Student Outcomes Assessment and Success Report AY2019-20 *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: Master of Business Administration   **Contact Name(s) and Email(s)** Ashley Layman, ashley.layman@indstate.edu

NOTE: If data from Spring 2020 is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Students will demonstrate the ability to use business problem solving techniques. G3, G4, G5	**1. Major Field Test (MFT) Questions (Direct)** MFT questions pertaining to business problem solving techniques were analyzed. The MFT was administered during "Exit Day" in fall 2018, spring 2019, and summer 2019 to all graduating MBA students. 60 questions on the MFT pertain to problem solving techniques.	**1. Major Field Test (MFT) Questions (Direct)** Our students' average scores on each question should be -20 percentage points from the national percent correct or greater.	**1. Major Field Test (MFT) Questions (Direct)** An analysis of the 53 students who took the MFT during 2018-2019 shows that our students met the threshold. The question with the lowest variance for this learning outcome (finance domain and investments content area) varied by -14.8 percentage points. On questions pertaining to this learning outcome, the average variance between our students' percent correct and the national percent correct was -3.19.	1. No changes were made in response to the assessment results for this learning outcome. 2. The graduate and student learning and assessment committees will be making improvements to the MBA program assurance of learning (AoL) and assessment program. Among these changes will be the addition of course-embedded, direct assessment measures for all learning goals. 3. In light of the impending changes to our AoL and assessment program, the graduate committee decided not to revise the performance expectations for the MFT or exit interview measures

	2. Scaled-Response Exit Interview Question (Indirect) The MBA program exit interview survey asks students to mark their agreement with the following statement using a five point Likert scale: "The MBA program improved my business problem solving techniques." The exit interview is required of all graduating students. 2018-2019 data was used by the Graduate Committee in their analysis.	**2. Scaled-Response Exit Interview Question (Indirect)** Likert-type responses should be in upper half.	**2. Scaled-Response Exit Interview Question (Indirect)** An analysis of the 54 exit interviews received shows that the threshold was achieved among all MBA students as well as by program offering (On-Campus MBA, Professional MBA, and MBA in Education Leadership). 96.3% of all MBA students either agreed or strongly agreed with the statement. Further, 96.43% of On-Campus MBA, 100% of Professional MBA, and 90% of MBA in Education Leadership students agreed or strongly agreed with the statement.	during this cycle. However, these measures and performance outcomes will be revisited in the very near future.
	3. Exit Interview Question and Ranking (Indirect) Students are asked to rank the learning outcomes from the one they learned the most (rating of 1) to the one they learned the least (rating of 4). Then, the students are asked to "Explain your logic for how you ranked problem solving techniques."	**3. Exit Interview Question and Ranking (Indirect)** The average scores calculated from the learning outcome rankings would be relatively equal. The Graduate Committee will perform a content analysis of the open-ended question to identify themes indicating a need for improvement. The expectation is that there are no consistent themes among the student responses.	**3. Exit Interview Question and Ranking (Indirect)** This average ranking among students was 2.11, which meets the threshold. The Graduate Committee did not identify any consistent themes that need remediation. However, similar to last year, the data suggests that students continue to learn the most in problem solving and business knowledge.	

| 2. Students will demonstrate the ability to apply business knowledge consistent with contemporary best practices.
G1, G3, G4, | **1. Major Field Test (MFT) Questions (Direct)**

MFT questions pertaining to business knowledge were analyzed. The MFT was administered during "Exit Day" in fall 2018, spring 2019 and summer 2019 to all graduating MBA students. 56 questions on the MFT pertain to business knowledge. | **1. Major Field Test (MFT) Questions (Direct)**

Our students' average scores on each question should be -20 percentage points from the national percent correct or greater. | **1. Major Field Test (MFT) Questions (Direct)**

An analysis of the 53 students who took the MFT during 2018-2019 shows that our students met the threshold. The question with the lowest variance for this learning outcome (accounting domain and resource planning and analysis content area) varied by -13.2 percentage points. On questions pertaining to this learning outcome, the average variance between our students' percent correct and the national percent correct was -0.19. | 1. No changes were made in response to the assessment results for this learning outcome.

2. The graduate and student learning and assessment committees will be making improvements to the MBA program assurance of learning (AoL) and assessment program. Among these changes will be the addition of course-embedded, direct assessment measures for all learning goals.

3. In light of the impending changes to our AoL and assessment program, the graduate committee decided not to revise the performance expectations for the MFT or exit interview measures during this cycle. However, these measures and performance outcomes will be revisited in the very near future. |
| | **2. Scaled-Response Exit Interview Question (Indirect)**

The MBA program exit interview survey asks students to mark their agreement with the following statement using a five point Likert scale: "The MBA program improved my ability to apply business knowledge consistent with contemporary best practices." The exit interview is required of all graduating students. 2018-2019 data was used by the Graduate Committee in their analysis. | **2. Scaled-Response Exit Interview Question (Indirect)**

Likert-type responses should be in upper half. | **2. Scaled-Response Exit Interview Question (Indirect)**

An analysis of the 54 exit interviews received shows that the threshold was achieved among all MBA students as well as by program offering (On-Campus MBA, Professional MBA, and MBA in Education Leadership). 98.15% of all MBA students either agreed or strongly agreed with the statement. Further, 100% of On-Campus MBA, 100% of Professional MBA, and 90% of MBA in Education Leadership students agreed or strongly agreed with the statement. | |

	3. Exit Interview Question and Ranking (Indirect) Students are asked to rank the learning outcomes from the one they learned the most (rating of 1) to the one they learned the least (rating of 4). Then, the students are asked to "Explain your logic for how you ranked business knowledge."	**3. Exit Interview Question and Ranking (Indirect)** The average scores calculated from the learning outcome rankings would be relatively equal. The Graduate Committee will perform a content analysis of the open-ended question to identify themes indicating a need for improvement. The expectation is that there are no consistent themes among the student responses.	**3. Exit Interview Question and Ranking (Indirect)** This average ranking among students was 1.77, which meets the threshold. This number suggests that students perceive more learning in this learning goal than any other. The Graduate Committee did not identify any consistent themes that need remediation. However, similar to last year, the data suggests that students continue to learn the most in problem solving and business knowledge.	
3. Students will demonstrate the ability to work effectively in a team environment. G1, G2, G4, G5	**1. Major Field Test (MFT) Questions (Direct)** MFT questions pertaining to teamwork skills were analyzed. The MFT was administered during "Exit Day" in fall 2018, spring 2019, and summer 2019 to all graduating MBA students. Only three questions on the MFT pertain to teamwork skills.	**1. Major Field Test (MFT) Questions (Direct)** Our students' average scores on each question should be -20 percentage points from the national percent correct or greater.	**1. Major Field Test (MFT) Questions (Direct)** An analysis of the 53 students who took the MFT during 2018-2019 shows that our students met the threshold. The question with the lowest variance for this learning outcome (management domain and organizational behavior content area) varied by -7.6 percentage points. On questions pertaining to this learning outcome, the average variance between our students' percent correct and the national percent correct was -2.1.	1. No changes were made in response to the assessment results for this learning outcome. 2. The graduate and student learning and assessment committees will be making improvements to the MBA program assurance of learning (AoL) and assessment program. Among these changes will be the addition of course-embedded, direct assessment measures for all learning goals. 3. In light of the impending changes to our AoL and assessment program, the graduate committee decided

	2. Scaled-Response Exit Interview Question (Indirect) The MBA program exit interview survey asks students to mark their agreement with the following statement using a five point Likert scale: "The MBA program improved my ability to work effectively in a team environment." The exit interview is required of all graduating students. 2018-2019 data was used by the Graduate Committee in their analysis.	**2. Scaled-Response Exit Interview Question (Indirect)** Likert-type responses should be in upper half.	**2. Scaled-Response Exit Interview Question (Indirect)** An analysis of the 54 exit interviews received shows that the threshold was achieved among all MBA students as well as by program offering (On-Campus MBA, Professional MBA, and MBA in Education Leadership). 85.19% of all MBA students either agreed or strongly agreed with the statement. Further, 82.14% of On-Campus MBA, 93.75% of Professional MBA, and 80% of MBA in Education Leadership students agreed or strongly agreed with the statement.	not to revise the performance expectations for the MFT or exit interview measures during this cycle. However, these measures and performance outcomes will be revisited in the very near future. 4. From the exit interview content analysis, the committee will explore different teamwork platforms to be used for group projects in the curriculum.
	3. Exit Interview Question and Ranking (Indirect) Students are asked to rank the learning outcomes from the one they learned the most (rating of 1) to the one they learned the least (rating of 4). Then, the students are asked to "Explain your logic for how you ranked teamwork skills."	**3. Exit Interview Question and Ranking (Indirect)** The average scores calculated from the learning outcome rankings would be relatively equal. The Graduate Committee will perform a content analysis of the open-ended question to identify themes indicating a need for improvement. The expectation is that there are no consistent themes among the student responses.	**3. Exit Interview Question and Ranking (Indirect)** This average ranking among students was 2.70, which meets the threshold. The Graduate Committee noted that some students mentioned that exposure to platforms like Slack or Teams could be beneficial. While the committee did not identify any consistent themes that need remediation, they agreed to research the possibility of integrating such a platform across the curriculum would be	

			beneficial, feasible, and agreed upon by faculty.	
4. Students will demonstrate an advanced understanding of global business practices. G1, G2, G3, G4, G5	**1. Major Field Test (MFT) Questions (Direct)** MFT Questions pertaining to global business practices were analyzed. The MFT was administered during "Exit Day" in fall 2018, spring 2019, and summer 2019 to all graduating MBA students. Only five questions on the MFT pertain to global business practices.	**1. Major Field Test (MFT) Questions (Direct)** Our students' average scores on each question should be -20 percentage points from the national percent correct or greater.	**1. Major Field Test (MFT) Questions (Direct)** An analysis of the 53 students who took the MFT during 2018-2019 shows that our students met the threshold. The question with the lowest variance for this learning outcome (finance domain and corporate finance content area) varied by -8.2 percentage points. On questions pertaining to this learning outcome, the average variance between our students' percent correct and the national percent correct was -1.86.	1. No changes were made in response to the assessment results from the MFT or exit interview analyses. 2. The graduate and student learning and assessment committees will be making improvements to the MBA program assurance of learning (AoL) and assessment program. Among these changes will be the addition of course-embedded, direct assessment measures for all learning goals. 3. In addition to adding course-embedded, direct measures, the graduate committee would like to consult with faculty in the development of a new international business assessment. Questions for this assessment would be provided by faculty teaching the core MBA courses who indicated that global business topics are covered in their courses. 3. In light of the impending changes to our AoL and assessment program, the graduate committee decided not to revise the performance
	2. International Business Assessment (Direct) Questions from the international business assessment, a 20 point assessment developed by the graduate committee that is given on "Exit Day."	**2. International Business Assessment (Direct)** The average percent correct among all questions should be 85% or higher. If this threshold is not met, individual questions will be analyzed when fewer than 60 percent of our students answer correctly.	**2. International Business Assessment (Direct)** An analysis of the 54 students who took the international business assessment during 2018-2019 shows that we did not meet the threshold. The average percent correct among all questions is 80.74%. Further analysis shows that 59.26% and 42.59% of our students answered questions 7 and 14 correct, respectively. Remediation on these two questions is recommended.	

	3. Scaled-Response Exit Interview Question (Indirect) The MBA program exit interview survey asks students to mark their agreement with the following statement using a five point Likert scale: "The MBA program improved my understanding of global business practices." The exit interview is required of all graduating students. 2018-2019 data was used by the Graduate Committee in their analysis.	**3. Scaled-Response Exit Interview Question (Indirect)** Likert-type responses should be in upper half.	**3. Scaled-Response Exit Interview Question (Indirect)** An analysis of the 54 exit interviews received shows that the threshold was achieved among all MBA students as well as by program offering (On-Campus MBA, Professional MBA, and MBA in Education Leadership). 88.89% of all MBA students either agreed or strongly agreed with the statement. Further, 96.43% of On-Campus MBA, 87.5% of Professional MBA, and 70% of MBA in Education Leadership students agreed or strongly agreed with the statement.	expectations for the MFT or exit interview measures during this cycle. However, these measures and performance outcomes will be revisited in the very near future.
	4. Exit Interview Question and Ranking (Indirect) Students are asked to rank the learning outcomes from the one they learned the most (rating of 1) to the one they learned the least (rating of 4). Then, the students are asked to "Explain your logic for how you ranked global business practices."	**4. Exit Interview Question and Ranking (Indirect)** The average scores calculated from the learning outcome rankings would be relatively equal. The Graduate Committee will perform a content analysis of the open-ended question to identify themes indicating a need for improvement. The expectation is that there are no consistent themes among the student responses.	**4. Exit Interview Question and Ranking (Indirect)** This average ranking among students was 3.40, which meets the threshold. This number suggests that students perceive less learning in this learning goal than any other. The Graduate Committee did not identify any consistent themes that need remediation. However, similar to last year, the data suggests that students continue to learn the most in problem solving and business knowledge.	

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Part 1b: Review of Student Success Data & Activities

The following information has been compiled from Blue Report for the Master of Business Administration program:

Enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Campus MBA	70	70	52	43
ProMBA	40	30	29	23
MBA EL	12	13	9	7
Total	122	113	90	73

New Students	2016-17	2017-18	2018-19	2019-20
Campus MBA	38	30	25	17
ProMBA	17	18	13	11
MBA EL	12	13	9	7
Total	67	61	47	35

Retention %	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Campus MBA	85.71%	86.67%	95.83%	81.82%
ProMBA	59.09%	80.95%	71.43%	68.75%
Total	75.56%	83.025	86.84%	76.32%

Degrees	2016-2017	2017-2018	2018-2019	2019-2020
Degrees Conferred	61	63	55	36
Average Final GPA	3.65	3.72	3.67	3.72
Average Total Credits	36	37.1	34.9	35.1
Average Years to Graduation	1.9	2.2	1.8	1.7

Grades	A+	A	A-	B+	B	B-	C+	C	F
Fall 2018	28	69	36	29	22	6	8	3	1
Spring 2019	12	46	22	18	8	2	1	2	2
Summer 2019	25	45	22	20	5				2
Fall 2019	7	78	15	9	16	3	1	5	1
Spring 2020	24	48	17	8	11	2		1	
Summer 2020	9	40	11	8	3	1			1

What worked well in supporting student success this year?

The Scott College of Business MBA program continued its efforts to monitor all students who have begun the MBA program across all modalities. These efforts include formulating a communication plan to remind students about registration and important dates, monitoring student enrollment each semester, keeping detailed notes when students do not continue in the program, and monitoring academic success in the courses.

In addition to the aforementioned items, all MBA students are required to have an advisement appointment with the program director prior to registration each term. This practice allows for a two-way conversation that provides important information to the director about the students' perspectives of courses, areas that are challenging to the students, and suggestions for improvements across the curriculum. Because the advisement appointment usually takes place in the middle of a semester, this also gives the director and student an opportunity to target areas in which students are struggling with their coursework and to develop a remediation plan before it is too late. While a face-to-face meeting is preferred for these meetings, COVID challenged our current practices and we have now evolved to offering Zoom or phone call appointments, as well.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Providing tutoring access to MBA students continues to be a challenge for the program. The "Grades" data above shows that students earned a total of 28 grades in the C+, C, and F categories. A more in-depth analysis of the "Grades" data provided above shows that 13 grades from the C+ or lower categories came from MBA 612 (Quantitative Problem Solving) while another 13 came from MBA 623 (Strategic Supply Chain and Operating Decisions). Anecdotal evidence from previous years suggests that tutoring can greatly benefit students taking these courses. However, finding a consistent group of tutors is challenging due to the short duration of the program.

Part 2: Continuous Quality Improvement

During the 2019-2020 academic year, the Scott College of Business Graduate Programs Office and Graduate Committee completed the third assessment cycle of the MBA learning outcomes adopted in August 2016. As indicated in the matrix above, the results show that we met our performance targets on all measures except the international business assessment. Results show the average percent correct from all 20 questions is 80.74%, which is lower than the previous two years (81.19% and 82.31%, respectively). This trend seems to be supported by 1) student perceptions that the curriculum emphasizes business knowledge and problem solving more than teamwork and global business (exit interview data) and 2) a revised curriculum map that shows coverage of global business knowledge in six of nine MBA core courses (the other three learning goals are emphasized in all nine MBA core courses). Given this information, the committee decided to revise the international business assessment using direct input from faculty teaching the MBA core classes. In addition, questions 7 and 14 will be remediated by faculty teaching in the core curriculum as only 59.26% and 42.59% of our students answered these questions correctly.

Major Field Test (MFT) results were positive and show our students meeting the expected performance outcome for each learning goal. The Graduate Committee discussed the possibility of tightening the performance expectation (e.g. Our students' average scores on each question should be -15 percentage points from the national percent correct or greater). Ultimately, the committee elected to keep the standard the same and reevaluate once new course-embedded, direct measures have been implemented. Major Field Test results will continue to be monitored closely as the average variance between our students' percent correct and the national percent correct for each learning goal shows our students did not perform as well as the previous year.

In the coming year, important steps must be taken to revise our assessment process. The first step of this process is to formally develop learning objectives within each learning goal and to revise the MBA program curriculum map. The Graduate Committee began this process during summer 2020 by asking graduate faculty teaching to show the relationship between the learning goals/objectives and the MBA core courses taught. A revised curriculum map has been included in Blackboard to show the current progress with this step.

The next step is to revise the MBA assessment plan to include course-embedded direct measures of the learning goals/objectives. While the program has consistently utilized direct and indirect measures of its learning goals, providing course-embedded measures will provide the faculty with additional data that can be used to help improve student learning. The Graduate Committee anticipates retaining the current measures (Major Field Test, International Business Assessment, and Exit Interview) to supplement the new course-embedded measures.

Moving forward, the Scott College of Business Student Learning and Assessment Committee will work in conjunction with the Graduate Committee on assurance of learning and assessment for the MBA program. This will allow graduate programs to be emphasized alongside the undergraduate programs during college-wide meetings pertaining to assessment. The process will be more systematic, improving communication about the assessment plan, data used in the process, findings, and ways to improve student learning. Faculty will remain an integral part of this assessment process, and they will continue to be informed of assessment results and provide improvements to student learning. In addition, faculty will help inform the new assessment plan as we look to include course-embedded direct measures.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Master of Business Administration	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
• Learning outcomes are clear, specific, and measureable. They are aligned with the Graduate Student Learning Outcomes to demonstrate graduate-level rigor. • Direct measure MFT was used to provide evidence of student learning relative to specific learning outcomes. Additionally, a direct measure to assess International Business proficiency was administered, as this has been a point for improvement. • Indirect measures for students to provide their own insights into learning are included. • Expectations of student performance are clearly described, and actual data is provided in context of these expectations. Findings on indirect assessment are broken down further by program offering. • Clear information is provided about assessment planning and implementation in regards to anticipated curricular changes, assessment lifecycle, and student performance. • Insightful plans are included to provide course-embedded direct measures of learning that can better track student improvement in International Business, as well as development toward summative assessments, such as the MFT, throughout the curriculum. Care was taken to include student feedback from indirect measures and to examine the	• It is noted that program offering type data is disaggregated for the indirect measures. Is this possible and/or possibly helpful for the MFT and especially for the International Business direct assessment? This could help uncover any differences between offering if they exist.

existing curriculum map to integrate more of certain topic areas into the curriculum and adjust course activities to better support student learning. • Faculty are involved in all phases of the assessment process, and findings are openly shared and used to inform program decisions.	

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No *(program)* learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).
Performance Goals & Measures	Performance goals are clear and appropriate, and rationale is provided for why these were selected. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings. Licensure exams and high-impact practices are reflected in measures (if applicable).	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis.	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**

Please see reviewer notes for more details.