**MBA AY 2016-2017 Assessment**

***Phase 1: Assessment Plan***

**Learning Outcome assessed:**

**06) Strategic Plans**
Students will formulate and execute strategic plans.

**Assessment Method:**

**Targeted performance, based on rubrics:**

**Evaluation Process:**

A random selection of 12 students was assessed as follows:

Students used their ​‘Weekly Goal Memos’​ ​to set goals within the scope of the course, evaluate the progress of their goals, and use course concepts to explain the achievement/non-achievement of these goals. This analysis was used to formulate goals for the next week.

1. Students were expected to show:
​Mastery of the SMART goal framework
2. ​Connections between events and behaviors they observe to broader patterns of human behavior as covered in the course
3. ​Written communication that is understandable without additional explanation

​LEADERSHIP COMMUNICATION: Students will develop a leadership and communication style that is authentic, effective, and persuasive. Th​e "effective" part of this​ learning objective is ​assessed in expectation 3.

​CRITICAL THINKING: Students will challenge assumptions and establish a process to appraise competing perspectives

This learning objective is assessed in expectation 2. The application of course concepts to events and behaviors observed is both a challenge of intuitive assumptions about human behavior and a selection of which of several competing perspectives best explains the pattern observed.

​CREATIVE PROBLEM SOLVING: Students will interpret ambiguous information and formulate succinct solutions

This learning objective is assessed in expectations 1 and 2. The SMART framework is used to formulate goals which are specific and measurable, which removes ambiguity from the information received. The application of course concepts to this information results in updated goals for the next week (i.e. a succinct solution).

**Rubric:**



**Course where learning outcome was assessed:**

**MBA 6014, sections 01 & 02**

**Evaluator(s):**

Zach Burns

***Phase 2: Results Assessment and Planned Action***

**Results:**

|  |  |  |  |
| --- | --- | --- | --- |
| Student  | Usage of SMART goal framework (1-3) | Connections between observations and larger patterns of behavior (1-3) | Understandable written communication (1-2) |
| 1 | 1 | 2 | 2 |
| 2 | 1 | 1 | 2 |
| 3 | 3 | 3 | 2 |
| 4 | 2 | 3 | 2 |
| 5 | 2 | 2 | 2 |
| 6 | 2 | 2 | 1 |
| 7 | 1 | 2 | 1 |
| 8 | 3 | 1 | 2 |
| 9 | 3 | 3 | 2 |
| 10 | 2 | 1 | 2 |
| 11 | 1 | 2 | 2 |
| 12 | 3 | 3 | 2 |

|  |  |
| --- | --- |
| SMART goals |  |
| Rating | Count | Percent |
| 3 | 4 | 0.333333 |
| 2 | 4 | 0.333333 |
| 1 | 4 | 0.333333 |
| Total | 12 |  |

Most of the sampled essays (2/3) achieved an acceptable or exemplary rating. However, a significant portion (1/3) still lacked in usage of the SMART goal framework at the end of the semester (the sampled essay was the 6th opportunity to use the framework.)

|  |
| --- |
| Knowledge synthesis |
| Rating | Count | Percent |
| 3 | 4 | 0.333333 |
| 2 | 5 | 0.416667 |
| 1 | 3 | 0.25 |
| Total | 12 |  |

Most essays achieved an acceptable or exemplary rating. Fully a quarter of the sampled essays need improvement in applying the course concepts to their lives.

|  |  |  |
| --- | --- | --- |
| Language |  |  |
| Rating | Count | Percent |
| 2 | 10 | 0.833333 |
| 1 | 2 | 0.166667 |
| Total | 12 |  |

Most essays contained no errors.

**Suggested Actions:**

From a baseline of the first memo opportunity, there was significant improvement. The relatively high proportion of students still lacking suggests the need to better guide students in their usage of this framework.

The most common reason for receiving a "1" on knowledge synthesis was a failure to connect their description of behavior using the terms in the course. While often these students have the right idea, in the future such students will need more assistance in connecting their intuitive understanding to the theoretical frameworks discussed in class.

17% of the sampled essays would be considered "unacceptable" in the modern workplace. Though concerning for the individuals who still lack the communication skills, from a class-level perspective, this is a reasonably good success rate.

***Phase 3: Closing the Loop***