**CRAIG SCHOOL OF BUSINESS**

**ANNUAL ASSESSMENT REPORT FOR 2015-2016**

**Masters Business Administration (MBA)**

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| 1. **What learning outcome(s) did you assess this year?** 2. Decision Making 3. Business knowledge 4. Written communication skills 5. Oral communication skills 6. Ethical Behavior 7. Leadership skills |
| 1. **What instruments (assignment) did you use to assess them?**     1. Pre/post surveys from study abroad students    2. Project rubric for decision making and business knowledge    3. Graduate programs assessment center for leadership, oral communication, written communication, and decision making |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s). 2. Pre and post surveys for students participating in the summer abroad program provide indirect measurements for student skills and professional development. 24 graduate students spent two weeks abroad in Dijon, France and Brussels, Belgium as part of the school’s summer study abroad courses in 2014. Results from the survey which uses a six-point scale are shown below. Student perceptions of all skill levels increased for the post-test, and not surprisingly, the most dramatic increases were for intercultural skills and global knowledge. These results are similar to those from previous summers and to those for undergraduate students. While these measures do not map as closely to the graduate learning outcomes as they do for the undergraduate ones, they still provide supporting indirect evidence for the graduate program.  |  |  |  |  | | --- | --- | --- | --- | | **Skill Areas:** | **Before Completing the Study Abroad** | **After Completing the Study Abroad** | **% Increase** | | Verbal communication skills | 4.304 | 4.522 | 5% | | Written communication skills | 4.348 | 4.478 | 3% | | Ethical judgment | 4.565 | 4.826 | 6% | | Interpersonal skills | 4.217 | 4.739 | 12% | | Motivation/Initiative | 4.565 | 4.913 | 8% | | Work ethic | 4.739 | 4.957 | 5% | | Team work skills | 4.652 | 5.043 | 8% | | Analytical/Quantitative skills | 4.565 | 4.783 | 5% | | Flexibility/Adaptability | 4.435 | 5.130 | 16% | | Computer skills | 4.565 | 4.565 | 0% | | Intercultural skills | 3.870 | 4.652 | 20% | | Global knowledge | 3.870 | 4.696 | 21% |  1. Results from the project rubric for MBAs in 2014-15 and 2015-16 follow. The rubric is the same as that for the undergraduates with 1=not meeting expectations, 2=meeting expectations, and 3=exceeding expectations. However, expectations are elevated at the graduate level, and results confirm that these elevated expectations are generally being met. All MBA projects both years were rated as meeting or exceeding expectations for all categories assessed (i.e., counts <=1 were zero), and 91% and 80% of the projects, respectively, met the targeted threshold of a total score of 75% or greater.  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 2014-2015 N=66 | Integration of Business Knowledge | Critical Thinking | Use of Technology | Quantitative Analysis | Oral Presentation | Written Report |  | Percent Score | | Means | 2.82 | 2.78 | 2.48 | 2.46 | 2.77 | 2.48 |  | 88% | | Count <= 1 | 0 | 0 | 0 | 0 | 0 | 0 | >=75% | 91% |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 2015-2016 N=45 | Integration of Business Knowledge | Critical Thinking | Use of Technology | Quantitative Analysis | Oral Presentation | Written Report |  | Percent Score | | Means | 2.62 | 2.80 | 2.75 | 2.43 | 2.92 | 2.70 |  | 88% | | Count <= 1 | 0 | 0 | 0 | 0 | 0 | 0 | >=75% | 80% |  1. Students in the MBA Program participate in a 2.5 hour assessment center referred to as “Sun Now Solar”. In this assessment center, they are director-level members of a small solar company located in southern California. In this assessment, they are required to write memos, give a 3 minute impromptu presentation, and participate in three group meetings (to pick a job candidate, brainstorm customer service ideas, and to evaluate a merger offer from a competing company). These activities are videotaped and all videos are evaluated by paid, external raters who are not associated with the university in any way. All video and data are handled by Pelican Leadership Consulting of Geneva, IL. This is done to provide objective, external ratings of the assessed skills (i.e., leadership, decision-making, planning and organizing, communication, teamwork, and writing skills).   Pretests are conducted in MBA 210 (one of the first classes most students take) and posttests will be conducted in MBA 279 (the capstone course which is taken at the end of the program and which will be assessed in 2016-2017). For 2015-16, the activity was only conducted in the EMBA program. Results from prior years in the traditional MBA are consistent with those observed and reported here.  The 2015-2016 AY results generally show gains for planning & organizing, communication, and ethics. Lower overall scores are observed for leadership and decision-making and teamwork, and writing is just below the 50th percentile.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Skill | EMBA Pretest  SU 2012  N=34 | EMBA Pretest  SU 2013  N=38 | EMBA Pretest  SU 2014  N=27 | EMBA Pretest  SP 2015  N=31 | EMBA Pretest  FA 2015  N = 34 | EMBA Pretest  SU 2016  N = 30 | | Leadership | -.57 | -.21 | -.20 | .26 | -.19 | .04 | | Decision-Making | -.68 | -.45 | -.08 | .29 | -.58 | -.31 | | Planning and Organizing | -.06 | -.14 | -.02 | .25 | .20 | .02 | | Communication | -.20 | -.21 | .21 | -.13 | .10 | .07 | | Teamwork | .21 | .65 | .73 | .57 | -.15 | .00 | | Ethics | 46.5 | 37.0 | 48.3 | 38.4 | 52.6 | 60.6 | | Writing | 47.2 | 48.0 | 50.8 | 63.5 | 45.1 | 47.8 |   \*Note: All values in table are Z scores with the exception of the writing and ethics scores which are percentiles. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data. 2. Based upon results from the Assessment Center activity, select courses increased emphasis to focus on soft skills such as leadership, decision-making, and teamwork. Conducting the activity in the capstone course this year will indicate if this emphasis is having any impact. 3. An integration project for a subset of courses in the MBA program was developed for a pilot project this coming year. Participating faculty are including integration elements in their courses centered around decision-making and sustainability. 4. The school’s graduate committee began reassessing the learning objectives for the program and is considering developing a new set of SOAPs for the coming year. |
| 1. **What assessment activities will you be conducting in the 2016-2017 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The same assessment measures will be utilized again this coming year. Additional activities will also include Assessment Center Activity for capstone classes to gather post-test results from students completing their MBA program. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”  * Assessment Team was reorganized to increase faculty participation. Currently seven faculty members and the Associate Dean work in the team. * Graduate committee has direct communication with the Assessment Team with one member of the Assessment Team serving as a member and liaison in the curriculum Committee. * Course and Assessment Assignment Coordinators received the results of the assessment and were urged to take improvement actions   **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |