



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

*All programs must submit an annual assessment report to their College Dean’s Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.*

Academic Program	Master of Business Administration
Data Collection Period	2017
Report Contact	Robert B. Mitchell
Date Submitted to College Dean’s Office	May 1, 2018

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

The mission of the Master of Business Administration degree is to develop an understanding of the strategically interrelated functional areas of business; the use of analytical skills, critical thinking skills, and technology to solve contemporary business problems; an understanding of the impact of diversity and global and ethical perspectives in business; and effective teamwork and communication skills. The program is designed to develop professional and managerial skills for promotional opportunities for students with liberal arts, scientific, or other professional backgrounds as well as students with prior business studies.

In addition, the program prepares students to serve and strengthen society by enhancing awareness particularly in the technical arena and to promote humane sensitivities and understanding of interdependence of individuals, organizations, and nations—particularly as these issues relate to information and information systems.

3. Student Learning Goals for Academic Program

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

At the end of this program, students will be able to

1. understand of the strategically interrelated functional areas of business.
2. understand the impact of diversity and global issues in business.
3. evaluate ethical complexities in business decision making.
4. display effective teamwork, critical thinking, and presentation skills.

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

Curricular Actions Taken in 2017 that Reflect Improvement in Results

1. Cultural Diversity: Changes were introduced into Management 7310.
 - a. A new assessment method was implemented in fall 2017. It consists of two case studies that ask participants to detail the type of cultural gap (if any) that exists between focal individuals. Provided that cultural gaps are identified, participants are asked to explain behavioral adaptations necessary for a successful exchange.
 - b. Content wise, while the same theoretical frameworks have been utilized, opportunities for applications were amplified by increasing the number of examples in class and by inviting guest speakers who can illustrate the challenges faced in intercultural exchanges.
2. Global Perspectives: Use of a global dashboard was integrated into Marketing 7311.
3. Team Skills, Critical Thinking Skills, Presentation Skills: Changes have been implemented in Management 7101 and 7102, courses that monitor the skill development.
 - a. The number of raters who assess teamwork and leadership skills was expanded. With the assistance of Qualtrics 360, the number of raters per skill was increased from 1 to a minimum of 3. The number of raters during the Spring 17 semester averaged 4.1. The goal was to increase the accuracy of scores by combining several feedbacks.
 - b. To force a deeper reflection of skills, Management 7102 students wrote a term paper describing strategies to improving a focal skill. Participants are required to take the position of an expert. Then, a panel of faculty collectively assessed papers and the "best" paper is submitted for potential publication in Arkansas Business.
 - c. To cross-validate results, we are now using peers from classrooms and work settings. While voluntary, MBA students were encouraged to combine raters from both locations. During the spring 2017 semester, 82% of students did so. The goal was to provide a more comprehensive report that indicates how skills transfer across settings.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Continuous improvement report--analysis of results, curricular revisions, and resulting impact--was given to all faculty and members of the College of Business Advisory Board. The document was part of the

college AACSB reaffirmation visit preparation and introduced to the Advisory Board at a fall 2017 meeting.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

Goal 1: Students will understand the strategically interrelated functional areas of business.
 Goal 2: Students will understand the impact of diversity and global issues in business.
 Goal 3: Students will evaluate ethical complexities in business decision making.

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal: Students will understand the strategically interrelated functional areas of business.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	Student performance on MBA MFT in relation to national exam norms and peer institutions is evaluated. Standards of performance have been established.
Data Repository	Administrator computer
Target Achievement / Benchmark	Students score within one standard deviation from national mean on each performance indicator.
Results	<ol style="list-style-type: none"> The performance goal of achieving a mean score on each functional area within one standard deviation of the national mean was met. The overall exam mean was at the 38th percentile (an increase from 24th in 2013). 2017 percentile scores declined from 2016 for the following indicators: Management, Finance, and Accounting; increased for Marketing and Strategic Integration. Percentages correct varied minimally. The 2018 evaluation will provide a larger pool of graduates for assessing competence.

Student Learning Goal: Students will understand the impact of diversity and global issues in business.

If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal

Methods	An evaluative rubric has been developed for each of two student learning objectives: (1) analyze the impact of cultural diversity issues on management situations and (2) analyze the impact of global issues on business decisions. A team of faculty evaluates student artifacts (case analysis) to determine if standards of performance have been achieved.
Data Repository	Administrator computer.
Target Achievement / Benchmark	75 percent or more of students scoring acceptable or exemplary.
Results	<p>1. Cultural Diversity evaluation reflected the goal of $\geq 75\%$ scoring acceptable or exemplary was met.</p> <p>a. Awareness Dimension: 3.36 average score (out of 5).</p> <p>b. Behavioral Implications Dimension: 3.18 average score.</p> <p>2. Global Perspectives evaluation reflected the goal of $\geq 75\%$ scoring acceptable or exemplary was met.</p> <p>a. Factors/Trends in International Expansion: 3.19 average score.</p> <p>b. Global Growth Difficulties: 3.19 average score.</p> <p>c. Alternatives/Justification of International Expansion: 3.14 average score.</p>

Student Learning Goal: Students will evaluate ethical complexities in business decision making.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	An evaluative rubric has been developed for two student learning objectives: (1) identify an ethical dilemma and the impact on identified stakeholders and (2) analyze alternative actions and consequences based on an identified Ethical Rule or Model. A team of faculty evaluates student artifacts (case analysis) to determine if standards of performance have been achieved.
Data Repository	Administrator computer.
Target Achievement / Benchmark	75 percent or more of students scoring acceptable or exemplary.
Results	Ethical Considerations evaluation reflected the goal of $\geq 75\%$ scoring acceptable or exemplary was met. (Ratings improved over 2015.)

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

<p>Assessment results indicated that student performance goals were met.</p> <p>1. Students taking the MFT exam will be strongly encouraged to take the exam seriously; top performers will be recognized among their peers.</p>
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2. To assure valid and reliable evaluation of student performance, faculty will review evaluation rubrics to convert any holistic rubrics to analytic rubrics.
3. “Global Issues” assessment results will be used to further refine the Global Dashboard used in Marketing 7311 and provide increased emphasis to “international expansion issues/alternative actions.”

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program’s stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Graduate students are oriented to the importance of program assessment and how program curriculum is assessed in the capstone class.
 Assessment results are evaluated by COB departments to identify department-specific implications. Findings are discussed with varied advisory boards within the college, based on relevance. Curricular implications are discussed.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	16-30%
Learning activity design	46-60%
Rubric design	91-100%
Rubric norming	16-30%
Evaluating learning activities	Click to select Tier
Analyzing data	91-100%
Developing improvement plans	16-30%
Communication with stakeholders	16-30%

Other (please describe below)

Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

Examples of effective/relevant communication with stakeholders.