

# Program Plan and Findings: Four Column Layout



## Program (SSB) - DEAN - Business Administration (MBA) - 035

**Program Mission Statement:** 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.

### Program Information

*2019 - 2020*

#### Program Information

**Assessment Coordinator's Name:** Matt Bowler

**Assessment Coordinator's E-mail Address:** matt.bowler@okstate.edu

**Number of Students Enrolled in the Program:** 297

**Total Number of Students Graduated:** 154

**Were university assessment funds used by the department/program for assessment activities?:** Yes

**If yes, describe how funds were used and the contribution the funds had on the assessment process:** University Assessment funds were used to purchase the Business Critical Thinking Skills Test. The BCTST is a nationally-benchmarked exam that measures student critical-thinking skills with respect to analysis, inference, evaluation, inductive reasoning, deductive reasoning and quantitative reasoning.

**Number of Student Graduates from Stillwater Campus:**

**Number of Student Graduates from Tulsa Campus:**

### Annual Executive Summaries

*2019 - 2020*

**Program Assessment Coordinator:** MBA Director Matt Bowler

#### Plan Review and Approval

**Date Current Plan Was Reviewed and Approved:** 12/19/2016

**Date of Future Plan Review and Approval:** 12/18/2021

#### Summary of Assessment Findings

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** Overall, students seem to be performing consistently year to year in

most areas. Stillwater students tend to be the lowest performing group of the three on average, and some of this could be attributed to them being more traditional students, many fresh out of undergrad without work experience. Incorporating more case study type experiences and critical thinking exercises throughout the curriculum could help bolster the student’s skills in these areas, especially the Stillwater group.

**Dissemination of Findings**

**Describe the individual(s) or committee responsible for reviewing and interpreting assessment data:** Dr. Matt Bowler, MBA Director of the Watson Graduate School of Management tabulates results and puts together the MBA Assessment Report. The MBA Curriculum Committee, which consists of a faculty representative from each of the eight academic departments, assists with administration and scoring of assessment measures and curriculum revision when needed to “close the loop” based on assessment results.

**Describe the process for sharing and discussing assessment findings with program faculty:** The results are discussed during MBA Curriculum Committee meetings as needed and each committee member is then responsible for sharing results and updates with their department. Many of the members teach core MBA courses, so they can make changes to what they are doing in their classes easily if needed. This assessment report will also be forwarded to each MBA Curriculum Committee members as well.

**Program Improvements Based on Assessment**

**Based on data collected this year, what changes are being considered or planned for the program?:** Since major curriculum changes were undertaken last year, no major curriculum changes are currently planned. We have recently added four one-hour courses on ethics, descriptive analytics and visualization, project management, and case analysis. These courses meet the needs suggested by our prior reports and our employer recruiters. Our assessment plans already do a good job assessing how these courses achieve learning outcomes. As more students cycle through the curriculum, we will be able to track trends in improvement from the addition of these courses to the curriculum.

**Based on this year's findings, what (if any) changes are planned for the assessment process?:** Due to the unavailability of the Major Field Test due to funding and usability, and because the BSG has a decision analysis section, we will use the BSG comprehensive exam information to assess the "decision analysis" learning objective.

**Describe the process for implementing these changes/planned program improvements:** All learning objectives will continue to be assessed in the MGMT 5303 capstone course. With the addition of an optional capstone course, EEE 5853 CIE Scholars Practicum, as numbers grow in that course we will need to develop an alternative assessment plan for those students.

**Program Improvements Made in the Last Year:** Course Improvements, Improved Faculty Understanding or Buy-In

**"Other" Improvements:**

- Goals for the Coming Year:**
1. Improve ethics knowledge and application by Stillwater full-time students.
  2. Improve critical thinking and decision analysis scores at or above the 70th percentile on the Stillwater campus.

**Is this Summary Report Complete?:** Yes

**List all individuals associated with this report preparation:** Matt Bowler

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p><b>Ethical Decision Making</b> - Ethical Decision Making</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Skills</p> <p><b>Reason for Archival:</b></p>	<p><b>Course Embedded Assignments</b> - • Ethical decision making is tested with a challenging case scenario.</p> <p>• Students 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:</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>Overall, two of the three groups (Distance 82%, Tulsa 100%) met our primary goal of at least 80% of students scoring at or above an average of “meets expectations” (score of 14 or above) with Stillwater falling short at 72%. Our secondary goal of 50% or more students scoring at 17 or above was met by Tulsa (82%) and Distance (61%) students, but missed by Stillwater (41%) students. In prior assessment periods (2016-2017) students struggled the most with "Identify ethical rules and principles." That</p>	<p><b>Use of Findings (Actions):</b> We will work to have students take the new Ethics and Corporate Social Responsibility course early in their plan of study. This will promote them thinking of ethical issues as they progress through the remainder of the curriculum. We will encourage the instructor for the Ethics and Corporate Responsibility course to help</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<ol style="list-style-type: none"> <li>1. Do there appear to be ethical issues here?</li> <li>2. What are some possible actions?</li> <li>3. Who do you think might stand to be affected by our decision and how?</li> <li>4. Are there some ethical rules or principles that we should consider in making this decision?</li> <li>5. What action do you think would be the most ethical and why?</li> <li>6. What action do you think we should actually take? If it differs from your response to No. 4 above, explain why.</li> </ol> <ul style="list-style-type: none"> <li>• Students are 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.</li> <li>• Cases were evaluated by faculty members from the MBA Curriculum Committee using the rubric.</li> </ul> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> 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.</p> <p><b>Timeline for Assessment:</b> Every other year/this test will be administered on an every-two-year cycle to students in the strategic management course, MGMT-5303, in Stillwater, Tulsa, and Distance. Next administration after 2016-2017 will be Fall 2018 for Stillwater and</p>	<p>category improved during this period, while the ability to identify consequences to stakeholders was lower than hoped with more students scoring "meets expectations" than "exceeds expectations" on all three venues. With the implementation of our new curriculum last year, and many students not having taken the Ethics and Corporate Social Responsibility course at this point in their program, that may explain the weakness. Additionally, the Stillwater full-time students lack the work experience and therefore could explain the weakness especially in the area of understanding consequences to stakeholders. But, again, even there most students at least met expectations, while not exceeding them. (09/02/2020)</p> <p><b>Number of Students Assessed:</b> 95</p> <p><b>Number of Successful Students:</b> 76</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Students in the MBA Capstone strategic management course, MGMT-5303, in Stillwater, Tulsa, and Distance complete the ethics and writing e-mail activity.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> The findings suggest that while our new curriculum with a dedicated 1-hour course on Ethics and Corporate Responsibility has helped us maintain and somewhat improve student performance in this area, we still need to stress ethics in all courses across the curriculum. We need to focus students on seeing how ethical challenges effect multiple consequences for many stakeholders, not just what happens internal to the business operation.</p>	<p>students identify multiple stakeholders and how the decisions made within the business effect many different external constituents. Additionally, the core faculty will be encouraged to emphasize ethics as part of their courses. (09/08/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p><b>Teamwork and Leadership -</b> Teamwork and Leadership <b>Outcome Status:</b> Active <b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 <b>Start Date:</b> <b>Archived Date:</b> <b>Outcome Type:</b> Disposition <b>Reason for Archival:</b></p>	<p>Distance and Spring 2019 for Tulsa. <b>Other Assessment Type:</b></p> <p><b>Group Project -</b> Peer evaluation is part of The Business Strategy Game at <a href="http://www.bsg-online.com">www.bsg-online.com</a>, which was used in the Stillwater and Distance classes in Fall 2015. The same Business Strategy Game scoring rubric was used for a team assignment in MGMT 5303 in Tulsa in Spring 2017.</p> <p>Did 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.</p> <p><b>* Learning Outcome</b> <b>Goal/Benchmark:</b> The scores that accompany each rating level are presented on the rubric.1. The first objective is measured by summing the scores for Questions 1-3 on the rubric. A minimal level of acceptable performance would be someone who missed no more than 10-20% of meetings (4 points), was late to no more than 10-20% of meetings (4 points), and exhibited adequate preparation (4.5 points). These minimal points would be 4+4+4.5=12.5. Consequently, the goal on this objective is that at least 90% of students should have an average total score on Questions 1-3</p>	<p><b>Reporting Period:</b> 2019 - 2020 <b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced) On the first objective, attendance and preparation, 100% of Tulsa and Online students scored well above 12.5. In Stillwater one student out of 49 (97.9%) scored well below 12.5. Therefore, the first objective was exceeded. The second objective measured peer evaluations of understanding, diagnosing problems, preparing strategic approaches and contributing to decisions. Once again, 100% of Tulsa and Online students exceeded desired score of 36.3. All but one Stillwater student (48 of 49 or 97.9%) exceeded the desired score as well. The third objective measured enthusiasm, teamwork and cooperativeness as evaluated by teammates. 100% of Tulsa and Online students exceed the desired score of 13.5. Forty-eight of forty-nine (97.9%) Stillwater students exceed the desired score as well. Thus, all three campuses exceeded expectations on this learning objective. Finally, a similar pattern was demonstrated on the fourth objective with 100% of Tulsa and Online students and forty-eight of forty-nine (97.9%) Stillwater students exceeding the desired score. Therefore, the forth objective exceed expectations. (09/12/2020)</p> <p><b>Number of Students Assessed:</b> 94 <b>Number of Successful Students:</b> 93 <b>How were students selected to participate in the assessment of this outcome?:</b> Students enrolled in the MGMT 5303 Corporate and Business Strategy capstone course participated in the BSG business simulation game. <b>What do the findings suggest about student achievement of this learning outcome?:</b> Students perform quite well in the areas of teamwork, attendance and participation and contributing to the team decisions.</p>	<p><b>Use of Findings (Actions):</b> No further action necessary. (09/12/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
		<p>least 12.5. The committee notes that while missing 20% of meetings may seem high, it is a more acceptable outcome when the students are non-traditional students (e.g., Tulsa and Distance) and have a variety of other commitments such as work-related travel. It is not unusual, for example, for military members to get deployed for one to three weeks.</p> <p>2. The second objective is measured by summing the scores for Questions 4-7. A minimum acceptable performance in this area would be to have an adequate understanding of company operations (9 points), adequate skill in diagnosing problems (9 points), adequate skill in proposing strategic approaches (9 points), and adequate skill in contributing to decisions and performance (9 points). Consequently, the goal on this objective is that at least 90% of students should have an average total score on Questions 4-7 of at least 36.</p> <p>3. The third objective is measured by summing the scores for Questions 8-10. A minimum acceptable performance in this area would be to demonstrate an adequate level of enthusiasm and commitment (4.5 points), an adequate level of teamwork and cooperativeness (4.5 points), and an adequate ability to present views and make a case for proposed actions (4.5 points). Consequently, the goal on this objective is that at least 90% of students should have an average total score on Questions 8-</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>10 of at least 13.5.4. The fourth objective is measured with Question 11. A minimum desired performance in this area would be that a student carry roughly a fair share of the load (4.5 points). Consequently, the goal on this objective is that at least 90% of students should have an average score on Question 11 of at least 4.5_</p> <p><b>Timeline for Assessment:</b> Every other year</p> <p><b>Other Assessment Type:</b></p>		
<p><b>Critical Thinking - Critical Thinking</b>  <b>Outcome Status:</b> Active  <b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020  <b>Start Date:</b>  <b>Archived Date:</b>  <b>Outcome Type:</b> Skills  <b>Reason for Archival:</b></p>	<p><b>Nationally Benchmarked Exam -</b> 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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)  The average percentile score of our student body overall was 72.37%. Therefore, on average we exceed our goal of being in the 70th percentile. However, just 60% of students were in the 70th percentile. Full-time students on the Stillwater campus only averaged 68.9 percentile score with 17 of 31 students, or 55% of students being in the 70th percentile. Alternatively, on the Tulsa campus the average percentile score was much higher at 81.25% and 9 of 12 students scoring being in the 70th percentile. Therefore, while we met the overall goal of being in the 70th percentile, the Stillwater campus fell just short of the goal and has some area for improvement. The categories with the largest differences between Tulsa and Stillwater were in the areas of inference and induction. (09/10/2020)  <b>Number of Students Assessed:</b> 43  <b>Number of Successful Students:</b> 26  <b>How were students selected to participate in the assessment of this outcome?:</b> Students enrolled in the MBA capstone course, MGMT 5303 Corporate and Business Strategy were assessed in the Stillwater and Tulsa sections in Spring of 2020.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> Students are adequately learning critical thinking skills but there is room for improvement especially on the Stillwater campus in the areas of inference and induction.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>to ascertain whether scores for the same student at the MBA level have improved.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> 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.</p> <p><b>Timeline for Assessment:</b> Every other year/Next scheduled administration of the BCTST is Fall 2018 for Stillwater and Distance and Spring 2019 for Tulsa.</p> <p><b>Other Assessment Type:</b></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>Using business related scenarios, the BCTST measures the reasoning skills human beings use in the process of reflectively deciding what to believe or what to do. Overall, our goal to have MBA students score above the 70th percentile was achieved as the overall average percentile was 72.37%, up from and average of 69% in 2019.</p> <p>Overall, over 93% of students, up from 78% in 2019, assessed demonstrated strong to superior critical thinking skills, utilizing reasoning to form reflective judgments about what to believe or what to do. The overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.</p> <p>100% of our students demonstrated moderate to strong analytical skills. 81% demonstrated strong analytical skills. Analytical skills are used to identify assumptions, reasons, themes, and the evidence used in making arguments or offering explanations. People use analysis to gather the most relevant information from spoken language, documents, signs, charts, graphs, and diagrams.</p> <p>Over 97.67% of our students, up from 95% in 2019, demonstrated moderate to strong inference skills. 28% demonstrated strong inference skills. Inference skills enable us to draw conclusions from reasons, evidence, observations, experiences, or our values and beliefs. Using Inference, we can predict the most likely consequences of the options we may be considering.</p> <p>Over 95.35% of our students demonstrated moderate to strong evaluative skills. 25.6% of students demonstrated strong evaluative skills. Evaluative skills are used to assess the credibility of the claims people make or post, and to assess the quality of the reasoning people display when they make arguments or give explanations. People with strong evaluation skills can judge the quality of arguments</p>	<p><b>Use of Findings (Actions):</b> We will continue to increase student exposure to critical thinking projects and assignment and hope to improve our BCTST average percentile to 75% for the 2020-2021 reporting period. We will also continue to improve the number of students achieving the "strong" rating in the five critical thinking sub-dimensions. (08/31/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
		<p>and the credibility of speakers and writers.</p> <p>100% of our students demonstrated moderate to strong inductive reasoning skills. 30% of students demonstrated strong inductive reasoning skills. Inductive reasoning relies on estimating likely outcomes. Decision making in contexts of uncertainty relies on inductive reasoning. Although it does not yield certainty, inductive reasoning can provide a solid basis for confidence in our conclusions and a reasonable basis for action.</p> <p>Over 100% of our students, up from 91% in 2019, assessed demonstrated moderate to strong deductive reasoning skills. 32.6% of students demonstrated strong deductive skills. Deductive skills are used whenever we determine the precise logical consequences of a given set of rules, conditions, beliefs, values, policies, principles, procedures, or terminology. Deductive reasoning is deciding what to believe or what to do in precisely defined contexts that rely on strict rules and logic. (08/31/2020)</p> <p><b>Number of Students Assessed:</b> 43  <b>Number of Successful Students:</b> 31  <b>How were students selected to participate in the assessment of this outcome?:</b> 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 schedule a test time at a certified testing center, this was not feasible during the summer term as using testing centers was not allowed.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> Our goal of improving our students' critical thinking skills has been achieved by increasing their exposure to case analysis and other unique learning experiences that help them to learn to think critically.</p>	
<b>Written Communication Skills -</b> Written Communication Skills	<b>Course Exam(s) -</b> The preceding abilities will be assessed with the	<b>Reporting Period:</b> 2019 - 2020 <b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)	<b>Use of Findings (Actions):</b> No major actions necessary as



Outcomes	Assessment Methods	Findings	Use of Findings (Actions)																														
<p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Skills</p> <p><b>Reason for Archival:</b></p>	<p>same instrument used for the ethics assessment.</p> <ul style="list-style-type: none"> <li>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).</li> <li>Students will receive an email and will be asked to respond in email form.</li> <li>Faculty members from each department that make up the MBA Committee scored the written artifact</li> </ul> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b></p> <p><b>Timeline for Assessment:</b> Every other year/The next administration of this assessment will be Fall 2018 for Stillwater and Distance and Spring 2019 for Tulsa.</p> <p><b>Other Assessment Type:</b></p>	<p>Overall, students performed quite well on the written communication skills assessment with an average of 14.36 out of 16, or 89.75%. 99% of students scored at least "good" overall and 31 students or 32.6% of students scoring a perfect 16. Distribution of scores can be seen in the table below.</p> <table border="1" data-bbox="947 391 1612 553"> <thead> <tr> <th></th> <th>Prof</th> <th>Lang</th> <th>Underst</th> <th>Concise</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>DIST</td> <td>3.61</td> <td>3.69</td> <td>3.55</td> <td>3.61</td> <td>14.45</td> </tr> <tr> <td>STW</td> <td>3.53</td> <td>3.47</td> <td>3.66</td> <td>3.78</td> <td>14.44</td> </tr> <tr> <td>TUL</td> <td>3.67</td> <td>3.33</td> <td>3.42</td> <td>3.33</td> <td>13.75</td> </tr> <tr> <td>Total</td> <td>3.59</td> <td>3.57</td> <td>3.57</td> <td>3.63</td> <td>14.36</td> </tr> </tbody> </table> <p>(09/08/2020)</p> <p><b>Number of Students Assessed:</b> 95</p> <p><b>Number of Successful Students:</b> 94</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> The written communications skills assessment was administered in spring and summer semesters to students in the strategic management course (MGMT-5303) at all OSU locations (Stillwater, Tulsa, and Distance).</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> Students perform quite well on written communication skills. We will continue to encourage the development of writing skills.</p> <p><b>Related Documents:</b></p> <p><a href="#">Writing Grades by Campus.docx</a></p>		Prof	Lang	Underst	Concise	Overall	DIST	3.61	3.69	3.55	3.61	14.45	STW	3.53	3.47	3.66	3.78	14.44	TUL	3.67	3.33	3.42	3.33	13.75	Total	3.59	3.57	3.57	3.63	14.36	<p>student performance exceeded expectations on this learning outcome. We will continue to encourage students to work on their writing skills and faculty to assign and give feedback on written work to improve student overall writing. (09/09/2020)</p>
	Prof	Lang	Underst	Concise	Overall																												
DIST	3.61	3.69	3.55	3.61	14.45																												
STW	3.53	3.47	3.66	3.78	14.44																												
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