

**Assessment Trends Report
Student Learning Outcomes in Tabor MBA**

September 2009

The goal of this report is to evaluate the assessment of student learning outcomes in Tabor's MBA Program. The report address four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

2006 2007 2008 2009

The assessment reports for the MBA Program in the Tabor School are prepared by Tony Liberatore, Director of the MBA Program. The MBA faculty collect the data, which includes final grades, interviews, and standardized test scores. Professor Liberatore compiles and analyzes the data and shares the report in a meeting with the MBA faculty. The MBA Assessment report is distributed via e-mail with the undergraduate assessment report.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

Assessment methods relate primarily to performances of the MBA class and instructors. The program is assessed in several ways:

1. Testing for Disciplinary Knowledge and Understanding
 - ETS Major Field Test in Business
 - ETS Major Field Test in MBA
2. Assessing Mastery of Course Content
 - Course Grades
3. Assessing Integration of Knowledge and Professional Presentation Skills
 - Business Plan Presentations
4. Assessing the Success of Delivery
 - Faculty Evaluations – SIR
 - MBA Class Exit Interview

Student course assessments are evaluated by the MBA faculty (including the Director). The faculty makes judgments about areas for improvement. In addition, the MBA Director conducts an exit interview with each graduating class to solicit recommendations.

As a result of the assessments and exit interviews the MBA faculty have made a number of major changes in the program and replaced faculty due to poor student evaluations. Course assessments and exit interviews will continue to provide feedback to faculty on a continuous basis and be used for continuous improvement in the MBA program.

Summary Table for MBA Learning Outcomes

	Student Learning Outcome 1	Student Learning Outcome 2	Student Learning Outcome 3	Student Learning Outcome 4	Student Learning Outcome 5	Student Learning Outcome 6
AY 2006-07	Not assessed	Not assessed	Green	Green	Green	Not assessed
AY 2007-08	Not assessed	Not assessed	Green	Green	Green	Not assessed
AY 2008-09	Green	Green	Green	Green	Green	Not assessed

The MBA has a sustained assessment efforts over a multi-year period. They have assessed Learning Outcomes #3, 4, and 5 since the beginning of the program in 2002. They began assessing Learning Outcomes #1 and 2 last year. They plan to begin assessing Learning Outcome #6 next year.

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

The following were near term improvement goals set during the previous 2008 assessment cycle. These goals were directly a result of assessment either from the artifacts or from a direct interview with the graduating students (another form of assessment).

1. Hire a new professor for the management course in Unit 4 and move its focus toward a management and human resources perspective rather than its current operations management orientation. Result: **Hired Art Canning (human resource specialist)**
2. Expand the accounting instruction in the Review Session and strengthen the end of program review. **This still needs work and will be a repeat goal.**
3. Increase the MBA exit exam scores. **MBA exit score increased to the 85% percentile (Green)**
4. Continue the international study but select one university relationship and curriculum to repeat for several years. **Fudan University, Shanghai, China, was selected.**
5. Switch the sequence of accounting and marketing so that accounting precedes the marketing course. **Moved accounting from Unit 3 to Unit 2**

For the coming year the MBA faculty have set the following goals as a result of assessment:

1. Bringing on a new finance professor and coordinating the delivery with the Marketing course;
2. Team-teaching the management course to broaden the coverage

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

The Tabor School has made numerous revisions to our assessment process over the last several years. Some departments have changed learning goals, some have changed artifacts or rubrics and most have made some changes in pedagogy. The Tabor faculty is committed to the process of assessment and we have designed it so it does not place an undue burden to any one of the faculty. We believe our process is sustainable and informative, as evidenced by our continued revisions.

Evaluation from Focused Visit Leadership Team (Made of Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
Tabor	3	3	3	3	12

Based on the four questions/criteria, the Focus Visit Leadership Team rates the Tabor MBA as green and concludes that the program can sustain systematic and comprehensive data collection and analysis over multiple years. Tabor Programs use assessment to make pedagogical initiatives, curricular changes, and budget priority decisions, and continue to modify the assessment process, as needed. Tabor has developed a strong culture of assessment in their programs.