



INSTITUTIONAL EFFECTIVENESS REPORT

Instructions: For academic units, the content will focus on the assessment of student learning outcomes. Each degree program must submit a plan and report separately (i.e., a department with bachelor and master’s degree programs must submit a plan and report for each program). The report should represent work accomplished during summer, fall, and spring of the past year. While the majority of the report may be completed during the summer before the report is due, reports must be submitted annually by September 30.

<b>Academic Department or Division:</b> Langdale College of Business	<b>Report Year: 2011-12</b>
<b>Degree Program:</b> Masters of Business Administration (MBA)	
<b>Contact Person:</b> Dr. Mel E. Schnake <b>Email:</b> <a href="mailto:mschnake@valdosta.edu">mschnake@valdosta.edu</a> <b>Telephone:</b> 229-245-3822	
<b>CORE</b>	
LEARNING OUTCOME(S) ASSESSED:	
<p><b>MBA Learning Goal 6-A:</b> As a team member, MBA students will contribute functional knowledge and skills to a process that generates a reasonable business decision.</p> <p><b>MBA Learning Goal #1:</b> MBA 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. Each course assesses a specific dimension of Goal 1 relevant to the course in Learning Goals 1A through 1G.</p> <p><b>MBA Learning Goal #2:</b> MBA students will be critical thinkers, using concepts from strategic management to integrate relevant information, decision making techniques, and concepts from multiple business functions in new or unpredictable environments.</p> <p><b>MBA Learning Goal 3-A :</b> MBA students will be able to orally present and defend the analysis leading to a business decision utilizing appropriate presentation technology.</p> <p><b>MBA Learning Goal 3-B:</b> MBA students can present and defend in writing the analysis leading to a business decision utilizing appropriate business writing strategies and style.</p> <p><b>MBA Learning Goal 4-B:</b> Evaluate a business dilemma from various ethical perspectives and formulate an ethical solution.</p> <p><b>MBA Learning Goal 6-A:</b> As a team member contribute functional knowledge and skills to a process that generates a reasonable business decision.</p> <p><b>MBA Learning Goal # 6-B:</b> Lead a team process to a reasonable business decision.</p>	



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DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:
<b><u>Spring 2012-MBA7900 – Strategic Management-Learning Goals 6-A, 1 and 2.</u></b> <b><u>Spring 2012-MBA7350-Managerial Finance-Learning Goals 3A and 3B.</u></b> <b><u>Summer 2012-MBA7630-Leadership and Motivation- Learning Goals 1, 6-A and 6-B.</u></b> <b><u>Spring 2011 – MBA7700 – Special Topics - Employment Law-Learning Goal 4-B</u></b>
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TARGETED LEVEL OF PROFICIENCY:
• 70%
NUMBER OF STUDENTS ASSESSED: 41IN MBA 7900, 24 IN MBA7700, 28 IN MBA7630, 28 IN MBA7350
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DATA/EVIDENCE RESULTS (INCLUDE QUALITATIVE OR QUANTITATIVE SUMMARY; RAW DATA SHOULD BE INCLUDED IN AN ATTACHMENT):
<b>MBA Learning Goal 6-A:</b> The instructor observed several group meetings scheduled during class time during the semester. Using a rubric prepared to assess the teamwork skills of MBA students, on four dimensions of teamwork, the following results were observed: Shares information effectively with fellow team members: 85% met expectations, 15% far exceeded expectations. Communicates effectively with fellow team members: 83% met expectations, 17% far exceeded expectations. Prepared for team meetings: 3% failed to meet expectations, 83% met expectations, 14% far exceeded expectations. Provides input in a timely manner so that the team was able to progress toward a decision with little or no delay: 3% failed to meet expectations, 85% met expectations, 12% far exceeded expectations.
<b>MBA Learning Goal #1:</b> Both the midterm 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 difficult. If at least 80% of the students were able to correctly answer at least 70% of the questions, learning goal 2 would be attained. It was observed that 100% of the students correctly answered 70% or more of the embedded questions on the midterm exam, and 100% of the students correctly answered at least 70% of the embedded questions on the final exam. Thus, it was determined that MBA Goal 2 was achieved.
<b>MBA Learning Goal #2:</b> Students were required to perform a comprehensive analysis of a company in a changing business environment and reach a decision as to a feasible direction for the company. The instructor rated students’ analyses using a rubric prepared for this course. Students were rated on four dimensions of critical thinking. The results were: Demonstrate basic knowledge about environmental factors impacting a firm and its industry: 83% met expectations, 17% far exceeded expectations. Demonstrate knowledge of sources of pertinent strategic and financial information about individual



firms and their industries: 7% failed to meet expectations, 78% met expectations, 15% far exceeded expectations.

Demonstrate the ability to satisfactorily conduct a SWOT analysis of a firm: 88% met expectations, 12% far exceeded expectations.

Demonstrate the ability to reach a timely decision: 98% met expectations, 2% far exceeded expectations.

Thus, it was determined that MBA Learning Goal 2 was met.

**MBA Learning Goal 3-A:** Students were formed into eight teams for the purposes of case analysis and making case presentations. Each team member was required to participate in each of the team's presentations. All but one of the teams made three presentations. Team presentations were graded on analysis and content appropriate for each of the cases. Each MBA student was assessed on their portion of the presentation. Students were given general guidelines about presentation formats and expectations. Included in these expectations was an explicit requirement that PowerPoint presentations be prepared for each case presentation. There were a total of 86 assessments of oral presentations during the course. Seventy-four of these presentations (86%) were judged to be satisfaction, while only 12 (14%) were judged to be unsatisfactory.

**MBA Learning Goal 3-B:** Students were formed into eight teams for the purposes of case analysis and making case presentations. Written cases were graded on analysis and written format appropriate for each of the cases. Each MBA student was assessed twice on their written work. Each case was graded on format, organization, grammar and spelling as Exceeds Expectations, Clearly Meets Expectations, Barely Meets Expectations and Unsatisfactory – Does Not Meet Expectations. On the first written assignment, 48.3% Exceeded Expectations, 27.6% Met Expectations, 24.1% Barely Met Expectations, and 0% Did Not Meet Expectations. On the second written case, 79.3% Exceeded Expectations, 13.8% Met Expectations, 6.9% Barely Met Expectations, and 0% Did Not Meet Expectations. Thus, it was determined that MBA Learning Goal 3-B was met.

**MBA Learning Goal 4-B.**

Twenty-four students completed a Business Ethics Mini-Quiz containing seven scenarios each presenting students with an ethical dilemma. Student success in meeting Learning Goal 4-B was determined by at least 70% of the class earning at least 70% correct answers on the quiz. Seventy-eight percent of the students achieved at least a 70% score on the quiz.

**MBA Learning Goal 6-A .**

MBA students were placed into teams of approximately five members and assigned a research project. The project involves reviewing and summarizing the empirical literature on a specific topic and making a presentation on the state of our knowledge of this topic and some practical implications for managers. Team members are told that the instructor may ask any team member about any part of the presentation. This is done to prevent students from dividing up the subtopics



and learning only a portion of the material. It is also done to require more teamwork and cooperation throughout the project. Approximately 15 to 20 minutes at the end of each class was devoted to team meetings. The instructor would circulate among the teams observing individual students' teamwork skills. After observing a student, the instructor would use a previously prepared rubric to assess that student's teamwork skills. The rubric assesses four criteria: (1) the student shares information effectively, (2) the student communicates effectively, (3) the student is prepared for team meetings, and (4) the student provides his/her input in a timely manner so that the team is able to progress toward a decision with little or no delay. A minimum of 80% of the students in the course must meet or exceed expectations in order for this learning goal to be met. The results on each criteria are: (1) 18% meet expectations, 81% exceed expectations; (2) 16% meet expectations, 81% exceed expectations; (3) 16% meet expectations, 81% exceed expectations; (4) 16% meet expectations, 82% exceed expectations. Thus, it was determined that Learning Goal 6-A was met.

**MBA Learning Goal # 6-B.**

MBA students were placed into teams of approximately five members and assigned a research project. The project involves reviewing and summarizing the empirical literature on a specific topic and making a presentation on the state of our knowledge of this topic and some practical implications for managers. Team members are told that the instructor may ask any team member about any part of the presentation. This is done to prevent students from dividing up the subtopics and learning only a portion of the material. It is also done to require more teamwork and cooperation throughout the project. Approximately 15 to 20 minutes at the end of each class was devoted to team meetings. The instructor would circulate among the teams observing individual students' leadership skills. After observing a student, the instructor would use a previously prepared rubric to assess that student's leadership skills. The rubric assesses 8 criteria: (1) develops a vision/sets clear goals with the group, (2) encourages other team members to participate, (3) focuses on goals during team meetings, (4) listens actively to other team members, (5) intervenes when the team gets off track, (6) shares information openly with team members, (7) gives recognition to other team members, and (8) encourages other team members to perform up to their capabilities. 80% of the students must meet or exceed expectations for this learning goal to be met. The results on each of the eight criteria are: (1) 59% meet expectations, 41% exceed expectations, (2) 61% meet expectations, 37% exceed expectations, (3) 59% meet expectations, 41% exceed expectations, (4) 61% meet expectations, 39% exceed expectations, (5) 66% meet expectations, 29% exceed expectations, (6) 54% meet expectations, 46% exceed expectations, (7) 63% meet expectations, 32% exceed expectations, (8) 76% meet expectations, 17% exceed expectations. Thus, learning goal 6-B was determined to have been met.

USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):

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**MAJOR- NOT APPLICABLE**

LEARNING OUTCOME(S) ASSESSED:



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DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:
•
TARGETED LEVEL OF PROFICIENCY:
•
NUMBER OF STUDENTS ASSESSED:
•
DATA/EVIDENCE RESULTS (INCLUDE QUALITATIVE OR QUANTITATIVE SUMMARY; RAW DATA SHOULD BE INCLUDED IN AN ATTACHMENT):
•
USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):
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<b>GRADUATE</b>
LEARNING OUTCOME(S) ASSESSED:
•
DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:
•
TARGETED LEVEL OF PROFICIENCY:
•
NUMBER OF STUDENTS ASSESSED:
•
DATA/EVIDENCE RESULTS (INCLUDE QUALITATIVE OR QUANTITATIVE SUMMARY; RAW DATA SHOULD BE INCLUDED IN AN ATTACHMENT):
•
USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):
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APPROVALS		
TITLE	SIGNATURE	DATE
Department Head/Director	_____	_____
Dean	_____	_____
Provost and Vice President for Academic Affairs	_____	_____