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.

| Goal | Process/Measurement instrument | Current Results | Analysis of Results | Action Taken |
|--|---|---|--|--|
| <p>1. Student scores average in upper half for Peregrine Business Ethics category.</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p> | <p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p> | <p>1. Student scores were within the upper-percentile (54.43%)</p> <p>2. Student improvement exceeded ACBSP (27.14% v. 26.04%)</p> <p>3. Outbound scores did not exceed ACBSP averages (54.43% v. 57.86%)</p> | <p>Students have demonstrated a reasonable familiarity with business ethics and ethical decision making. However, the results indicate that it is currently not a strength of the program.</p> | <p>Students are required to take Phil 2110, an ethics course not specifically directed towards business. This has been changed to BUSN 3500 and BUSN 4500 for the new academic year.</p> |

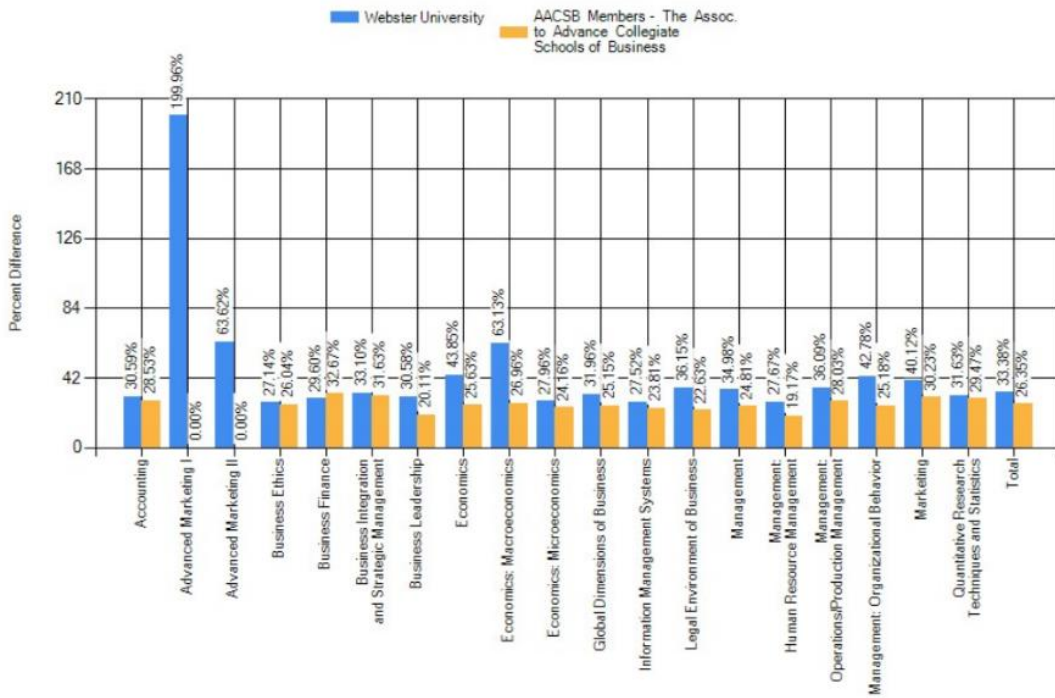
PLO 5: Students will be able to build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.

| Goal | Process/Measurement instrument | Current Results | Analysis of Results | Action Taken |
|---|--|---|---|--|
| <p>1. Students score in top half of "Business Integration" section in Peregrine Survey</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools.</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p> | <p>1. Peregrine Survey Direct, Formative, Summative, External, Comparative</p> | <p>1. Students' scored within the upper percentile.</p> <p>2. Average improvement from inbound-outbound was (33.10%) which exceeded ACBSP (31.63%)</p> <p>3. Students did not exceed average ACBSP scores (59.67% v. 61.18%).</p> | <p>In general, students performed well in this category and were on-par with peer schools. However, certain gaps of knowledge still exist as a result of a limited strategy curriculum.</p> | <p>Certain strategy concepts such as stakeholder relations will be covered more thoroughly in BUSN 3500/4500. Additional focus on technologic concepts such as TQM and how it relates to strategy will be integrated into MNGT 4900.</p> |

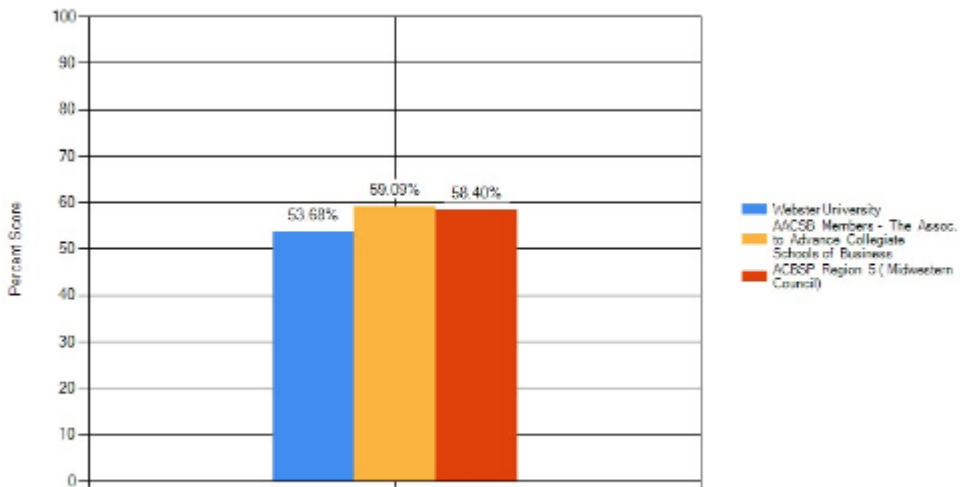
Overview: Outbound Exam Results Compared to the Aggregate Pool for **ACBSP Region 5 (Midwestern Council)** Programs



Overview: Percent Change in Inbound/Outbound Exam Results Compared to the Aggregate Pool for **AACSB Members - The Assoc. to Advance Collegiate Schools of Business Programs**



Outbound Exam Total Results Compared to the Different Aggregate Pools



-5.41% Difference with the AACSB Members - The Assoc. to Advance Collegiate Schools of Business Aggregate

-4.72% Difference with the ACBSP Region 5 (Midwestern Council) Aggregate

Figure 4.2 – Assessment Report | Entrepreneurship (BA) AY 1819

| | | | | | |
|---|--|------------------------|----------------------------|---------------------|--------------------|
| Program: BA Entrepreneurship | | | | | |
| What changes did you make to the program in AY1819? | | | | | |
| <p>The entrepreneurship major is being changed to an emphasis in entrepreneurship. This emphasis will be assessed using a CapSim modular exam. This exam will assess a students’ understanding of entrepreneurial process and opportunity recognition methods and tools. In addition, the peregrine exam will be utilized for assessment.</p> | | | | | |
| What updates do you anticipate in AY 1920? | | | | | |
| <p>During the 1920 year we plan to complete the migration from major to emphasis and institute a modular exam to assess the program.</p> | | | | | |
| PLO 1: Students can demonstrate an understanding of the entrepreneurship process. | | | | | |
| Goal | Process/Measurement instrument | Current Results | Analysis of Results | Action Taken | Graph/table |
| At least 85% of the students score in the Moderate or Good category on the exam. | CapSim Modular Exam Multiple choice cumulative exam in capstone course. Summative, External. | None | None | None | N/A |
| PLO 2: Students can identify and apply entrepreneurship concepts and principles used in developing entrepreneurship action plans. | | | | | |
| Goal | Process/Measurement instrument | Current Results | Analysis of Results | Action Taken | Graph/table |
| At least 85% of the students score in the Moderate or Good category on the exam. | CapSim Modular Exam Multiple choice cumulative exam in capstone course. Summative, External. | None | None | None | N/A |

PLO 3: Students can integrate entrepreneurship concepts, research, and tactics to effectuate entrepreneurship.

| Goal | Process/Measurement instrument | Current Results | Analysis of Results | Action Taken | Graph/table |
|--|--|-----------------|---------------------|--------------|-------------|
| At least 85% of the students score in the Moderate or Good category on the exam. | CapSim Modular Exam Multiple choice cumulative exam in capstone course. Summative, External. | None | None | None | N/A |