

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Master of Business Administration
Academic Year of Report: 2022 and 2023 (covering Summer 2021 through Spring 2023)
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Table of Contents

- [A: Mission Statement](#)
- [B: Student Learning Outcomes](#)
- [C: Curriculum Grid](#)
- [D: Program Contact Information](#)
- [E: Assessment Plan](#)
- [F: Student Achievement](#)
- [G: Evidence of Learning](#)
- Appendices
 - [A: Recommendations](#)
 - [B: Program Faculty](#)
 - [C: Questions](#)
- [Glossary](#)

The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: https://www.weber.edu/ie/Results/Business_AdministrationM.html

A. Mission Statement

Information is current; no changes required: Yes

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required: No

Update if not current:

Use the following learning outcomes for the MBA and all post-baccalaureate certificates:

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 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.'

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oiie@weber.edu if you wish to have access)

Information is current; no changes required: No

Update if not current

MBA students will...	Effective business analysts		Strategic thinkers	Globally informed	Stakeholder-focused leaders	
	Analyze and interpret financial data for decision making.	Evaluate business systems and make recommendations for improvement.	Use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Research and analyze current trends occurring in the global economy.	Understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.	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 Fundamentals of Ethical Leadership						X
MBA 6120 Organizational Behavior					X	
MBA 6130 Financial Management	X					
MBA 6310 IT in the Enterprise		X				
MBA 6410 Global Macroeconomic Conditions				X		
MBA 6180 Strategic Management			X			

X denotes a data collection point.

D. Program and Contact Information

Information is current; no changes required: No

Update if not current:

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E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan should include:

- a timeline (which courses or which outcomes will be assessed each year),
- an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.)
- information about how you will collect and review data
- information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required: No

Update if not current:

MBA Program: Assurance of Learning Plan					
Updated: November 2023					
No.	Outcome	Objective	Methods of Measure	Data Collection Point	Data Collection Schedule
1	Effective business analysts.	a. MBA students will analyze and interpret financial data for decision making.	Multiple choice exam	MBA 6130	Every other year
		b. MBA students will evaluate business systems and make recommendations for improvement.	Case study	MBA 6310	Every other year
2	Strategic thinkers.	a. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Comprehensive competency exam	MBA 6180	Every other year
3	Globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research project	MBA 6410	Every other year
4	Stakeholder-focused leaders	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Mastery Exam	MBA 6120	Every other year
		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"	Written paper/project	MBA 6110	Every other year

F. Student Achievement

There is not graduate-level data on student achievement in the Report Gallery.

G. Evidence of Learning

There are a variety of ways in which you can choose to show evidence of learning, including the traditional Evidence of Learning Rubric, the updated Evidence of Learning worksheet, a narrative describing your assessments and evidence of student learning, or other tools such as ePortfolios, Signature Assignments, juried reviews, and so on, or a combination of any of these.

Whichever method you choose, please include:

1. Each learning outcome addressed in the course, and an interpretation of the outcomes as necessary to help outside reviewers understand the learning goals
2. The methods used to assess learning for each outcome – ideally, each outcome will be measured with at least two different methods, e.g., multiple quiz questions and a signature assignment, multiple exam questions and lab reports, course discussions and homework assignments, etc.
3. The threshold of acceptable performance – preferably a multi-stepped threshold, such as “80% of students will score 80% or better on the set of quiz questions” – and brief explanation for why that target was selected
4. The results of the assessment for each outcome. If possible, include specifics such as the number of students who meet, exceed, or fall short of the threshold.
5. A reflection on, or interpretation of, the findings. For example, if 100% of students correctly answer all quiz questions, might they need to be too easy?
6. A plan of action to address the findings, even if the threshold was met, and/or reflection on changes made as a result of (or in the interim since) the last biennial report.
7. How you plan to monitor and assess the success of changes you will make/have made (“close the loop”).

If individual faculty who provide data or participate in the assessment of these courses would like feedback or support from GEIAC or the Office of Institutional Effectiveness, provide their names and contact information here:

Types of Assessment

- 1) Course-based assessment
 - a. This is the format we have traditionally suggested programs use for assessment. The familiar ‘evidence of learning worksheets’ are included in the template and can also be accessed from the IE website.

2) Outcome-based assessment

- a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (oiie@weber.edu)
- b. Reporting options include:
 - i. A traditional evidence-of-learning [worksheet](#) with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
 - ii. A report that is more [narrative-based](#).
 - iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
 - iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

3) General Education course assessment needs to continue to be reported at the course level using either the [traditional template](#) or a more [narrative-based format](#). See the [Checklist and Template](#) page for area-specific worksheets as well.

Note: if you cannot download templates directly from this document, please visit our [template page](#) for downloads.

MBA Program: Assurance of Learning Plan

Updated: November 2023

No	Outcome	Objective	Methods of Measure	Outcome Assessment Owner	Data Collection Point	Data Collection Schedule	Interpretation of Results	Improvement Activities
1	Effective business analysts.	a. MBA students will analyze and interpret financial data for decision making.	Multiple choice exam	Jim Turner	MBA 6130	Every other year	Target: 85% Year 1: 92.9% Year 3: 93.0%	Changed ROA and ROE questions from multiple choice to calculation questions to better discern where students got tripped up (Year 2).
		b. MBA students will evaluate business systems and make recommendations for improvement.	Case study	Jeff Clements	MBA 6310	Every other year	Target: 85% Year 2: 100% Year 4: 83.9%	Switched instructors in Year 3. The new instructor switched to an updated, more nuanced case study to better measure students' ability to evaluate business systems (Year 3).
2	Strategic thinkers.	a. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Comprehensive competency exam	Dave Noack	MBA 6180	Every other year	Target: 80% Year 1: 88.3% Year 3: 89.6%	Switched order of individual and group simulations to allow for better collaboration on the more difficult simulation, also switched the final group project from a case study to a board presentation, based on simulation management (Year 3). Saw scores on the strategy portion raise from 77.3% to 85.5%.
3	Globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research project	Doris Geide-Stevenson	MBA 6410	Every other year	Target: 85% Year 2: 84.1% Year 4: 100%	Switched to a virtually synchronous format, adopted a principle-level textbook, and switched to a more user-friendly LMS (Year 3).
4	Stakeholder-focused leaders	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Mastery Exam	Shaun Hansen	MBA 6120	Every other year	Target: 85% Year 1: 87.5% Year 4: 92.0%	Based on faculty input concerning the importance of trust leadership, the instructor switched to a mastery exam (Year 2). This allows students up to three attempts on the course final exam in order to demonstrate proficiency before moving forward in the program. Also, with faculty request for trust leadership, the instructor developed and introduced a leadership development project (Year 2).
		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"	Written paper/project	Shaun Hansen	MBA 6110	Every other year	Target: 85% Year 2: 90% Year 4: 92%	Instructor introduced an interactive ethics eCase as well as video cases to better address ethical issues in accounting (Year 3).

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.

Date of Program Review: 3/18/2018	Recommendation	Progress Description
Recommendation 1	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.	<p>We are striving to deploy or hire more female faculty in the program. In 2021, the ratio of female faculty to total faculty in our required courses was 2/9. Today, it is 1/3.</p> <p>Overall, the proportion of female faculty teaching in the MBA program is 12.1%, the same as it was in 2021.</p>
Recommendation 2	Manage growth in the program to insure that as the program grows, it is adequately staffed and funded.	Program enrollment has been stable for the last two years (2021—2023). Enrollments are projected to decrease slightly in coming years due to competition from low cost, accelerated, fully online MBA programs.
Recommendation 3	Work to ensure the program reflects the greater demographic of the community.	<p>The proportion of female students is 34%, which is about the same as it was two years ago.</p> <p>At 25%, we are seeing an uptick in the proportion of non-white students. 11.3% of students identify as Hispanic, compared to 15.1% in the State of Utah.</p> <p>The proportion of international students is 7.5%.</p>
Recommendation 4	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 starting in Fall of 2021. We've increased to three times a year the frequency of required courses to make sure we have enough capacity to meet student needs.

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.

Faculty Headcount	2020-21	2022-23
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	18	17
Full-time Tenured	11	13
Full-time Non-Tenured (includes tenure-track)	2	2
Part-time and adjunct	5	2
With Master's Degrees	9	12
Full-time Tenured	0	0
Full-time Non-Tenured	0	0
Part-time and adjunct	9	12
With Bachelor's Degrees	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time and adjunct	0	0
Other	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time	0	0
Total Headcount Faculty	27	29
Full-time Tenured	11	13
Full-time Non-tenured	2	2
Part-time	14	14

Appendix C

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

Response: *Two improvements are noteworthy: (1) The representativity of our faculty and student body have improved since our last report. We have more female faculty teaching required courses, and the proportion of underserved students is also growing. Perhaps the removal of the GMAT/GRE test as a requirement for admission first during the pandemic and then permanently since 2022 is eliminating unnecessary barriers to the admission of traditionally underserved students; (2) We've lowered the enrollment cap from 45 to 35 for all required classes (adding one section of all required courses every year), which allows for a more personalized educational experience for students. Together, these changes enable us to improve the access, diversity and overall quality of the MBA experience for students.*

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
 - a. What are you seeing?
 - b. What concerns you?
 - c. What additional data could be beneficial?

Response: *There is no graduate data available at this time in relation to this question.*

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

Response: *We are making changes to our program assessment plan to align with recent changes to AACSB Assurance of Learning guidelines. According to the new guidelines, assessment is performed less frequently (on years 2 and 4 of the 5-year review cycle) to give more time for programs to implement meaningful closing the loop activities that will lead to improvements in student learning. We are currently in the first year of the AACSB cycle during which we are laying out plans for the next 4 years. As a program director, I want to use the learning assessment plan to achieve our program goals. Generative AI is upending many professions including higher education. We need to make sure our learning outcomes are focused on skills that will set our students apart and allow them to be successful business leaders in this new context.*

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>