PROGRAM ASSESSMENT REPORT

Program Code: APMNGD	Program Name: Management
Division: BCT	Department: Business
Award A.A. A.S <mark>A.A.S.</mark> Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion	

I. Review previous assessment reports submitted for this program and provide the following information.

   1. Was this program previously assessed and if so, when?

   > A previous assessment of this program was not on file.

   2. Briefly describe the results of previous assessment report(s).

   > A previous assessment of this program was not on file.

   3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   > A previous assessment of this program was not on file.

II. Background Information

   1. Indicate the semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	2021

   2. Assessment tool(s) used (check all that apply):

   Portfolio
   <mark>Test or outcome-related test questions</mark>
   Other external certification/licensure exam (please describe):_____
   Externally evaluated performance or exhibit
   External evaluation of job performance (internship, co-op, placement, other)
   Capstone experience (please describe):
   Graduate Survey
   Employer Survey
   Transfer follow-up
   Other (please describe): <mark>Applied assignments</mark>

PROGRAM ASSESSMENT REPORT

3. Indicate the number of students assessed/total number of students enrolled in the course(s)/ program.

# of students assessed	Total population in course(s) or program
~190	~233

4. Describe how you selected students for the assessment.
   a. Describe your sampling method.
   b. Describe the population assessed (e.g. students in capstone course, graduating students, alumni, etc.).

> For LO1 & 2, the assessment plan created in 2008 identified the target sample as "students completing "completers" certificate during that semester, TBD." For LO3, it was "students who are in their final semester of the Assoc. Degree program." Since it is not easy to access the data for the target samples identified in the original assessment plan, for this assessment we used all students in all sections in the BMG 230 Principles of Management course in the three semesters being reviewed for LO 1& 2. We were not able to retrieve any data for LO3.

III. Results

1. State every outcome (verbatim) from the Program Proposal form or the Assessment Plan Change Form for the program. *Add more lines as needed.*

   > 1. Students will be able to recognize and apply tools and skills required for management in common organizational settings.
   > 2. Students will be able to recognize and apply management skills, tools, and functions of management in common organizational settings.
   > 3. Students will be able to recognize and apply basic management skills, tools, and functions of management to organizational situation in their field of study/occupation
   >
   > *Source: Program Assessment Plan 2008*

2. Briefly describe assessment results <mark>for each outcome</mark> based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a <u>summary of the data collected</u> (as a separate document).*** *Add more lines as needed.*

   1. To assess Outcome 1, the unit test data from the BMG 230 Management Principles course were used.

   1. **Basic Management Principles**
      The first test focused on student understanding basic management principles such as what managers do, their role in the organization, and major characteristics of the manager's job. It also addressed managerial decision-making practices such as reflective and reactive systems, programmed and nonprogrammed decisions, barriers to effective decision making, and group decision-making processes. Finally, the first test addressed international management issues such as Hofstede's cultural framework, the GLOBE framework, cultural stereotyping, and strategies for expanding globally. Overall, students exceeded the standard of 75% of students will score 70% or better – Fall 2020, 91%; Winter 2021, 93%; and S/S 2021, 93%. For all semesters and all sections, students scored an average of 93%. There was no significant difference in performance across semesters, modality, or duration.

Strategic Management Principles
The second test focused on student understanding of strategic management principles related to strategic analysis, such as understanding the competitive environment, using a Strengths, Weaknesses, Opportunities, and Threats (SWOT) for strategic analysis, analyzing the macro environment using Political, Economic, Social, and Technological (PEST) and the micro environment using Porter's Five Forces, and understanding strategic positioning. It also covered the processes used for creating the vision, mission, strategies, and objectives – including how to measure and evaluate the strategic performance. Finally, the test covered various organizational structures, organizational design, and managing organizational change. Overall, students exceeded the standard of 75% of students will score 70% or better – Fall 2020, 95%; Winter 2021, 92%; and S/S 2021, 89%. For all semesters and all sections, students scored an average of 92%. There was no significant difference in performance across semesters, modality, or duration.

Leadership Management Principles
The third test focused on student understanding of leadership management principles including the leadership process, types of leaders – both traditional and emerging, such as transformational, visionary, and charismatic leadership. It also covered the trait, behavioral, and situational approaches to leadership. Motivation was another management practice covered in this test – direction/intensity, content theories, process theories, and recent research on motivation theories. Finally, the test covered management practices related to managing teams, such as team development, challenges related to team building, team diversity, and multicultural teams. Overall, students exceeded the standard of 75% of students will score 70% or better – Fall 2020, 76%; Winter 2021; 84%, and S/S 2021, 81%. For all semesters and all sections, students scored an average of 81%. There was no significant difference in performance across semesters, modality, or duration; however, the performance on this test was significantly lower than the first two tests.

Organizational Management Principles
The fourth test assessed student understanding of organizational management principles. Managerial communication covered areas such as the communication process, types of communication in organizations, factors affecting communication and the roles of management, corporate reputation, and the major channels used to communicate in organizations. Another role of managers is planning and controlling, so this test covered principles and practices related to the planning process, types of plans, goals or outcome statements, employee response to planning, Management by Objectives (MBO), and the control- and involvement-oriented approaches to planning and control. Finally, this test covered areas related to the management of technology and innovation, such as external and internal sources of technology and innovation, skills needed tor the management of technology and innovation (MTI), and managing now for future technology and innovation. Overall, students exceeded the standard of 75% of students will score 70% or better – Fall 2020, 81%; Winter 2021; 84%, and S/S 2021, 89%. For all semesters and all sections, students scored an average of 84%. There was no significant difference in performance across semesters, modality, or duration; however, the performance on this test was lower than the first two tests.

2. Since Student Learning Outcome #2 focuses on applying the skills and tools associated with management in business situations, the discussion, skill development, and case dilemma assignments were used to assess this outcome. Overall, students met the 75% receiving 70%or better regardless of semester, modality, or duration for all three areas.

Basic Management Principles:
Time management is a challenge for most managers (there is never enough time). The first discussion, therefore, focused on students sharing time management techniques they have used and how well they work (or not). Students exceeded the stated standard: Fall 2020, 92%; Winter 2021, 90%; and S/S 2021, 80%. For all three semesters, 88% of students met the standard.

Students were also required to use the Covey time management matrix for a week and evaluate how well it worked for them (Skill Development). Again, students exceeded the stated standard: Fall 2020, 96%; Winter 2021, 93%; and S/S 2021, 92%. For all three semesters, 94% of students met the standard.

Finally, students were given a business scenario requiring them to prioritize tasks and defend their decisions (Case Dilemma). Students exceeded the stated standard: Fall 2020, 99%; Winter 2021, 93%; and S/S 2021, 95%. For all three semesters, 95% of students met the standard.

Strategic Management Principles:
Students were asked to identify three major external challenges facing companies today and support their opinion with outside research (minimum of two sources). Students exceeded the stated standard: Fall 2020, 95%; Winter 2021, 95%; and S/S 2021, 84%. For all three semesters, 93% of students met the standard.

Students were also required to complete a personal SWOT (skill development) and evaluate the results. Students exceeded the stated standard: Fall 2020, 99%; Winter 2021, 94%; and S/S 2021, 91%. For all three semesters, 95% of students met the standard.

Finally, they were given a business situation where a manager was being "over-managed." They were asked to identify (based on Chapter 6), how the organizational design and structure contributed to this situation. They then identified three possible solutions, recommended one, and defended that decision. Students exceeded the stated standard: Fall 2020, 100%; Winter 2021, 91%; and S/S 2021, 89%. For all three semesters, 94% of students met the standard.

Leadership Management Principles:
While there is so much focus on building leadership skills, in reality, managers need to develop followership skills as well. Therefore, in this discussion assignment, students shared what they felt were the three most important characteristics needed to be a good follower, supported by outside research. Students exceeded the stated standard: Fall 2020, 89%; Winter 2021, 92%; and S/S 2021, 85%. For all three semesters, 90% of students met the standard.

Managers also need to lead up, across, as well as down. Therefore, students identified ways they could expand their influence at every level of the organization (skill development) and what immediate actions they would take to achieve that. Students exceeded the stated standard: Fall 2020, 97%; Winter 2021, 89%; and S/S 2021, 91%. For all three semesters, 92% of students met the standard.

Finally, students were given a business situation which required a challenging hiring decision for someone who would report to them but interact with other departments as well. Students were asked to present two potential hiring decisions, analyze both, and defend a recommended hiring decision. Students exceeded the stated standard: Fall 2020, 100%; Winter 2021, 94%; and S/S 2021, 96%. For all three semesters, 96% of students met the standard.

Organizational Management Principles:

The discussion for this area focused on students sharing the three most important interview questions when hiring someone into a management position supported by outside research. Students exceeded the stated standard: Fall 2020, 92%; Winter 2021, 95%; and S/S 2021, 81%. For all three semesters, 91% of students met the standard.

Since listening is a major element of good communication, students delved into the Sirolli TedTalk, "Want to help someone? Shut up and listen!" As part of this, they evaluated their own listening skills and identified ways to be a better listener. Students exceeded the stated standard: Fall 2020, 99%; Winter 2021, 100%; and S/S 2021, 98%. For all three semesters, 99% of students met the standard.

Finally, students were given a business scenario where a customer did not receive a critical shipment on time and an immediate path forward needed to be identified and defended. Students exceeded the stated standard: Fall 2020, 99%; Winter 2021, 94%; and S/S 2021, 98%. For all three semesters, 97% of students met the standard.

WASHTENAW COMMUNITY COLLEGE

PROGRAM ASSESSMENT REPORT

> 3. Identifying the target sample and then gathering the relevant data for this LO is a monumental challenge. Therefore, no data is available to assess Student Learning Outcome #3.

3. For each outcome assessed, indicate the standard of success used, and the number and percentage of students who achieved that level of success. ***Please attach the <u>rubric/scoring guide</u> used for the assessment (as a separate document).*** *Add more lines as needed.*

> 1. All items assessed met the standard: 75% of students achieving a score of 70% or better

> 2. All items assessed met the standard: 75% of students achieving a score of 70% or better

> 3. Unable to collect data for this outcome

4. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths:

> Students did an excellent job on the Basic and Strategic Management Principles. They also did well at applying the concepts to real world scenarios – especially topics related to hiring decisions and customer service issues. They also performed well in topics related to building their skills – especially doing a self-assessment by creating a personal SWOT analysis.

Weaknesses:

> A closer analysis of the results showed that students struggled mostly with leadership management principles – especially topics related to motivation and managing teams. They also struggled with organizational management principles – especially topics related to planning and controlling employee activity and the work related to projects.

IV. Changes influenced by assessment results

1. Based on the previous assessment report Action Plan(s) identified in Section I above, please discuss how effective any changes were in improving student learning.

> A previous assessment of this program was not on file.

2. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. If students met all expectations, describe your plan for continuous improvement.

PROGRAM ASSESSMENT REPORT

The original assessment plan was created in 2008. It called for students enrolled in their final course/semester of the program who are completing the Associate Degree in the assessment semester to be included in the assessment population and sampling. While this may appear logical, it is not practical for several reasons.

- This is not a cohort model. Students are not required to take the courses in a specific sequential order. Students can take the courses in any order they prefer in a way that works best with their schedules.

- Identifying the students targeted in the original plan would be difficult to discern.

- Plus finding individual performance for those students in each of the classes in the program would also be time consuming and difficult to discern.

Therefore for this assessment, I was able to use all students in BMG 230 to assess the first two LOs as they are the same as the Management Certificate. The sample differed, however, from the one specified in the original PAP. I was not able, however, to gather data for LO3.

I have created a Program Change form and a Program Assessment Plan (PAP) Change Form. Both are being submitted along with this assessment. It is the revised PAP that will be used for future assessments.

Moving forward, the program will have four concentrations and BMG 294 Management Topics Capstone is being created to act as the new assessment tool for the next assessment of the program in 2025.

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3. Identify any other intended changes that will be instituted based on results of this assessment activity. Describe changes and give rationale for change. (Check all that apply).

    a. Outcomes/assessments from Program Assessment Plan Change Form or Program Proposal form:

    b. Program Curriculum:
         Course sequencing
         Course deletion
         Course addition
         Changes to existing program courses (specify):
         Other (specify): New LOs for APMNGD; Add BMG 294 to each of the four concentrations

    c. Other (specify):

4. What is the timeline for implementing these actions?

Fall 2022

V.   Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

WASHTENAW COMMUNITY COLLEGE

PROGRAM ASSESSMENT REPORT

> The existing assessment tools were not effective in measuring student achievement based on the population sample to be used. By using a broader sampling I was able to gather data about two of the LOs.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

> BMG 294 will act as the assessment tool moving forward.

3. Describe when and how these assessment results will be discussed with the department and/or the faculty at large.

> The Department Chair will share the results with the departmental faculty.

Signatures:

Reviewer	Print Name	Signature	Date
Initiator	Cheryl S. Byrne	Csbyrne (electronic)	1/5/2022
Department Chair	Doug Waters	*Doug Waters*	2/1/2022
Division Dean/Administrator	Eva Samulski	Eva Samulski	02/01/22
Assessment Committee Chair	Shawn Deron		2/23/2022

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*Please return completed form to the Office of Curriculum & Assessment, SC 257
or by e-mail to curriculum.assessment@wccnet.edu .*

Reviewed by C&A Committees 2/17/22