

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Business Administration Program
Academic Year of Report: 2015/16
Date Submitted: Fall, 2016
Report author: Matthew Mouritsen

Contact Information:

Phone: 801-626-8151

Email: mmouritsen@weber.edu

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 place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

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:

Information is current; no changes required.

Information is not current; updates below.

Update needed. These changes were requested last year but have not been updated. 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:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

Learning Outcomes & Objectives (Adopted August 2016)

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. *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.

3. *globally informed.*
 - a. MBA students will research and analyze current trends occurring in the global economy.

4. *stakeholder-focused leaders.*
 - a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.
 - b. 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."

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:

- ___ **Information is current; no changes required.**
 ___ **Information is not current; updates below**

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes						
	Goddard School MBA Graduates will be:						
	1. effective business analysts.		2. strategic thinkers.		3. Globally informed.	4. Stakeholder-focused leaders	
	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 research and analyze current trends occurring in the global economy.	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.	a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.	b. 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"
MBA 6110 Tools for the Ethical Manager (3)						A	A
MBA 6130 Financial Management (3)	A						
MBA 6310 Info Technology in the Enterprise (3)	A	A				A	
MBA 6410 Global Macroeconomic Conditions (3)					A		
MBA 6180 Strategic Management (3)			A	A			

Note^a: A (Data Collection Point) = Data is collected in these courses.

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.

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.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

The plan is not current. See the update below. Despite multiple, annual requests to have the website updated, it still shows a plan that is more than 10 years old. Please update the Assessment Plan section of your website for the MBA Program.

MBA Program: Assurance of Learning Plan							
	Updated: 2016						
No.	Outcome	Objective	Methods of Measure	Outcome Assessment Owner	Data Collection Point	Data Collection Schedule	Interpretation of results by Faculty
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

			Capital budgeting case	Matt Mouritsen	MBA 6310	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
2	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	Jeremy Suiter	MBA 6180	Annually	Annually
		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
3	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
	Stakeholder-focused leaders	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Various	Various	Various required MBA courses	Annually	Annually

4	b. 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
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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

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

According to the assessment website, the results that the MBA Program reported for 2014-15 have yet to be published. When will this be available for the public?

MBA Program: Assurance of Learning Plan & Results

Status as of June 2016

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	6	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 to Spring 2016 there was a 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	Matt Mouritsen	MBA 6310	7	With past improvements in place, on average, students continue to score above the 80% standard (on average students scored over 92% this past cycle), with only one student out of 52 falling below expectations during the last two cycles.	Only minor improvements appear to be needed as all students meet 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 charts)	Matt Mouritsen	MBA 6310	7	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 in all traits except for benchmark identification. Having additional detail in the assignment has helped students evaluate each system more adequately. 51 of 53 students met or exceeded expectations overall.	Continue using past refinements, but also emphasize the need to identify a benchmark process before diagramming the new process.	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.	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	Jeremy Suiter	MBA 6180	4	Awaiting latest cohort results for 2015-16	Since the MFT was removed from MBA 6180 it has been difficult to get a sample size of 25 students. In 2015-16 the MFT was once again included in the Strategic Management class and points awarded for completion of the exam. Three gift cards were also randomly given to MFT participants.	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	Jeremy Suiter will be leaving WSU. By comparison to other traits assessed, there appears to be room for improvement in students making recommendations.	In Fall 2016, the TOWS model will be reinforced near the end of class to help students address threats and opportunities prior to addressing weaknesses and strengths. This model is introduced in the early portion of the class but has not been reinforced later in the class. The faculty member feels that this could help students generate more recommendations based on a greater analysis of threats and opportunities available to the company in the case.	Measure the impact of the reinforcement of the TOWS model.
3	Globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research case	Doris Geide-Stevenson	MBA 6410	9	In Fall 2015, 96% of students met or exceeded expectations. In Spring 2016 only 80% met expectations. Faculty member will look to see how to help students meet expectations. The drop may be unique variation. More data collection is needed in 2016-17.	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 to determine if additional improvements are needed to overcome the latest drop in students who meet expectations.
4	Stakeholder-focused leaders	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Various	Various	Various		This objective was added by faculty in December 2015.	A rubric was created in 2016 and will be piloted in MBA 6310 in Fall 2016	The outcome will be measured in multiple required classes throughout the MBA Program.
		b. 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	4	With past improvements in place, there has been a small increase in the percentage of students who meet and exceed expectations over the past 4 data collection cycles. The increase now has over 70% of students meeting or exceeding expectations.	The faculty member will determine if further refinements are needed to help 80% of students meet and exceed expectations.	With a steady cycle by cycle improvement, additional data collection is needed and additional refinements may be needed to reach the standard of 80% of students who meet and exceed expectations.

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact or Service Learning

This is an optional section. If you provide students with high impact or service learning opportunities you may briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

High Impact Experiences: Study abroad. Summer 2015, 16 MBA students participated in a course called International Business Field Studies. This was a short-term study abroad experience in Costa Rica. The impact on learning is two-fold: The opportunity to apply concepts taught throughout the MBA Program in an international context. The opportunity to observe business in an international setting.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

Evidence of Learning: General Education Area [fill in]					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...					
Learning Outcome 1:	Measure 1	Measure 1	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 3:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional narrative (optional – use as much space as needed):

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.
ETS MBA Major Field Test	2a. 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.	At least once each year.	Reports from ETS, stored by MBA Program.
Individual case analysis	2b. 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	3a. MBA students will research and analyze current trends occurring in the global economy.	At least once each year.	Electronically with faculty.
Various projects, papers, case studies.	4a. MBA students will understand how to utilize the psychological science of trust	At least once each year in various classes (MBA 6110, MBA 6310, etc)	Electronically with faculty.

	through capability, character, and compassion.		
Exam essay questions	4b. 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

Summary Information (as needed)

Appendix A

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

Date of Program Review: ####	Recommendation	Progress Description
Recommendation 1	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 2	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 3	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
(add as needed)		

Additional narrative:

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 has no faculty of its own. We borrow from Goddard faculty and deploy adjuncts from the region.

Faculty 2015-16	
Headcount	28
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	17
Full-time Tenured	8
Full-time Non-Tenured (includes tenure-track)	8
Part-time and adjunct	1
With Master's Degrees	10
Full-time Tenured	0
Full-time Non-Tenured	1
Part-time and adjunct	9
With Bachelor's Degrees	1
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	1
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	28
Full-time Tenured	8
Full-time Non-tenured	9
Part-time	11

Please respond to the following questions.

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

Faculty teaching in the MBA Program created a new learning outcome based on a model that focuses on stakeholder trust. With a measurable outcome defined and a rubric developed, faculty in select required courses will begin data collection using cases studies, projects, or exams.

For the past few years the ETS MBA Exam was administered by the MBA Program outside of a class but just prior to graduation. There has been a significant reduction in number of students willing to devote the time to the exam and perhaps a reduction in motivation to perform well. We have attempted to have the exam once again be part of the capstone Strategic Management course. There will need to be cooperation with the instructor to ensure that the exam and resulting score aligns with the grading scheme used in the class. In 2016-17 a new faculty member will be teaching the class. This will delay us getting the exam implementation and scores stabilized.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

The MBA Program has no graduating seniors. For graduating MBA students, the MBA Program utilizes the MBA Exam by ETS as mentioned above.