

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 Year

2023-2024

Assessment Coordinator Name

Mick Fekula

Enter Assessment Coordinator Email

mfekula@lander.edu

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 Enrollment

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the MBA is greater than or equal to 6.

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 6.

Assessment Measure Used

Annual Productivity Report

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The MBA began in Fall 2021. The first-year enrollment was 83, which grew to 210 in Fall 2022. The 2-year average is 146.5 students.

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

3

Comments/Narrative

Enrolling 210 in the program's second year is an excellent outcome. Changes are not required at this point.

Resources Needed to Meet/Sustain Results

In the long term, we need an additional doctorally qualified faculty member in each of the four fundamental disciplines: accounting, finance, marketing, and management. In the short term, lecturers could be used to teach undergraduate courses and alleviate course overloads for those teaching MBA courses.

Explanation of How Resources Will Be Used

The new teaching resources will ensure faculty do not routinely overload. These resources must be full-time faculty to comply with AACSB sufficiency ratios.

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

2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded is greater than or equal to 3.

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 3.

Assessment Measure Used

Annual Productivity Report

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

103 students completed the MBA in its second year, with a 2-year average of 62.5 students.

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

3

Comments/Narrative

This graduation rate is good since it represents approximately 50% of the students who could have graduated if they attempted an accelerated pace. Some students choose a slower pace. The number of graduates quadrupled from 2021-2022 to 2022-2023.

No changes are needed at this point to influence the graduation numbers.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Enrolling 210 students in the program's second year is an excellent outcome.

This graduation rate is good since it represents approximately 50% of the students who could have graduated if they attempted an accelerated pace. Some students choose a slower pace. The number of graduates quadrupled from 2021-2022 to 2022-2023.

Changes Made/Proposed Related to Goal

Since the program is new and the enrollment and graduation numbers are excellent, no changes are proposed.

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

Students will know and apply Accounting principles

Timeframe for this Outcome

2022-2023

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

MBA MFT Indicator: Accounting

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

109 MBA students completed the MFT during AY 2022-2023 achieving a score of 36% in Accounting

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

2

Comments/Narrative

109 students were tested and the mean percent correct for Accounting was 36%. The Comparative Institutions mean was 37.1, standard deviation 6.0. Our goal is to be at least at the mean of comparative institutions and then exceed that. We are close and currently within one standard deviation of the mean.

Since an adequate sample has been achieved, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

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 and apply finance principles

Timeframe for this Outcome

Academic Year 2022-2023

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

Data Collected for this Timeframe (Results)

109 MBA students completed the MFT during AY 2022-2023 achieving a score of 32% in Finance

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

1

Comments/Narrative

109 students were tested and the mean percent correct for Finance was 32%. The Comparative Institutions mean was 33.5%, standard deviation 3.6. Our goal is to be at least at the mean of comparative institutions and then exceed that. We are close and currently within one standard deviation of the mean. Although we decreased by 1% this year, the combined MFT scores for all years show a 33% score in Finance which is only .5 below the comparative average.

Since an adequate sample has been achieved, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

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 know and apply Management principles

Timeframe for this Outcome

Academic Year 2022-2023

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

Data Collected for this Timeframe (Results)

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

109 MBA students completed the MFT during AY 2022-2023 achieving a score of 53% in Management

Comments/Narrative

109 students were tested and the mean percent correct for Management was 53%. The Comparative Institutions mean was 51.5, standard deviation 7.1. Our goal is to be at least at the mean of comparative institutions and then exceed that. We currently exceed that and seek our higher target of 55%, which exceeds the national mean of 54.2.

Since an adequate sample has been achieved, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

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 know and apply Marketing principles

Timeframe for this Outcome

Academic Year 2022-2023

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

Frequency of Assessment

MBA MFT Indicator: Marketing

Annually

Data Collected for this Timeframe (Results)

109 MBA students completed the MFT during AY 2022-2023 achieving a score of 55% in Marketing

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

2

Comments/Narrative

109 students were tested and the mean percent correct for Marketing was 55%. The Comparative Institutions mean was 54.8, standard deviation 8.0. Our goal is to be at least at the mean of comparative institutions and then exceed that. We currently exceed that and seek our higher target of 58%, which exceeds the national mean of 57.6.

Since an adequate sample has been achieved, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analysis to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement.

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 general applicable business knowledge

Timeframe for this Outcome

Academic Year 2022-2023

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

Data Collected for this Timeframe (Results)

109 MBA students completed the MFT during AY 2022-2023 achieving an average score of 243

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

2

Comments/Narrative

The MBA ETS 2023 National Comparative Data Guide shows data for September 2017 through June 2023 for 228 domestic institutions and 41,781 student examinees. The mean was 246.5, median 248, and standard deviation 7.9. Our selected Comparative Institutions mean is 243 and standard deviation is 14.8 among 2,142 test takers

109 Lander students tested in AY 2022-2023. The Lander mean was 243, and standard deviation 15.

Our goal is to be at least at the mean of comparative institutions and then exceed that by attaining a 247 to exceed the national mean.

Since our student sample size is now large enough, we can bring item analyses for each area of the MBA MFT to determine where curriculum improvements are needed and in turn, impact the overall average MBA MFT score.

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 have general and functional area applicable business knowledge.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Students will report that they have adequately (or better) learned, or 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 they have adequately (or better) learned, or 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 have adequately (or better) learned, or 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 have adequately (or better) learned, or are adequately (or better) prepared in 100% of the Learning and Development items on the exit survey.

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

3

Comments/Narrative

72 Students reported that they have adequately (or better) learned, or are adequately (or better) prepared in 100% of the Learning and Development items related to knowledge on the exit survey.

The overall average response was 4.3 on a 5 point scale. Accounting and Finance scored the lowest at 3.8 each. 82% (59/72) of the students felt well prepared or very well prepared. 17% (12) of the students felt adequately prepared, with one student reporting in the unprepared range.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

We set targets for our MFT scores to exceed the national comparative means. We are not there yet, so, we are only partially meeting the targets. We are at the overall mean of 243 for comparative schools, and exceeding the mean in three of the five domains.

72 Students reported that they have adequately (or better) learned, or are adequately (or better) prepared in 100% of the Learning and Development items related to knowledge on the exit survey.

The overall average response was 4.3 on a 5 point scale. Accounting and Finance scored the lowest at 3.8 each. 82% (59/72) of the students felt well prepared or very well prepared. 17% (12) of the students felt adequately prepared, with one student reporting in the unprepared range.

Changes Made/Proposed Related to Goal

Since we now have an adequate sample of Lander MFT scores, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analyses to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement, as appropriate.

There are no changes proposed relative to the Exit Survey results. We met the target. The low scores are

correlated with the MFT performance in Accounting and Finance and thus characteristic of historical experience with these quantitative disciplines. Initiatives to increase the MFT scores should impact student perceptions of preparedness.

Upload Rubrics/Other Files

MBA Spring 2023 Exit Survey - Preparedness (Responses).xlsx

Overall MFT Post - 2022-23.xlsx

Best Comparison Schools MFT CustomComparativeDataReport_10062023_1504.PDF

ACDG_MBA_2023.pdf

All 2022-23 Item Analysis Information.xlsx

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 diversity and offer inclusion insights

Timeframe for this Outcome

2022-2023

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, but assessed again this year since the MBA was only one year old

Data Collected for this Timeframe (Results)

22 students answered the inclusion essay. The results met the target with 95% scoring a 16 or higher and the average total score being 22.2 out of 25 with a standard deviation of 3.36. The item analysis averages were 4.0, 4.8, and 4.4 with acceptable standard deviations for those means.

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

3

12 students answered the essay question on diversity. The results met the target with 100% scoring 17 or higher and the average total score being 21.1 out of 25 with a standard deviation of 2.64. The item analysis averages were 4.2, 4.7, and 3.8. The Application item had a larger than desired standard deviation, explained by 2 of 12 students who scored low since they did not explicitly express enough willingness to accept responsibility to support diversity.

Comments/Narrative

22 students answered the inclusion essay. The results met the target with 95% scoring a 16 or higher and the average total score being 22.2 out of 25 with a standard deviation of 3.36. The item analysis averages were 4.0, 4.8, and 4.4 with acceptable standard deviations for those means.

12 students answered the essay question on diversity. The results met the target with 100% scoring 17 or higher and the average total score being 21.1 out of 25 with a standard deviation of 2.64. The item

analysis averages were 4.2, 4.7, and 3.8. The Application item had a larger than desired standard deviation, explained by 2 of 12 students who scored low since they did not explicitly express enough willingness to accept responsibility to support diversity.

When the combined scores for both essays were considered, 97% of the students scored 16 or higher. This meets the target and is improved over last year when that percentage was 80.5%. The overall average improved from 18.7 to 21.7.

We met the target, and the MBA is still relatively new, so we propose no changes at this time.

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 appropriate sustainability

Timeframe for this Outcome

2022-2023

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

Frequency of Assessment

Annually, but assessed again this year since the

sustainability.

MBA was only one year old

Data Collected for this Timeframe (Results)

13 students answered the sustainability essay. The results for the sustainability essay met the target with 85% scoring a 3 and the average total score being 2.8 with a standard deviation of .36

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

3

Comments/Narrative

We met the target in two consecutive years with a sample of 21 students total. The total average to date is 2.7 with 95% of the students scoring 2 or better, and 81% scoring 3, the highest score.

We met the target, and the MBA is still relatively new, so we propose no changes at this time.

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 in a diverse global context

Timeframe for this Outcome

2022-2023

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, but assessed again this year since the MBA was only one year old

Data Collected for this Timeframe (Results)

4 students answered the globalization essay. The results for the globalization essay met the target with 100% scoring a 23 or higher and the average total score being 23.5 out of 25. The Item scores were 5, 5, and 4.3 respectively.

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

3

Comments/Narrative

4 students answered the globalization essay. The results for the globalization essay met the target with 100% scoring a 23 or higher and the average total score being 23.5 out of 25. The Item scores were 5, 5, and 4.3 respectively.

We met the target, and these scores are nearly the same as last year, with only a slight increase from 23.3 to 23.5.

The Globalization assessment, and the MBA program are still relatively new. We met the target but the sample is not yet large enough to make firm decisions so this result will continue to be assessed during the next assigned cycle.

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

2022-2023

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, but assessed again this year since the MBA was only one year old

Data Collected for this Timeframe (Results)

Only one student answered the Ethics Essay in Spring 2023 because we were not originally scheduled to assess this item in 2022-2023. That one student was added to the 7 from the prior year and those results (8 students) are reported here.

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

3

With 8 students, the results for the ethics essay met the target with 87.5% scoring 19 or higher and the average total score being 21 out of 25. The Item scores were 4.5, 4.1, and 4.1 respectively.

Comments/Narrative

The Ethics assessment, and the MBA program are still relatively new. We met the target but the sample is not yet large enough to make firm decisions so this result will continue to be assessed during the next assigned cycle. We propose no changes because there is insufficient evidence for a change.

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 and Social Responsibilities in the workplace

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

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

Assessment Measure Used

Indirect: Student MBA Program Exit Survey items for Social Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

98.6% of the students reported that they are adequately (or better) prepared for Social Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion,

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

3

Global, and Positive Societal Impact.

Comments/Narrative

98.6% of the students reported that they are adequately (or better) prepared for Social Perspectives and Responsibilities in the following areas: Ethical, Sustainability, Diversity & Inclusion, Global, and Positive Societal Impact.

71 Students reported that they have adequately (or better) learned, or are adequately (or better) prepared in 100% of the items related to Social Perspectives and Responsibilities on the exit survey. One student's average suggested being poorly prepared.

The overall average response was 4.5 on a 5 point scale. Global perspectives scored the lowest at 4.3, which is still a good score each. 90.3% (66/72) of the students felt well prepared or very well prepared. 8.3% (6) of the students felt adequately prepared, with one student reporting in the poorly prepared range for global, sustainability, and diversity and inclusion preparedness.

There are no changes proposed relative to the Exit Survey results since we met the target and these results are based on the first administration of the Exit Survey.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

The results suggest that targets are being met in sustainability, ethics, globalization and diversity and inclusion depending.

When the combined scores for both the diversity and the inclusion essays were considered, 97% of the students scored 16 or higher. This meets the target and is improved over last year when that percentage was 80.5%. The overall average improved from 18.7 to 21.7.

We met the Sustainability target in two consecutive years with a sample of 21 students total. The total average to date is 2.7 with 95% of the students scoring 2 or better, and 81% scoring 3, the highest score.

We met the target for globalization with scores nearly the same as last year, accompanied by a slight increase from 23.3 to 23.5.

The ethics essay results met the target with 87.5% scoring 19 or higher and the average total score being 21 out of 25. We met the target but the sample (8) is not yet large enough to make firm decisions so this result will be monitored during the next assigned cycle.

Changes Made/Proposed Related to Goal

There are no changes proposed regarding the Exit Survey results since we met the target and these results are based on the first administration of the Exit Survey.

Additionally, we improved performance in most of the direct measures of Ethical and Social Responsibility. The MBA is still relatively new and there is no evidence to suggest the need for changes in these related outcomes.

Upload Rubrics/Other Files

MBA Spring 2023 Exit Survey - Preparedness (Responses).xlsx

Sp 2023 DQ 11d - post Global.pdf

Sp 2023 DQ 11a - post Inclusion.pdf

Sp 2023 DQ 11c - post Diversity.pdf

Sp 2023 DQs 9c - post Sustainability.pdf

Sp 2023 DQs 9d - Post - Ethics 9d.pdf

MBA Ethics Rubric .pdf

MBA Sustainability Rubric.pdf

MBA Diversity and Inclusion Rubric.pdf

MBA Globalization Rubric .pdf

Diversity and Inclusion Results - 2023.xlsx

Sustainability Results - Sp 2023.xlsx

Ethics Results - Sp 2023.xlsx

Globalization Results - SP 2023.xlsx

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

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 demonstrate Strategic Integration Knowledge

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Mean percent Correct equal to or greater than 48%

And at least 50% of the A5 questions will be answered correctly by at least 50% of the students. When this mark is not met, then at least 75% of the questions answered by Lander MBA students will have a percentage of students answering correctly within (or better than) 25% of the national percentage correct.

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

Data Collected for this Timeframe (Results)

109 of the 109 students enrolled took the MFT and the average percentage of students with correct answers to Strategic Integration questions was 46%.

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

2

Comments/Narrative

109 of the 109 students enrolled took the MFT and the average percentage of students with correct answers to Strategic Integration questions 46%. This is the same as 2021-2022. The Comparative Schools Mean was 45.8. The National mean was 47.9.

Only 45.8% of the A5 questions were answered correctly by at least 50% of our students but for 84.7% of the questions, the percentage of our students answering the question correctly was within 25% of (or better than) the national percentage of students answering each question correctly.

The strategic integration score of 46% is lower than the target of 48% but less than one standard deviation from the national norm and custom comparative schools. The questions outside the 25% mark were largely finance and accounting topics with only one classified as marketing.

These results are not great but give us a better indication of where we stand now that we have a larger sample of test takers.

We only partially met the target at 46%. We are close to the national mean at 47.9%. For 84.7% of the Strategic Integration questions, our students are within at least 25% of the National Percentage.

Since we now have an adequate sample of Lander MFT scores, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analyses to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement, as appropriate.

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. Due in 2023-2024.

Data Collected for this Timeframe (Results)

Not assessed this year. Due in 2023-2024.

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

Comments/Narrative

Not assessed this year. Due in 2023-2024.

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"

An average score of 85% or higher on the comprehensive strategic analysis.

Performance Target for "Partially Met"

An average score of at least 80% on the comprehensive strategic analysis.

Performance Target for "Not Met"

An average score less than 80% on the comprehensive strategic analysis.

Assessment Measure Used

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

Frequency of Assessment

Every other year. Due in 2023-2024.

Data Collected for this Timeframe (Results)

Not assessed this year. Due in 2023-2024.

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

Comments/Narrative

Not assessed this year. Due in 2023-2024.

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:
Machine scored Strategic Plan Inputs

Frequency of Assessment

Every other year. Due in 2023-2024.

Data Collected for this Timeframe (Results)

Not assessed this year. Due in 2023-2024.

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

Comments/Narrative

Not assessed this year. Due in 2023-2024.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

Outcomes 2, 3, and 4 were not assessed this year. They are assessed every other year and due again in 2023-2024.

Outcome 1 was assessed again because the MBA is still relatively new and the MFT is administered every year.

109 of the 109 students enrolled took the MFT and the average percentage of students with correct answers to Strategic Integration questions was 46%. This is the same as 2021-2022. The Comparative Schools Mean was 45.8. The National mean was 47.9.

Only 45.8% of the A5 questions were answered correctly by at least 50% of our students but for 84.7% of the questions, the percentage of our students answering the question correctly was within 25% of (or better than) the national percentage of students answering each question correctly.

The strategic integration score of 46% is lower than the target of 48% but less than one standard deviation from the national norm and custom comparative schools. The questions outside the 25% mark were largely finance and accounting topics with only one classified as marketing.

These results are not great but give us a better indication of where we stand now that we have a larger sample of test takers.

We only partially met the target at 46%. We are close to the national mean at 47.9%. For 84.7% of the Strategic Integration questions, our students are within at least 25% of the National Percentage.

Changes Made/Proposed Related to Goal

Since we now have an adequate sample of Lander MFT scores, the COB Graduate Council will be tasked to monitor the results and direct changes based on the MFT Item Analyses to determine which MFT Domain, Content Areas, and SubContent areas can be targeted for improvement, as appropriate.

Upload Rubrics/Other Files

All 2022-23 Strategic Integration - Item Analysis
Information.xlsx

Best Comparison Schools MFT
CustomComparativeDataReport_10062023_1504.P
DF

ACDG_MBA_2023.pdf

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

2022-2023

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, but assessed again this year since the MBA was only one year old and the target not met on the first assessment

Data Collected for this Timeframe (Results)

20 students took the Capstone course in Fall 2022 with this assessment.

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

3

65% (13/20) scored 8 or higher and the average

score was 7.7. The first measure failed to achieve the target of 80%, and 70% for partially met. The item score for creative thinking was 4.0 and for decision-making 3.7.

Comments/Narrative

65% (13/20) scored 8 or higher, and the average score was 7.7. The first measure failed to achieve the target of 80%, and 70% for partially met. The item score for creative thinking was 4.0, and for decision-making 3.7.

These results show some improvement over the prior year's assessment as follows:

Total Average: 6.4 to 7.7

Creative Thinking: 4.2 to 4.0 (decrease)

Decision Making: 2.2 to 3.7

In response to last year's results, we decided to clarify the assignment and emphasize reflection on decision-making when answering the question. Although we did not meet the target, there was significant improvement in the overall score, the decision-making score, and the percentage of student answers that scored higher.

20% (4) of the 20 students scored poorly on both parts of their answer, which seems primarily due to a lack of effort compared to the other students. For example, these students' answers were noticeably brief. Because of the marked improvement, we propose no further changes at this time. This item will be assessed again in 2023-2024, and the proposals to clarify the assignment and emphasize reflection on decision-making will continue.

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"

Average score of 90% or higher

Performance Target for "Partially Met"

Average score of at least 85%

Performance Target for "Not Met"

Average score less than 85%

Assessment Measure Used

Direct:

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

Frequency of Assessment

Every other year. Due in 2023-2024.

Data Collected for this Timeframe (Results)

Not assessed this year. Due in 2023-2024.

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

Comments/Narrative

Not assessed this year. Due in 2023-2024.

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

2022-2023

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, but assessed again this year since the MBA was only one year old and the target only partially met on the first assessment

Data Collected for this Timeframe (Results)

80 students across four industry groups engaged in the simulation. The weighted percentile average was 61.9 (averages are reported by industry with varying numbers of students in each).

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

3

Comments/Narrative

80 students across four industry groups engaged in the simulation. The weighted average was 61.9 (averages are reported by industry with varying numbers of students in each). The standard deviation was 4.7.

We removed extremely low score outliers from this calculation because some students registered a zero because they did not participate. Others were nearly two or more standard deviations below the mean. The average with outliers was 58.5.

We re-assessed this outcome again this year because of last year's results, but those were also off the target due to outliers.

We met the target and propose no changes at this time. The data for this analysis comes from financial calculations during a very challenging simulation assessment. The MFT tells us that our students score low in the finance discipline, so achieving the 60+ percentile is a good outcome for this group. Finance is also an Exit Survey area where students report feeling less prepared.

Finance is already a focus area for the Graduate Council as they consider curriculum changes in the context of national data showing that student finance performance is generally lower than other disciplines.

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

2022-2023

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 one standard deviations of the national mean.

Performance Target for "Not Met"

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

Assessment Measure Used

The ETS® Major Field Test measures an individual's critical thinking ability to analyze and interpret data. Questions employ materials such as diagrams, graphs and statistical data.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

109 MBA students completed the MFT during AY 2022-2023, achieving an average score of 243, standard deviation 15. The national average was 246.5, and the standard deviation 7.9. We are within one-half standard deviation, so the target is met.

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

3

Comments/Narrative

109 MBA students completed the MFT during AY 2022-2023, achieving an average score of 243, standard deviation 15. The national average was 246.5, and the standard deviation 7.9. We are within one-half standard deviation, so the target is met.

The average score is less than the national average but within the target range for our choice to measure analytic skills. Program goal one will focus on improving MFT scores when necessary, which in turn will impact this assessment of analytics skills.

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 in the workplace

Timeframe for this Outcome

2022-2023

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 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 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 in the workplace.

Assessment Measure Used

Indirect:
Student MBA Program Exit Survey items for Data Analysis, Problem-Solving, Decision-making, and Leadership.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

100% of the students reported that they are adequately (or better) prepared for Data Analysis, Problem-Solving, Decision-making, and Leadership in the workplace.

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

3

Comments/Narrative

100% of the students reported that they are adequately (or better) prepared for Data Analysis, Problem-Solving, Decision-making, and Leadership in the workplace.

All 72 Students reported on average that they have adequately (or better) learned, or are adequately (or

better) prepared in the skills items related to Data Analysis, Problem-Solving, Decision-making, and Leadership in the workplace.

The overall average response was 4.4 on a 5 point scale. Data Analysis scored the lowest at 4.0, which is still a well-prepared score. The other items scored 4.5 or better. 87.4% (61/72) of the students felt well prepared or very well prepared regarding skills. The remaining 15.3 % (11) of the students report being adequately prepared.

We propose no changes relative to the Exit Survey results since we met the target, and these results are based on the first administration of the Exit Survey. Data Analysis scored low, which seems to be a consistent theme in various assessments, so this result will be referred to the Graduate Council for consideration.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Program Goal 4 examines outcomes related to effective leadership through sound decision-making, creative thinking, and problem-solving.

Outcome 2 was not assessed this year since it met the target last year. It will be assessed again in 2023-2024.

Outcomes 1, 3, and 4 were assessed since they are annual or did not meet the target. Outcome 5 was assessed for the first time since it is the Exit Survey for this new program.

Outcome 1:

The results for Outcome 1 (creative thinking and sound decision-making) show some improvement over the prior year's assessment (Total Average: 6.4 to 7.7 and Decision Making: 2.2 to 3.7).

In response to last year's results, we decided to clarify the assignment and emphasize reflection on decision-making when answering the question. Although we did not meet the target, there was significant improvement in the overall score, the decision-making score, and the percentage of student answers that scored higher.

20% (4) of the 20 students scored poorly on both parts of their answer, which seems primarily due to a lack of effort compared to the other students. For example, these students' answers were noticeably brief. Because of the marked improvement, we propose no further changes at this time. This item will be assessed again in 2023-2024, and the proposals to clarify the assignment and emphasize reflection on decision-making will continue.

Outcome 3:

80 students across four industry groups engaged in the simulation. The weighted average was 61.9 (averages are reported by industry with varying numbers of students in each). The standard deviation was 4.7.

We removed extremely low score outliers from this calculation because some students registered a zero because they did not participate. Others were nearly two or more standard deviations below the mean. The average with outliers was 58.5.

We re-assessed this outcome again this year because of last year's results, but those were also off the target due to outliers.

We met the target and propose no changes at this time. The data for this analysis comes from financial calculations during a very challenging simulation assessment. The MFT tells us that our students score low in the finance discipline, so achieving the 60+ percentile is a good outcome for this group. Finance is also an Exit Survey area where students report feeling less prepared.

Finance is already a focus area for the Graduate Council as they consider curriculum changes in the context of national data showing that student finance performance is generally lower than other disciplines.

Outcome 4:

109 MBA students completed the MFT during AY 2022-2023, achieving an average score of 243, standard deviation 15. The national average was 246.5, and the standard deviation 7.9. We are within one-half standard deviation, so the target is met.

The average score is less than the national average but within the target range for our choice to measure analytic skills. Program goal one will focus on improving MFT scores when necessary, which in turn will impact this assessment of analytics skills.

Outcome 5:

100% of the students reported that they are adequately (or better) prepared for Data Analysis, Problem-Solving, Decision-making, and Leadership in the workplace.

All 72 Students reported on average that they have adequately (or better) learned, or are adequately (or better) prepared in the skills items related to Data Analysis, Problem-Solving, Decision-making, and Leadership in the workplace.

The overall average response was 4.4 on a 5 point scale. Data Analysis scored the lowest at 4.0, which is still a well-prepared score. The other items scored 4.5 or better. 87.4% (61/72) of the students felt well prepared or very well prepared regarding skills. The remaining 15.3 % (11) of the students report being adequately prepared.

We propose no changes relative to the Exit Survey results since we met the target, and these results are based on the first administration of the Exit Survey. Data Analysis scored low, which seems to be a consistent theme in various assessments, so this result will be referred to the Graduate Council for consideration.

Changes Made/Proposed Related to Goal

Outcome 1 will be assessed again in 2023-2024, and the proposal to clarify the assignment and emphasize reflection on decision-making will continue.

We met the target for Outcome 3 and propose no changes at this time. The data for this analysis comes from financial calculations during a very challenging simulation assessment. The MFT tells us that our students score low in the finance discipline, so achieving the 60+ percentile is a good outcome for this group. Finance is also an Exit Survey area where students report feeling less prepared.

Finance is already a focus area for the Graduate Council as they consider curriculum changes in the

context of national data showing that student finance performance is generally lower than other disciplines.

We met the target for Outcome 4. Our average MFT score is less than the national average but within the target range for our choice to measure analytic skills. Since Program Goal One will focus on improving MFT scores when necessary, this will impact the assessment of analytics skills, so no action is required for this outcome at this time.

We propose no changes regarding the Outcome 5 Exit Survey results since we met the target, and these results are from the first administration of the Exit Survey. While Data Analysis scored lower than other skills, its score was still good. Data Analysis seems to be a consistent theme in various assessments, so this result will be referred to the Graduate Council for consideration.

Upload Rubrics/Other Files

MBA Spring 2023 Exit Survey - Preparedness (Responses).xlsx

2022-2023 Goal 4, Outcome 1 Student Artifacts.pdf

MBA Creative Thinking and Decision Making Rubric.pdf

2022-2023 Creativity - DM Results.xlsx

2023 Goal 4-3 - Post - Analytics Summary.xlsx

Overall MFT Post - 2022-23.xlsx

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 be knowledgeable, understand the relevance, and be prepared for a job in their micro-credential.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

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

Assessment Measure Used

Indirect:

Survey: Student MBA Program Exit Survey items for Micro-Credentials in the following areas: being knowledgeable, understanding the relevance, and being prepared for a job in their micro-credential.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

All (100%) 72 students reported, on average, that they are adequately (or better) prepared for a job in their micro-credential and understand its relevance.

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

3

Comments/Narrative

All (100%) 72 students reported, on average, that they are adequately (or better) prepared for a job in their micro-credential and understand its relevance.

The overall average response was 4.55 for preparation and 4.7 for understanding relevance.

90% (65/72) of the students felt well prepared or very well prepared regarding the micro-credential, with the remaining 10 % (7) of the students reporting they were adequately prepared. 94% (68) reported understanding the relevance of the micro-credential (well or very well), with the remaining 6 % (4) of the students reporting adequate understanding.

The overall average for each Micro-Credential was:

- Organizational Leadership: 4.8
- Healthcare Management: 4.7
- Digital Marketing: 4.6
- Supply Chain/Ops Management: 4.4
- Financial Management: 4.4
- Business Analytics: 4.3

The Relevance average for each Micro-Credential was:

- Organizational Leadership: 4.9
- Healthcare Management: 4.8
- Digital Marketing: 4.6
- Supply Chain and Operations Management: 4.5
- Financial Management: 4.5
- Business Analytics: 4.5

The Preparedness average for each Micro-Credential was:

- Organizational Leadership: 4.8
- Healthcare Management: 4.7
- Digital Marketing: 4.6
- Supply Chain and Operations Management: 4.3
- Financial Management: 4.3
- Business Analytics: 4.1

Students generally understood the relevance of their micro-credential. Regarding preparedness, the quantitative micro-credentials scored lower than the others but still in a positive range. Analytics scored the lowest, which has been a trend in the MBA assessment data and will be reported to the Graduate Council for further consideration.

We propose no changes in response to the Exit Survey results since we met the target, and these outcomes are based on the first administration of the Exit Survey.

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

2022-2023

Performance Target for "Met"

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

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 be career ready.

Performance Target for "Not Met"

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

Assessment Measure Used

Indirect:
Survey: Student MBA Program Exit Survey items for Career Readiness.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

On average, 98.6% of the students reported being adequately (or better) prepared for careers.

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

3

Comments/Narrative

On average, 98.6% of the students reported being adequately (or better) prepared for careers.

The overall average response was 4.6, with students feeling ready, relevant, resourceful, capable of forward-thinking, and able to impact society positively.

90% (65/72) of the students felt well prepared or very well prepared for careers. Six students reported being adequately prepared. Only one student was in the unprepared range at 2.6 out of 5.0.

We propose no changes in response to the Exit Survey results since we met the target, and these outcomes are based on the first administration of the Exit Survey.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

All (100%) 72 students reported, on average, that they are adequately (or better) prepared for a job in their micro-credential and understand its relevance.

The overall average response was 4.55 for preparation and 4.7 for understanding relevance.

90% (65/72) of the students felt well prepared or very well prepared regarding the micro-credential, with the remaining 10 % (7) of the students reporting they were adequately prepared. 94% (68) reported understanding the relevance of the micro-credential (well or very well), with the remaining 6 % (4) of the students reporting adequate understanding.

The overall average for each Micro-Credential was:

- Organizational Leadership: 4.8
- Healthcare Management: 4.7
- Digital Marketing: 4.6
- Supply Chain/Ops Management: 4.4
- Financial Management: 4.4
- Business Analytics: 4.3

The Relevance average for each Micro-Credential was:

- Organizational Leadership: 4.9
- Healthcare Management: 4.8
- Digital Marketing: 4.6
- Supply Chain and Operations Management: 4.5
- Financial Management: 4.5
- Business Analytics: 4.5

The Preparedness average for each Micro-Credential was:

- Organizational Leadership: 4.8
- Healthcare Management: 4.7
- Digital Marketing: 4.6
- Supply Chain and Operations Management: 4.3
- Financial Management: 4.3
- Business Analytics: 4.1

Students generally understood the relevance of their micro-credential. Regarding preparedness, the quantitative micro-credentials scored lower than the others but still in a positive range. Analytics scored the lowest, which has been a trend in the MBA assessment data and will be reported to the Graduate Council for further consideration.

On average, 98.6% of the students reported being adequately (or better) prepared for careers.

The overall average response was 4.6, with students feeling ready, relevant, resourceful, capable of forward-thinking, and able to impact society positively.

90% (65/72) of the students felt well prepared or very well prepared for careers. Six students reported being adequately prepared. Only one student was in the unprepared range at 2.6 out of 5.0.

Changes Made/Proposed Related to Goal

Students generally understood the relevance of their micro-credential. Regarding preparedness, the quantitative micro-credentials scored lower than the others but still in a positive range. Analytics scored the lowest, which has been a trend in the MBA assessment data and will be reported to the Graduate Council for further consideration.

We propose no changes in response to the Exit Survey results since we met the target, and these outcomes are based on the first administration of the Exit Survey.

Upload Rubrics/Other Files

MBA Spring 2023 Exit Survey - Preparedness
(Responses).xlsx

Dean's Email Address

mfekula@lander.edu

Approved by Dean?

Yes

Signature of Dean

Michael J. "Mick" Fekula

Comments from Dean's Review

I concur

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.