

Program-Level Assessment: Annual Report

Program Name (no acronyms): Professional **MBA**

Department: Dean's Office

Degree or Certificate Level: Graduate

College/School: Chaifetz School of Business

Date (Month/Year): AY 21-22

Assessment Contact: Dr. Brett Boyle, Program Director

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes, AACSB

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

LOC 1- Students will develop a strategic level understanding of the key functions of business—accounting, economics, finance, international business, management, marketing, operations, and statistics and LOC 4- Students are encouraged to participate in at least one service learning experience during the course of their studies and/or participate and assume leadership roles in student and community organizations. These two LOC are evaluated every year. The LOC 3- Students are aware of globalization and its impacts on people, businesses, and the economy, has not been assessed in the last two years because of Covid. This learning assessment is evaluated based on international trip as part of the course IB 5901.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?



5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The average score was low for the marketing content. The average correct response of five marketing questions was 4/10.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

The PMBA program will be relaunched with the new curriculum in 2023-2024. The program will consist of three or more stackable certificates. The two core certificates are- Business Essentials (consisting of core courses from Accounting, Economics, Finance, Management, and Marketing) and Global Leadership and Decision-Making certificate (consists of International Business, Data analytics, Technology Management, and Professional Effectiveness). Students will be able to take one or more certificates based on their background. Students with prior business background will take 33 credits and students with non-business background will take 39 credits. The new assessment should reflect the change in the structure of the PMBA program. Each certificate needs to be assessed separately and a new assessment plan needs to be in place.

B. How has this change/have these changes been assessed?

We have been using the same assessment plan as that of the last year. In the last year, the average score of the students was 69%. This year we provided the students with a study guide.

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

As mentioned above, we need to develop new assessment plans for the PMBA program. Each certificate should have its own assessment plan as the certificates are independent of each other.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.