

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Management, MSM

Submission Due Date
2024-2025

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
2023-2024

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the MSM is greater than or equal to 10.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the MSM is less than 10.

Assessment Measure Used

Annual Productivity Report
Reviewed Power BI Enrollment data

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The five-year rolling average enrollment for the MSM is 32.4.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Despite the ongoing presence of our MBA program, MSM enrollment has remained both stable and above our target expectations, therefore it was raised to 10. Over the past two years, numbers have held steady and even rose last fall, reaching enrollment of 26 students (from 21 the previous year). Given that the MBA program is now well-established at three years in, the steady interest in the MSM offering is encouraging. It suggests that there is a consistently growing target market for this program, indicating sustained demand and an ongoing opportunity to serve a distinct population of students drawn to the MSM's unique value proposition.

Resources Needed to Meet/Sustain Results

We continue to offer six MSM program courses within the MBA micro-credential pathways. Due to their strong performance and the steady growth of the MSM program, these courses are consistently over-enrolled. In some cases, individual sections enroll more than 50 students, necessitating at least two sections per semester, and one during the summer term.

To effectively manage these increasing demands, we need to add instructional capacity. This can be achieved by hiring additional "Scholarly Academic" (SA) faculty to teach graduate-level courses directly, or by bringing on more full-time lecturers to handle undergraduate classes, thereby freeing our current graduate faculty for MSM-related offerings. The approximate annual cost for a lecturer is \$65,000 plus fringe benefits, and for a doctoral-level faculty member is \$85,000 plus fringe. Hiring adjunct faculty to cover these high-level courses is not a viable alternative, as it would conflict with AACSB accreditation standards.

Explanation of How Resources Will Be Used

By hiring additional lecturers to cover the undergraduate courses currently led by full-time doctoral faculty, we can reallocate those doctoral faculty members to graduate-level classes, thereby accommodating the rising demand in graduate enrollment. To support this growth across our graduate programs, at least three full-time faculty positions will be needed.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded the MSM degree is greater than or equal to 5.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for the MSM is less than 5.

Assessment Measure Used

Annual Productivity Report
Reviewed Power BI Enrollment data

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The MSM graduated 11 students. At this time, the five-year rolling average is 16.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Seeing that in general, the MSM is graduating a consistent cohort, the outcome was adjusted to 5 students. The MSM program's overall graduation numbers have declined over the five-year rolling average, largely because some prospective students are now choosing the MBA option. With two graduate programs available, the MSM—being relatively less established compared to the MBA—has seen fewer students moving through to completion.

Although MSM enrollment remains steady, we anticipate that graduation rates will level off, decreasing from previous highs of 25 and 28 graduates. Over time, we expect the MSM to find its place alongside the MBA, stabilizing at a consistent, if smaller, graduating class.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

There continues to be steady demand for the MSM program, even as the MBA has become established as another graduate option. Initially, the MSM produced higher graduation numbers—at times as many as 25 to 28 graduates annually—but with both programs now running for several years, we are seeing a natural adjustment and anticipate stabilizing at about 10 MSM graduates per year moving forward.

Enrollment is strong enough that we consistently fill multiple sections of MSM-related courses, some of which are shared with the MBA program's micro-credential pathways. The overlapping courses create an efficiency factor, ensuring continued enrollment viability and cost-effectiveness, as MBA students also utilize these MSM courses to meet their micro-credential requirements.

While we expected the MBA to draw some prospective students away from the MSM, the MSM program still maintains its own steady stream of candidates and produces graduates consistently. This steady performance shows that both programs can effectively coexist, each serving a distinct student population and thereby continuing to contribute positively to the college's overall graduate offerings.

Changes Made/Proposed Related to Goal

By offering a clear pathway for MBA graduates to earn an MSM degree with just six additional courses, we have helped maintain steady enrollment for the MSM program. Moving forward, we will focus on developing MSM-specific coursework that emphasizes manufacturing-related competencies.

Over the next two years, we will explore curriculum adjustments to introduce or enhance manufacturing-focused course offerings. This targeted approach aims to further distinguish the MSM from other graduate business options and ensure our graduates are equipped with industry-relevant skills that meet evolving market demands.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MSM Program Learning Goal #1:

MSM graduates will be knowledgeable and skilled in conceptualizing and applying specialized management practices in leadership, human relations, quality principles, operations, and strategy.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand the impact of Leadership.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Leadership Principles: 2.5

Authentic Leadership: 3, SD<1

Impact of Leadership: 3, SD<1

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least the following in 2 of the 3 measures:

Total: 17.5

Leadership Principles: 2.5

Authentic Leadership: 3, SD<1

Impact of Leadership: 3, SD<1

Performance Target for "Not Met"

Less than 70% of the students achieved at least 15 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:

Case Study 9.1 from the MGMT 625 Leadership Course

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

98% of the students scored 15 or higher. The item scores for each of the specific areas were scored almost perfect, with just 1 student who had the minimum score.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Student performance on this assessment significantly surpassed the established benchmark, suggesting a need to refine the assessment methodology going forward. Historically, students have demonstrated consistently strong leadership skills, likely attributable to the dedicated leadership course in the program.

Because this assessment currently overlaps with an MBA micro-credential course, we will consider relocating it to an MSM-only course. The assessment will not be revisited until the 2025–2026 academic year.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand the impact of Personnel.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Job Specifications: 2.5

HR Forecasting: 3, SD<1

Labor Needs: 3, SD<1

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least the following in 2 of the 3 measures:

Total: 17.5

Job Specifications: 2.5

HR Forecasting: 3, SD<1

Labor Needs: 3, SD<1

Performance Target for "Not Met"

Less than 70% of the students achieved at least 15 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:
Case Study 4.1 from the MGMT 645 Human Resources course

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

No data was collected for this year.

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

Due to methodological challenges, the assessment data could not be collected this year. In particular, the high enrollment in MGMT 645—exceeding 100 students—made it difficult to reliably isolate the performance of MSM-only students across the two Blackboard sections. To ensure more accurate results, the measurement strategy will be re-evaluated next year and administered either in an MSM-only course or in a course with lower enrollment, enabling faculty to more easily identify and assess MSM-only participants.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to solve quality assurance problems.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 15 out of 25 points. The average Total Score will be at least: 17.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 15 out of 25 points. The average Total Score will be at least 15.

Performance Target for "Not Met"

Less than 70% of the students achieved at least 15 out of 25 points.

Assessment Measure Used

Direct:
MGMT 675 Decision Essay: DB 6

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

For this term, 84% of the students achieved at least 15 out of 25 points. The average total score was 17.9 for the 19 students enrolled in the course.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

In response to consistently high scores in previous years, the assessment measure was adjusted from Discussion Board 5 to Discussion Board 6, which more accurately reflected the intended rigor of the learning outcome. While students met the established benchmark, the margin of success was narrower than in other areas. Because the new discussion board emphasized practical application—an area where students have historically struggled—these results indicate a need to better prepare students to apply course concepts.

Moving forward, additional instructional resources and guidance will be integrated into earlier course modules. This approach will provide students with a stronger foundation for applying concepts, rather than simply defining how they are utilized in industry (a skill measured elsewhere in the course).

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to make data-driven decisions addressing operational and strategic challenges.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 3 out of 5 points. The average Total Score will be at least: 3.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 3 out of 5 points. The average Total Score will be at least: 3.

Performance Target for "Not Met"

Less than 70% of the students achieved at least 3 out of 5 points.

Assessment Measure Used

Direct:
MGMT 635 Quality Case: Circuit Boards

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

During this term, 86% of the students achieved at least 3 out of 5 points on the case assessment. The average total score was 3.8.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Following the prior assessment cycle, the instructor introduced refinements to clarify the assignment requirements. As a result, most students successfully provided the requested information in the revised case. The inclusion of a data visualization element was also effective, as the majority of students demonstrated the ability to interpret and utilize this feature. Low-scoring students generally failed to address the corresponding question at all, rather than demonstrating a lack of comprehension.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be prepared with the knowledge and skills outlined in Program Goal 1 areas.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 80% of the Knowledge items on the exit survey.

Performance Target for "Partially Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 70% of the Knowledge items on the exit survey.

Performance Target for "Not Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in less than 70% of the Knowledge items on the exit survey.

Assessment Measure Used

Indirect:
MSM Program Student Exit Survey:
Knowledge items

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they adequately (or better) learned or are prepared in 88% of the Knowledge items on the exit survey. Overall, they scored their knowledge and preparation 3.9 on a 5-point scale.

Score (Met=3, Partially Met=2, Not Met=1)

3

HR and Analytics more frequently scored in the adequate range.

Management, MIS, research methods, business process management, and supply chain scored in the well prepared range.

Innovation, leadership, strategy, and quality scored as very well learned and prepared.

Comments/Narrative

Overall results declined compared to the previous reporting period. A noted limitation of the data is the low survey response rate, which, although doubled this year, still reflects only eight respondents. Despite this limitation, the survey results are valuable in highlighting areas for improvement within the MSM program—specifically, Human Resources and Analytics, which emerged as the lowest-scoring knowledge areas for two consecutive years.

The decline in overall scores suggests a need to examine the curriculum to identify opportunities for better integration of these topics across multiple courses. In particular, reinforcing Analytics content throughout the curriculum may help strengthen students' understanding and performance in this domain.

Although only eight MSM graduates completed the survey, this still represents an increase over last

year's response rate and provides useful insights for ongoing curricular enhancements.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

This goal really showcases one of our program's strong suits: leadership. Having a full-term leadership course in place helps students consistently excel in this area, while other outcomes tied to shorter course segments are more challenging to measure. With enrollments climbing and some of these classes overlapping with MBA micro-credential programs, it's been difficult to accurately separate MSM-only results without doing so manually.

On the plus side, our quality assurance measures have been effective. The MSM Exit Survey, even with a small number of respondents, provides clear insights into where we need to improve—particularly in HR and Analytics. Recent curriculum adjustments have already led to better scores in certain areas. As we move forward, refining our approach to data collection and program design will help us keep building on our strengths and tackle the areas that need attention.

Changes Made/Proposed Related to Goal

Review MSM courses that currently overlap with MBA micro-credential courses. Given the complexity of cross-program data collection and the inability to automate these processes, it's necessary to consider alternate approaches. Simplifying or separating these courses will help ensure that data can be captured more efficiently and sustainably.

Prioritize weaving data-driven decision-making and concept application into multiple courses. Since student preparedness is lowest in certain areas—particularly those identified through the Exit Survey—targeted reinforcement of these concepts in various classes will improve overall competency. While students excel in innovation and quality, focusing on reinforcing weaker areas will lead to more balanced skill development.

Only eight MSM graduates completed the Exit Survey, which limits the insights it can provide. To improve response rates and data quality in 2024–2025, survey questions will be refined and administered at a time more conducive to student participation. Additionally, curriculum in lower-scoring skill areas will be reassessed to ensure that these topics receive adequate emphasis, ultimately boosting knowledge retention and performance.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MSM Program Learning Goal #2:

MSM graduates will have the skills to systematically analyze and develop solutions to business problems.

Pillar of Success Supported

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to use data mining techniques to improve decision-making.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 3 out of 5 points. The Average Total Score will be at least 3.5.

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 3 out of 5 points. The Average Total Score will be at least 3.

Performance Target for "Not Met"

Less than 70% of the students achieved at least 3 out of 5 points. The Average Total Score will be at least 2.5.

Assessment Measure Used

Direct:
Data Mining Assignment MGMT 655 Analytics Course

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

81% of MSM students who were assessed on this outcome received a 3 or higher. The average score was a 3.0.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The course supporting this learning outcome underwent a substantial redesign, resulting in both new content, new outcome, and assessment methods. The assessments were administered through a third-party platform, making it challenging to determine whether the lower-than-expected scores resulted from the complexity of the new course material or the nature of the external assessment tool.

This course now includes students pursuing an MBA micro-credential alongside those enrolled solely in the MSM program. As the MBA micro-credential option continues to grow, it will become increasingly difficult to isolate the performance data and outcomes for MSM students alone. These factors collectively make it hard to draw definitive conclusions from this year's data and suggest the need for a more controlled assessment approach in the future.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

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Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be able to apply the scientific method to business analyses.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 3 out of 5 points. The average Total Score will be at least 3.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 3 out of 5 points. The average Total Score will be at least 3.

Performance Target for "Not Met"

Less than 70% of the students achieved at least 3 out of 5 points.

Assessment Measure Used

Direct:
BA 605 Research Project Report

Frequency of Assessment

Every other year

Data Collected for this Timeframe (Results)

18 students submitted a research project report.
The results met the target with 87% of the students

Score (Met=3, Partially Met=2, Not Met=1)

3

scoring 3 or higher with the overall average being 3.73 out of 5 and a Standard Deviation of 1.32.

Comments/Narrative

The aggregate performance for this outcome showed a slight decline compared to the previous year, with the percentage of students scoring at or above a 3 decreasing from 93% in 2022 to 87% in 2023. While students continued to achieve top scores (4 and 5) at a similar rate to the prior year, a greater number earned scores in the 1–3 range than before.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

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Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand and be able to solve problems analytically.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 3 out of 5 points. The average Total Score will be at least 3.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 3 out of 5 points. The average Total Score will be at least 3.

Performance Target for "Not Met"

Less than 70% of the students achieved at least 3 out of 5 points.

Assessment Measure Used

Direct:
MGMT 675 Six-sigma application problem

Frequency of Assessment

Every other year

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

Not assessed in 2023-2024. Due in 2024-2025.

Comments/Narrative

Not assessed in 2023-2024. Due in 2024-2025.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be prepared with applicable skills to improve decision making and solve problems in the MSM core areas.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 80% of the Skill items on the exit survey.

Performance Target for "Partially Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in 70% of the Skill items on the exit survey

Performance Target for "Not Met"

Students will report that they have adequately (or better) learned, or are adequately (or better) prepared in less than 70% of the Skill items on the exit survey.

Assessment Measure Used

Indirect:
MSM Program Student Exit Survey Skill items

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they are adequately (or better) prepared in 92% of the Skill items on the

Score (Met=3, Partially Met=2, Not Met=1)

3

exit survey. Overall, they scored their skills preparation 4.1 on a 5-point scale.

Comments/Narrative

In the exit survey, 92% of the skill-related items were rated as “adequately prepared” or above, resulting in an overall average preparation rating of 4.1 on a 5-point scale.

Data-driven skills received slightly lower ratings, with most students indicating they felt “well prepared” rather than “very well prepared.” In contrast, leadership skills were a clear strength, with a majority of students reporting they felt “very well prepared” in that area by the end of the program. For business intelligence, responses were evenly split, with half of the students indicating they felt highly prepared and the other half feeling adequately prepared. Notably, no respondent reported feeling “poorly prepared” or “unprepared” in any skill area.

While the response pool was limited to eight MSM students, this number represents an improvement over the previous year’s participation.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Overall, the program achieved its performance targets in Business Intelligence, the Application of the Scientific Method, and the Exit Survey Skills assessments. However, the newly introduced assessment for Outcome 1, introduced following a course redesign, yielded an 81% achievement rate at or above the target level. While this meets the benchmark, it represents one of the lowest scoring outcomes and highlights an area for potential improvement.

For Outcome 2, scores showed a slight decrease from the previous year, with 87% of students scoring 3 or higher compared to 93% in 2022. This outcome, which requires a complex research report, may challenge students who have not fully developed or applied their statistical competencies within the program’s context.

On the exit survey, students indicated that they were adequately prepared or better in 92% of the skill areas, resulting in an overall skills preparation rating of 4.1 out of 5. Data-driven skills were rated slightly lower, with most students feeling only “well prepared” rather than “very well prepared.” In contrast, leadership skills emerged as a strength, and business intelligence preparedness was evenly split between higher and moderate ratings. Notably, no students reported feeling “poorly prepared” or “unprepared” in any domain.

It is important to acknowledge that only eight MSM students responded to the exit survey, although this is an improvement over the previous year’s participation rate. As the program continues to refine its curriculum and assessments, further efforts to increase response rates and ensure the representativeness of survey feedback will be essential.

Changes Made/Proposed Related to Goal

Based on the results, we plan to make several adjustments moving forward. Since the course materials have shifted in focus, we need to revisit our assessment tools to ensure they accurately measure our intended outcomes. For the first outcome, the third-party assessment method led to the lowest scores. To

improve this, we will work with the MGMT 655 instructor to develop a more tailored case study or analysis problem that better aligns with the skills we want students to demonstrate.

For the scientific method outcome, we met our target but saw a dip compared to last year. To address this, we'll add more targeted modules that explain how the scientific method can be directly applied to real-world business problems. We'll also include more content on statistical methodologies and data analysis techniques so that students feel more confident tackling research-based assignments in the future.

Regarding the skills exit survey, we met our benchmark, but the response rate and distribution of ratings suggest that there's room to refine how we gather and use this feedback. We plan to review both the timing and the questions on the survey to encourage more students to participate and to better capture the range of skills we aim to develop in the MSM program. Additionally, since data-driven skills were consistently rated lower, we'll incorporate more opportunities throughout the curriculum to practice and reinforce quantitative analysis, ensuring students leave the program feeling fully prepared in this critical area.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MSM Program Learning Goal #3:

Our graduates will achieve strategic objectives by employing an integrative view of the organization attained through systematic research.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will resolve strategic issues requiring integrative management skills.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 17.5 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Background: 2.5

SWOT Analysis: 2.5

Industry/Competitor Analysis: 2.5

Strategic Plans: 2.5

Strategy Map/Model: 2.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 17.5 out of 25 points. The average Total and Item Scores will be at least the following in 3 of the 5 measures:

Total: 17.5

Background: 2.5

SWOT Analysis: 2.5

Industry/Competitor Analysis: 2.5

Strategic Plans: 2.5

Strategy Map/Model: 2.5

Performance Target for "Not Met"

Less than 70% of the students achieved at least 17.5 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:

MGMT 695 Final Strategy Project

Frequency of Assessment

Every other year. Due in 2024-2025.

Data Collected for this Timeframe (Results)

Not assessed in 2023-2024. Due in 2024-2025.

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

Not assessed in 2023-2024. Due in 2024-2025.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will produce data-driven strategic plans systematically for an integral business unit.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 17.5 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Describes strategy: 2.5

Uses supply chain designs: 2.5

Presents operations to support growth: 2.5

Makes Data-Driven Recommendations: 3, SD<1

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 17.5 out of 25 points. The average Total and Item Scores will be at least the following in 3 of the 4 measures:

Total: 17.5

Describes strategy: 2.5

Uses supply chain designs: 2.5

Presents operations to support growth: 2.5

Makes Data-Driven Recommendations: 3, SD<1

Performance Target for "Not Met"

Less than 70% of the students achieved at least 17.5 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:

MGMT 665 Supply Chain Strategy Briefing

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

17 students submitted their final strategy briefing.

The results met the target with 94.1% of the students scoring at least 17.5 out of 25 points.

Score (Met=3, Partially Met=2, Not Met=1)

3

The average Total and Item Scores will be at least:

Total: 22.4

Describes strategy: 4.8

Uses supply chain designs: 4.4

Presents operations to support growth: 4.1

Makes Data-Driven Recommendations: 4.3

Comments/Narrative

Over time, the supply chain management course has strengthened its emphasis on strategy and data-

driven decision-making, resulting in steady improvement and successful attainment of performance targets. The outcome was adjusted this year to make it more specific to a business unit since that is what the measurement is being assessed on for the MGMT 665. The course's primary assessment centers on a comprehensive simulation that unfolds incrementally throughout the term, culminating in a final strategic presentation. To better support students in leveraging data for their decision-making processes, additional visuals and analytical tools were incorporated. These enhancements have helped students more effectively integrate strategic insights with quantitative information, ultimately producing higher-quality, data-driven strategic plans.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be prepared for systematic research and integration assignments.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Students will report that they have adequately (or better) learned or are adequately (or better) prepared in 80% of the Skill items on the exit survey related to systematic research and integration.

Performance Target for "Partially Met"

Students will report that they have adequately (or better) learned or are adequately (or better) prepared in 70% of the Skill items on the exit survey related to systematic research and integration.

Performance Target for "Not Met"

Students will report that they have adequately (or better) learned or are adequately (or better) prepared in less than 70% of the Skill items on the exit survey related to systematic research and integration.

Assessment Measure Used

Indirect:
MSM Program Student Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they adequately (or better) learned or are prepared in 92% of the Skill items on the Exit Survey related to systematic research and integration. Overall, they scored a 4.1 on a 5-point scale.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

On the exit survey items related to systematic research and integrative skills, students generally reported feeling well-prepared. Across these skill areas, 92% rated themselves as “adequately prepared” or better, resulting in an overall average of 4.1 on a 5-point scale. Within these measures, Business Research Methods was particularly strong, scoring an average of 4.6, and Integration Skills also rated favorably at 4.35. However, Analytics emerged as a relative weakness, with an average score of 3.15, indicating an area that may warrant further emphasis in the curriculum.

While the sample size is small—only eight MSM students completed the survey—this still represents an improvement in response rates over the previous year. Moving forward, efforts to increase student participation, alongside targeted enhancements in analytics instruction, may lead to a more comprehensive understanding of student preparedness and guide more focused curricular adjustments.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

This year’s assessment focused on Program Goal 3, Outcomes 2 and 3, while Outcome 1—last assessed during the 2022–2023 cycle—will be revisited in 2024–2025. In MGMT 665, we introduced more explicit emphasis on strategic thinking and data-driven decision-making throughout the term. This enhanced focus, combined with an evolving, large-scale simulation project and the addition of more visual data aids, contributed to consistent improvement in student performance and maintained our target levels of achievement.

On the Exit Survey, students generally reported feeling well-prepared for systematic research and integration tasks, with 92% rating themselves as adequately prepared or better. The overall average was 4.1 on a 5-point scale. While Business Research Methods (4.6) and Integration Skills (4.35) scored strongly, Analytics posted a lower average of 3.15, indicating a need for further curricular support in that area. Although the survey response rate—eight MSM students—is modest, it still represents an improvement over the previous year and provides valuable insight into areas for refinement.

Moving forward, we will explore targeted enhancements in the Analytics curriculum to strengthen quantitative competencies, while maintaining and refining our emphasis on strategic and research-based skills. This balanced approach aims to ensure that our graduates emerge with a well-rounded, data-informed perspective capable of guiding organizational strategy and achieving long-term objectives.

Changes Made/Proposed Related to Goal

Since Program Goal 3, Outcome 2 successfully met its target following recent curriculum adjustments, no immediate changes are necessary. However, we will continue monitoring the outcome to ensure it remains on track.

For the exit survey, the low response rate remains a concern. To address this, we plan to revise the survey questions and adjust the timing of survey distribution in 2024–2025, with the goal of improving both participation and the quality of feedback. In addition, the areas in which students reported lower preparedness—particularly in analytics—will be examined more closely. We will consider enhancing course content or instructional methods in these skill areas to better support student learning and, ultimately, improve their survey outcomes.

Upload Rubrics/Other Files

Dean's Email Address

lwillis@lander.edu

Approved by Dean?

Yes

Signature of Dean

LLOYD WILLIS

Comments from Dean's Review

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.