

MBA Assessment Report Form 2018-19

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions are similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment Report per learning outcome that you are reporting on.

Please identify your department or program and the name of your assessment liaison:

Department/Program: MBA and MBAO

Assessment Liaison: Michele Gee

Report Prepared by: Suresh Chalasani and Michele Gee

1. What learning outcome did you assess for this report? (Reminder - If you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)

The following MBA program level competency and outcome were assessed.

Program-Level Competency C): Engage in continuous improvement to enhance operational performance and promote innovation

Sub-competency: Utilize data analytics and quantitative analysis to support strategic and operational decisions.

2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication (1)
- **Reasoned Judgment (2)**
- Social and Personal Responsibility (3)
- Other (4)

3. Is this the first/initial assessment of the selected learning outcome? (select one):

- Yes
- **No**

If you answered yes, please skip Question 4 and move to Question 5. If you answered no, please move to question 4.

4. Which of the following best describes this assessment report (select one):

- Follow-up assessment related to curricular changes (closing-the-loop).
- Follow-up assessment to address issues with the previous assessment process (e.g. collect more data, redesigned the assessment tool, etc.).

➤ **Routine assessment of the outcome** ~~to verify previous findings (no curricular changes).~~

5. What assessment tool(s) or method(s) did you utilize? (Check all that apply)

- Survey (1)
- Standardized exam (2)
- Exam from a course or courses (3)
- **Assignment from a course or courses (4)**
- Student portfolios (5)
- Direct observation of student work or performance – Student Presentations (6)
- Other (7) _____

6. What type of measurement did you utilize?

- **Direct (asking students to demonstrate their learning) (1)**
- Indirect (asking students to self-report their perceived level of learning) (2)
- A combination of the above (3)

7. What delivery mode did you use to collect your data? (Check all that apply)

- **Face to face course(s) (1)**
- **Online course(s) (2)**
- Hybrid course(s) (3)
- Flex Option (Competency Based) course(s) (4)
- Not tied to a course (5)
- Other: Please Specify: _____

8. What was the approximate sample size of this assessment (i.e. number of students assessed)? Fill in your answer here: **95**

For the academic year 2018-19: F2F: 47 Online (Students coded as MBAO): 48 Total: 95

9. Beyond the general details provided above, what student work was collected and how was it evaluated? The purpose of this question is to allow you to elaborate on the previous questions, and present the scope of the assessment and its relationship to student attainment of the specified learning outcome. Please reference the curriculum map, if used.

MBA program was significantly revised and the MBA Online (MBAO) program was launched in Fall 2018. The revised goals and courses in which these goals are addressed is included in Appendix A. In 2018-19, a total of 95 students completed MBA 720; 48 of these students are enrolled in the MBAO program, while 47 were enrolled in the F2F MBA program. Their performance was measured and compared for the following program level competency and sub-competency.

Program-Level Competency C): Engage in continuous improvement to enhance operational performance and promote innovation

Sub-competency: Utilize data analytics and quantitative analysis to support strategic and operational decisions.

Several assignments were given to students and students were evaluated consistently along three rubric dimensions: Technology Design, Using Appropriate Data, Making Decisions Based on Data Analysis. In the rest of this report, these dimensions will be referred to as “Technology Design,” “Using Data,” and “Decisions”.

10. What were the results of this assessment? Please attach any supporting documents that you feel would be useful to the reviewers.

The following tables show the absolute number of students and percentages of students for each rubric dimension.

F2F STUDENTS - RAW DATA

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
TECHNOLOGY DESIGN	24	12	11	47
USING DATA	41	4	2	47
DECISIONS	26	20	1	47
F2F STUDENTS - PERCENTAGES				
	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
TECHNOLOGY DESIGN	51.06%	25.53%	23.40%	100.00%
USING DATA	87.23%	8.51%	4.26%	100.00%
DECISIONS	55.32%	42.55%	2.13%	100.00%
ONLINE STUDENTS - RAW DATA				
	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
TECHNOLOGY DESIGN	23	15	10	48
USING DATA	44	4		48
DECISIONS	35	8	5	48
ONLINE STUDENTS - PERCENTAGES				
	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
TECHNOLOGY DESIGN	47.92%	31.25%	20.83%	100.00%
USING DATA	91.67%	8.33%	0.00%	100.00%
DECISIONS	72.92%	16.67%	10.42%	100.00%

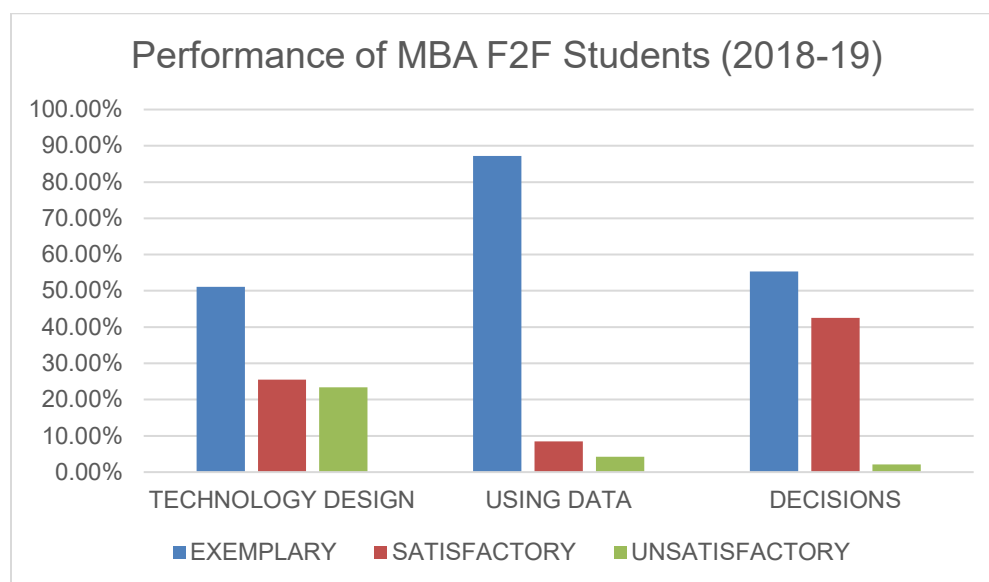
TOTAL STUDENTS - RAW DATA

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand
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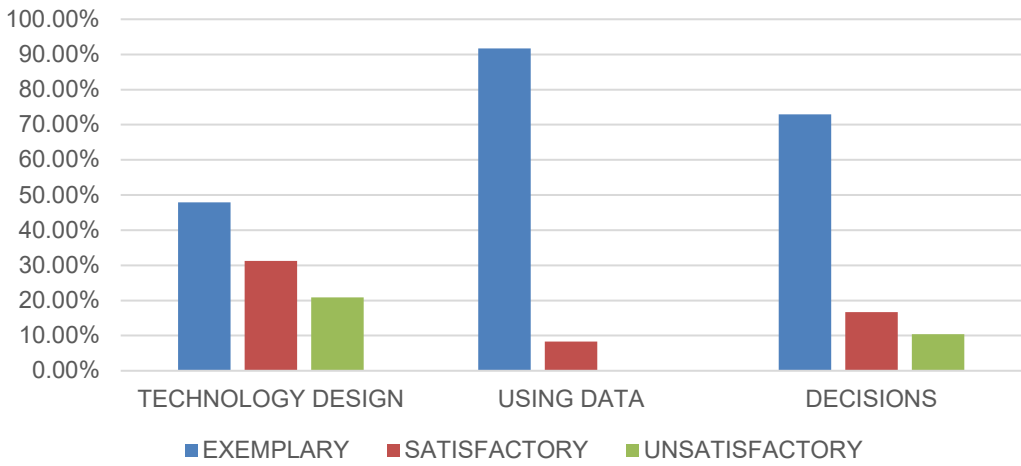
				Total
TECHNOLOGY DESIGN	47	27	21	95
USING DATA	85	8	2	95
DECISIONS	61	28	6	95

TOTAL STUDENTS - PERCENTAGES				
	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
TECHNOLOGY DESIGN	49.47%	28.42%	22.11%	100.00%
USING DATA	89.47%	8.42%	2.11%	100.00%
DECISIONS	64.21%	29.47%	6.32%	100.00%

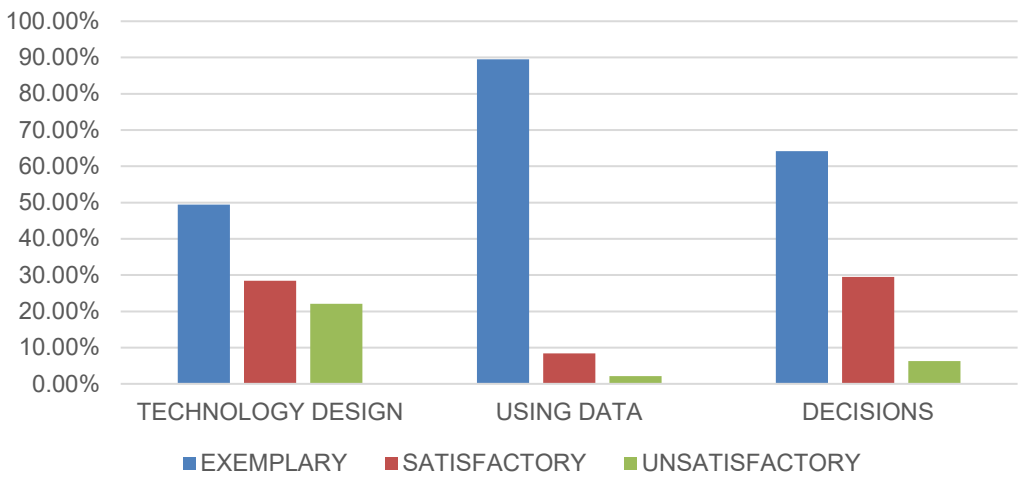
The following graphs depict the percentages pictorially.



Performance of MBA Online Students (2018-19)



Performance of All MBA Students (2018-19)



Overall student performance has been good except for the rubric dimension “Technology Design”. For the technology design dimension, about 22% of the students are in the unsatisfactory category. This is not surprising because many of the MBA students do not come with any significant technology background. In MBA 720, with a short ramp-up, students are asked to construct databases and utilize spreadsheet techniques. It is noteworthy that the performance of F2F and MBAO students are very similar for almost all rubric dimensions; one exception is that MBAO students performed worse than F2F in making decisions category. There is no significant reason for this discrepancy. These results need to be gathered in future semesters and validated. Even though student performance shows above 20% unsatisfactory rate in the “Technology Design” dimension, students do well in this class because technology design is only one component of the evaluation. Students do well in other aspects such as making decisions and arriving at managerial plans related to technologies. Average grades in MBA 720 tend to be at or above B+, which shows that the student demonstrate mastery of the competencies covered in MBA 720.

11. How were other instructors (faculty, lecturers, and adjuncts) involved with the assessment process?

A subgroup of faculty discussed these results. These results will be shared with the MBA committee as well as the department of Business. Our department’s MBA committee is planning to revise the MBA assessment plan this academic year and get approval from the department for the revised plan.

12. As a result of this assessment, were any changes proposed? If yes, please describe and indicate the projected timeline. Please comment on any barriers to implementation.

No changes are planned at this point, since the revised MBA program was implemented for the 2018-19 academic year. These results will continue to be monitored in future and will be used for future curricular/programmatic changes.

Appendix A: Revised Competencies and Sub-Competencies for the MBA Program

<u>Program-Level Competency & Sub-competencies</u>		Courses where this competency is emphasized
A)	<u>Demonstrate professional conduct.</u>	MBA 700, 702, 716, 741, 746, 752, 793, 796
	1) Work effectively in teams to achieve operational and strategic objectives of the organization. (Conflict resolution included here as a goal)	MBA 716 741 752 796
	2) Demonstrate effective communication skills including: listening, oral, written and non-verbal, presentation skills, audience awareness.	MBA 716 752 793
	3) Apply professional behavioral skills with a particular emphasis on the practice of ethics, diversity and inclusiveness.	MBA 700 702 746
Program-Level Competency B)	<u>Demonstrate strategic leadership.</u>	MBA 700, 741, 742, 746, 752, 793, 796
	4) Evaluate and address political, legal, regulatory, compliance and ethical issues that arise in different types of organizations (e.g. Public, Private, Family Owned).	MBA 700, 746, 752, 796
	5) Create a business strategy based on innovation and utilize change management for strategy implementation.	MBA 742, 793, 796
	6) Work effectively with corporate governance structures including the Board of Directors to implement strategic vision.	MBA 741, 742, 796
Program-Level Competency C)	<u>Engage in continuous improvement to enhance operational performance and promote innovation.</u>	MBA 700, 702, 715, 720, 732, 793
	7) Evaluate and improve operations using data analytics and quantitative methods.	MBA 702, 715, 720
	8) Utilize data analytics and quantitative analysis to support strategic and operational decisions.	MBA 715, 720, 732, 793
	9) Analyze disruptive innovation and its impact on the organization.	MBA 700, 720
Program-Level Competency D)	<u>Integrate disciplinary techniques to address organization's issues.</u>	MBA 702, 715, 716, 732, 741, 742, 752, 793
	10) Evaluate organization's finances using accounting and financial tools and techniques.	MBA 702, 732

	11)	Critique organization's supply chain to improve its efficiency.	MBA 715, 716
	12)	Manage projects in the organization with emphasis on scope, risk, time, and cost management.	MBA 702, 716, 732, 793
	13)	Create a workforce development strategy to recruit and sustain a diverse workforce for the organization.	MBA 741, 742
	14)	Develop an effective marketing and sales strategy to achieve organizational objectives.	MBA 752, 793
