

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Business Administration Program
Academic Year of Report: 2016/17
Date Submitted: Fall, 2017
Report author: Matthew Mouritsen

Contact Information:

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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 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.

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

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

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 updates below.

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	Dave Noack & Shaun Hansen	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	Dave Noack & Shaun Hansen	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
4	Stakeholder-focused leaders	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Various	Shaun Hansen, Matt Mouritsen	Various required MBA courses	Annually	Annually
		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

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)

Assurance of Learning Reporting Form

Program: MBA Program - Goddard School of Business & Economics

Learning Outcome: 1. Goddard School MBA Graduates will be effective business analysts.

Learning Objective: a. MBA students will analyze and interpret financial data for decision making.

Topic	Activities and Results
What was measured? Including Benchmark and target	MBA 6130: Exam questions measuring financial ratio calculation. Standard: 80% MBA 6310: Capital budgeting case (Standard: 80%) Target: 80% of students will meet or exceed the standard.
Who measured it? Including the course information	Jim Turner, MBA 6130 – Financial Management Matt Mouritsen, MBA 6310 – IT in the Enterprise
When was it measured?	MBA 6130: Fall 2016, Spring 2017 MBA 6310: Fall 2016, Summer 2017
What metric was used?	MBA 6130: Current & quick ratios, total debt ratios, return on assets, and return on equity. 80% is the standard (benchmark). MBA 6310: Capital budgeting case with rubric to measure students' abilities to organize costs/benefits, calculate NPV, IRR, and Payback, and judge the investment's worth and the impact of it on people and process. 80% is the standard (benchmark).

How were data analyzed? Summarize Assessment results in details	<table border="1"> <thead> <tr> <th>MBA 6130</th> <th>Year</th> <th>N</th> <th>Current & Quick Ratios</th> <th>Total debt ratios</th> <th>Return on Assets</th> <th>Return on Equity</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>2016</td> <td>47</td> <td>95.7%</td> <td>97.9%</td> <td>93.6%</td> <td>93.6%</td> </tr> <tr> <td>Spring</td> <td>2017</td> <td>43</td> <td>93.0%</td> <td>90.7%</td> <td>93.0%</td> <td>93.0%</td> </tr> </tbody> </table>							MBA 6130	Year	N	Current & Quick Ratios	Total debt ratios	Return on Assets	Return on Equity	Fall	2016	47	95.7%	97.9%	93.6%	93.6%	Spring	2017	43	93.0%	90.7%	93.0%	93.0%
	MBA 6130	Year	N	Current & Quick Ratios	Total debt ratios	Return on Assets	Return on Equity																					
	Fall	2016	47	95.7%	97.9%	93.6%	93.6%																					
	Spring	2017	43	93.0%	90.7%	93.0%	93.0%																					
	MBA 6310																											
	<table border="1"> <thead> <tr> <th>Sem</th> <th>Year</th> <th>N</th> <th>Organize Costs & Benefits</th> <th>Calculate Metrics</th> <th>Judgment: Investment Worthwhile?</th> <th>Judgment: People and Process Issues</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>2016</td> <td>47</td> <td>98.3%</td> <td>92.3%</td> <td>90.9%</td> <td>97.4%</td> </tr> <tr> <td>Sum</td> <td>2017</td> <td>46</td> <td>97.0%</td> <td>96.1%</td> <td>93.9%</td> <td>97.4%</td> </tr> </tbody> </table>							Sem	Year	N	Organize Costs & Benefits	Calculate Metrics	Judgment: Investment Worthwhile?	Judgment: People and Process Issues	Fall	2016	47	98.3%	92.3%	90.9%	97.4%	Sum	2017	46	97.0%	96.1%	93.9%	97.4%
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How were data & analysis shared with faculty? Including the process used to disseminated and discuss results among faculty																												
<p>Results of assessment were discussed with MBA AoL Committee members. Results are discussed annually during MBA faculty meeting.</p> <p>MBA 6130 Interpretation: There was a slight decrease in performance on one measure in Spring 2017 though still well above the 80% standard. It is important to look for a continued downward trend and make adjustments as needed.</p> <p>MBA 6310 Interpretation: With past improvements in place, on average, students continue to score above the 80% standard (on average students scored over 93% this past cycle), with only a few students out of 93 falling below expectations during the last two cycles.</p>																												
Describe action plan, including implementation time line. (curriculum/pedagogy)																												
MBA 6130: Continue to measure student performance on key ratios to determine if a downward trend exists or if the recent lower score was an outlier (scores are still well above the 80% standard).																												

	<p>With students meeting and exceeding standards and with new learning activities and online resources in place, the faculty will continue to collect more data and look for new ways to improve scores.</p> <p>MBA 6310: Only minor improvements appear to be needed as all students meet or exceed expectations. Students not only calculate NPV and IRR correctly, and they correctly judge the financial and non-financial aspects, related to people and process issues, of the decision to invest in the system. Perhaps greater depth of judgment could be sought in future semesters.</p> <p>It is important for students to meet expectations on this learning outcome because similar calculations and judgments are made on the final project of the course.</p>
Other Notes:	

- Learning Outcome:** 1. Goddard School MBA Graduates will be effective business analysts.
- Learning Objective:** b. MBA students will evaluate business systems and make recommendations for improvement.

Topic	Activities and Results
What was measured? Including Benchmark and target	Course-embedded systems analysis case. Standard: 80% Target: 80% of students will meet or exceed the standard.
Who measured it? Including the course information	Matt Mouritsen, MBA 6310 – IT in the Enterprise
When was it measured?	Fall 2016, Summer 2017
What metric was used?	Systems analysis case with rubric to measure students' abilities to diagram current system, analyze current system impact, recommend changes, assess a benchmark, diagram a new process, and justify a new process.

How were data analyzed? Summarize Assessment results in details				Current System Diagram	Current System Impact	Recommend Changes	Benchmark	New Process Diagram	New Process Justification																					
	Fall	16	46	93.9%	92.2%	97.4%	96.7%	96.4%	93.5%																					
	Sum	17	46	96.1%	93.5%	94.8%	98.3%	95.2%	94.3%																					
<table border="1"> <tr> <td colspan="3"></td> <td>Below Expectations</td> <td>Meets Exp</td> <td>Exceeds Exp</td> <td>Meets & Exceeds Expectations</td> </tr> <tr> <td>Fall</td> <td>2016</td> <td>46</td> <td>6.5%</td> <td>50.0%</td> <td>43.5%</td> <td>93.5%</td> </tr> <tr> <td>Sum</td> <td>2017</td> <td>46</td> <td>6.5%</td> <td>43.5%</td> <td>50.0%</td> <td>93.5%</td> </tr> </table>													Below Expectations	Meets Exp	Exceeds Exp	Meets & Exceeds Expectations	Fall	2016	46	6.5%	50.0%	43.5%	93.5%	Sum	2017	46	6.5%	43.5%	50.0%	93.5%
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Sum	2017	46	6.5%	43.5%	50.0%	93.5%																								
How were data & analysis shared with faculty? Including the process used to disseminated and discuss results among faculty	Results of assessment were discussed with MBA AoL Committee members. Results are discussed annually during MBA faculty meeting. Interpretation: The latest improvement activity included adjusting the rubric to now require <u>three</u> benchmark examples instead of <u>one</u> , has helped students have more options when designing a new process. Overall, more than 93% of students met or exceeded expectations during both cycles, after the change to the benchmark requirements. Specifically, the benchmark trait measures have increased 10% from Fall 2015 to Fall 2016 & Summer 2017.																													
Describe action plan, including implementation time line. (curriculum/pedagogy)	Emphasize the need to identify multiple benchmark processes before diagraming the new process. Have students use benchmark examples to help develop their response to the impact of the current system. Rubric will remain changed after Summer 2017 to require up to three benchmark processes be researched. 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.																													
Other Notes:																														

- Learning Outcome:** 2. Goddard School MBA Graduates will be strategic thinkers.
- Learning Objective:** 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.

Topic	Activities and Results
What was measured? Including Benchmark and target	MBA Major Field Test by ETS. Standard: 80 th percentile
Who measured it? Including the course information	MBA Program staff (Graduate Enrollment Director) prior to graduation.
When was it measured?	Fall 2016 and Spring 2017
What metric was used?	Percentiles based upon the distribution of all students across 100+ MBA Programs completing the major field test.
How were data analyzed? Summarize Assessment results in details	Percentile results are provided by ETS. Percentile is for all students. Percentiles must be above the 80 th percentile standard. We are awaiting results from ETS.
How were data & analysis shared with faculty? Including the process used to disseminated and discuss results among faculty	Results of assessment were discussed with MBA AoL Committee members. Results are discussed annually during MBA faculty meeting. Scores historically have been excellent, with percentiles consistently being above the 90 th percentile, which has yielded very few actionable improvements.
Describe action plan, including implementation time line. (curriculum/pedagogy)	In Spring 2016 and Fall 2016 the MFT was once again included in the Strategic Management class as part of the syllabus and points were to be awarded for completion of the exam. This did not happen nor were students given adequate notice that the MFT was to be completed at a certain point in the semester. As a result, an inadequate sample size was achieved.
Other Notes:	In Spring 2017, with a new instructor, the MFT is part of the course's final exam and is worth 10% of the final score in the

	class. Students will be able to complete the MFT outside of class in a lab or testing center.
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Learning Outcome:

2. Goddard School MBA Graduates will be strategic thinkers.

Learning Objective:

competitive strategy.

b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's

Topic	Activities and Results							
What was measured? Including Benchmark and target	Course-embedded business strategy case analysis Standard: 80% Target: 80% of students will meet or exceed the standard.							
Who measured it? Including the course information	Jeremy Suiter, MBA 6180 Strategic Management (Jeremy will no longer teach this course after Fall 2016. A new instructor taught the course beginning in Spring 2017 though no assessment data were collected. Two instructors have been assigned to teach this course beginning Fall 2017 with assessment plans in place.							
When was it measured?	The departing faculty member did not submit data.							
What metric was used?	Using a business strategy case, the following student abilities are usually assessed: capture factual knowledge, apply strategic analysis tools, apply financial analysis, generate alternatives, make recommendations and make judgments of the business strategy							
How were data analyzed? Summarize Assessment results in details	<table border="1"> <tr> <td>Factual Knowledge</td> <td>Application of Strategic Analysis</td> <td>Application of Financial Analysis</td> <td>Identification of Strategic Problems</td> <td>Alternatives</td> <td>Recommendations</td> <td>Business Judgment</td> </tr> </table>	Factual Knowledge	Application of Strategic Analysis	Application of Financial Analysis	Identification of Strategic Problems	Alternatives	Recommendations	Business Judgment
Factual Knowledge	Application of Strategic Analysis	Application of Financial Analysis	Identification of Strategic Problems	Alternatives	Recommendations	Business Judgment		
How were data & analysis shared with faculty?								

Including the process used to disseminated and discuss results among faculty	
Describe action plan, including implementation time line. (curriculum/pedagogy)	
Other Notes:	

- Learning Outcome:** 3. Goddard School MBA Graduates will be globally informed.
Learning Objective: a. MBA students will research and analyze current trends occurring in the global economy.

Topic	Activities and Results																					
What was measured? Including Benchmark and target	Research project that has students research and analyze current trends in the global economy. Target: 80% of students will meet or exceed the standard.																					
Who measured it? Including the course information	Doris Geide-Stevenson, MBA 6410 Global Macroeconomic Conditions																					
When was it measured?	Fall 2016, Spring 2017																					
What metric was used?	Research case assessing research and analysis skills regarding global economic trends.																					
How were data analyzed? Summarize Assessment results in details	<table border="1"> <thead> <tr> <th>Sem</th> <th>Year</th> <th>N</th> <th>Below Expectations</th> <th>Meets Exp</th> <th>Exceed Exp</th> <th>Meets & Exceeds Expectations</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>2016</td> <td>38</td> <td>5%</td> <td>77%</td> <td>18%</td> <td>95%</td> </tr> <tr> <td>Spr</td> <td>2017</td> <td>34</td> <td>9%</td> <td>82%</td> <td>9%</td> <td>91%</td> </tr> </tbody> </table>	Sem	Year	N	Below Expectations	Meets Exp	Exceed Exp	Meets & Exceeds Expectations	Fall	2016	38	5%	77%	18%	95%	Spr	2017	34	9%	82%	9%	91%
Sem	Year	N	Below Expectations	Meets Exp	Exceed Exp	Meets & Exceeds Expectations																
Fall	2016	38	5%	77%	18%	95%																
Spr	2017	34	9%	82%	9%	91%																
How were data & analysis shared with faculty?	Results of assessment were discussed with MBA AoL Committee members. Results are discussed annually during MBA faculty meeting.																					

Including the process used to disseminated and discuss results among faculty	<p>Interpretation: During Fall 2016, the faculty member utilized an in-class team-based learning practice that allows students to receive feedback on their understanding of course concepts.</p> <p>The impact of this change was measured in Fall 2016 and beyond. The increase in scores could be attributed to this change.</p> <p>In Spring 2017, to help with the preparation for the Global Research project based on a country report by the Economist Intelligence Unit, I have restructured an earlier Project where students analyze the EIU country report for the United States.</p>
<p>Describe action plan, including implementation time line. (curriculum/pedagogy)</p>	Continue to utilize and measure changes implemented in Fall 2016 and Spring 2017.
Other Notes:	

Learning Outcome: 4. Goddard School MBA Graduates will be stakeholder-focused leaders.

Learning Objective: a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.

This learning objective was added in 2015-16.

Topic	Activities and Results
<p>What was measured? Including Benchmark and target</p>	<p>Course-embedded cases and projects</p> <p>Standard: 80%</p> <p>Target: 80% of students will meet or exceed the standard.</p>
<p>Who measured it? Including the course information</p>	<p>This objective was added in 2015-16. It will be measured in various required courses. In Fall 2016/Spring 2017 it was measure by Shaun Hansen in MBA 6110 and Matthew Mouritsen in MBA 6310.</p>
<p>When was it measured?</p>	<p>Measured in Fall 2016, Spring 2017.</p>
<p>What metric was used?</p>	<p>A rubric has been developed to assist faculty across the required MBA courses to collect data. The traits measured relate to organizational capabilities, character, and compassion used to build stakeholder</p>

	<p>trust: Stakeholder identification, key organization capabilities that impact trust, key managerial actions that impact trust via perceptions of an organization's character and compassion, and recommendations that will increase stakeholder trust in the short and long term. The rubric was used in MBA 6310 to assess responses to a case involving the data breach at Target.</p> <p>In MBA 6110, exam questions were used to assess understanding.</p>																																																
<p>How were data analyzed? Summarize Assessment results in details</p>	<table border="1" data-bbox="506 370 1423 578"> <thead> <tr> <th colspan="3">MBA 6310</th> <th>Identify Key Stakeholders</th> <th>Trust Capabilities</th> <th>Character Perception</th> <th>Compassion</th> <th>Building Trust</th> <th>Greatest Impact</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>16</td> <td>47</td> <td>78.7%</td> <td>73.3%</td> <td>69.3%</td> <td>77.3%</td> <td>78.7%</td> <td>80%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="506 618 1423 813"> <thead> <tr> <th colspan="3">MBA 6110</th> <th>Below Expectations</th> <th>Meets Exp</th> <th>Exceeds Exp</th> <th>Meets & Exceeds Expectations</th> </tr> </thead> <tbody> <tr> <td>Sum</td> <td>2016</td> <td>39</td> <td>20%</td> <td>47.5%</td> <td>32.5%</td> <td>80.0%</td> </tr> <tr> <td>Spr</td> <td>2017</td> <td>40</td> <td>12.5%</td> <td>52.5%</td> <td>35%</td> <td>87.5%</td> </tr> </tbody> </table>	MBA 6310			Identify Key Stakeholders	Trust Capabilities	Character Perception	Compassion	Building Trust	Greatest Impact	F	16	47	78.7%	73.3%	69.3%	77.3%	78.7%	80%										MBA 6110			Below Expectations	Meets Exp	Exceeds Exp	Meets & Exceeds Expectations	Sum	2016	39	20%	47.5%	32.5%	80.0%	Spr	2017	40	12.5%	52.5%	35%	87.5%
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<p>How were data & analysis shared with faculty? Including the process used to disseminated and discuss results among faculty</p>	<p>Results of assessment will be discussed with MBA AoL Committee members. Results will be discussed annually during MBA faculty meeting.</p>																																																
<p>Describe action plan, including implementation time line. (curriculum/pedagogy)</p>	<p>Refine the rubric in MBA 6310 IT in the Enterprise in Summer 2017 to clarify expectations and to improve learning. Share the rubric during Fall 2017 for use in other required MBA classes (i.e., Tools for the Ethical Manager, Management Accounting, Organizational Behavior).</p>																																																
<p>Other Notes:</p>																																																	

Learning Outcome: 4. Goddard School MBA Graduates will be stakeholder-focused leaders.

Learning Objective: 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."

This outcome was modified in 2013-14, with data collection beginning in Fall 2014.

Topic	Activities and Results																					
What was measured? Including Benchmark and target	Essay question on an exam. Standard: 80% Target: 80% of students will meet or exceed the standard.																					
Who measured it? Including the course information	Shaun Hansen, MBA 6110 Tools for the Ethical Manager																					
When was it measured?	Summer 2016, Spring 2017																					
What metric was used?	The essay question assesses students' abilities to compare/contrast leadership theories, apply those theories, and determine their own theory of ethical leadership.																					
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Spr	2017	40	55.0%	22.5%	22.5%	45%																
How were data & analysis shared with faculty? Including the process used to disseminated and discuss results among faculty	Results of assessment were discussed with MBA AoL Committee members. Results are discussed annually during MBA faculty meeting. Interpretation: With past improvements in place, and increases in the percent of students who meet and exceed expectations from 2014 to Spring 2016, there was a drop off in performance. The faculty member would like to develop a rubric to clarify expectations to students and to aid in data collection.																					

Describe action plan, including implementation time line. (curriculum/pedagogy)	The faculty member will continue to collect data in 2017-18 and determine if further refinements are needed to help 80% of students meet and exceed expectations.
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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 2016, 17 MBA students participated in a course called International Business Field Studies. This was a short-term study abroad experience in France/Germany and Ecuador/Peru. 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: 2013	Recommendation	Progress Description
Recommendation 1	Faculty qualifications & sufficiency	Greatly reduced overload teaching as more full-time faculty were hired into the Goddard School.
		All MBA faculty are identified as scholarly academics or instructional practitioners and are deployed in a manner consistent with AACSB standards.
Recommendation 2	Assurance of Learning progress	Modified learning outcomes consistent with MBA curriculum
		Made several closing-the-loop improvements in some learning outcomes
		Improvement is needed in conducting the ETS MBA Major Field Test. It has once again been administered as part of a grade during Fall 2017.
		Continue to improve the assessment process for the new stakeholder-focused learning outcome.
Recommendation 3	Enrollment concerns	With falling enrollments nationwide, the MBA Program had 155 students in its program in January 2013. As of Fall 2017 there are over 240 MBA students. This is due to a change in GMAT policy (allowing career experience to qualify for a waiver of the GMAT/GRE), outreach by the Graduate Enrollment Director, and targeted marketing. There has also been a push to increase the percentage of women in the MBA Program. In 2010, the percentage was 16%. As of Fall 2016, it was 22%. In Fall 2017 it has reached 30%.

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 2016-17	
Headcount	25
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	17
Full-time Tenured	9
Full-time Non-Tenured (includes tenure-track)	5
Part-time and adjunct	3
With Master's Degrees	8
Full-time Tenured	0
Full-time Non-Tenured	1
Part-time and adjunct	7
With Bachelor's Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	0
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	25
Full-time Tenured	9
Full-time Non-tenured	5
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. During 2017-18, we plan to have the rubric developed for measuring this outcome utilized in multiple courses (beyond the two courses in 2016-17).

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. In Fall 2017, two new faculty assigned to teach Strategic Management were able to implement the MBA MFT as part of their course (results forthcoming).

- 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.