

MBA Assurance of Learning Report

AY 2014-2015

Report Date: [Add date here]
School/College: School of Management
Department/Program: Master of Business Administration
Person completing the Report: [Add name here]

Phase 1: Assessment Process

Overview Statement: Briefly summarize the student learning assurance activities that were undertaken this academic year. Indicate which learning outcome was assessed and who was involved in the evolution.

Learning Outcome:

- **Learning Outcome: 03) Business Environment**
Students will measure, analyze and interpret all aspects of the business environment.

Evaluator(s): *[Evaluator(s)]*

Assessment Plan:

Assessment Method Category: *Course-embedded Assignments*

Assessment Method: *Informal Student Feedback*

Courses where method is assessed (if applicable): *MBA 6018 - Spreadsheet Analytics*

Phase 2: Results Assessment

Results:

Result Date: *[Date]*

Result Type: Choose an item.

Result:

During the course the students are given a sizable spreadsheet modeling assignment each year. From conversations with students from previous semesters who had taken the course, faculty realized that many students were struggling with some aspects of the work. The faculty were determined to improve their learning.

In the 2014-2015 academic year, the faculty took the following steps to help improve learning outcomes:

- Added one-on-one and group coaching sessions with program faculty.
- During class and also during the supplemental group instruction sessions, faculty implemented a coaching intervention that proved to be reliably effective by providing a pathway to help students understand calculations of performance measure values.
- Developed a new instructional document to support best practices in modeling and spreadsheet design for large-scale modeling and analysis.
- Reviewed the contents of this new document in class while illustrating key points in Excel and on the board.

Informal student feedback (to faculty and to the TAs who had been students in the course the previous year) was strongly positive. The coaching experience gave faculty many insights into where students were struggling. Faculty learned that the best coach is a fellow student who “got it” two minutes earlier.

Faculty found statistically significant improvement in student performance. To quantify the findings, faculty conducted a controlled experiment by examining the results of an assignment that was given both before and after the implementation. In both cases, the assignment was graded by teaching assistants who were following the same rubric (the TAs did not actually know that this assignment or its results were in any way connected to an Assurance of Learning process).

- The mean score on the assignment during the 2013-2014 Academic Year was 82.84, with a standard error of 1.89.
- The mean score on the assignment during the 2014-2015 Academic Year was 87.54, with a standard error of 1.25.

The rubric used for the Excel assignment is as follows:

Grading Rubric for Modeling Assignment

Buckeye Evaluative Model - Grading Rubric			
Concept	Possible	Earned	Comments
Decision Variables (Correct, Organized)	10		
Input Data - Stored in Original Form & Referenced	5		
Input Data - Clearly Organized for Calculations	10		
Calculations - Easy to Read	10		
Calculations - Unit Conversions	5		
Consistent Row and Column Structure, Labels	10		
Modular Layout	10		
Highlighting of Different Data Elements	5		
All Performance Measures Computed	15		
All Performance Measures Calculated Correctly	15		
Organized Reports (Key DVs and PMs)	5		
TOTAL	100	0	

Course(s) from which the assessment(s) were gathered: *MBA 6018*

Action:

Action Date: *[Date]*

Assessment: *[What did the faculty in the department or program learn? Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation]*

Action:

The course syllabus for *MBA 6018 - Spreadsheet Analytics* was modified to include the four steps to improve student learning outcomes outlined above. Hereafter this course will utilize these resources and teaching practices.

Phase 3: Closing the Loop

1. What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

[Add your answers here]

2. What is the plan to assess the changes?

[Add your answers here]

Please return to Stephen Morris at morris@usfca.edu.

If you have any questions, please contact: Stephen Morris, Assurance of Learning Director (morris@usfca.edu or x6964).