

Detailed Assessment Report

As of: 9/27/2013 02:17 PM EST

2012-2013 Business Administration MBA**

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

Prepare students for upper management positions within public (e.g., health services & city, state, and federal government and their suppliers) and private enterprises (e.g., pharmaceutical firms, electric utilities, consumer packaged goods and industrial equipment manufacturers) thereby promoting economic development, meeting societal needs, and improving the quality of life for the organizations and the communities where they are employed.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Concepts and techniques in all functional areas

MBA graduates will demonstrate knowledge of business concepts and techniques in all relevant functional areas (e.g., managerial accounting, marketing, management, finance, and strategy).

Relevant Associations:

AACSB 2-15

Related Measures:

M 1: MBA ETS Major Field Exam - Specific Areas

Mean score of MBA students (subgrouped by location) on MBA-ETS Assessment Indicators for specific subscore areas (managerial accounting, finance, management, marketing and strategic integration)

Source of Evidence: Standardized test of subject matter knowledge

Target:

MBA students will score at or above the national 60th percentile in each subscore area (managerial accounting, finance, management, marketing, strategic integration), subgrouped by campus location.

Findings (2012-2013) - Target: Met

Mean percent correct scores and national percentile rankings in 2013 indicate this target was met. Results are reported for the Coast cohort (n=16). The scores indicate continued improvement in national percentile rankings and are detailed below:

<u>Assessment Indicator</u>	<u>2013 Mean % Correct</u>	<u>2012 Percentile Rank</u>	<u>2013 Percentile Rank</u>
Managerial Accounting	56	77%	80%
Finance	50	49%	85%
Management	63	75%	65%
Marketing	69	96%	93%
Strategic Integration	59	81%	83%

Results indicate the performance target of the 60th percentile national ranking was met in all 5 areas assessed. The most dramatic improvement was observed in Finance scores (from the 49th percentile to the 85th percentile). Rankings in three of the other 4 areas showed minor increases or decreases in rankings (Accounting, Marketing and Strategic Integration). The most noticeable decrease occurred in the Management percentile (from the 75th percentile in 2012 to the 65th percentile in 2013). Collectively, the results show continued improvement and enhanced learning outcomes; the 2013 results provide another year of evidence for the success of the 2009 MBA program revision.

The MBA ETS Field Exam also serves as the comprehensive exam for the Professional MBA Program. During 2013, 1 of the 16 students failed the comprehensive exam; this student's performance was dramatically lower than any of the other students. The student is currently completing a remedial study plan and will retake the exam in November of 2013. When the scores for this student are eliminated from the analysis, the percentile rankings increase. For full disclosure, percentile rankings of 2013 are presented below for MBA students in the 2013 cohort who took the exam (n=16) and for those who passed the exam (n=15).

Assessment Indicator	2013 Percentile All MBA's (n=16)	2013 Percentile MBA's Passing Comp (n=15)
Managerial Accounting	80%	86%
Finance	85%	88%
Management	65%	71%
Marketing	93%	97%
Strategic Integration	83%	86%

The results for MBA students passing the MBA ETS Field Test (comprehensive exam; n=15) document outstanding results on a national scale. These results provide external validation about learning outcomes at the conclusion of the MBA program. All results presented are derived by comparing our students to 24,766 MBA students at 260 different institutions who took this exam from 2009 to 2012.

M 2:Statistical Analysis Abilities

Student performance (grouped by campus location) in statistical analysis skills, assessed on a comprehensive analysis project in MBA 610 using the "Mathematical and Statistical Accuracy" dimension on a 5 part rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students will meet or exceed expectations on this dimension, of a 5 part assessment rubric used in MBA 610.

Findings (2012-2013) - Target: Met

Assessment results for the Spring, 2013 semester in MBA 610 (all students in Coast cohort) indicate this goal was met. Of the 27 students enrolled in the course, 25 students (93%) exceeded expectations in Mathematical and Statistical Accuracy and 2 students (7%) met expectations. No student failed to meet expectations on this rubric dimension. Therefore, 100% of students assessed met or exceeded expectations on this measure in 2013.

M 11:Exam questions in MBA 660

Thirteen exam questions will be used to assess knowledge of strategic integration concepts in MBA 660.

Source of Evidence: Academic direct measure of learning - other

Target:

MBA students will correctly answer 75% of these exam questions.

Findings (2012-2013) - Target: Not Reported This Cycle

Exam questions were not assessed in MBA 660 during the 2012-2013 cycle.

M 12:Exam questions in MBA 611

Examination questions in MBA 611 will be aggregated and used to assess fundamental knowledge of accounting (O1) and the ability to utilize accounting information in performing analyses required for business decisions (O5).

Source of Evidence: Academic direct measure of learning - other

Target:

MBA students will correctly answer 75% of these exam questions.

Findings (2012-2013) - Target: Not Met

Results are reported for the Fall 2013 MBA 611 course, and for the Coast cohort (n=24). The achievement target was almost met; on average, MBA students correctly answered 73% of examination questions developed to assess learning outcome 1. This average was reported across two examinations and multiple questions used to assess the first learning outcome.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Monitor exam performance in MBA 611

Established in Cycle: 2012-2013

The professor will continue to monitor exam performance in MBA 611, relative to achieving targets for LO1. The target was almos...

M 13:ETS Mean Composite Score National Percentile Rankings

MBA ETS Major Field Exam Mean Composite score is used to assess functional knowledge and critical thinking skills of all students in the MBA program. The trend over time will be analyzed for continuous improvement, and successful loop closing.

Source of Evidence: Standardized test of subject matter knowledge

Target:

The mean composite score will meet or exceed the 70th percentile nationally.

Findings (2012-2013) - Target: Met

In 2013, the mean composite score on the ETS MBA Major Field Test was analyzed for the Coast cohort (n=16). MBA students achieved a mean score of 257, which is ranked at the 85th national percentile. Therefore, the target was met. The national percentile ranking

continues to increase; in 2012 MBA students achieved a mean score of 256, ranked at the 78th national percentile. The 2013 results compare our MBA students to 24,766 MBA students at 260 institutions who took the same exam. For full disclosure, these results were further analyzed.

As stated in other assessment summary findings, 1 MBA student failed the MBA ETS comprehensive exam in 2013 with very low scores. When this score is omitted from the analysis, results are even better for the 15 MBA students who passed the examination. These 15 students achieved a mean composite score of 259 which places the 2013 cohort at the 89th percentile on a national ranking basis.

The 2013 results add to an 8 year analysis of this assessment indicator, and once again show improvement in learning outcomes at the exit point in the program. Trend results are shown below, and provide a fourth year of evidence supporting the success of the program revision in the Fall of 2009. Beginning with the 2010 ETS exam results, scores show consistent improvement from year to year.

<u>Year</u>	<u>National Percentile Ranking</u>
2006	55th
2007	60th
2008	45th
2009	40th
2010	70th (first cohort after MBA program revision in 2009)
2011	75th
2012	78th (for all test takers) 84th (for MBA students who passed the exam)
2013	85th (for all test takers) 89th (for MBA students who passed the exam)

Further analysis indicates the value of work experience in the 2013 cohort of test-takers. For the last two years, the Professional MBA Program has been offered only on the Coast campus and students with work experience are mixed with students without work experience into one blended cohort. In 2012, there was no significant difference in the scores of the two groups; each achieved the same average score.

The results differ for the 2013 cohort of students. While both groups exceeded the target of the 70th national percentile ranking, students with significant work experience outperformed those with no work experience. In 2013 the students with work experience achieved the 95th percentile nationally and the students without significant work experience achieved the 76th percentile nationally. This provides a second year of evidence of the success of hybrid delivery and the blended cohort, even though there was a noticeable difference in the two groups. The blended cohort appears to elevate the learning and performance of the full time, inexperienced MBA students.

M 15: Business Plan Assignment

Performance on a comprehensive Business Plan paper assignment in MBA 605 will be used to assess competence across the functional areas of business knowledge.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students will meet or exceed expectations on the Business Plan, assessed by a 13-part rubric.

Findings (2012-2013) - Target: Not Reported This Cycle

Knowledge of concepts and techniques in all functional areas was not assessed on the Business Plan in MBA 605 during the 2012-2013 cycle.

M 21: Individual cases in MBA 611

MBA students will demonstrate knowledge of accounting and financial concepts and techniques in individual written cases in MBA 611.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students, subgrouped by campus will demonstrate knowledge of accounting and financial concepts/techniques on a series of individual written cases.

Findings (2012-2013) - Target: Not Reported This Cycle

Individual written cases in MBA 611 were not assessed in the 2012-2013 cycle.

M 23: Country Economic Analysis Project

Performance on a semester-long comprehensive country analysis project will be assessed for knowledge of global economic concepts. Students collect and analyze one country's GDP, inflation, unemployment, interest rates, exchange rates and related information. Assessment results will be used as indicators for knowledge of business concepts and techniques (O1) and ability to integrate information and demonstrate creative critical thinking skills (O5). Written and graphic communication abilities will also be assessed (O4) on this written report, using 2 parts of a 4 part rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students will meet or exceed expectations on the country economic analysis project.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 MBA 620 (n=17) and the Coast cohort. Assessment results indicate the target was met. Twelve students (71%) exceeded expectations for knowledge of global economic concepts and techniques; 5 students (29%) met expectations. No student failed to meet expectations in this assessment area; 100% of students met or exceeded expectations.

M 24: Comprehensive Clinical Case Study in Finance

MBA students will complete a comprehensive individual clinical case study in Finance. The case specifically requires applying valuation techniques of Adjusted Present Value (APV) and Price Earnings Ratio (P/E) to value a company in a leveraged buyout transaction. Results will be assessed using 2 sections of a 4-part rubric. This assessment provides information for knowledge of basic finance concepts and techniques (O1) and ability to demonstrate creative critical thinking skills for business decision making (O5).

Source of Evidence: Project, either individual or group

Target:

85% of MBA students will meet or exceed expectations for knowledge of financial concepts and techniques on this comprehensive case study.

Findings (2012-2013) - Target: Not Reported This Cycle

Knowledge of financial concepts and techniques was not assessed in MBA 640 during the 2012-2013 cycle.

M 26:Presentations in MBA 650

Students will complete two case presentations in the Global Business Systems course (MBA 650). These cases require an understanding of the Internet of Things, use of Social Media in business and Cloud Computing. Basic knowledge of global business systems concepts and techniques will be assessed for O1.

Source of Evidence: Presentation, either individual or group

Target:

85% of MBA students will demonstrate an understanding of concepts and techniques in global business systems in two case presentations. Knowledge will be assessed in one part of a 5-part rubric.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 semester in MBA 650; the Coast cohort included 29 students (n). Results indicate this target was met. Eleven students (34.5%) exceeded expectations for knowledge of global business system concepts (internet of things, cloud computing and social media usage), and 17 students (58.6%) met expectations. Two students (0.7%) failed to meet expectations in this learning outcome. Therefore, 99.3% of MBA students met or exceeded expectations in this knowledge area.

SLO 2:Leadership and Team Building Skills

MBA graduates will demonstrate skills in leadership and team building.

Relevant Associations:

AACSB 2-18

Related Measures:**M 3:Comprehensive Group Case**

Leadership and team building skills are assessed on a comprehensive group case administered in MBA 660, the capstone course for the program. Leadership and teambuilding skills are evaluated using a case team performance appraisal rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students will meet or exceed expectations in leadership and team building skills, assessed using a team building case study rubric in MBA 660.

Findings (2012-2013) - Target: Not Reported This Cycle

Leadership and team building skills were not reported in this cycle.

M 4:Leadership Skills Assessment

Leadership skills will be assessed in MBA 600 course, using case assignments and specific exam questions. Rubric is being developed for this new course in the MBA program (Organizational Behavior and Leadership). Course content has changed with MBA program revision. Target date for assessment: Fall, 2011. Alternately, leadership and team building skills will be assessed in other MBA courses (i.e., MBA 600 or MBA 660) where students operate in teams and self-assess these skills using a rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students (grouped by campus cohort) will meet or exceed expectations on leadership skills, as indicated on a rubric where students directly assess leadership and team building skills in assigned group work/cases.

Findings (2012-2013) - Target: Not Met

Leadership and team building skills were assessed in MBA 600. All results are for the Fall, 2012 semester for the combined Coast cohort (n=24). Results indicate this target was not met; 4 students (16.7%) exceeded expectations and 16 students (66.7%) met expectations. Therefore, 83.4% of students met or exceeded expectations in leadership and team building while 4 students (16.7%) failed to meet expectations in this dimension.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Monitor performance in leadership and team building

Established in Cycle: 2012-2013

Lecture material will be strengthened in leadership and team building in this course, and the faculty member will continue to mo...

SLO 3:Ethical and Cultural Awareness

MBA graduates will demonstrate the ability to identify and understand ethical and cultural perspectives.

Relevant Associations:

AACSB 2-15, 2-18

Related Measures:

M 5:Ethical and Cultural Awareness Case

In-class case assignment in MBA 600 class to evaluate student skills in identifying and managing ethical and cultural diversity issues in business, evaluated with a 5 part rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students, subgrouped by campus cohort will meet or exceed expectations on an ethics and cultural awareness case assignment in MBA 600. Assessment results will be derived from a 5-part rubric.

Findings (2012-2013) - Target: Met

Ethical and cultural awareness was assessed in a comprehensive case project in MBA 600. Results are reported for the Fall 2012 semester; 24 students were enrolled in the class and all results are reported for the Coast cohort. Results indicate this goal was met. Seven students (29.1%) exceeded expectations and 14 students (58.4%) met expectations when identifying and relating critical ethical and cultural issues in the comprehensive case. Therefore, 87.5% of students met or exceeded expectations in this learning outcome. Three students failed to meet expectations (12.5%).

M 14:RCR Training Completion

Effective Spring, 2011 the Vice President for Research implemented a mandatory "Responsible Conduct of Research" online training program for all graduate students. This online training module includes extensive content on the ethical conduct of research, and cultural differences in perspectives and research teams. Each year, we will assess the percentage of MBA students who successfully complete the training program.

Source of Evidence: Academic direct measure of learning - other

Target:

All new MBA students (100%) will complete RCR training while in the MBA program.

Findings (2012-2013) - Target: Met

During the 2012-2013 cycle, all MBA students completed the mandatory RCR training while enrolled in the MBA program. Therefore, the target was met. The combination of increased emphasis on the importance of RCR training by the MBA Director and improved monitoring by the Graduate School worked to increase compliance with this online training program in research protocol and ethics.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Communicate the RCR training requirement to MBA students

Established in Cycle: 2010-2011

During the next year, we will communicate the need to complete this mandatory training at several points during each semester. ...

M 25:Ethical Case in Finance

Students will complete a group clinical case in Finance that investigates a violation of the Exchange Act and SEC rules. Students will be required to compare and contrast the legal and ethical foundations of the case, and to evaluate the ethical and legal conduct in the financial industry. Results will be assessed and related to O3.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students will meet or exceed expectations on this ethical case analysis in finance. Students must demonstrate the ability to compare and contrast legal and ethical concepts in the case and to evaluate ethical and legal conduct in the financial industry.

Findings (2012-2013) - Target: Not Reported This Cycle

Ability to identify and compare/contrast legal and ethical concepts were not assessed in MBA 640 during the 2012-2013 cycle.

M 27:Ethical case in information systems

Students will complete an ethical case in MBA 650 (Global Business Systems). This written case will address ethical and privacy issues, security of global information systems and social media usage. Students will demonstrate the ability to identify and analyze ethical issues; this assessment will be linked to O3.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students will meet or exceed expectations regarding the ability to identify and analyze ethical issues in this written case in information systems, assessed by one part of a 5-part rubric.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 offering of MBA 650, for the Coast cohort (n=29). Twenty students (69%) exceeded expectations regarding the ability to identify and analyze ethical issues in privacy, information security and social media usage by business; 9 students (31.0%) met expectations. No student failed to meet expectations in this learning outcome; therefore, 100% of MBA students met or exceeded expectations in this dimension.

SLO 4:Effective communication skills

MBA graduates will demonstrate the ability to communicate effectively.

Relevant Associations:

AACSB 2-15, 2-18

Related Measures:

M 6:Statistical Analysis Comprehensive Assignment

Written and graphic communication abilities will be assessed in a final comprehensive assignment in MBA 610, using 2 dimensions on a 5-part rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students will meet or exceed expectations in written and graphic communication abilities on a comprehensive analysis case assignment in MBA 610, subgrouped by campus location.

Findings (2012-2013) - Target: Met

Assessment results for the Spring, 2013 semester in MBA 610 indicate this goal was met. All findings are for the Coast cohort (n=27). Specifically, 24 students (88.9%) exceeded expectations in written communication skills and 3 students (11.1%) met expectations. Therefore, 100% of students met or exceeded expectations in written communication skills. In graphic communications skills assessment the results were the same; 24 students

(88.9%) exceeded expectations and 3 students (11.1%) met expectations. All students (100%) met or exceeded expectations in graphic communication skills.

M 7:Written and Presentation Communication Skills Assignments

Written and verbal/presentation communications skills assessed in multiple case assignments in MBA 660, the capstone course in the program. Written communication skills assessed using a 6-part written communication rubric; verbal/presentation skills assessed using a 6-part oral communication rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students will meet or exceed expectations in written and oral/presentation communication skills assignments in the capstone course, MBA 660.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 MBA 660 cohort of Coast students (n=16). Four students exceeded expectations (25%) for written and presentation communication skills, and 10 students (62.5%) met expectations. Only 2 students failed to meet expectations (12.5%). Therefore, 87.5% of MBA students met or exceeded expectations in these dimensions and the performance target was met. Assessment results were derived from a communication skills rubric and evaluations of language abilities, adaptation to the audience and context areas of the written case analysis.

M 16:Group oral presentation of business plan

Group oral presentations of business plans in MBA 605 will be used to assess communication skills of MBA students.

Source of Evidence: Presentation, either individual or group

Target:

85% of MBA students will meet or exceed expectations on the group oral presentations of the business plan project.

Findings (2012-2013) - Target: Met

Results are reported for the Fall 2012 section of MBA 605; all results represent the combined Coast cohort of 18 students. Results indicate that 6 students (33.3%) exceeded expectations on the oral group presentations of their business plan projects and 12 students (66.7%) met expectations. No student failed to meet expectations for verbal and presentation communications skills as assessed by the presentation rubric.

M 18:Presentation scores on MBA 611 cases

Scores for oral presentations of MBA 611 cases will be used to assess communication skills (LO4).

Source of Evidence: Presentation, either individual or group

Target:

85% of MBA students will meet or exceed expectations on case presentations in MBA 611, judged by the faculty member and by peer assessments of presentation skills.

Findings (2012-2013) - Target: Met

Results are reported for the Fall 2012 section of MBA 611 and for a Coast cohort of 24 students. Presentation scores ranged from 99% to 82% for all students in the class. Students were assessed to have excellent oral presentation skills regarding their use of Powerpoint, the organization of their presentations and the conduct of their presentations using multiple speakers. One group of 4 students exceeded expectations in these skill areas (16.6%) and 5 groups (20 students; 83.4%) met expectations. No students failed to meet expectations. Therefore, the achievement target was met as assessed by the faculty member and by peer assessments of presentation skills.

M 19:Written assignments in MBA 600

Written communication skills will be assessed on specific organizational behavior and leadership concepts/theories in MBA 600 course.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students, subgrouped by campus cohort will meet or exceed expectations on written communications skills in MBA 600. Assessment results will be derived from a series of written assignments on specific organizational behavior and leadership concepts.

Findings (2012-2013) - Target: Not Reported This Cycle

Written assignments were not assessed in MBA 600 during the 2012-2013 cycle.

M 22:Individual presentations in MBA 611

Students' individual presentation grades will be used to assess verbal presentation skills, scored on a presentation rubric.

Source of Evidence: Presentation, either individual or group

Target:

85% of MBA students will meet or exceed expectations for oral presentation skills.

Findings (2012-2013) - Target: Not Reported This Cycle

Individual presentation skills were not assessed in MBA 611 during the 2012-2013 cycle.

M 23:Country Economic Analysis Project

Performance on a semester-long comprehensive country analysis project will be assessed for knowledge of global economic concepts. Students collect and analyze one country's GDP, inflation, unemployment, interest rates, exchange rates and related information. Assessment results will be used as indicators for knowledge of business concepts and techniques (O1) and ability to integrate information and demonstrate creative critical thinking skills (O5). Written and graphic communication abilities will also be assessed (O4) on this written report, using 2 parts of a 4 part rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students will meet or exceed expectations for written and graphic communication abilities, assessed by 2 parts of a 4-part rubric.

Findings (2012-2013) - Target: Met

Results are reported for the Spring 2013 MBA 620 course and the Coast cohort (n=20). The assessment of written communication abilities indicates the target was met; 8 students (47%) exceeded expectations and 9 students (53%) met expectations. No student failed to meet expectations for written communication abilities; therefore, 100% of MBA students meet or exceed expectations in this dimension. The assessment of graphic communication abilities also indicates the target was met. Three students (18%) exceeded expectations for graphic communication abilities and 14 students (82%) met expectations. No student failed to meet expectations in this dimension; therefore 100% of MBA students met or exceeded expectations for graphic communication abilities.

M 28:Comprehensive project in global business systems

Students will complete a comprehensive, semester-long project in MBA 650 and submit a written report. The project on low carbon supply chain management and business intelligence will be used to assess written communication skills (O4) and critical thinking skills for business decision making (O5).

Source of Evidence: Project, either individual or group

Target:

85% of MBA students will meet or exceed expectations for written communication skills on the comprehensive project in MBA 650, assessed by one part of a 5-part rubric.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 MBA 650 class and represent the Coast cohort (n=29). On the comprehensive written project, 9 students (31.0%) exceeded expectations for written communication abilities and 20 students (69.0%) met expectations. No student failed to meet or to exceed expectations in this dimension; therefore, the target was met as 100% of MBA students met or exceeded expectations for written communication abilities.

SLO 5:Creative Critical Thinking Skills

MBA graduates will demonstrate creative critical thinking skills by integrating and applying appropriate concepts, technologies and decision making techniques to effectively evaluate and manage a business in a global environment.

Relevant Associations:

AACSB 2-15

Related Measures:

M 8:MBA ETS Major Field Exam - Composite Score

MBA ETS Major Field Exam Composite Score is used to assess strategic integration and critical thinking abilities of all students in the MBA program, subgrouped by campus location.

Source of Evidence: Standardized test of subject matter knowledge

Target:

85% of MBA students will have a composite ETS score above the national median score, subgrouped by campus location.

Findings (2012-2013) - Target: Not Met

Findings for the Spring, 2013 ETS administration are reported for the Coast cohort (n=16). Individual score reports were used to calculate the number of students who achieved or exceeded the national median composite score of 248 reported by ETS. This goal was achieved by 75% (n=12) of the 16 MBA students who took the exam. Therefore, the ambitious achievement target was not met in 2013 but results show improvement over the 2012 cohort. In 2012, 66% of students achieved this goal and in 2013, 75% of students achieved the goal. In addition, the scores for 3 of the 4 students (under the median of 248) were in the 239 - 246 range. Only one student was significantly below the target score of 248 (this student earned a composite score of 229 and did not pass the comprehensive exam).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue analysis of ETS total score performance

Established in Cycle: 2010-2011

The MBA cohorts were combined in the Fall, 2011 semester when the program was consolidated to the Coast campus. We will continu...

Continue to monitor ETS total score performance

Established in Cycle: 2012-2013

Individual student performance on the MBA ETS Field Exam will be continually monitored.

M 9: Analytical Comprehensive Assignment

Comprehensive analysis assignment in MBA 610, subgrouped by campus location. Creativity and strategic integration/managerial relevance of recommendations will be assessed on two dimensions of a 5 part rubric.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students will meet or exceed expectations on a comprehensive analytical case assignment in two dimensions (creativity and analytical curiosity; managerial usefulness of the analysis) of a 5 part rubric used in MBA 610.

Findings (2012-2013) - Target: Met

Assessment results indicate this goal was met in MBA 610. Results are reported for the Spring, 2013 semester and represent the Coast cohort (n=27). Almost half of the students exceeded expectations in the creativity and analytical curiosity dimension (13 students, 48.1%); 12 students (44.1%) met expectations. Only 2 students (7.1%) failed to meet expectations in this dimension. Therefore, 92.6% of students met or exceeded expectations in this area; the goal was met. Eleven students (40.7%) exceeded expectations in the critical thinking/managerial usefulness of the analysis dimension; 13 students (48.1%) met expectations. Three students (11.1%) failed to meet expectations in this dimension. Therefore, 88.9% of students met or exceeded expectations in this dimension and the target goal was achieved.

M 10: Strategic Case Analysis

Strategic integration, critical thinking and decision making abilities will be assessed on a comprehensive case in MBA 660, the capstone course for the MBA program.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of MBA students (grouped by campus cohort) will meet or exceed expectations in strategic integration, critical thinking and decision making skills, assessed using case analyses in the course. Two dimensions on a case analysis rubric (content and analytical skills) will be utilized for this assessment.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 MBA 660 cohort of Coast students (n=16). Students prepared 5 written case analyses during the semester; results are reported for the final case. Results indicate the target was met; 9 students (56.25%) exceeded expectations in strategic integration, critical thinking and decision making skills; 5 students (31.25%) met expectations. Two students failed to meet expectations (12.5%). Overall, 87.5% of students in the course met or exceeded expectations in these dimensions.

M 12:Exam questions in MBA 611

Examination questions in MBA 611 will be aggregated and used to assess fundamental knowledge of accounting (O1) and the ability to utilize accounting information in performing analyses required for business decisions (O5).

Source of Evidence: Academic direct measure of learning - other

Target:

MBA students will correctly answer 75% of these exam questions.

Findings (2012-2013) - Target: Met

Results are reported for the Fall 2012 class in MBA 611 and a Coast cohort (n=24). This performance target was achieved. Students correctly answered 75% of the examination questions used to assess creative critical thinking skills on two examinations administered during the semester. Multiple measures of this learning outcome were used on both examinations.

M 13:ETS Mean Composite Score National Percentile Rankings

MBA ETS Major Field Exam Mean Composite score is used to assess functional knowledge and critical thinking skills of all students in the MBA program. The trend over time will be analyzed for continuous improvement, and successful loop closing.

Source of Evidence: Standardized test of subject matter knowledge

Target:

The mean composite score will meet or exceed the 70th percentile nationally.

Findings (2012-2013) - Target: Met

In 2013, the mean composite score on the MBA ETS Major Field Test for the MBA program was analyzed for the combined Coast cohort (n=16). The students achieved a

mean composite score of 257, ranking at the 85th percentile nationally. Therefore the target was met. Further analysis reveals:

1. When the one student who failed the exam is omitted from the analysis, the 15 MBA students who passed the exam had a mean composite score of 259, ranked at the 89th percentile.
2. A comparison of the mean composite scores of full time, inexperienced students to part-time working professionals reveals a difference in mean composite scores. Students with work experience ranked at the 95th percentile nationally, and full-time students with little work experience ranked at the 76th percentile nationally.
3. While both groups (work experience and little work experience) exceeded the target, the results provide a first year of direct evidence regarding the value of work experience as an admissions and success factor in the MBA program.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue analysis of ETS percentile rankings

Established in Cycle: 2010-2011

We will continue to analyze national percentile rankings based on the ETS mean composite scores. The MBA program is being conso...

M 17:Case presentations in MBA 611

Group case presentations in MBA 611 will be evaluated to depth of content and ability to respond to case presentations, and used to assess LO 5.

Source of Evidence: Presentation, either individual or group

Target:

85% of MBA students will meet or exceed expectations on case presentations in MBA 611, scored for depth of content and ability to answer case questions.

Findings (2012-2013) - Target: Met

Results indicate this target was met, and are reported for the Coast cohort of 24 students. Students were divided into 6 groups for group case presentations; creative critical thinking skills were assessed across 6 cases and multiple dimensions on a presentation rubric (content, organization, depth of analysis, ability to answer questions). One group of 4 students (16.6%) exceeded expectations; 5 groups of students (83.4%) met expectations on this learning outcome. Therefore, 100% of students met or exceeded expectations in this dimension.

M 20:Case Presentation in MBA 600

Students must demonstrate the ability to apply leadership and organizational behavior constructs, explain their significance, and extrapolate how these dynamics impact the workplace in a comprehensive case project presentation in MBA 600.

Source of Evidence: Presentation, either individual or group

Target:

85% of MBA students, subgrouped by campus cohort will meet or exceed expectations regarding creative critical thinking skills when applying and interpreting organizational behavior and leadership constructs to an organizational setting.

Findings (2012-2013) - Target: Not Met

Results indicate this target was not met, and are reported for the Coast cohort of 24 students. Ten students (41.1%) exceeded expectations for critical thinking skills on this comprehensive case on sociological and technological changes impacting the business environment; another 10 students (41.1%) met expectations for the case analysis. Four students (16.7%) failed to meet expectations on this dimension. Overall, the target was nearly met because 82.2% of students met or exceeded expectations.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Monitor critical thinking abilities in MBA 600

Established in Cycle: 2012-2013

The professor will continue to emphasize and to monitor learning outcomes in the critical thinking skills of students in the cou...

M 23:Country Economic Analysis Project

Performance on a semester-long comprehensive country analysis project will be assessed for knowledge of global economic concepts. Students collect and analyze one country's GDP, inflation, unemployment, interest rates, exchange rates and related information. Assessment results will be used as indicators for knowledge of business concepts and techniques (O1) and ability to integrate information and demonstrate creative critical thinking skills (O5). Written and graphic communication abilities will also be assessed (O4) on this written report, using 2 parts of a 4 part rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of MBA students will meet or exceed expectations for ability to integrate global economic concepts and to forecast interest rates, exchange rates, inflation rates and unemployment rates in applied business decision making, assessed by one section of a 4-part rubric.

Findings (2012-2013) - Target: Met

Results are reported for the Spring, 2013 MBA 620 course (n=17) and the Coast cohort. Assessment results indicate the target was met. Seven students (41%) exceeded expectations regarding ability to integrate global economic concepts and forecast rates for business decision making; 10 students (59%) met expectations in these areas. No student failed to meet expectations, so 100% of MBA students met or exceeded expectations in these dimensions.

M 24:Comprehensive Clinical Case Study in Finance

MBA students will complete a comprehensive individual clinical case study in Finance. The case specifically requires applying valuation techniques of Adjusted Present Value (APV) and Price Earnings Ratio (P/E) to value a company in a leveraged buyout transaction. Results will be assessed using 2 sections of a 4-part rubric. This assessment provides information for knowledge

of basic finance concepts and techniques (O1) and ability to demonstrate creative critical thinking skills for business decision making (O5).

Source of Evidence: Project, either individual or group

Target:

85% of MBA students will meet or exceed expectations for ability to critically analyze financial concepts and techniques in this comprehensive case study, to apply financial valuation techniques and value a company in a leveraged buyout transaction.

Findings (2012-2013) - Target: Not Reported This Cycle

Comprehensive case studies in MBA 640 were not assessed for critical thinking and analysis skills in the 2012-2013 cycle.

M 28:Comprehensive project in global business systems

Students will complete a comprehensive, semester-long project in MBA 650 and submit a written report. The project on low carbon supply chain management and business intelligence will be used to assess written communication skills (O4) and critical thinking skills for business decision making (O5).

Source of Evidence: Project, either individual or group

Target:

85% of MBA students will meet or exceed expectations for critical thinking skills in global business systems. Students will demonstrate the ability to apply and analyze systems concepts in low carbon supply chain management and business intelligence on this comprehensive written project, assessed by one part of a 5-part rubric.

Findings (2012-2013) - Target: Met

Results are reported for the Spring 2013 MBA 650 class and represent the Coast cohort (n=29). Students performed well in critical thinking and integrative abilities on the comprehensive systems project. Twelve students (41.4%) exceeded expectations and 16 students (55.2%) met expectations for these abilities; only 1 student (0.4%) failed to meet expectations in these areas. Therefore, the target was met; 99.6% of MBA students met or exceeded expectations in this learning outcome.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Communicate the RCR training requirement to MBA students

During the next year, we will communicate the need to complete this mandatory training at several points during each semester. Our communications will include the expectation that training is to be completed during the first semester in the MBA program. We will continue to monitor completion rates.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: RCR Training Completion | **Outcome/Objective:** Ethical and Cultural Awareness

Implementation Description: Increased efforts by the Graduate School and the MBA program director to ensure compliance have been successful. RCR training completion is now part of the final degree audit conditions, which results in 100% compliance with this training requirement.

Projected Completion Date: 06/14/2012

Responsible Person/Group: MBA Director, Dean of the Graduate School, Provost, Vice President for Research

Continue analysis of ETS percentile rankings

We will continue to analyze national percentile rankings based on the ETS mean composite scores. The MBA program is being consolidated to the Coast campus in Fall, 2011. Although future assessments will be based on one combined cohort of MBA students, the GPAC will continue to study differences between full time students and working professional students. The consolidation strategy for the MBA program should elevate the performance of the full time students.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: ETS Mean Composite Score National Percentile Rankings | **Outcome/Objective:** Creative Critical Thinking Skills

Projected Completion Date: 07/31/2014

Responsible Person/Group: MBA Director and GPAC

Continue analysis of ETS total score performance

The MBA cohorts were combined in the Fall, 2011 semester when the program was consolidated to the Coast campus. We will continue to monitor composite score performance on the ETS exam, and study performance differences between the full time students and the working professional students. We hope to observe improved performance in the full time student group, when the two cohorts are combined into one.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: MBA ETS Major Field Exam - Composite Score | **Outcome/Objective:** Creative Critical Thinking Skills

Projected Completion Date: 07/30/2014

Responsible Person/Group: MBA Director and GPAC

Adjust lectures on creativity and managerial usefulness

Lecture material on creative and managerially useful analysis will be adjusted in the Spring, 2013 course offering to place more importance on these aspects of analysis.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Low

Projected Completion Date: 03/14/2013
Responsible Person/Group: Individual faculty member

Consistent faculty member in MBA 640

During the Fall 2011 semester, 3 different faculty members team taught this course. The regular graduate faculty member was on family medical leave for 1/2 the semester. This lack of consistency in faculty instruction, presentations and learning expectations contributed to this assessment result. In the Fall 2012 semester, 1 graduate faculty member will teach the course and assessment results should improve when instruction is consistent.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Low

Projected Completion Date: 12/14/2012
Responsible Person/Group: Individual faculty member

Consistent faculty member in MBA 640

During the Fall, 2011 semester the MBA 640 course was team taught by 3 different faculty members. The regular graduate faculty member was on extended family medical leave for 1/2 the semester and during this absence two other faculty members taught the class. This faculty inconsistency impacted learning of financial concepts and techniques, due to the ad hoc nature of course coverage during the semester. The course is being taught by one graduate faculty member during the Fall 2012 semester and knowledge of financial concepts and techniques should improve with consistent instruction.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Low

Projected Completion Date: 12/14/2012
Responsible Person/Group: Individual faculty member

Emphasize presentation skills at beginning of course in MBA 611

The professor will adjust early lectures to emphasize and train students in presentation skills at the beginning of the course.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Low

Projected Completion Date: 05/30/2013
Responsible Person/Group: Individual faculty member

Encourage preparation for MBA ETS exam

The plan is to increase the attention paid to the MBA ETS exam and to encourage more preparation for the examination. The professor teaching MBA 660 during the Spring, 2013 semester will

emphasize the importance of the examination to all MBA students during the semester, and encourage all to complete multiple practice tests prior to the official exam. The MBA Director will contribute to this effort as well via email and personal communications with all students in MBA 660 at the beginning of the Spring, 2013 term.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: Medium

Projected Completion Date: 05/30/2013

Responsible Person/Group: Individual faculty member and MBA Director

Improve critical thinking analysis of accounting cases

Increase lecture time and materials that focus on strategic critical thinking skills applied to financial case analysis.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Low

Projected Completion Date: 05/30/2013

Responsible Person/Group: Individual faculty member

More emphasis on target market understanding

In the 2012 course, more emphasis will be placed on the target market section of the business plan. While this portion was emphasized more during the 2011 course, the students' performance does not reflect the increased lecture and discussion in the area. The professor will continue to enhance the importance of understanding and carefully detailing the target market in the business plan.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: Low

Projected Completion Date: 12/13/2012

Responsible Person/Group: Individual faculty member

Stability of faculty teaching MBA 640

Results from 2012 indicate the achievement target was not met in one area -- Finance. The immediate strategy is to achieve stability in the faculty member teaching MBA 640 (Managerial Finance). This strategy is underway in the Fall 2012 course offering. During the fall of 2011, the faculty member who regularly teaches the course was on family medical leave for half of the semester. Therefore, in 2011 the MBA 640 course was team taught by 3 different finance faculty members. While this was necessary a year ago, it is not an ideal learning environment for MBA students. During the fall 2012 semester, stability has returned and the course is being taught by a senior Finance faculty member. The expectation is that Finance scores will improve in 2013.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 05/30/2013
Responsible Person/Group: Individual faculty member

Continue to monitor ETS total score performance

Individual student performance on the MBA ETS Field Exam will be continually monitored.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: MBA ETS Major Field Exam - Composite Score | **Outcome/Objective:** Creative Critical Thinking Skills

Projected Completion Date: 06/30/2014
Responsible Person/Group: MBA Director

Monitor critical thinking abilities in MBA 600

The professor will continue to emphasize and to monitor learning outcomes in the critical thinking skills of students in the course. Minor modifications in lecture emphasis may be helpful.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Case Presentation in MBA 600 | **Outcome/Objective:** Creative Critical Thinking Skills

Projected Completion Date: 12/13/2013
Responsible Person/Group: Individual faculty member

Monitor exam performance in MBA 611

The professor will continue to monitor exam performance in MBA 611, relative to achieving targets for LO1. The target was almost met in 2012, so no changes to exam structure are merited at this time.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Exam questions in MBA 611 | **Outcome/Objective:** Concepts and techniques in all functional areas

Projected Completion Date: 12/13/2013
Responsible Person/Group: Individual faculty member

Monitor performance in leadership and team building

Lecture material will be strengthened in leadership and team building in this course, and the faculty member will continue to monitor performance. Although the target was almost met, substandard performance in one group of students was observed.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Leadership Skills Assessment | **Outcome/Objective:** Leadership and Team Building Skills

Projected Completion Date: 12/13/2013

Responsible Person/Group: Individual faculty member

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

In the 2012-2013 cycle, the assessment goal was to "over-assess" in MBA courses for a second year. The 2011-2012 cycle marked the first year for the hybrid delivery format and combined cohort of working professional students and younger students (without working experience) on the Coast campus. Collectively, assessment results were very positive in the 2011-2012 cycle. The current cycle provides a second year of assessment results and evidence of the program's success for hybrid delivery to a blended cohort of students. Collectively, our results document two things: 1) no declines in performance due to the hybrid format, and; 2) success for the blended cohort, documented by increases in the performance of the full time MBA students for a second year. The 2012-2013 results continue to document strengths across all Learning Objectives, where MBA students met or exceeded target goals in the following areas and MBA courses:

1. O1: Basic Business Knowledge - Targets met or exceeded in MBA 600, 610, 611, 620 650, and on the MBA-ETS Field Test.
2. O2: Leadership and Team Building - Targets met or exceeded in MBA 600
3. O3: Cultural and Ethical Awareness - Targets met or exceeded in MBA 600, 650 and on RCR Training Completion.
4. O4: Communication Skills - Targets met or exceeded in MBA 605, 610, 611, 620, 650 and 660.
5. O5: Creative Critical Thinking - Targets met or exceeded in MBA 605, 610, 611, 620, 650, 660 and on the MBA-ETS Field Test.

Collectively, our assessments document continued improvement in the 5 learning goals for the program and provide a fourth year of evidence regarding the success of the program revision in 2009. Results on the 2013 MBA ETS Field Test (which also serves as the comprehensive examination in the program) continue to exceed our goals and expectations for student learning that is documented at the conclusion of the MBA program; the assessment is internationally normed against over 25,000 MBA students at 260 institutions.

Our national percentile ranking on the MBA ETS Field Exam (based on our cohort's mean composite score) increased again. In 2012 our MBA cohort ranked at the 78th percentile and in 2013 the MBA cohort ranked at the 85th percentile nationally. When the scores for the one MBA student who failed

the exam are removed from the cohort, the 15 MBA students who passed the exam ranked at the 89th percentile. This is an outstanding result.

Further analysis of the ETS results indicates the working professional students (who passed the exam) outperformed their less-experienced classmates. Working professional students (n=8) achieved a mean composite score on the MBA ETS Field Test that ranked at the 95th percentile internationally. Younger students without work experience ranked at the 76th percentile internationally (n=7). Both results are outstanding and exceed target goals for performance, but we will continue to monitor differences across the subgroups of the blended cohort.

The score differences observed in 2012-2013 contradict the finding of no difference between the two groups, that was reported in the 2011-2012 cycle. However, the most important result is that the blended cohort has elevated the performance level of young, inexperienced students and these results provide a second year of evidence.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The 2012-2013 assessment results show that continued attention should be paid to the "highest order" learning outcome in the MBA program: the development of creative and critical thinking abilities that are applied to business decision making. When the results are analyzed for targets not met:

1. O1: Basic Business Knowledge - the 75% goal (meeting or exceeding expectations) was not met in one MBA course assessment; in MBA 611, multiple examination questions across two exams given in the course were used to assess this learning outcome. The goal was nearly met, as MBA students correctly answered 73% of the examination questions used to assess basic business knowledge in the accounting area.

2. O2: Leadership and Team Building - The goal that 85% of MBA students would meet or exceed expectations in leadership and team building was not met in MBA 600. Again, the goal was nearly met; as 83.3% of MBA students met or exceeded expectations in this dimension.

3. O5: Creative Critical Thinking - Our assessment targets/goals were not met in 2 areas for this learning outcome:

a. MBA 600 Comprehensive Case - 83.3% of MBA students met or exceeded expectations for creative critical thinking, and the goal was that 85% of MBA students would meet or exceed expectations.

b. MBA ETS Field Exam - The performance goal is that 85% of MBA students will have an individual composite score above the national median score of 248. In 2012-2013 the goal was not met; 75% of MBA students who took the exam had a composite score above the national median score.

While this ambitious goal was not met, assessment results show improvement over the 2011-2012 cycle when 72% of students met this goal. Three of the four students who did not meet the median score goal were within 5 points of achieving the goal.

During the next year, the MBA faculty will continue to emphasize development of basic knowledge, leadership and team building skills and creative critical thinking abilities across all courses in the curriculum. Continuous improvement is our goal, and our most important task. Most of our 2012-2013 assessment results indicate MBA students meet goals in basic business knowledge.

The only exception was in the MBA 611 course, with assessment based on multiple examination questions across two exams. Different results might be realized by a fine-tuning of the examination questions or by using another direct assessment device (such as case study) in this course.

We continue to develop better ways of measuring leadership and team building in the MBA 600 course (Organizational Behavior and Leadership), and better ways to assess critical thinking skills in the course via case analysis. In the next assessment cycle, two different professors will teach this course (one on the Hattiesburg campus and one on the Gulf Coast campus). Their results can be used to reach consensus on better ways to measure these student learning outcomes.

We will continue to assess, and develop strategies to achieve the ambitious performance goal on the MBA ETS Field Exam for individual student composite scores above the national median. Each year, the faculty members teaching MBA 660 (the capstone course) find additional ways to emphasize the importance of the field exam and these efforts will continue.

Annual Report Section Responses

Program Summary

The 2012-2013 year was the fourth year of new MBA program requirements. Our assessment results indicate continued improvement in learning outcomes in accounting, finance, marketing, management and strategic integration/critical thinking. The current results also document improved learning outcomes in analytical decision making/statistical analysis, global business systems and technology, and understanding the global economy.

Overall performance on the MBA ETS Field Exam increased for the fourth year since program revision. The mean composite score for all MBA's who took the MBA ETS Major Field Test improved from a national ranking at the 70th percentile (2010) to the 75th percentile (2011) to the 78th percentile (2012) to the 85th percentile in 2013. This trended result provides a fourth year of evidence documenting the success of the MBA program revision and earlier loop closing activities in the College of Business.

Strengths in basic business knowledge (O1), leadership and team building (O2), cultural and ethical awareness (O3), communication skills in all areas (O4) and creative critical thinking (O5) were clearly documented by assessment activities during the 2012-2013 year.

The 2012-2013 year was the second year of MBA program redesign. The program became a Professional MBA Program with all classes delivered using a hybrid format, beginning in 2011-2012. This change was necessary when MBA classes were suspended on the Hattiesburg campus in the Fall, 2011 semester; the redesign goal was to serve the needs of part time working students while still accommodating the full time student. During the second year, enrollment increased among part time and full time students due to targeted recruiting and advertising strategies for the program. The 2012-2013 year provided a second year of evidence that the redesign was successful; student response to the hybrid class format and the blended cohort has been positive.

Collectively, our assessment results in 2012-2013 document improved student learning outcomes in both groups (part time working professional students and younger students who lack work experience); these results are consistent across all 5 student learning outcomes established for the MBA program.

Work continued to offer a diverse set of elective choices to MBA students. During the 2012-2013 year, graduate electives in international business, financial statement analysis, marketing research and

organizational communications were offered. MBA students also chose elective courses in Logistics, Trade and Transportation. The College moved formally to expand elective offerings by formalizing the move of the Masters degree program in Economic Development during the 2012-2013 year. The move was official by July 1, 2013 and MBA students will now be able to pursue an emphasis area in Economic Development to enhance their degrees.

The College made further progress on globalization efforts for faculty members and MBA students. MBA students participated in 3 study abroad programs: British Studies, Panama and the newly created Asian Studies program. Interest and enrollment in all international program opportunities increased in 2012-2013 as MBA students see the value of an International Business emphasis in the degree program. Interest in South America continues to increase: in 2013, MBA student enrollment in the Panama program grew for the third year in a row. These educational and curriculum alternatives enhance the global knowledge, skills and awareness of our MBA students in the College of Business and prepare them for new career opportunities in global firms.

During the 2012-2013 year, the Graduate Programs and Assessment Committee (GPAC) continued to improve the applicant review and admissions process while carefully reviewing assessment results. The GPAC members formalized the value of work experience as an additional admission criterion important to the MBA program. Given the increased interest in the MBA by students without an undergraduate degree in business, the GPAC carefully studied and revised components of the application package to eliminate barriers to MBA program enrollment and growth. The GPAC approved a substantial reduction in the prerequisite requirements for the MBA program; this change was approved by the Graduate Faculty in the College in August, 2013 and by the Graduate Council in September, 2013.

The GPAC also approved a change in test requirements for the MBA program; effective August, 2013 applicants can submit either GMAT or GRE score reports as part of the application. Improved marketing, recruiting and database development efforts informed other GPAC actions during the year.

Since July of 2012, the MBA Director has maintained a database of MBA prospects and characteristics. As of September, 2013 the database has over 700 prospects for the program, who opted in and provided specific applicant information. Analysis of this database indicated that over half of MBA prospects do not have an undergraduate degree in business. This led to two actions: the reduction in prerequisite requirements previously discussed, and the development of a new graduate certificate program in Business Foundations.

The new graduate certificate was approved by the GPAC and the graduate faculty members in the College of Business during the summer of 2013; the certificate program was approved by Graduate Council in September of 2013. The College will begin offering courses in Spring, 2014. The certificate courses can be used to meet prerequisite requirements for the MBA program, and all courses will be offered online. This new program will eliminate more barriers for MBA applicants and should lead to further enrollment growth in the program. While these changes are more linked to marketing research than to assessment results, they are important continuous improvement initiatives for the MBA program.

One of the most exciting recognitions for our MBA program happened in May of 2013. For the first time, the part-time MBA program is ranked in the top 200 programs by U S News and World Report. This is the 2014 "Best Part-Time MBA Programs" ranking and the Southern Miss MBA program is ranked at #188. The College of Business has begun early promotional efforts for this important ranking, with additional press releases in development as of September, 2013.

Continuous Improvement Initiatives/Additional Action Plans

During the 2012-2013 year there were several continuous improvement initiatives for the MBA program that are not linked to the assessment of a specific learning outcome.

1. Increase study abroad opportunities and participation by MBA students. More students traveled to Panama in 2013 than in 2012; MBA students joined with students in the MPA program, the Masters in Logistics, Trade and Transportation and the Masters in Economic Development on this study abroad. MBA students also participated in British Studies and the new Asian Studies program during 2013. This globalizes our MBA students and provides the additional benefit of understanding different perspectives (from other discipline areas). Students who participated learned their research projects crossed all discipline areas during these blended cohort study abroad experiences.

2. Continue to study the success of the hybrid scheduling model adopted in 2011-2012. Student response continued to be positive and our assessment results indicated no declines in learning outcomes due to the change. In fact, assessment results across all student learning outcomes improved in 2012-2013. The MBA faculty members teaching the hybrid courses met several times over the year, to share classroom strategies, techniques and results. This effort helped to develop a team culture among MBA faculty members, and continued improvement of assessment approaches.

3. We worked to develop a formal marketing research/intelligence system on our MBA prospects during the 2012-2013 cycle. The first year of this effort was very productive, and led to a greater understanding of prospect characteristics. This informed our marketing and recruiting strategies. It also informed efforts by the GPAC to study and to propose an elimination of barriers to program entry. By the end of the cycle, significant changes were approved and in place: greater flexibility regarding testing options, a significant reduction in prerequisite course requirements, and development of a new online graduate certificate program that can be used to meet MBA program prerequisites.

4. The 2012-2013 year marked additional efforts to partner with other programs on campus. Multiple meetings were held with graduate faculty in nursing to identify partnership opportunities between the Nurse Executive masters program and the MBA program. The new certificate program developed to minimize prerequisite barriers to the MBA will also meet the needs of other graduate programs on campus.

5. The GPAC formally adopted a quantitative work experience factor as an additional element in the admissions process used to evaluate applicants. Over many years, MBA assessment results have documented improved learning outcomes for students with work experience (generally the part time MBA students). This was a valuable addition to our admissions review process and has informed better decision making for the GPAC, and the MBA program.

Closing the Loop/Action Plan Tracking

The 2012-2013 year provided more evidence of the successful MBA program revision in 2009, and the success of the hybrid delivery format that began in the 2011-2012 year. Faculty participation in assessment activities continued to increase; during 2012-2013 we continued to "over-assess" in MBA courses across the 5 student learning outcomes. Specific loop closing activities included the following activities.

1. Continued analysis of MBA ETS Field Test total score performance on an annual basis. The graduate faculty continue to study individual score reports, composite mean scores, mean subscores in 5 critical areas (accounting, finance, management, marketing and strategy) and national percentile rankings across all score types examined. This is one of our most important and externally valid

assessment set of measures and will be an on-going loop closing activity in the MBA program and the College of Business. Once again, our assessment results improved across all measures.

2. Continued analysis of MBA ETS Field Test score results for the blended cohort of MBA students. For many years, we have analyzed the differences in performance between part-time, working professional students and full-time younger students who lack work experience. This continued during the 2012-2013 cycle and will continue on an annual basis as an action plan. Results during the current year indicated improved learning outcomes for all MBA students, and documented elevated performance levels for the younger students in the MBA program who lack work experience.

3. Continued development of the culture of assessment for MBA faculty members. Many action plans (planned, in progress or finished) are linked to minor adjustments in specific MBA classes and improved measurement of learning. During the 2012-2013 cycle the MBA Director discussed specific results with faculty members teaching MBA 600, MBA 611, MBA 610, MBA 605, MBA 620, MBA 650 and MBA 660. Rubrics were shared with these faculty members and many adopted improved versions of rubrics used. This activity is critical to continuous improvement and to further loop closing based on assessment results. As we collect and analyze more assessment results, more graduate faculty become involved in the discussion and assessment process. Each year our culture of assessment improves and expands.

4. During the 2012-2013 year we made progress on an action plan to stabilize the faculty member teaching MBA 640, the graduate Financial Management course. This was discussed and resolved at the Executive Committee level in the College of Business. One faculty member taught the course and the result was a significant improvement in Finance subscores (and national percentile ranking) on the MBA ETS Field Test.

5. We made significant progress to better understand the characteristics of MBA program applicants by developing and maintaining an information system/database on applicants during the year. This led to loop closing on the application and selection process. During the 2012-2013 cycle the graduate faculty in the College of Business eliminated significant barriers to enrollment by expanding test alternatives (adding the GRE to the GMAT as an acceptable entrance exam) and by reducing prerequisite requirements to the program. The Graduate Programs and Assessment Committee (GPAC) adopted the formal inclusion of a quantitative work experience factor to the admissions decision process to better evaluate applicants; again this change was informed by assessment results.

6. More loop closing occurred at the executive, internal level of the College of Business. The Interim Dean, Associate Deans and Department Chairs were informed about assessment results throughout the year, leading to better understanding of MBA program results. Similar discussions took place at the GPAC level, and in two general College of Business faculty meetings during the year. This helps to expand the culture of assessment in the College and also informs the faculty of our outstanding results for the MBA program.

7. During the summer of 2013, the new Dean of the College of Business was hired and began work. Multiple meetings between Dean Gilbert and the MBA Director have taken place from June, 2013 to September, 2013; this loop closing brings the new Dean up to date on MBA program quality, assessment processes and planned improvements to the program. During the same time frame, multiple meetings of the Executive Committee members in the College of Business have addressed MBA program issues, assessment results and continuous improvement plans. This loop closing has positioned the College of Business to plan new strategies for program growth, expansion and development in the upcoming cycle. The activities were also important because MBA classes resumed on the Hattiesburg campus in the Fall, 2013 semester after a 2-year suspension. The Executive Team

in the College of Business is poised to take advantage of this future opportunity to grow enrollment in the Gulf South region.