1. Assessment information collected

A. Communication

i. Communication Written: Writing samples are collected from a variety of courses that, depending on year, may include MBA 605 (Contemporary Concepts in Accounting), MBA 617 (Organizational Theory for Managers), MBA 643 (Marketing Management), MBA 673 (Technology Management), MBA 683 (Advanced Topics in Marketing), MBA 690 (Corporate Strategy) and/or MBA 691 (Advanced Topics in Business).

ii. Communication Oral: Oral presentations are recorded from a variety of courses that, depending on year, may include MBA 617 (Organizational Theory for Managers), MBA 620 (Portfolio Theory and Asset Pricing), MBA 643 (Marketing Management), MBA 683 (Advanced Topics in Marketing) and/or MBA 690 (Corporate Strategy).

B. Critical Thinking: Watson Glaser test is given as an entrance exam into the MBA program.

C. Professionalism: Administered in MBA 617 (Organizational Theory for Managers).

D. Technical Knowledge: The ETS exam is administered in MBA 690 (Corporate Strategy). Class projects are collected from a variety of courses that, depending on year, may include MBA 643 (Marketing Management), MBA 673 (Innovation Management) and MBA 683 (Advanced Topics in Marketing).

Note: Data is collected every semester, assessment every other year. This year Problem Solving and Ethical Knowledge were assessed.
2. Conclusions drawn from the collected information summarized above

A. Communication:

(i) Written
20 observations
1. Appropriate Content 85%
2. Critical Thinking Evident 85%
3. Appropriateness to Intended Audience 80%
4. Coherence 80%
5. Clarity 85%
6. Conciseness 95%

The students met the minimal standards for writing for each component.

(ii) Oral
20 observations
1. Sense of audience 93%
2. Organization/or development 100%
3. Details so support ideas 100%
4. Understanding the topic 100%
5. Creative efforts/use of technology 100%
6. Clarity of speech 100%
7. Enthusiasm for the topic 96%
8. Dress for presentation 100%

The students met the minimal standards for writing for each component.
B. Critical Thinking:

This is the first time that the WG exam was an option as an entrance exam: SOM denies scores lower than 25 (36th percentile on the 2014 WG exam where the norm is a bachelor degree). Fourteen students took the WG exam for entrance. Ten were accepted with an average percentile of 67%, two withdrew with an average percentile of 28% and two were denied with an average percentile of 17% (see below).

When GW used as entrance exam “norm” – bachelor degree

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Overall Percentile</th>
<th>Recognized Assumptions (% average or higher)</th>
<th>Evaluate Arguments (ave)</th>
<th>Draw Conclusions (ave)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted</td>
<td>10</td>
<td>67</td>
<td>90%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrew</td>
<td>2</td>
<td>28</td>
<td>50%</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>Denied</td>
<td>2</td>
<td>17</td>
<td>0%</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>

On the three categories the testers can score “low”, “average”, or “high”.

When GW used in class entrance exam “norm’ – graduate degree

<table>
<thead>
<tr>
<th>Number</th>
<th>Overall Percentile</th>
<th>% Meeting Minimal Standard</th>
<th>Recognized Assumptions (% average or higher)</th>
<th>Evaluate Arguments (ave)</th>
<th>Draw Conclusions (ave)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>49.6%</td>
<td>60%</td>
<td>80%</td>
<td>60%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Students met the minimal standards on all but evaluate arguments. However, with so few in the sample it is not possible to make an informed inference.

C. Professionalism:

On the ATBEQ 57 students were assessed and 70% scored at or above the minimal acceptable level.

On the BPQ 29 students were assessed and 73% scored at or above the minimal acceptable level.
D. Business Principles:

(i) General Business:

21 Observations (please note that the test was given in both FY14 and FY15 but the test for FY14 was invalid due to a computer glitch)

<table>
<thead>
<tr>
<th>MBA ETS Scores</th>
<th>Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>95</td>
</tr>
<tr>
<td>Management</td>
<td>85</td>
</tr>
<tr>
<td>Finance</td>
<td>91</td>
</tr>
<tr>
<td>Accounting</td>
<td>85</td>
</tr>
<tr>
<td>Strategic Integration</td>
<td>94</td>
</tr>
<tr>
<td>Overall- Students</td>
<td>73</td>
</tr>
<tr>
<td>Overall- School</td>
<td>91</td>
</tr>
</tbody>
</table>

**Note:** In Spring 2013 the MBA ETS score for finance was 26th percentile

(ii) Planning:

Observations = 20

1. Mission and Objectives 70%
2. Situation/Opportunity Analysis 95%
3. Target Market Identification 100%
4. Overall Strategy Formulation 75%
5. Product/Service Description 95%
6. Place/Distribution Channel Consideration 90%
7. Promotion Consideration 95%
8. Price Consideration 95%

This year marketing plans were used to assess Business Principles: Planning. Of the eight components tested, the students fell short of minimal standards (80%) on two: (1) Mission and Objectives and (4) Overall Strategy Formulation.
3. **Curricular changes resulting from conclusions drawn above**

   **A. Communication:**

   (i) **Written Communication:**

   No changes were planned for written communication. As the MBA program is now moving from mainly an inclass program to mainly an online program we will continue to monitor the writings of the students to assess whether there is any changes in quality.

   (ii) **Oral Communication:**

   No immediate changes were planned for the oral communication assessment.

   As the MBA program is now moving from mainly an inclass program to mainly an online program we are going to spend time working on how best to teach and collect oral communication skills and exercises while teaching online. To this end, a committee has been formed to examine how best to teach oral skills online and to collect assessment material. The committee is made up of

   Kris Racina, Chair  
   Nicole Cundiff  
   Lily Dong  
   Chris Wright  
   Kim McGinnis

   The committee will meet in Fall 2016 and report back to the MBA AOL committee and the Strategic and Executive Committee no later than January 2017.

   **B. Critical Thinking:**

   It was decided to keep using the Watson-Glaser test as a screening device for the MBA program for those applicants with business degrees but a GPA between 2.75 and 3.25 and for students without business degrees with GPAs between 2.75 and 4.0.

   This Closes the Loop for Critical thinking using the Watson-Glaser test. We will now explore another critical thinking measure to further exam the progress of our MBA students. A committee has been set up to look for another instrument. The committee consists of

   Amber Lammers, Chair  
   Kevin Berry  
   Nicole Cundiff  
   Mark Herrmann

   The instrument will be chosen over summer 2016 and ratified with the BBA Assurance of Learning committee in the Fall along with the course(s) that will apply the instrument.
C. Professionalism:

The instrument for professionalism was switched from the PLIS exam to the Business Practice Questionnaire (BPQ) and Attitudes Toward Business Ethics Questionnaire (ATBEQ) for the first time in AY15. The switch was well-received and the MBA AOL committee decided to keep this instrument and give it the next two years to see if any trends can be ascertained.

D. Business Principles:

(i) General Business:

The School of Management is very pleased with the results of the ETS MBA Business Field exam and plan no changes. We will continue to monitor these scores, paying close attention to any possible changes as our MBA program moves from mainly inlcass to online.

(ii) Planning: To address a couple of components of the Marketing Plan that fell below minimal standards, there are two areas that need to have more emphasis in the classroom: (1) mission and objectives and (2) overall strategy formulation. The marketing faculty believe that the low scores in these areas were the result the fact that they were not specifically required in the course guidelines on how to create a marketing plan. The marketing faculty will revise the course guidelines as well as talk to students in class about these components so that future students can better address these elements when creating a marketing plan.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

All the MBA changes were addressed by the MBA Assurance of Learning Committee which consists of:

Lily Dong, Chair
Nicole Cundiff
Haiwei Chen
Ping Lan
Kim McGinnis
Chris Wright
Debbie Fristoe (AOL Support)