Degree Program Assessment Plan

Degree Program - COB - Management (BBA)

CIP Code: 52.0201.00
Disciplinary Accrediting Body: AACSB International
Next Program Review: 12-13
Degree Program Coordinator: Professor Robert Ricketts
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Program Purpose Statement: The undergraduate management programs provides high-quality preparations for a wide range of management careers. It provides the broadest background of any of the business disciplines for understanding and managing organizations and behaviors in these systems. Students may group courses to emphasize their particular interest. General management is particularly suited for management training programs sponsored by many larger firms and entry-level positions in smaller firms. These programs serve as the first step up the management ladder. A 2.75 or higher Texas Tech GPA is required to declare management as a major.
Assessment Coordinator: Jason Rinaldo, Claudia Cogliser

Student Learning Outcome: Systematic thinking
Demonstrate systematic thinking about effective organizations, teams, and people at work.
Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

Performance - MGT Graduating Seniors Exit examination: 19 items assess this outcome. (Active)

Criterion: 2009-2010 is initial administration of this metric. We anticipate steady increase in performance across the course of training. We also expect Management majors to outperform other majors on this measure.
Schedule: 2010 Spring Graduates will be assessed in May 2010. This is expected to continue annually, unless data shows a serious flaw in the assessment method, requiring substantial revision.

Performance - Managerial Systems & Teamwork Scale - A standardized measure validated on more than 3,000 undergraduate business majors. It shows sensitivity to learning and specificity to type of business education. (Active)

Criterion: Management majors should show steady and roughly linear increases in performance across the course of training, such that Freshmen are outperformed by Seniors and Juniors, etc.
A second criterion is that Management majors should generally outperform other majors on this measure, even though other business majors have overlapping training. This is a fairly stringent criterion, given how highly selective some business majors are.
When norms become available for this measure, Management majors should very consistently outperform non-business majors as well.
Schedule: This measure is ongoing, administered throughout academic year and often in the summers.
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Student Learning Outcome: Leadership and interpersonal challenges
Recognize leadership and interpersonal challenges at work and propose alternative approaches for addressing them.

Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

<table>
<thead>
<tr>
<th>Post-Evaluation</th>
<th>Leadership and Interpersonal Challenge Scale - A standardized measure validated on more than 3,000 undergraduate business majors. It shows sensitivity to learning and specificity to type of business education. (Active)</th>
</tr>
</thead>
<tbody>
<tr>
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Student Learning Outcome: Strategic and competitive analysis
Demonstrate understanding of the relationship between organizations and their external environments, and conduct a strategic and competitive analysis.

Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

<table>
<thead>
<tr>
<th>Post-Evaluation</th>
<th>Management and Strategy Scale - A standardized measure validated on more than 3,000 undergraduate business majors. It shows sensitivity to learning and specificity to type of business education. (Active)</th>
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Student Learning Outcome: Ethical issues and decision making
Recognize ethical issues and propose alternative approaches to ethical decision making.

Outcome Status: Active
Outcome Type: Student Learning
Start Date: 01/07/2013

Assessment Methods

<table>
<thead>
<tr>
<th>Course Level Assessment</th>
<th>Course papers, projects, assignments related to ethical decision-making. (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>More than 80% (revised to 90%, 2015-2016) of students exceeding faculty expectations for performance.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Annual summary of course-level evaluations.</td>
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<tr>
<td>Related Documents:</td>
<td>Ethics Engagement in MGT Courses</td>
</tr>
</tbody>
</table>