

Annual Assessment Report

MBA 2014-2015

Lee Bailey, JD, CPA

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	190	260
Minors		
Concentrations		
Human Resources		
Health Management		
Marketing, Advertising, PR		
Full Time Faculty	0	0
Part Time Faculty	Numerous	Numerous - Approximately 50

Program Delivery (HLC 3A3)

Traditional on-campus ___No_____

Online Program ___Yes_____

Evening Cohort ___Yes_____

Analysis:

Enrollment for the MBA on ground program is 165 and 95 for the online MBA. They are in total higher than each of the previous two years.

Student Retention for the MBA program is excellent because it is a program that is completed in approximately 18 months. This is a program designed for working adults who desire to complete a master's degree. Since the students are more mature and the program is shorter than the traditional undergraduate programs, retention is high. The MBA is beneficial to students in obtaining promotion and transfers. Also, quite often the employer reimburses the student for the cost of tuition. All of these factors contribute to the retention rate.

Degree completion is near 100% for the same reasons listed above. Enrollment had declined in the evening sections previously offered in rural areas due to more students' ability to obtain an MBA online. The enrollment is now increasing as WWU's online MBA program is becoming well-known. This means we have fewer cohorts for the evening program, but more and more students in the online program.

Outside Accreditation:

Is your program accredited by outside accreditor? If “yes”, name the accrediting agency and include the cycle for accreditation review.

Yes, the MBA program was included in the accreditation granted by the ACBSP in the Spring of 2015.

Program Action Items

Action Item #1 – Gain Accreditation from the ACBSP – As noted above the MBA program was granted accreditation from the ACBSP in May 2015. Work has already begun on correcting the two conditions noted in the accreditation acceptance.

Action Item #2 – Improve the Assessment Process – The ACBSP recommended that the MBA program conduct assessment tests using the Peregrine Academic Services products. This has been implemented through inclusion in the capstone syllabus.

Program Objectives: (from most recent Assessment Plan)

1. Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
2. Demonstrate a working knowledge of current business technology.
3. Evaluate an organization’s culture and underlying structure to develop effective management and leadership strategies.
4. Create sound marketing strategies based on research and analysis.
5. Analyze effects of economic policies on domestic and international business.
6. Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.

Program Assessment Plan (Section A)

Academic Year	2014-2015
Program	Master of Business Administration
Faculty	Lee Bailey, JD, CPA, Linda Duke, DBA, Linda Davis, Ph. D., Steve Huenneke, Ph.D. and various adjuncts.
Program Mission Statement	The mission of the Business Program of William Woods University is to provide a quality, learning environment that empowers students to succeed in their professional endeavors and/or to continue their education.

Program Objectives Matrix

Courses	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	
BMT 545	X - IRM						
BMT 580		X - IR					
BMT 517			X - IRM				
BMT 539	X - IRM						
BMT 569				X - IRM			
BMT 552				X - IRM			
BMT 524					X - IRM		
BMT 538						X - RM	
BMT 566						X - RM	
BMT 590	X - RM	X - RM	X - RM	X - RM	X - RM	X - RM	

I=Introduced R= Reinforced M=Mastered A=Assessed

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective.

Objective 1	Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
Methods	<p>Capstone Project</p> <p>Internal Assessment Exam</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present.</p> <p>80% of students will perform at or above 75% on the Internal Assessment Exam and the External Summative Assessment Exam.</p>
Sample Information	<p>Every student who enrolls in the Capstone Course, BMT 590 will complete this Assessment Assignment.</p> <p>Every student who enrolls in the MBA program will complete the Internal Assessment Exam at the beginning of their MBA courses and again during their final Capstone Course, BMT590.</p>
Who	<p>The facilitator for the BMT545 course will ensure that each student completes the Inbound Internal Assessment Exam when they begin their MBA studies.</p> <p>The facilitator of the BMT590 course will ensure that each student completes the Outbound Internal Assessment Exam.</p>
When	Each semester.

Objective 2	Demonstrate a working knowledge of current business technology.
Methods	<p>Capstone Project</p> <p>Internal Assessment Exam</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present.</p> <p>80% of students will perform at or above 75% on the Internal Assessment Exam and the External Summative Assessment Exam.</p>
Sample Information	<p>Every student who enrolls in the Capstone Course, BMT 590 will complete this Assessment Assignment.</p> <p>Every student who enrolls in the MBA program will complete the Internal Assessment Exam at the beginning of their MBA courses and again during their final Capstone Course, BMT 590.</p>
Who	<p>The facilitator for BMT545 course will ensure that each student completes the Inbound Internal Assessment Exam when they begin their BSM studies.</p> <p>The facilitator of the BMT 590 course will ensure that each student completes the Outbound Internal Assessment Exam.</p>
When	Each semester.

Objective 3	Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.
Methods	<p>Capstone Project</p> <p>Internal Assessment Exam</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present.</p> <p>80% of students will perform at or above 75% on the Internal Assessment Exam and the External Summative Assessment Exam.</p>
Sample Information	<p>Every student who enrolls in the Capstone Course, BMT 590 will complete this Assessment Assignment.</p> <p>Every student who enrolls in the MBA program will complete the Internal Assessment Exam at the beginning of their MBA courses and again during their final Capstone Course, BMT 590.</p>
Who	<p>The facilitator of the BMT545 course will ensure that each student completes the Inbound Internal Assessment Exam when they begin their BSM studies.</p> <p>The facilitator of the BMT 590 course will ensure that each student completes the Outbound Internal Assessment Exam.</p>
When	Each semester.

Objective 4	Create sound marketing strategies based on research and analysis.
Methods	<p>Capstone Project</p> <p>Internal Assessment Exam</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present.</p> <p>80% of students will perform at or above 75% on the Internal Assessment Exam and the External Summative Assessment Exam.</p>
Sample Information	<p>Every student who enrolls in the Capstone Course, BMT 590 will complete this Assessment Assignment.</p> <p>Every student who enrolls in the MBA program will complete the Internal Assessment Exam at the beginning of their MBA courses and again during their final Capstone Course, BMT 590.</p>
Who	<p>The facilitator of the BMT545 course will ensure that each student completes the Inbound Internal Assessment Exam when they begin their BSM studies.</p> <p>The facilitator of the BMT 590 course will ensure that each student completes the Outbound Internal Assessment Exam.</p>
When	Each semester.

Objective 5	Analyze the effects of economic policies on domestic and international business.
Methods	<p>Capstone Project</p> <p>Internal Assessment Exam</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present.</p> <p>80% of students will perform at or above 75% on the Internal Assessment Exam and the External Summative Assessment Exam.</p>
Sample Information	<p>Every student who enrolls in the Capstone Course, BMT 590 will complete this Assessment Assignment.</p> <p>Every student who enrolls in the MBA program will complete the Internal Assessment Exam at the beginning of their MBA courses and again during their final Capstone Course, BMT 590.</p>
Who	<p>The facilitator of the BMT545 course will ensure that each student completes the Inbound Internal Assessment Exam when they begin their BSM studies.</p> <p>The facilitator of the BMT 590 course will ensure that each student completes the Outbound Internal Assessment Exam.</p>
When	Each semester.

Objective 6	Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.
Methods	<p>Capstone Project</p> <p>Internal Assessment Exam</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present.</p> <p>80% of students will perform at or above 75% on the Internal Assessment Exam and the External Summative Assessment Exam.</p>
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Who	<p>The facilitator of the BMT545 course will ensure that each student completes the Inbound Internal Assessment Exam when they begin their BSM studies.</p> <p>The facilitator of the BMT 590 course will ensure that each student completes the Outbound Internal Assessment Exam.</p>
When	Each semester.

Rubric Used for MBA Program Assessment

MBA Assessment Rubric – 2014 and 2015

Objectives	Exemplary 7 – 10	Proficient 4 – 6	Insufficient 0 – 3
Analyze ethical and legal issues in business policies and develop recommendations for improvement.			
Demonstrate a working knowledge of current business technology.			
Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.			
Create sound marketing strategies based on research and analysis.			
Analyze the effects of economic policies on domestic and international business.			
Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.			

MBA – Entrepreneurial Leadership

EXTERNAL ASSESSMENT OF CAPSTONE PROJECTS

Exemplary - Over 60% - Student’s work exceeds the expected level of accuracy, completeness and professionalism.
Proficient – 40% to 59% - Student’s work meets all expectations of accuracy, completeness and professionalism.
Insufficient - Below 40% - Student’s work does not meet all expectations of accuracy, completeness and professionalism.

	2014	2015
Objective 1	40%	42%
Objective 2	40%	42%
Objective 3	65%	43%
Objective 4	55%	37%
Objective 5	35%	22%
Objective 6	60%	50%

The numbers listed in the chart above indicate that of all capstone projects reviewed, the program objectives were not always met at an acceptable level for Objective 4 and 5.

Analysis of Assessment:

The assessment results above indicate that two of the Program Objectives are not always met at an acceptable level. This is a direct result of the changes made to the program in the past two years to change the focus of the courses from group work to individual. Some students have not performed as well as they may have done in the past in a group effort. Also, the syllabi and the instructor training has been

modified to ensure that the individual students are producing a capstone project of the appropriate caliber. Results should be evident by next year.

In addition, the Peregrine Academic Services external summative test will be used as an additional assessment of the program. Results available next year.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Analysis of the assessment results will be conducted during the Business Advisory Council meeting to be held in October of 2015. Assessment results will be reviewed by alumni and faculty to determine the Program Action items for 2015-2016.

Program Changes Based on Assessment:

In order to address the issues discovered during assessment, an external summative assessment product has been added to on ground and online capstone syllabi, BMT 590. This assessment test will be a better gauge of Objectives 4 and 5.

General Education Assessment:

General Education -Secondary Objectives Objective	Course that address each Secondary
A. Communication	BMT 552
B. Critical Thinking	None
C. Meaning	None
D. Creative and Esthetic	None
E. History	BMT 539
F. Math	BMT538, 566
G. Natural Science	None
H. Diversity	BMT 517
I. Social Science	BMT 524
J. Value	BMT 545

Program Activities:

Student Performance Day Activities (Assessment Day):

Assessment activities for the MBA program are conducted through Peregrine Academic Services during the Capstone course BMT 590. Capstone course projects are assessed each summer.

Senior Achievement Day Presentations:
N/A to this program.

Service Learning Activities:

The program mission does not include Service Learning.

Program Sponsored LEAD Events:

The students in this program are not eligible for LEAD points.

Faculty Accomplishments:

None

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Maryiah Fulsom	Assistant Personal Banker – Callaway Bank
Lacey Floyd	Financial Planner –New Mexico
Amy Faus	Human Resources Manager – Dollar General

<p style="text-align: center;">Assessment Rubric Annual Assessment Report</p>					
Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Program learning outcomes are aligned to national standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable 	<ul style="list-style-type: none"> <input type="checkbox"/> Program learning outcomes are not clear or measurable 	<ul style="list-style-type: none"> <input type="checkbox"/>
Assessment Measures	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described. 	<ul style="list-style-type: none"> <input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some measurements are described, but need further description. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established. 	<ul style="list-style-type: none"> <input type="checkbox"/> Not sure what the internal Assessment Exam is or when they take it.
Assessment Results	<ul style="list-style-type: none"> <input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> <input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Early stages of data collection, will get more data as program continues and we stress the need.

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<p>This is not discussed on the report, nor is it asked for. These programs are generally 1 faculty deep.</p>
Actions to Improve Learning and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Changes to curriculum, addition of outside assessment will assist in guiding the faculty with curriculum.

Additional Comments:

On the assessment matrix there is no mention of assessment happening in any of the courses. I know that peregrine is happenin g for an external assessment but we really need a minimum of one course based assessment to validate the results of the Peregrine. It might also show where what we are doing with curriculum before students get to the end and take the Peregrine.

Objective 1:

~What is the Internal Assessment Exam? When do they take it? Is this in a specific course? And what is the benchmark to deter mine success?

This report has very little data of student work included in it. The plan for assessment is included as well as student demographic information, but few results from assessment. The Peregrine will be included this year so that is understandable and as there was no assignment clearly articulated for assessment it is unclear as to where the data would come from. There is data on the capstone projects. It is not clear how many students are included in this data and over what time frame this data was collected.

The explanation as to why students did not meet the benchmark for Objective 4 and 5 is clear and helpful. It is not clear the way faculty/program plan to improve this score. It is only noted that curricular changes were made.

When looking at the general education stuff.. with the new grouping you can focus on the 4 main groupings and the skills learned in that set of courses. I have attached the General Education groupings for you. This will help with the GE assessment part and why it is required for your students.