

ANNUAL ASSESSMENT REPORT FOR 2009-10
Due October 1, 2010

College of Business / Masters of Business Administration (MBA):

October 1, 2010:

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Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F09 or S10)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Identify the fundamental drivers of business, and show how integrated business knowledge can be used to solve business problems.	A case in MBA545 Capstone Experience Course	At least 80 percent of MBA students should score at least in the satisfactory category.	Exit interview	At least 80 percent of MBA students should score at least in the satisfactory category.	M1: Not assessed M2: F09 and S10
2. Identify the dynamics affecting businesses in the international economy.	A case in MBA545 Capstone Experience Course	At least 80 percent of MBA students should score at least in the satisfactory category.	Assignment in G-credit courses (MBA562, MBA552, MBA581)	At least 80 percent of MBA students should score at least in the satisfactory category.	M1: Not assessed M2: Not assessed
3. Display the ability to work effectively in teams.	Team assessment instrument in MBA535	At least 80 percent of MBA students should score at least in the satisfactory category.	Team assessment instrument in MBA545	At least 80 percent of MBA students should score at least in the satisfactory category.	M1: Not assessed M2: Not assessed
4. Apply appropriate ethical standards in their decision-making.	Assessment instrument in MBA515	At least 80 percent of MBA students should score at least in the satisfactory category.	Exit interview	At least 80 percent of MBA students should score at least in the satisfactory category.	M1: Not assessed M2: Not assessed
5. Accept and support that organizational change is a natural business process.	Exit interview	At least 80 percent of MBA students should score at least in the satisfactory category.	Assessment instrument in MBA535	At least 80 percent of MBA students should score at least in the satisfactory category.	M1: F09 and S10 M2: Not assessed

1. **Findings**—Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.

Results from exit interviews with 22 students in fall 2009 and spring 2010:

SLO 1: Identify fundamental drivers of business, and integrate such business knowledge to solve business problems.

	# Students	% Students
Excellent	11	50%
Satisfactory	10	45%
Unsatisfactory	1	5%

SLO 5: Accept and support that organizational change is a natural business process

	# Students	% Students
Excellent	9	40%
Satisfactory	12	55%
Unsatisfactory	1	5%

2. **Use of Results**—What programmatic changes, if any, were made in response to the findings? Reference the SLO #.

To help students achieve SLO #5 (accept and support that organizational change is a natural business process) a leadership development program was added. The goal is to provide students with a means to identify and build their leadership skills in a variety of areas. Modeled after leading full-time program offerings, every student is assigned a coach for the entire program. Guided by their coaches, students complete a series of assessments and develop an action plan for personal growth and development that can be executed over their time at Butler. The program was piloted in spring 2010 and is now a permanent feature of our curriculum.

3. What **support services or resources** for faculty would help your department assess its SLOs better?

4. What **revisions**, if any, to current SLOs did you make or are under consideration?

Note that we originally had 7 SLOs for the MBA program. We eliminated original SLO#5 (Choose ways of continuous learning to maintain and grow business skill) and original SLO#6 (Translate their learned business skills outside their employer to benefit the community as a whole). Thus, we now have only 5 SLOs for the MBA program.

The wording of current SLO #5 (Accept and support that organizational change is a natural business process) does not capture what we think about is important for the students to master regarding organizational change. The issue is not whether students “accept and support” organizational change but, instead, their ability to implement or manage change. In other words, we are interested in their ability to be an effective agent of change. Thus, a wording change for SLO #5 is under consideration.

5. Map each of your program’s SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed. For example:
Butler University students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. (*Know*)
2. Articulate and apply required content knowledge within their area(s) of study. (*Know*)
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (*Know*)
4. Explore a variety of cultures. (*Know*)
5. Recognize the relationship between the natural world and broader societal issues. (*Know*)
6. Communicate clearly and effectively. (*Do*)
7. Demonstrate collaborative behavior with others. (*Do*)
8. Practice ways and means of physical well-being. (*Do*)
9. Acquire the skills to make informed, rational and ethical choices. (*Do*)
10. Experience diverse cultures, ethnicities, religions and sexual orientations. (*Value*)
11. Share their talents with Butler and the greater community at large. (*Value*)
12. Be exposed to the value of lifelong learning. (*Value*)

MBA Program Student Learning Outcomes:	Butler University Learning Outcomes
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	1	2	3	4	5	6	7	8	9	10	11	12
1. Identify the fundamental drivers of business, and show how integrated business knowledge can be used to solve business problems.	X	X	X			X			X			
2. Identify the dynamics affecting businesses in the international economy.	X	X	X	X	X	X			X	X		
3. Display the ability to work effectively in teams.						X	X					
4. Apply appropriate ethical standards in their decision-making.			X		X				X			
5. Accept and support that organizational change is a natural business process.	X		X			X			X			

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
MBA505	I		I		I
MBA510	I		I		I
MBA515	I			I	
MBA520	I		R	R	R
MBA525	I	I			I
MBA530	I				
MBA535	I	I	R		R
MBA540	I				
MBA545	R	R	R	R	R
MBA551	R				
MBA552	R	R			
MBA553	R			R	
MBA556	R		R		
MBA557	R				R
MBA561	R				
MBA562	R	R			
MBA563	R				
MBA564	R				
MBA567	R				
MBA573	R				
MBA581	R	R			
MBA582	R				
MBA583	R				
MBA587	R				
MBA594	R	R			
MBA595	R				

6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.)*

Rubrics for use in the MBA Program

MBA Rubric Exit Interview

Prepared by Kathy Paulson-Gjerde, other MBA curriculum committee members

Question	Unsatisfactory	Satisfactory	Excellent	Score
Unilever Case (SLO#1 – identifying fundamental drivers of business; #7 organizational change)				
1 Using Porter’s Five Forces model as framework, describe the state of Unilever’s worldwide business when Patrick Cescou took over as CEO in February, 2005.	Correctly identifies less than 5 forces	Correctly identifies all 5 forces	Correctly identifies all 5 forces and explains the significance of at least one force	
2 Describe and discuss how Unilever attempted to fix its problems. (SLO #1)	Addresses a single function at a time and does not integrate across functional areas when prompted	Addresses a single function at a time and integrates across functional areas when prompted	Integrates across 2 or more functional areas unprompted.	
3 Please identify any tradeoffs that were likely to have been associated with these changes. (SLO #1)	Does not address any multifunction tradeoffs when prompted	Addresses at least one multifunctional tradeoff issue when prompted	Addresses at least one multifunctional tradeoff issue unprompted	
4 How specifically do you think Unilever would have gone about making these changes? (SLO #7)	Does not addresses at least one change process issue when prompted (operational, human resource/personnel, communication)	Addresses at least one change process issue when prompted (operational, human resource/personnel, communication)	Addresses at least one change process issue unprompted (operational, human resource/personnel, communication)	
5 What do you think Unilever should do next? (SLO #1 and SLO #7)	Does not addresses short-run and long-run strategy when prompte; Does not take into account implementation issues that may cut across functional areas	Addresses short-run and long-run strategy when prompted, taking into account implementation issues that may cut across functional areas	Addresses short-run and long-run strategy unprompted, taking into account implementation issues that may cut across functional areas	
Additional Questions				
6 Benefit the community				
7 Lead and manage others				
8 Business decision that involved ethical challenges				
9 Stay current with business knowledge / skills				
Total Score				

