

Program Assessment: *Annual Report*

Program: One Year MBA Program

Department:

College/School: Chaifetz School of Business

Date: August 2020

Primary Assessment Contact: One Year MBA Program faculty director, David Sanders

1. Which program student learning outcomes were assessed in this annual assessment cycle?

All five learning outcomes are assessed in this report. The data collection for this report represents a two-year cycle. This is due to a program revision that occurred in 2018. This report contains contributions from both the 2018-19 and 2019-20 cohorts. In the future, learning outcome one will be assessed each year, learning outcomes 2 and 3 will be assessed in even-year program starts (i.e. 2020-21, 2022-23). Learning outcomes 4 and 5 will be assessed in odd-year program starts (i.e. 2021-22, 2023-24).

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Learning outcome 1 (Knowledge of Key Business Functions) was assessed by using the ETS field exam.

Learning outcome 2 (Problem Analysis and Decision Making) was assessed using a simulation project in MBA 6008: Decision in Action. The basic objective of the simulation is to integrate and apply the various business disciplines. This is done in the context of making decisions, receiving information feedback, and making additional decisions in a dynamic simulated environment in which the decisions of competitors impact the outcome of individual company decisions. Students will manage and analyze their own CAPSTONE company to develop and implement strategic concepts.

Learning outcome 3 (Global Trends/Local Practices) was assessed using the Brand Audit Project in MBA 6012: Global Immersion. This project creates a brand audit for a company doing business in both the US and (potentially) Peru. The brand audit provides a comprehensive overview of the health of a given brand. It is based on the point of view that successful brands are built from the inside out. While conventional branding research looks mostly at one audience – consumers – a complete brand audit assesses relationships with all of the important stakeholders of the brand, including both internal and external audiences.

Learning outcome 4 (Oral and Written Communication Skills) are assessed via the MBA 6015 Spring Practicum Project. This course is a six-credit hour internship course. Various organizations have partnered with the program to work with real data related problems that these organizations are currently facing. At the end of the practicum the team will be required to author a report detailing their work and make a presentation summarizing that report. This report is presented to faculty as well as key personal from the partner organizations typically containing members of organization boards or executives.

Learning outcome 5 (Ethical Decision Making and Approaches) is assessed via a case study in MBA6007 (Decision Tools and Traps). The assessment in Spring 2019 involved students preparing an individual response to the “Fletcher Electronics” case, and then participating in small group analysis sessions that were facilitated by local business experts.

Madrid students are not part of this program.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

For learning outcome 1, the ETS Field Exam questions were graded and scored. Note, that exam was delivered and proctored remotely during the 2020 pandemic.

For learning outcome 2, MBA 6008 course instructor grades the projects as part of the course, and uses a rubric to separately assess the quality of decision-making based on 3 criteria.

For learning outcome 3, MBA 6012 course instructor grades the projects as part of the course, and uses a rubric to separately assess the quality of global analysis based on 7 criteria.

For learning outcome 4, MBA 6015 course instructors grade presentations as part of the course, and use a rubric to separately assess the quality of oral and written communication based on 11 criteria.

For learning outcome 5, MBA6007 course instructors graded the individual responses as part of the course grade, and separately used a rubric to assign an overall assessment grade. The assessment grade was holistic in that it incorporated the individual score as well as feedback from the guest facilitators.

In addition to the formal assessment of learning outcomes, student feedback was assessed through various meetings with individual students throughout the program. Each cohort has a minimum of two cohort representatives. The cohort reps met with the program director between 4-6 times each of the three semesters and the Dean’s office at a minimum of twice annually. In addition, the program director met personally with each student in the cohort at a minimum of twice annually.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Learning outcome 1: ETS test results are promising for the new program. Scores have consistently increased in comparison to the previous program. Additionally, there are specific points of pride. Our 258 institutional mean score puts the OY MBA in the 92nd percentile based on 2020 comparative data from 217 institutions with a mean score of 247 (June 2020, ETS MFT Comparative Guide). Additionally, subscores were above the 90th percentile in three areas: Marketing (94th), Finance (96th), Strategic Integration (92nd). Individually, 4 test takers scored above the 95th percentile.

Learning outcome 2: Students generally scored well in all three rubric criteria with 15 of 17 students either meeting or exceeding expectations in the first criteria (Understanding the problem in the context of data analysis). 14 of 17 students either meeting or exceeding expectations in the second criteria (Apply analytical techniques to solve the problem). 14 of 17 student either meeting or exceeding expectations in the third criteria (Develop solutions to the problem).

Learning outcome 3: The vast majority of students were good or outstanding on all of the global

and cultural categories assessed (88%). Students performed exceptionally well on the categories of impact of globalization on business, ethics, recognitions of different industries, and recognition of cultural values, with the majority receiving outstanding rating on these (76%).

Learning outcome 4: Students generally scored well in all 11 rubric criteria. 10 of 12 assessed student presentations received all scores of meets or exceeds expectations. Of the two students who failed to at minimum meet expectations for all 11 criteria, one student only scored a needs improvement in one category, and the other student scored a needs improvement in 3 categories.

Learning outcome 5: Students were assessed on their ability to identify the moral implications of a business case, apply ethical frameworks to their analysis of the case, and choose an appropriate course of action that demonstrates corporate social responsibility. Overall, 15 of 17 students (88%) of students met or exceeded expectations on this assignment.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

1. We are pleased with the students' level of achievement on the ETS exam in comparison to cohorts from other institutions. Given the new program's emphasis on integrated delivery of content, we are especially pleased with the increased performance on the strategic integration component. Management (87th percentile) and Accounting (84th percentile), while acceptable, were the lowest performing dimensions in comparison to other institutions and we will examine the degree to which we need to make changes to the way this content is being delivered in the current program.

2. We are pleased with our students' current level of proficiency in decision-making and analytics, and we will attempt to continuously update the data-analytics programs and languages that we are exposing students to in order to stay current with contemporary business demands and trends.

3. Due to political unrest and ongoing protests, the most recent trip (January 2020) changed location from Hong Kong to Peru. This change was a not due to pedagogical concerns as the previous trips have been rated highly by students and have consistently met the stated learning objectives. The scheduled 2021 trip has been tentatively moved to late April in response to the pandemic. There is a chance that the trip will be cancelled altogether, and a new method of assessment may be necessary until international travel is possible again.

We continue to evaluate the companies that present while abroad to make sure they provide informative presentations that are consistent with graduate education and allow for rigorous evaluation of their project to make sure the class is primarily a learning opportunity and not a vacation.

4. We are pleased with our students' current level of proficiency in the written and oral communications outcome. We have consistently received positive feedback from our partner organizations that indicate the written and oral communication of our students is in line with professional business communication expected within their organization. This is reflected in the faculty assessment rubrics as well. We continue to search for reliable partners who can provide relevant problems and data for students to solve.

5. The assignment that has been used in this course is based on a decades-old Harvard Business Case (Fletcher Electronics). This case has been updated multiple times with each iteration adjusting contextual information to be more descriptive of the present day working environment. The general topic of the case remains applicable, but the degree to which the ongoing case adjustments impact the analysis and realism of the case are questionable. For that reason, the course instructors have chosen to use more timely case analyses going forward. For Fall 2020, the instructors will use a 2015 strategy case based on Tyson Foods, which provides a unique

opportunity for ethical analyses given the current operational environment of meat processing plants during the pandemic. Dr. Jim Fisher also has a contact in Tyson who will be assisting in the discussion of the case.

6. In addition to the above outcome-based recommendations, we have additional recommendations based on student feedback. As part of the 2018 redesign, the program adopted an integrated teaching approach. This would include as many as 5 teachers in a single course teaching related, but diverse, topics. This has not been well received by students and has been one of the most frequently cited issues with the program. In 2019 we attempted some adjustments in the integrated assignments and material as well as adding vertical integration among courses we felt would improve the integration. This was not the case. If anything, students were more strongly opposed to integration.

Prior to the 2020 start we had already begun conversations on the continuation of integration. The pandemic has caused us to eliminate integration for the summer as it would be too difficult to coordinate remotely. So far students have had a very favorable view of course offerings. This reinforces the need to re-assess the use of integration.

Students would like to see even more analytics in the program in all three semesters. We have enhanced the analytics in the summer term for the current cohort, and have begun discussion on how to get additional analytics in the fall semester in coming years.

Students have requested electives in the program. The current program is a lockstep program so substitutions are not possible at this time. However, starting with the 2019 cohort we did allow students to take non-substitutable electives. This was well received by students and has been continued for 2020. There has been some minor discussion about allowing tracks/specialties in the program to allow for some substitution, however that is still in the most preliminary discussion phase.

Students have asked for a smaller entrepreneurship component. Again, only preliminary discussions have taken place regarding this program feedback.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

Because the program was completely restructured, assessment prior to 2018 is not relevant. In early 2020 a graduate program task force was formed to review all graduate programs. This task force will be meeting in early Fall 2020 and is the first step towards any follow ups or program alterations. Any closing of the loop will first have to be addressed in this committee and then brought to the graduate board. All items list above have been added to the agenda for discussion at this task force meeting.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.