

CRAIG SCHOOL OF BUSINESS
ANNUAL ASSESSMENT REPORT FOR 2017-2018
Master on Business Administration

1. What learning outcome(s) did you assess this year

SLO 1: Make Sound Business Decisions (LO1 – Decision Making)

SLO 2: Apply Business Knowledge (LO2 – Business Knowledge)

SLO 3: Write Effectively (LO3 – Written Communication Skills)

SLO 4: Orally Communicate Effectively (LO4 – Oral Communication Skills)

SLO 5: Demonstrates Ethical Behavior (LO5 – Ethical Behavior)

SLO 6: Demonstrate Leadership (LO6 – Leadership Skills)

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?

We used three primary means of assessing the student learning objectives. The first method was a student assessment center activity where students participated in a 3-hour work simulation. The second method was a pre-post survey of students in an MBA study abroad program that had 38 students provide data regarding what was captured based upon their foreign experience business studies in Sydney, Australia. Third, we used an MBA rubric to capture the SLOs as exhibited in their final project, which is a graduation requirement and uses skills acquired across the entire MBA program.

- a. Students in the MBA Program participated in a 3-hour assessment center activity 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 evaluate a merger offer from a competing company). These activities are videotaped, and all videos are evaluated by paid external reviewers. 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). For the 2017-2018 assessment, we were able to conduct a cohort pretest/posttest design. The pretest data reported is from the 30 students in the EMBA program who were part of Cohort 18. These pretest students completed their assessment during their first semester in the program. The posttest measures, on the other hand, were obtained in the final semester for the program from 31 members of Cohort 17.

The 2017-2018 AY showed improvements for the students across multiple SLOs.

More specifically, SLO 1 (Decision Making), SLO 3 (Written Communication), SLO 4 (Oral Communication), SLO 5 (Ethical Behavior), and SLO 6 (Leadership) all showed increases in the posttest group versus the pretest group. SLO 2 (Apply Business Knowledge) was not directly assessed in this activity.

Assessment Center Pretest and Posttest Results

Skill	Pretest N=30	Posttest N=31
Leadership	-.06	.78
Decision-Making	-.44	-.28
Planning and Organizing	-.35	-.20
Communication	-.24	.39
Teamwork	-.49	-.49
Ethics	68.0	73.1
Writing	54.9	76.3

*Note: All values in table are Z scores with the exception of the writing and ethics scores which are percentiles

- b. Pre and post surveys for students participating in the summer abroad program provide indirect measurements for student skills and professional development. 38 graduate students spent two weeks abroad in Sydney, Australia as part of the school’s summer study abroad courses in 2018. Results from the survey, which uses a six-point scale, are shown below. Student perceptions of all skill levels increased for the posttest, and not surprisingly, the most dramatic increases were for intercultural skills and global knowledge. Of particular interest from the table below are the results for SLO 3 (Written Communication), SLO 4 (Verbal Communication), SLO 5 (Ethical Judgment), and SLO 1 (Make Sound Business Decisions), though the analytical/quantitative skills measure is only one aspect of making sound business decisions.

Results of Sydney Travel Abroad Survey (N=38)

Skill Areas:	Before Completing the Study Abroad	After Completing the Study Abroad	% Increase
Verbal communication skills	4.84	5.13	5.99%
Written communication skills	4.84	5.13	5.99%
Ethical judgment	4.81	5.25	9.15%
Interpersonal skills	4.91	5.31	8.15%
Motivation/Initiative	4.94	5.44	10.12%
Work ethic	5.31	5.47	3.01%
Team work skills	5.06	5.34	5.53%
Analytical/Quantitative skills	4.84	5.13	5.99%
Flexibility/Adaptability	4.88	5.44	11.48%
Computer skills	4.94	5.09	3.04%
Intercultural skills	4.31	5.16	19.72%
Global knowledge	4.09	5.28	29.10%

- c. Results from the project rubric for MBAs follow. The rubric has three categories with 1 = not meeting expectations, 2 = meeting expectations, and 3 = exceeding expectations. All MBA projects were rated as meeting or exceeding expectations for all categories assessed. The values can be seen in the table below, and 84.9% of students met the threshold of receiving at least a 75% on their final project rubrics.

MBA Project Rubric Results

2017-2018 N=73	Mean
Integration of Business Knowledge	2.81
Critical Thinking	2.68
Use of Technology	2.67
Quantitative Analysis	2.66
Oral Presentation	2.85
Written Report	2.68
Average Percent Score	90.8%
Students Meeting 75% Threshold	84.9%

2. What did you discover from the data?

Overall, we learned that our improvements are fundamentally “on track.” While there is still room for improvement, the numbers have been moving in a positive direction, and the quality of the measures has been improving.

Another main takeaway is a sense of confidence that the program is in a position to implement the proposed curriculum modifications that will better serve our students and enhance our students’ learning outcomes.

3. What changes did you make as a result of the data?

- a. Based upon results from the Assessment Center activity, select courses increased emphasis to focus on soft skills such as decision-making and teamwork. This was done last year as well, and we continue to attempt to increase these activities.
- b. The school’s graduate committee deliberated on significant curricular changes to the MBA program, in part to improve the deficiencies noted in soft skills, as well as to refresh the topical coverage in courses. These changes are in the approval process.

4. What assessment activities will you be conducting in the 2018-2019 AY?

- a. The same assessment measures will be utilized again this coming year. The assessment measures are reasonably mature for the MBA program, and we wish to examine trends across time, so keeping these measures in place is important for further evaluation.
- b. Meanwhile, the graduate office is working with the school’s graduate committee to streamline the initiatives on Assurance of Learning including updating the Student Outcome Assessment Plan of Graduate Programs for MBA Business Degree which is expected to be completed by spring 2019.

5. What progress have you made on items from your last program review action plan?

- a. Significant improvements were made across a number of behavioral measures. We attribute these improvements to developments in instructional design and delivery.
- b. The school’s graduate committee deliberated on significant curricular changes to the MBA program. These changes will be rolled out across the curriculum, and this will be a significant endeavor starting from 2019/2020 academic year.