Departmental/Program Assessment Report Form 2016-17

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions will be 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.

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

Department/Program: MBA
Assessment Liaison: Dr. Michele Gee

Q1 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.)
MBA Learning Goal 1 (PLLG1) Ethics: 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.

Q2 2. Which of the institution-wide shared learning goals does this outcome connect to?
❑ Communication (1)
❑ Reasoned Judgment (2)
❑ **Social and Personal Responsibility** (3)

Q3 3. 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 (6)
❑ Other (7)

Q4 4. 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)

Q5 5. What type of methodology did you use?
- ○ Qualitative (1)
- ○ **Quantitative** (2)
- ○ A combination of the above (3)

Q6 6. What type of course delivery methods did you use to collect your data? If your assessment project is course-based, please identify the course delivery method.
- ○ **Face to face** (1)
- ○ Online (2)
- ○ Hybrid (3)
- ○ Flex Option (Competency Based)
- ○ A combination of the above (4)
- ○ Other: Please Specify: _____

In MBA 752, students are asked to read a business case related to principles and values in a company. The case is discussed and analyzed in the class. After that, students are asked to write an essay about their opinions on the case, with three exhibits that support their ideas. Students are evaluated along three dimensions using a rubric: Recognition of the ethical issue, Position on the ethical issue, and Support of their position on the ethical issue. Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Manion, and the summary results were compiled by him. These results will be shared and discussed with the MBA Committee in Fall 2017 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting.

Fall 2016 Observations: A total of 25 students enrolled in MBA 752. One key difference from the past years in the assessment of MBA Learning Goal #1 is that the case study used to assess this Learning Goal has been changed. In the prior years, the "Red Ruby" business case was used. Beginning 2016-17, the "Abercrombie & Fitch" case study was used. Another change was made to the administration of the case. Students were asked to first discuss the case in teams; then they were asked to write individual case reports with the issue and their proposed solutions. This technique of discussing first in teams and them compiling individual reports is possible because of the 7-week schedule for the course, unlike in previous years when the course was restricted to six weeks (in some offerings).

Spring 2017 Observations: A total of 18 students enrolled in MBA 752. The smaller class size, relative to Fall 2016, enabled better discussion of the case. However, the shorted six-week duration of the class required that the case be included in team debate rotation. Less time was available for team discussion in advance of the debate and individual memo preparation. Two

teams out of four did very well on case memo; but it may not hold for individual performances. The instructor will try to go back to the seven-week format in future.

Q8 8. What were the results of this analysis? (250 words)

Fall 2016 Results:

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition of Ethical Issue	5	20	0	20
	20%	*80%*	*0%*	
Position on Ethical Issue	5	20	0	20
	20%	*80%*	*0%*	
Support for Position	5	20	0	20
	20%	*80%*	*0%*	

Spring 2017 Results:

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition of Ethical Issue	8	10	0	18
	44%	*56%*	*0%*	
Position on Ethical Issue	8	10	0	20
	44%	*56%*	*0%*	
Support for Position	8	10	0	20
	44%	*56%*	*0%*	

Total results for 2016-17 (Includes both Fall 2016 and Spring 2017):

	Exemplary	Satisfactory	Unsatisfactory	Total
Recognition of Ethical Issue	13	30	0	43
	30%	*70%*	*0%*	
Position on Ethical Issue	13	30	0	43
	30%	*70%*	*0%*	
Support for Position	13	30	0	43
	30%	*70%*	*0%*	
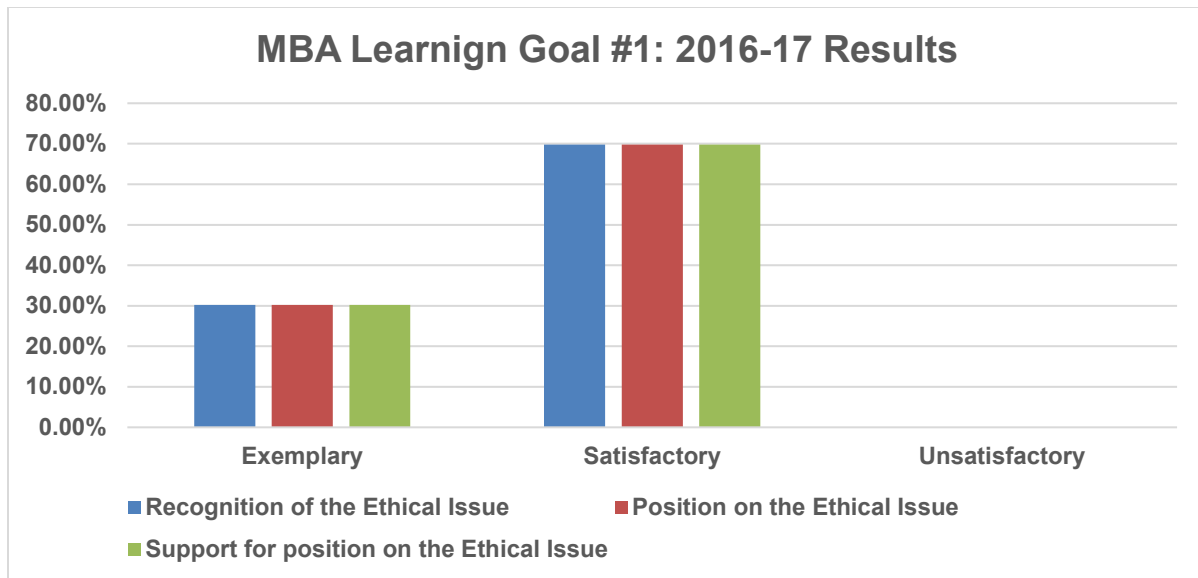
MBA Learnign Goal #1: 2016-17 Results

There are no students in the unsatisfactory category in either semester. For each rubric dimension, overall, 30% of the students are in Exemplary category and the remaining 70% fall in the satisfactory category. Based on these results, no large scale changes are planned at this time. In future, it will be instructive to assess this learning in a different MBA course where related topics are covered.

Q9 9. How were results shared/discussed with your department/external stakeholders? (Check all that apply)
- ○ Special faculty meeting (1)
- ○ Part of a regular faculty meeting (2)
- ○ **Shared electronically (3)**
- ○ Advisory board (4)
- ○ **Other (5)** _They will be discussed in a future Business department's undergraduate curriculum committee meeting. _____

Q10 10. As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

No changes are planned at this point.

Q11 11. Looking back at your last assessment report, what is the current status of the plan for improvement of student learning that was discussed in your past reports? (Check all that apply)
○ Proposed (1)
○ **In consideration** (2)
○ Implemented (3)
○ Being assessed (4)
○ Other (5)

Q12 12. Indicate all changes made to your program to improve student learning since the last assessment report you submitted. Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Redesigning assessment instruments such as assignments, exams, labs, and quizzes. (250 words)

The case for MBA Learning Goal was updated. Discussion of the case has been changed to a team discussion followed by individual assignment.

Q13 13. Please write an abstract of no more than 250 words to summarize your assessment report this year. Your abstract should address items completed above, including which learning outcome was assessed, which data were collected and analyzed, how the department discussed the findings, and what changes are planned as a result of what was learned. In addition, please emphasize the changes made to your program since the last assessment report (see questions 11 and 12). This abstract will be the basis of the assessment poster that the OIE will generate for the Assessment Showcase, and will be used as an easy way to share a summary of your report with others on campus.

Abstract:

In MBA 752, students are asked to read a business case related to principles and values in a company. The case is discussed and analyzed in the class. After that, students are asked to write an essay about their opinions on the case, with three exhibits that support their ideas. Students are evaluated along three dimensions using a rubric: Recognition of the ethical issue, Position on the ethical issue, and Support of their position on the ethical issue. Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Manion, and the summary results were compiled by him. These results will be shared and discussed with the MBA Committee in Fall

2017 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting.

A total of 25 students enrolled in MBA 752 in Fall 2016. One key difference from the past years in the assessment of MBA Learning Goal #1 is that the case study used to assess this Learning Goal has been changed. In the prior years, the "Red Ruby" business case was used. Beginning 2016-17, the "Abercrombie & Fitch" case study was used. Another change was made to the administration of the case. Students were asked to first discuss the case in teams; then they were asked to write individual case reports with the issue and their proposed solutions. This technique of discussing first in teams and them compiling individual reports is possible because of the 7-week schedule for the course, unlike in previous years when the course was restricted to six weeks (in some offerings).

In Spring 2017, A total of 18 students enrolled in MBA 752. The smaller class size, relative to Fall 2016, enabled better discussion of the case. However, the shorted six-week duration of the class required that the case be included in team debate rotation. Less time was available for team discussion in advance of the debate and individual memo preparation. Two teams out of four did very well on case memo; but it may not hold for individual performances. The instructor will try to go back to the seven-week format in future.

There are no students in the unsatisfactory category in either semester. For each rubric dimension, overall, 30% of the students are in Exemplary category and the remaining 70% fall in the satisfactory category. Based on these results, no large scale changes are planned at this time. In future, it will be instructive to assess this learning in a different MBA course where related topics are covered.

The deadline for submission of reports is May 31. (Note, if due to the timing of your data gathering you would like to request a different deadline, please contact the Institutional Research Office, John Standard, standard@uwp.edu. The Assessment Showcase this year will be held on November 3, 2017.

SPECIAL QUESTION RELATED TO DISTANCE EDUCATION COURSES:

If your program is delivered fully or partly via distance education (online, hybrid, or flex-option/competency-based), please indicate the assessment efforts/plans undertaken in distance education (DE) courses/programs. Please emphasize topics such as assessment plans for distance education courses/programs, assessment results for DE courses/programs. (No limit on the length)

Not applicable.

Appendix A: Rubric to Measure Student Performance for MISLG2

MISLG2: Students will be able to effectively use computer technology to support a business decision

Criteria	Excellent 24 points	Very Good 22.5 points	Good 20 points	Unsatisfactory 14 points	Not Submitted 0 points
Entities & Attributes	Student's solution captures all of the entities and attributes that correspond to the data requirements mentioned for the business problem.	Student's solution captures about 90% of the entities and attributes that correspond to the data requirements mentioned for the business problem.	Student's solution captures 80-90% of the entities and attributes that correspond to the data requirements mentioned for the business problem.	Student's solution captures less than 80% of the entities and attributes that correspond to the data requirements mentioned for the business problem.	This aspect of the assessment was not submitted.
Relationships	Student's solution captures all of the relationships among entities correctly.	Student's solution captures most of the relationships among entities correctly.	Student's solution captures some of the relationships among entities correctly.	Student's solution does not capture any of the relationships among entities correctly.	This aspect of the assessment was not submitted.
Normalization	Student's data model satisfies the requirements of the third normal form.	Student's data model is close to the third normal form, but does not completely meet the requirements of the third normal form.	Student's data model satisfies the second normal form, but does not satisfy the requirements of the third normal form.	Student's data model does not satisfy the requirements of the second normal form.	This aspect of the assessment was not submitted.
Queries and Code	Student's solution constructs all of the queries and the code correctly to read (write) information from (to) the database.	Student's solution constructs about 90% of the queries and the code correctly to read (write) information from (to) the database.	Student's solution captures 80-90% of the queries and the code correctly to read (write) information from (to) the database.	Student's solution captures less than 80% of the queries and the code correctly to read (write) information from (to) the database.	This aspect of the assessment was not submitted.
Overall Score	**Excellent 95 or more**	**Very Good 90 or more**	**Good 80 or more**	**Unsatisfactory 0 or more**	
	Excellent work.	Very good work.	Good work.	Student's work is below satisfactory.	