

Annual Assessment Report

MBA 2015-2016

Lee Bailey, JD, CPA

Annual Assessment Report

Program Profile

	2014-2015	2015-2016
Majors (total, majors 1,2,3)	119	176
Minors		
Concentrations		
Full Time Faculty	0	0
Part Time Faculty	Numerous – 50 Approximately	Numerous - Approximately 50

Program Delivery (HLC 3A3)

Traditional on-campus ___No_____

Online Program ___Yes_____

Evening Cohort ___Yes_____

Analysis:

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.

Outside Accreditation:

The MBA program was granted accreditation by the ACBSP in the Spring of 2015. This accreditation was granted with two conditions; to increase the number of qualified faculty that teach in the MBA

program and to continue the assessment activities with Peregrine Academic Services in order to create more consistent assessment data. The Quality Assurance Report that is due in February 2017 will indicate improvement has been made in both of these areas of concern.

Program Action Items

Action Item #1 – Continue to improve the assessment process.

Action Item #2 – Determine between online and on ground assessment data.

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	2015-2016
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 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 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 - IR			
BMT 539	X - IRM					
BMT 569				X - IRM		
BMT 552		X-R	X-R	X - RM		X-I
BMT 524					X - IRM	
BMT 538		X-R				X - RM
BMT 566	X-R					X - RM
BMT 590	X - M	X - M	X - M	X - M	X - M	X - M

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Program Objectives and Assessment Strategies

Objective 1	Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.
Benchmark	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. 80% of students will perform at or above the national average on the External Summative Assessment Exam.
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 2	Demonstrate a working knowledge of current business technology.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.
Benchmark	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 information using a variety of technology. 80% of students will perform at or above the national average on the External Summative Assessment Exam.
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 3	Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.
Benchmark	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 organizational culture and underlying structure of management and leadership strategies. 80% of students will perform at or above the national average on the External Summative Assessment Exam.
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 4	Create sound marketing strategies based on research and analysis.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.

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 marketing strategies that are based on research and analysis.</p> <p>80% of students will perform at or above the national average on the External Summative Assessment Exam.</p>
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 5	Analyze the effects of economic policies on domestic and international business.
Methods	<p>Capstone Project</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 global economic factors that may be present.</p> <p>80% of students will perform at or above the national average on the External Summative Assessment Exam.</p>
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 6	Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.
Methods	<p>Capstone Project</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	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

	<p>this analysis and showing an aptitude for financial decision making and presentation.</p> <p>80% of students will perform at or above the national average on the External Summative Assessment Exam.</p>
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Rubric Used for MBA Program Assessment

MBA Assessment Rubric - 2015 and 2016

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.

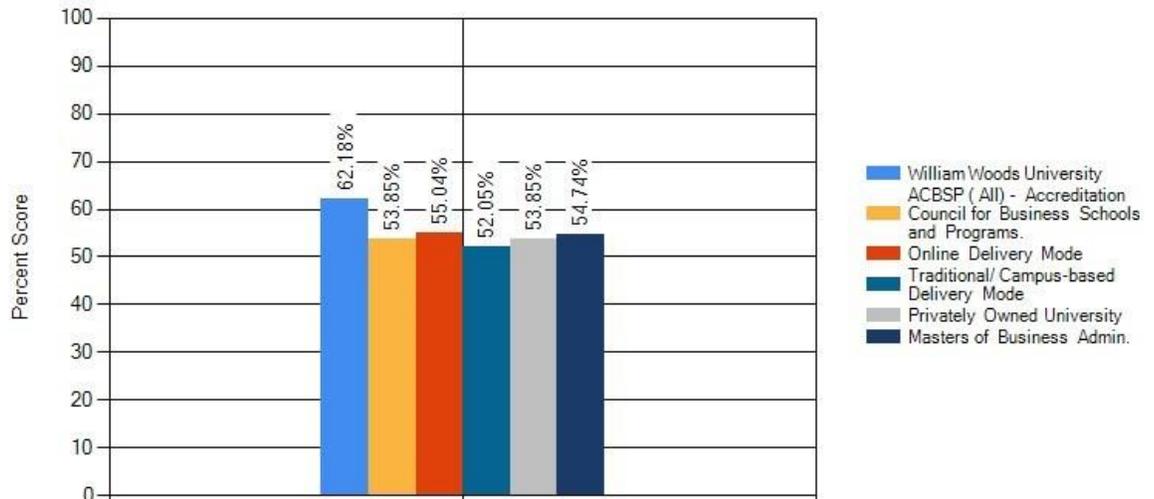
Insufficient - **Below 40%** - Student's work does not meet all expectations of accuracy, completeness and professionalism.

	2015	2016
Objective 1	42%	53%
Objective 2	42%	58%
Objective 3	43%	48%
Objective 4	37%	52%
Objective 5	22%	51%
Objective 6	50%	46%

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 Objectives 4 and 5 during 2014-2015, however, our scores improved during 2015 – 2016.

Peregrine Assessment Results:

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: **Total**



8.33% Difference with the ACBSP (All) - Accreditation Council for Business Schools and Programs.

7.14% Difference with the Online Delivery Mode Aggregate.

10.13% Difference with the Traditional/ Campus-based Delivery Mode Aggregate.

8.33% Difference with the Privately Owned University Aggregate

7.44% Difference with the Masters of Business Admin. Aggregate

In order to address **Action Plan #2**, we have determined that the Peregrine Academic Assessment Exam results for 2015-2016 for **online** MBA students averaged 61.48. MBA students who completed their program in the **traditional** setting (face-to-face) scored on average 62.51. The online students scored just under the traditional setting students, but the difference was not enough to indicate a concern.

Analysis of Assessment:

The data from the Peregrine Assessment Exams indicates that WWU students are performing at a slightly higher level in every category than students from colleges and universities accredited by the ACBSP, higher than students who are in online and traditional campus based deliveries from privately owned universities.

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 2016. Assessment results will be reviewed by alumni and faculty to determine the Program Action items for 2016-2017.

Program Changes Based on Assessment:

Last year our assessment results indicated lower than acceptable levels for Objectives 4 and 5. These objectives relate to economics and finance.

Faculty who reviewed these results believed that Objective 4 and 5 **were not** well represented within the requirements for the capstone project. Due to the fact that the students are performing well on the Peregrine Assessment Exam in the area of economics and marketing, no changes will be made at this time to the MBA program.

This year the capstone projects were assessed by external evaluators and the results indicated an increase in the performance of all program objectives except for Objective #6 – which pertains to the construction of pro forma financial statements to accurately interpret financial data to support managerial decision making.

Additional tools that are available to students to assist in constructing financial statements will be explored such as score.org templates, Live Plan, which is an online product that students could purchase to assist with the creation of statements and other similar products.

General Education Assessment:

The campus faculty for the undergraduate division of WWU voted in 2015 to reorganize the content areas of general education into four main components. They are:

Critical Analysis
Creative Expression
Quantitative Inquiry
Society and the Individual

These content areas are reinforced and mastered within the MBA program in the following courses:

Critical Analysis -	BMT 569, BMT 539
Creative Expression -	BMT 552
Quantitative Inquiry -	BMT 538, BMT 566, BMT 590
Society and the Individual -	BMT 524, BMT 545, BMT 517

Program Activities:

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. Other assignments will also be assessed in 2016-2017 with the addition of LiveText, an assessment software product that will enable WWU to pull assignments straight from OwlNet and the Moodle to be assessed.

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

Service Learning Activities:

The program mission does not include Service Learning activities.

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):

Lacee Floyd	Financial Advisor at Rowland Carmichael Advisors, CFP
Blake Eastwood	Program Manager, Missouri Manufactured Housing Department

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate
Learning Outcomes	<input checked="" 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
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 checked="" type="checkbox"/> Measures relate to program learning outcomes. <input checked="" 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.

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.
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.
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.

Additional Comments:

The demographic numbers don't add up on the overlap in the number for 2014-2015? I know that the masters cohorts start 8 different groups a year and you all graduate a lot through, but are these numbers off of Dr. Sturgis's information? There is a huge difference between 260 students on the 14-15 report for the academic year 14-15 and the 119 number listed in the 15-16 report for the enrollment of 14-15?

In the assessment matrix, there are not classes marked for assessment. I know this is not the case as the program has already built the assessment matrix in the new LiveText AIS system and there are multiple measures of assessment for each student learning objective. It was simply left off of this document. This type of issue will be eliminated with the new system as well.

It is nice to see the percentages of success shifting positive on the capstone project as well as the competitive scores on the Peregrine exam.