

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

Degree and Program Name: Masters in Business Administration

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. Graduates possess critical and creative thinking skills to solve problems, identify opportunities and make reliable decisions in routine and unfamiliar or unpredictable domestic and global environments using generally accepted concepts of business (financial, accounting, management, operations, marketing, and information systems).</p>	<ul style="list-style-type: none"> ▪ Exit Interviews ▪ ETS Major Field Test in MBA ▪ Faculty Round-table Discussions <p><i>Responsible Parties:</i> Coordinator of Graduate Business Studies and School of Business Graduate Committee. The Coordinator also serves as the Chair of the School of Business Graduate Committee.</p>	<p>Satisfaction data from EBI Exit Surveys and Alumni Surveys from the previous two years were analyzed to provide some insight as to the level of satisfaction with respect to expected learning outcomes.</p> <p>Feedback from exit interviews and focus groups continue to provide information about program satisfaction and how well we are meeting the needs of the students.</p> <p>Score results from the ETS Major Field Test in MBA is a direct measurement of student learning. Mean scores are provided for each student and group scores are compared to other institutions for total scores and assessment indicators established by ETS: Marketing, Management,</p>	<p><i>Satisfaction survey results:</i> Learning outcomes: Critical thinking and problem solving 5.58/7.0</p> <p><i>Direct measure results:</i> Total score mean 260/300; 80th percentile compared nationally</p> <p>Assessment indicator marketing mean 60%; 80th percentile compared nationally</p> <p>Assessment indicator management mean 55%; 80th percentile compared nationally</p> <p>Assessment indicator finance mean 51%; 90th percentile compared nationally</p>	<p>Coordinator of Graduate Business Studies is responsible for coordinating and managing all assessment activities. Graduate Committee is informed of all activities and is asked for feedback. The Graduate Committee and faculty involved in the roundtable discussions are part of the assessment loop where data results are shared and actions are taken based on the results.</p>

		<p>Finance, Managerial Accounting, and Strategic Integration.</p> <p>Through the round-table discussions, it is expected that we will continue to encourage faculty to interact more informally to share how they meet the course and program objectives to ensure more integration between the core courses.</p>	<p>Assessment indicator managerial accounting mean 55%; 75th percentile compared nationally</p>	
2. Graduates can incorporate into their business decisions an appreciation for social responsibility, legal and ethical requirements, and corporate governance.		Refer to Goal 1	<p><i>Satisfaction survey results:</i> Curriculum addresses ethics and social issues 4.8/7.0</p>	Refer to Goal 1
3. Graduates can use quantitative and qualitative tools to identify business problems and opportunities showing an appreciation for the interrelationships of finance, accounting, management, operations, marketing, and information systems.		Refer to Goal 1	<p><i>Direct measurement results:</i> Assessment indicator strategic integration mean 62%; 80th percentile compared nationally</p>	Refer to Goal 1
4. Graduates can use information technologies to support the structure and processes of the organization.		Refer to Goal 1	<p><i>Satisfaction survey results:</i> Learning outcomes: Use and management technology 4.77/7.0</p>	Refer to Goal 1
5. Graduates can demonstrate effective leadership and collaboration skills for making decisions and accomplishing goals.		Refer to Goal 1	<p><i>Satisfaction survey results:</i> Learning outcomes: Effective management and leadership skills 4.92/7.0 Program enhanced ability to work in teams 5.65/7.0</p>	Refer to Goal 1
6. Graduates have developed an appreciation of the impact of human behavior on the		Refer to Goal 1	<p><i>Satisfaction survey results:</i> Learning outcomes: Effective management and</p>	Refer to Goal 1

organization and can coordinate and manage to achieve the goals of the organization.			leadership skills 4.92/7.0	
7. Graduates can demonstrate appropriate written and oral communication competencies that support and enhance managerial effectiveness.		Refer to Goal 1	<i>Satisfaction survey results:</i> Learning outcomes: Effective communication and team work 5.64/7.0	Refer to Goal 1
8. Graduates can develop a strategic plan with consideration for the dynamic and sometimes unpredictable domestic and global business environments.		Refer to Goal 1	<i>Satisfaction survey results:</i> Breadth of curriculum, global perspective 5.8/7.0	Refer to Goal 1
9. Graduates have developed an appreciation for the need to continue their professional development throughout their careers.		Refer to Goal 1		Refer to Goal 1

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

ETS Major Field Test in MBA and Satisfaction Survey Results

The ETS Major Field Test in MBA was included as a course requirement in MBA 5890, Administrative Policy, beginning the spring 2005 semester. The cost of purchasing and administering the test is covered by a student fee of \$40. The test is scheduled for administration for the summer semester and will continue to be offered each semester. The professor of the class has graciously offered one class session to administer the test to accommodate those students who are commuting to campus, and I hope that arrangement will continue.

The results of the test for this one semester show that the mean score of our students as a whole was 260/300, performing at the 80th percentile level when compared to 82 institutions nationally. Two of our students scored at the 95th percentile when compared nationally. When looking at the assessment indicators, our lowest score was in Managerial Accounting (75% of institutions were at or below our score). Our next highest scores were in Management (80% of institutions were at or below our score) and Strategic Integration (80% of institutions were at or below our

score). Our highest scores were Marketing (90% of institutions were at or below our score) and Finance (90% of institutions were at or below our score). However, we also need to look at our mean percent correct to get a real picture of the performance level. These results are shown in the previous table.

New Student Orientation

In response to the needs of our younger, less mature students, a New Student Orientation was held in the fall of 2004 for summer and fall admits. During the orientation, new students have the opportunity to meet with current students and with faculty to learn about the expectations of the professors and the demands of the curriculum. The fall orientation was scheduled for the entire afternoon on the first Friday of the first week of classes. Based on feedback that we collected from the participants, we made some changes in the programming, shortening the length and changing the format for the spring orientation. Based on additional feedback from the spring orientation, I will be making a few minor adjustments in the program format and possibly the day or time the orientation is scheduled. The New Student Orientation will continue to be offered at the beginning of the fall semester for summer and fall admits, and at the beginning of the spring semester. Students who attended the orientation indicated that they found the information very helpful. I am going to propose to the Graduate Committee that we make the Orientation a required activity for all students to encourage more participation.

Faculty Round-Table Forum

As part of the spring orientation, I invited faculty to participate in a round-table forum that was held immediately before the orientation. At this forum, faculty were given the opportunity to discuss how they are meeting the objectives of the program and their courses, and to informally share ideas about how they respond to the changing needs of our students. At the request of the faculty, another round-table discussion was held around the mid-point of the spring semester. These forums have proven to be a successful method for encouraging the graduate faculty to interact with each other. Therefore, I will continue to invite faculty to these round-table discussions at the beginning and mid-point of each semester.

Professional Development Events

Several professional development events were held in the fall semester for MBA students. I invited Linda Moore from Career Services, which was fairly well attended. I will probably do this again in the fall semester. For another program, I invited representatives from the Writing Center to talk with students about avoiding plagiarism and writing papers from a collection of sources. This session did not elicit much attendance nor did it get substantial positive feedback. I am not sure how I will reformat this particular session, but I do think that the topic is of critical importance.

Another event was held at the end of the spring semester to encourage students to interact with each other and with faculty and to make a stronger connection to the EIU and the MBA Program. A reception for graduating students and their friends and family was held immediately before the graduation ceremony. It was a great success. Students brought family members, and several of the faculty attended. Based on my observations, I will be making a couple of minor adjustments but will continue to offer this event.

To encourage valuable out-of-classroom experiences, elected groups of MBA students are now routinely invited to meet with the executives-in-residence who in the past were invited to campus for two days to meet with undergraduate students only. The sessions are held in the Dean's Conference Room, and are kept small intentionally to encourage one-on-one interact with the executive. These sessions are popular with the

students, and I will continue to schedule this event for graduate students. For the spring semester 2006, the MBA program is sponsoring one of the executives, who will be a MBA alum. Current MBA students should be able to get additional contact time with this executive. Also, students are invited to and have been attending the newly established School of Business Faculty Research Colloquium Series. These activities will continue through the next academic year.

Student Organization

Based on feedback from exit interviews, I learned that students want a student-led organization at the graduate level. Therefore, I met with a few students this semester to discuss re-instating the MBA student organization. I made the decision to re-instate the organization but with a much different focus than before (it was dissolved in 1998, prior to my assuming the position of Coordinator). No officers will be chosen, only a planning committee. Students will organize events or programs that provide them with an opportunity to meet with professionals either on or off campus. I don't know yet what the specific events/programs will be; this summer will be the planning phase where I will be meeting with the planning committee to determine events/programs. Two students are already named to the planning committee—Sara Amyx and Saifur Bhuiyan. Some of the ideas that have been talked about include field trips, bringing executives to campus, meeting with executives off campus, traveling to a recruiting fair in a major city, and attendance at professional conferences. Students will be selling t-shirts as a fund raiser and will apply for the professional development money available from the Dean's office.

Accessibility to Information

In response to the changing needs of our students and because of recent expectations for more on-line accessibility for information and admissions, I have worked with two graduate students this year on two separate projects: re-designing the MBA web site and designing a new MBA Portal for student admissions. This portal will be directly connected to our re-designed database where all student records are housed. The web site re-design project is completed: www.eiu.edu/~mba; the portal/database project is projected for completion at the end of the summer semester 2005.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Detailed explanations of the changes are included in the previous section. Through student feedback during exit interviews, evaluation instruments administered during the events, and other informal discussion, I have learned that students appreciate and learn from the additional out-of-classroom and professional development opportunities that were implemented during the 04-05 academic year. These kinds of activities will continue to be offered.

Since taking the ETS Major Field Test in MBA is a course requirement in MBA 5890 and not connected to a performance level, I have concerns that the students are not taking the test seriously. Also, since the prerequisite for the class is completion of 21 semester hours of MBA course work

(and not specific classes), it is possible that the student would not yet have completed a core course on which they are being tested. While we will continue to use this method of direct assessment, we need to seriously reconsider the timing and/or performance expectations for this test. These are issues that will require significant faculty input. In consultation with the Graduate Committee and other graduate faculty currently teaching in the program, we need to establish expected levels of achievement or some kind of benchmark that we need to reach for the ETS Major Field Test in MBA. So far, only one semester of direct measurement data has been collected. I will share results of the test (including summer session) with the Graduate Committee during the fall semester. This was a concern that was noted on last year's assessment summary. Our goal is to address this issue during the next academic year.

The satisfaction survey results were less than satisfactory. Two years of results were presented to the Graduate Committee during the spring semester. We have yet to decide how we are going to address these issues. These results include many more factors than those presented in the previous table. The EBI satisfaction surveys will not be administered this academic year since we have not made any curricular changes to measure.

I will be submitting a proposal to the Graduate Committee to change the program requirements to enhance student learning. If students do not have prior work experience (length/type of work experience will be established by the Graduate Committee), the student must participate in some kind of out-of-classroom professional experience, which could include a semester internship, a consulting project, or research project partnering the student with an external firm or agency.