Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Business Administration Program
Academic Year of Report: 2013-14
Date Submitted: Fall, 2014
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 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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Weber State University
2750 North University Park Boulevard, MC 102
Layton, UT 84041-9099
Davis Campus, Room 137
(801) 395-3519
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 John B. 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:

Goddard School MBA Program

Learning Outcomes & Objectives (Updated June 2013)

_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.**
   a. MBA students will be able to compare/contrast prominent leadership theories and to introspectively develop their own amalgamated "theory of leadership"

3. **prepared to lead ethically.**
   a. MBA students will be able to comprehensively identify the antecedents and consequences of stakeholder perceptions of individual, group, and organizational trustworthiness.

4. **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.
   b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company’s competitive strategy.

5. **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:

Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
<th>1. effective business analysts</th>
<th>2. prepared to lead effectively</th>
<th>3. Prepared to lead ethically</th>
<th>4. Strategic thinkers</th>
<th>5. Globally informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 6110 Tools for the Ethical Manager (3)</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 6130 Financial Management (3)</td>
<td>A</td>
<td></td>
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</tr>
<tr>
<td>MBA 6310 Info Technology in the Enterprise (3)</td>
<td>A</td>
<td>A</td>
<td></td>
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</tr>
<tr>
<td>MBA 6410 Global Macroeconomic Conditions (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>MBA 6180 Strategic Management (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>MBA Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

*Note*: A (Data Collection Point) = Data is collected in these courses. B (Data is collected prior to graduation by program staff)
E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](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:

### MBA Program: Assurance of Learning Plan
(Updated June 2013)

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Objective</th>
<th>Methods of Measure</th>
<th>Outcome Assessment Owner</th>
<th>Data Collection Point</th>
<th>Data Collection Schedule</th>
<th>Interpretation of results by Faculty</th>
<th>Improvement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MBA students will analyze and interpret financial data for decision making.</td>
<td>a. MBA students will analyze and interpret financial data for decision making.</td>
<td>Financial ratio calculation and analysis exam questions</td>
<td>Jim Turner</td>
<td>MBA 6130</td>
<td>Annually</td>
<td>Annually</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>MBA students will analyze and interpret financial data for decision making.</td>
<td>Capital budgeting case</td>
<td>Matt Mouritsen</td>
<td>MBA 6310</td>
<td>Annually</td>
<td>Annually</td>
<td>Annually</td>
<td>Annually</td>
</tr>
</tbody>
</table>
b. MBA students will evaluate business systems and make recommendations for improvement.

<table>
<thead>
<tr>
<th>2</th>
<th>prepared to lead effectively.</th>
<th>Systems analysis case (including flow chart)</th>
<th>Matt Mouritsen</th>
<th>MBA 6310</th>
<th>Annually</th>
<th>Annually</th>
<th>Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>prepared to lead ethically.</td>
<td>Final Exam essay questions</td>
<td>Shaun Hansen</td>
<td>MBA 6110</td>
<td>Annually</td>
<td>Annually</td>
<td>Annually</td>
</tr>
</tbody>
</table>

- a. MBA students will be able to compare/contrast prominent leadership theories and to introspectively develop their own amalgamated "theory of leadership".
- a. MBA students will be able to comprehensively identify the antecedents and consequences of stakeholder perceptions of individual, group, and organizational trustworthiness.

- Final Exam essay questions
- Multiple choice and essay final exam questions

- Shaun Hansen
- MBA 6110
- Annually
- Annually
- Annually
- Annually
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>strategic thinkers.</td>
<td>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.</td>
<td>ETS MBA Major Field Test</td>
<td>Mark Stevenson</td>
<td>Graduation Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company’s competitive strategy.</td>
<td>Individual case analysis</td>
<td>Jeremy Suiter</td>
<td>MBA 6180</td>
</tr>
<tr>
<td>5</td>
<td>Globally informed</td>
<td>a. MBA students will research and analyze current trends occurring in the global economy.</td>
<td>Research case</td>
<td>Doris Geide-Stevenson</td>
<td>MBA 6410</td>
</tr>
</tbody>
</table>
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.
### MBA Program: Assurance of Learning Plan & Results

#### MBA Students will be:

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Objective</th>
<th>Methods of Measure</th>
<th>Outcome Assessment Owner</th>
<th>Data Collection Owner</th>
<th>Data Collection Cycles Completed since Fall, 2012</th>
<th>Interpretation of results by Faculty (Subject matter experts and AoL committee)</th>
<th>Improvement Activities</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>effective business analysts.</td>
<td>a. MBA students will analyze and interpret financial data for decision making.</td>
<td>Financial ratio calculation and analysis exam questions</td>
<td>Jim Turner</td>
<td>MBA 6130</td>
<td>2</td>
<td>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.</td>
<td>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.</td>
<td>With students meeting and exceeding standards, faculty will consider integrating online resources into the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. MBA students will evaluate business systems and make recommendations for improvement.</td>
<td>Capital budgeting case</td>
<td>Matt Mouritsen</td>
<td>MBA 6310</td>
<td>3</td>
<td>A lack of clarity existed in the instructions of the assignment, including background information on calculating IRR, NPV, and payback. On average, students continue to score above the 80% standard.</td>
<td>Clearer instructions were added to the assignment as well as background information on key calculations within the learning management system. In 2014, clarification of the NPV Excel formula was provided.</td>
<td>Continue to measure the objective and refine the learning activity and its accompanying rubric.</td>
</tr>
<tr>
<td>2</td>
<td>prepared to lead effectively.</td>
<td>a. MBA students will be able to compare/contrast prominent leadership theories and to introspectively develop their own amalgamated “theory of leadership”</td>
<td>Final Exam essay questions</td>
<td>Shaun Hansen</td>
<td>MBA 6110</td>
<td>2</td>
<td>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 meet or exceed expectations in the latest cycle.</td>
<td>Refined the learning activity within the latest textbook. The assignment &amp; rubric has been expanded. Improved the examples of drawing a flow chart. Clarified the expectations for charting the “is” vs “should” map.</td>
<td>Continue to collect data and refine the learning activity in terms of students knowing why flow charting can lead to process improvements. Provide examples of specific flow chart tools.</td>
</tr>
<tr>
<td>3</td>
<td>prepared to lead ethically.</td>
<td>a. MBA students will be able to comprehensively identify the antecedents and consequences of stakeholder perceptions of individual, group, and organizational trustworthiness.</td>
<td>Multiple choice and essay final exam questions</td>
<td>Shaun Hansen</td>
<td>MBA 6110</td>
<td>2</td>
<td>Students performed below the 80% standard.</td>
<td>Develop a rubric to determine specific traits that are in the greatest need of remediation. Make rubric available to students.</td>
<td>Continue measuring the outcome.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. MBA students will use the</td>
<td>ETS MBA Major Field Test</td>
<td>Mark Stevenson</td>
<td>Graduation Application</td>
<td>3</td>
<td>MBA students scored in the 97th percentile overall. In each discipline scores were above the 95th percentile.</td>
<td>No apparent improvement is needed.</td>
<td>Continue measuring graduating students in an annual cohort.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

#### Status as of May 2014

- Students performed below the 80% standard.
- 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.
- A lack of clarity existed in the instructions of the assignment, including background information on calculating IRR, NPV, and payback. On average, students continue to score above the 80% standard.
- 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 meet or exceed expectations in the latest cycle.
- Students performed below the 80% standard.
## G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial ratio calculation and analysis exam questions</td>
<td>1a. MBA students will analyze and interpret financial data for decision making.</td>
<td>At least once each year.</td>
<td>Electronically with faculty.</td>
</tr>
<tr>
<td>Capital budgeting case</td>
<td>1a. MBA students will analyze and interpret financial data for decision making.</td>
<td>At least once each year.</td>
<td>Electronically with faculty.</td>
</tr>
<tr>
<td>Systems analysis case (including flow chart)</td>
<td>1b. MBA students will evaluate business systems and make recommendations for improvement.</td>
<td>At least once each year.</td>
<td>Electronically with faculty.</td>
</tr>
<tr>
<td>Exam essay questions</td>
<td>2a. MBA students will be able to compare/contrast prominent leadership theories and to introspectively develop their own amalgamated &quot;theory of leadership.&quot;</td>
<td>At least once each year.</td>
<td>Chi Tester</td>
</tr>
<tr>
<td>Exam essay and multiple choice questions</td>
<td>3a. MBA students will be able to comprehensively identify the antecedents and consequences of stakeholder perceptions of individual, group, and organizational trustworthiness.</td>
<td>At least once each year.</td>
<td>Chi Tester</td>
</tr>
<tr>
<td>ETS MBA Major Field Test</td>
<td>4a. MBA students will demonstrate their ability to One cohort of graduating students</td>
<td>Reports from ETS, stored by MBA</td>
<td></td>
</tr>
<tr>
<td>Individual case analysis</td>
<td>4b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company’s competitive strategy.</td>
<td>At least once each year.</td>
<td>Electronically with faculty.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Research case</td>
<td>5a. MBA students will research and analyze current trends occurring in the global economy.</td>
<td>At least once each year.</td>
<td>Electronically with faculty.</td>
</tr>
</tbody>
</table>

**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. In 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. One particular direct assessment mechanism has been 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 validates 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.