

MBA Institutional Effectiveness Report, 2005-2006

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Learning Goal 1: Students will be competent in the Business Disciplines using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.

1A. Use accounting information in management decision making functions.

MBA7030 – Managerial Accounting - Fall 2005

MBA students were assessed on their knowledge of managerial accounting concepts and application of concepts by multiple choice questions embedded in their examinations during the semester. A total of 22 students enrolled in the course in Fall 2005 were assessed on 15 multiple choice questions. Five questions were embedded on each of three exams during the semester.

Nineteen of twenty-two students (86%) achieved a score of 80% (12 of 15 questions answered correctly). Two of the 15 questions indicated areas of weakness. A question dealing with cost-volume-profit analysis was answered correctly by 77% of the students. A question dealing with break even point analysis was answered correctly by 64% of the students. These concepts will receive greater emphasis in future classes.

1B. Apply marketing strategy and marketing management concepts to develop a feasible marketing plan.

MBA7050 – Marketing Strategies

1C. Collect relevant data, perform an empirical analysis of the data, interpret results, and apply results to make business decisions.

MBA7500 – Managerial Economics - scheduled Summer 2006

1D. Collect relevant data, perform a quantitative analysis of the data, interpret results, and apply results to make business decisions.

MBA7660 – Advanced Quantitative Methods - Fall 2005

Forty-nine of 178 exam questions administered during the semester were used to assess students' proficiency in meeting this learning objective.

	Fails to Meet Expectations (answered less than 70% of questions correctly)	Meets Expectations (answered more than 70% but less than 90% of questions correctly)	Far Exceeds Expectations (answered more than 90% of questions correctly)
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1. Student demonstrates the ability to discern relevant data from irrelevant data	13.64%	59.09%	27.27%
2. Student is able to choose the appropriate quantitative tool to the collected data.	13.64%	50.00%	36.36%
3. Student is able to properly apply the chosen quantitative tool.	22.73%	54.55%	22.73%
4. Student is able to correctly interpret the results of his/her calculations.	18.18%	45.45%	36.36%
5. Student is able to apply the results of his/her analysis and interpretation of results to make the "correct" business decision.	27.27%	45.45%	27.27%

1E. Apply behavioral science theory and concepts to decisions involving the effective use of an organization's human resources.

MBA7630 – Organizational Behavior and Theory

Assessment method used: embedded test questions, Spring 2005.

Sixteen multiple choice questions were embedded on the midterm examination which consisted of 30 multiple choice questions and several essay questions. The class average on these embedded questions was 78.62%. Individuals ranged from five of 16 correct to 11 of 16 correct.

Ten additional questions were embedded in 20 multiple choice questions on the final exam. The class average on these questions was 88.28%. Individuals scored from 7 of 10 correct to 10 of 10 correct.

Thus, the evidence shows that Goal 1E was met.

1F. Evaluate investment, financing, and dividend decisions made by the executives of a firm and the resulting impact on shareholder wealth.

MBA7350 – Managerial Finance-scheduled Fall 2006

1G. Use production, accounting and finance knowledge combined with quantitative skills to make decisions leading to operational excellence.

MBA7300 – Advanced Production Techniques-scheduled Fall 2006

2. Critical thinkers, using concepts from strategic management to integrate relevant information, decisions making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.

MBA 7900 – Strategic Management - Spring 2005

During oral presentations, the Instructor questioned individual students about any issue related to the firm.

	Fails to Meet Expectations	Meets Expectations	Far Exceeds Expectations
1. Student will demonstrate basic knowledge about environmental factors impacting a firm and its industry.	0%	87%	13%
2. Student will demonstrate knowledge of sources of pertinent strategic and financial information about individual firms and their industries.	0%	80%	20%
3. Student will demonstrate the ability to satisfactorily conduct a SWOT analysis for a firm.	0%	100%	0%
4. Student will demonstrate the ability to reach a timely decision.	0%	100%	0%

3. Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.

3A. Orally present and defend the analysis leading to a business decision utilizing appropriate presentation technology.

MBA7630 –Spring 2005 - Students made individual presentations based on the results of a group research project. The instructor used the Oral Communication Rubric to rate the performance of individual students. Results were:

On both Organization and Media, 14.81% were rated Meets Expectations and 85.19% were rated Far Exceeds Expectations. On Clarity, 29.63% were rated Meets Expectations and 70.04% were rated Far Exceeds Expectations. On Language, 18.52% were rated Meets Expectations and 81.48% were rated Far Exceeds Expectations. On Delivery, 44.44% were rated Meets Expectations and 55.56% were rated Far Exceeds Expectations.

	Fails to Meet Expectations	Meets Expectations	Far Exceeds Expectations
1. Organization	0%	14.81%%	85.19%%
2. Clarity	0%	29.63%	70.04%
3. Media	0%	14.81%	70.04%
4. Language	0%	18.52%	81.48%
5. Delivery	0%	44.44%	55.56%

MBA7030 – Fall 2005

Nineteen students were observed and evaluated by the Instructor as they made presentations to the class. The instructor used the Oral Communication Rubric to rate the performance of individual students. Results were:

	Fails to Meet Expectations	Meets Expectations	Far Exceeds Expectations
1. Organization	16%	68%%	16%%
2. Clarity	5%	79%	16%
3. Media	0%	95%	5%
4. Language	0%	100%	0%
5. Delivery	21%	58%	21%

The two weakest areas were organization and delivery. For organization, students failed to meet expectations because of lack of coherence and transition of ideas. For delivery, students failed to meet expectations because of such things as lack of eye contact, hands-in-pockets, and appearing disinterested. Overall, even on the lowest two rated categories, 84% of students met or exceeded expectations on organization, and 79% met or exceeded expectations on delivery.

Thus, based on two assessments of oral communication, Goal 3A was met.

3B. Present and defend in writing the analysis leading to a business decision.

MBA7030 –Managerial Accounting

4. Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.

4A. Analyze the legal implications of a business problem to determine a legal solution.

MBA 7700 – Current Topics-Spring 2005

Need description of method.

	Fails to Meet Expectations	Meets Expectations	Surpasses Expectations
1. Student demonstrates ability to recognize a legal problem.	0%	53%	47%
2. Student demonstrates ability to resolve a legal problem.	0%	67%	33%
3. Student demonstrates ability to identify the multiple roles of business in society.	0%	93%	7%
4. Student demonstrates ability to recognize diverse social factors in the legal implications of business decisions.	0%	60%	40%

4B. Evaluate a business dilemma from various ethical perspectives and formulate an ethical solution.

MBA 7700 – Current Topics- Spring 2005

Need description of method of assessment

	Fails to Meet Expectations	Meets Expectations	Surpasses Expectations
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1. Student demonstrates ability to recognize an ethical problem.	0%	40%	60%
2. Student demonstrates ability to solve an ethical problem.	0%	93%	7%
3. Student demonstrates ability to evaluate an ethical problem.	0%	67%	33%
4. Student demonstrates ability to identify the multiple roles of business in society	0%	40%	60%
5. Student demonstrates ability to recognize diverse social factors in the ethical implications of business decisions.	0%	47%	53%

5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.

MBA7750-Topics in International Business-Summer 2005

Students made an individual presentation based on a group research project requiring a SWOT analysis considering the risks associated with a business transaction relating to the movement of a particular product or service from its point of origin to its ultimate destination. Students also had to assess political, legal, economic, cultural and social factors of the source and/or destination country.

	Fails to meet expectations	Meets Expectations	Surpasses Expectations
Student demonstrates a knowledge of the global business environment.	0%	52%	48%
Student identifies the factors that influence business decisions in a global environment.	0%	68%	32%

Student demonstrates ability to evaluate factors that generally influence business decisions in a global environment.	0%	60%	40%
Student uses a SWOT analysis to consider the risks associated with a specific international business transaction.	0%	16%	84%
Student demonstrates ability to identify the multiple roles of business in a multi-cultural world.	0%	84%	16%

These results show that Goal 5 was met.

6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

6A. As a team member contribute functional knowledge and skills to a process that generates a reasonable business decision.

MBA7630 – Organizational Behavior and Theory-Spring 2005

MBA students were assigned to 5 to 6 person teams to complete a research project. Several minutes of class time was reserved for these teams to plan, discuss their findings, and work on their presentation of the material. The Instructor randomly selected 9 students from a class of 27 students to observe and evaluate on teamwork. One student was observed during each class. A four-item rating scale was used to rate student teamwork.

1. Student shares information effectively with fellow team members.	0%	44%	56%
2. Student communicates effectively with fellow team members.	0%	22%	78%
3. Student is prepared for team meetings.	0%	44%	56%

4. Student provides his/her input in a timely manner so that the team was able to progress toward a decision with little or no delay.	0%	44%	56%
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MBA7900 – Strategic Management-Spring 2005

Several group meetings were scheduled during the assigned class time, and the instructor physically observed the teams on several occasions. The instructor’s objective was to observe how the members interacted, and if all, or most of the members took part in the discussion

	Fails to Meet Expectations	Meets Expectations	Far Exceeds Expectations
1. Student shares information effectively with fellow team members.	0%	93%	7%
2. Student communicates effectively with fellow team members.	0%	93%	7%
3. Student is prepared for team meetings.	0%	80%	20%
4. Student provides his/her input in a timely manner so that the team was able to progress toward a decision with little or no delay	0%	80%	20%

6B. Lead a team process to a reasonable business decision.

MBA7630 – Organizational Behavior and Theory-Spring 2005.

MBA students were assigned to 5 to 6 person teams to complete a research project. Several minutes of class time was reserved for these teams to plan, discuss their findings, and work on their presentation of the material. The Instructor randomly selected 9 students from a class of 27 students to observe and evaluate on teamwork. One student

was observed during each class. A four-item rating scale was used to rate student teamwork.

	Does not meet standards (no evidence of activity)	Meets Standards (some evidence of activity)	Exceeds Standards (frequently engages in activity)
1. Develops a visions/sets clear goals.	0%	67%	33%
2. Encourages other team members to participate.	0%	44%	56%
3. Focuses on goals during team meetings.	0%	22%	78%
4. Listens actively to other team members.	0%	22%	78%
5. Intervenes when team gets off track.	22%	56%	22%
6. Shares information openly with team members.	0%	33%	67%
7. Gives recognition to other team members.	22%	33%	44%
8. Encourages other team members to perform up to capabilities.	22%	56%	22%

Summary and Recommendations

The MBA AOL assessments conducted so far show no serious problems requiring attention. There is room for improvement in some areas and faculty have already made plans to modify their courses in an attempt to achieve this improvement.

Both faculty members who assessed teamwork believe that the rating form can be improved and are working to develop a better rating scale and rubric . This is true for the leadership rating scale as well. The general format of assessment appears to work well (i.e., observing individual team members during group work), but the rating scales will be modified for future assessments. In future assessments the teamwork rubric designed by the undergraduate teamwork assessment AOL committee will be used in the MBA AOL assessment. A similar rubric will be designed for leadership before the next scheduled assessment.

Learning Goal 1: Students will be competent in the Business Disciplines using appropriate accounting, marketing, economics, quantitative methods,

organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.

We have now assessed this goal in the following courses:

MBA 7030 – 86% of students answered 12 of 15 (80%) of embedded questions correctly

MBA 7660 – 80.91% of students answered at least seventy percent of 49 questions correctly.

MBA7630 – Students answered correctly 78.62% of sixteen embedded questions on the midterm, and 88.28% of ten embedded questions on the final exam.

Recommendations: The Instructor in MBA 7030 intends to place more emphasis in future classes on two concepts on which students averaged below 80% on embedded test questions. These concepts are with cost-volume-profit analysis was answered correctly by 77% of the students. A question dealing with break even point analysis was answered correctly by 64% of the students

Learning Goal 2: Critical thinkers, using concepts from strategic management to integrate relevant information, decision making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.

MBA7900 – 100% of students met or exceeded expectations during an oral examination covering any aspect of the firm and firm performance.

Goal 3: Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.

3a. Orally present and defend the analysis leading to a business decision utilizing appropriate presentation technology.

MBA7630 – 100% of students met or exceeded expectations

MBA7030 – 100% of students met or exceeded expectations on clarity, media, and language. 84% of students met or exceeded expectations on organization. 79% of students met or exceeded expectations on delivery.

3b. Present and defend in writing the analysis leading to a business decision.

Not yet assessed. Scheduled for Summer 2006 and Fall 2006.

4. Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.

4a. Analyze the legal implications of a business problem to determine a legal solution.

MBA7700 – 100% of students met or exceeded expectations

4b. Evaluate a business dilemma from various ethical perspectives and formulate an ethical solution.

MBA7700 - 100% of students met or exceeded expectations.

5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.

MBA7750 – 100% of students met or exceeded expectations.

6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

6a. As a team member, contribution functional knowledge and skills to a process that generates a reasonable business decision.

MBA7630 – 100% of students met or exceeded expectations

MBA7900 – 100% of students met or exceeded expectations

Recommendations: Replace the current rating scale with the scale and rubric development by the Teamwork AOL Committee for Leadership in the undergraduate course.

6b. Lead a team process to a reasonable business decision.

MBA7630 – 100% of students met or exceeded expectations on 8 aspects of leadership evaluated. 78% of students met or exceeded expectations on “intervenes when team gets off track,” and “encourages other team members to perform up to capabilities.”

Recommendations: Revise the rating scale and create a more complete rubric for leadership. Include peer ratings of student leadership skills.

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MBA7700, Current Topics in Business, Legal and Ethical Implications of Business, Spring 2006

Learning Goal 4: Students will be proficient in making ethical and legal decisions, recognizing diverse social factors in the legal and ethical implications of business decisions.

Students presented a case analysis and were rated by the instructor using the Checklist for Ethical Implications of Business Decisions. All students met or exceeded expectations.

Students presented an additional case analysis of a specific legal topic. The instructor rated each student using the Checklist for Legal Implications for Business Decisions. All students met or exceeded expectations.

MBA7050, Marketing Strategies, Spring 2006

Learning Objective 1: Students will be competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative techniques, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.

Learning Objective 1(b): Students can apply marketing strategy and marketing management concepts to develop a feasible marketing plan.

Students' marketing knowledge was assessed by embedded key questions into their regular exams. 76% of students correctly answered the embedded questions, thus meeting or exceeding expectations on marketing knowledge.

MBA7900, Business Strategy, Spring 2006

Learning Objective 2: MBA students will be critical thinkers, using concepts from strategic management to integrate relevant information, decision making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.

Learning Goal 2(a): MBA students can undertake a comprehensive analysis of a company in a changing business environment and reach a decision as to a feasible direction for the company.

Students were assigned to four-person teams. Each team reviewed all relevant information about a Fortune 500 firm selected by students and approved by the instructor.

Students prepared both a written report and oral presentation about the firm. Students were evaluated on their skills as strategic thinkers and their knowledge of strategic management. During the oral presentation, the instructor questioned individual students about any issue related to the firm. This was done to prevent students from dividing the research into components and only learning one component. The instructor used the Assessment of Student's Knowledge of Strategic Management Concepts to assess student knowledge. All students met or exceeded expectations. The specific knowledge areas rated include: (1) The student will demonstrate basic knowledge about environmental factors impacting a firm and its industry (75% meets expectations, 25% exceeds expectations), (2) The student will demonstrate knowledge of sources of pertinent strategic and financial information about individual firms and their industries (75% meets expectations, 25% exceeds expectations), (3) The student will demonstrate the ability to satisfactorily conduct a SWOT analysis of a firm (75% meets expectations, 25% exceeds expectations), and (4) The student will demonstrate the ability to reach a timely decision (100% meets expectations).

An additional measure of student knowledge of strategic management involved embedded test questions. Ten questions were embedded in the midterm and ten questions were embedded in the final exam. On the midterm, 100% of the students got 70% or more of the embedded questions correct. The range of student scores on the embedded questions was 70% to 100%, with an average of 84%. On the final, 100% of the students got 70% or more of the questions correct. The range of student scores on the embedded questions was 70% to 100% with an average of 88%.

Learning Objective 6: MBA students will be team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

Learning Goal 6(a): As a team member, MBA students can contribute functional knowledge and skills to a process that generates a reasonable business decision.

During the semester, several group meetings were scheduled during class time, and the instructor physically observed the teams on these occasions. The instructor used the Teamwork Rubric to rate individual student's teamwork skills. All students met or exceed expectations on teamwork skills. The specific teamwork skills rated were: (1) The student shares information effectively with fellow team members (75% meets expectations, 25% exceeds expectations), (2) The student communicates effectively with fellow team members (75% meets expectations, 25% exceeds expectations), (3) The student is prepared for team meetings (83% meets expectations, 17% exceeds expectations), and (4) The student provides his/her input in a timely manner so that the team was able to progress toward a decision with little or no delay (67% meets expectations, 33% exceeds expectations).

MBA7500, Managerial Economics, Cliff Lipscomb, Summer 2006

Learning Objective 3: Students will be effective communicators, using information technology and oral and written skills to enhance decision making through better communication.

Learning Goal 3(b): Students will present and defend in writing the analysis leading to a business decision utilizing appropriate business writing strategies and styles.

Writing samples were taken from 23 students. The writing assignment counted for 20 percent of the MBA 7500 final grade. 73.9% of the students met or exceeded expectations, based on the instructor's rating using the Written Communications Rubric. 26.1% did not meet expectations. Of the six students (26.1%) who did not meet expectations, five were due to failure to meet organizational standards for the paper (including paragraph transitions) and/or clarity of writing. The most commonly failed component was clarity of writing.

Learning Goal 3(a): Students can orally present and defend the analysis leading to a business decision utilizing appropriate presentation technology.

Oral presentations by 22 MBA students were observed and the Oral Communications Rubric was used to rate student performance. 86.3% of the students met or exceed expectations, and only 13.7% did not meet expectations. Of those who did not meet expectations, the major problems were lack of organization, reading from notes, or a deficiency in both language and facility with their chosen media.

Learning Objective 6: MBA students will be team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

Learning Goal 6(a): As a team member, MBA students can contribute functional knowledge and skills to a process that generates a reasonable business decision.

Each student assessed every other student in his/her semester long self-selected team by rating their team members on the Teamwork Rubric. 91.3% of the students met or exceeded expectations, and only 8.7% did not meet expectations.

MBA7350, Managerial Finance, Fall 2006

Learning Objective 3: Students will be effective communicators, using information technology and oral and written skills to enhance decision making through better communication.

Learning Goal 3(b): Students will present and defend in writing the analysis leading to a business decision utilizing appropriate business writing strategies and styles.

Writing samples were taken from 21 MBA students. The writing task was a comprehensive plan for their eventual retirement. The writing sample was the executive summary that each student prepared as part of the project. This project was 25 percent of the student's course grade and the executive summary was 28 percent of the retirement project grade.

Using the written communication rubric, 76% of the students met expectations. Five students (24%) did not meet expectations. Of the five students who failed to meet expectations, all were due to a failure to meet organizational standards for introductory/concluding paragraphs. Each sample that did not meet expectations had only one paragraph; either one long, rambling paragraph; or one short, insufficient paragraph.

The instructor will place greater emphasis on organizational standards and the importance of introductory and concluding paragraphs when this assignment is discussed in the next MBA class.

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Summer 2007

MBA7750 – International Aspects of Business Decisions – Dr. David B. Kuhlmeier

MBA Learning Goal #5: Students will be globally cognizant, identifying pertinent management issues in a global environment with disparate business views and culturally diverse customers and employees.

Learning Objectives:

1. The student demonstrates an advanced knowledge of the global business environment.
2. The student identifies factors that influence business decisions in a global environment.
3. The student demonstrates ability to evaluate factors that generally influence business decisions in a global environment.
4. The student uses a SWOT analysis to consider the risks associated with a specific international business transaction.
5. The student demonstrates ability to identify the multiple roles of business in a multi-cultural world.

Twenty-six MBA students were divided into six teams and assigned the task to research and present an international business plan. Each team's presentation was tailored to the market of the country that was chosen by the team from a list provided by the instructor. Teams were required to use outside sources to research their country market and determine an appropriate business plan. The presentation included a SWOT analysis of their proposed introduction of a product or service into their chosen country. The analysis included the appropriate political, legal, economic, cultural, and social aspects of the market that would affect the business plan. Each student was required to participate in the oral presentation. The instructor evaluated each student on the learning objectives.

Assessment Results

Learning Objective 1. The student demonstrates an advanced knowledge of the global business environment.

0/26 (0%) failed to meet expectations

22/26 (85%) met expectations

4/26 (15%) exceeded expectations

Learning Objective 2. The student identifies factors that influence business decisions in a global environment.

0/26 (0%) failed to meet expectations

6/26 (100%) met expectations
0/26 (0%) exceeded expectations

Learning Objective 3. The student demonstrates ability to evaluate factors that generally influence business decisions in a global environment.

0/26 (0%) failed to meet expectations
24/26 (92%) met expectations
2/26 (8%) exceeded expectations

Learning Objective 4. The student uses a SWOT analysis to consider the risks associated with a specific international business transaction.

0/26 (0%) failed to meet expectations
21/26 (81%) met expectations
5/26 (19%) exceeded expectations

6. Learning Objective 5. The student demonstrates ability to identify the multiple roles of business in a multi-cultural world.

0/26(0%) failed to meet expectations
26/26(100%) met expectations
0/26(0%) exceeded expectations

Summary

All students met or exceed expectations on MBA Learning Goal #5.

Fall 2007

MBA7660 – Advanced Quantitative Methods – Dr. Ed Walker

Learning Objective 1: Students will be competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.

Learning Goal 1(d): Students can collect, relevant data, perform a quantitative analysis of the data, interpret results and apply results to make business decisions.

Objectives:

1. The students demonstrates the ability to discern relevant data from irrelevant data.
2. The student is able to choose the appropriate quantitative tool to analyze the collected data.
3. The student is able to properly apply the chosen quantitative tool.
4. The student is able to correctly interpret the results of his/her calculations.
5. The student is able to apply the results of his/her analysis and interpretation of results to make the “correct” business decision.

Analysis

MBA Learning Goal #1-4: Collect relevant data, perform a quantitative analysis of the data, interpret results, and apply results to make business decisions. (Results based upon embedded test questions.)

Fails to Meet
Expectations Meets
Expectations Far Exceeds
Expectations

- | | | | |
|--|--------|--------|--------|
| 1. The student demonstrates the ability to discern relevant data from irrelevant data. | 8.70% | 73.91% | 17.39% |
| 2. The student is able to choose the appropriate quantitative tool to the collected data. | 8.70% | 69.57% | 21.74% |
| 3. The student is able to properly apply the chosen quantitative tool. | 65.22% | 17.39% | 17.39% |
| 4. The student is able to correctly interpret the results of his/her calculations. | 17.39% | 65.22% | 17.39% |
| 5. The student is able to apply the results of his/her analysis and interpretation of results to make the “correct” business decision. | 21.74% | 56.52% | 21.74% |

Definitions:

Fails to meet expectations – answered less than 70% of questions correctly
Meets expectations – answered more than 70% but less than 90% correctly

Far exceeds expectations – answered more than 90% correctly

Procedure:

The sampling procedure included all 23 students who took the class. Forty nine (49) of the 178 exam questions administered were used to determine the students' proficiency on the above learning objectives. The numbers of questions used by learning objective were as follows: objective 1 – 9; objective 2 – 13; objective 3 – 22; objective 4 – 12; objective 5 – 16. (The sum of these numbers is greater than 49 as several questions addressed multiple objectives.)

Results:

Overall results are presented in the table above. The results are promising but could be better. Each objective requires a greater understanding of the material than the preceding objective – a fact which is reflected in the increased failure rate of the higher objectives. Objectives 1, 2, and 3 are more “mechanical” in nature; whereas objectives 4 and 5 are more “conceptual.”

When examined at the level of individual student, the results improve. 19 of 23 (82.61%) students met or exceeded expectations for at least four of the five objectives – 14 (60.87%) met or exceeded expectations for all five objectives whereas only three students (13.04%) failed to meet expectations for three or more of the objectives. Only two students (8.70%) failed to meet expectations for at least two of the “mechanical” objectives, while two students (8.70%) failed to meet expectations for at least one of the “conceptual” objectives.

These results differ from those obtained in the fall of 2005. As was hoped, the percentage of students who failed to meet expectations in all objectives decreased significantly; however, the percentage of students who far exceeded expectations also decreased.

Changes:

As was recommended in fall 2005, I spent less class time on Excel mechanics and more time on topical/conceptual coverage. Additionally based on my perception that students needed more background in fundamental statistics, I changed texts and spent approximately one-half of the semester on practical data analysis (i.e. probabilities, sampling, t-tests, and ANOVA) and the remainder of the semester on quantitative tools (i.e. regression, spreadsheet modeling, decision making, forecasting, and linear programming.) I actually spent less calendar time covering the same material covered in the fall of 2005, but the results seem to have been better.

Recommendations:

I believe that the students have a better understanding of the material than is indicated by the above results. After testing, students worked in groups to analyze cases utilizing the tools. As these were group projects there is no evidence of individual performance as required by AACSB.

Spring 2008

MBA Learning Goal #2: Students will be critical thinkers, using concepts from strategic management to integrate relevant information, decision making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.

Learning Objective: Students can undertake a comprehensive analysis of a company in a changing business environment and reach a decision as to a feasible direction for the company.

The total number of students in the MBA 7900 class was 22 students, and the students were assigned to 5 teams. Each team was to review all relevant information about a Fortune 500 firm selected by the students with the approval of the instructor. The students prepared both a written and an oral presentation about the firm. Students were instructed on specific items to include in their presentations including, but not limited to an analysis of the firm's environment, financial analysis of the firm, a SWOT analysis for the firm and its industry, an analysis of the firm's strategy and its competitive position, and possible recommendations that would assist the firm in improving its present and future performance.

Students were evaluated on their skills as strategic thinkers and their knowledge of strategic management. During the oral presentation, the instructor questioned individual team members about any issue related to the firm. This was done to prevent students from dividing the research into components and only learning one component. Another purpose was to make coordination and cooperation within each team even more important, requiring students to work as a team and not individually.

In order to test students' knowledge of strategic management concepts, both the mid-term exam and the final exam included a number of embedded questions designed to test whether the students had retained conceptual knowledge about the subject content. The embedded questions followed a multiple choice format, were specific in the type of knowledge the student should possess, and were judged to be of "moderate" to "hard" in level of difficulty. It was decided that if at least 80% of the students in the class were able to correctly answer at least 70% of the questions, learning goal #2 would have been attained for the class.

The student will demonstrate basic knowledge about environmental factors impacting a firm and its industry.

5% failed to meet expectations

68% met expectations

27% exceeded expectations

The student will demonstrate knowledge of sources of pertinent strategic and financial information about individual firms and their industries.

9% failed to meet expectations

55% met expectations

26% exceeded expectations

The student will demonstrate the ability to satisfactorily conduct a SWOT analysis for a firm.

5% failed to meet expectations

82% met expectations

13% exceeded expectations

The student will demonstrate the ability to reach a timely decision.

5% failed to meet expectations

95% met expectations

0% exceeded expectations

The students' teamwork skills were also evaluated. During the semester, several group meetings were scheduled during class time, and the instructor physically observed the teams on several occasions. The instructor's objective was to observe how the members interacted, and if all, or most of the members took part in the discussion. Students met in their groups on their own at other times convenient to the group members. At the end of the semester, the students were required to submit a Team Member Evaluation Form and "grade" their fellow team members as to their participation in completing the case presentation. The students' teamwork skills were assessed based upon the observations of the instructor, and the results presented in the Team Member Evaluation Form.

MBA Learning Goal #6: Students will be team players and leaders, demonstrating team and leadership skills.

Learning Objective: As a team member, the student has contributed functional knowledge and skills to a process that generates a reasonable business decision.

The student shares information effectively with fellow team members.

5% failed to meet expectations

77% met expectations

18% exceeded expectations

The student communicates effectively with fellow team members.

9% failed to meet expectations

68% met expectations

23% exceeded expectations

The student is prepared for team meetings.

5% failed to meet expectations

82% met expectations

13% exceeded expectations

The student provides his/her input in a timely manner so that the team was able to progress toward a decision with little or no delay.

9% failed to meet expectations

91% met expectations

0% exceeded expectations

Summary

Overall, 95% of the students were judged to have met the expectations of MBA goal #2 (strategic thinking) and MBA goal #6 (teamwork). The students knew what was expected of them, and they all did an excellent job in meeting the goals.