

Part I. 2006-2007 Program Assessment Report*

Name of Department/Unit: Graduate Program

List of Programs: Master of Business Administration

Department/Unit Mission: The Master of Business Administration (MBA) is a professional evening program for students desiring an advanced degree in general business management. The mission of the MBA program is to prepare students for professional growth by integrating current business theory and practices with their own career experiences. Designed to be accessible to the fully employed student, the interdisciplinary program emphasizes analytical thinking, clear communication, effective teamwork, a global perspective, and ethical practices.

A spirit of collegiality among the students, faculty, and business community is fostered through social and professional activities.

Department/Learning Goals:

General Learning Goals:

1. Have skills appropriate for senior management professionals, including:
 - Analytical thinking
 - Clear communication
 - Effective teamwork
 - Global perspective
 - Ethical practices

Management Specific Learning Goals:

2. Integrate theory and practice
3. Understand the interdisciplinary relationships in the firm and its environment

Name of Assessment Liaison: Leah Marcal

Name of College: College of Business and Economics

**The deadline for submitting this report to the Associate Dean is September 24th.*

Part II. 2006-2007 Assessment Activities for the MBA Program

Student Learning Outcomes	Assessment Dates	Assessment Procedures	Summary of Findings	Use of Findings for Program Improvement
Analytical thinking	Fall 2006 and Spring 2007	<p><u>FIN 635</u>: (fall only) used course embedded measures to assess students' knowledge of financial theories and their ability to solve financial problems faced by real companies. Assessment data was gathered from 22 written assignments on case studies.</p> <p><u>GBUS 600</u>: in fall, an assessment of students' analytical thinking was taken from a five page case analysis wherein students had to apply economic tools to make better business decisions. In spring, students' analytical thinking was assessed within a two page memo. Students had to use economic tools to describe and analyze a transfer pricing or vertical integration decision made by their own employer.</p> <p><u>SOM 686</u>: (spring only) used several course embedded measures (i.e., four internet games, a midterm, and a final exam) to assess students' ability to integrate operations management techniques on the basis of analysis, design, and management of process flow.</p>	<p><u>FIN 635</u>: the results suggest that students' understanding of value creation, assets valuation, and strategic planning is very good with 100% of students providing excellent case analyses. This high level of success partly reflects the instructor's teaching method. Students receive constant feedback on numerous drafts and are not allowed to submit a final report until all of the instructor's demands are met.</p> <p><u>GBUS 600</u>: in fall (spring), 8% (0%) of the students' work was deemed inadequate. However, 36% (20%) was deemed adequate and 57% (80%) was good.</p> <p><u>SOM 686</u>: 25% of the students' work was deemed not good enough. However, 46% was deemed good enough and 29% was very good.</p>	No program changes are associated with these findings.
Clear communication	Spring 2007	Students' ability to communicate clearly and effectively was assessed in SOM 686 with two term projects and class presentations.	Half of the students' work was deemed good enough and half was very good.	No program changes are associated with these findings.
Global perspective	Fall 2006	Students' global perspective was measured within the context of strategic planning in FIN 635. Assessment data was gathered from 22 written assignments on case studies. Students' written work had to demonstrate a clear understanding of financial statement forecasting, capital structure decisions, and multinational financial management.	The results suggest that students' global perspective is very good with 100% of students providing excellent case analyses. This high level of success partly reflects the instructor's teaching method. Students receive constant feedback on numerous drafts and are not allowed to submit a final report until all of the instructor's demands are met.	No program changes are associated with these findings.

Student Learning Outcomes	Assessment Dates	Assessment Procedures	Summary of Findings	Use of Findings for Program Improvement
Integrate theory and practice	Fall 2006 and Spring 2007	<p><u>FIN 635</u>: (fall only) used course embedded measures to assess students' knowledge of financial theories and their ability to solve financial problems faced by real companies. Assessment data was gathered from 22 written assignments on case studies.</p> <p><u>GBUS 600</u>: required a written assignment wherein students had to integrate their understanding of management theory to make recommendations for improved management of human behavior in organizations.</p>	<p><u>FIN 635</u>: the results suggest that students' understanding of value creation, assets valuation, and strategic planning is very good with 100% of students providing excellent case analyses. This high level of success partly reflects the instructor's teaching method. Students receive constant feedback on numerous drafts and are not allowed to submit a final report until all of the instructor's demands are met.</p> <p><u>GBUS 600</u>: in fall (spring), 35% (77%) of student work was deemed good; 65% (14%) was adequate; and 0% (9%) was inadequate.</p>	No program changes are associated with these findings.
Understand the interdisciplinary relationships in the firm and its environment	Fall 2006 and Spring 2007	<p><u>GBUS 600</u>: an assessment of students' understanding of the firm and its environment was taken from a 15 page industry report wherein students had to demonstrate their ability to use available data and provide comprehensive analysis.</p> <p><u>SOM 686</u>: students' understanding of the firm and its environment was measured within the context of basic operational situations and decisions. Specifically, students had to demonstrate their understanding of basic operations management concepts in six short case studies, a midterm, and a final exam.</p>	<p><u>GBUS 600</u>: in fall (spring), 53% (91%) of students' work was deemed good and 47% (9%) was adequate. None of the students' work was deemed inadequate.</p> <p><u>SOM 686</u>: 13% of the students' work was deemed not good enough. However, 58% was deemed good enough and 29% was very good.</p>	No program changes are associated with these findings.