

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to **SAVE** your progress as you work!

Academic Program

Business Administration, M.B.A.

Submission Due Date

2024-2025

Assessment Coordinator Name

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

MBA Program Enrollment

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the MBA is greater than or equal to 12.

Performance Target for "Partially Met"

None

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the MBA is less than 12.

Assessment Measure Used

Annual Productivity Report
Reviewed Power BI Enrollment data

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The three-year rolling average enrollment for the MBA is 162.33. The program began in Fall 2021, so that 3 years is all the available data at this time.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Over the past three academic years, the program has demonstrated consistent growth and stability, as reflected in the three-year rolling average enrollment of 162.33 students.

Given the current trends in business education and the heightened need for MBA-qualified professionals in the workforce, the program has changed the enrollment goal to 12 students. This goal aligns with both regional industry demands and national trends in graduate business education. The decision to increase the target enrollment reflects the program's commitment to expanding access to high-quality graduate education online in the region.

The enrollment trends observed over the past three years serve as a baseline for this new goal. Despite being in its early stages, the program has established a solid foundation for sustainable growth. The increase in the enrollment target positions the program to meet evolving employer needs while contributing to the overall college mission of producing highly skilled business leaders.

Resources Needed to Meet/Sustain Results

We continue to offer six core courses and six MBA micro-credential pathways. Due to their strong performance and the steady growth of the MBA program, these courses are consistently over-enrolled. In some cases, individual sections enroll more than 50 students, necessitating at least two sections per semester, and one during the summer term. To effectively manage these increasing demands, we need to add instructional capacity.

This can be achieved by hiring additional "Scholarly Academic" (SA) faculty to teach graduate-level courses directly, or by bringing on more full-time lecturers to handle undergraduate classes, thereby freeing our current graduate faculty for both MBA and MSM-related offerings (six of these courses overlap in the MBA micro-credentials). The approximate annual cost for a lecturer is \$65,000 plus fringe benefits, and for a doctoral-level faculty member is \$85,000 plus fringe. Hiring adjunct faculty to cover these graduate courses is not a viable alternative, as it would conflict with AACSB accreditation

standards.

Explanation of How Resources Will Be Used

By hiring additional lecturers to cover the undergraduate courses currently led by full-time doctoral faculty, we can reallocate those doctoral faculty members to graduate-level classes, thereby accommodating the rising demand in graduate enrollment. To support this growth across our graduate programs, at least three full-time faculty positions will be needed.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded is greater than or equal to 12.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded is less than 12.

Assessment Measure Used

Annual Productivity Report
Reviewed Power BI Enrollment data

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The three-year rolling average degrees awarded for the MBA is 89.33. The program began in Fall 2021, so that 3 years is all the available data at this time. During this 2023-2024 academic year, there were 140 degrees awarded.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The MBA program, which launched in Fall 2021, has consistently demonstrated strong outcomes in terms of degrees awarded. Over the past three academic years, the three-year rolling average of

degrees awarded is 89.33, reflecting steady progress and successful program completion by our students.

During the 2023-2024 academic year, the program awarded 140 degrees, representing a significant increase and highlighting the program's ability to support and graduate students effectively. This increase underscores the program's commitment to delivering a high-quality educational experience that prepares graduates to meet the evolving demands of the business environment.

Recognizing the consistent performance of the MBA program in graduating cohorts, we have adjusted the program outcome to 12 additional students in alignment with broader institutional and programmatic goals. This adjustment reflects our confidence in the program's capacity to support growth while maintaining its high standards of academic excellence and student success.

The program's ability to consistently graduate well-prepared professionals reinforces its role in addressing workforce needs. Moving forward, we will continue to monitor these trends closely and ensure that the resources and support necessary to sustain and enhance these outcomes are in place.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Since its inception in Fall 2021, the MBA program has demonstrated steady growth in both enrollment and degrees awarded. The three-year rolling average enrollment stands at 162.33 students, reflecting consistent interest and demand for the program. Most students opt for an accelerated 12-month degree pace, contributing to these strong enrollment numbers. Only a small percentage of students choose a longer timeframe, and retention across all pacing options remains strong. This trend highlights the program's appeal and its ability to attract and retain a dedicated and motivated student body. To build on this success and meet growing workforce needs, the program has set an enhanced enrollment goal of 12 additional students, reflecting a commitment to strategic growth.

In terms of degree completion, the program has also excelled. Over the past three academic years, the rolling average of degrees awarded is 89.33, with a notable 140 degrees awarded in the 2023-2024 academic year. These numbers underscore the program's ability to support students in achieving their educational goals efficiently, particularly for those pursuing the accelerated 12-month pace. With these consistent outcomes and a strong retention rate, the program has adjusted its graduation target to include 12 additional graduates, signaling confidence in sustaining high levels of student success.

These trends in enrollment, retention, and degrees awarded affirm the MBA program's strong foundation and its potential for sustainable growth, further solidifying its role in addressing both institutional goals and broader industry demands.

Changes Made/Proposed Related to Goal

As industry demands increasingly emphasize specialized skills, we propose examining the integration of additional micro-credentials into the MBA curriculum. Offering targeted credentials in areas such as HR analytics and project management would enable students to showcase specialized expertise alongside their degree. These micro-credentials would align with industry trends and provide our graduates with a competitive edge in the job market.

Strengthening partnerships with local and regional businesses will provide more opportunities for applied learning experiences, such as internships, consulting projects, and capstone initiatives. These partnerships could also inform curriculum updates to reflect current industry practices and emerging trends, ensuring students graduate with relevant, real-world skills.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MBA students will attain and apply core knowledge in the theories and practices of accounting, finance, management, and marketing.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

MBA students will attain and apply core knowledge in the theory and practice of accounting.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Mean percent Correct equal to or greater than 39

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 34

Performance Target for "Not Met"

Mean percent Correct less than 34

Assessment Measure Used

Frequency of Assessment

MBA MFT Indicator: Accounting

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving an institutional mean score of 34% in Accounting.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

During the academic year 2023-2024, a total of 52 MBA students completed the Major Field Test (MFT). The institutional mean score for the Accounting section was 34%, reflecting a slight decrease from the previous year's mean of 36%. For the academic year 2022-2023, 109 students were tested, and the comparative institutions' mean score for that year was 37.1%, with a standard deviation of 6.0. In 2023-2024, the comparative institutions' mean score increased to 39.2%, with a standard deviation of 4.5.

Our goal is to meet or exceed the mean performance of comparative institutions. While institutional scores were closer to the comparative mean in the prior year, the current year's results indicate a widening gap. This decline may partly be attributed to the reduced number of students who took the exam, as participation dropped significantly due to the MFT being made optional for the Spring 2024 cohort. The smaller sample size may have impacted the representativeness of the results.

To address this, we recommend a focused review of how Accounting concepts are integrated into the curriculum and an exploration of strategies to encourage higher student participation in the MFT. These efforts will support our goal of aligning with and ultimately surpassing the performance of comparative institutions.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

MBA students will attain and apply core knowledge in the theory and practice of finance.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Mean percent Correct equal to or greater than 35%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 33%

Performance Target for "Not Met"

Mean percent Correct less than 33%

Assessment Measure Used

MBA MFT Indicator: Finance

Frequency of Assessment

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving an institutional mean score of 30% in Finance.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

During the academic year 2023-2024, a total of 52 MBA students completed the Major Field Test (MFT). The institutional mean score for the Finance section was 30%, representing a slight decrease from the previous year's mean of 32%. In the academic year 2022-2023, 109 students were tested, and the comparative institutions' mean score for Finance was 33.5%, with a standard deviation of 3.6. For 2023-2024, the comparative institutions' mean increased to 34.2%, with a standard deviation of 2.7.

Although the institutional mean for 2023-2024 is 4.2 percentage points below the comparative mean, it remains within one standard deviation of the average. Over multiple years of administering the MFT, the combined institutional mean score for Finance is 33%, which is only 1.2 percentage points below the current comparative average, indicating relatively stable performance over time.

The decline in the institutional mean score this year may partly reflect the reduced number of students who took the test, as participation dropped significantly due to the MFT being optional for the Spring 2024 cohort. The smaller sample size could have affected the representativeness of the results.

To address these challenges, it will be important to emphasize core financial concepts within the MBA curriculum and to encourage greater participation in the MFT. These steps will help ensure that institutional outcomes align with and ultimately exceed the performance of comparative institutions, consistent with our goal.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

MBA students will attain and apply core knowledge in the theory and practice of management.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Mean percent Correct equal to or greater than 55%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 53%

Performance Target for "Not Met"

Mean percent Correct less than 53%

Assessment Measure Used

MBA MFT Indicator: Management

Frequency of Assessment

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving a score of 51% in Management.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

During the academic year 2023-2024, a total of 52 MBA students completed the Major Field Test (MFT). The institutional mean score for the Management section was 51%, which is a slight decline from the previous year's mean of 53%. In the academic year 2022-2023, 109 students were tested, and the comparative institutions' mean score for Management was 51.5%, with a standard deviation of 7.1. For 2023-2024, the comparative institutions' mean increased to 54.4%, with a standard deviation of 6.2.

Our institutional mean of 51% is slightly below this year's comparative institutions' mean of 54.4%, but we remain within one standard deviation of the average. While our goal is to consistently meet or exceed the comparative institutions' mean, we are also striving for a higher target of 55%, which would exceed the national mean of 54.2%.

The slight decline in performance compared to the previous year may be attributed in part to the significantly reduced number of students taking the MFT. With the test being optional for the Spring 2024 cohort, participation dropped, which may have impacted the representativeness of the results.

To continue progress toward our higher target to meet the goal, we plan to strengthen the integration of

management concepts within the curriculum and to implement strategies to encourage broader participation in the MFT. These efforts will help ensure our scores reflect the full capabilities of our MBA program and align with our strategic goals.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

MBA students will attain and apply core knowledge in the theory and practice of marketing.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Mean percent Correct equal to or greater than 58%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 54%

Performance Target for "Not Met"

Mean percent Correct less than 54%

Assessment Measure Used

MBA MFT Indicator: Marketing

Frequency of Assessment

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving a score of 54% in Marketing.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

During the academic year 2023-2024, a total of 52 MBA students completed the Major Field Test (MFT). The institutional mean score for the Marketing section was 54%, a slight decrease from the previous year's mean of 55%. In the academic year 2022-2023, 109 students were tested, and the

comparative institutions' mean score for Marketing was 54.8%, with a standard deviation of 8.0. For 2023-2024, the comparative institutions' mean increased to 57.4%, with a standard deviation of 6.4.

While our institutional mean of 54% remains close to the comparative institutions' mean, it falls slightly short of our goal to exceed the national average. Our higher target is to achieve a mean score of 58%, which would surpass the current national mean of 57.6%. This ambitious target reflects our commitment to maintaining and enhancing excellence in Marketing.

The decline in performance compared to the previous year may partly be attributed to the reduced number of students taking the MFT, as the test was optional for the Spring 2024 cohort. This decrease in participation could have impacted the overall representativeness of the results.

To support progress toward our higher target, we plan to continue strengthening the emphasis on marketing principles and their application within the MBA curriculum. Additionally, encouraging broader participation in the MFT will help ensure that institutional scores accurately reflect the full capabilities of our students and program. These steps are essential to achieving and surpassing our strategic goals in this area.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will have knowledge and skills in business concepts typically covered in an MBA curriculum.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Mean MFT Overall Score equal to or greater than 247

Performance Target for "Partially Met"

Mean MFT Overall Score equal to or greater than 242

Performance Target for "Not Met"

Mean MFT Overall Score less than 242

Assessment Measure Used

Direct: MBA MFT Overall Score

Frequency of Assessment

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving an average score of 240.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The outcome was rewritten to be more reflective of the measurement for this outcome. During the academic year 2023-2024, 52 MBA students completed the Major Field Test (MFT), achieving an institutional average score of 240 with a standard deviation of 13. This represents a decline from the previous year (2022-2023), when 109 students achieved an institutional average score of 243.

Comparative institutions' data for 2023-2024 report a mean score of 246.4 with a standard deviation of 6.4, while the national average for the same period (September 2017–June 2024) is 246.5 with a standard deviation of 15.9, based on 48,599 examinees. Last year's comparative institutions' data reported a mean of 243 with a standard deviation of 14.8, and the national average was also 246.5, but with a slightly smaller standard deviation of 7.9, based on 41,781 examinees.

While our institutional score this year remains within the range of variation for the national average and comparative institutions, it reflects a slight decline in overall performance. Last year's institutional score of 243 closely matched the mean for comparative institutions, whereas this year's score of 240 falls further below the benchmark by 6.4 points. This divergence indicates a need for continued focus on maintaining and improving program outcomes.

Additionally, the significant drop in student participation—from 109 students last year to 52 students this year—likely contributed to the decline in the institutional mean. The optional nature of the test for the Spring 2024 cohort reduced the sample size and may have limited the representativeness of this year's results.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 6

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will feel prepared in general and functional area applicable business knowledge.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Students will report that they are adequately (or better) prepared in 80% of the Learning and Development items on the exit survey.

Performance Target for "Partially Met"

Students will report that are adequately (or better) prepared in 70% of the Learning and Development items on the exit survey.

Performance Target for "Not Met"

Students will report that they are adequately (or better) prepared in less than 70% of the Learning and Development items on the exit survey.

Assessment Measure Used

Indirect:
Student MBA Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they are adequately (or better) prepared in 88% of the Knowledge areas on the exit survey.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

In alignment with the MFT areas, an exit survey was administered to MBA students to assess their self-reported preparedness in key knowledge areas covered in the program's core curriculum. The survey focused on preparedness rather than direct knowledge assessment, so the outcome was reworded to reflect this accurately. This year, students reported being adequately or better prepared in 88% of the knowledge areas, with an overall average response of 4.2 on a 5-point scale. These results are consistent with the general trends observed in the prior year.

However, consistent with prior results, Accounting and Finance were the lowest-rated areas, with only 78% and 79%, respectively, of students indicating that they felt "well prepared" or "very well prepared." By comparison, Marketing and Strategy were rated at 92%, with Management/Leadership achieving the highest level of preparedness among students.

Although the survey results generally align with last year's outcomes, it is important to note that the reduced sample size this year also applies to the exit survey. With fewer students completing the survey, the representativeness of the results may be affected. Nonetheless, these responses provide valuable insight into areas where students feel most confident and highlight opportunities for improvement, particularly in Accounting and Finance.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

The assessment of program outcomes for the academic year 2023-2024, based on data from the Major Field Test (MFT) and the exit survey, provides a comprehensive view of student performance and preparedness. This year, 52 MBA students completed the MFT, a significant decrease from the 109 students tested last year due to the test being optional for the Spring 2024 cohort. The reduced sample size likely impacted the representativeness of the results. The institutional mean for the MFT overall was 240, falling short of the comparative institutions' mean of 246.4 and the national mean of 246.5. Performance across individual sections varied, with Accounting (34%) and Finance (30%) scoring below comparative means of 39.2% and 34.2%, respectively, reflecting areas of needed improvement. Management (51%) and Marketing (54%) performed relatively stronger, though slightly below their comparative means of 54.4% and 57.4%, respectively.

These results align with the exit survey findings, where students reported being adequately or better prepared in 88% of the knowledge areas, with an overall average score of 4.2 on a 5-point scale. Consistent with the MFT results, Accounting (78%) and Finance (79%) were rated as the weakest areas, while Marketing (92%) and Strategy (92%) demonstrated strong perceived preparedness. The highest-rated area was Management/Leadership, underscoring a notable strength in the program. Despite the challenges posed by the smaller sample size, the consistency between the MFT scores and the exit survey results provides a clear picture of the program's strengths and areas for growth. This assessment will serve as a foundation for further discussions on how to enhance the curriculum and ensure continued alignment with institutional goals and benchmarks.

Changes Made/Proposed Related to Goal

To address the results from the MFT and exit surveys, several changes are proposed to enhance program outcomes. First, participation in the MFT should be increased by reinstating it as a required component for all graduating MBA students, ensuring more comprehensive and representative data. To improve performance in Accounting and Finance, targeted interventions such as workshops, revised course content, and practical applications are recommended. Additionally, the program's strengths in Marketing, Strategy, and Management/Leadership should be reinforced through expanded experiential learning opportunities and advanced electives.

Aligning student perceptions with actual performance will require integrating MFT-style assessments into the curriculum and providing regular feedback. Finally, refining the exit survey to better connect perceptions of preparedness with measurable outcomes will allow for more actionable insights. These proposed changes aim to build on existing strengths while addressing areas for improvement to meet and exceed the program goal.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MBA students will attain advanced business knowledge and skills relevant to managing in dynamic environments, including diversity, sustainability, globalization, and ethics.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will describe reality of diversity and identify insights that improve inclusion in the workplace.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Knowledge: 2.5

Self-Development: 3, SD<1

Application: 3, SD<1

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least the following in 3 of the 4 measures:

Total: 17.5

Knowledge: 2.5

Self-Development: 3, SD<1

Application: 3, SD<1

Performance Target for "Not Met"

Less than 70% of the students achieved at least 15 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:

Essay

Describe the reality of diversity in the workplace and identify insights that improve inclusion in the workplace.

Frequency of Assessment

Annually.

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

Students who answered the inclusion essay. met the target with 93% scoring a 16 or higher and the average total score being 21.9 out of 25 with a standard deviation of 3.17. The item analysis averages were 4.1 for knowledge, 4.6 for self-development, and 4.5 for application with acceptable standard deviations for those means. 3

Students who answered the essay question on diversity met the target with 97% scoring 16 or higher and the average total score being 22.9 out of 25 with a standard deviation of 2.12. The item analysis averages were 4.4 for knowledge, 4.8 for self-development, and 4.0 for application with acceptable standard deviations for those means.

Comments/Narrative

Results demonstrating strong performance in both areas. For the inclusion essay, 93% of students scored 16 or higher, and the average score of 21.9 out of 25 indicates a high level of understanding. The item analysis revealed consistent strengths across knowledge (4.1), self-development (4.6), and application (4.5), suggesting students are not only acquiring foundational knowledge but also reflecting on personal growth and considering practical applications.

Similarly, the diversity essay results showed 97% of students scoring 16 or higher, with an average score of 22.9 out of 25. Higher item averages in knowledge (4.4) and self-development (4.8) suggest students are engaging deeply with the material and developing a nuanced understanding of diversity concepts. Application scored slightly lower (4.0), which may indicate opportunities to further integrate practical exercises or case studies into the curriculum to strengthen students' ability to apply these concepts in workplace settings.

Overall, these results reflect the program's effectiveness in fostering advanced knowledge and self-awareness related to diversity and inclusion. The high scores across self-development metrics highlight the program's role in encouraging personal reflection, a key step in addressing these complex topics. Continued emphasis on practical application may further enhance students' readiness to translate their understanding into actionable strategies in professional environments.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will describe an appropriate type of sustainability.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 2 out of 3 points. The average Total Score will be at least 2.25

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 2 out of 3 points. The average Total Score will be at least 2.25

Performance Target for "Not Met"

Less than 70% of the students achieved at least 2 out of 3 points or the average Total Score was less than 2.25

Assessment Measure Used

Direct:

Essay: Describe an appropriate type of sustainability.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The results for the sustainability essay met the target with 89% scoring a 3 and the average total score being 2.7 with a standard deviation of .64.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Results indicated that 89% of students met the target by scoring a 3 or higher on the sustainability essay. The average score was 2.7 out of 3, with a standard deviation of 0.64, reflecting consistent performance with previous assessment cycles. These results suggest that students are effectively grasping and articulating the concept of sustainability in a business context.

The consistency across cycles also highlights a stable understanding of the topic, suggesting that the current curriculum adequately addresses this learning outcome while leaving space for further enhancement in student engagement and application.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will explain strategies to succeed in a diverse global context.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Global Awareness: 2.5

Perspective: 3, SD<1

Application aimed at Solutions: 3, SD<1

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least the following in 3 of the 4 measures:

Total: 17.5

Global Awareness: 2.5

Perspective: 3, SD<1

Application aimed at Solutions: 3, SD<1

Performance Target for "Not Met"

Less than 70% of the students achieved at least 15 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:

Essay: Explain the global mindset and strategies that are necessary to succeed in a diverse global context.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The results for the globalization essay on partially met the target with 77% scoring a 15 or higher.

The average total score was 17.2 out of 25. The Item scores were 3.8 for global awareness, 4.3 for perspective and 3.2 for application aimed at

Score (Met=3, Partially Met=2, Not Met=1)

2

solutions.

Comments/Narrative

The results for the globalization essay indicated that 77% of students met the target by scoring 15 or higher, with an average total score of 17.2 out of 25. Item analysis showed scores of 3.8 for global awareness, 4.3 for perspective, and 3.2 for application aimed at solutions. While students demonstrated strength in developing a broader perspective, the lower score for application suggests challenges in translating global concepts into actionable strategies.

A smaller sample size this year may have influenced the variability in results, but this outcome also reflects a recognized area for improvement in fostering a stronger global perspective among students. These findings suggest an opportunity to enhance the curriculum with more experiential learning to better equip students with the practical skills needed for success in a globalized business environment.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will apply ethical perspectives to a relevant issue.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least:

Total: 17.5

Ethical Issue Recognition: 2.5

Application: 3, SD<1

Cites Example: 2.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 15 out of 25 points. The average Total and Item Scores will be at least the following in 3 of the 4 measures:

Total: 17.5
Ethical Issue Recognition: 2.5
Application: 3, SD<1
Cites Example: 2.5

Performance Target for "Not Met"

Less than 70% of the students achieved at least 15 out of 25 points or the total average score was less than 17.5.

Assessment Measure Used

Direct:
Essay: Apply Cameron's "Good or Not Bad" concepts to support the idea of a "Sustainability Sweet Spot."

Frequency of Assessment

Annually.

Data Collected for this Timeframe (Results)

The results for the ethics essay met the target with 91% scoring 18 or higher and the average total score being 22.8 out of 25. The Item scores were 4.7 for ethical issue recognition, 4.0 for application, and 4.3 for citing examples.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

For the ethics essay, 91% of students met the target by scoring 18 or higher, with an average total score of 22.8 out of 25. Item analysis revealed high scores for ethical issue recognition (4.7) and citing examples (4.3), indicating students are proficient in identifying and contextualizing ethical dilemmas.

However, the application score of 4.0, while still solid, was the lowest among the three dimensions, suggesting an opportunity for improvement in translating ethical understanding into actionable solutions. This result highlights the importance of integrating more applied ethical decision-making exercises into the curriculum, such as case studies, simulations, or additional scenarios. These activities could further enhance students' ability to address complex ethical challenges in real-world business contexts. Overall, the results reflect the program's success in developing ethical awareness while identifying a key area for growth.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be prepared for Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact perspectives in the workplace.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will report on the exit survey that they are adequately (or better) prepared for Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact.

Performance Target for "Partially Met"

70% or more of the students will report on the exit survey that they are adequately (or better) prepared for Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact.

Performance Target for "Not Met"

Less than 70% of the students will report on the exit survey that they are adequately (or better) prepared for Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact.

Assessment Measure Used

Indirect:
MBA Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they are adequately (or better) prepared in 97% for Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact on the exit survey.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The results showed that 97% of students reported feeling adequately or better prepared across these areas, with an overall average score of 4.6 on a 5-point scale. Ethical perspectives received the highest score at 4.8, reflecting the program's strength in fostering ethical awareness and application. Sustainability and positive societal impact also scored highly, indicating that students feel well-equipped to address these critical aspects in their professional lives.

However, global perspectives (4.0) and diversity and inclusion (4.1) were the lowest-scoring areas, suggesting opportunities for further enhancement in these domains. These findings align with prior assessment results and highlight the importance of strengthening curriculum components that emphasize global strategies and inclusion to ensure students feel equally confident in these areas as they transition into leadership roles in dynamic, global environments.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

The assessment results for the MBA program's goal of equipping students with advanced business knowledge and skills relevant to managing in dynamic environments—including diversity, sustainability, globalization, and ethics—demonstrate overall strong performance, with some areas for adjustment. Students consistently met or exceeded targets in diversity, inclusion, sustainability, and ethics, showcasing a solid understanding of these critical topics and their relevance in professional contexts. Ethical perspectives emerged as a particular strength, with high scores on recognition and application, and students reporting the highest preparedness in this area on the MBA Exit Survey. Sustainability outcomes were steady and aligned with expectations, reflecting a stable grasp of the concept.

Diversity and inclusion results were also positive, though application skills showed room for enhancement, as supported by the lower preparedness scores for these areas on the Exit Survey. Global perspectives, while meeting targets in some areas, surfaced as the most significant opportunity for growth, with lower scores in application and preparedness indicating a need to strengthen practical engagement with global concepts.

Taken together, these outcomes illustrate a well-rounded program with notable strengths in fostering ethical awareness and societal impact, while also highlighting areas where deeper application and global engagement could enhance student preparedness in dynamic and diverse business environments.

Changes Made/Proposed Related to Goal

While performance in ethical perspectives and sustainability is strong, enhancements will focus on improving students' ability to apply their knowledge in practical scenarios across all outcomes. For diversity and inclusion, additional applied learning opportunities, such as interactive case studies or workplace simulations, can help strengthen application skills. Similarly, for global perspectives, incorporating more experiential learning activities, such as cross-cultural projects, global business simulations, or additional exercises, could enhance students' ability to develop and implement global strategies.

While the MBA Exit Survey reflects overall confidence in preparedness, the relatively lower scores for diversity, inclusion, and global perspectives highlight the need for integrated curricular adjustments that promote deeper engagement with these critical areas. By addressing these opportunities for improvement, the program can ensure students are even better equipped to navigate the complexities of ethical, sustainable, and globally diverse business environments.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MBA students will produce strategic analyses and plans, to include vision and mission statements.

Pillar of Success Supported

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

MBA students will attain and apply core knowledge in the theory and practice of strategic integration knowledge.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Mean percent Correct equal to or greater than 48%

Performance Target for "Partially Met"

Mean percent Correct equal to or greater than 45%

Performance Target for "Not Met"

Mean percent Correct less than 45%

Assessment Measure Used

MBA MFT Indicator: Strategic Integration

Frequency of Assessment

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving a score of 44% in Strategic Integration.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

During the 2023-2024 academic year, the MBA program assessed its students' attainment and application of core knowledge in the theory and practice of strategic integration through the Major Field Test (MFT). A total of 52 students completed the MFT, achieving an average score of 44% in Strategic Integration. This result fell below both the Comparative Schools Mean of 47.8% and the National Mean of 47.7%.

Comparatively, during the previous academic year, all 109 enrolled students completed the MFT, with

an average score of 46% in Strategic Integration, consistent with the results from 2021-2022. While the 2022-2023 Comparative Schools Mean was slightly lower at 45.8%, the National Mean was marginally higher at 47.9%.

Despite maintaining performance levels over multiple years, the program did not meet its target for this outcome in 2023-2024. These results highlight a need for targeted interventions to improve student performance in strategic integration, ensuring alignment with national and comparative benchmarks.

Additionally, the significant drop in student participation—from 109 students last year to 52 students this year—likely contributed to the decline in the institutional mean. The optional nature of the test for the Spring 2024 cohort reduced the sample size and may have limited the representativeness of this year's results.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will attain a strategic view of business through an integrative experience.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

The BA 696 Industry average score will be within 3 points of the Industry average score or higher for all Graduate Classes Worldwide over the last 12 months or the BA 696 average score in 3 of the 5 Benchmarks will equal or exceed that of the Worldwide averages.

Performance Target for "Partially Met"

The BA 696 Industry average score will be within 5 points of the Industry average score or higher for all Graduate Classes Worldwide over the last 12 months and the BA 696 average score in 3 of the 5 Benchmarks will equal or exceed that of the Worldwide averages.

Performance Target for "Not Met"

The BA 696 Industry average score is more than 5 points lower than the Industry average score for all

Graduate Classes Worldwide over the last 12 months and the BA 696 average score in 3 of the 5 Benchmarks is less than that of the Worldwide averages.

Assessment Measure Used

GLO-BUS Strategic Management Simulation
Performance Benchmark report

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

Overall simulation scores are team-based. For the teams included in 2023-2024, the overall average score was 90.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

During the 2023-2024 academic year, the MBA program assessed students' attainment of a strategic view of business through the Glo-Bus Industry Simulation, which provides an integrative experience by requiring teams to make comprehensive business decisions. The overall average score for participating teams from the program was 90, compared to the global overall average of 93.2. While the averages were relatively close, the standard deviation (SD) for our teams' scores was significantly higher at 12, compared to the global SD of 6. This indicates greater variability in performance among our teams. The lowest overall score for our teams was 69, notably below the global average minimum of 75.

Comparatively, the strongest areas for our teams were image rating, which matched the global average, and earnings per share, reflecting effective strategies in these domains. However, a critical area of underperformance was return on equity (ROE), where Lander teams averaged 46.3, significantly lower than the global average of 71.7. These results suggest a need to strengthen students' understanding and application of strategies related to equity management and financial returns, while continuing to leverage the program's strengths in areas like brand image and profitability metrics. These insights will guide future curriculum adjustments to enhance performance consistency and ensure a more balanced strategic integration.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will conduct a comprehensive strategic analysis and plan.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 85% of the students will achieve at least 17.5 out of 25 points on the comprehensive strategic analysis.

Performance Target for "Partially Met"

At least 80% of the students will achieve at least 17.5 out of 25 points on the comprehensive strategic analysis.

Performance Target for "Not Met"

Less than 70% of the students will achieve at least 17.5 out of 25 points on the comprehensive strategic analysis.

Assessment Measure Used

Direct:
Project: Comprehensive strategic analysis of GLO-BUS simulation activities

Frequency of Assessment

Annually.

Data Collected for this Timeframe (Results)

The results met the target with 93% of the students scoring at least 17.5 out of 25 points.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This capstone assignment required students to present a detailed review of their performance and decision-making processes during the Glo-Bus Industry Simulation, demonstrating their ability to analyze strategic decisions across all facets of the simulation, with 93% of students scoring at least 17.5 out of 25 points on their final project.

In their strategic analyses, students were expected to evaluate key performance metrics such as market share, financial performance (e.g., earnings per share, return on equity), product quality, and brand image, while also reflecting on the integration of their decisions across production, marketing, finance, and R&D. This exercise provided students with a valuable opportunity to connect theoretical concepts with practical application, as they analyzed the consequences of their strategies within a competitive, dynamic environment.

Students also reviewed their strategic pivots in response to competitor moves, changes in market conditions, and internal performance challenges, highlighting their ability to adapt and refine strategies. The strong performance on this assignment demonstrates that students are effectively developing the skills necessary to synthesize complex data, assess outcomes holistically, and formulate actionable strategic insights, aligning with the program's overarching goal of cultivating strategic leaders.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will produce a strategic plan.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

An average score of 75% or higher on the Strategic Plan.

Performance Target for "Partially Met"

An average score of at least 70% on the Strategic Plan.

Performance Target for "Not Met"

An average score less than 70% on the Strategic Plan.

Assessment Measure Used

Direct:
GLO-BUS Strategic Management Simulation
3-Year Strategic Plan

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Overall simulation scores are team-based. For the teams included in 2023-2024, the overall average score was 76.8.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

During this academic year, the target was met with an overall average score of 76.8 on the 3-year strategic plan developed during the Glo-Bus Industry Simulation. This score reflects the program's strong performance, exceeding the global overall average of 73.1 and highlighting the students' ability to develop comprehensive and effective strategic plans in a competitive, simulated environment.

The strategic plan required students to articulate a cohesive vision and mission for their simulated companies, along with actionable goals to guide decision-making over a three-year period. Students had to integrate strategies across production, marketing, finance, and product innovation, ensuring alignment with overall business objectives. The plans also included a detailed evaluation of key performance indicators such as profitability, market share, and brand image, as well as strategies for addressing potential challenges and capitalizing on competitive opportunities.

The above-average performance on this measure indicates that students demonstrated a clear understanding of strategic planning principles, including the ability to align long-term objectives with tactical decisions and respond effectively to changing market dynamics. These results affirm the program's success in preparing students to produce well-rounded, impactful strategic plans that mirror real-world business challenges and opportunities.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

Across multiple measures, the program demonstrated a commitment to developing students' strategic knowledge and skills. In the Major Field Test (MFT), results indicated that while students maintained consistent performance in Strategic Integration over three academic years, the scores fell below both comparative schools and national averages, suggesting a need to bolster this foundational area.

Through the Glo-Bus Industry Simulation, students engaged in a dynamic, integrative experience that required comprehensive business decision-making. While the overall simulation average score of 90 was slightly below the global average of 93.2, variability among team scores was higher than desired, reflecting opportunities to enhance consistency. Strengths were noted in metrics like image rating and earnings per share, though significant improvement is needed in return on equity. For the strategic analysis outcome, 93% of students successfully reviewed their simulation performance, meeting the target and showcasing their ability to evaluate complex strategic interactions. Finally, students excelled in producing strategic plans, achieving an average score of 76.8, surpassing the global average of 73.1 and demonstrating proficiency in integrating long-term vision with actionable goals.

Collectively, these results underscore the program's strengths in cultivating strategic thinking while also identifying areas for refinement to ensure continued improvement and alignment with competitive benchmarks.

Changes Made/Proposed Related to Goal

For the outcome related to attaining and applying core knowledge in Strategic Integration, targeted curriculum enhancements are recommended to address the gap between program performance and national and comparative benchmarks. Specific changes could include integrating additional case studies, simulations, or workshops focused on strategic integration concepts, with a particular emphasis on decision-making frameworks and financial analysis.

To reduce variability in team performance in the Glo-Bus Industry Simulation, additional team coaching sessions and peer feedback mechanisms could be implemented to foster collaboration and consistency. Structured mid-simulation progress reviews could also help identify underperforming teams and provide tailored guidance. Emphasizing financial metrics like return on equity through targeted lessons or practical exercises may improve understanding and performance in this critical area.

For the outcomes related to producing comprehensive strategic analyses and plans, incorporating more iterative feedback during the strategic plan development process could enhance depth and rigor. For example, students might be required to submit drafts of key plan components for review before the final submission. To build on the strong performance in producing strategic plans, the program might consider introducing benchmarking exercises where students compare their plans to top-performing global teams in the simulation, gaining insights into best practices.

Upload Rubrics/Other Files

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MBA graduates will demonstrate effective leadership through sound decision making, creative thinking, and problem-solving.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand the essentials of creative thinking and sound decision making.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 7 out of 10 points. The average Total and Item Scores will be at least:

Total: 7

Creative Thinking: 2.5

Decision Making: 2.5

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 7 out of 10 points. The average Total and Item Scores will be at least:

The average Total and Item Scores will be at least:

Total: 7

Creative Thinking: 2.5

Decision Making: 2.5

Performance Target for "Not Met"

Less than 70% of the students achieved at least 7 out of 10 points or the total average score was less than 7

Assessment Measure Used

Direct:
Essay: What are the essentials of creative thinking and sound decision making as conveyed in Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration by Ed Catmull?

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

74% of the students scored 7 or higher and the average score was 7.4. The item score for creative thinking was 3.8 and for decision-making 3.2.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

For this assessment, 74% of students scored 7 or higher, with an average score of 7.4. However, when analyzed further, the item score for creative thinking was 3.8, while decision-making scored 3.2. These results indicate that the target was only partially met.

A review of performance trends over the years reveals inconsistent scores, suggesting challenges in maintaining a stable level of achievement. Additionally, feedback from instructors highlights that many students do not invest significant effort into this assignment, possibly due to its placement as the final assignment of the term.

To address these issues, the assessment measure will be revisited and potentially redesigned to more accurately evaluate students' understanding of the essentials of creative thinking and decision-making. Moving forward, adjustments will be made to ensure the assessment is appropriately aligned with the intended outcome and fosters greater engagement from students.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will describe the role of leadership in strategy.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

At least 80% of the students will achieve at least 7 out of 10 points.

Performance Target for "Partially Met"

At least 70% of the students will achieve at least 7 out of 10 points.

Performance Target for "Not Met"

Less than 70% of the students achieved at least 7 out of 10 points.

Assessment Measure Used

Direct:
Essay: What is the role of leadership in strategy execution?

Frequency of Assessment

Every other year.

Data Collected for this Timeframe (Results)

96% of the students scored 7 or higher.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

An impressive 96% of students scored 7 or higher, reflecting a significant strength in this area of the program. These results highlight the program's emphasis on cultivating an understanding of leadership's strategic importance. However, it was noted that not all students directly addressed this specific question, leading to a smaller sample size for assessment.

Additionally, the assessment instrument may be too broadly defined to provide an accurate measure of this outcome. To ensure a more precise evaluation in future assessments, the question and corresponding criteria will be refined to better align with the intended learning outcome and to encourage greater consistency in student responses.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will demonstrate analytical skills.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

Students will score in the 60th percentile or higher.

Performance Target for "Partially Met"

Students will score in at least the 55th percentile.

Performance Target for "Not Met"

Students scored lower than the 50th percentile.

Assessment Measure Used

Direct:
GLO-BUS Learning Assurance Report for Analytics

Frequency of Assessment

Annually.

Data Collected for this Timeframe (Results)

The class average was the 58th percentile.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The class average placed in the 58th percentile, which reflects performance on "Assessment of the individual's skills in analyzing information in the GLO-BUS Statistical Review and Competitive Intelligence Report, calculating financial ratios, and identifying appealing strategies to improve company performance." This assessment is based on responses to 12 questions from Quiz #2, which has historically been the lowest-scoring assessment in GLO-BUS globally.

While the results align with broader trends in GLO-BUS performance, our students scored approximately 12 points below the global average, indicating a need for reinforcement of foundational financial concepts. Additionally, some students did not participate in the quiz, which negatively impacted the class average. These findings are consistent with issues observed across other assessments involving financial analysis, highlighting this as an area requiring focused intervention.

Moving forward, strategies such as incorporating more targeted financial analysis exercises, increasing student engagement with the GLO-BUS platform, and emphasizing the practical application of financial concepts in earlier coursework will be explored to strengthen performance in this critical area.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will demonstrate critical thinking and the ability to analyze and interpret data.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

The mean score for MBA MFT will be within one standard deviation of the national mean.

Performance Target for "Partially Met"

The mean score for MBA MFT will be within 1.5 standard deviations of the national mean.

Performance Target for "Not Met"

The mean score for MBA MFT was greater than 1.5 standard deviations from the national mean.

Assessment Measure Used

MBA MFT Mean Score

Frequency of Assessment

Annually - The MFT was optional in Spring 2024 and only 2 students completed the exam.

Data Collected for this Timeframe (Results)

52 MBA students completed the MFT during AY 2023-2024 achieving an average score of 240 with a SD of 13.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

During the academic year 2023-2024, 52 MBA students completed the Major Field Test (MFT), achieving an institutional average score of 240 with a standard deviation of 13. Comparative data from similar institutions for the same period reported a mean score of 246.4 with a standard deviation of 6.4, while the national average across all examinees (September 2017–June 2024) was 246.5 with a standard deviation of 15.9. Although our institutional average score of 240 falls slightly below the national mean, it remains within one standard deviation of the broader national data, thereby meeting the program's outcome target.

These results suggest that while the program is successfully fostering critical thinking and data analysis skills, further refinement of instructional strategies could narrow the gap and strengthen overall performance. Emphasis on integrating more advanced analytical tools and targeted practice in critical

thinking contexts may enhance future outcomes.

Additionally, the significant drop in student participation—from 109 students last year to 52 students this year—likely contributed to the decline in the institutional mean. The optional nature of the test for the Spring 2024 cohort reduced the sample size and may have limited the representativeness of this year's results.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will be prepared for Data Analysis, Problem-Solving, Decision-Making, and Leadership Skills in the workplace.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will report on the exit survey that they are adequately (or better) prepared for Data Analysis, Problem-Solving, Decision-making, and Leadership Skills in the workplace.

Performance Target for "Partially Met"

70% or more of the students will report on the exit survey that they are adequately (or better) prepared for Data Analysis, Problem-Solving, Decision-making, and Leadership Skills in the workplace.

Performance Target for "Not Met"

Less than 70% of the students will report on the exit survey that they are adequately (or better) prepared for Data Analysis, Problem-Solving, Decision-making, and Leadership Skills in the workplace.

Assessment Measure Used

Indirect:
MBA Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

Students reported that they are adequately (or better) prepared in 89% of the Skill areas on the exit survey. 3

Comments/Narrative

Of the graduating students, 89% reported feeling adequately or better prepared for these skills, with an overall average response of 4.2 on a 5-point scale. Among the specific skills assessed, leadership received the highest ratings, reflecting consistent strength in this area throughout the program. In contrast, data analysis emerged as the lowest-rated skill, with only 74% of students reporting that they were adequately or more prepared.

These self-assessment results align with trends observed in other program measures, underscoring areas of strength and opportunities for improvement. The findings suggest a need to reinforce data analysis skills further, ensuring that graduates are better equipped to apply these competencies effectively in the workplace. Addressing this gap may involve enhancing coursework, integrating more practical data-driven projects, and providing additional resources to support skill development in data analysis.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Across the measures evaluated, the program demonstrates clear strengths, particularly in leadership and strategic understanding. For example, 96% of students scored 7 or higher in describing the role of leadership in strategy, showcasing their ability to integrate theoretical knowledge into practical contexts. Leadership skills were also consistently rated as the program's strongest area in the exit survey, with an overall average response of 4.2 on a 5-point scale.

Critical thinking and data analysis skills were evaluated through the Major Field Test (MFT), where the institutional average score of 240 fell within one standard deviation of the national mean, meeting the program's target. Analytical skills were further assessed using the GLO-BUS simulation, where the class average placed in the 58th percentile. This real-world application provided valuable insights into students' abilities to analyze complex data, calculate financial ratios, and identify performance-improvement strategies.

Preparedness for workplace skills, including data analysis, problem-solving, decision-making, and leadership, was reflected in the exit survey, where 89% of students reported feeling adequately or better prepared. Notably, while leadership skills remained the highest-rated competency, data analysis emerged as an area with lower self-reported preparedness, a trend consistent across other assessments.

Overall, these findings highlight the MBA program's ability to equip students with essential leadership and analytical skills, preparing them for success in diverse professional environments. The combination of theoretical instruction, applied learning, and self-assessment underscores the program's commitment to delivering a comprehensive and impactful educational experience.

Changes Made/Proposed Related to Goal

The MBA program demonstrates considerable strengths in leadership, critical thinking, and workplace preparedness, yet, data analysis consistently emerges as a lower-performing area across assessments,

including the GLO-BUS simulation, MFT results, and self-reported preparedness in the exit survey. To address this, the program plans to incorporate targeted interventions such as enhanced coursework in financial analysis, increased practice with data-driven decision-making tools, and integration of applied projects that emphasize real-world data interpretation and problem-solving.

The variability in scores for creative thinking and decision-making suggests a need for a more robust and engaging assessment tool that accurately captures student competency. Revising the end-of-term assignment to ensure alignment with program goals and fostering student effort through earlier engagement with these concepts is a priority. Additionally, the assessment for understanding the role of leadership in strategy, while yielding high scores, will be refined to provide greater specificity and inclusivity to ensure a larger sample size and more precise measurement of student knowledge.

The GLO-BUS simulation remains a valuable tool for evaluating analytical skills, but low participation in critical assessments like Quiz #2 underscores the need for improved student engagement and preparation. Strategies may include enhanced support for students struggling with foundational financial concepts and integrating review sessions or supplemental materials earlier in the term.

Finally, reinforcing data analysis and critical thinking skills throughout the curriculum and addressing identified gaps with targeted strategies will ensure that students are better equipped to meet the demands of the modern workplace. These changes will align with the program's goal of fostering effective leadership and decision-making and maintaining a commitment to continuous improvement.

Upload Rubrics/Other Files

Goal 6

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

MBA students will understand their micro-credential role in the context of the business enterprise.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will understand the relevance and be prepared for a job in their micro-credential area.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will report on the exit survey that they are adequately (or better) prepared to understand the relevance and be prepared for a job in their micro-credential.

Performance Target for "Partially Met"

At least 70% or more of the students will report on the exit survey that they are adequately (or better) prepared to understand the relevance and be prepared for a job in their micro-credential.

Performance Target for "Not Met"

Less than 70% of the students reported on the exit survey that they are adequately (or better) prepared to understand the relevance and be prepared for a job in their micro-credential.

Assessment Measure Used

Indirect:
MBA Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they are adequately (or better) prepared in understanding the relevance and being prepared for a job in their micro-credential area. The data was 97% and 98% respectively. The program requires that students select two micro-credentials, so questions were asked for each one specifically and then averaged.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This outcome was revised to align directly with the student exit survey which excluded questions on knowledge to ensure consistency with the data collected.

The results from the 2023-2024 assessment cycle indicate that students feel well-prepared in their micro-credential areas. On average, 97% of students reported being adequately or better prepared in understanding the relevance of their micro-credentials, and 98% indicated they felt adequately or better prepared for jobs in these fields. Since students are required to select two micro-credentials, responses for each were collected and averaged. This dual focus provides a comprehensive view of the program's effectiveness in meeting this critical outcome.

Consistent with prior years, the Organizational Leadership micro-credential scored the highest in both relevance and job preparedness, reflecting the program's strong emphasis on developing leadership skills applicable across industries. However, the Financial Development and Business Analytics micro-credentials scored the lowest in these areas, though scores remained relatively stable compared to previous assessments. These results suggest a need for further exploration into how these micro-credentials can better align with students' career expectations and the evolving demands of the job market.

Future initiatives may include reviewing curriculum content, enhancing experiential learning opportunities, and seeking feedback from industry stakeholders to strengthen the Financial

Development and Business Analytics micro-credentials.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students will know they are career ready and know what it means to make a positive impact on society.

Timeframe for this Outcome

2023-2024

Performance Target for "Met"

80% or more of the students will report on the exit survey that they are adequately (or better) prepared on the career readiness areas.

Performance Target for "Partially Met"

At least 70% or more of the students will report on the exit survey that they are adequately (or better) prepared on the career readiness areas.

Performance Target for "Not Met"

Less than 70% of the students reported on the exit survey that they are adequately (or better) prepared on the career readiness areas.

Assessment Measure Used

Indirect:
MBA Program Exit Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Students reported that they are adequately (or better) prepared in 97% of the Career Readiness areas on the exit survey.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This outcome was assessed through the exit survey, which measures students' perceptions of their

readiness in key areas related to their careers and their ability to contribute meaningfully to society. The results for the 2023-2024 assessment cycle were highly positive and consistent with those from the previous year.

Students reported feeling adequately or better prepared in 97% of the Career Readiness areas evaluated. The overall average response across these measures was 4.7, reflecting a high level of confidence among graduates in their readiness to enter the workforce. Specific areas assessed included feeling ready, relevant, resourceful, capable of forward-thinking actions, and able to make a positive societal impact. Scores in these dimensions were nearly identical, demonstrating balanced strengths across the various facets of career readiness and societal contribution.

These results highlight the program's continued success in equipping students with the skills, mindset, and values necessary to excel in their careers while fostering a commitment to societal well-being. The consistency with last year's findings further reinforces the stability and effectiveness of the program's approach. Moving forward, the program will continue to build on these strong results by maintaining a focus on comprehensive professional development and ethical leadership.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Exit survey results reveal that students feel well-prepared in understanding the relevance of their chosen micro-credentials and are confident in their readiness for jobs in these areas, with average preparedness ratings of 97% and 98% respectively. Similarly, students reported feeling adequately prepared in 97% of the Career Readiness areas, with an overall average response of 4.7. They expressed confidence in being ready, relevant, resourceful, capable of forward-thinking actions, and able to positively impact society.

Consistent results across multiple assessment cycles highlight the program's success in fostering professional readiness and societal engagement while identifying opportunities for ongoing enhancement. These outcomes affirm the program's commitment to producing capable and socially responsible business leaders.

Although the survey results align with last year's outcomes, it is important to note that the reduced sample size this year also applies to the exit survey. With fewer students completing the survey, the representativeness of the results may be affected, but these outcomes have been the most consistent results over the program's cohorts.

Changes Made/Proposed Related to Goal

The Financial Development and Business Analytics micro-credentials consistently scored lower in relevance and job preparedness compared to others, such as Organizational Leadership. This suggests an opportunity to review and refine the curriculum in these areas to ensure alignment with industry expectations and student career goals. Efforts might include incorporating more practical, real-world applications, offering additional experiential learning opportunities, and engaging industry professionals to provide insights into current trends.

In terms of career readiness, while scores indicate high levels of student confidence, the program could consider initiatives to maintain and strengthen these outcomes. For example, adding workshops or

courses focused on emerging leadership strategies, ethical decision-making, or societal impact in diverse contexts could further solidify the program's emphasis on creating forward-thinking and socially responsible leaders. Additionally, gathering more detailed qualitative feedback from students during the exit survey process could provide deeper insights into specific areas for improvement, ensuring the program continues to meet evolving student and employer needs. These changes would build on the program's strengths while addressing areas for strategic growth.

Upload Rubrics/Other Files

Dean's Email Address

lwillis@lander.edu

Approved by Dean?

Yes

Signature of Dean

Lloyd Willis

Comments from Dean's Review

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.