

Annual Departmental Assessment Report

Department or Program: General Business – Oregon MBA

Academic Year of Report: 2017-2018

Department Contact Person for Assessment: Bill Chandos

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

General Business - Oregon MBA

Learning Goal 1: Our students will be able to make sound business decisions by using fundamental business concepts in analyzing and synthesizing information.

- **Objective #1A:** Students will correctly value assets given forecasts of future cash flows using financial statements.
- **Objective #1B:** Students will understand how to generate and use financial statements.
- **Objective #1C:** Students will identify the components of an effective marketing plan.
- **Objective #1D:** Students will demonstrate familiarity with economic and other quantitative tools for making business decisions.
- **Objective #1E:** Students will understand principles of operations management.

Learning Goal 2: Our students will be guided by ethical precepts in making business decisions. Students will evaluate business decisions in an explicit ethical framework.

Learning Goal 3: Students will think strategically in a global business context.

- **Objective #3A:** Students will evaluate business opportunities and decisions strategically.
- **Objective #3B:** Students will evaluate business decisions in a global context.

Learning Goal 4: Students will develop and communicate solutions to real world problems and/or opportunities.

- **Objective #4A:** Students will be effective communicators: Orally and in writing, they can frame and support an argument and present it in a form and with technology appropriate to the intended audience.
- **Objective #4B:** Students will function effectively a diverse team.
- **Objective #4C:** Students will develop and communicate practical solutions to a strategic business challenge in their respective center.

Section 2: Assessment Activities

Learning Goal 1, objectives A-E: Assessment was completed via multiple choice exam administered during class time for MGMT 614. This course is a required core course offered in spring quarter with enrollment representative of the 2-year MBA cohort. The exam did not bear course credit. Each objective covered a core subject area (Accounting, Finance, Management, Marketing, and Operations and Business Analytics), covering seven core courses, from which five questions were selected by the course instructor, for a total of 35 questions. The exam was administered via Canvas LMS and results were downloaded, saved, and results translated into assessment archives.

Discussion (11/27/2018): *Learning Goal 1A:* The committee noted the scores have been highly varied over the years but it appears to have to do with the change in standard from 50% to 70% in January 2015.

Learning Goal 2: Assessment in BE 625 – Business Law and Ethics. Results were provided by instructor and based upon analysis of four separate assignments, including two exams and a current events assignments. Assessment results were saved, and translated into archives.

Discussion (11/27/2018): Scores are acceptable; no action items.

Learning Goal 3, objectives A-B: Assessment in MGMT 614. Results were provided by instructor and based upon analysis of three written assignment (objective A) and a quiz (objective B). Assessment results were saved, and translated into archives.

Discussion (11/27/2018): The committee noted that assessment was taking place within a graded assignment. Meeting goal. Nothing to change.

Learning Goal 4, objectives A-written, C: Assessment for objective A-written in MGMT 614. Results provided by instructor upon analysis of a writing assignment. Assessment results were saved and translated into archives.

Assessment for objective C in FIN 609, MGMT 609, and SBUS 609. Results provided by instructors based upon rubric. Each team of students is evaluated as a group based upon work completed across multiple terms. Rubrics are stored and translated into archives.

Results for objective B have not been received from instructors at this time.

Discussion (11/27/2018): *Learning Goal 4A:* Committee noted that oral and written skills/assessment are embedded within the same goal and want to recommend to the committee to separate these.

Learning Goal 4B: Data is missing from here and the committee wants to learn more about why faculty are having difficulty reporting on this goal. Many faculty aren't aware of the rubric they should be using or aren't learning about it until after the course is taught. Therefore, the sub-committee will make a recommendation to develop a more streamlined process/workflow for the collection and administration of these assessment tools.

Learning Goal 4C: No action required; scores are meeting the goal.

Section 3: Actions Taken Based on Assessment Analysis

For each learning goal assessed for each major, describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Describe how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

Based upon their analysis of the recent assessment results, the MBA Academic Committee subcommittee on Assurance of Learning has prepared a series of proposals for the Committee to consider. These proposals include:

- developing standardized questions for final exams in core courses related to Learning Goals 1A-E

- This change is designed to address issues of assessment out of course context, and time span between learning and assessments
- separation of oral and written skill assessment in Learning Goal 4A
 - This change is designed to address clarity of results
- more streamlined process/workflow for the collection and administration of assessment tools related to Learning Goal 4B.
 - This change is designed to address issues of data collection with faculty

The proposals will be presented for consideration during a winter term 2019 MBA Academic Committee meeting.

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

Core Faculty meeting prior to academic term to coordinate deliverables and make sure that the student experience inside the classroom is seamless. Initially, this was just for fall term, but have created similar coordination meetings for all academic terms. The addition of the Advanced Strategy and Leadership (ASL) specialization has given the program another critical way to distinguish itself in the market place. Students can add-on the ASL specialization to one of the other specializations that are offered by our Centers of Excellence or declare the ASL specialization on its own. Each of the specializations connected to a Center of Excellence has undergone revisions to streamline required courses across specializations and make elective offering more flexible. These changes will help to reduce inconsistency with number of credits needed to graduate and give students more freedom in selecting from an increased number of specialization elective offerings. In terms of advising, an academic advising syllabus was created and disseminated during orientation. The syllabus is designed to assist students in successfully navigating the Oregon MBA and the University at large, as well as set the advising relationship expectations, student learning outcomes for advising, advising policies, and advising schedule. New student experience programs include “Diverse Narratives. Good Business” speaker series, which delves into the stories of underrepresented groups in business, and regular OMA Happy Hours to help build community between 1st year and 2nd year students. These programs have had overwhelmingly positive feedback and were created based on student feedback from MBA focus groups and routine survey assessments.

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this year’s analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

The current assessment schedule includes all learning goals and objectives, using the methodology described in section 2. If the MBA Academic Committee ratifies the subcommittees proposals, those changes would be implemented on the timeline the Committee determines.