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. The "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:

Evaluation Dimensions	Performance Rating		
	Needs Improvement **1**	**Acceptable** **2**	**Exemplary** **3**
Usage of SMART goal framework	No goals are stated, or stated goals fail to incorporate all five criteria listed in the "2" category.	Goals are stated using the SMART framework. That is they are: Specific (describe an observable behavior or outcome), Measurable (describe how the behavior or outcome will be quantified), Achieveable (the goal is completely achievable by the student, and independent of others actions or events), Relevant (describe why this goal is related to personal aims and progress), and Timebound (set a time to take a measurement that determines whether the goal was achieved).	Goals are stated uing the SMART framework, as in category 2. Additionally, the description of the goals adds additional complexity or detail indicating a deeper engagement with the framework.
Connections between observations and larger patterns of behavior	The memo either (a) doesn't relate the behavior/outcomes observed to a larger behavioral pattern, (b) uses intution/lay theory (instead of course concepts) to explain the pattern, or (c) uses a course concept or theory incorrectly without justification.	The memo relates the behavior/outcomes observed to a theoretical framework or concept from the course. If an incorrect framework or concept is used, the memo includes a reasonable justification.	The memo relates the behavior/outcomes observed to a theoretical framework or concept from the course. The description adds additional complexity or detail indicating deeper engagement with the course material (e.g. explaining why other frameworks or concepts apply less well to the described situation).
Understandable written communication	The memo contains any errors that would normally be considered unacceptable in a modern workplace, including (but not limited to): misspellings, clearly misused punctutation, grammatical errors (that would be unacceptable in spoken language), general inclarity.	The memo contains no errors that would normally be considered unacceptable in the modern workplace.	(The memos will be rated on a two point scale: they either meet clarity expectations, or they do not.)

Goals Memos Rating 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