**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_ Master of Business Administration\_\_ Degree \_MBA\_\_\_\_

Assessment Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.

SLO 1: Make Sound Business Decisions (LO1 – Decision Making)

SLO 2: Apply Business Knowledge (LO2 – Business Knowledge)

SLO 3: Write Effectively (LO3 – Written Communication Skills)

SLO 4: Orally Communicate Effectively (LO4 – Oral Communication Skills)

SLO 5: Demonstrates Ethical Behavior (LO5 – Ethical Behavior)

SLO 6: Demonstrate Leadership (LO6 – Leadership Skills)

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

We used three primary means of assessing the student learning objectives. First, we used an MBA rubric to capture the SLOs as exhibited in their final project, which is a graduation requirement and uses skills acquired across the entire MBA program. The second method was a pre-post survey of students in an MBA study abroad program that had 38 students provide data regarding what was captured based upon their foreign experience business studies in Sydney, Australia. The third method was a student assessment center activity where students participated in a 3-hour work simulation.

1. Results from the project rubric for MBAs follow. The rubric has three categories with 1 = not meeting expectations, 2 = meeting expectations, and 3 = exceeding expectations. All MBA projects were rated as meeting or exceeding expectations for all categories assessed. The values can be seen in the table below, and 83% of students met the threshold of receiving at least 75% on their final project rubrics. The result of “Use of Technology” indicates better performance than the previous year.

MBA Project Rubric Results

|  |  |
| --- | --- |
| 2018-2019 N=47 | Mean |
| Integration of Business Knowledge | 2.70 |
| Critical Thinking | 2.64 |
| Use of Technology | 2.78 |
| Quantitative Analysis | 2.59 |
| Oral Presentation | 2.69 |
| Written Report | 2.51 |
| Average Percent Score | 87.9% |
| Students Meeting 75% Threshold | 83.0% |

1. Pre and post surveys for students participating in the summer abroad program provide indirect measurements for student skills and professional development. 38 graduate students spent two weeks abroad in Sydney, Australia as part of the school’s summer study abroad courses in 2019. Results from the survey, which uses a six-point scale, are shown below. Student perceptions of all skill levels increased for the posttest, and not surprisingly, the most dramatic increases were for interpersonal skills, intercultural skills, and global knowledge. Of particular interest from the table below are the results for SLO 3 (Written Communication), SLO 4 (Verbal Communication), SLO 5 (Ethical Judgment), and SLO 1 (Make Sound Business Decisions), though the analytical/quantitative skills measure is only one aspect of making sound business decisions.

Results of Sydney Travel Abroad Survey (N=38)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Before Completing the Study Abroad** | **After Completing the Study Abroad** | **% Increase** |
| Verbal communication skills | 4.79 | 5.21 | 8.70% |
| Written communication skills | 4.83 | 4.96 | 2.59% |
| Ethical judgment | 4.83 | 5.21 | 7.76% |
| Interpersonal skills | 4.71 | 5.25 | 11.50% |
| Motivation/Initiative | 4.96 | 5.21 | 5.04% |
| Work ethic | 5.38 | 5.54 | 3.10% |
| Team work skills | 5.00 | 5.42 | 8.33% |
| Analytical/Quantitative skills | 5.00 | 5.29 | 5.83% |
| Flexibility/Adaptability | 4.96 | 5.42 | 9.24% |
| Computer skills | 5.08 | 5.13 | 0.82% |
| Intercultural skills | 4.67 | 5.54 | 18.75% |
| Global knowledge | 4.46 | 5.25 | 17.76% |

1. Students in the MBA Program participated in a 3-hour assessment center activity referred to as “Sun Now Solar.” In this assessment center, they are director-level members of a small solar company located in Southern California. In this assessment, they are required to write memos, give a 3-minute impromptu presentation, and participate in three group meetings (to pick a job candidate, brainstorm customer service ideas, and evaluate a merger offer from a competing company). These activities are videotaped, and all videos are evaluated by paid external reviewers. This is done to provide objective, external ratings of the assessed skills (i.e., leadership, decision-making, planning and organizing, communication, teamwork, and writing skills). For the 2018-2019 assessment, we were able to conduct a cohort pretest/posttest design. The pretest data reported is from the 34 students in the EMBA program who were part of Cohort 19. These pretest students completed their assessment during their first semester in the program. The posttest measures, on the other hand, were obtained in the final semester for the program from 31 members of Cohort 17.

The 2018-2019 AY showed improvements for the students across multiple SLOs. More specifically, SLO 1 (Decision Making), SLO 3 (Written Communication), SLO 4 (Oral Communication), SLO 5 (Ethical Behavior), and SLO 6 (Leadership) all showed increases in the posttest group versus the pretest group. SLO 2 (Apply Business Knowledge) was not directly assessed in this activity.

**Assessment Center Pretest and Posttest Results**

|  |  |  |
| --- | --- | --- |
| Skill | Pretest  N=34 | Posttest  N=31 |
| Leadership | -.05 | .78 |
| Decision-Making | -.41 | -.28 |
| Planning and Organizing | -.02 | -.20 |
| Communication | .12 | .39 |
| Teamwork | -.37 | -.49 |
| Ethics | 56.50 | 73.1 |
| Writing | 55.5 | 76.3 |

\*Note: All values in table are Z scores with the exception of the writing and ethics scores which are percentiles

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

Overall, the main takeaway is a sense of confidence that the program is in a position to implement the proposed curriculum modifications that will better serve our students and enhance our students’ learning outcomes.

Another thing we learned that our improvements are fundamentally “on track.” While there is still room for improvement, the numbers have been moving in a positive direction, and the quality of the measures has been improving.

For the sample size, please refer to the information provided with each method listed in our answer to Question 2.

1. What changes, if any, do you recommend based on the assessment data?

Based on the assessment data of academic year 2018-2019 and previous years report, we proposed a curriculum revision and an update Student Outcomes Assessment Plan (SOAP). Both were thoroughly discussed, reviewed and revised by the Craig School of Business faculty and its Committee on Graduate Business Programs. The curriculum revision was submitted to the Division of Research and Graduate Studies in Fall 2019 and is currently under review of the University Graduate Curriculum Subcommittee.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

Although we didn’t specify the progress on the update Student Outcomes Assessment Plan (SOAP) in our last year’s assessment report, we had a thorough communication with all departments and related graduate faculty to review and revise the MBA course syllabi based on the changes made in the updated SOAP in the 2018-2019 academic year. The learning objectives were embedded in each core course syllabus with specific measure(s) to evaluate the outcomes. We plan to finalize and implement the updated SOAP once the curriculum revision is approved by the university.

1. What assessment activities will you be conducting during the next academic year?

The same assessment measures will be utilized again this coming year. The assessment measures are reasonably mature for the MBA program, and we wish to examine trends across time, so keeping these measures in place is important for further evaluation.

1. What progress have you made on items from your last program review action plan?

Steady improvements were made across a number of behavioral measures. We attribute these improvements to developments in instructional design and delivery. We are also in the process of reviewing our MBA project supervision process and plan to have more cooperation with the newly established CSB Business Solutions and Consulting Center to get more support from our faculty and the business community to better use the culminating project as an effective method to assess the SLOs.