

Student Learning Outcomes Assessment Summary

Masters of Business Administration, MBA

School of Management

AY 2012-13

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Date: June 4, 2013

1. Assessment information collected

A. Communication

- a) Communication Written: Writing samples were collected from MBA 683 (Advanced Topics in Marketing (Brand Management)) and MBA 690 (Corporate Strategy).
- b) Presentations were recorded in MBA 617 (Organizational Theory for Managers) and MBA 643 (Marketing Management).

B. Professionalism: The Perceived Leader Integrity Scale (PLIS) was administered in MBA 617 (Organizational Theory for Managers).

C. Business Principles

- c) Technical Knowledge General Business. The ETS Major Field exam was given each spring semester in MBA 690 (Corporate Strategy).
- d) Technical Knowledge Planning: Class projects were collected from MBA 643 (Marketing Management) and MBA 673 (Technology Management).

Note Data is collected every semester, assessment every other year. This year **Critical Thinking** and **Professionalism** were assessed

2. Conclusions drawn from the collected information summarized above

Critical Thinking and **Problem Solving** were assessed.

A. Critical Thinking

The Watson-Glaser test was completed by 35 students the previous year.

Overall, 34% of students achieved an overall percentage of 50% or better when compared to the norm group "managers" which was below our standard of 50%. The norm group "managers" are managers that are currently working in businesses, thus a standard of 50% for less-experienced students would be quite high.

However, on the three subscale performance measures, where students were ranked in either the "low", "average" or "high" range against their peers, the MBA students performed well with the following percent of students achieving an average or high percentile on each subcategory (standard is 70%):

(1) Recognize Assumptions: 86%

(2) Evaluate Arguments: 86%

(3) Draw Conclusions: 83%

In conclusion, overall our students fell below the skills exhibited by managers currently working in business, however, on the individual components of the exam they performed quite well.

B. Professionalism

The Perceived Leader Integrity Scale (PLIS) was completed by 56 students.

Overall, 50% of the students achieved an "acceptable" or better (standard is 70%). On the four components the percents are as follows:

1) Identification (biases etc.)	46%
2) Understands (ethics, standards)	41%
3) Appropriate Behavior	59%
4) Awareness (management, constituents in org. ethics)	86%

In conclusion, the students fell below minimal standards overall and on 3 of 4 components. This test is new for us and we are still evaluating what it means.

3. Curricular changes resulting from conclusions drawn above

Closing the Loop was performed for **Critical Thinking** and **Professionalism**.

A. Critical Thinking:

It was decided to keep using the Watson-Glaser test but administer it in a more useful way. Move the test from MBA 605 (Contemporary Topics in Accounting) to MBA 675 (Quantitative Methods for Managers). Therefore, all MBA students will take the test and all students will have completed the majority of their prerequisite courses when taking the test.

Have the instructor of MBA675 ensure students study the test guideline carefully before taking the test.

Have the school give back test results to students, so that they could find out their performances in each category.

Continue having the exam count toward the student's grade (i.e. 10% suggested).

Have the MBA program discuss whether they want to use the WG test as an entrance requirement to the program. Alternatively, better enforce the existing entrance requirements that may require the GMAT (or GRE) and reduce waivers of such requirements.

B. Professionalism:

It was decided to continue to use the PLIS exam for now but research other appropriate measures.

Incorporate into MBA 617 discussion of differentiation between ethical issues in the context of business operations vs. ethical issues in general.

To improve the class understanding of PLIS exam, suggest to the instructor of MBA 617 (Organizational Theory for Managers) to have the students think of a specific business leader when taking the exam because it would have been more "telling" if students were thinking of a specific leader instead of thinking in general terms.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

All the MBA changes were addressed by the MBA Assurance of Learning Committee which consists of:

Ping Lan, Chair
Chelsea Han
Ruth Prato
Wayne Marr
Thomas Zhou
Lily Dong
Anita Hughes (AOL Support)