

# AACSB Assurance of Learning (AoL) Report & Recommendations

## Fogelman College of Business & Economics

### MBA Degree Program

### Reporting Cycle (2019-20)

#### Assessment Committee:

Jim Lukawitz (ACCT)

Brian Janz (BIT)

Jeff Black (FIR)

Albert Okunade (ECON)

Kristen Jones (MGMT)

Ernie Nichols (MKTG/SCMS)

Sandy Schaeffer (ex-officio Dean's Office)

## Executive Summary (MBA 2018-19 Report)

### Overview and MBA Program Notes:

The Professional MBA program in the Fogelman College is designed for full-time professionals who are interested in taking classes part-time to accommodate their busy schedules (although students may enroll on a full-time basis). Classes scheduling is optimized for working schedules and includes a mixture of classroom-based evening sections and online sections. At least one year of full-time work experience is desired prior to admission.

Degree goals used in this assessment affirmed that MBA graduates must be:

- Leaders
- Technologically Competent
- Knowledgeable about social and ethical issues and trends affecting business
- Knowledgeable in functional areas and their integration
- Critical thinkers and problem solvers

Links to resources used in this assessment of the MBA program:

- [MBA Learning Outcomes \(pre-2019\)](#)
- [MBA Assessment Rubric \(pre-2019\)](#)

Note: In Fall 2019, the MBA program created a significantly updated set of learning outcomes (and associated rubric) for use in future assessment cycles. For this assessment cycle, the original program goals and assessment rubric (developed ~10 years ago) were used.

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### Overview of Assessment Process:

The professional MBA program is the largest enrollment graduate-level program in the Fogelman College with a variety of opportunities for collecting data about student skills throughout the program. Data for this assessment cycle were collected from active MBA students over the period of Fall 2017 through Spring 2019. Thus, getting sufficient data is not difficult with a range of 100-300 data points for each assessed learning outcome.

Benchmarks used:

For this cycle, individual students enrolled in selected MBA courses were scored using a 3-point scale of 1=Fair, 2=Good, 3=Exceptional. The committee focused its attention on learning outcomes reflecting a combination of both significant Fair (1) scores (3-10% or higher) and low Exemplary (3) scores (50% or less). The committee felt that those two factors together highlighted areas of concern with our students. (Thus, outcomes with zero **Fair** scores or very high **Exemplary** scores were not considered at risk.)

### Notes on Methodology:

There were committee concerns about where we collected some of the data with respect to student progress through course of study in the MBA program. In other words, some of the lower performances observed could be a function of our collecting the data very early in the program and before the students had grown their skills in the assessed area(s). The committee recommended we rethink and redevelop the assessment/curriculum map to ensure we are collecting assessment data at the optimal time of a student's progress through the program.

### Summary of Findings:

Overall, the assessed MBA students showed good or exemplary competence across most of the degree's learning outcomes. However, under Goal #3 (Knowledgeable about social and ethical issues and trends affecting business), the observed outcomes fell below the committee's established benchmark for all three of measured outcomes as summarized in the table below.

<b>Goal #3 – Social/Ethical Knowledge</b>	% Fair (1)	% Good (2)	% Exemplary (3)
<u>LO1</u> : Understand how social, ethical, and cultural trends affect business	16%	47%	37%
<u>LO2</u> : Understand differences across markets and customers	10%	32%	58%
<u>LO3</u> : Understand how social and ethical issues affect organizational strategies, structures, and systems	11%	40%	49%

### Observations & Recommendations:

While the committee was concerned about this overall lower score, faculty members on the committee also felt this result was potentially magnified by the context and timing of when the data was collected in the students' course of study. Committee members noted that development of ethical and social awareness skills is included broadly across the curriculum and student skills grow as they move towards graduation. To get a more accurate measurement of student mastery of knowledge and skills in this area, the committee recommended that the MBA capstone course (MGMT-7160) be used for assessing social and ethical awareness in the future.

The committee also focused on the nature of what specific activities would be used in MGMT-7160 to assess student social and ethical skills. To address this additional concern and add more structure to how data is collected, instructors assigned sections of MGMT-7160 should be asked to participate in a shared effort to design a more consistent set of assessment activities

for measuring social and ethical skills such that can be aligned to fit into their individual courses.

Other notes and recommendations by the committee on this assessment of the MBA program:

- Assessment preparation by faculty: The committee noted the challenge of designing an appropriate assessment activity for a given MLO that can accurately measure a student's skills. To address this need, selected assessment faculty should be notified during the semester prior to when they are to collect data. This will allow sufficient course-planning time to develop a suitable assessment activity.
- Indirect Data: Some suggestion of collecting indirect data (e.g., student self-assessment) in the form of a survey or other method to augment the direct assessment data developed by faculty.

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Summary of Recommendations for the Professional MBA Program:

1. Assessment of Goal #3 (Social and Ethical Awareness) should be conducted in MGMT-7160 (capstone course).
2. Faculty teaching MGMT-7160 should collaborate to develop a shared assessment activity (or set of activities) that can be used to measure social and ethical awareness.
3. For all learning outcomes, faculty should receive prior notification during the preceding semester to allow adequate time for planning and developing appropriate assessment activities to include in their course.

**Detailed Follow-up Actions to Implement Recommendations:**

1. Assessment of Goal #3 (Social and Ethical Awareness) should be conducted in MGMT-7160 (capstone course).
2. Faculty teaching MGMT-7160 should collaborate to develop a shared assessment activity (or set of activities) that can be used to measure social and ethical awareness.

*[Follow-up Actions - Both recommendations (1 & 2) share a common set of follow-up actions]*

- Contact faculty to commonly teach MGMT-7160 (Robert Wiggins & Frances Fabian) and ask them to prepare a shared activity that can be used starting this Fall to effectively assess ethical and social awareness as a part of teaching MGMT-7160.
  - Sandy to notify them by May 11th (Grading Day) and ask them to have it ready for use in their Fall 2020 sections of MGMT-7160.
  - Faculty teaching MGMT-7160 should collaborate to develop a shared assessment activity (or set of activities) that can be used to measure social and ethical awareness.
3. For all learning outcomes, faculty should receive prior notification during the preceding semester to allow adequate time for planning and developing appropriate assessment activities to include in their course.
    - Set up a standard calendar of notifications for all MBA assessments that ensure faculty involved in collecting data are notified in advance of the semester in which they will be teaching sections involved in data collection according to the following:
      - Fall semester data collection: Notified on/about Spring final grade posting day. (early May)
      - Spring semester data collection: Notified on/about Thanksgiving break. (late Nov)
      - Follow-up notification/reminders 2-3 weeks before start of Fall/Spring semesters