



**DEPARTMENT OF BUSINESS**

**ASSURANCE OF LEARNING REPORT  
MBA STUDENTS**

**FOR ACADEMIC YEAR 2012-2013**

## 1. Introduction

This document describes the results from the assurance of learning exercises conducted for the MBA program in 2012-2013. The complete assessment plans used by the Department of Business are described in three documents: *Assessment Plan for the Undergraduate Business Program*, *MIS Major Assessment Plan*, and *Assessment Plan for the MBA Program*. Each plan identifies program level learning goals (PLLGs) that are periodically assessed. These plans also specify rubrics for the assessment, processes for performing the assessment, processes for taking action on the assessment results, and processes for updating the assessment procedures. The latest assessment plans, were discussed and approved through a series of department and advisory board meetings in the Spring 2006. The MBA plan was updated slightly in 2010 to reflect a change in PLLG 5. The assessment plans and the data generated are periodically reviewed for quality improvement.

A summary of the MBA Program Level Learning Goals follow. The starred PLLGs were assessed in 2012-2013.

**\*PLLG 1. The students can recognize and analyze ethical problems that occur at the strategic level of business decision making. Based on the analysis, students can choose and defend a resolution.**

**PLLG 2. The students can effectively write a report on a business case study, and provide practical solutions to the problems in the case.**

**\*PLLG 3. Each student understands and is able to apply alternative security valuation models, compute the cost of capital, and analyze the risk and return dimensions of business investment proposals.**

**\*PLLG 4. Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.**

**PLLG 5. The students will be able to formulate mathematical models of quantitative business problems and apply optimization techniques so as to be able to handle new and unfamiliar decision making situations.**

**PLLG 6. The students will be able to integrate their knowledge of concepts from different functional areas of business while analyzing and resolving a strategic level decision making problem.**

A summary of results follow.

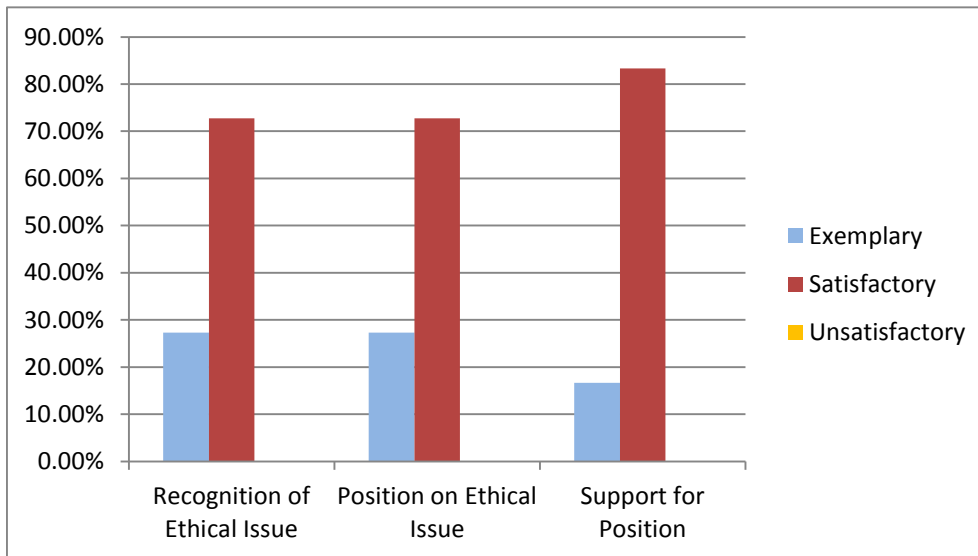
**PLLG 1. The students can recognize and analyze ethical problems that occur at the strategic level of business decision making. Based on the analysis, students can choose and defend a resolution.**

Course-Embedded Activities for Assurance: Students in the MBA 752 Marketing Management course will analyze cases that include ethical elements, and submit case reports. They will also explain their analysis in a presentation to the class.

	Exemplary	Satisfactory	Unsatisfactory
Recognition of the Ethical Issue	Student's assignment identifies the ethical issue clearly, concisely, and comprehensively.	Student's assignment identifies the ethical issue, but is not clear, concise and comprehensive.	Student's assignment does not identify the ethical issue(s) related to the assignment.
Position on the Ethical Issue	Student's assignment takes a clear, concise position on the ethical issue. The position reflects thorough consideration of both sides of the ethical issue.	Student's assignment takes a clear, concise position on the ethical issue. However, the position does not reflect a comprehensive deliberation of the issue.	Student's assignment does not take a clear, concise position on the ethical issue.
Support for Position on the Ethical Issue	Student's assignment provides three distinct arguments to support the position on the business issue. Arguments reflect the ability to apply an ethical model in arriving at the position. The arguments are clearly and effectively communicated. The application of the model is robustly illustrated.	Student's assignment provides three distinct arguments to support the position on the business issue. Arguments reflect the ability to apply an ethical model in arriving at the position. However, the arguments are not clearly and effectively communicated, or the application of the model is not robustly illustrated.	Student's assignment does not provide three distinct arguments to support the position on the business issue. Arguments do not reflect the ability to apply an ethical model in arriving at the position.

### MBA 752 PLLG 1

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition of Ethical Issue	3 <b>27%</b>	8 <b>73%</b>	0 <b>0%</b>	11
Position on Ethical Issue	3 <b>27%</b>	8 <b>73%</b>	0 <b>0%</b>	11
Support for Position	2 <b>17%</b>	10 <b>83%</b>	0 <b>0%</b>	12

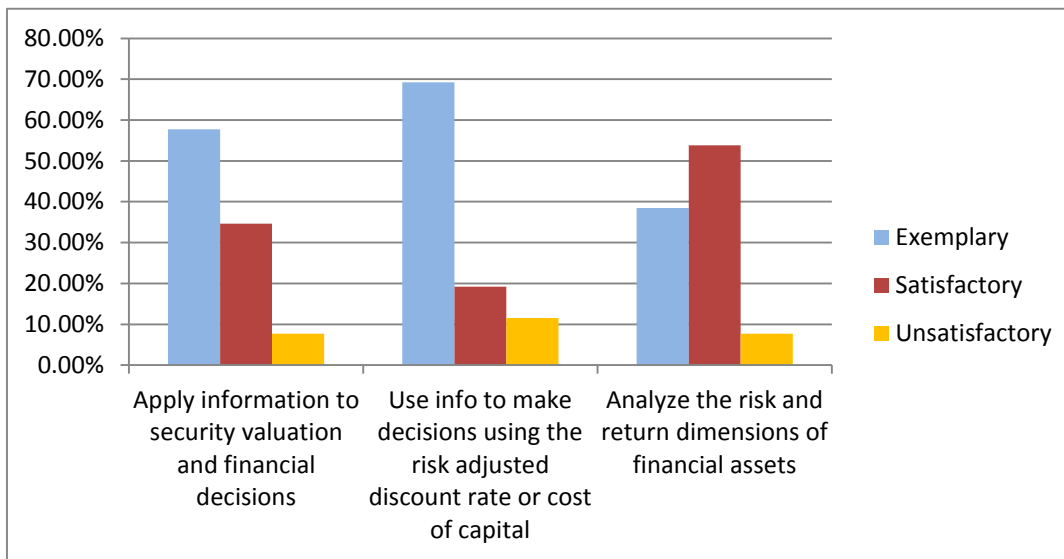


**PLLG 3. Each student understands and is able to apply alternative security valuation models, compute the cost of capital, and analyze the risk and return dimensions of business investment proposals.**

Course-Embedded Activities for Assurance: Students in the course MBA 732 Corporate Financial Management will complete assignments, and answer exam questions that test their proficiency toward this learning goal.

	Exemplary	Satisfactory	Unsatisfactory
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.

	Exemplary	Satisfactory	Unsatisfactory	Total
Apply information to security valuation and financial decisions	15 <b>58%</b>	9 <b>35%</b>	2 <b>8%</b>	26
Use info to make decisions using the risk adjusted discount rate or cost of capital	18 <b>69%</b>	5 <b>19%</b>	3 <b>12%</b>	26
Analyze the risk and return dimensions of financial assets	10 <b>38%</b>	14 <b>54%</b>	2 <b>8%</b>	26



### Discussion

- Performance improved significantly since 2010.
- Changes included experimenting with offering prerequisite course onsite
- Changes to advising that places students in prerequisite course when students have not had recent coursework in finance and math.
- Change to catalog that ensures students receive a C or better in prerequisite courses.

**PLLG4.** Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.

Course in which this learning goal is assessed: MIS 320: Management Information Systems

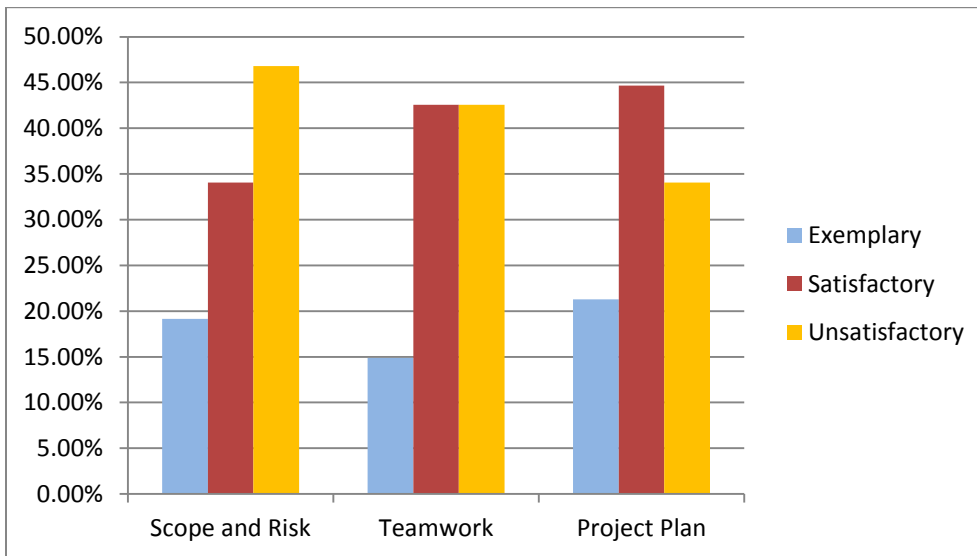
Course Embedded Activity for Assessment: The assessment method for this PLLG changed compared to previous semesters. Project management skills were assessed through the use of a team project and individual student assignments that gauged the student's understanding and activities in that team assignment. A complete description of the assessment method is on file in the Associate Dean's office.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Scope and Risk Management	Student recognizes the scope of the project and the risks associated with the project correctly. Student also provides a detailed plan to manage the scope and the risks of the project.	Student recognizes the scope of the project and the risks associated with the project correctly. However, does not provide a thorough plan to manage the scope and the risks of the project.	Student does not recognize either: (1) the scope of the project, or (2) the risks associated with the project.
Teamwork	Student recognizes the teamwork issues presented in the mini-case. Student also provides a thorough plan to improve the teamwork along dimensions such as communication, motivation, productivity and morale.	Student recognizes the teamwork issues presented in the mini-case. However student does not identify concrete steps for improving the team's communication, motivation, productivity and morale.	Student does not recognize the positive and/or negative teamwork issues presented in the mini-case.
Project Plan	Project plan correctly all the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.	Project plan correctly includes more than 75% of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.	Project plan lacks 25% or more of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.

Assessment Results:  
Fall 2012 MBA 716

	Exemplary	Satisfactory	Unsatisfactory	Total
Scope and Risk	9 <b>19%</b>	16 <b>34%</b>	22 <b>47%</b>	47
Teamwork	7 <b>15%</b>	20 <b>43%</b>	20 <b>43%</b>	47
Project Plan	10 <b>21%</b>	21 <b>45%</b>	16 <b>34%</b>	47



- Scores show significant unsatisfactory results
- The case used was from Harvard Cases and required detailed scheduling knowledge.
- Many new international students (China) in the class during this semester and this type of analysis was difficult for many of them.
- Future
  - Reevaluate case for usefulness
  - Provide more guidance related to case analysis
  - Reevaluate International Student admission criteria