

## Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: MBA Program  
Submitted by: Brian Grinder

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2011	
Conduct process	2011-12 academic year	
Submit findings	Summer 2012	

### Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
Graduates are able to understand and apply the principles of financial theory, analysis, reporting and markets to unfamiliar circumstances to create value.	Student can clearly choose and explain appropriate financial techniques used for the assignment. The student fully understands the data requirements of each technique and underlying assumptions.	Each student enrolled in BADM 603 will analyze a case that focuses on financial analysis.  A written analysis of the case will be submitted. Using the attached rubric, the written case and the oral exam of the case will be used to assess the student's ability to meet the specific objective to be assessed (column 2).	Students must score a median of at least 2.5 to pass the oral exam and have no median score of 1.0 in any category. A median score of 2.5 is needed to pass the specific objective being assessed (column 2).	Scoring will use the attached rubric.	At least 70% of students will score a median of 3 or higher on the specific objective (category).

### Definitions/Instructions:

1. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
2. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
3. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
4. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
5. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
6. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

(continued)

## Assessment Report

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment
<p>Ten students completed BADM603 and their oral exam during the 2011-2012 academic year. Three students were not allowed to move on to the oral exam.</p> <p>90% of the 10 scored at least an average of 3.0 on the specific objective (<b>Identify</b>, please see attached rubric).</p> <p>In addition, 70% (7 of 10) scored an average of 3.0 or higher on the Content Portion (<b>Content Mean</b>) of the rubric, and half of the ten students who stood for the oral exam scored at least a mean of 3.0 on the exam (<b>Exam Mean</b>).</p>	<p>Students who stood for the oral met the expected standard for the specific learning objective and the exam. However, three students were not allowed to proceed to the oral exam for the following reasons:</p> <ul style="list-style-type: none"> <li>• In two instances, the students failed to meet the writing standard (demonstrate competency in ... written ... communication skills).</li> <li>• One student was unable to successfully complete the quantitative requirements of the case.</li> <li>• One student was unable to properly interpret results and failed to respond adequately to suggestions from the instructor.</li> </ul> <p>For the students who successfully completed the oral exam:</p> <ul style="list-style-type: none"> <li>• Most were able to work independently. However, some of the students who should have asked questions failed to do so and put their chances of successfully completing the oral in jeopardy.</li> <li>• Interpretation of results continues to be a weak point for many students.</li> </ul>	<p>In terms of writing skills, which are assessed every year in BADM 603, I think it is imperative that the MBA Curriculum Committee assesses the current online writing program that is currently in place within the next year.</p> <p>In terms of oral communication skills, some to the PowerPoint slides created by the students were horrendous. This needs to be addressed somewhere in the program.</p> <p>Improvements to MBAM 530 in terms of case analysis and presentation of cases need to be considered.</p>	<p>Evaluation of the current writing program should take place during the next academic year.</p> <p>The MBA committee might also want to meet with the faculty next year and discuss ways to systematically improve oral presentations. Some of the items that could be discussed include:</p> <ul style="list-style-type: none"> <li>• Appropriate use of PowerPoint.</li> <li>• Alternatives to PowerPoint</li> <li>• Nerves</li> <li>• Reduction of “gang” presentations in the program.</li> <li>• Developing a tips sheet for effective presentations.</li> </ul> <p>I will coordinate with Dr. Kiefer on changes to MBAM 530 to be made next year.</p>	<p>This was a useful activity. Students met the expected standard, but could improve in several areas including interpretation of results. Written and oral presentation skills also need to improve.</p>

**Definitions/Instructions:**

7. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

**BADM 603 EXAM ASSESSMENT RUBRIC**  
**Finance Outcome Goal**

Candidate \_\_\_\_\_

Date \_\_\_\_\_

Exam Chair \_\_\_\_\_

MBA Faculty Member \_\_\_\_\_

GAC Rep \_\_\_\_\_

Candidate must score an overall mean of at least of 2.5 and score a mean of at least 2.5 in the content portion and have no mean score of 1.0 in any category in order to pass the oral exam. Scoring example: To score a 4, all items in phrases listed under "Category" must be met; otherwise a lower category is scored.

Content Category	4 Exceeds Expectations	3 Meets Expectations	2 Marginally Meets Expectations	1 Does Not Meet Expectations	Comments -->
<b>Identification of the appropriate financial technique(s)</b> Can clearly choose and explain the appropriate financial techniques used for the assignment. Fully understands the data requirements of each technique and underlying assumptions.					
<b>Perform (compute) the appropriate analyses with the use of appropriate software.</b> Can produce output that is accurate, relevant, and appropriate to an enhanced understanding of the indicated problem(s).					
<b>Interpretation of the results.</b> Can interpret and explain the results in the context of the assignment. Completely addresses case questions.					
<b>Draw conclusions, make recommendations and state limitations.</b> Makes conclusions which are supported by the results, and states what things would not be supported by the results. Clearly explains the analytical basis for making recommendations regarding alternatives. Understands and articulates the limitations involved in the analysis, results, and recommendations.					

<b>Communication and Presentation Category</b>	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Marginally Meets Expectations</b>	<b>1 Does Not Meet Expectations</b>	<b>Comments --&gt;</b>
<b>Written Communication Skill</b> Content is well organized; grammar and mechanics are correct. Word selection is sophisticated enough for graduate work. Tables, graphs and appendices are used and referenced appropriately.					
<b>Presentation and Oral Communication Skills</b> Good eye contact; volume and intonation are strong. Meaningful gestures and good rate of delivery. Right quantity of speaking and visuals.					
<b>Professionalism</b> Follows rules of presentation etiquette, maintains composure under questioning pressure. Dressed appropriately.					

### Evaluation Summary

<b>Category</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Mean</b>	<b>GAC Representative Concurrence **</b>	
				<b>Yes</b>	<b>No</b>
Identify					
Compute					
Interpret					
Conclusions					
<i>Content Mean</i>					
Written					
Presentation					
Professionalism					
<b>Exam Mean</b>					

\*\*GAC representative marks "yes" if he/she agrees that the exam was reasonably conducted and evaluated in each category or that adequate reason was used for eliminating evaluation in a particular category (to be done in exceptional cases only).