



In addition, the department chair has met twice with faculty from the operations management department at the University of Dayton in an effort to develop a more comprehensive articulation agreement (the current agreement with U.D. primarily relates to the Business Administration transfer program).

Lastly, each department faculty member has been assigned a number of MAN courses to which he/she is responsible for updating master syllabi. We are in the process of updating each course and keying the changes into the new CMT.

\* 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\*.

An additional outcome (#6), incorporating the importance of general education, has been added to the degree.

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

Program Outcomes (updated April 1, 2002)	Associated Courses (updated November 22, 2002)		
	Relevant courses from the management core.	MAN which are required or available as electives	Relevant required courses are listed, not business electives
[#1-2002] Insight into how goals, strategies, and plans are developed through analysis of internal and external organizational environments. With this – insight into systems and management of systems.	MAN 201, 205, 225	MAN 105, 110, 207, 210, PUR 201	ENG 111, 112, 131, 132 MRK 201, 202 ECO 105, 201
	MAN 216, 255 MAN 295	MAN 226, 237, 238, 251	
[#2-2002] Understanding of basic managerial functions, particularly in the context of organizational mission and organizational objectives (performance). With this – an ability to identify good practice in a small-to-medium	MAN 201, 205, 225	MAN 105, 207, 210, 263, PUR 201	LAW 101 ACC 111, 112, 113
	MAN 216, 255 MAN 295	MAN 226, 237, 245, 251	

organizational setting.			
[#3-2002] Understanding of organizational behavior: concepts, workplace issues, trends. Understanding of human relations: concepts and applications, as applied to job and interpersonal situations. With these – an emphasis on communications, motivation, leadership, and teaming.	MAN 201, 205, 225	MAN 207	HUM elective COM 206
	MAN 255 MAN 278, 295	MAN 226, 237, 238, 245	
[#4-2002] Knowledge of contemporary approaches to management, particularly at the supervisory and intermediate levels, and of methods used to create and maintain a positive work environment.	MAN 201, 205, 225	MAN 105, 207	HUM elective COM 206, 211
	MAN 216, 255 MAN 278, 295	MAN 226, 237, 238	
[#5-2002] Insight into how personal and organizational values influence managers and their role. (This competency is integral to the program and supports the college-wide competency of values/citizenship/community.)	MAN 205, 225	MAN 105, 110, 207, 210	LAW 101 HUM elective Gen Ed elective
	MAN 216, 255 MAN 278, 295	MAN 226	
[#6-2002] Competency – demonstrated through knowledge and application – in skills of oral and written communication, quantitative methods, and thinking.	MAN 201		ENG 111, 112, 131, 132, COM 206, 211, MAT 116, 121, 122 Gen Ed elective ACC 111, 112, 113, ECO 105, 201, CIS/BIS requirement
	MAN 216, 255 MAN 278, 295	MAN 251 PUR 225	

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).

Generally the faculty have implemented several assessment methods including, but not limited to, locally developed tests, cases, exercises, team

assignments, papers, projects and, in the case of the capstone course, a portfolio. To date, we have not implemented any departmental exams/exercises (across sections of like courses) but are beginning the discussions for possible inclusions.

As a department, however, we have agreed that project-based and team-based assignments are critical in select courses. We have begun the discussion necessary to bring this concept to the part-time instructors, as well.

For relevant second year courses, the faculty have implemented a process we call Course Completion Assessment (CCA). At the end of selected courses, each student is presented with the program outcomes (relevant to that particular course) and asked to summarize how he or she saw the course contributing to (or not) each of the program outcomes. This has been a valuable assessment tool in helping the faculty better understand whether the student perceived a connection between the course and the program. Additionally, this has helped the student better understand the program outcomes.

- 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, with adherence to prerequisites and faculty advising, 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 and in MAN 255 Management Information Systems I.

- 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. Department faculty have concentrated much of their effort in using small group/teaming exercises to help students better communicate and critically think about the material (nearly half of the MAN 205 courses are taught using the process education like methodology). To this aim, the department faculty agreed to make both COM 211 and COM 206 required courses in the curriculum. 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.

As a social science, critical thinking and problem solving are at the foundation of the program. 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 our “systems” courses including MAN 216, MAN 251 and MAN 255. To further enhance the critical thinking pedagogy, the faculty agreed to add the newly developed principles of microeconomics course (ECO 218) to the curriculum. This “tools” course will further develop critical thinking skills.

- 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. As an example, students are exposed to the American Management Association code of ethics in MAN-105, ethical issues or information systems is introduced in MAN 255, values-based leadership is introduced in MAN 205 and MAN 207, and values is one of the major topic areas in the management seminar (MAN 295). Much of the MAN research surrounds ethics, values, and stakeholder impact. The MAN faculty have begun discussion on how this category can be better assessed through both the management seminar and the management capstone.