



Spears School of Business

Master of Science in Business Administration

Assessment Plan Form

Date Plan was Approved by Department: 12/19/2016

Name of Person Submitting Plan: Sarah Chabinak

A. Program Information:

Assessment Coordinator's Name: Jan Analla

Assessment Coordinator's Email Address: jan.analla@okstate.edu

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The current mission statement indicates, "The Oklahoma State University Master of Business Administration Program will prepare individuals for leadership roles in dynamic, local, national, and global business environments. To accomplish this mission the program will:

- Strive to develop a strong sense of community among all of our MBA students and alumni.
- Focus on developing the whole student, academic as well as professional and interpersonal.
- Provide an exceptional educational experience by integrating, theory, application, and practitioner networks.

C. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

C1) Student Learning Outcome #1: Ethical Decision Making

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

This objective anticipates that graduates will demonstrate ethical sensitivity in their business dealings and be able to:

1. Look beyond the obvious in business settings and identify patterns, contracts, relations, or events that create ethical dilemmas;
2. Identify stakeholders likely to be impacted by decisions in these settings;
3. Discuss alternate courses of action and the consequences that are likely to accrue to each stakeholder as a consequence of each action;
4. Identify ethical rules or principles that may be relevant to the ethical decision;
5. Identify relevant stakeholders and potential consequences to the stakeholders;
6. Recommend a feasible and ethical plan of action; and
7. Support the recommendation by synthesizing the previous responses.

While we expect that undergraduates will have a start with respect to the preceding skills, the level of analysis and insight for MBA students should be at a much higher level.

CURRICULUM MAP

X = Courses where learning goal is addressed

A = Courses where learning goal is assessed

Course Number	Course Name	Ethical Decision Making
ACCT-5183	MBA Financial Reporting	x
ACCT-5283	MBA Managerial Accounting	x
BADM-5613	External Environment of Business	x
ECON-5113	Managerial Economics	
FIN-5013	Business Finance	x
FIN-5053	Theory & Practice of Fin Mgmt	
LSB-5163	Legal Environment of Business	
MBA-5100	Professional Development	x
MGMT-5303	Corporate and Business Strategy	A
MGMT-5113	Management & Org Theory	x
MKTG-5133	Marketing Management	x
MSIS-5303	Quantitative Methods in Business	

How will students be selected to participate in the assessment of this outcome?

Students enrolled in MGMT 5303 at each of the three campuses (Stillwater, Tulsa, and Distance) were asked to complete the exercise as part of the course.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
| | | Click here to specify. |

Describe the how the assessment method will be implemented, administered, and/or conducted.

- Ethical decision making will be tested with a challenging case scenario.
- Students will receive an email from “a supervisor” with regard to a complex ethical dilemma that requires a decision. Within this email, the “supervisor” instructs the subordinate (students) to respond with an email that answers the following questions:
 1. Do there appear to be ethical issues here?
 2. What are some possible actions?
 3. Who do you think might stand to be affected by our decision and how?
 4. Are there some ethical rules or principles that we should consider in making this decision?
 5. What action do you think would be the most ethical and why?
 6. What action do you think we should actually take? If it differs from your response to No. 4 above, explain why.
- Students will be instructed that their responses should be concise and well-organized and should reflect the tone, spelling, grammar, and mechanics that would be appropriate to an email response to a supervisor.
- Cases were evaluated by faculty members from the MBA Curriculum Committee using the rubric

Ethical Decision-Making Rubric			
Rubric	Exceeds Expectations (2)	Meets Expectations (1)	Below Expectations (0)
Identify ethical issues	Shows insight in identifying both obvious and more obscure issues	Identifies some issues	Fails to identify any relevant issues
Identify possible courses of action	Identifies at least 3 actions. At least some of these actions demonstrate moral imagination.	Identifies at least three possible actions	Identifies less than three actions
Identify stakeholders	Identifies most stakeholders	Identifies at least three stakeholders	Fails to identify any stakeholders
Identify consequences to stakeholders	Identifies most consequences	Identifies some consequences	Fails to identify any consequences
Identify ethical rules or principles that may apply	Identifies multiple rules or principles that might be considered in this decision context	Identifies at least one rule or principle	Fails to identify any relevant rules or principles
Identifies and supports an ethical action plan	Identifies an ethical action plan with solid support	Identifies an ethical action with limited support	Fails to identify an ethical plan
Recommend an ethical action	Recommendation consistent with ethical plan	Recommendation deviates partially from an ethical plan	Recommendation deviates seriously from ethical plan

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

With respect to the seven learning objectives, our primary goal is to have 80% of students score at or above 7 (an average of "meets expectations") and to have at least 50% score at or above 10.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

Each Semester

Yearly

Every other year

Other (please specify): This test will be administered on an every-two-year cycle beginning in Spring, 2013, to students in the strategic management course, MSIS-5303, in Stillwater, Tulsa, and Distance. Due to a curriculum change resulting in alteration of course rotations, next administration after Spring 2015 will be Fall 2016 for Stillwater and Distance and Spring 2017 for Tulsa.

C2) Student Learning Outcome #2: Teamwork & Leadership

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

This objective anticipates that graduates will be skilled in working with teams and providing direction to those teams. Students should

- Demonstrate responsibility in their team interactions through active attendance at and preparation for team meetings;
- Be adept at recognizing problems, identifying causes, and recommending solutions;
- Demonstrate an attitude of enthusiasm, cooperation, and commitment;
- Carry a fair share of their load of team activities.

- **CURRICULUM MAP**

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- X = Courses where learning goal is addressed
- A = Courses where learning goal is assessed
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Course Number	Course Name	Teamwork & Leadership
ACCT-5183	MBA Financial Reporting	
ACCT-5283	MBA Managerial Accounting	x
BADM-5613	External Environment of Business	
ECON-5113	Managerial Economics	
FIN-5013	Business Finance	x
FIN-5053	Theory & Practice of Fin Mgmt	
LSB-5163	Legal Environment of Business	
MBA-5100	Professional Development	x
MGMT-5303	Corporate and Business Strategy	A
MGMT-5113	Management & Org Theory	x
MKTG-5133	Marketing Management	
MSIS-5303	Quantitative Methods in Business	
MSIS-5623	Info Network Tech Management	x

How will students be selected to participate in the assessment of this outcome?

Students enrolled in MGMT 5303 at each of the three campuses (Stillwater, Tulsa, and Distance) are asked to complete the exercise as part of the course.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
- [Click here to specify.](#)

Describe the how the assessment method will be implemented, administered, and/or conducted.

•

TEAMWORK AND LEADERSHIP RUBRIC

Co-Manager Meetings

- Attendance at co-managers' meetings – 6 points
 - Habitually absent – 1 point
 - Missed close to 50% of our meetings – 2 points
 - Missed about 20-30% of our meetings – 3 points
 - Missed about 10-20% of our meetings – 4 points
 - Very dependable; missed only one or two meetings – 5 points
 - Always present – 6 points
- Promptness – 6 points
 - Habitually late – 1 point
 - Late to about 50% of our meetings – 2 points
 - Late to about 20-30% of our meetings – 3 points
 - Late to about 10-20% of our meetings – 4 points
 - Late to only one or two meetings – 5 points
 - Never kept co-managers waiting – 6 points
- Caliber of preparation for meetings (was familiar with where things stood and latest results – 6 points)
 - Always behind rest of the team – 2 points
 - Marginal; usually had to catch up during meeting – 3.5 points
 - Adequate; about as well-prepared as others – 4.5 points
 - Good; somewhat better prepared than others – 5 points
 - Excellent; usually well prepared – 5.5 points
 - Exceptional; generally best-prepared of all co-managers – 6 points

Effectiveness in Helping Run the Company

4. Understanding of company operations; skills in interpreting and analyzing the numbers on the screens and in the company reports – 12 points
 - Quite weak – 5 points
 - Marginal; sub-par - 7 points
 - Adequate – 9 points
 - Good – 10 points
 - Excellent; very impressive – 11 points
 - Exceptional; strongest of all co-managers – 12 points

5. Skills in diagnosing our company’s problems, competitiveness, and standing vis-à-vis rivals – 12 points
 - Quite weak – 5 points
 - Marginal; sub-par – 7 points
 - Adequate – 9 points
 - Good – 10 points
 - Excellent; very impressive – 11 points
 - Exceptional; strongest of all co-managers – 12 points

6. Skills in proposing “what to do” and strategic approaches to take – 12 points
 - Quite weak – 5 points
 - Marginal; sub-par – 7 points
 - Adequate – 9 points
 - Good – 10 points
 - Excellent; very impressive – 11 points
 - Exceptional; strongest of all co-managers – 12 points

7. Caliber of contribution to decisions and to the company’s overall performance – 12 points
 - Quite weak; had almost no impact (or took actions which hurt performance) – 4 points
 - Had little positive impact (or even a negative impact) in shaping company performance – 7 points
 - Adequate; played a supporting role in shaping company performance – 9 points
 - Good; played an important positive role in shaping company performance – 10 points
 - Excellent; played a major and positive role in shaping company performance – 11 points
 - Exceptional; highest positive impact of all co-managers – 12 points

Effectiveness as a Member of the Company’s Management Team

8. Enthusiasm and Commitment - 6 points
 - Almost none – 1 point
 - Inadequate – 3.5 points
 - Adequate; acceptable – 4.5 points
 - Good enthusiasm and commitment – 5 points
 - Very enthusiastic and committed – 5.5 points
 - Exceptional; strongest of all co-managers – 6 points

9. Teamwork and cooperativeness – worked well with co-managers - 6 points
 - Quite weak; gave team many problems – 2 points
 - Marginal; prone to make decisions without telling anyone – 3.5 points
 - Adequate – 4.5 points
 - Good – 5 points
 - Excellent; very impressive – 5.5 points
 - Exceptional; strongest of all co-managers – 6 points

10. Exercise of leadership within the groups - 6 points

- Had little to say and little to offer – 1 point
- Ineffective; had a hard time winning support for ideas – 3 points
- Adequate ability to present views and make a case for proposed actions – 4.5 points
- Good ability to present views and make a case for proposed actions – 5 points
- Effective and persuasive in convincing others to go along with proposed actions – 5.5 points
- Exceptional; strongest of all co-managers – 6 points

11. Carried a fair share of the overall workload - 6 points

- Far less than a fair share – 3 points
- Slightly below a fair share - 4 points
- Roughly a fair share – 4.5 points
- Slightly above a fair share – 5 points
- Well above a fair share – 5.5 points
- Far beyond what any other co-manager did – 6 points

12. Overall Evaluation - 10 points

- Below 50 – I would like to have fired this person as a co-manager – 4 points
- 50-59 – Very weak (I would definitely not want to be teamed with this person again) – 5 points
- Marginal; sub-par – 6 points
- Slightly below average – 6.5 points
- Average – 7 points
- Slightly above average – 7.5 points
- Good – 8 points
- Very good - 8.5 points
- Excellent; very impressive – 9 points
- Exceptional; strongest of all co-managers – 10 points

Additional Comments:

Peer evaluation is part of The Business Strategy Game at www.bsg-online.com.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

Each Semester Yearly Every other year

Other (please specify): **Due to curriculum changes, this objective was not assessed in Spring 2015 as planned. It is planned for Fall 2016 for Stillwater and Distance and Spring 2017 for Tulsa.**

C3) Student Learning Outcome #3: Decision Analyses

Identify opportunities for students to learn this outcome during the academic program:

For future, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

This objective anticipates that students will be able to:

- Demonstrate an advanced knowledge of business vocabulary, processes, environment, and practices appropriate to MBA students;
- Integrate and synthesize knowledge of the business disciplines to analyze complex scenarios and make strategically-appropriate decisions.

- **CURRICULUM MAP**

-
- X = Courses where learning goal is addressed
- A = Courses where learning goal is assessed
-

Course Number	Course Name	Decision Analysis
ACCT-5183	MBA Financial Reporting	x
ACCT-5283	MBA Managerial Accounting	x
BADM-5613	External Environment of Business	
ECON-5113	Managerial Economics	x
FIN-5013	Business Finance	x
FIN-5053	Theory & Practice of Fin Mgmt	x
LSB-5163	Legal Environment of Business	
MBA-5100	Professional Development	x
MGMT-5303	Corporate and Business Strategy	A
MGMT-5113	Management & Org Theory	x
MKTG-5133	Marketing Management	x
MSIS-5303	Quantitative Methods in Business	x
MSIS-5623	Info Network Tech Management	x

How will students be selected to participate in the assessment of this outcome?

Students enrolled in MGMT 5303 at each of the three campuses (Stillwater, Tulsa, and Distance) are asked to complete the exercise as part of the course.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
- [Click here to specify.](#)

Describe the how the assessment method will be implemented, administered, and/or conducted.

- The preferred method for assessing these objectives is the ETS Major Field Test for MBA students. This test is nationally benchmarked and assesses student knowledge in marketing, management, finance, and accounting, as well as their ability to strategically integrate across disciplines.
- For on-campus students in Stillwater and Tulsa, the exam will be administered during a regularly-scheduled class period of MGMT-5303 (strategic management); and the score made up a small component of the student's grade. Distance students in MGMT-5303 scheduled a test time at a certified testing center or through Proctor U.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

Our goal is to score at least two points above the national median overall and across all disciplines.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester Yearly Every other year
- Other (please specify): **Due to a change in the curriculum, MGMT 5303 has changed semesters it is offered on the various campuses. The next scheduled administration for all campuses was Spring 2016. Going forward, the MFT will be administered every other year (in Stillwater and Distance during the fall and in Tulsa in the spring). For 2015/2016, it will be offered Stillwater and Distance during the fall 2015 semester and in Tulsa in the spring 2016 semester.**

C4) Student Learning Outcome #4 : Critical Thinking

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

This objective anticipates that students will be able to:

- Engage in analytical reasoning to break problems into their component parts; identify important patterns and details; and identify assumptions, reasons, and claims.
- Evaluate data and claims to draw appropriate conclusions and recognize flawed analyses and misinformation.
- Support positions with assumptions, evidence, and methodologies.
- Apply rigorous logic in scenarios that require application of deductive reasoning.
- Be able to assess probable truths in contexts of uncertainty.

CURRICULUM MAP

X = Courses where learning goal is addressed

A = Courses where learning goal is assessed

Course Number	Course Name	Critical Thinking
ACCT-5183	MBA Financial Reporting	x
ACCT-5283	MBA Managerial Accounting	x
BADM-5613	External Environment of Business	x
ECON-5113	Managerial Economics	x
FIN-5013	Business Finance	x
FIN-5053	Theory & Practice of Fin Mgmt	x
LSB-5163	Legal Environment of Business	
MBA-5100	Professional Development	x
MGMT-5303	Corporate and Business Strategy	A
MGMT-5113	Management & Org Theory	x
MKTG-5133	Marketing Management	x
MSIS-5303	Quantitative Methods in Business	x
MSIS-5623	Info Network Tech Management	x

How will students be selected to participate in the assessment of this outcome?

Students enrolled in MGMT 5303 at each of the three campuses (Stillwater, Tulsa, and Distance) were asked to complete the exercise as part of the course.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify):
Click here to specify. |

Describe the how the assessment method will be implemented, administered, and/or conducted.

- The preceding abilities will be assessed using Insight Assessment’s Business Critical Thinking Skills Test (BCTST). The BCTST is a nationally-benchmarked test that measures student critical-thinking skills with respect to analysis, inference, evaluation, inductive reasoning, deductive reasoning, and quantitative reasoning.
- For on-campus students in Stillwater and Tulsa, the exam will be administered during a regularly-scheduled class period; and the score will make up a small component of the student’s grade. Distance students will schedule a test time at a certified testing center.
- Note: The BCTST is also used for undergraduate assessment, but is normed for national performance by undergraduate students. Because some students complete both their MBA and BSBA at OSU, we will undertake an effort to compare their critical thinking scores at both levels to ascertain whether scores for the same student at the MBA level have improved.

Note: The BCTST is normed two different ways—one way for undergrads and another way for master’s students. When I run your results, I first ask Insight Assessment to set the norm level for MBA students.

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.

Our initial goal is to score above the 70th percentile for MBA students in each of the six categories scored by the test and in the overall score and to continually push the performance bar upward.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester Yearly Every other year

Other (please specify): **Next scheduled administration of the BCTST is Fall 2016 for Stillwater and Distance and Spring 2017 due to curriculum changes and altered course rotation.**

C5) Student Learning Outcome #5: Written Communication Skills

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

This objective anticipates that students will be able to produce effective, written, business communications. In the current era wherein most written communications take place via email and most people are inundated with email, communications must be crafted in such a way that the author keeps the communication succinct, understandable, tactful, and professional. Consequently, specific objectives are that the student should be able to produce written communications that:

- Are professional and tactful.
- Demonstrate mastery of business language and mechanics.
- Can take complex matters and present them in a manner that they are easily understandable to peers, superiors, and novices.
- Can express views concisely so that others will read what they have to say.

Course Number	Course Name	Written Communication
ACCT-5183	MBA Financial Reporting	x
ACCT-5283	MBA Managerial Accounting	x
BADM-5613	External Environment of Business	x
ECON-5113	Managerial Economics	x
FIN-5013	Business Finance	x
FIN-5053	Theory & Practice of Fin Mgmt	x
LSB-5163	Legal Environment of Business	
MBA-5100	Professional Development	x
MGMT-5303	Corporate and Business Strategy	A
MGMT-5113	Management & Org Theory	x
MKTG-5133	Marketing Management	x
MSIS-5303	Quantitative Methods in Business	

How will students be selected to participate in the assessment of this outcome?

Students enrolled in MGMT 5303 at each of the three campuses (Stillwater, Tulsa, and Distance) were asked to complete the exercise as part of the course.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- Survey
- Rating of skills (e.g., rubrics)
- Analysis of written artifacts
- Comprehensive, certification, or professional exam(s)
- Oral presentation
- Course project
- Satisfaction Survey
- Benchmarking
- Measuring effectiveness relative to professional standards
- Review of thesis/dissertation/ creative component
- Capstone project
- Internship
- Interviews
- Performance or jury
- Visual collection (photos, videos, etc.)
- Review of student research
- Other (please specify):
Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.

Describe the how the assessment method was implemented, administered, and/or conducted.

- The preceding abilities will be assessed with the same instrument used for the ethics assessment.
- This test will be administered in spring semesters to students in the strategic management course (MGMT-5303) at all OSU locations (Stillwater, Tulsa, and Distance).
- Students will receive an email and will be asked to respond in email form.
- In Spring 2015, faculty members from each department that make up the MBA Committee scored the written artifacts

• Written Communication Rubric					
	Skill Evaluated	1	2	3	4
1.	Is professional and tactful	Poor	Fair	Good	Very Good
2.	Uses appropriate business language, spelling, and grammar.	Poor	Fair	Good	Very Good
3.	Is quickly understandable. (I don't have to read it multiple times to understand what he/she is saying.)	Poor	Fair	Good	Very Good
4.	Is concise (said a lot with a little).	Poor	Fair	Good	Very Good

Does your department/program faculty have a goal set for this learning outcome? Yes No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- Each Semester
- Yearly
- Every other year
- Other (please specify): **Due to curriculum and course rotation changes, the next administration of this assessment will be Fall 2016 for Stillwater and Distance and Spring 2017 for Tulsa.**

