

**MERRICK SCHOOL OF BUSINESS
OVERVIEW OF ASSURANCE OF LEARNING AND ASSESSMENT RESULTS
FOR THE UB/TOWSON MBA**

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August 11, 2015**

The University of Baltimore and Towson University are committed to the continuous improvement in the MBA program. We have developed a systematic, meaningful assurance of learning process to demonstrate accountability to students, employers and legislators that we are doing what we say we are doing. As such, assessment is used to (1) determine and revise degree program learning goals, (2) improve curricula to continuously improve programs, (3) demonstrate that program learning goals have been met, and (4) if learning goals have not been met, implement processes to improve learning.

The MBA program is assessed twice in a five year cycle. The general expectations are that 70% of students will meet or exceed the performance criteria defined for each learning goal. Our online and face-to-face sections are assessed using the same learning goals and the same measurements (assignments and rubrics). Assessment of student learning was conducted in 2012 and yielded the following results:

Goal 1—Innovative Strategies in a Global Environment: Between 69% and 79% of students met or exceeded expectations, depending on the criteria assessed. It was determined that additional coverage of innovation was needed. Need for a redesigned course focusing on Innovation and Project Management

Goal 2—Analysis and Decision-Making: 85% of students met or exceeded expectations. More attention needed on business process analysis and solution.

Goal 3—Effective Communications: 72% of students met or exceeded expectations. Need for additional attention on assessing analytical and communication skills before program entry and reinforcing in appropriate 600-level course(s).

Goal 4—Leading and Managing People: 90% of students met or exceeded expectations.

Goal 5—Ethical and Value-Based Leadership: 87% of students met or exceeded expectations

Goal 6—Business Functional Tools and Concepts: Results varied by discipline with 100% of students meeting or exceeding standards in accounting, 92% in marketing and 56% in finance.

Though the majority of learning goals were met (see summary below), the UB/Towson MBA went through a complete program redesign in 2013 to more effectively meet the needs of our students and the business community. These changes resulted in a radically different MBA focused on aligning the curriculum to better meet the needs of the business community; providing a customized, flexible learning model for students; creating an innovative array of shorter and standard courses; and developing a competency based approach. The competency approach yielded six themes which serve as an integrating framework and the basis for the new program learning goals.

- **Goal 1 – Managing Strategy and Innovation**
- **Goal 2 – Leading and Managing People**
- **Goal 3 – Interfacing with External Stakeholders**
- **Goal 4 – Managing the Value Chain**
- **Goal 5 – Managing Performance and Risk**
- **Goal 6 – Leveraging Technology and Business Intelligence**

The new UB/Towson MBA was launched in 2014. Assessment of the goals and student learning outcomes will commence in year 2015-2016.

Summary of 2012 Assessment Findings:

Master of Business Administration Report on Assessment of Student Learning (2010-2014)

In 2010, the UB/Towson MBA faced declining enrollments similar to peer programs across the United States. An MBA Program Redesign Committee was constituted in late August of 2012 to undertake a comprehensive review of best practices in management education, domestically and globally. It identified the critical knowledge and skill sets required by employers, and surveyed the opinions of faculty, students, and alumni. A two-day faculty retreat was held in January 2013 to share research findings and brainstorm alternative designs for the MBA program. Based on the market feedback and faculty retreat, two alternative models emerged. These models were subjected to concept testing in April 2013, conducted by an independent firm. Feedback from the concept tests resulted in further refinement of one curriculum proposal. The final redesigned MBA curriculum was approved during the fall 2013 semester, and was implemented in fall 2014. Assessment of the redesigned MBA curriculum will commence in the fall semester 2015.

MBA assessment activities of the prior program continued through the fall 2012 semester, by which time, attention turned to the curricular redesign of the MBA. Assessment results provided one source of information for rethinking how some of the instruction/information could be better delivered in the design of the new MBA curriculum. In cases where the learning outcomes were satisfactory, the challenge will be to maintain this level of success within the new MBA curriculum. A summary of this assessment is provided below:

ASSESSMENT SUMMARY: M.B.A.

	Last/ Course	How	Results	Outcome/Action
Goal 1: Innovative strategies in a Global Environment				
LO 1.1: Graduates will integrate functional concepts and tools to develop strategies that are geared to organizational success in a global environment.	Fall 12 MGMT 700	Case	69% met or exceeded expectations	Addl. coverage: execution of strategy, simplify D-M process by prioritizing; importance of reinventing oneself for success and connecting with resources
LO 1.2: Graduates will create and defend effective plans to implement business strategies.	Fall 12 MGMT 660	Case	79% met or exceeded expectations	Addl. coverage of innovation needed. Redesigned course in revised MBA in Innovation and Project Mgmt with extensive coverage of innovation.
Goal 2: Analysis and Decision-Making				

LO 2.1: Graduates will apply contemporary business concepts and technologies to analyze information and recommend effective solutions to business problems.	Fall 12 INSS 640	Case	85% met or exceeded expectations	Although 85% at acceptable level only 5% excel. Addl. attention on business process analysis and solution e.g. through use of group exercises and videos on D-M.
Goal 3: Effective Communication				
LO 3.1: Graduates will demonstrate effective communication skills.	Fall 12 MGMT 700	Case	72% met or exceeded expectations	Addl. attention should be paid to assessing analytical and communication skills before program entry and reinforcing in appropriate 600-level course(s).
Goal 4: Leading and Managing People				
LO 4.1: Graduates will evaluate the characteristics of effective leadership and make recommendations to enhance leadership effectiveness.	Fall 12 MGMT 600	Case	On avg, 90% met or exceeded expectations	Satisfactory performance all Goal 4 LOs.
LO 4.2: Graduates will recommend effective approaches for motivating employees and managing relationships in a diverse workforce.	Fall 12 MGMT 600	Case	On avg, 93% met or exceeded expectations	Assessment process helpful in bringing consistence across sections of MGMT 600 across modalities and faculty of the two universities.
LO 4.3: Graduates will demonstrate the ability to operate effectively in a team setting,	Fall 12 MGMT 600	Wolfga ng Keller team project	On avg, 93% met or exceeded expectations	MGMT 600 redesigned from a 3 to a 1.5 cr hr course with 3 cr hr flex core option in mgrl or entr Mgmt. in revised MBA. Attention must be paid to maintain success in new curriculum.
Goal 5: Ethical and Value-Based Leadership				
LO 5.2: Graduates will recognize the impact of corporate actions on society and make recommendations consistent with socially responsible behavior.	Fall 12 ECON 640	Assign ment	87% met or exceeded expectations	Assessing faculty active in the redesign of the MBA. Suggestion: ethics is a bigger group of concepts and materials than is corporate social responsibility. The latter is an important subset of the former, some separation and split of the ethics material in a coordinated way, across multiple topics and courses may enhance student performance evidencing mastery of these integral skills and knowledge sets in our students.

Goal 6: Business Functional Tools and Concepts

LO 6.1 Graduates will apply major concepts, theories and functional tools from disciplines in the core.	Fall 12 ACCT 640	Exam	100% met or exceeded expectations	<p>Students, both online and f-2-f, performed better in F12 than in F11</p> <ul style="list-style-type: none"> • No student “unacceptable” • % online students in the “exemplary” ↑ from 28% to 48% • No longer an achievement gap between online v. f-2-f
	Fall 12 FIN 640	Exam	56% did not meet stand. (31% f-2-f, 80% online)	<p>Online students provided addl. opportunities to master content. Addl. coverage to course LO 2.</p> <ul style="list-style-type: none"> • Assess relt perf & incoming quality • Further analysis of assess tool for bias f-2-f v online • Use utility such as Panopto to provide all students combined online/f-2-f experience
	Fall 12 MKTG 640	Case	92% met or exceeded (↑from 88%)	Satisfactory performance