

## Part I. General Information

Program(s) Discussed:	5 <sup>th</sup> Year MBA Program
Current Semester:	Spring 2016
Date of Assessment Meeting(s):	May 17, 2016]
Participants in Assessment Meeting(s):	Scott Allen, Beth Martin, Jim Martin, Walter Simmons, Kristopher Tibbs, Mariah Webinger.

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

### On-Campus Users

- Freely available
- Available upon request
- Unavailable

### Off-Campus Users

- Freely available
- Available upon request
- Unavailable

## Part II. Assessment Process

*Prompt:* In one or two paragraphs, describe your assessment process. Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle? What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

Because this was the first attempt at assessment in the 5<sup>th</sup> Year MBA program, we decided to start with Goal 2a, 2b, and 2c (Problem Solving) and a portion of Goal 1 (Managerial Application of Functional Business Knowledge). The assessment tool used was the final case study of the semester in MK 551 (Marketing Management). This case, Fairfield Water Technology, was a written case for each student.

For Goal 2 we used a problem solving rubric that was adapted from the AAC&U set of rubrics (the rubric is attached). This rubric is designed to assess all three parts of Goal 2. The rubric was applied to each student's write-up. There are 5 dimensions of this rubric. Each dimension is scored as a 3 (above expectations), 2 (meets expectations at a high level), 1 (meets expectations at a minimal level), and 0 (below expectations). We established a goal of 80% of students achieving at least a "meets expectations at a high level" for this goal and each of the subgoals.

For Goal 1 (application of marketing knowledge), we assessed the extent to which the following were in evidence: customer orientation, segmentation, positioning, 4 P's, and linking marketing action to performance outcomes. We used a simple, single score metric (0, 1, 2, 3) that captures the extent to which the student exhibited an application of good marketing thinking. We established a goal of 80% of students achieving at least a "meets expectations at a high level" for this goal.

See attached 5<sup>th</sup> Year MBA Rubric

### **Part III. Findings**

*Prompt:* Along with this report, please submit the data charts the program used during the assessment meeting. Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them?

Goal 1 (managerial application of business functional knowledge): Only the marketing knowledge was assessed at this point.

- Results of the assessment indicated only 68% of students achieved a minimum of a 2 (Meets expectations at a high level).
- Discussions of results revolved around a course design issue and the need to adjust the assessment rubric.

Goal 2 (problem solving):

- Results of the assessment indicated that for the aggregate of Goal 2 in total, only 68% of students achieved the minimum of “Meets Expectations at a High Level.”
- Examining the 3 subgoals separately identified the potential area of weakness and a recommendation for adjustment in the assessment process:
  - Goal 2a (problem identification and analysis) had 95% of students achieving the minimum of “Meets Expectations at a High Level.” Goal 2b (identifying multiple solutions with analysis) had 77% of students achieving the minimum of “Meets Expectations at a High Level.” Goal 2c (linking action to financial performance) had 64% of students achieving the minimum of “Meets Expectations at a High Level.”
  - Results for Goal 2 suggest problem definition is good. Analysis of multiple solutions and linking action to financial performance are areas that can be strengthened.

*See the attached document (5<sup>th</sup> Year data analysis and charts)*

### **Part IV. Planned Changes to the Assessment System**

*Prompt:* What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

We will begin designing modifications to the assessment plan for the 5<sup>th</sup> Year MBA this summer. We plan to modify the learning goals along with the curriculum and co-curricular components, so the assessment process will need to be modified. Also, in the fall semester we plan to implement a case-based teaching method or a problem-based teaching method within our core classes.

### **Part V. Planned Changes to the Program in Response to Data**

*Prompt:* What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments

in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

Specifically the changes recommended from Goal 1 results are:

- The instructor will provide better links between concepts and decision making situations through multiple examples. Additionally the instructor will provide examples of how the concepts apply in different settings.
- We will need to develop an assessment rubric that separates the major components of each business functional area. So for example, the marketing assessment tool should break out the specific areas of marketing and assess them independently. This will provide better guidance in the future.

Changes as a result of Goal 2 (problem solving) assessment include:

- The instructor needs to include more analytical exercises that help students learn how to turn data into actionable information and how to link business actions to financial performance.
- We will need to adjust the assessment of goal 2 by putting it at the end of the program. The MK 551 course is one of the first courses the students take in the program, so it may not be fair to put all the emphasis on problem solving in that course. Moving the assessment to the end of the program would allow students multiple opportunities to hone their problem solving skills. Conversely, having all courses in the fall semester implement a case-based teaching method or a problem-based teaching method could also strengthen the problem solving skill set of students.