

Business Administration MBA
Assessment Plan Summary

Business Administration MBA

Leadership Development

Goal Description:

The goal of the MBA degree is to develop business professionals prepared for leadership roles.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Communication

Learning Objective Description:

Graduates of the MBA program should be able to demonstrate language and content that suits the intended audience and organize content in a logical sequence.

RELATED ITEM LEVEL 2

Communication Writing Assignments

Indicator Description:

Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) organization of ideas and content; 2) mechanics or writing; 3) professional format and use of conventions; and 4) professionalism. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the four written communication skills should be at least 3.75 out of 5 (75%) for all MBA students

Findings Description:

26 students were assessed on written communication in BUAD 5310, 19 in the online section and 7 in the face-to-face section. For learning outcomes 1 and 4, the average score was above 3.75 in both courses. For learning outcome 2, the average score for the face-to-face section was above 3.75 but for the online section, it was slightly less at 3.68. For learning outcome 3, the average score for the online section was above 3.75 but for the face-to-face section, it was slightly less at 3.57. Examining the data from a slightly different perspective, 57.1% of the students in the face-to-face section and 68.4% of the students individually averaged 3.75 or greater over the four learning objectives.

Attached Files

 [MBA Writing Assessment Data](#)

RELATED ITEM LEVEL 3

Communication

Action Description:

Although the findings are somewhat positive, the transition to a new Associate Dean responsible for assessment oversight has resulted in the gathering of significantly less assessment data than in past years. The Associate Dean will meet with the MBA assessment committee early in the fall 2017 semester to discuss ways to improve the gathering of data critical to assessing communication skills.

RELATED ITEM LEVEL 1

Critical Thinking

Learning Objective Description:

Graduates of the MBA program should be able to distinguish relevant and non-relevant information regarding a business problem and develop a valid argument in support of a conclusion.

RELATED ITEM LEVEL 2

Critical Thinking Writing Assignments

Indicator Description:

Written assignments throughout the MBA courses will be assessed using a common rubric on seven skills: 1) identify and summarize the problem/issue; 2) identify and present the student's own hypothesis, perspective, and position; 3) identify and consider other salient perspectives and positions; 4) identify and assess the key assumptions; 5) identify and assess the quality of supporting data/evidence; 6) identify and consider the influence of context on the issue; 7) identify and assess conclusions, implications, and consequences. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the seven critical thinking skills should be at least 3.75 out of 5 (75%) for all MBA students.

Findings Description:

20 students were assessed on critical thinking skills in one online section of FINC 5310. The average score on all seven learning objectives was above 3.75. Furthermore, the vast majority of students individually exceeded the 3.75 threshold on all seven objectives.

Attached Files

[!\[\]\(3dfb8d66e81160ad61421a3452093d1b_img.jpg\) FINC 5310.01 Critical Thinking Assessment](#)

RELATED ITEM LEVEL 3

Critical Thinkiing

Action Description:

Although the findings are positive, the usefulness of the data suffers from a lack of sample size as only one course was included in the analysis. The transition to a new Associate Dean responsible for assessment oversight has resulted in the gathering of significantly less assessment data than in past years. The Associate Dean will meet with the MBA assessment committee early in the fall 2017 semester to discuss ways to improve the gathering of data critical to assessing student critical thinking skills.

RELATED ITEM LEVEL 1

Strategic Decision-making

Learning Objective Description:

Graduates of the MBA program should be able to consider different strategic options using available evidence through the lens of organizational goals and generate applicable solutions for business problems.

RELATED ITEM LEVEL 2

Strategic Decision-making Writing Assignments

Indicator Description:

Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) perform environmental scanning; 2) identify and retrieve needed and relevant business information; 3) integrate and synthesize strategic information; and 4) generate plausible and innovative solutions to problems. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description:

The average score on each of the four strategic decision-making skills should be at least 3.75 out of 5 (75%) for all MBA students.

Findings Description:

26 students were assessed on strategic decision making in one online section of BANA 5368. The average score on all four learning objectives was above 3.75. Furthermore, the vast majority of students individually exceeded the 3.75 threshold on all four objectives.

Attached Files

[!\[\]\(291e070cef6c4d5e78fefe4696ef53be_img.jpg\) BANA 5368 Strategic decision-making Assessment](#)

RELATED ITEM LEVEL 3

Strategic Decision-Making

Action Description:

Although the findings are positive, the usefulness of the data suffers from a lack of sample size as only one course was included in the analysis. The transition to a new Associate Dean responsible for assessment oversight has resulted in the gathering of significantly less assessment data than in past years. The Associate Dean will meet with the MBA assessment committee early in the fall 2017 semester to discuss ways to improve the gathering of data critical to assessing student strategic decision-making skills.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify) :

The new associate dean in charge of assessment will meet with the graduate faculty advisory committee to discuss ways to create a more robust assessment process focused on enhancing student learning outcomes. The associate dean will attend an AACSB seminar covering best practices in assessing business courses and degree programs. Master syllabi from all courses taught within the MBA program will be updated and reviewed to look for common learning outcomes to be strengthened and discover any non-critical outcomes to be eliminated or focus diminished.

Update of Progress to the Previous Cycle's PCI:

The transition to a new associate dean in charge of assessment has been found lacking. Although the associate dean attended two AACSB seminars covering best practices in assessing business courses and degree programs, putting into practice a more robust assessment system has not occurred. Master syllabi for all courses taught within the MBA program have been updated although a full review has not occurred. The associate dean plans to work more closely with the university's Director of Assessment to devise an assessment plan that can efficiently and effectively fulfill the conflicting assessment guidelines of AACSB (program-based, 5 year cycle) and SACS (major and course-based, annual cycle).

Continuous Improvement Plan

Closing Summary:

Based on the AACSB training on assessment undertaken by the associate dean, a process of updating and reviewing master syllabi for courses taught within the MBA program has been implemented. A thorough review of the master syllabi to update the mapping of learning objectives to curriculum will be undertaken and the results discussed at the next meeting of the COBA Graduate Advisory Committee, tentatively scheduled for early November, 2017. The previous year's assessment data will also be discussed and actions formulated in response to the analysis of the data. Furthermore, presentations on "best practices in assessment" will be made to the all faculty within the college at this year's COBA Learning Retreat, which will take place on October 6, 2017.