

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Business Administration Program
Academic Year of Report: 2014-15
Date Submitted: Fall, 2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page. If the information is not current, please provide an update:

The MBA program at Weber State University is designed specifically for working professionals.

The program offers:

- Quality: Our outstanding faculty and innovative curriculum make the Goddard School MBA the program of choice for working professionals.
- Flexibility: Switch between full-time and part-time study at any time. 8-week courses taught one night per week at the Weber State University Davis campus in Layton, conveniently located off I-15 south of Hill AFB.
- Accessibility: Intimate classroom environment supplemented by the use of online course delivery. Affordable tuition + AACSB Accreditation = an outstanding educational on investment.

MBA Program website - <http://www.weber.edu/mba>

Contact Information

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B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Update needed. Beyond the mission statement, the MBA Program has created a vision statement and a values statement. Please included them with the mission statement.

Mission Statement

The mission of the MBA Program in the Goddard School of Business & Economics is to prepare working professionals and full-time students for leadership positions and decision-making roles in a wide variety of organizational settings.

Vision Statement

The Weber State University MBA Program in the Goddard School of Business & Economics will be recognized as a superior educational investment and quality learning. The MBA Program will distinguish itself through market-driven curriculum using a “core plus choice” model of required courses and diverse electives and certificates; flexible and accessible curriculum delivery; the infusion of intra/entrepreneurship throughout the program; exceptional service to students; and international learning opportunities.

Values

Faculty and Staff value:

A coordinated curriculum aligned with market needs

A personal touch to serving students

An affordable educational investment

A flex-paced program that accommodates the needs of working students

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update: **Not current. See the update below.**

Goddard School MBA Program

Learning Outcomes & Objectives (Updated 2014)

Goddard School MBA Graduates will be:

1. *effective business analysts.*
 - a. MBA students will analyze and interpret financial data for decision making.
 - b. MBA students will evaluate business systems and make recommendations for improvement.
2. *prepared to lead effectively and ethically.*
 - a. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership"
3. *strategic thinkers.*
 - a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile or higher on each component of the ETS MBA exam.
 - b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.
4. *globally informed.*
 - a. MBA students will research and analyze current trends occurring in the global economy.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update: **Not current. See the update below.**

Curriculum Map

	Department/Program Learning Outcomes					
	Goddard School MBA Graduates will be:					
	1. effective business analysts.		2. prepared to lead effectively & ethically.	3. strategic thinkers.		4. Globally informed
	a. MBA students will analyze and interpret financial data for decision making.	b. MBA students will evaluate business systems and make recommendations for improvement.	a. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership"	a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each component of the ETS MBA exam.	b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	a. MBA students will research and analyze current trends occurring in the global economy.
Core Courses in Department/Program						
MBA 6110 Tools for the Ethical Manager (3)			A			
MBA 6130 Financial Management (3)	A					
MBA 6310 Info Technology in the Enterprise (3)	A	A				
MBA 6410 Global Macroeconomic Conditions (3)					A	
MBA 6180 Strategic Management (3)				A		
MBA Program				B		

Note^a: A (Data Collection Point) = Data is collected in these courses. B (Data is collected prior to graduation by program staff)

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

The plan is not current. See the update below.

MBA Program: Assurance of Learning Plan

Updated:
2014

No.	Outcome	Objective	Methods of Measure	Outcome Assessment Owner	Data Collection Point	Data Collection Schedule	Interpretation of results by Faculty	Improvement Activities
MBA Assessment Plan								
1	effective business analysts.	a. MBA students will analyze and interpret financial data for decision making.	Financial ratio calculation and analysis exam questions	Jim Turner	MBA 6130	Annually	Annually	Annually
			Capital budgeting case	Matt Mouritsen	MBA 6310	Annually	Annually	Annually

		b. MBA students will evaluate business systems and make recommendations for improvement.	Systems analysis case (including flow chart)	Matt Mouritsen	MBA 6310	Annually	Annually	Annually
2	prepared to lead effectively and ethically.	a. 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 ethical leadership"	Final Exam essay questions	Shaun Hansen	MBA 6110	Annually	Annually	Annually
3	strategic thinkers.	a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or	ETS MBA Major Field Test	Mark Stevenson	Graduation Application	Annually	Annually	Annually

		higher on each component of the ETS MBA exam.						
		b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Individual case analysis	Jeremy Suiter	MBA 6180	Annually	Annually	Annually
4	globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research case	Doris Geide-Stevenson	MBA 6410	Annually	Annually	Annually

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for

example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

- a. Evidence of Learning: Courses within the Major
(duplicate this page as needed)

See next page. Updated below for assessment results for 2014-15

MBA Program: Assurance of Learning Plan & Results

Status as of June 2015

MBA Students will be:

No.	Outcome	Objective	Methods of Measure	Outcome Assessment Owner	Data Collection Point	Data Collection Cycles Completed since Fall, 2012	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	Jim Turner	MBA 6130	4	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. Past results on multiple choice questions really tested ability to mathematically manipulate formulas rather than testing the ability to calculate ROE and ROA. Students now respond to written question on the exam that shows whether students can calculate ROE and ROA.	Continue to measure newly added questions that calculate ROA. Will retain current ROA question to measure how well students can determine relationships between other ratios and ROA. The class now uses an in-class exercise where an actual balance sheet and income statement are shown and students do several ratio calculations. They then talk to the rest of the class about what their results mean and whether they would advise the company to make any changes.	With students meeting and exceeding standards and with new learning activities in place, the faculty will be integrating online resources (Connect by McGraw-Hill) into the course starting Fall 2015.
		b. MBA students will evaluate business systems and make recommendations for improvement.	Capital budgeting case	Matt Mouritsen	MBA 6310	5	Having clearer instructions, particularly related to the NPV formula in Excel, on average, students continue to score above the 80% standard, with no student falling below expectations during the last two cycles.	Only minor improvements appear to be needed as all students meet or exceed expectations. Student not only calculate NPV and IRR correctly, but they correctly judge the financial and non-financial aspects 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.
			Systems analysis case (including flow charts)	Matt Mouritsen	MBA 6310	5	The latest improvement activities, including adding a rubric, have helped students overcome difficulties describing the proposed system's flow chart. Overall, more than 90% of students met or exceeded expectations in the last two cycles. Having additional detail in the assignment has helped students evaluate each system more adequately. All students met or exceeded expectations.	Refined the learning activity within the latest textbook. The assignment & rubric has been expanded. Improved the examples of drawing a flow chart. Clarified the expectations for charting the "is" vs "should" map. This activity appears to have improved performance. Continue using past refinements, including adding more points to the assignment to give students more incentive to complete the assignment.	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	prepared to lead effectively and ethically.	a. 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 ethical leadership"	Final Exam essay question	Shaun Hansen	MBA 6110	2	With added data collection questions (as proposed previously) decision was made that data collection process would become unnecessarily burdensome (several different questions measuring 2 learning outcomes) for both students and the Professor. 1- A large number of students are skipping the AOL essay question because they feel a time crunch on the exam and choose not to answer a question or two in order to save time. 2- Related to #1, even though AOL question asks more of students than the other essay questions on the exam, because I have not weighted it more than other questions in the past, students are not motivated to do a good job answering the question.	Decision was made to combine "prepared to lead effectively" with "prepared to lead ethically" with the new outcome being, "prepared to lead effectively and ethically". This should result in fewer "skipped" student exam questions and a reduced data collection burden for the Professor.	Single essay question will use that requires students to both analyze existing leadership theories and to use these theories to develop their own theory of "ethical leadership." (Essay question about antecedents and consequences of trust will be dropped.) The plan is to make the AOL question worth more points than other essay questions, and to make it clear to students that answering it is mandatory
3	strategic thinkers.	a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each component of the ETS MBA exam.	ETS MBA Major Field Test	Mark Stevenson	Graduation Application	3	MBA students scored in the 97th percentile overall. In each discipline scores were above the 95th percentile.	No apparent improvement is needed in preparing students. However, it has become more difficult to get a sample size of 25 students. In 2015-16 the MFT will once again be included in the Strategic Management class and points awarded for completion of the exam.	Continue measuring graduating students in an annual cohort.
		b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Individual case analysis	Jeremy Suiter	MBA 6180	7	95.9% of students meet or exceed expectations. All seven traits measured with the rubric exceed the 80% standard. Current data collection differentiates between students performing below, at, or above expectations:	The new faculty member has refined the rubric and more detailed data collection was undertaken (to continue twice a year).	Continue measuring each trait looking for ways to further enhance learning.
4	Globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research case	Doris Geide-Stevenson	MBA 6410	5	In Spring 2015, all students met expectations.	The project is different every semester in order to reflect current macroeconomic trends. It will be important for the instructor to spend ample time discussing the expectations and background of the project and its relevant concepts to ensure student success.	Continue assessing this outcome. The projects have been restructured to encourage the students to think about a capstone question that draws on all parts of the project in order to better integrate knowledge.

G. Summary of Artifact Collection Procedure (updated)

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Financial ratio calculation and analysis exam questions	1a. MBA students will analyze and interpret financial data for decision making.	At least once each year.	Electronically with faculty.
Capital budgeting case	1a. MBA students will analyze and interpret financial data for decision making.	At least once each year.	Electronically with faculty.
Systems analysis case (including flow chart)	1b. MBA students will evaluate business systems and make recommendations for improvement.	At least once each year.	Electronically with faculty.
Exam essay questions	2a. 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 ethical leadership"	At least once each year.	Chi Tester
ETS MBA Major Field Test	3a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each	One cohort of graduating students each year.	Reports from ETS, stored by MBA Program.

	component of the ETS MBA exam.		
Individual case analysis	3b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	At least once each year.	Electronically with faculty.
Research case	4a. MBA students will research and analyze current trends occurring in the global economy.	At least once each year.	Electronically with faculty.

Summary Information (as needed)

Please respond to the following questions.

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

The MBA faculty have a high degree of confidence that students are achieving the program's learning outcomes. Assessment in the program's first 5 years was primarily indirect, based on exit interviews and surveys. Over the past several years, the program has directly measured student learning. In the first few iterations of assessment, improvements were made to the data collection instruments, rubrics, and learning activities. With the assessment process stabilized for most learning outcomes, faculty understand that students are achieving the learning outcomes established in 2008 and modified in 2013 and 2014. One particular direct assessment mechanism has been in place since the program's inception in 2000: The MBA Major Field Test by ETS. The annual results of this assessment show that WSU MBA students consistently perform in the 90-98th percentile, as compared to other MBA students nationwide. These results, when combined with course-embedded results, suggest that the program admits quality students and that they are able to perform well against the program's learning outcomes.

- 2) With whom did you share the results of the year's assessment efforts?

The results of assessment are shared with the MBA assessment committee comprised of MBA faculty. The results are discussed and interpreted. Improvement activities are determined. The results are also shared with the GSBE assessment committee for reporting to various accrediting organizations such as AACSB.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

The results of ongoing assessment of student learning in the MBA program validate that quality students are being admitted and that they are achieving the program's learning outcomes. Future assessment improvements may be in the form of raising the minimum standard of performance to meet and exceed expectations. The MBA Program's faculty members are considering a new learning outcome based on organizational trust that will be measured across many of the required courses. An example of the proposed learning outcome is:

Goddard School MBA Graduates will be stakeholder focused. MBA students will understand how to utilize the psychological science of trust to help establish and maintain stakeholder trust.