

Institutional Effectiveness Report (2008-2009)

Assessment Summary

Department or Division: Management

Degree Program: BBA in Business Administration with major in Management

Contact Person: Phyllis Holland

Email: pholland@valdosta.edu

Phone: 245-3821

Assessment Cycle (academic or calendar year): Academic year

Mission (Consistent with VSU's mission, and identical to mission statement as published online and in the current VSU catalogs)

The management major is designed to give students the basic knowledge, skills, and values of management that build on the foundation provided by the University Core Curriculum and that are required for professional careers in management. (p. 193, Undergraduate Catalog)

Expected Student Learning Outcomes (Identical with outcomes published online and in the current VSU catalogs)

Management majors can

1. Demonstrate knowledge of management concepts and processes and their applications in organizations
2. Plan, organize, lead, and control in a variety of organizations and cultures
3. Recognize and resolve managerial issues using quantitative and behavior methods and interpersonal skills.

(p. 193, Undergraduate Catalog)

Assessments (include when and to whom these are administered, and align goals with specific assessments):

Pre- and post-tests of management knowledge were administered to management majors in the first course in the management curriculum (MGNT 3250) and in the capstone course for the BBA (BUSA 4900). Since all majors are required to take these courses, the management majors were only part of the overall sample. The tests were designed to determine whether outcome 1 (demonstrate knowledge of management concepts and processes and their applications in organizations) was being achieved.

Data/Evidence Results (qualitative or quantitative summary: raw data should be included in an attachment):

- Assessment Results (submit an electronic file of aggregate data collected in the appendix): Regression analysis indicates that there was an average increase in score of .761 for each additional management course taken. However, the comparison of the pre and post groups is flawed because of considerable overlap in the sample. That is the number of courses taken was not significantly different between the pre and post groups. This year, we were able to match pre- and post- tests of specific students to determine whether individual students scored higher on the test after taking the courses. The T-test of mean difference showed a significant improvement in scores between tests at the .002 level.
- Discussion/Dissemination of Results (assurance of transparency): The results indicate some improvement in knowledge from taking additional required courses in the major. The matched score comparison indicates significant improvement in student scores, however, the sample was relatively small.

The Departmental Effectiveness report is posted on the Department web page with data and statistical analysis.

- Survey analysis Students in BUSA 2000 (Introduction to Business) and MKTG 3100 (Health Care Marketing) were surveyed to determine interest in several programs under consideration. Of the 128 undergraduates surveyed, 36 indicated an interest in the certificate program while about half indicated in interest in specific courses in healthcare. While the International Business program generated the most interest (61 students), enough were interested in healthcare ((36) to make the program viable.

Use of Results to Make Improvements (provide a brief explanation for each instance of usage of results to make improvements, clearly connecting each to data/evidence results above):

The student surveys from last year indicated high interest in healthcare administration and a certificate program was developed and submitted to the Academic Committee for approval in the Fall of 2009. The first award of this certificate will be made in Fall of 2010. Twenty students have signed up to pursue the certificate while the specific healthcare courses are fully subscribed indicating interest in courses beyond the certificate.

The certificate in Human Resource Management has been awarded to 10 students with another 15 pursuing the certificate. An assessment system was put in place which relied on graduates returning their contact information so that their careers could be followed. So far only 4 graduates have replied.

Based on the analysis of pre-and-post tests, the Department plans to administer only the post-test this year to match scores with previous pre-tests. The Department is attempting to locate or devise a method to test skills.

Phyllis Holland
Dept. Head/ Director

Nov. 2, 2009
Date

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Adapted from: University of Alabama SACS site (<http://sacs.ua.edu/degreeInfo2.cfm?college=2&dept=50>) and

University of Western Kentucky SACS Accreditation Review Process (<http://www.wku.edu/sacs/assessmentmanual.htm>)