

Annual Assessment Plan Reports

Program Information

Program/Department: Master of Business Administration (MBA)
 Department Chair: Renee Scapparone
 Department Assessment Committee Contact: Andrew Chan

*Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by **May 31** each academic year.*

Intended Student Learning Outcomes (ISLOs) (Educational Objectives)

I. List all ISLOs and the timeline for assessment.

ISLO #	ISLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the ISLO completed?
	Program Intended Student Learning Outcomes	Annual	May 2020
1.	Students will be able to demonstrate well-developed problem solving skills in formulating solutions to new scenarios with decision-support methods.	Annual	May 2020
2.	Students will be able to integrate theory and practice across business functional areas.	Annual	May 2020
3.	Students will be able to articulate the major theories and concepts in the areas of accounting, management, and marketing.	Annual	May 2019
4.	Students will be able to apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	Annual	May 2020
5.	Students will be able to communicate to relevant audiences.	Annual	May 2020
6.	Students will be able to demonstrate well developed organizational, leadership, and teamwork skills.	Annual	May 2020
7.	Students will be able to analyze ethical obligations and responsibilities of business.	Annual	May 2020
8.	Students will be able to evaluate the opportunities and challenges of globalization.	Annual	May 2020

ISLO Assessment (Please report on the ISLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

ISLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the ISLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
ISLOs 1 – 8 1: Problem solving skills. 2: Integration of business functional areas. 3: Articulation of theories and concepts. 4: Application of analytical analyses. 5: Communication skills. 6: Teamwork. 7: Ethical obligations and responsibilities. 8: Global perspectives.	MBA Capstone Integrated Business Case with rubric (<u>direct</u> measure of learning outcome).	Graduating students including students in capstone MGMT 9500, Strategic Management.	Number of MBA students: 44	Performance Objectives (Targets/Criteria) for this direct measure (integrated case): On the MBA capstone integrated case evaluation rubric, at least 70% of all graduating students will score on each evaluation criterion within the Competent range (score: 3 – 4) or within the Accomplished range (score: 5 – 6) on the rating scale for each of the program ISLOs #1, #2, #3, #4, #5, #6, #7, and #8 (that is, beyond the Beginning range, score: 1 – 2).	Students performed above targets (70%) for this direct measure: On the BSBA capstone integrated case evaluation rubric, <u>ISLO #1:</u> (100% > 70%) Competent = 20%. Accomplished = 80%. <u>ISLO #2:</u> (100% > 70%) Competent = 18%. Accomplished = 82%. <u>ISLO #3:</u> (100% > 70%) Competent = 14%. Accomplished = 86%. <u>ISLO #4:</u> (100% > 70%) Competent = 25%. Accomplished = 75%. <u>ISLO #5:</u> (100% > 70%) Competent = 16%. Accomplished = 84%. <u>ISLO #6:</u> (100% > 70%) Competent = 20%. Accomplished = 80%.

					<p><u>ISLO #7:</u> (100% > 70%) Competent = 20%. Accomplished = 80%. <u>ISLO #8:</u> (100% > 70%) Competent = 18%. Accomplished = 82%.</p>
ISLOs 1 – 8	MBA Student Exit Survey with rubric (<u>indirect</u> measure of learning outcomes).	Graduating students including students in capstone MGMT 9500, Strategic Management.	Number of MBA students: 22	Performance Objectives (Targets/Criteria) for this indirect measure (exit survey): On the MBA exit survey instrument, at least 75% of graduating students indicated that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement or each core-outcome-related evaluation criteria for each of ISLOs #1 through #8.	Students performed above targets (75%) for this indirect measure: For ISLO #1 through #8, total percentages for "moderate extent" or "great extent" combined are all 100%, which is greater than the 75% target.
ISLO 1-8	Peregrine Comprehensive Exams on ISLOs and Business Technical Knowledge (BTK).	Online MBA Students in capstone MGMT 9500, Strategic Management.	Number of students: 33 in Spring 2021.	No performance objectives have yet been determined.	Will contemplate and determine if a precise mapping of the Peregrine's exam Topics to ISLOs and BTKs is reasonably practicable.

Summary of Findings: Briefly summarize the results of the ISLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

<i>MASTER-LEVEL PROGRAMS:</i> A summary of Student Learning Assessment Results																																						
Direct Measures	Assessment Criteria	Results of Assessment																																				
MBA Capstone Integrated Case	At least 70% of all graduating students will score on each evaluation criterion within the Competent range (score: 3 – 4) or within the Accomplished range (score: 5 – 6) on the rating scale for each of the program ISLOs #1, #2, #3, #4, #5, #6, #7, and #8 (that is, beyond the Beginning range, score: 1 – 2).	<p>Students performed above targets (70%) for this direct measure evaluation rubric for ISLOs #1 through #7: On the BSBA capstone integrated case evaluation rubric,</p> <table border="1"> <thead> <tr> <th><u>ISLO</u></th> <th><u>Competent</u></th> <th><u>Accomplished</u></th> <th><u>Total</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>20%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>2</td> <td>18%</td> <td>82%</td> <td>100%</td> </tr> <tr> <td>3</td> <td>14%</td> <td>86%</td> <td>100%</td> </tr> <tr> <td>4</td> <td>25%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>5</td> <td>16%</td> <td>84%</td> <td>100%</td> </tr> <tr> <td>6</td> <td>20%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>7</td> <td>20%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>8</td> <td>18%</td> <td>82%</td> <td>100%</td> </tr> </tbody> </table>	<u>ISLO</u>	<u>Competent</u>	<u>Accomplished</u>	<u>Total</u>	1	20%	80%	100%	2	18%	82%	100%	3	14%	86%	100%	4	25%	75%	100%	5	16%	84%	100%	6	20%	80%	100%	7	20%	80%	100%	8	18%	82%	100%
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Learning Assessment Results: Master of Business Administration (MBA)

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Capstone Integrated Comprehensive Case (Program ISLOs assessed by this measure: 1, 2, 3, 4, 5, 6, 7, 8):

Percentage of Forty-Four (44) Students Scoring within the Competent range (3 – 4) and the Accomplished range (5 – 6):

<u>Program ISLO</u>	<u>Average Score</u>	<u>Percentage in</u>		<u>Sum of Percentages</u>
		<u>Competent</u>	<u>Accomplished</u>	
1 Problem Solving Skills	5.1	20%	80%	100%
2 Integration of Business Functional Areas	5.1	18%	82%	100%
3 Articulation of Theories and Concepts	5.1	14%	86%	100%
4 Application of Analytical Analyses	5.0	25%	75%	100%
5 Communication Skills	5.0	16%	84%	100%
6 Leadership and Teamwork Skills	4.8	20%	80%	100%
7 Ethical Obligations and Responsibilities	5.0	20%	80%	100%
8 Global Perspectives	5.1	18%	82%	100%

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Senior Exit Survey (Program ISLOs assessed by this measure: 1 through 8):

Percentage of Students Indicating "Moderate Extent" and "Great Extent" to the successful achievement of each of the program ISLOs:

<u>Program ISLO</u>	<u>Total Number of Students for Each ISLO</u>	<u>Percentage in</u>		<u>Total Percentage</u>
		<u>Moderate Extent</u>	<u>Great Extent</u>	
1 Problem Solving Skills	22	31.82%	68.18%	100%
2 Integration of Business Functional Areas	22	45.45%	54.55%	100%
3 Articulation of Theories and Concepts	22	36.36%	63.64%	100%
4 Application of Analytical Analyses	22	22.73%	77.27%	100%
5 Communication Skills	22	36.36%	63.64%	100%
6 Leadership and Teamwork Skills	22	50.00%	50.00%	100%
7 Ethical Obligations and Responsibilities	22	45.45%	54.55%	100%
8 Global Perspectives	22	36.36%	63.64%	100%

<p>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>
<ul style="list-style-type: none"> • MBA Capstone Business Simulation Project and rubric. However, the Business Simulation was not deployed beginning Fall 2018 semester due to the all online nature of the accelerated MBA (OAP) programs and courses. • MBA Capstone Integrated Case and rubric. • MBA Student Exit Survey. 	<p>Dean, School of Business; BSAD department chair; BSAD department assessment coordinator; and faculty reviewed with particular emphasis on results below desired thresholds.</p>	<ul style="list-style-type: none"> • During this assessment period, all targets were met. • The Business Administration Department has adopted new assessment rubrics (developed and written by Dr. Andrew Chan in November 2018) that faculty teaching the capstone course (MGMT 9500, Strategic Management) are required to adhere to in order to conduct ISLOs assessments in the course. The faculty teaching MGMT 9500 have collaborated in designing the course to provide measurable outcomes. • Full-time faculty who teach MGMT 9500 have since then adopted the newly developed rubrics to assess their students. • Furthermore, changes to assessment of the capstone MBA course, MGMT 9500 Strategic Management has been implemented to ascertain the achievement of the ISLOs. Full-time faculty will work with adjuncts in the implementation of the assessment rubric in their course syllabi and in conducting the assessment in their capstone course sections.

		<ul style="list-style-type: none">• In order to streamline the Business Technical Knowledge (BTK) categories inherent in the ISLOs into the MBA program, and also to improve measurability, it was recommended that each course syllabus in the MBA program includes a table to demonstrate how each particular course builds the BTK skills through assignments and activities. The added value of such a summary being included into each syllabus is that it serves as an instrument which will provide a basis for quantification and assessment of the educational objectives.• The following MBA proposals were already approved by the Graduate Council in 2019-2020:<ul style="list-style-type: none">(a) 4+1 Program Option: B.S. Business Administration and MBA.(b) Online MBA with a Concentration in Marketing.(c) Online MBA with a Concentration in Supply Chain Management & Logistics.(d) Online MBA with a Concentration in Healthcare Management.(e) Online Graduate Certificate in Healthcare Management.(f) Online Graduate Certificate in Accounting.
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Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan

The latest Business Administration Department assessment plan will be provided with this report.

- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

No changes were made to the department's assessment plan.

- III. If you do not have a plan, would you like help in developing one?

Yes

University Data

I. SSC Data

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.

Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

a. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
<ul style="list-style-type: none"> • Enrollment in the MBA Online Accelerated Program (OAP) program has increased annually from near 100 students before its implementation to over 1,000 (one thousand) students as recorded in academic year 2018-2019. • We will monitor graduation rate of the MBA students, particularly those in the OAP program in addition to the onsite MBA students who are enrolled in the GCE (Graduate and Continuing Education) MBA courses. • Note: Both the online OAP and onsite GCE MBA programs are administered by the Graduate, Online and Continuing Education (GOCE) office with the Dean, Dr. Becky Copper-Glenz and her staff supervising the online and onsite programs. 	<p>The Dean of the Graduate, Online, and Continuing Education, the Chair of the MBA Programs, the Dean of the School of Business, and the Chair of the Business Administration Department will together ensure that the Student Success Measure is being observed, monitored, and followed-through.</p>	<ul style="list-style-type: none"> • Please refer to Fitchburg State University <i>Institutional Factbook 2020</i>. The Factbook contains a wide variety of data relating to Fitchburg State University. Included is information on students, faculty and staff, budget and finances and the Fitchburg State University Foundation. • For any questions or comments regarding the information contained in the Factbook, please contact: <p style="text-align: center;"> Pamela McCafferty Assistant Vice President Institutional Research and Planning 160 Pearl Street Fitchburg, MA 01420 pmccafferty@fitchburgstate.edu (978) 665-3435 </p>

b. What will your focus be for the upcoming year?*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
NA	NA	NA	NA	NA

*Note: Programs may wish to monitor or review the same data point over multiple years.

II. Trend Data

Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement.

Number of graduates, number of majors, credit production, substitutions etc.

a. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
NA	NA	NA

b. What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Increase number of MBA Accounting and BSAD ACCT enrollments and,	According to trend data report, there are far fewer Accounting concentration	Recruit CPA and CMA students and discuss MBA courses being a part of these programs	18/50	No

May 2021

therefore, graduates	MBA graduates than the other two concentrations			
Increase all MBA enrollments, and, therefore graduates	Necessary to continue growth in MBA program	<ul style="list-style-type: none"> • Support activities that reach international audiences - possibly INTL webinar • Seek opportunities for promotion with local employers • Information Sessions • Graduate Fairs • Visual Presence in undergraduate courses to speak about MBA program 		No

*Note: Programs may wish to monitor or review the same data point over multiple years.

Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

- iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of _____ the program?

Yes

II. Programs with external Accreditation:

- i. Accreditor: IACBE
- ii. Date of last review:
- iii. Date of next review and type of review: Fall 2018 through Spring 2019 self-study; Final report to be submitted to IACBE by October 15, 2019; January 2020 Site visit, April 2020 IACBE Board of Commissioners Meeting
- iv. List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
No key issues		

UARC Peer Review of the Program Annual Report

Program: _____ Date of Review: _____

Program Learning Outcomes (PLOs)					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Program Learning Outcomes (PLOs)</i>	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
<i>Expected Timing of Assessment</i>	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
<i>Assessment Tool Quality</i>	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
<i>PLO Assessment</i>	More than one PLO assessed and information is complete in the chart.	At least one PLO assessed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
<i>Criteria for Success</i>	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
<i>Summary of Findings</i>	Measures used in from PLO assessment fully incorporated with additional evidence to formulate the summary and analysis supports the summary.	Very limited use of data from PLO assessment incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	Used evidence other than PLO assessment to formulate the summary or analysis of the data doesn't seem to support summary.	No summary utilizing assessment data is evident.	

Assessment Plan for Program/Department					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Department or Program Assessment Plan</i>	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
<i>Activities and Adjustments to/Deviation from the Department/Program Assessment Plan</i>	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
University Data					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>SSC Data for Current Review Period</i>	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	
<i>SSC Data for Upcoming Review Period</i>	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	SSC data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No SSC data analyzed and/or reported on.	
<i>Trend Data for Current Review Period</i>	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/department for at least one Trend data	No Trend data analyzed and/or reported on.	

			point. No plan implemented.		
<i>Trend Data for Upcoming Review Period</i>	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	
Action Plane or External Accreditation Action Letter/Report					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Only for those under Program Review Annual Reflection on Program Review</i>	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.	
<i>Only for those under External Accreditation Annual Reflection on Report/Letter from accrediting body.</i>	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some discussion of on-going progress stated.	Key issues and performance standards provided with vague ideas regarding on-going progress plans stated.	Key issues and/or performance standards are either not provided or there has been no progress or plans stated for progress.	
Comments:					

NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.