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UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in __2013-2014__ *(Academic year)*

GRADUATE PROGRAMS

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DEPARTMENT___Master of Business Administration_____DATE_____March 10, 2015_____

PROGRAM(S) COVERED IN REVIEW _____Master of Business Administration (MBA)_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW_ Assessment Committee Group Review__

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES__X__   NO____   QUALIFIED Y/N ___
- If so, were goals well-articulated?   YES__X__   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES__X__   NO____   QUALIFIED Y/N ___

Comments:
The Master of Business Administration Assurance of Learning (AoL) Plan includes three student learning goals, each with two or three specific objectives. The goals are quite clear, concrete, and well-written.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES__X__   NO____   QUALIFIED Y/N ____
- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES__X___   NO____   QUALIFIED Y/N ____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES__X___   NO____   QUALIFIED Y/N ____

Comments:
A variety of specific assessment methods were referenced in the AoL plan for the MBA program. The assessment methods appear to be aligned (see goal assessment schedule and the assessment report). Direct and indirect methods are referenced. For example, a survey of students is employed as an indirect method of assessment. Direct methods include reviewing student work products using rubrics.

3. ASSESSMENT RESULTS
Were any assessment results reported?   YES_X___   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they specifically affirm achievement of goals?   YES_X___   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement?   YES_X___   NO____   QUALIFIED Y/N ____
- Were the results tied to goals for student learning?   YES_X___   NO____   QUALIFIED Y/N ____

Comments:
The 2014 Assessment Report included results for specific measures of student learning goals and objectives. The reported results were directly tied to student learning. For example, the percentage of MBA candidates by level of proficiency in specific competencies was reported. MBA candidates' level of proficiency for a specific student learning goal (Defending Reasoned Solutions) was also reported. The University Assessment Committee specifically commented on the fact that the assessment results were reported out by student population (on-campus/domestic; online/domestic; on-campus/international; online/international), which is extremely useful information for the program faculty and administrators. Well done!

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported? YES__X_____ NO____ QUALIFIED Y/N ____

- If so, do curricular or other improvements/
changes arising from assessment results
directly address goals for student learning? YES_____ NO____ QUALIFIED Y/N __X__

Comments:
As mentioned in the 2014 assessment report, the program's primary goals were met. The MBA Task Force continues to meet on a regular basis to determine what changes will be made based on assessment results. Thus, we see that the program, via the task force, is talking about making changes to the MBA program and possibly the curriculum, but they have not done so yet.

SUMMARY
Strengths | *Areas for Improvement*

__X__ A specific plan for assessment is in place.   ____ No specific plan for assessment is in place.
__X__Student learning goals are well-articulated.   ____ Student learning goals are not well-articulated.
__X__Assessment methods are clearly described.   ____ Assessment methods are not clearly described.
__X__Assessment methods are appropriately selected.   ____ Assessment methods are not appropriately selected.
__X__Assessment methods are well-implemented.   ____ Assessment methods are not well-implemented.
__X__Direct and indirect methods are implemented.   ____ A single type of assessment methods predominates.
__X__Results are reported.   ____ No results are reported.
____Results are tied to closing the loop.   ____ Results are not clearly tied to closing the loop.
　　　(Decision-making is tied to evidence.)   　　　(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:
Overall, the MBA program has provided an exemplary assessment plan and assessment report. Student learning goals are well-articulated and measurable. Assessment methods are varied and appropriately aligned with the stated learning goals. Relevant results are reported, and there is a plan in place for making changes as needed to the program based on assessment results.

MATERIALS REVIEWED

__X_ Annual assessment report
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Annual report
__X_ Assessment plan (as posted)
__X_ Previous assessment review
_____ Other (please describe)

Reviewer(s):　　　*Members of the 2014-2015 University Assessment Committee*

Section 1: __Y___　　　Section 2: __Y___　　　Section 3: ___Y__　　　Section 4: ___Y __

Coding Key:
　　　Y　　= yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
　　　Q　　= qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
　　　N　　= no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014