

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Business Administration (MBA)

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BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

- Electronic documents stored with the MBA Program Director and in the Dean's Office Box files

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

The M.B.A. program prepares business professionals to identify emerging business problems, think critically about options and design, and recommend and manage principled and effective solutions in an evolving global world.

Upon successful completion of the M.B.A. program, students will be able to

- design viable strategies to solve complex business problems using relevant data and concepts across disciplines;
- effectively articulate and defend ideas and proposals;
- model leadership in various settings and levels of the organization; and
- assess the ethical and social implications of business decisions.

The 39-credit program is offered as either a part-time or full-time program in both a traditional face-to-face and online format.

Students may choose to complete the program by taking only face-to-face classes, only online classes, or by combining face-to-face and online courses. The online program includes three weekend residency requirements: one in [MBA 511](#), one in [MBA 517](#), and one in [MBA 626](#).

The M.B.A. program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

List all of the program's learning outcomes: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
Design viable strategies to solve complex business problems using relevant data and concepts across disciplines	16-17	Yes	18-19
Assess ethical and social implications of business decisions	14-15	Yes	19-20
Work and communicate effectively with others	14-15	Yes	18-19
Model leadership in various settings and levels of the organization	16-17	Yes	19-20
Effectively articulate and defend ideas and proposals	16-17	Yes	18-19

Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan (generally not more than two paragraphs, may use bullet points):

The MBA learning outcomes are derived from the mission and goals of the program - "The MBA prepares graduates for management responsibilities in today's competitive **global** business environment by **integrating the theory and practice of management**. Its graduates will identify and solve complex business problems using multiple business disciplines, work and communicate effectively with others and identify and resolve ethical business issues." These learning objectives directly support the overall MU SBT Mission - "The MU SBT educates and prepares students to become *ethical* business professionals who *think critically and communicate effectively* in a diverse, dynamic and *global* environment." The learning objectives also support the following components of the SBT commitments:

1. A quality graduate education that through an advanced program of study *add to their knowledge base, hones their analytical skills, reinforces ethical values* and augments their academic and professional development.
2. A student focused learning environment where the *curriculum is set in both the scholarly world and the real world of business activities*.
3. A *respect for ethical responsibilities* in how we teach, *what we teach*, and how we work.

4. *Graduates who understand the changing complexities and globalization of the world market place and the social responsibilities these create.*

These learning objectives directly support the University Mission by emphasizing *academic excellence, promoting the intellectual and moral growth of each individual where scholarship, leadership, service, and ethics* are hallmarks. These learning objectives also directly support the University's 2013 – 2018 Strategic Plan in terms of *promoting our students' academic and personal development by offering a **rigorous, cohesive integrated MBA program** that produces superior graduates able to succeed in their positions and communities and foster students' **global perspective***

Provide a brief description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment (generally not more than two paragraphs, may use bullet points):

Each Summer and Fall semesters the Director of the MBA (with input from graduate faculty members) analyzes the results of the previous academic year's learning outcomes, writes the Outcomes Assessment Report and designs the Outcomes Assessment Plan for the current academic year. During the 2017-18 academic year, oversight for the MBA program rested with the SBT Dean's Office, with the Associate Dean serving as the Program Director for the year. At the start of the 2018-19 academic year, Linda Christie re-assumed the position of MBA Program Director. Due to these transitions, this assessment report is being prepared in conjunction with the Dean's Office.

This is the first year in which we will provide assessment results for five MBA learning outcomes. In previous assessment reports, there were four MBA learning outcomes. One of these learning outcomes was related to effective communication and effective leadership. This learning outcome was separated into two learning outcomes, one on effective communication and one on effective leadership. Assessment outcomes for all five learning outcomes are presented in this report.

For four learning outcomes, a panel assessment of the group project in the capstone course (MBA 526) was added as a direct assessment tool seven years ago. The panel is comprised of the Dean, Associate Dean, the MBA Director and at least one external business leader. This tool was administered in the capstone course during at least one semester of the academic year. The panel's assessment instrument was revised several years ago to closely align with the both the course and program learning objectives. The original performance standard, 90% of the teams produce an acceptable, workable business plan, was retained. An additional performance standard, 50% of the teams produce a well-formulated business plan, was added. The instrument is more fully described in the section on Learning Outcome 1. (See end of the report for the instrument.)

For all five learning outcomes, one indirect assessment tool (Graduating Student Survey) is also administered at Spring graduation. As a second indirect assessment tool, the Alumni survey includes questions similar to the relevant questions on the GSS. The Alumni survey results provide evidence of student learning as a reflective assessment by students who have now had the opportunity to utilize their learning. The performance standards align with the University and SBT performance standards. (University and SBT results range from 75-85%.)

During Spring 2015 and Summer 2015, the ETS/MBA field exam was administered in the MBA 523 Business Problem-Solving course (not the capstone course as previously). As this course more directly deals with problem-solving decisions and the capstone with strategic decisions, the faculty determined MBA 523 the more appropriate course for the field exam and MBA 626 (capstone) the appropriate course for the panel assessment tool. The MBA went through a program review in AY 16-17, and a year of transition during AY 17-18. The ETS/MBA field exam was not administered during these years. The exam will be administered again starting in fall 2018.

Since the panel assessment of the capstone project and the GSS are to be administered every year, the MBA assessment process has two consistent assessment tools (one direct and one indirect) to provide a meaningful data and several years of data to identify on-going program strengths and weaknesses. However neither of these two instruments provides comparative data with other MBA programs.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	<p style="text-align: center;">Update</p> <p><i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i></p>
Solve complex problems, draw inferences and recommend a final solution	<ol style="list-style-type: none"> 1. The addition of a new full-time faculty member whose primary teaching assignments will be the problem-solving and capstone course. 2. A team of faculty members teaching the three integrative courses began a course learning objectives, content and assignments review and revision during the summer and will continue to coordinate across these courses. 3. The ETS/MBA exam will be a required component of the second integrative course with a performance incentive. 	<ol style="list-style-type: none"> 1. In fall 2017, one new full time faculty member was added. One of their responsibilities is to teach the problem solving class. We also added another full time faculty member who has the ability to teach the capstone course, providing the program with additional faculty who can teach the capstone course. Both faculty were moved to tenure track positions in fall 2018. 2. Faculty teaching the integrative courses engaged in frequent discussions during the 2017-18 academic year to discuss course learning objectives, outcomes and coordination across the courses. Adjustments were made in MBA 511 to prepare students for the rest of the program. Faculty teaching MBA 523 and MBA 626 began a detailed analysis of the content across the two courses. It was determined that the content in the courses was quite similar across the two courses. The decision was made to eliminate MBA 523 from the MBA curriculum. This change has been approved at the School level and is awaiting Graduate Studies approval. 3; The ETS/MBA exam was administered in spring and fall of 2015. It is being reinstated in fall 2018.
Identify, analyze and resolve ethical problems encountered in business	<ol style="list-style-type: none"> 1. A coordinated review of the new curriculum's course syllabi to determine the degree of integration of ethics. 2. A faculty discussion of incorporating several identified ethics components and assignments in specific courses to provide a direct assessment of individual student's learning outcomes. 	Faculty engaged in discussions about the integration of ethics in the MBA curriculum. It was agreed that ethics was not being effectively incorporated in the MBA curriculum with the ethics components that are currently assigned in specific courses. While the ethics component in specific courses will be retained, a new course in Law and Ethics is being added to the curriculum. This new course has been approved at the School level and is currently awaiting Graduate Studies approval.
Work and communicate effectively with others	<ol style="list-style-type: none"> 1. A coordinated review of the new curriculum's course syllabi to determine the degree of integration of communication. 2. A faculty discussion of incorporating several identified communication components and assignments in specific courses to provide a direct 	A review of the curriculum's syllabi and faculty discussions regarding student competencies in the area of communication highlighted the need for additional resources to support students as they develop their communication

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	assessment of individual student's learning outcomes.	skills. A module was added to MBA 511 to support the development of communication skills. In addition, a Canvas page is being created to provide resources to MBA students. Resources to support student writing will be included. We have worked with the CTL to provide writing support to MBA students.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

Comment: The last program learning assessment report was well received by the University Assessment Committee. The Committee suggested that the program consider raising the bar by developing challenging benchmarks for performance of our students.

Response: We agree that there are opportunities to increase the performance benchmarks for our students, in particular with respect to the direct assessment instruments. One option would be to retain the benchmark to 90% of teams assessed at a level of workable or well formulated business plan. At the same time, we can increase the score for a workable business plan from 3 out of 5 to 3.25 out of 5. We can increase the benchmark for a well formulated business plan from 4 out of 5 to 4.25 out of 5. As the current year is a year in which we must complete our 10-year ACBSP accreditation review, we will maintain the current benchmarks for this assessment cycle in order to preserve continuity of our assessment results over the review period.

Outcomes Assessment 2017-2018

Learning Outcome 1: Design viable strategies to solve complex business problems using relevant data and concepts across disciplines

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Panel assessment of team business plan; Constructing a business plan requires using cross-functional business knowledge to solve a business problem. Assessing the viability of the business plan directly measures the team's ability to effectively solve a complex business problem using appropriate	90% of teams assessed at level of workable or well-formulated business plan (min score of 3 out of 5) and 50% at well-formulated and viable business plan (score of 4 or above)	Fall 16: 3 teams Spring 17: 4 teams <u>AY 16-17: 7 teams</u> Fall 17: 3 teams Spring 18: 3 teams <u>AY 17-18: 6 teams</u>	1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards 2) 16-17: 100 % of teams received a score of 3 and above; 57% of teams (4 out of 7) scored 4 or above.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
information, decision-making processes and analytical tools (direct)			17-18: 100% of teams scored 3 or above; 50% of teams (3 out of 6) scored 4 or above. Standard is met.
Graduating Student Survey question "solve problems in your field using your knowledge and skills" (Indirect)	85% respond excellent and good	Spring 17: 24 responses Spring 18: 21 responses	Spring 2017: 87.5% of responses excellent or good. Spring 2018: 76.2% of responses excellent or good Standard is met for spring 2017 but not for spring 2018.
Alum Survey question "My education prepared me to solve problems in my field using knowledge and skills" (Indirect)	85% respond strongly agree or agree	2017 survey: 31 responses 2016 survey: 40 responses	2017 survey: 80.6% of responses good or excellent 2016 survey: 78.9% of responses good or excellent Standard is not met.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

The identified standard for this student learning outcome was met with the direct assessment of student business plan presentations. The standard was however not met consistently using the indirect measure of the Graduating Student Survey and the Alumni Survey.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

The assessment outcomes suggest that there are opportunities to strengthen the direct assessment measure. One opportunity would be to increase the benchmarks for the direct assessment instrument as discussed earlier. We plan to implement this change going forward. In addition, the assessment outcomes from the Graduating Student Survey and the Alumni Survey suggest that while we need to improve students' ability to design strategies and solve problems in the field, there are also opportunities to strengthen student's confidence in using their knowledge of the functional areas of business to effectively articulate the viability of their business plan.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

We will increase the benchmarks used for the direct assessment instrument regarding the standard for a workable business plan, and for a well-formulated and viable business plan. We will also provide students with additional opportunities to get feedback on their business plans from seasoned managers/executives as they are developed.

Learning Outcome 2: Assess ethical and social implications of business decisions

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Graduating Student Survey – questions “determine the most ethically appropriate response and understand the major ethical dilemmas in your field” (Indirect)	85% of respondents report excellent and good	Spring 17: 24 responses Spring 18: 21 responses	Spring 2017: 87.5% reported good or excellent to “ethically appropriate response” and 83.3% reported good or excellent to “understand major ethical dilemmas”. Spring 2018: 71.4% reported good or excellent to “ethically appropriate response” and 85.7% reported good or excellent to “understand major ethical dilemmas”. Standard is met for spring 2017 but not for spring 2018.
Alum Survey question “My degree prepared me to determine the most ethically appropriate response to a situation.” (Indirect)	85% of respondents report excellent and good	2017 survey: 27 responses 2016 survey: 38 responses	2016 survey (supplemental report) : 86.8% reported agree or strongly agree 2017 survey (supplemental report): 81.5% reported agree or strongly agree Standard is met for spring 2016 but not for spring 2017.
Panel assessment of team business plan: A viable business plan includes an assessment of its ethical and corporate responsibility elements. (direct)	90% of teams’ business plans include an acceptable ethical and corporate responsibility component (minimum score of 3) and 50% are assessed as excellent or good (score of 4 and above)	Fall 17: 3 teams Spring 18: 3 teams <u>AY 17-18: 6 teams</u>	1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams’ capstone course business plans. Each teams was scored on the extent to which the team effectively demonstrated advanced knowledge of ethics/corporate social responsibility. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards 2) 100% of teams received a score of 3 or above. 66.67% of teams received a score of 4 or above. Standard is met.

Interpretation of Results

Describe the extent to which this learning outcomes has been achieved by students (Use both direct and indirect measure results):
 The direct assessment results suggest that the learning outcome has been achieved by students. The indirect assessment results are more mixed. The Graduating Student Survey shows the standard being met for spring 2017 but not for spring 2018. The Alumni Survey shows the standard being met for spring 2016 but not for spring 2017.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

These assessment outcomes suggest that there are opportunities to improve students’ abilities to assess ethical and social implications of business decisions. The current MBA curriculum includes the program content on ethics and social responsibility as a series of modules in several classes throughout the program. This method of covering the ethics content was instituted with the new MBA curriculum as a way to promote better integration of this content throughout the curriculum. The assessment outcomes suggest that the learning goal is not being effectively achieved in this framework.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

A new course in Law and Ethics is being designed for the MBA curriculum. This course will ensure that all students receive adequate exposure to the required content in Law and Ethics. This new course has been approved at the School level and is currently going through Graduate Studies approval. The new class will be introduced in the MBA curriculum in fall 2019.

Learning Outcome 3: Model leadership in various settings and levels of the organization

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Responses to GSS question “lead a team” (indirect)	85% respond excellent and good	Spring 17: 24 responses Spring 18: 21 responses	Spring 2017: 81.0% reported good or excellent to “lead a team”. Spring 2018: 91.7% reported good or excellent to “lead a team”. An improvement in scores from 2017 to 2018 results in the standard being met in 2018.
Alum survey (indirect) Response to question “My degree prepared me for a leadership role in business”	85% respond strongly agree or agree	2017 survey: 27 responses 2016 survey: 38 responses	2016 supplemental report : 71.1% reported agree or strongly agree to “my degree prepared me for a leadership role in business”. 2017 supplemental report: 85.2% reported agree or strongly agree to “my degree prepared me for a leadership role in business”. An improvement in scores between from 2016 to 2017 results in the standard being met in 2017.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

This is the first time that the leadership learning outcome is being assessed as a stand-alone learning outcome. It was previously assessed as part of the learning outcome dealing with communication and teamwork. The assessment results showed an improvement over the two years for which assessment results are reported. Both the Graduating Student Survey and the Alumni Survey show the standard for the learning outcome being achieved. While the improvement over the two years of reported data is encouraging, the fact that the standard was not met in one year suggests that we need to provide more opportunities for our students to model leadership in various settings and levels of the organization.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

The assessment outcomes for this learning objective are based solely on indirect assessment instruments. It will be important to identify a direct assessment instrument for this learning objective.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The program director will review course syllabi and engage in conversations with MBA faculty to identify where in the curriculum students are provided with opportunities to model leadership in various settings and levels of the organization. We will determine if there are opportunities to expand and enhance these for students to model leadership in various settings and levels of the organization. The program will also identify a direct assessment instrument for this learning objective.

Learning Outcome 4: Work and communicate effectively with others

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Panel assessment of team business plan presentation; groups balance with participation of all members (direct)	90% of teams demonstrate effective participation of all team member at minimum score of 3 (out of 5) and 50% presentations are good and excellent (score of 4 and above)	Fall 17: 3 teams Spring 18: 3 teams <u>AY 17-18: 6 teams</u>	1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards. 2) 100 % of teams scored 3 or higher; 100 % of teams scored 4 or higher. Standard is met.
Responses to GSS question "work as part of a team" (indirect)	85% respond excellent and good	Spring 17: 24 responses Spring 18: 21 responses	Spring 2017: 81.0% reported good or excellent to "work as part of a team". Spring 2018: 78.3% reported good or excellent to "work as part of a team". Standard is not met.
Alum survey (indirect) Response to question "My degree prepared me to work effectively as part of a team"	85% respond strongly agree or agree	2017 survey: 27 responses 2016 survey: 38 responses	2016 supplemental report : 84.2% reported agree or strongly agree to "my degree prepared me to work as part of a team". 2017 supplemental report: 92.6% reported agree or strongly agree to "my degree prepared me to work as part of a team". Improvement between 2016 and 2017 resulted in the standard being met in 2017.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

The direct assessment results show that this learning outcome is achieved and the standard has been met by all students. The results from the indirect assessment instruments are more mixed. The Graduating Student Survey results show the standard not being met in 2017 and 2018. The Alumni Survey results show an improvement in scores between 2016 and 2017 so that the standard is met in 2017. Two of the three assessment instrument show the standard for the learning outcome being achieved.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

The MBA program provides a variety of opportunities to develop their communication skills and their ability to work in a team. At the same times, discussions among MBA faculty have highlighted opportunities to enhance communication skills among out MBA students, particularly in the area of written communication.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

MBA faculty will begin a discussion about activities or assignments to provide opportunities for students to experience and reflect on a variety of different team-based situations.

Learning Outcome 5: Effectively articulate and defend ideas and proposals

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Panel assessment of team business plan presentation; delivery, organization and content (direct)	90% of teams assessed at effectively presented (minimum score of 3 out of 5) and 50% presentations are good and excellent	Fall 16: 3 teams Spring 17: 4 teams <u>AY 16-17: 7 teams</u> Fall 17: 3 teams Spring 18: 3 teams <u>AY 17-18: 6 teams</u>	<p>1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards.</p> <p>2) 2016-17: 100% of teams scored 3 or above, and 85.7% of teams (6 out of 7) scored 4 or above. 2017-18: 100% of teams scored 3 or above, and 66.67% or teams (4 out of 6) scored 4 or above,</p> <p style="text-align: center;">Standard is met.</p>
Responses to GSS questions 'develop a coherent written argument' and deliver a coherent oral presentation" (indirect)	85% respond excellent and good	Spring 17: 24 responses Spring 18: 21 responses	Spring 2017: 83.3% reported good or excellent to "develop a coherent written argument and 83.3% reported good or excellent to "deliver a coherent oral presentation.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
			Spring 2018: 76.3% responded good or excellent to “develop a coherent written report” and 81.0% reported good or excellent to “deliver a coherent oral presentation”. Standard is not met.
Alum Survey question “My degree provided me with the communication skills to develop and deliver a coherent presentation.” (indirect)	85% respond strongly agree or agree	2017 survey: 27 responses 2016 survey: 38 responses	2016 survey: 84.2% responded agree or strongly agree to “my degree provided me with the communication skills to develop and deliver a coherent presentation” 2017 survey: 85.2% responded agree or strongly agree to “my degree provided me with the communication skills to develop and deliver a coherent presentation” Improvement between 2016 and 2017 and by 2017 the standard is met.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results):*

The direct assessment results show that this learning outcome is achieved and the standard has been met by all students. The results from the indirect assessment instruments are more mixed. The Graduating Student Survey results show the standard not being met in 2017 and 2018. The Alumni Survey results show an improvement in scores between 2016 and 2017 so that the standard is met in 2017. Two of the three assessment instrument show the standard for the learning outcome being achieved.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

These assessment outcomes highlight that there are opportunities to improve the confidence that students feel in the presentation skills that are developed during the MBA program. It is important that the standard is met using the direct assessment, and that the Alumni Survey also shows the standard being met. The result from the Graduating Student Survey which shows the standard not being met suggests that the results are reflecting students’ perceptions of their skills in this area. This is an opportunity to work to increase the confidence that students have in the skills that they are developing.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

As students prepare for the MBA capstone presentations, there may be a benefit in providing student’s with opportunities to present earlier versions of their work to seasoned managers/executives so that they can develop confidence in presenting their work with an audience that extends beyond their peers. One possibility is to introduce mentors from the business community who may volunteer their time to work with student teams at specified intervals during the semester. Another possibility will be to introduce an additional presentation earlier during the capstone projects where students might present their initial business plan concept to a panel of managers/executives for feedback. These consecutive rounds of presentations will help to increase the level of confidence that students feel regarding the skills that they are developing.