

Management 101: Introduction to Business and Industry

Learning Outcomes Assessment Project

Executive Summary

Stage 1: Designing and Proposing a Learning Outcomes Project

Management 101 examines the functions in business and develops a framework for the further study of business. This course serves as an interdisciplinary course drawing from such areas as marketing, product strategy, finance, and business ethics. A pre/post multiple choice exam covering 13 major content areas was designed from a standardized test bank and each examination question was matched to the objective(s) that it most appropriately measured. The initial assessment occurred in spring 2004.

Stage 2: Implementing the Design and Collecting and Analyzing the Data

Of the students completing the assessment test, 94% successfully completed the course with a grade of A-D, 5% received a grade of F and 2% received an incomplete grade; the 95% success rate is considerably higher than the success rate of all students (76%). There did not appear to be a significant difference in results among the three campuses. The results of the initial assessment showed that of the students enrolled in MNGT 101, the mean score on the assessment was 28.97 out of 50 for all students. The mean score for Caucasian students was 30.33. The success rate of African American students was lower than that of the majority students. African American males scored a mean of 26.76 and African American females scored a mean of 25.74.

Stage 3: Redesigning the Course to Improve Student Learning

As a result of faculty discussion and a mutual agreement upon the importance of improving student success rates and learning, the faculty decided to implement interventions that focused on increased communication with students. In particular, the faculty felt that there needed to be special emphasis on closing the achievement gap between African American and majority students. To meet this goal, the Management faculty implemented three types of interventions during the spring 2006 semester: faculty advisement, early alert, and no intervention. Further, the topic areas that were identified as having the lowest means were targeted for more focused instruction.

Stage 4: Implementing Course Revisions and Reassessing Student Learning

The second assessment occurred during spring 2006. The overall mean score of the 2006 assessment was 29.57 (59%) which is slightly higher than the mean score obtained in the 2004 baseline assessment 28.97 (58%) however, that difference was not significant. A significant difference was obtained between the 2004 baseline score and the early alert group; students in the early alert group scored higher than the baseline. The overall improvement among African American females was significant. As for content specific changes, there was significant change in: business and economy (decreased), operations(increased), technology(increased), and risk objectives(increased.). There was

a significant increase in the content areas scores that were identified as needing improvement, although there was not significant improvement in every content area.

Stage 5: Final Analysis and Reporting Results

The Management department members were encouraged that the interventions implemented contributed to an improvement of the test results among African American females. These findings indicate that the early alert intervention had the most significant impact on student scores. Recommendations for the future to maintain the momentum from this project include evaluation of additional tools that are now available from the text's publisher that may be useful in creative learning experiences for all students. Faculty will also gather in spring 2008 to share "best practices" and will invite a College intervention specialist to share ideas that will also be considered for implementation. The work begun on Management 101 will continue.