

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: MBA
Academic Year of Report: 2020/21
Date Submitted: Fall, 2021
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

Information is current; no changes required.

Update if not current:

B. Student Learning Outcomes

Information is current; no changes required.

Update if not current:

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

Information is current; no changes required.

Update if not current (you may have access to the Google Sheet if that is easiest, or we can make the updates):

This was another busy year for the MBA Program: in addition to ensuring our new Virtual MBA and 3 new certificate programs were functioning ok during their first full year of administration, multiple new Dual Degree programs were launched and/or finalized in:

- MBA/MSEE (Master of Science in Electrical Engineering)
- MBA/MSCE (Master of Science in Computer Engineering)
- MBA/MSCS (Master of Science in Computer Science)- agreed to but not on website yet

D. Program and Contact Information

Information is current; no changes required.

Update if not current:

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<https://www.weber.edu/mba>

NOTE: the above NEW MBA Program website launched in March, 2020

Program Information:

Our program has rapidly grown since its inception for 3 key reasons:

Quality: When it comes to MBA programs, nothing is more important than the return students get for their tuition investment. Our commitment here at WSU has always been to provide the highest quality MBA education available anywhere in the United States for an extremely competitive price, and we are succeeding...

Convenience: Student circumstances vary significantly. Some are early in their careers while others are nearing the end. Some students like to learn in face-to-face classrooms while others prefer to learn virtually online. We have designed our convenient and flexible “non-cohort” programs with students’ needs in mind.

Connection: Many other MBA programs are characterized by large class sizes, high tuition, and under-qualified graduate assistant instructors. Not at Weber State! Our program is designed for the welfare of *our students!*
MORE INFO IS AVAILABLE ON OUR NEW WEBSITE LISTED ABOVE

E. and F. Assessment Plan and Results

MBA Program: Assurance of Learning Plan

Status as of May 2021

Updated: 2021								
No.	Outcome	Objective	Methods of Measure	Data Collection Point	Data Collection Schedule	Interpretation of results by Faculty (Subject matter experts and AoL committee)	Improvement Activities	Next Steps
1	effective business analysts.	a. MBA students will analyze and interpret financial data for decision making.	Financial ratio calculation and analysis exam questions	MBA 6130	Annually	Students have overcome past difficulties on the return on assets question and are scoring well on all ratios. Students meet and exceed the 80% standard. Students now use an online homework system, Connect, to complete assigned homework. From Fall 2015 there has been noticeable improvement in current/quick ratio and total debt ratio calculations. There was a slight improvement in ROA and ROE calculations. All are at 92% or higher on average.	Continue to measure student performance on key ratios to determine impact of using Connect, an online homework system. More than one data collection point is needed to verify its effectiveness. Other past improvements to in-class learning activities may have led to the latest improvements as well.	With students meeting and exceeding standards and with new learning activities and online resources in place, the faculty will collect more data to confirm the improvements are making a difference in student scores.
			Capital budgeting case	MBA 6310	Annually	Owner of this assessment changed last spring and switched to a different measuring tool, while still measuring a student's ability to analyze and interpret financial data for decision making. Despite the change in tool and administrator, 87% of students met or exceeded expectations during the last measurement cycle.	Only minor improvements appear to be needed as the large majority of students met or exceed expectations. Students not only calculate NPV and IRR correctly, but they correctly judge the financial and non-financial aspects, related to people and process issues, of the decision to invest in the system.	Continue to measure the objective and to refine the learning activity and its accompanying rubric. Continue to use past refinements.
		b. MBA students will evaluate business systems and make recommendations for improvement.	Systems analysis case (including flow chart)	MBA 6310	Annually	Similar to the measured point above, a new administrator stepped into this course and selected a new case and rubric. Almost 84% of student met or exceeded expectations, however 16% came in below expectations.	Administrator will continue to refine this tool and dig into Spring results.	Continue to collect data and use past refinements to the learning activity in terms of students knowing why flow charting can lead to process improvements. Link this exercise to the final project in which current and future state flow charts are required.
2	strategic thinkers.	b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Simulation & Competency Quiz	MBA 6180	Annually	Following the Fall 2017 assessment cycle, the instructor contacted the simulation company regarding the strategy questions. The company added more strategy questions and clarified some existing ones. Strategy scores have steadily improved since that change in the assessment tool took place. Students scored above 85% in Strategy during the last measurement cycle.	Administrator will examine whether additional pre-requisite courses should be added for admission into course.	Discuss other area scores with program faculty; determine if additional pre-reqs should be added.
3	globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research project	MBA 6410	Annually	Scores have steadily increased since Spring of 2016 with 100% of students meeting or exceeding expectations in Spring of 2020.	Continue measuring the objective.	Discuss whether or not course delivery mode is a factor for this course.
4	Stakeholder-focused leaders	MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Mastery Exam	MBA 6109	Annually	In Spring 2016 only 80% met expectations. Program faculty decided this outcome should be a core, baseline requirement for all students before progressing through the program. Thus it was decided to offer a mastery exam. In 2018, the faculty member allowed students to complete this exam up to three times to generate proficiency and thus 100% of student met or exceeded expectations.	Continue measuring the objective.	Continue assessing this outcome to determine if additional improvements are needed and if enough granular results can be found from this approach.
		MBA students will be able to compare/contrast prominent leadership theories and to use these theories, along with their own introspection and overall course content, to develop their own "theory of change leadership."	Final Exam essay questions	MBA 6110	Annually	Faculty member noticed constraints with offering course during certain semesters - students were missing up to two courses per term because of holidays and other conflicts. Switched to Summer term in 2018 and results greatly improved. Faculty also began emphasizing this exam and its importance throughout the term. More than 97% of students met or exceeded expectations during the	Continue measuring the objective.	Consider adopting this approach into other courses throughout the program.

New: High Impact Educational Experiences in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	<u>Department/Program use of High Impact Educational Experiences</u>						
	<u>HIEE 1</u>	<u>HIEE 2</u>	<u>HIEE 3</u>	<u>HIEE 4</u>	<u>Etc...</u>		
<u>No Study Abroad courses because of pandemic again this year; however, one is planned for 2022</u>							

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences. Additional information (HIEE planning, assessment, or other information):

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

NOTE: A program review was conducted in 2018. The next review will occur in 2023. Here are the recommendations of the 2018 review:

Date of Program Review: 3/28/2018	Recommendation	Progress Description
Recommendation 1	Text of recommendation	
	It was noted that there were not many female faculty on the roster. It is a recommendation that the MBA program attempt to bring in more female faculty, particularly in light of the goal to enroll more women in the program.	New AACSB guidelines now measure faculty sufficiency by department and not program. Thus, hiring is somewhat out of the control of the MBA program moving forward. However, adjunct faculty remain an opportunity.
Recommendation 2	Text of recommendation	
	Manage growth in the program to insure that as the program grows, it is adequately staffed and funded.	The program grew in 2020, in part likely due to the pandemic and the relaxing of the GMAT/GRE requirement. Slower growth occurred in 2021.
Recommendation 3	Text of recommendation	
	Work to ensure the program reflects the greater demographic of the community	Female admissions continue to rise from about 16% in 2013 to about 30% in 2019-2020 to about 35% in 2020-2021.
Recommendation 4		
(This recommendation is listed in the text of the review above the recommendation list)	Class sizes for required courses are on the high side (sometimes upward to 50 students) and consideration should be given to providing additional sections to reduce average course enrollments to a more manageable 25-30.	Class sizes were reduced to 35 in all core courses for Fall of 2021. Faculty retain the right to admit additional students into their classes according to need. With the admissions review and continued requirement of the GMAT/GRE, further reduction is likely possible for 2022-2023....

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

NOTE: The MBA program does NOT have it's own faculty- they are borrowed from departments in the college and accreditation standards are met within departments by field.

NOTE: Headcount going into 2022 mirrors 2020-2021 numbers but multiple adjuncts were replaced during this time period.

Faculty Headcount	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	18
Full-time Tenured	11
Full-time Non-Tenured (includes tenure-track)	2
Part-time and adjunct	5
With Master's Degrees	9
Full-time Tenured	0
Full-time Non-Tenured	0
Part-time and adjunct	9
With Bachelor's Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	0
Other	
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	27
Full-time Tenured	11
Full-time Non-tenured	1
Part-time	14

Appendix C – alternative format for Evidence of Learning Reporting; this can be in table form or as a narrative.

Course:

Program Outcome 1	
Aligned Course Outcome(s):	
Method(s) of measurement:	
Target Performance:	
Actual Performance:	
Interpretation/Reflection on findings:	
Action Plan/Use of Results:	
Intended evaluation of plan (closing the loop):	

Please respond to the following questions.

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

a. **Any** first-year students taking courses in your program(s):

We are a graduate program, but along these lines: We hold regular new student orientations with the MBA directors and staff. Because this was another pandemic year, we held these via ZOOM but typically they are in-person and accompanied with catered food. The objective is specifically to build relationships with first-year students.

b. Students declared in your program(s), whether or not they are taking courses in your program(s)

N/A (see above)

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

In sections E and F above, our most recent closing-the-loop activities are listed in the "Improvement Activities" and "Next Steps" column. These are revisited every year or two.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>