

SACS Comprehensive Standard 3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational program, to include student learning outcomes.

1. The ___MBA___ program identifies expected outcomes and assesses the extent to which it achieves these outcome: **In Compliance**

The faculty members of the ___MBA___ program have drafted an assessment plan than includes student learning outcomes aligned with the appropriate level university learning goals. The learning goals for the ___MBA___ program are listed below.

Expected Outcome: Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies and concepts as appropriate in various business situations.

Assessment Results:

Mean embedded assessment score, analytical ability = 3.21/4.0

Mean embedded assessment score, creative critical thinking = 3.21/4.0

Expected Outcome: Demonstrate oral communication skills appropriate to business administration.

Assessment Results:

Mean embedded assessment score, oral communication = 2.97/4.0

Expected Outcome: Demonstrate ethical reasoning and awareness appropriate to business administration.

Assessment Results:

Mean embedded assessment score, pre-test = 1.61

Mean embedded assessment score, post-test = 1.85 (15% improvement)

Expected Outcome: Understand and value individual differences and demonstrate the skills for working effectively in a diverse, changing world.

Assessment Results:

Mean embedded assessment score = 3.29/4.0

Expected Outcome : Master knowledge and skills

Assessment Results:

Mean pre-test score on IVY Assessment Tests in managerial accounting, organizational behavior, marketing, and statistics = 57.49%.

Mean post-test score on IVY MBA Test was 55%, with a median score of 66%.

2. The ___MBA___ program provides evidence of improvement based on analysis of the results: **In Compliance**

MBA LG: Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies and concepts as appropriate in various business situations.

The two mean scores (3.21 and 3.21) on the rubric developed for assessing this learning goal fell short of the target mean of 3.5. An additional critical thinking exercise will be added to the syllabus in the graduate course selected for assessing this learning outcome and additional class time will be devoted to the application of new technologies with required readings assigned to demonstrate such applications to graduate students.

MBA LG: Demonstrate oral communication skills appropriate to business administration.

The mean on the embedded assessment for oral communication skills was 2.97 with a target of 3.2. Since graphics was the weakest area, faculty will concentrate on improving this area first. More class time will be devoted to show students how to better display data in charts and graphs. In addition, a project will be assigned in class on descriptive statistics analysis that will emphasize pivot tables, charts and graphs.

MBA LG: Demonstrate ethical reasoning and awareness appropriate to business administration.

The post-test mean score of 1.85 fell well short of the target of 3.2 for the ethical reasoning and awareness learning goal. A problem occurred in the course where this assessment took place as the faculty member teaching the class was at the Lilly Teaching Conference in Ohio when the ethics topic was to be covered. The faculty member had asked another member of the graduate faculty to meet with the class in her absence and to cover the readings and case assigned. However, the substitute faculty member became ill and was unable to meet with the class. These events render this assessment invalid for the fall semester.

MBA LG: Understand and value individual differences and demonstrate the skills for working effectively in a diverse, changing world.

The mean embedded score of 3.29 fell short of the target of 3.5. Two interactive on-line exercises will be required in future sections of the course where this learning outcome is assessed in addition to the readings and discussions that were assigned this fall.

MBA LG: Master knowledge and skills

The summative assessment that is being developed for the MBA program consists of pre- and post-test standardized tests (Ivy CPC Pre-Test, IVY MBA Post-Test). Pre-tests in specific subjects were administered for the very first time to students in the MBA program in the 2011 Fall Semester. The mean was 57.49. These individual pre-tests will be replaced with a comprehensive core competency pre-test (the IVY CPC TEST) in the spring of 2011. The pre-tests results will be analyzed at the end of the program to measure progress toward the overall summative measure of learning outcomes in the MBA program.

Post-tests results (IVY MBA Test) for students graduating in December 2011 were mean 55%, median 66%. This is the first semester this test has been taken by our graduating students, so we have not yet set a standard for achievement. However, compared with all other universities, our students outperformed other institutions in all functional areas tested and when compared to other ACBSP schools, the students outperformed them in all areas except corporate finance. Within the next two years, we should begin to have pre- and post- IVY test results on the same students, so we can have a true measure of learning outcomes. See IVY MBA post-test results below.

Test Takers Average by Subject

	Angelo State	All MBA	ACBSP
Financial Accounting	72%	56%	70%
Management	59%	54%	55%
Marketing	57%	50%	51%
Strategy	46%	41%	44%
Managerial Accounting	52%	50%	51%
Corporate Finance	51%	48%	66%