Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:  Master of Business Administration Program
Academic Year of Report:  2014-15
Date Submitted:  Fall, 2015
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](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](http://www.weber.edu/mba)

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

Values

Faculty and Staff value:
A coordinated curriculum aligned with market needs
A personal touch to serving students
An affordable educational investment
A flex-paced program that accommodates the needs of working students
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update: Not current. See the update below.

Goddard School MBA Program

Learning Outcomes & Objectives (Updated 2014)

*Goddard School MBA Graduates will be:*

1. **effective business analysts.**
   a. MBA students will analyze and interpret financial data for decision making.
   b. MBA students will evaluate business systems and make recommendations for improvement.

2. **prepared to lead effectively and ethically.**
   a. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership"

3. **strategic thinkers.**
   a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile or higher on each component of the ETS MBA exam.
   b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company’s competitive strategy.

4. **globally informed.**
   a. MBA students will research and analyze current trends occurring in the global economy.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update: Not current. See the update below.

Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goddard School MBA Graduates will be:</td>
<td></td>
</tr>
<tr>
<td>1. effective business analysts.</td>
<td></td>
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<tr>
<td>a. MBA students will analyze and interpret financial data for decision-making.</td>
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<tr>
<td>b. MBA students will evaluate business systems and make recommendations for improvement.</td>
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<tr>
<td>2. prepared to lead effectively &amp; ethically.</td>
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<tr>
<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>
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<tr>
<td>b. MBA students will use appropriate tools to identify, analyze and make suggestions to improve a company’s competitive strategy.</td>
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<tr>
<td>3. strategic thinkers.</td>
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<td>a. MBA students will research and analyze current trends occurring in the global economy.</td>
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<td>4. Globally informed</td>
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<tr>
<td>a. MBA students will research and analyze current trends occurring in the global economy.</td>
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</tbody>
</table>

Core Courses in Department/Program:
- MBA 6110 Tools for the Ethical Manager (3) A
- MBA 6130 Financial Management (3) A
- MBA 6310 Info Technology in the Enterprise (3) A A
- MBA 6410 Global Macroeconomic Conditions (3) A
- MBA 6180 Strategic Management (3) A
- MBA Program B

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

Additional Information (if needed)
E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

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

The plan is not current. See the update below.

MBA Program: Assurance of Learning Plan

Updated: 2014

<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>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>Annually</td>
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</tbody>
</table>

MBA Assessment Plan
<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Requirement</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. MBA students will evaluate business systems and make recommendations for improvement.</td>
<td>Matt Mouritsen</td>
<td>Systems analysis case (including flow chart)</td>
<td>MBA 6310</td>
<td>Annually</td>
<td>Annually</td>
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<tr>
<td>a. MBA students will be able to compare/contrast prominent leadership theories and to use these theories, along with their own introspection and overall course content, to develop their own &quot;theory of ethical leadership&quot;</td>
<td>Shaun Hansen</td>
<td>Final Exam essay questions</td>
<td>MBA 6110</td>
<td>Annually</td>
<td>Annually</td>
</tr>
<tr>
<td>a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or more</td>
<td>Mark Stevenson</td>
<td>ETS MBA Major Field Test</td>
<td>Graduation Application</td>
<td>Annually</td>
<td>Annually</td>
</tr>
</tbody>
</table>
higher on each component of the ETS MBA exam.

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

| 4 | globally informed | a. MBA students will research and analyze current trends occurring in the global economy. | Research case | Doris Geide-Stevenson | MBA 6410 | Annually | Annually | Annually |

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

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

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

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

   See next page. Updated below for assessment results for 2014-15
## MBA Program: Assurance of Learning Plan & Results

**Outcome**

- **5 effective business analysts.**
  - **Objective**: MBA students will analyze and interpret financial data for decision making.
  - **Methods of Measure**: Financial ratio calculation and exam questions. **Outcome Assessment**: Students who have overcome past difficulties on the return on assets question and are scoring well on all ratios. Students meet and exceed the 80% standard. Past results on multiple choice questions really tested ability to mathematically manipulate formulas rather than testing the ability to calculate ROE and ROA. Students now respond to written question on the exam that shows whether students can calculate ROE and ROA. **Data Collection Point**: MBA 6310 **Data Collection Cycles Completed since Fall 2012**: 4. **Outcome Interpretation by Faculty (Subject matter experts and AoC committee)**: Students have overcome past difficulties on the return on assets question and are scoring well on all ratios. Students meet and exceed the 80% standard. Past results on multiple choice questions really tested ability to mathematically manipulate formulas rather than testing the ability to calculate ROE and ROA. Students now respond to written question on the exam that shows whether students can calculate ROE and ROA. **Improvement Activities**: Continue to measure newly added questions that calculate ROA. Will retain current ROA question to measure how well students can determine relationships between ratios and ROA. The class now uses an in class exercise where an actual balance sheet and income statement are shown and students do several ratio calculations. They then talk to the rest of the class about what their results mean and whether they would advise the company to make any changes. With students meeting and exceeding standards and with new learning activities in place, the faculty will be integrating online resources (Connect by McGraw-Hill) into the course starting Fall 2015. **Next Steps**: With added data collection questions (as proposed previously) decision was made that data collection process would become unnecessarily onerous (several different questions measuring 2 learning outcomes) for both students and the Professor. 1. A large number of students are skipping the AOL essay questions because they feel a time crunch on the exam and choose not to answer a question or two in order to save time. 2. Related to 1, even though AOL question asks more of students than the other essay questions on the exam, because I have not weighted it more than other questions, and to make it clear to students that answering it is mandatory. Decision was made to combine "prepared to lead effectively" with "prepared to lead ethically" with the new outcome being, "prepared to lead effectively and ethically." This should result in fewer "skipped" student exam questions and a reduced data collection burden for the Professor. **Status as of June 2015**

### MBA Students will be:

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Objective</th>
<th>Methods of Measure</th>
<th>Outcome Assessment</th>
<th>Data Collection Point</th>
<th>Data Collection Cycles Completed since Fall 2012</th>
<th>Interpretation of results by Faculty (Subject matter experts and AoC committee)</th>
<th>Improvement Activities</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>prepared to lead effectively and ethically.</td>
<td>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 &quot;theory of ethical leadership&quot;.</td>
<td>Financial ratio calculation and exam questions</td>
<td>Jim Turner</td>
<td>MBA 6310</td>
<td>4</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. Past results on multiple choice questions really tested ability to mathematically manipulate formulas rather than testing the ability to calculate ROE and ROA. Students now respond to written question on the exam that shows whether students can calculate ROE and ROA.</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 ratios and ROA. The class now uses an in class exercise where an actual balance sheet and income statement are shown and students do several ratio calculations. They then talk to the rest of the class about what their results mean and whether they would advise the company to make any changes. With students meeting and exceeding standards and with new learning activities in place, the faculty will be integrating online resources (Connect by McGraw-Hill) into the course starting Fall 2015.</td>
<td></td>
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<tr>
<td>2</td>
<td>strategic thinkers.</td>
<td>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>Final Exam essay question</td>
<td>Shaan Hansen</td>
<td>MBA 6110</td>
<td>2</td>
<td>With added data collection questions (as proposed previously) decision was made that data collection process would become unnecessarily burdensome (several different questions measuring 2 learning outcomes) for both students and the Professor. 1. A large number of students are skipping the AOL essay question because they feel a time crunch on the exam and choose not to answer a question or two in order to save time. 2. Related to 1, even though AOL question asks more of students than the other essay questions on the exam, because I have not weighted it more than other questions, and to make it clear to students that answering it is mandatory. Decision was made to combine &quot;prepared to lead effectively&quot; with &quot;prepared to lead ethically&quot; with the new outcome being, &quot;prepared to lead effectively and ethically.&quot; This should result in fewer &quot;skipped&quot; student exam questions and a reduced data collection burden for the Professor.</td>
<td>Continue measuring graduating students in an annual cohort.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Globally informed</td>
<td>MBA students will research and analyze current trends occurring in the global economy.</td>
<td>Research case analysis</td>
<td>Doris Guido-Stevenson</td>
<td>MBA 6410</td>
<td>5</td>
<td>In Spring 2015, all students met expectations.</td>
<td>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.</td>
<td>Continue assessing this outcome. The projects have been restructured to encourage the students to think about a capstone question that draws on all parts of the project in order to better integrate knowledge.</td>
</tr>
</tbody>
</table>

### Next Steps

- With students meeting and exceeding standards and with new learning activities in place, the faculty will be integrating online resources (Connect by McGraw-Hill) into the course starting Fall 2015.
<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 use these theories, along with their own introspection and overall course content, to develop their own &quot;theory of ethical leadership&quot;</td>
<td>At least once each year.</td>
<td>Chi Tester</td>
</tr>
<tr>
<td>ETS MBA Major Field Test</td>
<td>3a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each</td>
<td>One cohort of graduating students each year.</td>
<td>Reports from ETS, stored by MBA Program.</td>
</tr>
<tr>
<td>Individual case analysis</td>
<td>3b. 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>
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<tr>
<td>Research case</td>
<td>4a. 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>
Please respond to the following questions.

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

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

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

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

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

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

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