



\* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

**II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities\*.

Program learning outcomes for this degree have not been revised since the last interview. These outcomes appear solid for the program.

An entry-level graduate with an Associate of Applied Science Degree in Business Management from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Formulate goals, strategies, and plans to analyze the ever changing internal and external organizational environment.	MAN 105, 201, 205, 216, 225, 255; ACC 111, 112, 113; ECO 105/201; LAW 101; MAR 104/201; PUR 201
2. Describe and analyze patterns of organizational behavior within contemporary organizations and apply human relations skills to job/interpersonal situations.	MAN 105, 201, 205, 225, 295; ECO 105/201
3. Identify contemporary approaches to motivation and describe a variety of methods used to create and maintain a positive work environment.	MAN 201, 205, 225
4. Demonstrate an understanding of the organizational mission in contemporary society and apply policies to typical situations.	MAN 105, 201, 205, 216, 225, 255, 295; ACC 111, 112, 113; ECO 105/201; LAW 101; MAR 105/201
5. Describe how personal and organizational values influence managers and their role.	MAN 105, 205, 225, 295

**III. Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Methods(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Course-by-course assessment is the primary method for formative assessment. Individual professors are charged with assessment in their courses. Methods and tools vary by instructor.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment is completed via two courses, MAN 295 and MAN 278. MAN 295, Management Seminar, requires that students complete case studies, research a current topic in management, and complete oral presentations. It is specifically required of all Business Management, Purchasing, Traffic, and Associate of Technical/Individualized Study students.

MAN 278, Management Capstone, is the capstone course for all Business Management students (including purchasing, inventory control, logistics, and transportation majors) and assesses the level of preparation of students for their fields of work. As students progress toward the degree, they are asked to compile a portfolio of essential assignments from their classes (which the department retains) and demonstrate integration of course content from the entire program. The MAN 278 course also asks for student critique of the curriculum (using an adaptation of the Bloom Taxonomy), provides student self-assessment of behavioral styles, requires teaming modules for skill building in that area, and provides for resume building in cooperation with Career Planning and Placement.

Approximately 75% of the management faculty are involved in the portfolio process.

**IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

The portfolio process is the highlight of the program. The process requires thinking and reflection for all involved. Student performance in MAN 278 has been very good. Students respond well to the course and indicate that it has been a useful learning experience.

The department would like to have data that will provide better analysis of student skills. Portfolio assignments are becoming consistent from one student or course to another. Key assignments from each of the required Management classes are now included in the portfolio course.

The department strives to make sure that students are prepared for the MAN 295 class, in particular because it demands integration of all major content areas.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Student participation in MAN 295 is calling for additional pre-requisites, including 205, 225, 216, 255, or instructor permission which are now in place. The department is still concerned about students' abilities in this integrative course.

The department is also increasing the use of interactive instruction through the use of an interactive CD-ROM in MAN 201, Introduction to Supervision.

The department is transferring the Procurement program under the Management area. It will become a concentration option for student pursuing the Management degree. No additional actions are currently under consideration.

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written assignments are given throughout the curriculum. This includes written reports, critical thinking papers, case studies and essay examinations. The chair estimates that 75% of the faculty use the writing checklist for assessment of written skills. Student writing by end of the program is adequate although there is room for improvement.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral presentations are required in MAN 225, 237, 295 and 278. Faculty assess the oral communication skills often using the oral communication checklist. Oral summaries are a part of some instructors approach to student learning. Classroom discussion is a part of nearly all MAN courses. Individual instructors often use team assignments requiring students to

interact effectively in small group environment. The capstone course utilizes small groups with the expectation of effective communication.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Students in MAN 105 are encouraged to reflect and consider issues of relevance to their field. Level of thinking complexity is increased as student progress through the program. High-level problem solving and critical thinking are particularly emphasized in MAN 278. Students are required to recommend solutions to case problems and are pre- and post-assessed on their abilities to identify the correct solution.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values, citizenship and community are underlying the entire program in MAN. These issues are addressed in nearly every if not every course. Ethical implications, community impact, assimilation into the community are all part of the program. Students are exposed to the American Management Association code of ethics in MAN-105. A club for Management and Marketing students was initiated Winter quarter 2001. Approximately 15 students are currently involved. The club is developing a business/marketing plan for two outside business.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.