Master of Science in Management, Online

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment by Concentration Report Information

| Prepared on: 5/24/2022 1:24:44 PM | Prepared by: liz.riley@mga.edu |
|--|---|
| Email address of person responsible for this | liz.riley@mga.edu |
| report: | |
| In which college or school is this program | Business |
| located? | |
| Program Type: | Graduate |
| Approximately how many students are in this | Total- 105 |
| program at this location? Break out by | Supply Chain Management – 43 Organization |
| concentrations. | Management– 55 Aviation Management– 6 |
| | Sport Management - 1 |

Student Learning Outcomes

new versions should be kept on file for 10 years. Major changes to curriculum must go through

the Academic Affairs process.)

| Student Learning Outcomes | |
|---|---|
| SLO1 | |
| SLO 1: What is the first Student Learning | Produce graduate level scholarship, research or |
| Outcome for this academic program? Student | professional project that is original and significant |
| Learning Outcomes should be stated in | |
| measurable terms (i.e. students will be able | |
| to) | |
| SLO 1: What instrument (assessment type) was | Strategy term paper assigned in MGMT 5900 – |
| used to measure student's ability to | Strategic Management |
| demonstrate mastery of this learning outcome? | |
| (I.e. exam, assignment with rubric, speech, | |
| demonstration of ability, lab assignment) and | |
| provide specific details of the instrument (e.g. | |
| Exam 2, Course HLSA 3800; Final Group Project, | |
| HIST 3900) is learning outcome? | |
| SLO 1: What target performance level would a | 85% of students score 85% or higher |
| student need to achieve on the assessment | |
| instrument to demonstrate mastery of this | |
| learning outcome? (I.e. 80% of all students will | |
| earn an average grade of 75% or better on) | |
| SLO 1: Provide details for your target | Established by School of Business graduate |
| performance level established (i.e. accreditation | committee. |
| requirement, past performance data, peer | |
| program review, etc.) | |
| SLO 1: During this assessment cycle, what | Overall, 92% achieved the established target. The |
| percent of the students who participated in this | results broken down by concentration: |
| assessment met the target performance level | Organizational Management: 93% |
| and demonstrated mastery of this learning | Supply Chain Management: 92% |
| outcome. Report data differentiated by program | |
| concentrations. (Example: BA Contemporary | |
| Musicianship - 84%, BA Contemporary | |
| Musicianship Classical - 77%, BA Contemporary | |
| Musicianship Commercial - 63%) | |
| SLO 1: Improvement Plans and Evidence of | None: Target achieved |
| changes based on an analysis of the results: | |
| What changes were implemented based on an | |
| analysis of the students' performance on this | |
| Student Learning Outcome? (Evidence of the | |
| improvement must be kept and filed in the | |
| department or academic unit including but not | |
| limited to: changes in exam questions, reading | |
| assignments, syllabi, course instruction | |
| materials or assignments. Both old versions and | |
| | 1 |

| SI | .02 |
|----|-----|
| | |

| SLO 2: What is the second Student Learning | Evaluate the scope and impact of emerging |
|---|--|
| Outcome for this academic program? Student | business issues related to the student's chosen |
| Learning Outcomes should be stated in | concentration |
| measurable terms (i.e. students will be able | |
| to) | |
| SLO 2: What instrument (assessment type) was | A paper assigned in a course in each |
| used to measure student's ability to | concentration: |
| demonstrate mastery of this learning outcome? | •Supply chain mgmt. concentration: MGMT 6140 |
| (I.e. exam, assignment with rubric, speech, | Supply Chain Management |
| demonstration of ability, lab assignment) and | Organizational mgmt. concentration: MGMT |
| provide specific details of the instrument (e.g. | 6300 – Human Resources Mgmt. |
| Exam 2, Course HLSA 3800; Final Group Project, | Sport mgmt. concentration: SMGT 6010 – Sport |
| HIST 3900) is learning outcome? | Administration |
| | Aviation mgmt. concentration: AVIA 6300 – |
| | Airline Management |
| SLO 2: What target performance level would a | 85% of students score 85% or higher |
| student need to achieve on the assessment | |
| instrument to demonstrate mastery of this | |
| learning outcome? (I.e. 80% of all students will | |
| earn an average grade of 75% or better on) | |
| SLO 2: Provide details for your target | Established by School of Business graduate |
| performance level established (i.e. accreditation | committee. |
| requirement, past performance data, peer | |
| program review, etc.) | |
| SLO 2: During this assessment cycle, what | Overall, 87% of the students achieved the |
| percent of the students who participated in this | established target. |
| assessment met the target performance level | The results broken down by concentration: |
| and demonstrated mastery of this learning | Aviation management: 67% |
| outcome. Report data differentiated by program | Organizational Management: 80% |
| concentrations. (Example: BA Contemporary | Supply chain management: 100% |
| Musicianship - 84%, BA Contemporary | Sport management: no students |
| Musicianship Classical - 77%, BA Contemporary | |
| Musicianship Commercial - 63%) | |
| SLO 2: Improvement Plans and Evidence of | This is the first year of implementing a new |
| changes based on an analysis of the results: | assessment plan for SLO2. This plan established |
| What changes were implemented based on an | an assessment in one course in each |
| analysis of the students' performance on this | concentration. |
| Student Learning Outcome? (Evidence of the | This year we also implemented the process of |
| improvement must be kept and filed in the | having intermediate deadlines on large projects |
| department or academic unit including but not | to discourage students from waiting until the last |
| limited to: changes in exam questions, reading | minute to complete projects. |
| assignments, syllabi, course instruction | In MGMT 6300, 78% of the students achieved the |
| materials or assignments. Both old versions and | established goal. This is an improvement over last |
| new versions should be kept on file for 10 years. | year's result of 60% in this class. We will |
| Major changes to curriculum must go through | continue to monitor the results in this class. |
| the Academic Affairs process.) | |

| The aviation track is new and has only three |
|--|
| students. The one student who did poorly has |
| had a low success rate in a number of classes. |
| |

SLO3

| SLO 3: What is the third Student Learning As part of a team, recommend solutions to a real- world business problem Qutcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to) As part of a team, recommend solutions to a real- world business problem SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (I.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome? Team paper assigned in MGMT 5600 – Leadership and Organizational Behavior SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on) 85% of students score 85% or higher SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.) Established by School of Business graduate committee. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Overall, 100% of the students achieved the established target. |
|--|
| Learning Outcomes should be stated in measurable terms (i.e. students will be able to)Team paper assigned in MGMT 5600 – Leadership and Organizational BehaviorSLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome?Team paper assigned in MGMT 5600 – Leadership and Organizational Behavior(I.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?Team paper assigned in MGMT 5600 – Leadership and Organizational BehaviorSLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on)85% of students score 85% or higherSLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)Established by School of Business graduate committee.SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by programOverall, 100% of the students achieved the established target. The results broken down by concentration: Aviation management: 100% Organizational Management: 100% |
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| learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on)Established state store better on)SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)Established by School of Business graduate committee.SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by programOverall, 100% of the students of the students achieved the established target. The results broken down by concentration: Aviation management: 100% |
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| SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by programOverall, 100% of the students achieved the established target. The results broken down by concentration: Aviation management: 100%Overall, 100% of the students achieved the established target. The results broken down by concentration: Aviation management: 100% |
| percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by programestablished target. The results broken down by concentration: Aviation management: 100%Organizational Management: 100% |
| assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by programThe results broken down by concentration: Aviation management: 100%Organizational Management: 100% |
| and demonstrated mastery of this learningAviation management: 100%outcome. Report data differentiated by programOrganizational Management: 100% |
| outcome. Report data differentiated by program Organizational Management: 100% |
| |
| concentrations. (Example: BA Contemporary Supply chain management: 100% |
| |
| Musicianship - 84%, BA Contemporary Sport management: 100% |
| Musicianship Classical - 77%, BA Contemporary |
| Musicianship Commercial - 63%) |
| SLO 3: Improvement Plans and Evidence of SLO3 is a new SLO and has been implemented in |
| changes based on an analysis of the results: MGMT 5600 for the first time. |
| What changes were implemented based on an |
| analysis of the students' performance on this |
| Student Learning Outcome? (Evidence of the |
| improvement must be kept and filed in the |
| department or academic unit including but not |
| limited to: changes in exam questions, reading |
| assignments, syllabi, course instruction |

| materials or assignments. Both old versions and new versions should be kept on file for 10 years. | |
|---|--|
| Major changes to curriculum must go through | |
| the Academic Affairs process.) | |

SLO4

| SLO 4: What is the fourth Student Learning | n/a |
|---|-----|
| Outcome for this academic program? Student | |
| Learning Outcomes should be stated in | |
| measurable terms (i.e. students will be able | |
| to) | |
| SLO 4: What instrument (assessment type) was | n/a |
| used to measure student's ability to | |
| demonstrate mastery of this learning outcome? | |
| (I.e. exam, assignment with rubric, speech, | |
| demonstration of ability, lab assignment) and | |
| provide specific details of the instrument (e.g. | |
| Exam 2, Course HLSA 3800; Final Group Project, | |
| HIST 3900) is learning outcome? | |
| SLO 4: What target performance level would a | n/a |
| student need to achieve on the assessment | |
| instrument to demonstrate mastery of this | |
| learning outcome? (I.e. 80% of all students will | |
| earn an average grade of 75% or better on) | |
| SLO 4: Provide details for your target | n/a |
| performance level established (i.e. accreditation | |
| requirement, past performance data, peer | |
| program review, etc.) | |
| SLO 4: During this assessment cycle, what | n/a |
| percent of the students who participated in this | |
| assessment met the target performance level | |
| and demonstrated mastery of this learning | |
| outcome. Report data differentiated by program | |
| concentrations. (Example: BA Contemporary | |
| Musicianship - 84%, BA Contemporary | |
| Musicianship Classical - 77%, BA Contemporary | |
| Musicianship Commercial - 63%) | |
| SLO 4: Improvement Plans and Evidence of | n/a |
| changes based on an analysis of the results: | |
| What changes were implemented based on an | |
| analysis of the students' performance on this | |
| Student Learning Outcome? (Evidence of the | |
| improvement must be kept and filed in the | |
| department or academic unit including but not | |
| limited to: changes in exam questions, reading | |
| assignments, syllabi, course instruction | |
| • • • • • • • • • • • • • • • • • • • | 1 |

| materials or assignments. Both old versions and new versions should be kept on file for 10 years. | |
|---|--|
| Major changes to curriculum must go through | |
| the Academic Affairs process.) | |

Sampling

| How many students participated in the | Total- 105 |
|--|------------------------------|
| assessment of these learning outcomes, in this | Supply Chain Management – 43 |
| program, for this assessment cycle at this | Organization Management– 55 |
| location? (Provide Number and by | Aviation Management– 6 |
| Concentration)(Example: BA Contemporary | Sport Management - 1 |
| Musicianship - 26, BA Contemporary | |
| Musicianship Classical - 41, BA Contemporary | |
| Musicianship Commercial - 17) | |

Open Box for Assessment Comments

| Required: In this field, please document the | Assessment results have been used to improve |
|---|--|
| overall use of assessment results for continuous | student learning in SLO2. We implemented |
| improvement (consider the past, present, and | interim project deadlines to discourage students |
| future and specifically address these in your | from waiting until the last minute to complete |
| narrative). | assignments. This has improved the scores in |
| | some classes, but will continue to be monitored. |
| Optional Open Text Box For Assessment | The aviation management and sport |
| Comments: | management concentrations are new and have |
| | very low enrollment at this time. |
| If the COVID-19 pandemic impacted this | n/a |
| assessment cycle, please provide specific details | |
| below. (Also submit any COVID-19 | |
| correspondence from your accrediting body to | |
| assessment@mga.edu when you submit this | |
| form with your Department name and program | |
| in the subject line.) | |