



WILLIAM WOODS
UNIVERSITY

MBA Annual Assessment 2016-2017

ANNUAL ASSESSMENT 16-17

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Graduate Annual Assessment

Master of Business Administration

Program Profile

Program Mission

The mission of the Business Programs 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 Demographics

Total Enrollment 2015-2016

189

Incoming Students 2015-2016

24

Total Enrollment 2016-2017

Incoming Students 2016-2017

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Data_from_Paul____MBA_Graduate_Assessment.xlsx

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Enrollment for the MBA program is 176 students. 83 are evening students and 93 are online. This is a 27% increase for on-ground cohorts and a 72% increase for online students. Overall, the program has grown by 47%. In the past few years we have experienced a decline in our enrollment due to the onslaught of online MBA programs that are now available to rural communities. In 2013 we saw the effects of these numerous online programs and decided to create an MBA degree for online delivery. The online program was launched in 2014 and since that time our numbers have been steadily increasing. We are almost back to our pre-2014 enrollment.

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 earn 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 promotions 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 online options. 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 students in the online program.

Program Delivery

Cohort
OnLine
Hybrid
Cohort and OnLine (selected)

External Accreditation

Does the program hold external accreditation?

Yes (selected)
No

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

The MBA program was granted accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) in April 2015. The first quality review report is due February 2017.

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ACBSP-2009.4	Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.
MBA.1	Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
MBA.2	Demonstrate a working knowledge of current business technology.
MBA.3	Evaluate an organization.
MBA.4	Create sound marketing strategies based on research and analysis.
MBA.5	Analyze effects of economic policies on domestic and international business.
MBA.6	Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.

Curriculum Map

A - Assessed
I - Introduced
M - Master
R - Reinforced

MBA Program

	BMT 517	BMT 524	BMT 545
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.			
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			I, R, M
MBA.2 Demonstrate a working knowledge of current business technology.			
MBA.3 Evaluate an organization.	I, R, A, M		
MBA.4 Create sound marketing strategies based on research and analysis.			
MBA.5 Analyze effects of economic policies on domestic and international business.		I, R, M	
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.			

	BMT 569	BMT 580	BMT 590
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.			M, A
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			M, A
MBA.2 Demonstrate a working knowledge of current business technology.		I, R	M, A
MBA.3 Evaluate an organization.			M, A
MBA.4 Create sound marketing strategies based on research and analysis.	I, R, M		M, A
MBA.5 Analyze effects of economic policies on domestic and international business.			M, A
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.			M, A

	BMT 552	BMT 538	BMT 539
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.			
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			I, R, M
MBA.2 Demonstrate a working knowledge of current business technology.	R	R	
MBA.3 Evaluate an organization.	R		
MBA.4 Create sound marketing strategies based on research and analysis.	R, M		
MBA.5 Analyze effects of economic policies on domestic and international business.			
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.	I	R, M	

	BMT 566
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.	
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.	R
MBA.2 Demonstrate a working knowledge of current business technology.	
MBA.3 Evaluate an organization.	
MBA.4 Create sound marketing strategies based on research and analysis.	
MBA.5 Analyze effects of economic policies on domestic and international business.	
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.	R, M

Assessment Findings

Assessment Findings for the Assessment Measure level for MBA Program

ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institutions academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	During the 2016-2017 academic year, a total of 89 MBA students graduated from the program. Each were assessed in by completing a standardized, computerized assessment exam during their last course in the MBA program. WWU Students scored an overall average of 62.9%. Other ACBSP Schools scored 54.9%, Traditional/Campus-based Schools scored 52.9%, Privately Owned Colleges scored 53% and Publicly Owned Institutions scored 51.4%.		
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the MBA program objectives. been met yet? Met	During the 2016-2017 academic year each MBA graduate (89) was required to complete a capstone project. A sample of 10% of these projects were reviewed by external evaluators. The results of these reviews indicated that over 80% of our students are performing at or above the proficient level.	MBA_External_Reviews_Summary_2017.docx	

MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the ethical, legal and overall considerations of modern business. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviews_Summary_2017.docx	
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	WWU MBA students scored an average of 60% on the legal and ethical portions of the Peregrine Academic Assessment Exam.		

MBA.2 Demonstrate a working knowledge of current business technology.

Assessment Measures

MBA.2 Demonstrate a working knowledge of current business technology.					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	This objective is not measured through Peregrine Academic Services Assessment Exam.		- Refine Assessment Tool: Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the technological considerations of modern business. been met yet?	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviews_Summary_2017.docx		

MBA.3 Evaluate an organization.

Assessment
Measures

BMT 517				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of the students will produce a final paper in BMT 517 that indicates they have mastered the concepts of organizational culture and structure of modern business. been met yet?			

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exam results indicated that our students scores averaged 70.8% as compared to the national average of 58.7%.		
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the organizational culture and underlying structure considerations of modern business. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviews_Summary_2017.docx	

MBA.4 Create sound marketing strategies based on research and analysis.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exam results indicate that our students scores averaged 66.3% as compared to the national average of 57.5%.		
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the ability to create sound marketing strategies based on research and analysis. been met yet?	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviews_Summary_2017.docx	

MBA.5 Analyze effects of economic policies on domestic and international business.

Assessment Measures

MBA.5 Analyze effects of economic policies on domestic and international business.					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exam results indicate that our students scored an average of 61.9% on the economics section as compared to the national average of 54%.		
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the concepts of economic policies and how they affect domestic and international businesses. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviews_Summary_2017.docx	

MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exams results indicate that our students averaged 67.5% on the accounting portion and 58.2% on the finance section of the exam. This is above the national average of 55.6% and 48.5% respectively.		
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the creation and interpretation of financial statements which support managerial decision-making. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective	MBA_External_Reviews_Summary_2017.docx	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	MBA.2 Demonstrate a working knowledge of current business technology.					
Legend	A					
Course/Event	BMT 590					
Assessment Measure	Direct - External Testing					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.
	Improvement Type	Summary				
	Refine Assessment Tool	Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.				

Assessment List

Program Activities

Student Accomplishments

MBA students in 2016-2017 have performed very well in both the Peregrine Academic Assessment Exams and the Capstone Project external reviews.

This year we developed an award for one student each year who had exhibited exemplary skills iwhen creating the capstone project or business plan. Julie Houseworth was the recipient of the Capstone Excellence Award for 2016. She created a business plan for a business called Dinner Solutions. The students were nominated by faculty who taught the capstone course during the year, BMT 590. Then several members of administration were asked to review the nominations and rate them in order to select the best.

Faculty Accomplishments

Alumni Accomplishments

Recent graduates only

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

During the Fall and Spring semesters of the 2016 -2017 academic year faculty were given the opportunity to complete professional development on our main campus. Sessions offered were focused on the pedagogy of online programs.

Professional Development

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<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.	<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.	<input type="checkbox"/> Some measurements are described, but need further description.	<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.	<input type="checkbox"/>
Assessment Results	<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.	<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.	<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.	<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.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<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.	<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.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<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.	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<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.	<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.	<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.	<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.	<input type="checkbox"/>

Additional Comments: Assessment of student learning should consist of more than just the Peregrine assessment. If there were a business plan or another touchpoint to see where students are doing well or struggled, it would give the program time to correct the mistakes. If only looking at student success at the end, it is too late to fix.