

MBA Assessment Report Form 2019-20

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

Assessment Liaison: Michele Gee

Report Prepared by: Abey Kuruvilla

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.

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

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) ____** Students worked on a live project for a regional healthcare provider ____

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: **26**

For the academic year 2019-20: F2F: 26 Total: 26

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.

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

Students worked on multiple operational aspects of a regional hospital as part of a live required project for the course MBA 715: Advanced Operations Management. Students worked on many aspects including the following: operating room efficiencies; a surgeon's practice; optimization of healthcare resources on a hospital floor. Students completed analysis of the operations, arrived at recommendations to improve operations, and presented their findings to the senior leadership and the CEO of the organization. In addition, each student collaborated to produce research reports on sustainability in operations. Students were evaluated using the presentations and the research reports along three dimensions: (A) Presents convincing conclusions; (B) Mechanics; and (C): Writing Style. For further details on these dimensions and the specific rubric used to evaluate them, please refer to the Appendix. Though the students worked in groups on these projects and reports, each student identified his or her contribution and each student was evaluated individually based on their contributions. In the rest of this

report, the rubric dimensions will be referred to as “Presentation & Conclusions,” “Mechanics,” and “Writing Style”.

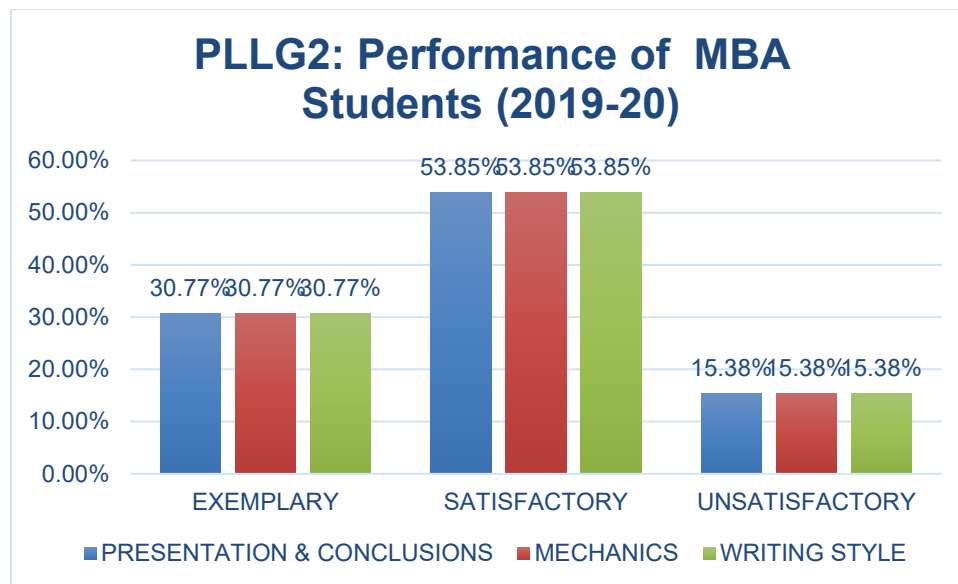
10. What were the results of this assessment? Please attach any supporting documents that you feel would be useful to the reviewers.

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

STUDENTS - RAW DATA

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
PRESENTATION & CONCLUSIONS	8	14	4	26
MECHANICS	8	14	4	26
WRITING STYLE	8	14	4	26
STUDENTS - PERCENTAGES				
	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
PRESENTATION & CONCLUSIONS	30.77%	53.85%	15.38%	100.00%
MECHANICS	30.77%	53.85%	15.38%	100.00%
WRITING STYLE	30.77%	53.85%	15.38%	100.00%

The following graph depicts the percentages pictorially.



Overall student performance is very good. For each of the dimensions more than 84% of the students placed either in the exemplary or satisfactory categories. The unsatisfactory rates vary from semester to semester. This particular semester, the group dynamics and related communication issues impacted the performance of four students. The following might be possible interventions to reduce the unsatisfactory rates in future: The instructor (Prof. Kuruvilla) plans to emphasize individual expectations for community projects and group work, and obtain a commitment from each student through the completion of a project charter at the beginning of the semester.

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

These results will be shared with the MBA committee as well as the department of Business.

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.

In the past two years, due to increased enrollments, there is significant global diversity in the classroom which resulted in a more robust global experience for all students in relation to the case study learning goal. For example, in the past two years, students routinely brought their experiences in another country or multinational corporate work in different continents to enhance the classroom discussion and suggest improvements to operations related to community projects. This also contributed to increased cultural competency development for all students in the classroom. Recognizing this, Prof. Kuruvilla, the instructor, increased the class participation grade to 25%. No further changes are planned at this point, since the revised MBA program was implemented for the 2018-19 academic year. Moving forward, the new competencies will be assessed as part of the MBA curriculum.

Abstract:

For the MBA program, student performance was measured for the following program level goal:

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

Students worked on multiple operational aspects of a regional hospital as part of a live required project for the course MBA 715: Advanced Operations Management. Students worked on many aspects including the following: operating room efficiencies; a surgeon's practice; optimization of healthcare resources on a hospital floor. Students completed analysis of the operations, arrived at recommendations to improve operations, and presented their findings to the senior leadership and the CEO of the organization. In addition, each student collaborated to produce research reports on sustainability in operations. Students were evaluated using the presentations and the research reports along three dimensions: (A) Presents convincing conclusions; (B) Mechanics; and (C): Writing Style. For further details on these dimensions and the specific rubric used to evaluate them, please refer to the Appendix. Though the students worked in groups on these projects and reports, each student identified his or her contribution and each student was evaluated individually based on their contributions. In the rest of this report, the rubric dimensions will be referred to as "Presentation & Conclusions," "Mechanics," and "Writing Style". Overall student performance has been very good. For each of the dimensions, more than 84% of the students placed either in the exemplary or satisfactory categories. The unsatisfactory rates vary from semester to semester. This particular semester, the group dynamics and related communication issues impacted the performance of four students. The following might be possible interventions to reduce the unsatisfactory rates in future: The instructor (Prof. Kuruvilla) plans to emphasize individual expectations for community projects and group work, and obtain a commitment from each student through the completion of a project charter at the beginning of the semester.

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Appendix - Rubric

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

Course-Embedded Activities for Assurance: Students in MBA 715 Operations Management course will analyze cases and submit case reports with their conclusions and recommendations.

	Exemplary	Satisfactory	Unsatisfactory
Presents convincing conclusions	Conclusions demonstrate insight into the problem and are based on a thorough critical analysis of the evidence.	Conclusions are presented and are supported by the evidence, but are primarily based on one or two sources.	The conclusions provide inadequate solutions to the case, or are not adequately explained and supported by the evidence.
Mechanics	Paragraphs are well organized and there are no grammatical or spelling errors. Flow of ideas is logical. Overall, the paper is well organized.	Some grammatical or spelling errors. Paragraph structure and paper organization are good.	Many grammatical or spelling errors are present, or the paper is not well organized. Five or more minor errors OR one or more major errors (such as incomplete sentences)
Writing Style	Writing style is appropriate for graduate level and enhances the desire to read the paper, e.g. the flow of ideas is logical, ideas are conveyed well with economic use of words, sentences and paragraphs are not overly long.	Writing style is appropriate at graduate level	Writing style is not formal enough for graduate level