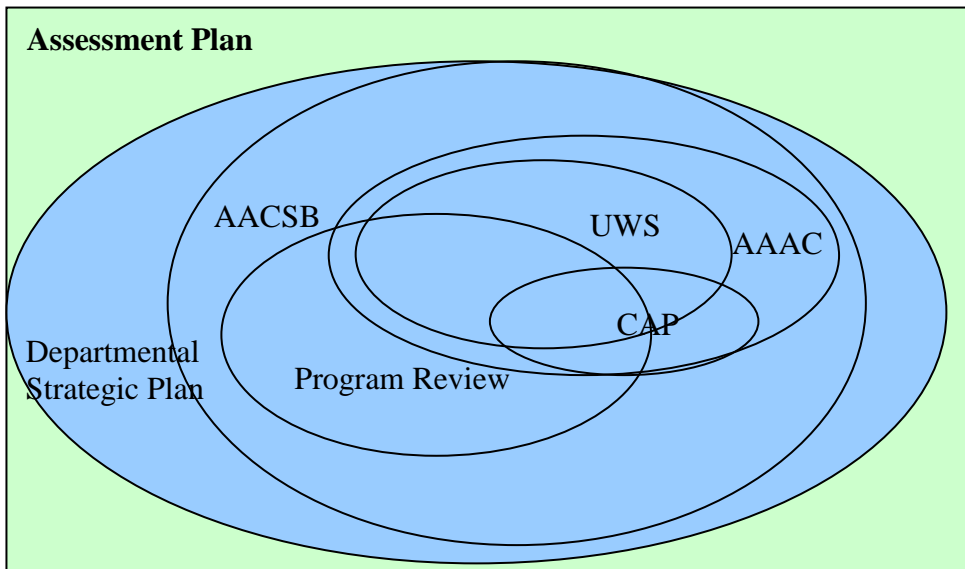


**Assessment Plan for the MBA Program**  
**Department of Business**  
**University of Wisconsin - Parkside**  
*Approved: May 22, 2020*

**I. Determinants of Assessment Requirements**

It is useful to be aware of the requisites this Assessment Plan must satisfy, because several internal and external requirements exist. First, there are two external bodies that set minimum assessment standards, namely, AACSB International and the Higher Learning Commission. Next, at the UW System level, periodic guidelines are sent to all UW campuses for assessing and reporting on verbal and quantitative skills of students, mostly in line with guidelines established by the Higher Learning Commission. At the campus level, the General Education Committee determines the General Education competencies which apply to all students regardless of major. Recently, the learning goals stated for General Education were adapted as the university's undergraduate shared learning goals. Although these shared learning goals are for undergraduate students, the MBA program believes the learning goals are relevant for graduate education as well. The Academic Achievement Assessment Committee oversees the assessment efforts of all departments mostly for compliance with the guidelines of the Higher Learning Commission and the UW System. Another university-level expectation is the program review that every academic program is required to conduct once every five years. Additionally, the Committee on Academic Planning (CAP) ensures that a department's academic programs are in line with the departmental and university missions and that the department has a process for conducting ongoing assessment of student learning. Finally, at the departmental level, the department's mission and objectives, written in the context of overall environment, require assessment.

The figure below represents all of the above factors in a kind of Venn diagram. The overlap between any two factors represents, roughly, how much they have in common. The Assessment Plan, represented by the outer rectangle has to cover all of these areas.



**Figure 1.** A Venn diagram representation of assessment requirements.

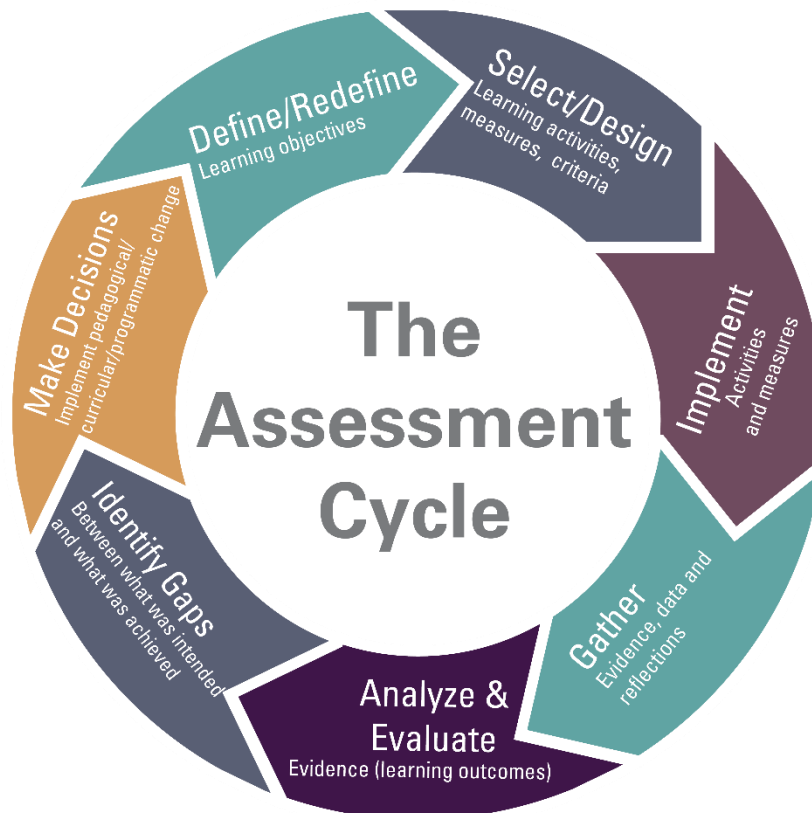
## II. Committees involved in Assessment

Within the department, the MBA Committee (MBAC) is responsible for planning and implementing all the assessment activities. This committee is made up of faculty members representing all the functional areas. The Department of Business MBA faculty and instructional staff review the assessment plan and assessment plan on a regular basis. In addition, the College of Business, Economics, and Computing Advisory Board (CBECAB) advises the school in curricular matters including assessment. At least once in two years, representatives from the faculty, MBAC, and MBA faculty members meet to discuss important matters relating to MBA curriculum design and assessment.

Our assessment plan is based on the following four fundamental steps (Martell and Calderon, 2005; Walvoord 2004).

1. Articulate goals for student learning.
2. Offer enough opportunities for students to achieve those goals.
3. Gather evidence on how well the students meet the learning goals using direct and indirect measures.
4. Use the evidence gathered for continuous improvement.

Figure 2 summarizes our assessment approach.



**Figure 2.** Assessment Cycle and Process (reproduced from Northwestern University's Searle Center for Advancing Teaching and Learning URL: <https://www.northwestern.edu/searle/assessment-of-student-learning/assessment-process/index.html>, Last Accessed: April 29, 2020)

### III. Assessment of Curriculum Content

A continual assessment of the MBA program will be done at two levels: (1) Curriculum Content (which includes course level learning goals), and (2) Program Level Learning Goals. The separation of the two levels is only to differentiate the level of assurance of learning; there can be some overlap between curriculum content and the program-level learning goals.

Before the beginning of a semester, for each of the *required* MBA courses, the instructor will turn in the course syllabus document. The course syllabi will contain course-level learning goals and how they align with program-level goals/competencies, and mention how the program goals are assessed within the course. For example, a learning goal may be assessed through a combination of homework, assignment, and exams. The documents will then be filed electronically in the department and are available for all stakeholders including all instructors for review.

The MBAC will examine the course syllabi periodically, at least once in two years, to ensure that the following topics are covered in the curriculum. These topics are arranged in two lists, AACSB Suggested Topics and Additional Management-Specific Topics.

AACSB suggests the following skills in the 2018 standards for Bachelor's programs and higher:

#### *"Bachelor's Degree Programs and Higher*

All general management and specialist degree programs at the bachelor's, master's, and doctoral level would normally include learning experiences that address the following general skill areas and general business and management skill areas (higher level of mastery for master's and doctoral programs is expected):

#### General Skill Areas

- Written and oral communication (able to communicate effectively orally and in writing)
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)
- Analytical thinking (able to analyze and frame problems)
- Interpersonal relations and teamwork (able to work effectively with others and in team environments)
- Diverse and multicultural work environments (able to work effectively in diverse environments)
- Reflective thinking (able to understand oneself in the context of society)
- Application of knowledge (able to translate knowledge of business into practice)
- Integration of real-world business experiences

#### General Business Knowledge Areas

- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management
- Financial theories, analysis, reporting, and markets

- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
- Group and individual behaviors in organizations and society
- Other specified areas of study related to concentrations, majors, or emphasis areas

#### Technology Agility

- Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology throughout the curriculum as appropriate
- Ethical use and dissemination of data, including privacy and security of data
- Understanding of the role of technology in society, including behavioral implications of technology in the workplace
- Demonstration of technology agility and a “learn to learn” mindset, including the ability to rapidly adapt to new technologies
- Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders

#### General Business Master’s Degree Programs

In addition to the general skill and knowledge areas, general business master’s degree programs would normally include learning experiences in the following areas:

- Leading in organizational situations
- Managing in a diverse global context
- Thinking creatively
- Making sound decisions and exercising good judgment under uncertainty
- Integrating knowledge across fields”

The revised competencies, presented in the next section, address the above skills outlined by AACSB.

#### IV. Assessment of Program Level Learning Goals

In 2017-18, the Business department significantly revised the MBA program; further, an online version of the MBA program was launched in fall 2018. The MBA committee, department of Business, in conjunction with the advisory board, revised the MBA program competencies as presented in the following table. There are four program-level competencies (goals) and each program-level competency is expanded into multiple sub-competencies. In addition, the University of Wisconsin-Parkside has three shared learning goals: Communication, Reasoned Judgment, Social and Personal Responsibility. Although the university’s shared learning goals are primarily designed for undergraduate students, the MBA competencies readily map to these goals. The expectations of graduate students are at higher level. Table 1 lists the MBA competencies and their alignment with university’s shared learning goals.

*Table 1: MBA Program Competencies and Sub-Competencies and Alignment with UW-P’s Shared Learning Goals.*

Competency	Sub-competency	UW-P Shared Learning Goal
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<b>Program-Level Competency A)</b>	<b>Demonstrate professional conduct.</b>	Social and personal responsibility and Communication
1)	Work effectively in teams to achieve operational and strategic objectives of the organization. (Conflict resolution included here as a goal)	Social and personal responsibility
2)	Demonstrate effective communication skills including: listening, oral, written and non-verbal, presentation skills, audience awareness.	Communication
3)	Apply professional behavioral skills with a particular emphasis on the practice of ethics, diversity and inclusiveness.	Social and personal responsibility
<b>Program-Level Competency B)</b>	<b>Demonstrate strategic leadership.</b>	Reasoned judgment, Social and personal responsibility, and Communication
4)	Evaluate and address political, legal, regulatory, compliance and ethical issues that arise in different types of organizations (e.g. Public, Private, Family Owned).	Reasoned Judgment
5)	Create a business strategy based on innovation and utilize change management for strategy implementation.	Reasoned Judgment, Communication
6)	Work effectively with corporate governance structures including the Board of Directors to implement strategic vision.	Social and personal responsibility, Communication
<b>Program-Level Competency C)</b>	<b>Engage in continuous improvement to enhance operational performance and promote innovation.</b>	Reasoned Judgment
7)	Evaluate and improve operations using data analytics and quantitative methods.	Reasoned Judgment
8)	Utilize data analytics and quantitative analysis to support strategic, sustainability, and operational decisions.	Reasoned Judgment
9)	Analyze disruption and its impact on the organization.	Reasoned Judgment
<b>Program-Level Competency D)</b>	<b>The Integration of Disciplinary Techniques in Decision-Making Processes to Address Organization's Performance and other Issues.</b>	Reasoned Judgment and Communication
10)	Evaluate organization's finances using accounting and financial tools and techniques.	Reasoned Judgment
11)	Critique organization's supply chain to improve its efficiency.	Reasoned Judgment

<b>12)</b>	Manage projects in the organization with emphasis on scope, risk, time, and cost management.	Reasoned Judgment and Communication
<b>13)</b>	Create a workforce development strategy to recruit and sustain a diverse workforce for the organization.	Social and personal responsibility and Communication
<b>14)</b>	Develop an effective marketing and sales strategy to achieve organizational objectives.	Reasoned Judgment and Communication

The following table (Table 2) presents where each competency is addressed in the core MBA curriculum. It also shows a five-year plan for assessing each competency (see bold text). The courses for assessing each competency are also suggested in Table 2. For example, Yr1 for (A)#1 competency, teamwork, will be assessed in MBA 716.

*Table 2: MBA Program Competencies, Alignment with Curriculum, and a Five-Year Plan for Assessment.*

Competency	700	702	715	716	720	732	741	742	746	752	793	796
(A)#1: Teamwork				X <b>Yr1</b>			X			X		X
(A)#2: Comm.				X						X <b>Yr1</b>		X
(A)#3: Ethics & DV	X	X				X	X <b>Yr1</b>	X	X			
(B)#4: Org. Issues	X								X <b>Yr2</b>	X		X
(B)#5: Strategy								X			X	X <b>Yr2</b>
(B)#6: Governance							X <b>Yr2</b>	X				X
(C)#7: Data &Quant		X	X		X <b>Yr3</b>							
(C)#8: Quant. Decisions		X	X		X	X					X <b>Yr3</b>	
(C)#9: Disruption	X <b>Yr3</b>				X	X						
(C)#10: Finance		X				X <b>Yr4</b>						
(D)#11: Supply Chain			X <b>Yr4</b>	X								
(D)#12: PMGT		X <b>Yr4</b>		X								
(D)#13: Workforce/ HRM							X	X <b>Yr5</b>				
(D)#14: Mkt/Sales										X <b>Yr5</b>	X	

The following sections outline possible rubrics for a few of the sub-competencies.

### V. Rubrics and Possible Assessment Approach for Selected Competencies

This section presents a possible assessment approach for selected competencies. For competencies not included in this section, a similar approach will be utilized.

- (1) Program-Level Competency B): Demonstrate strategic leadership. Sub-competency: Create a business strategy based on innovation and utilize change management for strategy implementation.

Course in which this will be assessed: MBA 796 (using a combination of assessments).

Possible rubric to be used:

	Exemplary	Satisfactory	Unsatisfactory
Identification of issues or Reflection on Learning	Student's assignment identifies the business issue(s) clearly, concisely, and comprehensively.	Student's assignment identifies the issue(s), but is not clear, concise and comprehensive.	Student's assignment does not identify the issue(s) related to the assignment.
Integration of concepts from various functional areas	Student's assignment clearly integrates concepts from various functional areas. The recommendation reflects thorough consideration of many functional areas.	Student's assignment clearly integrates a few concepts from various functional areas. However, the position does not reflect thorough consideration of many functional areas.	Student's assignment does not clearly integrate concepts from various functional areas.
Analysis & Resolution of Strategic Level Decision Making Problem	Student's assignment provides clear evidence and analysis to support the recommendation on the business issue. Arguments reflect the ability to apply tools of analysis well in arriving at the position.	Student's assignment provides some evidence and analysis to support the recommendation on the business issue. Arguments reflect the ability to apply tools of analysis somewhat in arriving at the position.	Student's assignment does not provide evidence and analysis to support the recommendation on the business issue. Arguments do not reflect the ability to apply analytical tools in arriving at the position.

- (2) Program-Level Competency A): Demonstrate professional conduct. Sub-competency: Apply professional behavioral skills with a particular emphasis on the practice of ethics, diversity and inclusiveness.

Course in which this will be assessed: MBA 741 (using a combination of assessments).

Possible rubric to be used:

	Exemplary	Satisfactory	Unsatisfactory
Recognition	Recognizes all the ethical implications of a business scenario	Recognizes some of the ethical implications of a business scenario	Does not recognize the ethical implications of a business scenario
Support	Can explain the ethical implications of business scenario in great depth	Can explain the ethical implications of business scenario at a basic level	Cannot explain the ethical implications of a business scenario at a basic level
Solution	Presents a well thought out alternative solution for business scenario for which both the organizations goals and ethical standards are served much better than the current practice	Presents an alternative solution which meets both the organizations goals and ethical standards somewhat better than the current practice	Unable to present an alternative solution to better meet both organizational goals and ethical standards

- (3) Program-Level Competency D): The Integration of Disciplinary Techniques in Decision-Making Processes to Address Organization's Performance and other Issues. Sub-competency: Develop an effective marketing and sales strategy to achieve organizational objectives.

Course in which this will be assessed: MBA 752 (using a combination of assessments).

Possible rubric to be used:

<b><u>Rubric Dimensions</u></b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Awareness and understanding core marketing/sales concepts	Demonstrates an advanced level of awareness and understanding of the core marketing/sales concepts.	Demonstrates a developed level of awareness and understanding of core marketing/sales concepts.	Fails to demonstrate a basic level of awareness and understanding of core marketing/sales concepts.
Application of core marketing/sales concepts	Demonstrates an advanced ability to apply core marketing/sales concepts to practical scenarios.	Demonstrates an ability to apply core marketing/sales concepts to practical scenarios.	Does not demonstrate an ability to apply core marketing/sales concepts to practical scenarios.
Integration of core marketing/sales concepts	Demonstrates an advanced ability to integrate core marketing/sales concepts.	Demonstrates an ability to integrate core marketing/sales concepts.	Does not demonstrate an ability to integrate core marketing/sales concepts.

- (4) Program-Level Competency C): Engage in continuous improvement to enhance operational performance and promote innovation. Sub-competency: Evaluate and improve operations using data analytics and quantitative methods.



Course in which this will be assessed: MBA 720 (using a combination of assessments).

Possible rubric to be used:

Overall Score	Excellent 33.33 points	Very Good 27 points	Satisfactory 24 points	Unsatisfactory 17 points
Technology Design	Student analyzed the business problem and arrived at the correct design to solve the business problem. Student's solution was efficient.	Student's analysis of the business problem was mostly correct and the student arrived at close to the correct design to solve the business problem.	Student's analysis of the business problem and student's design was lacking in some aspects.	Student's analysis of the business problem was mostly incorrect and the student's design to solve the business problem was incorrect.
Using Appropriate Technology Artifacts/Data	Student used correct data and analyzed correct sets of data to solve the business problem; student used the right technological tools such as formula and queries to analyze data.	Student mostly used correct data and analyzed correct sets of data most of the time (80-90% of the time) to solve the business problem; student used mostly the right technological tools such as formula and queries to analyze data.	Student's usage of data and analysis of data sets was lacking in some aspects; student's usage of technological tools was lacking in some aspects.	Student's usage of data and analysis of data sets was incorrect; student's usage of technological tools was incorrect.
Making Decisions	Student made correct decisions for the business problem based on completed technical analysis.	Student made correct decisions for the business problem most of the time (80-90% of the time) based on technical analysis.	Student made correct decisions 70% to 80% of the time based on technical analysis.	A majority of student's decisions were incorrect.
<b>Overall Score</b>	<b>Level 4 94 or more</b>	<b>Level 3 85 or more</b>	<b>Level 2 75 or more</b>	<b>Level 1 0 or more</b>
	Excellent work.	Very good work.	Good work.	Work was unsatisfactory.

(5) Program-Level Competency D): Integrate disciplinary techniques to address organization's issues. Sub-competency #10: Evaluate organization's finances using accounting and financial tools and techniques.

Course in which this will be assessed: MBA 732

Possible rubric to be used:

	Exemplary Score 90% or higher	Satisfactory Score 75 – 89.99%	Unsatisfactory Score below 75%
Application of available information to security valuation models and to financial decisions.	The student shows a clear understanding of all aspects of alternative security valuation model applications. The student can elaborate on the relationships between economic events and security valuation.	The student shows an understanding of alternative security valuation model applications. The student recognizes relationships between economic events and security valuation.	The student shows a weak understanding of alternative security valuation model applications. There is little recognition of the relationships between economic events and security valuation.
Use of available information to make decisions using the risk adjusted discount rate or cost of capital.	The student shows a clear understanding of all aspects of the risk adjusted discount rate or cost of capital and can fully respond to making decisions using these concepts.	The student shows an understanding of the cost of capital definitions, the risk adjusted discount rate, and can generally apply the concepts.	The student shows a weak understanding of the basic aspects of the cost of capital or risk adjusted discount rate. The student has difficulty computing and recognizing the various components of the cost of capital definitions and the risk adjusted discount rate.
Ability to analyze the risk and return dimensions of financial assets.	The student can compute risk and return measures and apply them to complex financial data. The student can fully elaborate on the complexity of alternative financial asset risk and return tradeoffs in real settings.	The student can compute risk and return measures and apply them to complex financial data. The student shows recognition of the complexity of alternative financial asset risk and return tradeoffs in real settings.	There is evidence that the student cannot compute risk and return measures using financial data. The student shows little understanding of the complexity of alternative financial asset risk and return tradeoffs in real settings.

## VI. The Review Process

The following summarizes the review process that will be used for the MBA program:

1. Whenever MBA assessment data are compiled, the MBAC will review the results and if necessary make changes to the curriculum, or modifications to teaching methods, to achieve continuous improvement. This may take the form of:
  - a refinement of a PLLG definition, or the process of assurance
  - a revision of the syllabus of a course involved in a PLLG

- propose changes to the MBA course offerings, admissions policies, prerequisites, and other program requirements
2. Periodically, the MBAC will review the curriculum content documentation and initiate actions, such as:
    - additions and deletions to the content leading to changes in a course overview
    - a revision of the syllabus of a required course
  3. At least once in three years, the MBAC will involve the CBEC advisory in a review of curriculum content and PLLG documentation. MBAC will collect feedback from the advisory boards. The considerations are:
    - revision of a PLLG definition or the process of assurance
    - a revision of the syllabus of a course involved in a PLLG
    - additions and deletions to the content leading to changes in a course overview
    - a revision of the syllabus of a required course
    - a complete revision of the MBA curriculum
  4. At least once in three years, the Department will conduct a survey to examine how well the MBA program is preparing the students for successful careers. The MBAC will review the survey results and consider:
    - revision of a PLLG definition or the process of assurance
    - a revision of the syllabus of a course involved in a PLLG
    - additions and deletions to the content leading to changes in a course overview
    - a revision of the syllabus of a required course
    - a complete revision of the MBA curriculum

## VI. References

Barbara E. Walvoord. 2004. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. Jossey-Bass Higher and Adult Education.

Kathryn Martell and Thomas Calderon (Editors). 2005. *Assessment of Student learning in Business Schools: Best Practices Each Step of The Way*. Volume 1. Association for Institutional Research.

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