

End of Year Assessment Report for Programs

Program: MBA

Semester/year: Spring 2020

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Program Mission Statement

The MBA Program educates and prepares students to effectively address issues in the workplace utilizing analytical tools and critical thinking skills while integrating their faith throughout their careers.

Program Objectives

For the 2019/2020 academic year, the Business Management program will be evaluating program objectives 1 and 2.

1. Apply quantitative and qualitative business tools to address operational challenges.
2. Apply relevant knowledge and research in new and unfamiliar business situations.

Assessment Methods and Benchmarks – SPRING SEMESTER

Program Objective	Introducing	Developing	Mastering
PO1. Apply quantitative and qualitative business tools to address operational challenges.	BUSN510 CO2 Week 6 Critical Reflection	ACCT560 CO10 Fraud Analysis	BUSN582 CO1 Final Project: Analytical/Critical Thinking Skills
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: 60% completion	Evidence: 100% completion	Evidence: 83.33% completion
PO2. Apply relevant knowledge and research in new and unfamiliar business situations.	BUSN 510 CO1 Final Paper	ACCT 560 CO4 Audit Report Assignment	BUSN582 CO3 Final Project Chapter 1 & 2
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: 80% completion	Evidence: 87.5% completion	Evidence: 83.33% completion

Analysis of Assessment Findings – SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results. What did you learn from the assessment? In particular:

- (1) What strengths and weaknesses do the findings reveal about the program?
 - a. The Briner School of Business and its students continue to thrive. Students overall seem to be doing well in their courses. Our model of using case studies has been helpful in teaching students to take what they learned in introductory courses and improve upon it in higher level courses.

(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?

- a. In working towards IACBE accreditation, our program student learning outcomes have been updated. Our BUSN 582 final project will also be reverting back to an action orientated project but with more robust requirements.

(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment effort.

- a. The 5-year operational plan has made it much easier to understand the assessment process and plan out how we assess our programs. It's so much easier to focus on two program objectives at a time and really hone in on those in that year, especially when you consider that some changes may take longer to see the affects. I don't have a lot of data for how this has affected our program yet since this is the first semester that we are implementing these changes. Also, since we have changed our program learning outcomes, I no longer have comparable data.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

In the Briner School of Business, we continually assess our courses and delivery method. Each instructor has a different way that they do this. Some take note of things that need to change for a future iteration of the course and change it when it is offered again, some implement changes as they go. We discuss the different programs and any changes we need to make. We also meet either in person or via skype between the Fall and Spring semesters to have a formal assessment discussion about what has happened in the Fall semester and what needs to change for future semesters. If the changes are needed in individual courses, we come up with a plan to implement those changes. If it is a larger curriculum change, the curriculum committee meets and takes charge of looking into the implications of changes from there.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

From ACCT 560:

First, I will continue to use ALEKS, and I may go with a virtual textbook as a primary text – to replace the current text materials that are book-based. In fact, I may increase the amount of ALEKS modules to be completed, in order to increase the rigor of the course over all.

Second, this may be long overdue, but my PowerPoint presentations likely need to be turned into streaming videos. Students are increasingly unlikely to download and watch the PowerPoint video narrations following my instructions. It's so much easier for them to click on a video link and this is increasingly becoming the standard.

From BUSN 582:

I'd like to formalize an alternate track for students in this course--specifically for students who will have difficulty executing an improvement project at their workplace. Students who work for larger organizations or organizations with stringent privacy rules seemed to have more difficulty getting workplace approval and then executing their project. I think the educational value of the action learning project is superior

to a traditional research project/thesis, so the "trick" will be to create a track that is available for students who need it, but doesn't end up being utilized by students who could complete an action learning project. The timeline of the course itself is also difficult. I wonder if there's a way to help students begin to hone a research idea prior to the start of this course. Possibly something could be added or modified in an earlier course to help students begin to consider their project. Alternatively, this course could be split into one course to identify and hone the research project and another to complete it and write up the results. That's undoubtedly a more administratively difficult solution to execute.

Full Year Reflection - FALL/INTERTERM/SPRING TERMS

There was not enough data to assess the Fall semester. We will be working with Wiley Learning House to update our courses in the future.

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]