

## STUDENT LEARNING ASSESSMENT REPORT

**PROGRAM:** MBA  
**SUBMITTED BY:** Dr. Linda Christie  
**DATE:** September 30, 2020

### Executive Summary: Description of Assessment Process

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

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
Design viable strategies to solve complex business problems using relevant data and concepts across disciplines	2017-2018		2020-2021
Effectively articulate and defend ideas and proposals	2017-2018		2020-2021
Model leadership in various settings and levels of the organization	2017-2018	Yes	2020-2021
Assess the ethical and social implications of business decisions	2017-2018	Yes	2020-2021

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

The MBA program faculty discusses assessment results in its faculty team meetings. The data is used to plan improvements and new approaches within courses and across the curriculum.

The MBA program will participate in the College of Business, Ideation, Leadership and Technology (BILT)'s expanded assessment process to be launched in AY 20-21. The BILT will establish an Assessment Committee to support the continuous improvement of student learning outcomes. The Assessment Committee will assist directors and program champions in refining learning outcomes and will focus on documenting progress on the improvement measures established by the faculty. This approach will strengthen further the College's mission and vision.

### Closing the Loop: Progress on Planned Improvements from Prior Year

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

Outcome	Planned Improvement	Update
Design viable strategies to solve complex business problems using relevant data and concepts across disciplines	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.	A rubric was refined with direct assessment criteria for the business plan to determine if the plan is workable, well-formulated and viable. The benchmark is now 75% earn a 4 or 5 for this item in the rubric on a 5-point scale.
Assess ethical and social implications of business decisions	A new course is in Law and Ethics is being designed for the MBA curriculum. This course will ensure that all students	Implemented in Fall 2019 with MBA 516 added as a required course in the curriculum and offered every semester.

Outcome	Planned Improvement	Update
	<p>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.</p>	
<p>Model leadership in various settings and levels of the organization</p>	<p>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.</p>	<p>In MBA 517 the students prepare a critique of a leader's response to crisis, the social implications of the crisis, and the impact of the leader's behavior on the organization and the community.</p> <p>In addition, the Program Director revised the program objectives with the advice of PIE and UAC and this will no longer be evaluated as a learning outcome.</p>
<p>Work and communicate effectively with others</p>	<p>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.</p>	<p>Faculty teaching in the MBA program have begun discussions about how to coordinate their courses and group work in the new 8-week hybrid format for the program.</p> <p>In addition, the Program Director revised the program objectives with the advice of PIE and UAC and this will no longer be evaluated as a learning outcome.</p>
<p>Effectively articulate and defend ideas and proposals</p>	<p>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</p>	<p>A group of recent alumni have been recruited to be mentors for MBA teams during their Capstone course. These alumni mentors provide feedback to students on their business plans throughout the Capstone course. In addition, a banker, a strategy consultant, and entrepreneur participate in the class and give feedback to students on 3 different occasions over the course of the semester to improve the development of the business plans.</p>

Outcome	Planned Improvement	Update
	level of confidence that students feel regarding the skills that they are developing.	

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

Comment: Work with PIE or CTL to help you develop outcomes and a plan that reflect the learning that you're aiming to achieve in this program and assessment measures that effectively assess that learning.

Response:

Below are the AY2020-2021 revised MBA Learning Outcomes:

1. Design viable strategies to solve complex business problems using relevant data and concepts across disciplines
2. Effectively articulate and defend ideas and proposals
3. Assess the ethical and social implications of business decisions

## Outcomes Assessment 2019-2020

### Learning Outcome 1: Assess the ethical and social implications of business decisions

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define the acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	<b>Result</b> <i>Did you meet your target? What was the result?</i>
MBA 516 case study – average of the 4 ethics case study assignments	75% score of 8 or higher	The program reviewed the aggregate score on the assignment for 4 ethics case studies in MBA 516 SP20.	96.8% (30 out of 31) of students in 20/SP MBA 516 scored an average of 80% or higher on the four (4) Ethics case study assignments.  Standard met.
MBA 626 Strategic Plan final paper (20/SP)	75% receive 4 or 5	The program reviewed one dimension of the final capstone paper rubric that addresses ethics and corporate social responsibility for MBA 626 in SP20.	75% (15 out of 20) of students in 20/SP MBA 626 scored received a score of 4 or 5 regarding “Ethics and Corporate Social Responsibility.”  Standard met.
Indirect measure (MBA 516 course evaluation) – I was challenged to think deeply about the subject matter	75% at 4 or 5 (Agree or Strongly Agree)	The program reviewed the course evaluation results for MBA 516 in SP 20.	92% (23 out of 25) of students reported that they Agree or Strongly agree when prompted with the statement “I was challenged to think deeply about the subject matter” in MBA 516 (20/SP).  Standard met.

#### **Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

MBA 516 has addressed the need to strengthen the business ethics dimensions of the MBA program. This is evident in both direct and indirect measures.

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

The program will develop a rubric in Canvas for the MBA 516 Ethics Case Study assignments to assess ethics and social implications more directly.

### Learning Outcome 2: Model leadership in various settings and levels of the organization

Outcome Measures	Performance Standard	Data Collection	Result
Direct Measure MBA 517 – Students prepare a paper on leadership behaviors during a crisis	75% of students scored “Substantially Developed” in each of the categories assessed: <ol style="list-style-type: none"> <li>1. Identifies relevant knowledge and views along with context</li> <li>2. Analysis and synthesis</li> <li>3. Inference</li> </ol>	The assignment rubric was reviewed for FA 19 and SP 20. In the Spring semester, the assignment was significantly revised due to COVID-19; there is no data to report.  In Fall semester, 16 students completed the assignment. Of those, 10 (62.5%) scored “Substantially Developed for #1; 10 (62.5%) scored “Substantially Developed for #2, and; 11 (69%) scored “Substantially Developed for #3.	Standard not met.
Indirect measure (MBA 517 course evaluation) – I was challenged to think deeply about the subject matter	75% at 4 or 5 (Agree or Strongly Agree)	The program reviewed the course evaluation survey results for MBA 517 in SP20.	86.7% (13 out of 15) of students reported that they Agree or Strongly agree when prompted with the statement “I was challenged to think deeply about the subject matter” in MBA 517 (20/SP).

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Upon careful review of the rubric and outcome measures, it was determined that the measure did not accurately measure the learning outcome.

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

The next step would be to rewrite the rubric and ensure the MBA 517 assignment in fact addressed the learning objective.

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**Appendices** (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

**Some Rubric**  
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings			Pts
Executive Summary Comprehensive Overview to excite your audience about the idea (1-2 pages)	5.0 pts Full Marks	3.0 pts Partially fulfill criteria	0.0 pts No Marks	5.0 pts
Company Vision/Mission Follow criteria in Chapter 2 of the textbook	5.0 pts Full Marks	3.0 pts Partially fulfill criteria	0.0 pts No Marks	5.0 pts
Competitive Analysis What is your Sustainable Competitive Advantage? Crux of the Problem a. Industry Analysis (Chapter 3) b. Who is your Competition? How can you beat them? (Chapter 4)	10.0 pts Full Marks	5.0 pts Partially fulfill criteria	0.0 pts No Marks	10.0 pts
Strategy Formulation – What are you planning to do to move the business forward? (Chapter 5 and 6)	10.0 pts Full Marks	5.0 pts Partially fulfill criteria	0.0 pts No Marks	10.0 pts
Marketing a. Competition (revisit Competitive Analysis) b. Target Market – How big? How much purchasing power? c. Product Positioning	10.0 pts Full Marks	5.0 pts Partially fulfill criteria	0.0 pts No Marks	10.0 pts
Financial Projections and Analysis a. Sales Projections b. Expenses c. What kind of financing will you need? d. Breakeven point e. Forecasted Income Statements and Balance Sheet for at least 3 years. f. First year forecast should be monthly, second and third year by quarter g. Provide a cash flow analysis – will you have enough money on hand to pay your bills and people?	20.0 pts Full Marks	10.0 pts Partially fulfill criteria	0.0 pts No Marks	20.0 pts
Management and Human Resources a. Management b. Staff – issues with hiring and retaining c. Compensation d. Is training necessary?	15.0 pts Full Marks	8.0 pts Partially fulfill criteria	0.0 pts No Marks	15.0 pts
Operations a. Location of facilities b. Equipment c. Production and Process d. Quality Control e. Inventory Control f. Distribution g. Research and Development	15.0 pts Full Marks	8.0 pts Partially fulfill criteria	0.0 pts No Marks	15.0 pts
Ethics and Corporate Social Responsibility	5.0 pts Full Marks	3.0 pts Partially fulfill criteria	0.0 pts No Marks	5.0 pts
Performance Measures and Evaluation of Strategies	5.0 pts Full Marks	3.0 pts Partially fulfill criteria	0.0 pts No Marks	5.0 pts
				Total Points: 100.0

20/SP MBA 626 Final Paper Rubric.

20/SP MBA 516 Course Evaluation

3 - Student Learning and Workload: Please indicate the extent of your agreement with the following statements:																
I was challenged to think deeply about the subject matter.																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Strongly disagree		(1)	1	4.00%		4.48	Overall Department		Overall School		Overall University					
Disagree		(2)	0	0.00%		4.22	7741		7741		7741					
Neutral		(3)	1	4.00%		4.35	7741		7741		7741					
Agree		(4)	7	28.00%		4.35	7741		7741		7741					
Strongly agree		(5)	16	64.00%		4.35	7741		7741		7741					
					0 25 50 100	Question	Overall Department		Overall School		Overall University					
Response Rate	Mean	STD	Median	Overall Department	Mean	STD	Median	Overall School	Mean	STD	Median	Overall University	Mean	STD	Median	
25/32 (78.12%)	4.48	0.92	5.00	181	4.22	1.09	5.00	1726	4.35	0.94	5.00	7741	4.35	0.88	5.00	

## 20/SP MBA 517 Course Evaluation

Question		1	2	3	4	5	B1	B2	B3	Mean	Std	Median
Student Learning and Workload: Please indicate the extent of your agreement with the following statements: I was motivated to take responsibility for my own learning in this course.	n	0	0	2	5	8	4.27	4.38	4.36	4.40	0.74	5.00
	%	0.00%	0.00%	13.33%	33.33%	53.33%						
Student Learning and Workload: Please indicate the extent of your agreement with the following statements: I was challenged to think deeply about the subject matter.	n	0	1	1	4	9	4.22	4.35	4.35	4.40	0.91	5.00
	%	0.00%	6.67%	6.67%	26.67%	60.00%						
Student Learning and Workload: Please indicate the extent of your agreement with the following statements: I was encouraged to ask my own questions and seek answers.	n	0	0	0	6	8	4.21	4.35	4.37	4.57	0.51	5.00
	%	0.00%	0.00%	0.00%	42.86%	57.14%						
Instructor Responsiveness and Method: Please indicate the extent of your agreement with the following statements regarding Lorri Cooper.: The instructor was responsive when students had questions or needed assistance.	n	0	0	0	4	11	4.30	4.43	4.46	4.73	0.46	5.00
	%	0.00%	0.00%	0.00%	26.67%	73.33%						
Instructor Responsiveness and Method: Please indicate the extent of your agreement with the following statements regarding Lorri Cooper.: The instructor explained course content in a way I could understand.	n	0	0	0	5	10	4.11	4.31	4.31	4.67	0.49	5.00
	%	0.00%	0.00%	0.00%	33.33%	66.67%						
Instructor Responsiveness and Method: Please indicate the extent of your agreement with the following statements regarding Lorri Cooper.: The instructor used teaching methods that helped me learn.	n	0	1	0	4	10	4.03	4.27	4.24	4.53	0.83	5.00
	%	0.00%	6.67%	0.00%	26.67%	66.67%						

## MBA 517 Leading in Crisis Paper Rubric

Fall 2020

1<sup>st</sup> category – Identifies existing, relevant knowledge and views along with context 25%
**2 students scored here** Minimally Developed

- 1.1 Certain relevant information missing
- 1.2 Sample interview questions generic and unfocused
- 1.3 Leader's dilemma not readily evident
- 1.4 Uses some appropriate literature sources to discover what is already known
- 1.5 Discussion omits key aspects

**3 students scored here** Moderately Developed

- 1.6 Relevant information provided, generally
- 1.7 Sample interview questions are adequate
- 1.8 Leader's dilemma only briefly stated
- 1.9 Uses appropriate literature sources to discover what is already known
- 1.10 Uses adequate variety of resources
- 1.11 Mostly re- or paraphrases information from resources

**10 students scored here** Substantially Developed = 25

- 1.12 Focuses on most important relevant information.
- 1.13 Sample interview questions demonstrate depth and nuanced discovery
- 1.14 Identifies leader's dilemma

- 1.15 Provides thorough and relevant review of literature resources
- 1.16 Excellent variety of resources
- 1.17 Creates sound and focused linkages among readings and discussion considered
- 1.18 Expands thinking to higher level and application

2<sup>nd</sup> category – Analysis & Synthesis (includes organizational culture) 50%

**2 students scored here Minimally Developed**

- 2.1 Vague discussion of detail
- 2.2 Compare/contrast with leader theories absent
- 2.3 Little insight analysis; that which is provided is conventional or underdeveloped

**1 student scored here Moderately Developed**

- 2.4 Adequate discussion of detail
- 2.5 Compare/contrast with leader theories demonstrates application and understanding
- 2.6 Adequate depth of insight and analysis

**3 students were in between “moderately” and “substantial”**

**10 students scored here Substantially Developed**

- 2.7 Excellent discussion of detail
- 2.8 Compare/contrast with leader theories demonstrates substantial application and understanding
- 2.9 Impressive depth of insight and analysis

3<sup>rd</sup> category – Inference 15%

**2 students scored here Minimally Developed**

- 3.1 Draws reasonable conclusions
- 3.2 Does not convincingly connect ideas to applications

**3 students scored here Moderately Developed**

- 3.3 Draws sound conclusions
- 3.4 Communicates connections among ideas to applications

**11 students scored here Substantially Developed**

- 3.5 Observes patterns of facts to suggest new meaning
- 3.6 Draws sound conclusions
- 3.7 Convincingly connects ideas to applications
- 3.8 Suggests further ideas and applications for development
- 3.9 Opens new path for inquiry

4<sup>th</sup> category – Paper format 10%

- 4.1 Style
- 4.2 Organization
- 4.3 Grammar
- 4.4 Spelling
- 4.5 Referencing



General Comments