



UMass Amherst's Educational Effectiveness Plan (EEP) provides departments with an ongoing structure for conducting systematic inquiry into the effectiveness of their efforts to support student success. Departments initially developed and submitted their EEP inquiry plans and evidence gathering strategies in spring 2018 and are asked to provide updates on their progress on a regular basis. EEP activity is also incorporated into the University's strategic planning process – with departments including their EEP progress and findings into their 2021 Strategic Planning Refresh. What follows is the department's most current reporting, as synthesized by the Office of Academic Planning and Assessment (OAPA).

Management EEP

Identify the evidence you currently use (beyond GPA) to determine that your undergraduates have achieved the objectives you have for them.

Currently, we use: Senior survey data, feedback from recruiters, internal metrics in the Isenberg School centered around the different learning objectives, and discussions at department meetings.

Please describe the focus of your inquiry and explain why this inquiry is important to your department right now.

Line of Inquiry 2018: The focus of our current inquiry is on rounding-out (or fine-tuning) offerings that were recently put in place. For example, many of our students get jobs in business development. While the Concentration in Entrepreneurship and Innovation Management prepares them for this, we now realize we lack courses that emphasize corporate entrepreneurship. As a result, the department is currently considering adding such offerings. Similarly, we recently made changes to our Concentration in Human Resource Management. This inquiry made us realize that many students pursuing this concentration were opting not to take the Organizational Behavior course -- a course we believed vital to anyone pursuing a career in HR. As a result, we just added OB as a required course for the concentration.

Progress your department has made toward addressing your line of inquiry, and the types of evidence that you have collected to inform your inquiry.

Our prior inquiry was focused on rounding-out or fine-tuning our curricular offerings. As part of that process, we were looking into adding a corporate entrepreneurship class, which we put in place in Spring of 2019. We also required that students taking the Human Resource Management Concentration take Organizational Behavior as one of the requirements, along with requiring our new Staffing class and our new Compensation class for that concentration as well. There are a number of aspects to our current inquiry. First, we are following up with elements of our strategic plan involving advising and alumni outreach, both of which will contribute to the educational effectiveness of our department. Second, we are developing a

communication strategy in regards to both the Isenberg and the Department Learning Goals and Objectives, starting with engagement with the faculty and then working with faculty to engage and communicate with students regarding the Learning Goals and Objectives. Third, we are working on using the Capsim simulation assessment to collect data on various Learning Goals and Objectives for both Isenberg and the Department, which we can then analyze to get some sense of how students are performing relative to those goals and objectives. We will also look to other opportunities and modes of assessment.

What are your department's next steps regarding your continuing and/or upcoming EEP line of inquiry?

I. Introduction

The Educational Effectiveness Plan process has allowed for a comprehensive overview of the activities of the Management Department. We in the department have looked at our strategic plan¹, our curriculum offerings, and our Assurance of Learning program. This comprehensive review has been instrumental in providing us with new insights and a more in-depth understanding of our learning objectives, how these objectives align with our curricular design (as well as delivery, instruction, and other practices), the evidence we currently have about students' progress on those objectives, and the actions that we will take to improve and enhance students' learning and experiences. Additionally, this review has also helped us to identify and develop some new lines of inquiry into student success that would provide us with additional information which we could then use to facilitate our continuous improvement in the Management Department.

II. Observations from Review of the Management Department's Strategic Plan

As the first step in the EEP process, we looked carefully at the Management Department Plan for Destination of Choice, identified parts of the plan that had been completed, and developed implementation strategies for those areas of the plan that still need to be accomplished.

Two areas of weakness that were identified in the data used to develop the strategic plan involved the levels of advising students received and their perceived access to courses. In order to address these perceived weaknesses, the plan focused on three areas: concentrations, advising, and outreach.

Assessment and Action Items:

- We will use information from recruiters (via Chase Career Center and via direct contact) and from focus groups (via the Young Alumni Working Group and the Alumni Advisory Group, see below) to determine whether other adjustments to the concentrations and curriculum should be made based on market needs and conditions.

¹ The Isenberg School of Management's Strategic Plan for AY2014-15 titled Destination of Choice: Undergraduate Programs (with a focus on Appendix F: Management Department Plan).

- We will use the available senior surveys each year to assess student satisfaction in various areas, with particular attention in this round to satisfaction with advising and access to classes to see how our improvements might be working.

III. Learning Goals and Objectives: Isenberg-Wide

Student Learning Objectives

Goal 1.) Critical Thinking - Isenberg students are critical thinkers.

Objective 1.1: Isenberg students identify business problems and their causes, generate alternative solutions, and arrive at reasoned conclusions.

Goal 2.) Information Technology - Isenberg students use technology to inform and present business decisions.

Objective 2.1: Isenberg students organize, analyze, and summarize business information using technology.

Objective 2.2: Isenberg students communicate business information using technology.

Goal 3.) Ethical Reasoning - Isenberg students incorporate ethical reasoning in decision making.

Objective 3.1: Isenberg students apply ethical reasoning to make business decisions within a legal context.

Goal 4.) Business Communication - Isenberg students are effective communicators who can prepare business documents and presentations.

Objective 4.1: Isenberg students create well-written documents on a business topic.

Objective 4.2: Isenberg students deliver effective business presentations.

Goal 5.) Teamwork - Isenberg students are productive team members.

Objective 5.1: Isenberg students work collectively to solve business problems.

Goal 6.) Leadership - Isenberg students are knowledgeable about leadership theories.

Objective 6.1: Isenberg students apply understanding of leadership theories.

Goal 7.) Core Business Knowledge - Isenberg students possess knowledge of core business concepts.

Objective 7.1: Isenberg students demonstrate understanding of the key elements of accounting, finance, marketing, management, operations and information systems.

We currently assess student learning related to Ethical Reasoning (Management 260, where we have a 2-Part Quiz with Part One comprised of multiple-choice and true/false questions and Part Two comprised of a short analytical essay), Teamwork (Management 494BI, where there is a survey administered by our Metrics Team), and Management Core Knowledge (Management 301, with a series of questions regularly administered on an exam) as part of an Isenberg-wide Assurance of Learning Process. Because the capstone strategy course for all Isenberg BBA

students is taught by our department (Management 494BI), we are well-placed to aid in additional data collection to supplement the school's AoL efforts and we are currently working with the Metrics Team at Isenberg to develop a data collection and analysis process for some of the goals and objectives, above.

IV. Learning Goals and Objectives: Management Department

The Isenberg Learning Goals and Objectives are subject to a school-wide Assurance of Learning process related to AACSB accreditation. Additionally, we developed department specific curricular and learning goals and objectives. Pursuant to our 2014 curriculum review, we adopted a curricular theme of management and change. The following goals and objectives reflect that curriculum focus:

Goal 1.) Developing successful managers who can effectively manage for change in a complex and changing world.

Objective 1.1: Students have an understanding of our complex and changing world.

Objective 1.2: Students can apply management techniques and theories to effectively manage for change.

Sub-Goal 1A.) Students develop an understanding of social, political, and economic change.

Sub-Goal 1B.) Students develop an understanding of workplaces.

Sub-Goal 1C.) Students understand how organizations are created and transformed.

Sub-Goal 1D.) Students have knowledge about globalizing influences and imperatives.

Assessment and Action Items: For the Spring 2020 and Fall 2020 semesters, we will communicate these goals/sub-goals/objectives to the faculty via emails and faculty meeting agenda items. We will also communicate to the students our emphasis on these goals/sub-goals/objectives via emails to majors, discussions at department events and New Majors night, and via the syllabi for department courses (with assistance of faculty).

For Fall 2020 and Spring 2021, we will work on curriculum mapping both for the Isenberg and for the Department Learning Goals and Objectives. As we ascertain which classes cover which areas, we will incorporate those goals and objectives into the syllabi (see above).

Potentially beginning in Spring 2020 or in Fall 2020, we will be working with the Capsim Simulation Company staff to utilize the simulation and its built-in assessment feature to assess for certain of the above learning goals and objectives, to collect the relevant data via the simulation, and then to review that data with the intention of making continuous improvement recommendations to be implemented in Spring 2021 or Fall 2021.

Management Department Learning Goals and Objectives

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Experiential Goals

- To have participated in an internship prior to graduation.
- To have participated in a student club prior to graduation.
- To have participated in case competition or public speaking activity prior to graduation.

Management, B.B.A

- Management students identify business problems and their causes, generate alternative solutions, and arrive at reasoned conclusions.
- Management students organize, analyze, and summarize business information using technology.
- Management students apply ethical reasoning to make business decisions within a legal context.
- Management students deliver effective business presentations.
- Management students work collectively to solve business problems.
- Management students apply understanding of leadership theories.
- Management students have a core knowledge of the field of management.
- Management students demonstrate understanding of the key elements of accounting, finance, marketing, operations and information systems.