

B.S.B.A. Management
Global Management and Strategy Dept., College of Business

QEP Impact Report 2012

Management QEP Process and Plan: The Department of Global Management and Strategy originally developed its QEP during the 2009-2010 academic year and submitted it to the QEP Assessment Committee in May, 2010. Feedback from the Committee was received in August, 2010. As a result, the department aligned departmental and College of Business Assurance of Learning goals with University QEP goals. AACSB learning goals, student outcomes, academic and non-academic delivery points, capture points, and assessment methods for each University QEP Core Skill or Behavior were identified. In addition, the department reworked its briefcase guidelines to ensure that the competencies were aligned with the Core Skills and Behaviors identified in the University QEP. Finally, a list of questions/issues/topics that advisors routinely ask advisees as a means of “prompting” Management majors to reflect on the Core Skills and Behaviors that are essential to a well-rounded graduate and the competencies that management majors must master.

Program Goals and Learning Outcomes: The plan supports the mission and vision of both Western Carolina University and the College of Business, the departmental mission and the program goals. The department identified curriculum components that support the University QEP goals (Integrate information from a variety of contexts; Solve complex problems; Communicate effectively and responsibly; Clarify and Act on Purpose and Values; Practice Civic Engagement). Student performance is ultimately evaluated upon presentation of a senior portfolio.

Outcome Assessment Tools: To ensure that students majoring in Management have a fundamental understanding of managerial skills and business operations, each student is required to prepare a portfolio of documents that reflects essential managerial competencies. These portfolio elements (Communication, Leadership, Decision-Making, Working with Others, Professional Behavior, and Integrating Management with Other Fields of Study) are aligned with the University QEP goals.

Results of Assessment: The department has assessed students' competency in two areas: leading/leadership and their professional behavior, including their ability to interface professionally with businesspeople and their ability to clarify purpose and values. Briefcases submitted by management majors revealed that our recently revised capstone, Management 404, is effectively allowing students to demonstrate professional behaviors in developing real solutions for actual business problems. Further, the briefcases indicate that our students have ample opportunity to engage in leadership activities, both on- and off-campus. Most leadership involvements occur in social organizations and on-the-job work experiences. However, our students are deficient in basic management “skills” that reflect sound leadership principles.

QEP Impact: Beginning in August 2012, our required course in leadership (Management 366—Organizational Leadership Theory and Development) was modified to include fundamental leadership skills. Students will be instructed (and required to demonstrate competency in) the following: effectively conducting a meeting; time management; interviewing techniques; counseling employees; conducting a grievance hearing; administering discipline; negotiating employment contracts; prioritizing tasks; motivating employees; managing change; delegating; and empowering others.