

Program Information and Mission Statements

Business Administration, MBA

College or Unit	College of Business Administration
Department	Business Administration
Academic Year	2018 - 2019
Date Submitted	2019-09-11 12:14:00 by Frankforter, Steven
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Program Mission Statement	The Master in Business Administration degree program provides students with a stimulating and professional learning environment which prepare them with the advanced knowledge and skill sets required to be effective organizational leaders in a highly competitive, challenging and dynamic global economy.
Department Mission Statement	
Unit Mission Statement	Our mission is to provide a quality education to a diverse community of learners through continuous improvement and dedication to excellence in teaching and learning, as well as intellectual contributions and service.
University Mission Statement	Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina.

Assessment Plan Comments

Program Outcomes

Program Outcome 1

Students graduating from Winthrop's MBA business program will have received a national caliber quality academic experience delivered through effective teaching and a learning-centered environment.

- a) The CBA will deliver high quality academic programs.
- b) All classes will be taught by qualified faculty.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 2: Enhance quality of the student experience
- Goal 3: Hire and retain high quality and diverse faculty, staff, and administrators

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

- a) This program is accredited by AACSB, which assures quality on numerous dimensions.
 - b) In 2015-2016, all courses were taught by faculty who were classified as qualified as per both AACSB and SACS standards.
- We conclude that because both of the program goals listed above were achieved, that no further action is warranted.

Activities (based on prior year's

**Continuous Improvement
Action Plan)**

Assessment Method 1	AACSB Accreditation
Target	Achieving reaffirmation of accreditation
Assessment Results	The accreditation for the CBA was reaffirmed following AACSB's visit in Spring 2015
Discussion of Assessment Results	The unit's next accreditation review by AACSB is scheduled for March 2020.
Assessment Method 2	All faculty are qualified
Target	100%, as defined by both AACSB and SACSCOC
Assessment Results	In 2018-2019, all courses were taught by faculty who were classified as qualified as per SACSCOC standards. More that 97% of all courses taught by faculty who were classified as qualified as per AACSB standards, which requires at least 90%.
Discussion of Assessment Results	The College is working with a department chair to increase their research output to re-attain qualification.
Continuous Improvement Action Plan for next year	The College is working with a department chair to increase their research output to re-attain qualification. It will pursue only qualified individuals for potential hiring.
Program Outcome 2	2) MBA graduates will find satisfactory employment, advance in their careers, or continue their education in a doctoral or professional school. (measures/objectives for assessment) a) Placement or advancement is measured with a survey after graduation. (Satisfaction will be measured with on a four-point scale, with 1=not satisfied at all, and 4=completely satisfied.) b) Enrollment in a doctoral or professional school is measured with a survey after graduation.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 2: Enhance quality of the student experience

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

MBA Alumni who graduated between 2009 and 2014 were surveyed in Fall 2014. 86 responses were received. MBA alumni are next scheduled for surveying in 2016-2017. When measured on a 4-points scale, BSBA alumni reported the following:

39.1% were very satisfied

43.5% were satisfied

13.0% were somewhat satisfied

4.3% were not satisfied at all

When converted to a 4-point scale, student satisfaction was 3.1 out of a maximum score of 4.0. We conclude that satisfactions scores are sufficiently high. During 2011-2012 the program underwent a comprehensive review and was significantly improved.

Activities (based on prior year's Continuous Improvement Action Plan)

The CBA is presently having a committee examine the revision of its in-seat MBA program.

Assessment Method 1

Employer survey. Next scheduled for fall of 2020.

Target

The unit wants to achieve a 60% score of highly satisfied.

Assessment Results Displayed above.

Discussion of Assessment Results The unit plans to repeat this assessment in fall 2020. It hopes to achieve a 60% result for very satisfied.

Continuous Improvement Action Plan for next year Implement curriculum actions based on the committee's recommendations.

Program Outcome 3 The MBA program will increase total enrollment by 1% per year by updating its graduate degree choices, improving the online delivery of graduate education, and increasing its recruiting efforts.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 1: Enrollment growth and increased retention and graduation rates

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan) The program successfully launched an online program with Wiley that had 13 students enrolled. The current number of new entrants for 2019 is 21.

Activities (based on prior year's Continuous Improvement Action Plan) The College worked with Wiley to increase the availability of GMAT waivers, which will increase admissions and enrollment.

Assessment Method 1 The MBA program will compare its fall 2019 headcount to fall 2018.

Target Increasing fall 2019 enrollment by 1%, compared to fall 2018 enrollment.

Assessment Results Overall, enrollment was flat. It increased somewhat for the online and Liuzhou students, but was slightly down for in-seat students.

Discussion of Assessment Results After several years of steeply declining enrollment, the CBA finally gained traction and held the declines off. We expect growth in all groups of students after we update our in-seat program.

Continuous Improvement Action Plan for next year Continue to work with Wiley to expand enrollment in online programs. Implement a new curriculum for the in-seat program to increase enrollment.

Program Outcome 4 The MBA program will increase retention in the program by 0.5% per year.

Alignment of outcome with the Winthrop Plan, if applicable

- Goal 1: Enrollment growth and increased retention and graduation rates
- Goal 2: Enhance quality of the student experience
- Goal 5: Ensure financial stability and sustainability

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

This is a new initiative, with no link to last year's continuous improvement action plan.

**Activities
(based on prior year's
Continuous Improvement
Action Plan)**

Implementing tutoring services for graduate students. This will depend on campus funding.

Assessment Method 1

The MBA will compare its fall 2019 retention rate to fall 2018.

Target

Increase retention by 0.5%.

Assessment Results

Current year's retention results are not yet available. They are published by AAAS in late fall.

**Discussion of Assessment
Results**

Last year, the CBA's retention rate was 79.9%. We hope to increase.

**Continuous Improvement
Action Plan for next
year**

Student Learning Outcomes

**Student Learning
Outcome 1**

Students will demonstrate knowledge of and the ability to apply quantitative tools, strategies, and data in decision-making. (Problem Solving)

**Alignment of outcome
with the Winthrop Plan, if
applicable**

**Alignment of outcome
with the College's
Strategic Plan, if
applicable**

**Alignment of outcome
with the [University
Learning Competencies
\(ULCs\)](#), if applicable**

**Summary Statement of
Assessment-based
Accomplishments and**

We employ a comprehensive 13 question test that consists of four problem solving areas: accounting, finance, economics, and quantitative methods. This test

**Improvements
(based on prior year's
Continuous Improvement
Action Plan)**

has statistically confirmed reliability and is administered at two distinct points in the program: to incoming MBA students in the Assessment Center and in the MGMT 684 capstone. The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test. In addition, we administer a five question applied problem solving instrument in the same courses listed above, with the same performance standards.

**Activities
(based on prior year's
Continuous Improvement
Action Plan)**

The course description for MGMT 684 was accordingly modified the previous year. The capstone project was modified to increase the application of financial and accounting concepts. - see part 6 of the format.

Assessment Method 1

This is an 13 item multiple choice test designed to measure problem solving. This test has statistically confirmed reliability. In the past, incoming students were assessed in an Assessment Center, which has been transitioned to a Qualtrics platform. There's a pretest-posttest format. The pretest occurs at admission. The posttest occurs in the capstone, MGMT 684.

Target

The amount of improvement from pretesting for newly admitted MBA students in an Assessment Center (pre-test) & MGMT 684 (post-test) is computed. Acceptable performance is indicated by an average post-test student score of 80% correct, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018:
Assessment Center - 71.79%
MGMT 684 - 83.59%

Spring 2019:

Assessment Center - 62.64%
MGMT 684 - 86.81%

The standard of either a 10% improvement from Assessment Center testing to MGMT 684, or 80% in MGMT 684 was achieved in both Fall and Spring semesters.

Discussion of Assessment Results

The CBA faculty proposed and approved a curriculum change strengthening the application of problem solving concepts in Fall 2018. This is the first set of data assessing the new curriculum. Based on this data, and the achievement of standards, we believe that our curriculum is stronger as a result. We will continue to monitor future assessment results to see if this improvement continues, and work with faculty to ensure that problem solving curriculum continues to be strengthened and reinforced.

Assessment Method 2

A five-item pencil & paper exam covers a broad array of quantitative problems, measuring the student's ability to apply quantitative ability. This test has statistically confirmed reliability.

Target

The amount of improvement from pretesting for newly admitted MBA students in an Assessment Center (pre-test) & MGMT 684 (post-test) is computed. Acceptable performance is indicated by average pre-test scores of 80% correct, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: Assessment Center = 35.56%

MGMT 684 = 57.33%

Spring 2019: Assessment Center = 46.67%

MGMT 684 = 56.67%

The standard of either a 10% improvement from the Assessment Center to MGMT 684 or 80% in MGMT 684 was achieved in Fall semester 2018, but not achieved in the Spring semester 2019.

Discussion of Assessment Results

Even with the curriculum change that occurred in Fall 2018, students still did not meet the standard in Spring 2019. Faculty teaching MGMT 684 were asked to think about the projects that were assigned that semester and assess whether those projects increased skills in applied problem solving or the critical thinking component of problem solving.

Continuous Improvement Action Plan for next year

Faculty who teach MGMT 684 are scheduled to meet and discuss implementation of the curriculum change, assignments, and how they can continuously improve problem solving application in MGMT 684. New assignments and cases will be discussed as part of the curriculum implementation.

In addition, a full MBA curriculum review and revision will kick-off in fall 2019 with a committee looking at our program and course curriculum. This assessment data will be used throughout that process to inform the committee on where curriculum changes can be made to strengthen program objectives.

Student Learning Outcome 2

Students will demonstrate knowledge of the factors that underlie business issues and will develop innovative approaches to change. (Critical Thinking)

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's

Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

The MGMT 684 capstone project was changed to require more critical thinking.

Activities (based on prior year's Continuous Improvement Action Plan)

The grading rubric for oral presentations in MGMT 684 was modified to place a greater emphasis on evaluation and critical thinking.

Assessment Method 1

Writing projects are evaluated for critical thinking using a rubric with 5 items. The five items are rated using a scale of 1-4 resulting a maximum score of 20. Then, student performance as percentage of total possible points is computed.

Target

A baseline assessment of critical thinking is collected from students in MGMT 680 (pre-test), and in the capstone class, MGMT 684 (post-test). The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: MGMT 680 = 88.81%

MGMT 684 = 98.13%

Spring 2019: MGMT 680 = MGMT 680 was not offered in 2019, thus no pre-test was administered.

MGMT 684 = 97.62%

The standard of achieving a score of at least 80% in MGMT 684 was achieved in both Fall and Spring semester.

Discussion of Assessment Results

Although MGMT 680 was not offered in Spring semester, the results provide some evidence that students are meeting the standard in critical thinking. Even though students are meeting the standard, the assessment committee will revisit the rubrics, and training on using the rubrics, to ensure that instructors are properly using the entire scale and not inflating scores on the critical thinking assessment.

Continuous Improvement Action Plan for next year

Instructors in MGMT 684 will continue to review curriculum around problem solving and critical thinking to ensure that class projects and assignments are suited for improved critical thinking skills.

In addition, a full MBA curriculum review and revision will kick-off in fall 2019 with a committee looking at our program and course curriculum. This assessment data will be used throughout that process to inform the committee on where curriculum changes can be made to strengthen program objectives.

Student Learning Outcome 3

Students will recognize ethical dilemmas and apply ethical frameworks in addressing the consequences of business decisions. (Ethics)

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

There are two instruments that measure ethics in the MBA program. The first is a multiple choice exam with five questions and the second is a two question test that focuses on application, employing an ethics case. The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test.

Activities (based on prior year's Continuous Improvement Action Plan)

In 2017-2018, a decision was made to review the requirements for the capstone project in MGMT 684 and to achieve continuous improvement with regard to ethics. To that end, the project instructions were revised to:

- 1) Evaluate the firm's management of employee demographic and cultural diversity.
- 2) Identify and evaluate the degree to which the firm's ethics aligned with its current situation.
- 3) Make Recommendations regarding possible changes to the firm's approach to ethics and social responsibility.

In spite of achieving the desired standards, faculty teaching the MGMT 684 capstone proposed a curriculum change strengthening the application of ethics concepts in that course. The CBA faculty approved that curriculum change in Spring 2018. It was implemented in 2018-2019.

Assessment Method 1

A five-item multiple choice exam covers knowledge of ethics models, definitions, theories, and practice. This test has statistically confirmed reliability. In the past, incoming students were assessed in an Assessment Center, which has been transitioned to a Qualtrics platform. There's a pretest-posttest format. The pretest

occurs at admission. The posttest occurs in the capstone, MGMT 684.

Target

The amount of improvement from pretesting for newly admitted MBA students in an Assessment Center (pre-test) & MGMT 684 (post-test) is computed. Acceptable performance is indicated by average pre-test scores of 80% correct, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: Assessment Center = 59.17%

MGMT 684 = 93.33%

Spring 2019: Assessment Center = 57.14%

MGMT 684 = 82.14%

The standard of at least 10% improvement from the Assessment Center to MGMT 684, or 80% in MGMT 684 was achieved in both Fall and Spring semester.

Discussion of Assessment Results

The faculty teaching the MGMT 684 capstone proposed and approved a curriculum change strengthening the application of ethics concepts in fall 2018. This is the first set of data that is available following that curriculum change. Although the curriculum change is relatively new, the results showing that students met standards in both Fall and Spring semesters in MGMT 684 is promising. Faculty will continue to monitor the implementation of that curriculum change and review both Ethics projects and assignments to ensure that students are receiving adequate coverage of content. We will continue to monitor assessment results as more data are collected to see if the positive trend continues.

Assessment Method 2

This assessment requires that students read a business ethics case and then answer two multiple choice

questions that focus on application of business ethics concepts to the case. This test has statistically confirmed reliability. In the past, incoming students were assessed in an Assessment Center, which has been transitioned to a Qualtrics platform. There's a pretest-posttest format. The pretest occurs at admission. The posttest occurs in the capstone, MGMT 684.

Target

The amount of improvement from pretesting for newly admitted MBA students in an Assessment Center (pre-test) & MGMT 684 (post-test) is computed. Acceptable performance is indicated by average pre-test scores of 80% correct, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: Assessment Center = 25.00%

MGMT 684 = 63.33%

Spring 2019: Assessment Center = 14.29%

MGMT 684 = 50.00%

The standard of either a 10% improvement from the Assessment Center to MGMT 684, or 80% in MGMT 684 was achieved in both Fall and Spring semester.

Discussion of Assessment Results

The faculty teaching the MGMT 684 capstone proposed and approved a curriculum change strengthening the application of ethics concepts in fall 2018. This is the first set of data that is available following that curriculum change. Faculty will continue to monitor the implementation of that curriculum change and review both Ethics projects and assignments to ensure that students are receiving adequate coverage of content. We will continue to monitor assessment results as more data are collected to see if the positive trend continues.

In addition, this is still a relatively new instrument and we have only gathered five semesters of data. The results

going forward will be monitored closely, and decisions will be made regarding the viability of the instrument, and reliability of this new assessment overall.

**Continuous Improvement
Action Plan for next
year**

Faculty are scheduled to meet and discuss the current ethics case, as well as both sets of assessment questions. Changes to these instruments will be determined at that time.

In addition, a full MBA curriculum review and revision will kick-off in fall 2019 with a committee looking at our program and course curriculum. This assessment data will be used throughout that process to inform the committee on where curriculum changes can be made to strengthen program objectives.

**Student Learning
Outcome 4**

Students will demonstrate persuasive communication skills by preparing and delivering a professional presentation on a business topic. (Oral Communication).

**Alignment of outcome
with the Winthrop Plan, if
applicable**

**Alignment of outcome
with the College's
Strategic Plan, if
applicable**

**Alignment of outcome
with the [University
Learning Competencies
\(ULCs\)](#), if applicable**

**Summary Statement of
Assessment-based
Accomplishments and
Improvements
(based on prior year's
Continuous Improvement
Action Plan)**

The oral presentation grading rubric was changed in MGMT 684 to increase the amount of weight on evaluation.

**Activities
(based on prior year's
Continuous Improvement
Action Plan)**

In spite of meeting objectives in 2017-2018, a decision was made to review the requirements for the capstone project in MGMT 684 and to achieve continuous improvement with regard to oral communications. To that end, oral presentation grading rubric used in MGMT 480 was revised to increase evaluation.

Assessment Method 1

A baseline assessment of oral communication is collected from students in MGMT 680 (pre-test), assessed again in the capstone class, MGMT 684 (post-test). Students will prepare and deliver a professional presentation on a business topic.. A seven-item rubric is used, with a range of 1-3, resulting a maximum score of 21. Student performance is computed by taking a percentage of total possible points.

Target

The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: MGMT 680 = 88.00%

MGMT 684 = 98.59%

Spring 2019: MGMT 680 = Course not offered in Spring semester.

MGMT 684 = 96.30%

The standard of either at least a 10% improvement from MGMT 680 to MGMT 684, or at least 80% in MGMT 684 was met in Fall Semester. Full data is not available for Spring semester.

**Discussion of Assessment
Results**

In 2017, the oral presentation grading rubric was revised to increase evaluation. This is the first set of data since implementing that change. Overall, the assessment results are positive from Fall semester, however MGMT

680 was not offered in the spring and thus we could not administer a pre-test.

**Continuous Improvement
Action Plan for next
year**

Faculty are scheduled to meet and talk about the changes to the rubric, and additional changes that may need to be made. The rubric should be user friendly, but also adequately assess all aspects of oral communication. Faculty will meet with the assessment committee to ensure that additional changes to the rubric are implemented appropriately.

In addition, a full MBA curriculum review and revision will kick-off in fall 2019 with a committee looking at our program and course curriculum. This assessment data will be used throughout that process to inform the committee on where curriculum changes can be made to strengthen program objectives.

**Student Learning
Outcome 5**

Students will demonstrate persuasive communication skills by Researching, organizing, and writing an effective document in a professional manner. (Written Communication)

**Alignment of outcome
with the Winthrop Plan, if
applicable**

**Alignment of outcome
with the College's
Strategic Plan, if
applicable**

**Alignment of outcome
with the [University
Learning Competencies
\(ULCs\)](#), if applicable**

**Summary Statement of
Assessment-based
Accomplishments and
Improvements
(based on prior year's**

The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test.

**Continuous Improvement
Action Plan)**

**Activities
(based on prior year's
Continuous Improvement
Action Plan)**

In spite of meeting objectives in 2017-2018, a decision was made to review the requirements for MGMT 684 and to achieve continuous improvement with regard to written communications. To that end, the oral presentation grading rubric used in MGMT 684 was revised to increase evaluation.

Assessment Method 1

Students will research, organize, and write an effective document in a professional manner in MGMT 680. A 4-item rubric is used, with a range of 1-5, resulting a maximum score of 20. Then, student performance is calculated as a percentage of total possible points possible. A baseline assessment of critical thinking is collected from students in MGMT 680 (pre-test) and again in the capstone class, MGMT 684 (post-test).

Target

The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: MGMT 680 = 90.95%

MGMT 684 = 88.00%

Spring 2019: MGMT 680 = Not offered in Spring semester.

MGMT 684 = 98.00%

The standard of at least 10% in improvement from MGMT 680 to MGMT 684, or at least 80% in MGMT 684 was met in Fall and Spring semester.

**Discussion of Assessment
Results**

In spite of meeting standards, project instructions in MGMT 684 were revised to increase evaluation. This is

the first set of data since that change was implemented. Although the projects and assignments used to assess written communication will need to be continuously monitored and improved, the assessment data reveals that we may need to ensure that faculty using the rubric are properly trained to use the entire scale and not inflate ratings on assignments. Meetings will be held with faculty teaching MGMT 680 and MGMT 684 to ensure proper use of the rubrics.

**Continuous Improvement
Action Plan for next
year**

Similar to the plan to improve oral communication, faculty are scheduled to meet and talk about the changes to the written communication rubric, and additional changes that may need to be made. The rubric should be user friendly, but also adequately assess all aspects of oral communication. Faculty will meet with the assessment committee to ensure that additional changes to the rubric are implemented appropriately.

In addition, a full MBA curriculum review and revision will kick-off in fall 2019 with a committee looking at our program and course curriculum. This assessment data will be used throughout that process to inform the committee on where curriculum changes can be made to strengthen program objectives.

**Student Learning
Outcome 6**

Students will demonstrate knowledge of and the ability to apply leadership principles in organizational situations. (Leadership).

**Alignment of outcome
with the Winthrop Plan, if
applicable**

**Alignment of outcome
with the College's
Strategic Plan, if
applicable**

**Alignment of outcome
with the [University](#)**

Learning Competencies (ULCs), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

There are two instruments that measure leadership in the MBA program. The first is a new multiple choice exam with seven items assessing knowledge of models, definitions & theory, and practice of leadership. The second focuses on application, evaluating a student's demonstration of leadership in team projects. The assessment policy sub-committee established the following standards for performance in this area - Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test.

Activities (based on prior year's Continuous Improvement Action Plan)

In view of achieving expected results, a decision was made to review the requirements for the capstone project in MGMT 684 and to achieve improvement with regard to leadership. To that end, the project instructions were revised to require that students identify:

- 1) What Model of Leadership is best suited to implement strategic choices, select from the following models covered in MGMT 321: task-oriented, path-goal, contingency, trait, or relationship-oriented part 13 of the format.
- 2) What is the current CEO's leadership style (transformational or transactional (MGMT 680) and does it fit your strategic choices? - part 13 of the format.
- 3) What type of power is best suited to implement your strategic choices (MGMT 680). - part 13 of the format.
- 4) How could the firm's Leadership be improved? - part 13 of the format.

In addition, faculty teaching the MGMT 684 capstone proposed a curriculum change strengthening the application of leadership concepts in that course. The CBA faculty approved that curriculum change in Spring 2018.

Assessment Method 1

A seven-item multiple choice exam covers knowledge of leadership models, definitions, theory and practice. This

test has statistically confirmed reliability. In the past, incoming students were assessed in an Assessment Center, which has been transitioned to a Qualtrics platform. There's a pretest-posttest format. The pretest occurs at admission. The posttest occurs in the capstone, MGMT 684.

Target

The amount of improvement from entering students in the Assessment Center (pre-test) to MGMT 680 (Time 2 test) & MGMT 684 (post-test) will be computed. Acceptable performance is indicated by average pre-test scores of 80% correct, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: Assessment Center = 56.19%

MGMT 684 = 70.48%

Spring 2019: Assessment Center = 75.00%

MGMT 684 = 75.51%

The standard of at least 10% in improvement from the Assessment Center to MGMT 684, or at least 80% in MGMT 684 was met in Fall semester for the multiple choice exam, but the standard was not met in Spring 2019.

Discussion of Assessment Results

A curriculum change was approved in Fall 2018 to strengthen the coverage of leadership concepts in the MGMT 684 capstone. In addition, the project in MGMT 684 was amended to specifically ask students about leadership models that were covered in other classes (i.e., MGMT 680). This is the first set of data since those changes were made. We will continue to work with MGMT faculty to ensure strong coverage of leadership principles in MGMT 684. In addition, we will look at course sequencing and ensure that students are taking

MGMT 680 early in the program, and that leadership principles are covered throughout the program.

Assessment Method 2

This is a 6-item Applied Leadership Rubric administered in a group to evaluate the leadership demonstrated of other team members in a group project. This test has statistically confirmed reliability.

Target

The amount of improvement from pretesting for newly admitted MBA students in an Assessment Center (pre-test) to MGMT 684 (pre-test) MKTG 680 (post-test) is computed. Acceptable performance is indicated by average pre-test scores of 80% correct, or a 10% increase in scores from the first pre-test to the post-test.

Assessment Results

In Fall 2018, and Spring 2019, the instructors in MGMT 680 and 684 did not assign group projects in their classes. Thus, applied leadership could not be assessed and no assessment results exist for this year.

Discussion of Assessment Results

No Assessment results are available for this year.

Continuous Improvement Action Plan for next year

In Fall 2019, the assessment committee will meet to discuss the administration of this assessment and make decisions on which classes the instrument should be administered in. For example, the proposal would be to have the pre-test for applied leadership administered in MGMT 682 (Organizational behavior and development) as a major part of the course involves an applied organizational development project.

In addition, the CBA will initiate an MBA revision in Fall 2019 and the committee will work to ensure that curriculum in our core classes includes group projects at the appropriate times to better assess applied leadership in a pre- and post-test.

Student Learning Outcome 7

Students will develop appropriate strategies that address organizational situations (Strategic thinking).

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

A six-item instrument is used to measure knowledge of strategic thinking. This instrument has established reliability. Acceptable performance is indicated by average student scores of 80% correct at the Post-test, or a 10% increase in scores from the first pre-test to the post-test. In the past, incoming students were assessed in an Assessment Center, which has been transitioned to a Qualtrics platform. There's a pretest-posttest format. The pretest occurs at admission. The posttest occurs in the capstone, MGMT 684.

Activities (based on prior year's Continuous Improvement Action Plan)

With the change to the MGMT 684 course description and to the capstone project format, students should be better equipped to analyze and formulate strategies.

Assessment Method 1

This is a six-item multiple choice test. This test has statistically confirmed reliability. In the past, incoming students were assessed in an Assessment Center, which has been transitioned to a Qualtrics platform. There's a pretest-posttest format. The pretest occurs at admission. The posttest occurs in the capstone, MGMT 684.

Target

The amount of improvement from the assessment center for newly admitted MBA students (pre-test) t& MGMT 684 (post-test) is computed.,

Assessment Results

The following outcomes occurred in 2018-2019:

Fall 2018: Assessment Center = 37.78%

MGMT 684 = 57.78%

Spring 2019: Assessment Center = 47.92%

MGMT 684 = 54.76%

The standard of either a 10% improvement from the Assessment Center to MGMT 684, or 80% in MGMT 684 was achieved in Fall semester, however, the standard was not met in Spring semester.

Discussion of Assessment Results

Although assessment objectives were met in Fall semester, they were not met in the Spring semester. A number of changes were made to assignments in MGMT 684 and this is the first set of data collected since implementing those changes. We will continue to monitor the scores to ensure that students are demonstrating significant increases in strategic thinking ability from pre-to posttest.

Continuous Improvement Action Plan for next year

Faculty who teach MGMT 684 are scheduled to meet and discuss the assignments targeted at improving strategic thinking and propose improvements.

In addition, a full MBA curriculum review and revision will kick-off in fall 2019 with a committee looking at our program and course curriculum. This assessment data will be used throughout that process to inform the committee on where curriculum changes can be made to strengthen program objectives.

Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student

work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File
Applied Leadership Assessment 5.15.12.pdf
Applied Problem Solving Assessment 5.21.13.pdf
CBA Writing Rubric 9.6.11.pdf
CT Rubric 9.6.11.pdf
Grad Meeting Minutes 11.18.pdf
MBA Course Map - Revised 8.21.17.pdf
New Graduate Assessment Test 1-27 5.19.16.pdf
New Graduate Assessment Test 28-68 5.19.16.pdf
Rubric to assess oral communication 9.12.11.pdf
CBA Strategic Plan.pdf
Cumm Summary 19S - MBA.pdf
MGMT 684 Course Description Change.pdf
Previous MGMT 684 Oral Presentation Rubric.pdf
Previous MGMT 684 Project Format.pdf
Revised MGMT 684 Oral Presentation Rubric.pdf

[Revised MGMT 684 Project Format.pdf](#)

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