Summary of MBA Learning Goals Assessment

May 2nd, 2012

Note: Both internal and external reviewers were used to assess students’ work. Each goal assessment has rubrics to measure whether students’ performance meet expectations.

Goal 1: Communication

Courses assessed: FI 630 (Managerial Finance), MG 640 (Management Policy).

Written (student papers)—Results/Recommendations: Students’ writing skills are between average and below average in nearly every criteria outlined by the assessment tool, improvement is needed.

- The strongest areas were in grammar and documentation format.
- The weakest areas were in the statement of purpose and introduction, followed by analysis of data, conclusions, and citation format.
- Further refine COB written communication rubric to clarify format content and better quantify acceptable levels of grammatical error.
- Place greater emphasis on the critical thinking skills necessary to maintain consistent tone and word choice for professional audiences, to develop analytical skills and to develop independence in organization.

Oral (student presentations)—Results/Recommendations: Goal met.

- The assessment team determined that the strongest areas were in scope and introduction. The weakest areas of these presentations were in verbal language and delivery.
- The most needed improvements are in audience analysis, delivery skills, consistency between Powerpoint slides and transitions between group members, introduction and conclusions.
- Audience analysis: students would benefit from continually relating their message to their audience in order to keep them engaged. Minute references to the audience give them a reason to continue listening. An audience member that feels connected to the speaker will rate the speaker higher and be more apt to ‘follow’ their lead.
- Delivery skills: students need to work on more eye contact, less reading of notes and avoid speaking to their visual aid. Rehearsal would solve most of the problems, improving their confidence in their knowledge of their presentation. However, some of it seemed to arise from group members following the lead of the person before them. Allowing the group member with the strongest speaking skills to introduce the team might set the tone and pattern for the remainder of the group. Group members should practice together, often.
- We need to provide instruction for international students that will improve their diction.
Goal 2: Leadership and teamwork

Courses assessed: MG 624 (Organizational Behavior), CIS 625 (Enterprise Systems Analysis and Design), MG 640 (Business Policy), and QM 670 (Decision Theory).

Methodologies: Review of course syllabi, leadership development plan, team projects and peer evaluation, team initialization exercises, and team analytic project and reflective essay.

Results/Recommendations: Goal met.

- MG 624 – Although 83% of the assessed self-analysis/leadership development plans rated in the top two quartiles, 17% were judged on the low side of acceptable in the third quartile. Standard deviation of rubric scores was high, reflecting high variability of individual performance. Comments from the reviewers showed the following primary issues that affected the rubric scores:
  - Self-diagnosed traits sometimes just use a list of attributes from the readings rather than a well-developed statement of how the attributes apply to the individual. Suggested action: focus on elaborating how the concepts apply to the individual under review.
  - Action plan elements are sometimes generalized and not specific enough to be actionable. Suggested action: focus on the concept of crystallizing goals and making actionable plans.

- CIS 625 – Neither the student assessment nor the faculty-assigned grades for the assessed submissions in this course identify areas of unsatisfactory performance that should be targeted for improvement.

- MG 640 – Although all team rules documents scored in the top two quartiles, fully two-thirds were in the second quartile, suggesting ample opportunity for improvement. Assessor comments indicated the following areas as targets for improvement:
  - Statements of individual responsibilities were often vaguely stated. Suggested action: have students review model plans that demonstrate good responsibility statements.
  - Deliverables policies seemed optimistic and contingency plans are often not adequate. Suggested action: consider a revision of the rules document near the end of class; this could allow students to incorporate the learning from the team experience to write an improved set of rules.

Goal 3: Professional and ethical behavior

Courses assessed: AC 626 (Costs for Managerial Decision Analysis), EMB 604 (Legal, Social, and Ethical Environment of Global Business), and MK 660 (Marketing Strategy).

Methodologies: Review of course syllabi, multiple choice questions, exam/quiz, case study, 2009 EBI survey results

Results/Recommendations: Goal met.
The College needs to reassess the courses used to assess Goal 3 for a couple of reasons. First, one course, FI 630, Managerial Finance, was initially selected as addressing Goal 3 based on the content of the syllabus and its stated learning objectives. Due to size of the enrollment, the inclusion of FI 630 would have added a strong data point for assessment.

Second, EMB 604, Legal, Social, and Ethical Environment of Global Business, was later added as third data point. Although a new course, including EMB 604 helped ensure that students enrolled in the executive MBA program were included in Goal 3 assessment. Student subscription of EMB 604 was low but should grow.

Stability has come within the last year or so as oversight and authority was invested in one member of the College, thereby greatly facilitating the assessment process.

Goal 4: Diverse, dynamic global economic environment

Courses assessed: EC 650 (Managerial Economics) and MK 660 (Marketing Strategy).

Methodologies: Review of course syllabi, essays, quiz, and case study.

Results/Recommendations: Goal met

- EC 650 – The MBA Goal 4 has been successfully achieved.
- MK 660 – The average of all 11 quizzes score is 69.57%. A score of 70% or higher is considered to have met the expectations. 26 out of the 50 students (52%) met expectation. It is recommended that effective strategies are needed to improve students’ understanding of the cases and thus to improve their quiz scores.

Goal 5: Problem solving and decision-making

Courses assessed: MK 660 (Marketing Strategy), CIS 625 (Enterprise Systems Analysis and Design), AC 626 (Costs for Managerial Decision Analysis).

Methodologies: Review of course syllabi, pre- and post-test, series of individual assignments, series of team projects, and exams.

Results/Recommendations: Goal met

- MK 660 – Strong improvements were realized and no recommendations are suggested at this time.
- CIS 625 – Strong improvements were observed and no further recommendations are made at this time.
- AC 626 – Improvement is needed in students’ ability to analyze a problem and assess the relevant factors to draw an informed conclusion. Additional analysis should be pursued to determine the underlying causes for the poor performance. Once adjustments are made, the objective should be re-evaluated.