

Management Department Minutes/Notes

January 18, 2013

10:00 am - 12:00 pm

Attending (19): Dr. Thomas Gainey (Chair), Dr. Mary-Kathryn Zachary, Dr. John Upson
Dr. Faramarz Parsa, Dr. Douglas Turner, Dr. Brad Prince, Dr. Joan Deng
Dr. Leanne DeFoor, Mr. Jeff Rooks, Ms. Samantha Dukes,
Mr. Michael Borsodi, Dr. Kim Green, Dr. Susana Velez-Castrillon, Mrs. Monica Smith,
Dr. Erich Bergiel, Dr. Jeannie Pridmore, Ms. Mariana Sanchez, Ms. Liz Runyan

Not Attending: Dr. Jon Anderson (prior commitment)

1. (AACSB Assessment) Results of the Field Test (BUSA 2106 and MGNT 3600) were distributed to all department members. Two task forces were formed to review the results in more detail. Dr. Zachary and Dr. DeFoor will review the BUSA 2106 results and Ms. Smith and Ms. Dukes will review the MGNT 3600 results. They will forward their analyses to Dr. Gainey. He will review the results and then forward them to the assessment director, Dr. Kassis. Dr. Kassis has also asked that we complete the following additional items: (1) collect individual student responses from the students on the ten questions (from both BUSA 2106 and MGNT 3600) from their Spring 2012 exams, (2) develop two new questions from both BUSA 2106 and MGNT 3600, and, (3) provide a web link where students can review "general material" that might be ask on the field exam.

Follow-up Note: *Since the meeting, the two task forces have completed their work. The reviews of the results are in Appendix A (MGNT 3600) and Appendix B (BUSA 2106)*

2. (SACS Assessment – Review Spring 2013 requirements) - For the most part, we are up-to-date with SACS requirements and assessment reports have been posted on the Provost's website. Over the next two weeks, Dr. Bergiel's MGNT 3605 report for Fall 2012 will be completed. For Spring 2013, we will be assessing CISM 3350 and CISM 4390. Both of these courses are being taught by Dr. Prince.

3. (Recommendations for Capital Projects/One Time Money from Provost) – We have requested that two of our classrooms be "wired" to record lectures so that they can be posted on course websites. As we move more toward an on-line degree, we believe that this would be very beneficial for our students and an appropriate use of e-tuition funds. We have also requested that consideration be given to finding a way for us to expand our current building. The Management Department currently has faculty located in three different parts of the building and some of the offices are very small compared to other departments. Finally, we requested that sensors be placed in the classrooms to cut off the lights when the classroom is not in use. This will ultimately save money on utility costs.

4. (MIS Update) - First, the update to the CISM 2201 course is on schedule for Fall 2013. Many of our faculty members will participate in advanced EXCEL training on February 1st. Once the training is complete, a small task force will be assembled to move forward with updating the CISM 2201 course.

Second, the installation of PrimeSuite is progressing. The software has now been loaded onto a UWG server. Dr. Pridmore is now working on trying to download the software onto her computer. Third, SAP is now available. This system will be used by students in a number of courses.

5. (Updates to Merit Evaluation Procedures) – Several minor updates were made to the merit evaluation system. The latest version is on our website and a hard copy was distributed in the meeting. Evaluations will be due by March 31st.

6. (HR and OM Certificates) – The HR Certificate is going great. Thirteen students have completed it and 26 additional students are currently enrolled. The next initiative is the OM certificate (Operations Management, Project Management, Quality Assurance, and Logistics). Three of the courses will be taught in Management and only Logistics will initially be taught in Marketing.

7. (On-Line Degree Program in Management) – We are planning to implement an on-line program in Management in Spring 2014. We currently do not have any of our major courses (other than strategy) on-line nor do all of our faculty have the necessary on-line skills. So, this would be a bit of an effort, but it is achievable if we approach it in a systematic manner. Discussions were held about appropriate courses/instructors to work with this program. As we explore the options available, we will continue to define and organize the on-line program.

APPENDIX A
MGNT 3600

Dukes and Smith
January 31, 2013

When reviewing the field exam results from Management 3600, student's scores were above average when asked questions that were based on a pure, uncomplicated definition. When asked to understand a concept by applying it to an actual example, many students failed to score favorably on some of those questions. Though either statement above does not fit the standard of every student or every question, we can agree that more example oriented questions can be asked to assess a student's ability to correctly apply a theory or concept, and not just identify a definition.

Based on the results of the field exam, we can identify that Management majors outperformed non-management majors on the field exam questions. Question 9, which asks about reinforcement theory, has the lowest percentage correct across all four semesters. This result indicates that more emphasis should be placed on motivational theories in Management 3600. Since Question 3 consistently receives the highest percentage correct, we recommend that it be replaced with a new question on upcoming versions of the exam.

The following are two proposed questions that can be added to the field exam:

(1) A ____ manager for a McDonald's fast-food restaurant would be responsible for placing orders for food and paper supplies, and for setting up weekly work schedules.

- a. regional
- b. middle
- c. first-line
- d. division
- e. top

Answer: C

(2) Marketers often appeal to consumers' needs as defined by Maslow's hierarchy. Schlage, a lock manufacturer, shows how much protection its locks provide. Which need, as defined by Maslow, are marketers appealing to?

- a. achievement
- b. belongingness
- c. safety
- d. self-actualization
- e. all of these needs

Answer: C

In preparation for the field exam, students should review all textbook, notes, and lecture material from the course. In addition, the following websites can be used:

http://www.cliffsnotes.com/study_guide/Principles-of-Management.topicArticleId-8944.html

<https://itunes.apple.com/us/itunes-u/principles-of-management/id383152521?mt=10>

APPENDIX B
BUSA 2106

Field Exam Results
DeFoor and Zachary
February 7, 2013

Our review of the field exam results from BUSA 2106 revealed consistent patterns of performance with respect to the ten questions. We analyzed each one. The following are our conclusions and plans for continuous improvement.

Questions 3 and 8--Revision

With two questions, we decided that a single word was confusing to the students and concluded that substituting a different word might resolve this problem. The following are the two questions with the changes indicated.

3. Of the three branches of the federal government provided by the Constitution, the branch that makes enacts the laws is
- a. The administrative branch
 - b. The executive branch
 - c. The judicial branch
 - d. The legislative branch

Answer: D

8. Responsibility for the overall management direction of Retail Stores, Inc., a corporation, is entrusted to
- a. The board of directors
 - b. The corporate officers and managers
 - c. The owners of the corporation
 - d. The promoters of the corporation

Answer: A

Question 7--Correction

Additionally, we found a typographical error in another question. While students perform in an acceptable manner on this question, we have corrected the error in the following manner.

7. Video, Inc., designs and manufactures DVD players. In a product liability suit based on negligence, Video could be liable for violating its due duty of care with respect to a player's
- a. Design only
 - b. Design or manufacture

- c. Manufacture only
- d. Neither design nor manufacture

Answer: B

Questions 6 and 9--Substitution

These two questions were among the most problematic for students. Question 6 is a contracts question. We decided to retain a contracts-based question but substitute the existing question with one that would be more relevant to situations they would encounter in business. Specifically, we selected a question dealing with the requirement that certain contracts be proven by a writing, as opposed to the existing one that is essentially definitional. Question 9 deals with agency and tort law. We decided to substitute a question that involves privacy and employment, which is of considerable importance today. Privacy issues can involve tort, Constitutional, and statutory issues. The following are our substitutes for these two questions.

6. Management Associates Corporation wants to sell its office building and furnishings to National Properties, Inc. (NPI). A writing is not required for:
- a. a two-year lease during which NPI has an option to buy the building
 - b. the sale of an office chair, valued at \$50, to NPI
 - c. the sale of art, displayed in an office and valued at \$100,000, to NPI
 - d. the sale of the building

Answer: B

9. Which of the following is/are controversial law and privacy issues in the employment context?
- a. employer searches of computer usage, email, and social networking sites
 - b. employment repercussions of off-duty behavior
 - c. employee tests, including genetic, psychological, and integrity tests
 - d. employee credit checks by employers
 - e. all of the above raise issues of privacy and the law

ANS: E

Questions 1-10—Analysis, Survey, and Adjustments

With respect to all of the questions, we decided that we would benefit from ascertaining the reasons for the students' performance issues. Thus, we plan to administer the questions, as modified, near the end of the Spring 2013 semester, to immediately assess performance on the questions, and to survey the reasons for the results on these questions. Particular attention will be paid to performance on the questions that have been traditionally been most problematic and to performance on the new questions. We will then meet, share survey results, and decide on a plan of action for using what was learned from the surveys to improve coverage.

Student Review Materials

In preparation for the field exam, students will be encouraged to retain and review all textbook, notes, and lecture material from the course. In addition, a website containing review material will be available to the students. A link is currently being prepared by Distance Learning and will be provided when received.