Annual Departmental Plan Report

Program Information

Program/Department: Master of Business Administration
Department Chair: Joseph McAloon
Department Assessment Committee Contact: Audrey Pereira

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.*

Program Learning Outcomes (PLOs) (Educational Objectives)

    I.   List all PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
	Program Intended Student Learning Outcomes	Annual	May 2017
1.	Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.	Annual	May 2017
2.	Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	Annual	May 2017
3.	Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.	Annual	May 2017

4.	Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	Annual	May 2017
5.	Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.	Annual	May 2017
6.	Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.	Annual	May 2017
7.	Students will be able to identify and analyze the ethical obligations and responsibilities of business.	Annual	May 2017
8.	Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.		
	Intended Student Learning Outcomes: Concentration in Accounting	Annual	May 2017
9.	Students will be able to describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.	Annual	May 2017
10.	Students will be able to describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and explain the impact of transfer pricing on the U.S economy with specific focus on taxation.	Annual	May 2017
	Intended Student Learning Outcomes: Concentration in Human Resources Management	Annual	May 2017
11.	Students will be able to apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.	Annual	May 2017
12.	Students will be able to demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.	Annual	May 2017
	Intended Student Learning Outcomes: Concentration in Management	Annual	May 2017
13.	Students will demonstrate strategic level knowledge of the fundamental activates of business management and apply critical thinking skills to managerial decisions.	Annual	May 2017

14.	Students will be able to demonstrate competencies in effective change management that drive measurable business results.	Annual	May 2017

PLO Assessment (Please report on the PLOs 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.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
PLO's 1 – 8 and SLO's 9 - 14	MBA Capstone Business Simulation Project with rubric (direct measure of learning outcome)	When completed at least 70% of coursework	Sample	On the MBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 5 or higher (out	

				of a possible 5 representing "exemplary")	
PLO's 1 – 8 and SLO's 9 - 14	MBA Capstone Integrated Business Case with rubric (direct measure of learning outcome)	When completed at least 70% of coursework	Sample	On the MBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing "exemplary")	
PLO's 1 – 8 and SLO's 9 - 14	MBA Internship Survey with rubric (indirect measure of learning outcomes)	When completed at least 70% of coursework	Sample	On the MBA internship survey instrument, at least 80% of graduating	

				students will indicate that to a "moderate extent" or "great extent" learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.	
PLO's 1 – 8 and SLO's 9 - 14	MBA Student Exit Survey with rubric (indirect measure of learning outcomes)	When completed at least 70% of coursework	Sample	On the MBA exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their program contributed to	

			the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.	

II.   **Summary of Findings:** Briefly summarize the results of the PLO 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"?

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)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence? (close the loop)
MBA Capstone Business Simulation Project and rubric MBA Capstone Integrated Case and rubric MBA Internship Survey MBA Student Exit Survey	Department chair, BSAD department assessment coordinator, and faculty reviewed with particular emphasis on results bellow desired thresholds	Results indicate that students with a concentration in human resources management were 3.9, below the 4.0 target for the learning outcome: Students will be able to apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job. Because the target was missed

		by just .01, it was decided to make no changes at this time unless next year's results are also below the threshold.
BSBA Capstone Business Simulation Project and rubric BSBA Capstone Integrated Case and rubric BSBA Internship Survey BSBA Senior Exit Survey	Department chair, BSAD department assessment coordinator, and faculty reviewed with particular emphasis on results bellow desired thresholds	During this assessment period, all other targets were met.

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)
NA	NA	NA

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 MSA BSAD ACCT enrollments and, therefore, graduates	According to trend data report, there are far fewer Accounting concentration MBA graduates than the other two concentrations	Recruit CPA and CMA students and discuss MBA courses being a part of these programs	18/50	No
Increase all MBA enrollments, and, therefore graduates	Necessary to continue growth in MBA program	• 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**
Program Learning Outcomes (PLOs)	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.	
Expected Timing of Assessment	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).	
Assessment Tool Quality	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.	
PLO Assessment	More than one PLO assessed and information is complete in the chart.	At least one PLO assed 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.	
Criteria for Success	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.	
Summary of Findings	Measures used in from PLO assessment fully	Very limited use of data from PLO assessment	Used evidence other than PLO	No summary utilizing	

	incorporated with additional evidence to formulate the summary and analysis supports the summary.	incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	assessment to formulate the summary or analysis of the data doesn't seem to support summary.	assessment data is evident.	
Assessment Plan for Program/Department					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Department or Program Assessment Plan	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.	
Activities and Adjustments to/Deviation from the Department/Program Assessment Plan	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**
SSC Data for Current Review Period	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.	
SSC Data for Upcoming Review Period	At least one component of the SSC data selected to assess, rationale provided,	At least one component of the SSC selected to assessed, some of the	SSC data discussed and some or part of the assessment,	No SSC data analyzed and/or reported on.	

	targets set and intervention seems to be appropriate based on information provided.	rationale provided, targets set and intervention seems to be appropriate based on information provided.	targets or interventions are emerging but not fully appropriate.	
Trend Data for Current Review Period	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 point. No plan implemented.	No Trend data analyzed and/or reported on.
Trend Data for Upcoming Review Period	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**
Only for those under Program Review *Annual Reflection on Program Review*	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.	
Only for those under External Accreditation	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some	Key issues and performance standards provided with vague ideas	Key issues and/or performance standards are either not	

Annual Reflection on Report/Letter from accrediting body.		discussion of on-going progress stated.	regarding on-going progress plans stated.	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.