

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

2022-2023

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 Enrollment

Timeframe for this Outcome

2021-2022

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"

60

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

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The MBA began in Fall 2021. The first-year enrollment was 83.

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

3

Comments/Narrative

Enrolling 83 in the program's inaugural 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.

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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

2021-2022

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

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

22 students completed the MBA in the inaugural year.

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

3

Comments/Narrative

This graduation rate is good since it represents approximately 80% of the students who could have graduated if they maintained an accelerated pace. Some students choose a slower pace. The enrollment projections for 2022-2023 indicate that we'll see the number of graduates triple from 2021-2022.

No changes is 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 83 in the program's inaugural year is an excellent outcome. The graduation number (22) and rate is good since it represents approximately 80% of the students who could have graduated if they maintained an accelerated pace. Some students chose a slower pace.

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

2021-2022

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)

Data was collected in Spring 2022 because this was the first group that was far enough along to take the Capstone Course with the MFT. 18 of the 18 students enrolled were tested and the mean

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

2

percent correct for Accounting was 36%.

Comments/Narrative

18 students were tested and the mean percent correct for Accounting was 36%. The Comparative Institutions mean was 39.8, standard deviation 5.7. Our goal is to be at least at the mean of comparative institutions. We are currently within one standard deviation of the mean.

The MBA and the MBA MFT are new and only 18 students have taken the MBA MFT. The action is to monitor future results and wait until at least 50 students have taken the MBA MFT before deciding if curriculum changes are needed. When an adequate sample is 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.

The initial Item Analysis suggests that our students are scoring less than 80% of the national norm in the following areas: Resource Planning and Analysis, Cost-Volume-Profit Analysis, Financial Reporting and Analysis, Product Costing. However, these results contrast with the same content areas reflected in questions where our students scored higher than the national norm. Accounting faculty will be asked to examine these areas relative to the current curriculum objectives and the implications of the results after we have a larger sample.

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 2021-2022

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)

Data was collected in Spring 2022 because this was the first group that was far enough along to take the Capstone Course with the MFT. 18 of the 18 students enrolled were tested and the mean percent correct for Finance was 33%.

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

2

Comments/Narrative

18 students were tested and the mean percent correct for Finance was 33%. The Comparative Institutions mean was 35.1, standard deviation 4.2. Our goal is to be at least at the mean of comparative institutions. We are currently within a half standard deviation from the target mean.

The MBA and the MBA MFT are new and only 18 students have taken the MBA MFT. The action is to monitor future results and wait until at least 50 students have taken the MBA MFT before deciding if curriculum changes are needed. When an adequate sample is 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.

The initial Item Analysis for Finance suggests that our students are scoring less than 80% of the national norm in the following areas: Corporate Finance, Investments, Financial markets and Institutions. However, these results contrast with the same content areas reflected in questions where our students scored higher than the national norm. The subcontent item of Capital Markets scored low and is the only item that does not have a corresponding high score on other similar questions. The finance faculty will be asked to examine these areas relative to the current curriculum objectives and the implications of the results after we have a larger sample.

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 2021-2022

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)

Data was collected in Spring 2022 because this was the first group that was far enough along to take the Capstone Course with the MFT. 18 of the 18 students enrolled were tested and the mean percent correct for Management was 53%.

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

2

Comments/Narrative

18 students were tested and the mean percent correct for Management was 53%. The Comparative Institutions mean was 54.1, standard deviation 6.8. Our goal is to be at least at the mean of comparative institutions. We are currently within less than a third standard deviation from the target mean.

The MBA and the MBA MFT are new and only 18 students have taken the MBA MFT. The action is to monitor future results and wait until at least 50 students have taken the MBA MFT before deciding if curriculum changes are needed. When an adequate sample is 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.

The initial Item Analysis for Management suggests that our students are scoring less than 80% of the national norm in the following areas: Organizational Change and Development, Quality/ Process Management, Teams, and Planning. However, these results contrast with the same subcontent areas reflected in questions where our students scored higher than the national norm. The management faculty will be asked to examine these areas relative to the current curriculum objectives and the implications of the results after we have a larger sample.

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 2021-2022

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

Data Collected for this Timeframe (Results)

Data was collected in Spring 2022 because this was the first group that was far enough along to take the Capstone Course with the MFT. 18 of the 18 students enrolled were tested and the mean percent correct for Marketing was 54%.

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

2

Comments/Narrative

18 students were tested and the mean percent correct for Marketing was 54%. The Comparative Institutions mean was 57.9, standard deviation 7.4. Our goal is to be at least at the mean of comparative institutions. We are currently within one half standard deviation of the target mean.

The MBA and the MBA MFT are new and only 18 students have taken the MBA MFT. The action is to monitor future results and wait until at least 50 students have taken the MBA MFT before deciding if curriculum changes are needed. When an adequate sample is 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.

The initial Item Analysis for Marketing suggests that our students are scoring less than 80% of the national norm in the following areas: Market Research, Strategic Marketing, and Marketing Planning: Target Segments and Marketing Mix. However, these results contrast with the same subcontent areas reflected in questions where our students scored higher than the national norm. The subcontent item of Innovation scored low and is the only item that does not have a corresponding high score on other similar questions. The marketing faculty will be asked to examine these areas relative to the current curriculum objectives and the implications of the results after we have a larger sample.

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 2021-2022

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)

18 Lander students tested in Spring 2022. The Lander mean was 242 and standard deviation 14.

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

2

Comments/Narrative

The MBA ETS 2022 National Comparative Data Guide shows data for September 2017 through June 2022 for 227 domestic institutions and 35,162 student examinees. The mean was 246.7, median 247, and standard deviation 15.9. Our selected Comparative Institutions mean is 247.9 and standard deviation is 14.9 among 1294 test takers

18 Lander students tested in Spring 2022. The Lander mean was 242, and standard deviation 14.

Our goal is to be at least at the mean of comparative institutions. We are currently at the mean minus less than a third standard deviation for selected comparative schools and the national mean. The item analysis for each area of the MBA MFT will determine if curriculum improvements are needed and in turn, impact the overall average MBA MFT score. However, we are waiting for a larger sample size since the MBA Program is still new.

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 will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

This Exit Survey is new and scheduled for its first administration in Fall 2022

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

On the inaugural offering of the MBA MFT, our students did not meet the MBA MFT target scores in the individual domains or overall.

The MBA and the MBA MFT are new and only 18 students have taken the MBA MFT. The action is to monitor future results and wait until at least 50 students have taken the MBA MFT before deciding if curriculum changes are needed. When an adequate sample is 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, if needed.

Changes Made/Proposed Related to Goal

The MBA is new and in its first year. Only 18 students were eligible to complete the MFT and more data is needed before making a decision about changes.

Upload Rubrics/Other Files

mba-test-description.pdf

mba-sample-questions.pdf

MFT MBA_Spring_2022-
AssessmentSummary.doc.pdf

MFT MBA_Spring_2022-TestSummary.doc.pdf

Comparative Data ACDG_MBA_2022.pdf

MFTCustomComparativeDataReport_01202023_14
50.PDF

ETS Item Information -Sp and Sum 2002.PDF

ItemInformation - Sp and Sum 2022.xls.xlsx

MBA Exit Survey – Preparedness.pdf

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.

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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

2021-2022

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)

25 students answered an essay focused on inclusion in another 16 students answered in a sound diversity. The essay question made reference to the same reading. The results for the inclusion essay met the target of 84% of the students scoring 15 or higher with the overall average being 18.5 out of 25. The item analysis averages were 2.8, 4.3, and 3.6 with acceptable standard deviations for that particular mean.

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

2

16 students entered the essay question on diversity. The start was not met because only 75% of the student scored 15 or higher, even though the average on the essay was 18.9 out of 25. The means on the item analysis for 4.8, 3.4, and 3.6. While the standard deviations were acceptable at those mean scores for those items there was a large variance in the score since some students earned low scores of the items that were weighted twice as much.

When the combined scores for both essays were considered, 80.5% of the students scored 15 or higher. We're calling this target partially met since the diversity essay was off target.

Comments/Narrative

25 students answered an essay focused on inclusion and another 16 students responded to an essay question diversity. The essay questions referred to the same reading. The results for the inclusion essay met the target of 84% of the students scoring 15 or higher with the overall average being 18.5 out of 25. The item analysis averages were 2.8, 4.3, and 3.6, with acceptable standard deviations for that particular mean.

16 students entered the essay question on diversity. The target was not met because only 75% of the student scored 15 or higher, even though the average on the essay was 18.9 out of 25. The means on the item analysis were 4.8, 3.4, and 3.6. The standard deviations were acceptable for those mean scores; however, the variance was large since some students earned very low scores on the items that were weighted twice as much.

Although the combined scores for both essays showed that 80.5% of the students scored 15 or higher, We're calling this target partially met since the diversity essay result was low.

These results generally or at least partially met the target. However, the variance suggests that more students than we would like scored very low on some items. When reading these essays, almost every student is conversant in the essence of diversity and inclusion issues. However, we expect them to define the terms, present the individual or organizational development activities necessary to improve diversity and inclusion, and show some indication that they accept the responsibility to support positive initiatives. The associated lessons and essay directions will be refined to ensure students understand the expectations.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

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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

2021-2022

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)

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

The sustainability assignment, 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 monitored and assessed in upcoming classes.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Outcome 3

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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

2021-2023

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

Data Collected for this Timeframe (Results)

6 students answered the globalization essay. The results for the globalization essay met the target with 100% scoring a 21 or higher and the average total score being 23.3 out of 25. The Item scores were 5, 5, and 4.2 respectively.

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

3

Comments/Narrative

We met the target, but the globalization essay assignment, assessment, and MBA program are still relatively new. The sample size is small because the spring section inadvertently listed this essay as one of four options. We are collecting data again in Spring 2023. We will continue to monitor and assess globalization in upcoming classes before assigning it to periodic assessment based on a rotation. We propose no changes because the program is new, and there is insufficient evidence for a change.

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

2021-2022

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)

7 students answered the ethics essay. The results for the ethics essay met the target with 85% scoring 19 or higher and the average total score being 20.4 out of 25. The Item scores were 4.4, 4, and 4 respectively.

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

3

Comments/Narrative

We met the target, but the ethics assignment, assessment, and MBA program are still relatively new. The sample size is small because the spring section inadvertently listed this essay as one of four options. We are collecting data again in Spring 2023. We will continue to monitor and assess ethics in upcoming classes before assigning it to periodic assessment based on a rotation. We propose no changes because the program is new, and 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.

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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)

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

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

Comments/Narrative

This Exit Survey is new and scheduled for its first administration in Fall 2022.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

The MBA is new and in its first year. Therefore, more data from a larger sample is needed before deciding on changes.

The preliminary results suggest that targets are being met in sustainability, ethics, and globalization, accompanied by the target partially met in diversity and inclusion depending upon the measure.

This program goal concerns business knowledge and skills relevant to managing in dynamic environments, including diversity, sustainability, globalization, and ethics. Students engage in discussions and readings to achieve this goal. They answer specific questions in each area, and rubrics measure their ability to identify, define, apply, and, where applicable, integrate and determine the implications of these issues.

Changes Made/Proposed Related to Goal

The MBA is new and in its first year. Therefore, more data from a larger sample is needed before deciding on changes.

We will continue to monitor and assess these outcomes annually to determine refinements before assigning them to periodic assessment based on a rotation.

Upload Rubrics/Other Files

MBA Diversity and Inclusion Rubric.pdf

Discussion Question 11a Identify insights that improve inclusion in the workplace.pdf

Discussion Question 11c - Describe the reality of diversity in the workplace.pdf

Diversity and Inclusion Results.xlsx

MBA Sustainability Rubric.pdf

Discussion Question 9c - Describe an appropriate type of sustainability.pdf

Sustainability Results.xlsx

MBA Globalization Rubric .pdf

Discussion Question 11d - Explain the global mindset and strategies.pdf

Globalization Results.xlsx

MBA Ethics Rubric .pdf

Discussion Question 9d - Apply Cameron's Good or Not Bad concepts to support the idea of a Sustainability Sweet Spot .pdf

Ethics Results.xlsx

MBA Exit Survey – Preparedness.pdf

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 learn and apply analytics to produce projects useful for decision-makers.

The outcomes for this goal (MBA Goal 3, showing as Goal 4 here) are being integrated into the following Program Goal (MBA Goal 5, showing as Goal 6 below in this report): Graduates will demonstrate effective leadership through sound decision making, creative thinking, and problem-solving.

Analytics and decision making are an outcome of problem-solving, so we determined this goal is redundant. A catalog change is being submitted to omit the currently published Goal 4: MBA students will learn and apply analytics to produce projects useful for decision-makers.

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

The outcomes for this goal (MBA Goal 3, showing as Goal 4 here) are being integrated into the following Program Goal (MBA Goal 5, showing as Goal 6 below in this report): Graduates will demonstrate effective leadership through sound decision making, creative thinking, and problem-solving.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Not applicable

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Not applicable

Assessment Measure Used

Not applicable

Frequency of Assessment

Not applicable

Data Collected for this Timeframe (Results)

Not applicable

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

The outcomes for this goal (MBA Goal 3, showing as Goal 4 here) are being integrated into the following Program Goal (MBA Goal 5, showing as Goal 6 below in this report): Graduates will demonstrate effective leadership through sound decision making, creative thinking, and problem-solving.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

MBA students will learn and apply analytics to produce projects useful for decision-makers.

The outcomes for this goal (MBA Goal 3, showing as Goal 4 here) are being integrated into the following Program Goal (MBA Goal 5, showing as Goal 6 below in this report): Graduates will demonstrate effective leadership through sound decision making, creative thinking, and problem-solving.

Analytics and decision making are an outcome of problem-solving, so we determined this goal is redundant. A catalog change is being submitted to omit the currently published Goal 4: MBA students will learn and apply analytics to produce projects useful for decision-makers.

Changes Made/Proposed Related to Goal

Analytics and decision making are an outcome of problem-solving, so we determined this goal is redundant. A catalog change is being submitted to omit the currently published Goal 4: MBA students will learn and apply analytics to produce projects useful for decision-makers.

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 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

2021-2022

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 correct answer percentage better than or within 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)

Data was collected in Spring 2022 because this was the first group that was far enough along to take the Capstone Course with the MFT. 18 of the 18 students enrolled were tested and the mean percent correct for Strategic Integration was 45%.

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

2

Only 46% of the A5 questions were answered correctly by at least 50% of the students but 81% of the questions at a correct answer percentage better than or within 25% of the national correct average for each question.

Comments/Narrative

The MBA and this assessment measure are new. Only 18 students were eligible to take the capstone course where the MFT is administered. The strategic integration score of 45% is lower than the target of 48% but less than one standard deviation from the national norm and custom comparative schools. Only 46% of the A5 questions were answered correctly by at least 50% of the students but 81% of the questions at a correct answer percentage better than or within 25% of the national correct average for each question. These results are not great but give us some indication where we stand. The questions outside the 25% mark are largely finance and accounting questions with management marketing having only one low question each.

There are no changes planned at this time since this is the first offering and the sample was only 18 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 attain a strategic view of business through an integrative experience.

Timeframe for this Outcome

2021-2022

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

Annually

Data Collected for this Timeframe (Results)

18 students were eligible to take the first capstone course offered in the MBA. They worked in teams of three during the simulation game. The overall average score for this class was 87, with the first-place team earning 103. The Lander score was higher than the first-place average of 102 worldwide but lower than the overall average of 89. Since this group was within two points, they met the target. Had they not met the overall target, they would not have met the other target of three out of five benchmarks exceeding the worldwide averages, although, in three of the five cases, they were very close to the average.

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

3

Comments/Narrative

This group did well to be within two points of the worldwide average. There is room to increase their performance in the categories of earnings-per-share and stock price; however, this was the first administration of the game with only 18 students and six teams, so there is no intention to change anything until we have more data in the future. There tends to be a lot of variation in game scores. For example, the Lander standard deviation was 14, and the worldwide standard deviation was eight, with nearly identical average overall scores. The average last-place team scored 74, while the Lander last-place team scored 58. An average performance on the part of the last-place Lander team would have placed Lander's overall average above the worldwide average. Thus, 5 of 6 teams did well in making any changes at this point is inappropriate.

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

2021-2022

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

Annually

Data Collected for this Timeframe (Results)

The instructor awarded each of the six teams a 100%

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

3

Comments/Narrative

Only 18 students divided into six teams have been eligible to take the capstone course and submit this project to date. The GLO-BUS simulation game provides a template outlining the required items for this assignment. Because of the template, there is little differentiation between the presentations and, thus, the potential for perfect scores. We will produce a rubric to assess the project independent of the instructor.

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

2021-2022

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

Annually

Data Collected for this Timeframe (Results)

Six teams of three students scored an average of 79 when the strategic plan. The GLO-BUS game automatically scores these plans.

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

3

Comments/Narrative

The GLO-BUS game automatically scores these plans. Average scores tend to be low, with the highest score in this group being 88, so target of 75 is appropriate. This outcomes good in the sample size is small, so no changes are needed at this point.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not applicable

Goal Summary

Goal Summary/Comments

The preliminary results suggest that targets are being met in the strategic integrative experience, the strategic analysis, and the production of the strategic plan. The strategic integration knowledge target is only partially met. There are no changes planned at this time since this is the first offering and the sample was only 18 students.

Changes Made/Proposed Related to Goal

The MBA is new and in its first year. In addition to some of the targets being met in strategic activities, more data from a larger sample is needed before deciding on changes.

Upload Rubrics/Other Files

mba-test-description.pdf

mba-sample-questions.pdf
MFT MBA_Spring_2022-
AssessmentSummary.doc.pdf
MFT MBA_Spring_2022-TestSummary.doc.pdf
Comparative Data ACDG_MBA_2022.pdf
MFTCustomComparativeDataReport_01202023_14
50.PDF
ETS Item Information -Sp and Sum 2002.PDF
ItemInformation - Strategic Integration - Sp and
Sum 2022.xls.xlsx
GLO-BUS Participants Guide.pdf
GLO-BUS Industry Performance Report.pdf
Strategic Plan Example.pdf
BA 696 Final Presentation Instructions.pdf
Performance_Benchmarks_Industry_1_Total_Popul
ation.xlsx
Strategic Plan Scores.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 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

2021-2022

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)

18 students were eligible to take the Capstone course with this assessment.

56% scored 7 or higher and the average score was 6.4. Both measures failed to achieve the target.

The item score for creative thinking was 4.2 and for decision-making 2.2

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

1

Comments/Narrative

Although the students scored well on the creative thinking criterion, their decision-making scores were low because some did not reference decision-making in their answers. Although students are assigned to read a decision-making article, the question refers only to the creativity book and not the decision-making article. We will clarify the assignment to ensure students reflect on decision-making in their answers.

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

2021-2022

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

Annually

Data Collected for this Timeframe (Results)

18 students were eligible to take the Capstone course with this assessment. 17 students completed the assessment with an average of 94.9% determined by two reviewers. The scores ranged from 60 to 100.

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

3

Comments/Narrative

The MBA and this measure are still relatively new and accompanied by a small sample size, so action will be taken until more results are considered.

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

2021-2022

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)

Students scored in the 55th percentile.

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

2

Comments/Narrative

18 students were eligible to take the capstone course where this measure is assessed. The average was 55 and the standard deviation was 26. Four students out of 18 did poorly on the assessment, with two having a score of 12 out of 100. This suggests that they put no effort into the assessment. If these two scores were removed as outliers, this group would've been in the 61st percentile and have exceeded the target. So, we'll take no action at this time pending a larger sample in the future since this assessment in the MBA are new.

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

2021-2022

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)

18 students were eligible to take the capstone course where the major field test is administered. The average score was 242 and the standard deviation 14. The national average was 246.7 standard deviation of 15.9. We are within one third of the standard deviation, so the target is met.

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

3

Comments/Narrative

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

2021-2022

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)

Students will not complete this survey until
Academic Year 2022-2023. The earliest results will

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

be available at the end of the Fall 2022 semester.

Comments/Narrative

This Exit Survey is new and scheduled for its first administration in Fall 2022.

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. The preliminary results suggest that targets are being met for leadership in strategy execution and analytical skills as measured by the MFT. Analytical skills, as measured by the GLO-BUS Learning Assurance Report, partially met the target but seemed to be confounded by outliers comprised of at least two students who scored extremely low and did not take the assessment seriously. The creativity and decision-making measure did not meet its target because decision-making scored extremely low, which reduced the impact of understanding creative thinking, which scored well. The exit survey was not administered to this group, and results will not be available until after Fall 2022.

Changes Made/Proposed Related to Goal

Because the MBA is new and this preliminary sample is small, we will not make significant changes to the curriculum. However, the guidance for completing the creative thinking and decision-making assessment seems unclear because students made little reference to the decision-making in their answers, thus leading to low scores. In turn, we will revise the assignment guidance and the need to reference our reading on decision-making.

Upload Rubrics/Other Files

MBA Creative Thinking and Decision Making
Rubric.pdf

Goal 4, Outcome 1 Student Artifacts.pdf

Creativity - DM Results.xlsx

Goal 4, Outcome 2 Student Artifacts.pdf

Role of Leadership Results.xlsx

GLO-BUS LAR Results - Analytics -
Anonymous.pdf

MFT MBA_Spring_2022-TestSummary.doc.pdf

mba-test-description.pdf

Comparative Data ACDG_MBA_2022.pdf

MBA Exit Survey – Preparedness.pdf

Goal 7

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

Frequency of Assessment

Annually

being prepared for a job in their micro-credential.

Data Collected for this Timeframe (Results)

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

Students will not complete this survey until Academic Year 2022-2023. The earliest results will be available at the end of the Fall 2022 semester.

Comments/Narrative

This Exit Survey is new and scheduled for its first administration in Fall 2022.

Resources Needed to Meet/Sustain Results

None

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

This Exit Survey is new and scheduled for its first administration in Fall 2022.

Changes Made/Proposed Related to Goal

The MBA is new and in its first year. Data is not yet collected for this assessment and we are not making any changes in this area

Upload Rubrics/Other Files

MBA Exit Survey – Preparedness.pdf

Dean's Email Address

mfekula@lander.edu

Approved by Dean?

Yes

Signature of Dean

Michael J. Fekula

Comments from Dean's Review

Complete.

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.