

**Assurance of
Learning Report
on MBA
Learning Goals**

2008/2009

Assurance of Learning Report on MBA Learning Goals 2008-09

Executive Summary

The 2008-09 Academic Year was a period during which assessment efforts began evolving from the eight learning goals adopted for 2007-08 to the seven learning objectives adopted during 2008-09. During the year, faculty members within the College of Business and Economics used a variety of direct and indirect measures to assess learning the results which are provided in this workbook. Reported first are the assessment measures related to the learning goals adopted during 2008-09 followed by assessment of the 2007-08 learning goals.

The results of all assessment efforts were presented to the COBE faculty during two separate “close-the-loop” meetings. During these meetings faculty members reviewed the outcomes of assessment efforts and provided suggestions on: (1) how to improve future assessment efforts; and (2) how to improve student learning. A summary of the results is to be reviewed by the Assessment Committee for items to be presented to the COBE Curriculum Committees. As such, the process approaches maturity as the cycles repeat, measures improve, and ties to curriculum issues become clearer.

Summary of Outcomes and Faculty Comments from Assessment

In addition to measuring the objectives for 2008/2009, faculty members identified four areas as a focus to use to generate a greater diversity of measures and to form the core for the new strategic plan and assurance of learning plan for 2009/2010. These four areas then resulted in the greatest changes in subsequent plans for curriculum and measures.

MBA Cognitive Applications (aka analytical skills). Faculty members commented on the clear improvement in assessment for 3 of 4 focal elements. Measures and approaches for analytical skills is still in need of improvement. MBA students need more practice in identifying problems and solving problems. For curriculum changes, faculty members mentioned the possibility of adding a course to develop skills in problem solving. For assessment, faculty members requested additional measures on other elements of analytical skills throughout the semester.

Others suggested that the nature of assignments could be changed to enhance specific feedback for analytical skills.

MBA Communication. While some faculty members still express concern over sampling work from a class for assessment grading by rubrics, others commented on the positive outcomes that students exhibit. Faculty members requested the use of a standardized rubric for communication to foster comparisons across courses. Students need more work on citations, we may need a college-wide citation guide, and technical writing skills must be conveyed somehow.

During the Close-the-Loop meeting (Spring 2009), faculty reviewers suggested that faculty return papers to students for revision of grammar, spelling and mechanics prior to grading for content. Other steps faculty discussed and encouraged others to consider included: adopting a fatal error policy where careless paper errors should receive a “D;” using practice cases (graded) to identify problem areas, patterns, etc.; using Criterion to transfer responsibility to students before papers are submitted for

grading; providing high quality papers for students to review; and requiring a business/professional communication class. While presentation scores improved with practice at least in the areas of organization, quality of visual materials, timing, and dress; the delivery, reading of notes, posture (i.e. hands in pockets), and nervousness continued to provide challenges to members of the groups presenting the information. Faculty members also noted the need to assess written communication in more courses and disciplines (e.g., ECON and AFBL).

MBA Collaboration. The development of teamwork and division of team responsibilities was an obvious theme resulting from reviews of assessment measures. Faculty members noted that MBA students do not see each other as friends. The outcome of this observation has been specific steps to increase social opportunities for MBA students and calls for more team-building activities. Faculty members also requested that data for Roanoke and Radford classes be differentiated. The MBA Orientation (August 21, 2009), brown bag lunches, and social hours are all intended to enhance the connection of students to RU and to each other.

MBA Cross-cultural. After reviewing the measures, faculty members noted that we look pretty good but that there are several issues that could be improved. Faculty members stated that assessment is needed in more courses with common rubrics and should be expanded to emphasize ethics and diversity topics. Faculty members requested five to seven anchors instead of three for assessment measures and wanted to see results separated for Radford and Roanoke students.

MBA Integrative knowledge of business functions. Faculty members wanted to continue the use of the standardized test (ETS) and improve integration of topics. Some faculty members suggested that ITEC 623 be removed or redesigned. Faculty members want to see goals stated for the percentile ratings from the simulation test while others want to see trends over time to note progress. The alignment issue suggested by the measures was how to integrate marketing, accounting, and finance to make a difference in learning outcomes.

MBA Strategy. Faculty members suggested the need to emphasize strategy in more disciplines and in other areas.

MBA – Students will be capable of leading. Faculty members expressed a need for consistently applied measures of leadership. Further, faculty members suggested some repetition of the Glo-bus simulation areas in multiple classes.

MBA – Students will be aware of social and ethical issues. Faculty members commended the external validation of social and ethical responsibility in business. Faculty members noted the need to expose students in dealing with dirty tricks in a negotiation process.

General comments. The measures and discussions of assessment outcomes are improved. The task of aligning content continues.

MBA Assessment Workbook for 2008-09

I. Pilot Test of Assessment of Learning Goals as part of the new Strategic Plan (2009/2013)

Pilot Test of Focus Learning Goals selected in 2008	Course	Data received?	Closed loop?	Page
Cognitive Applications (a.k.a. analytical skills) – Demonstrate analytical skills needed to solve problems and make decisions based on available information.				
<ul style="list-style-type: none"> Rubric used in conjunction with final exam 	FINC 631	YES		1
<ul style="list-style-type: none"> Rubric used in conjunction with final exam 	ECON 651	YES		2
<ul style="list-style-type: none"> Financial analysis from Glo-bus business simulation 	MGNT 685	YES		3
Communication – Demonstrate the ability to engage in effective written, oral and persuasive communications.				
<ul style="list-style-type: none"> Written assignment assessed using a standard rubric 	MKTG 641	YES	YES	4
<ul style="list-style-type: none"> Reflective paper assessed with a rubric 	MGNT 671	YES		5
<ul style="list-style-type: none"> Reflective paper assessed with a rubric 	MGNT 621	YES		6
<ul style="list-style-type: none"> Presentations of cases assessed with a rubric 	MGNT 685	YES		7
Collaboration – Collaborate with team members to accomplish goals.				
<ul style="list-style-type: none"> Team assessment and development plan with rubric used to assess development on 4 dimensions 	MGNT 621	YES		8
<ul style="list-style-type: none"> Reflective papers analyzing team effectiveness 	MGNT 621	YES	YES	9
<ul style="list-style-type: none"> Assessment of students' collaborative skills and teamwork based on evaluations from Glo-bus business simulation 	MGNT 685	YES		10
Cross-Cultural – Understand the importance of a global business perspective and the role cultural diversity has played in the development of global business.				
<ul style="list-style-type: none"> Case analysis assessed with a rubric 	MKTG 602	YES		11
<ul style="list-style-type: none"> Reflective paper (Australia Study abroad) assessed by rubric 	MGNT 671	YES		12
<ul style="list-style-type: none"> Course embedded measures (from final exam) of cross cultural issues 	MGNT 671	YES		13

II. Assessment of Learning Goals from 2007-08

	Course	Data Received?	Closed loop?	Page
MBA Program Goal 1: Students will be managers of integrated business processes in diverse and global environments.				
Objective 1.1: Integrative knowledge of business functions.				
○ MBA- AOL 1.1a: MBA Major Field Test	MGNT 685	YES		14
○ MBA- AOL 1.1b: Glo-Bus business simulation	MGNT 685	YES		15
○ MBA-AOL 1.1c: Course embedded measures of knowledge of information technology	ITEC 623	YES		16
○ MBA-AOL 1.1d: Course embedded measures of knowledge of operations management	MGNT 624	YES		17
MBA Program Goal 2: Students will be effective communicators.				
(see results in prior section for communication)				
MBA Program Goal 3: Students will be strategically oriented.				
Objective 3.1: Business strategies: Students will formulate business strategies within dynamic and unfamiliar environments.				
○ MBA- AOL 3.1a: Case presentations assessed by a rubric	MGNT 685			18
○ MBA- AOL 3.1b: Glo-Bus simulation	MGNT 685	YES		19
Objective 3.2: Implementation plans: Students will formulate implementation plans in dynamic and unfamiliar environments.				
○ MBA- AOL 3.2: Presentation of semester-long projects assessed by a rubric	MGNT 685	YES		20
MBA Program Goal 4: Students will be capable of leading.				
Objective 4.1: Leadership – Students will be able to identify various leadership styles and concepts and illustrate when each would be effective in an organizational setting				
○ MBA-AOL 4.1a: Course embedded measure of knowledge of leadership styles (multiple-choice)	MGNT 621	YES		21
○ MBA-AOL 4.1b: Course embedded measure of knowledge of leadership styles (essay response)	MGNT 621	YES		22
○ MBA-AOL 4.1c: Glo-Bus simulation	MGNT 685	YES		23

II. Assessment of Learning Goals from 2007-08 (continued)

	Course	Data Received?	Closed Loop?	Page
MBA Program Goal 5: Students will be aware of social and ethical responsibility issues in business decisions				
Objective 5.1: Students will be able to evaluate and critique business decisions within a framework of ethical and social responsibility.				
○ MBA-AOL 5.1a: Glo-Bus simulation	MGNT 685	YES		24
○ MBA-AOL5.1b: Course embedded measures from an exam	MGNT 671	YES		25
MBA Program Goal 6: Students will be Effective Problem Solvers (See results for Analytical Thinking in the prior section)				
Other Direct Measures				
• Reflective Thinking: MBA students completed a self-assessment of strengths assessed by a rubric	MGNT 621	YES		26
Indirect Measures Used to Assess the MBA Program				
• Straw Poll of MBA graduates	Assoc Dean	YES		27
• Exit Survey Results: Graduating MBA Students	Assoc Dean	YES		28

Cognitive Applications

Demonstrate analytical skills needed to solve problems and make decisions based on available information.

Measure: Course-embedded rubric used in conjunction with final exam (FINC 631, Business Finance).

Element	Spring 2007 (n=35)				Spring 2008 (n=20)			
	Counts			Mean scale score	Counts			Mean scale score
	Very good	Good	Needs improvement		Very good	Good	Needs improvement	
Identify problem	20	14	1	2.54	11	8	1	2.50
Select appropriate technique	11	18	6	2.14	10	6	4	2.30
Apply appropriate technique	9	19	7	1.57	9	6	5	2.20
Obtain viable solution	5	24	6	1.97	9	6	5	2.20

Scale: 1 = needs improvement, 2 = good, 3 = very good

Faculty Comments:

- Clear improvement over time in 3 of 4 elements
- Still need to continue improvement in cognitive application, particularly in identifying problem
- Find measurement/assessment through homework/group assignments throughout semester

Cognitive Applications

Demonstrate analytical skills needed to solve problems and make decisions based on available information.

Measure(s): Course embedded items from final exam (ECON 651 Managerial Economics).

Trait (number of questions)	Percent Meeting or Exceeding Expectations*	
	Fall 2007	Fall 2008
Ability to gather data (1)	97.7%	93.8%
Ability to integrate information (4)	84.9%	89.6%
Ability to manage different pieces of information (3)	96.9%	91.7%
Ability to analyze data (2)	68.6%	65.6%
Overall	86.5%	85.8%
	(n=43)	(n=48)

**A score of 75% to 80% is considered to meet expectations depending on number of points per question.*

Faculty Comments:

- Problem solving should be common theme across semesters and across relevant courses
- Consider reducing class size to give more assignments to increase feedback one-on-one group meetings
- Change nature of assignments to enhance specific feedback
- Perhaps consider a course in or across the curriculum skill development in problem solving and decision-making

Cognitive Applications

Demonstrate analytical skills needed to solve problems and make decisions based on available information.

Measure: Assessment of individual's skills in analyzing financial ratios and financial statements obtained through Glo-Bus business simulation (MGNT 685, Business Strategy). Students are compared to the (4,109 in 2009) other students who participated in the simulation during that semester.

Criteria	2008 ¹ (n=48)			2009 (n=44)		
	Mean Percentile	δ	Range	Mean Percentile	δ	Range
Financial Analysis				81.2	22.7	27 to 100
Financial Management	43.5	21.2	9 to 84	53.5	25.2	2 to 89
Strategic Analysis & Planning	41.8	24.3	12 to 98	53.0	25.7	14 to 100

¹ Includes Roanoke MBA students.

Descriptions of Glo-Bus measures:

- Financial Analysis: Individual's skills in analyzing financial ratios and financial statements.
- Financial Management: Group's ability to apply financial management principles (based on company's ROE, credit rating, and stock price performance).
- Strategic Analysis & Planning: Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.

Faculty Comments:

- Large class sizes a consideration
- Large distribution in performance as reported
- Provide more information on data reported
- Require further remedial background investigation
- Introduce additional assessment measures on other elements/criteria throughout semester

Communication

Demonstrate the ability to engage in effective written, oral, and persuasive communications.

Measure: Written case assessed using a rubric (MKTG 641 Marketing Management, fall 2008: n = 12).

Criteria	Scores*						Average Scale Score
	1		2		3		
	count	%	count	%	count	%	
Content/Understanding of Topic	0	0.0%	0	0.0%	12	100.0%	3.00
Support for Ideas	0	0.0%	0	0.0%	12	100.0%	3.00
Organization & Development	0	0.0%	0	0.0%	12	100.0%	3.00
Clarity	0	0.0%	3	25.0%	9	75.0%	2.75
Format and Length	0	0.0%	0	0.0%	12	100.0%	3.00
Grammar, Spelling & Mechanics	2	16.7%	7	58.3%	3	25.0%	2.08

**Scale: 1=below expectations; 2=meets expectations; 3=exceeds expectations*

Faculty Comments and Outcomes:

During the Close-the-Loop meeting (Spring 2009), Faculty reviewers suggested that faculty return papers to students for revision of grammar, spelling and mechanics prior to grading for content. Other steps faculty discussed and encouraged others to consider included: adopting a fatal error policy where careless paper errors should receive a "D;" using practice cases (graded) to identify problem areas, patterns, etc.; using Criterion to transfer responsibility to students before papers are submitted for grading; providing high quality papers for students to review; and requiring a business/professional communication class

Communication

Demonstrate the ability to engage in effective written, oral, and persuasive communications.

Measure: MBA students completed a reflective paper at the conclusion of the Study Abroad experience in Australia (summer 2009, MGNT 671: International Management).

Aspect of reflective paper rated:	Average score	Range of scores
Spelling	4.36	2-5
Grammar	4.27	2-5
Writing Style	4.27	2-5

(n=11)

Faculty Comments:

- Concern for small sample size and self-selected groups
- Good scores but room for improvement
- Need to use a common rubric

Communication

Demonstrate the ability to engage in effective written, oral, and persuasive communications.

Measure: MBA students complete a battery of self-tests (i.e., Jungian 16-type personality, Values and Attitude, Motivation, Communication Skills, Leadership Skills, Power and Conflict Skills, Change and Stress, etc.) and then write a reflective paper on their strengths, weaknesses, and action plan to improve.

Traits of papers assessed	Average scores (across papers)	
	Fall 2008 (n = 5)	Fall 2009 (n=8)
Breadth of issues considered	4.0	3.5
Depth of analysis (extent tied to self)	4.0	3.8
Grammar, sentence structure, organization	3.6	3.5
Overall analytical strength (reflection)	3.6	3.5
Relevant goals or skills identified	4.6	3.9
Methods provided to improve skills	4.2	3.2
Realistic time line provided	4.0	1.5

(Scale: 1=few items or poorly done and 5=many options or very well done)

Where, n=five papers randomly selected and rated externally to the class in Spring 2008; n= 8 papers selected and rated externally to the class in Spring 2009. (MNGT 621, Spring 2008, Spring 2009).

Faculty Comments: Interesting exercise. No faculty comments recorded.

Communication

Demonstrate the ability to engage in effective written, oral, and persuasive communications.

Measure: MBA students completed two case presentations, assessed with a rubric (MGNT 685, spring 2009, n=9 groups)

Criteria	Jet Blue (Case 1)	Kingfisher (Case 2)
Delivery	58%	67%
Organization	72%	100%
Quality of slides	58%	94%
Timing	67%	100%
Dress	89%	94%

Faculty Comments:

Presentation scores improved with practice at least in the areas of organization, quality of visual materials, timing, and dress. The delivery, reading of notes, posture (i.e. hands in pockets), and nervousness continued to provide challenges to members of the groups presenting the information.

Collaboration

Collaborate with team members to accomplish goals.

Measure(s): MBA-Ratings of Reflective Papers. MBA students complete a Team Framing exercise and then prepare a paper analyzing the team's effectiveness that also provides an action plan to improve team performance. In spring, 2008, the team papers were assessed by a rubric on four dimensions. Faculty reviewed those results and requested peer assessments; thus, for Spring, 2009, teams' perceptions of performance are also included (next table).

Assessment of reflective papers on team performance	Mean score Spring 2008	Mean score Spring 2009
Breadth of issues identified for team development	4.0	3.3
Depth of issues tied to group performance	4.0	3.5
Grammar, structure of paper as presented	4.6	3.8
Overall analytical strength to develop the team (action plan)	3.6	3.3

Note: Spring 2008 included 5 team reports, where 1=poorly done and 5=exceptional quality as rated by an external reviewer. Spring 2009 included 6 team reports, where 1=poorly done and 5=exceptional quality as rated by an external reviewer. (MNGT 621, Spring 2008, Spring 2009)

Faculty Comments:

- (MGNT 621) – concern about downward trend of all scores
- Development of teamwork, division of team responsibilities
- Ensure student involvement in each team role to enhance further collaboration among team

Collaboration

Collaborate with team members to accomplish goals.

Measure(s): MBA-Reflections of Team Effectiveness. MBA students complete a Team Framing exercise and then prepare a paper analyzing the team's effectiveness that also provides an action plan to improve team performance. In spring, 2008, the team papers were assessed by a rubric on four dimensions. Faculty reviewed those results and requested peer assessments; thus, for Spring, 2009, teams' perceptions of performance are also included.

Team assessments of their own team performance for four framing perspectives	Mean score Spring 2009	Range of scores
Task frame: the effectiveness of the team in performing the work (case analysis, article summary, etc)	4.3	3-5
Social frame: the effectiveness of the team in satisfying needs for affiliation and friendship, enjoyment of each other's company	1.7	1-3
Learning frame: the effectiveness of the team in maximizing the learning and growth of each member, providing feedback	3.3	3-4
Support frame: the effectiveness of the team in providing emotional and moral support, responding to members under stress	3.3	2-4

Words used in the team reports provided the rubric for perceptions of performance with: 5=very effective; 4=good but could be better; 3=there is much room for improvement; 2=somewhat ineffective; 1=not effective or not currently performing well on this dimension. (MNGT 621, Spring 2009, n=6 team reports)

Faculty Comments:

Perhaps not unexpectedly, MBA students focus on the task at hand and do not turn to MBA colleagues as sources of social friendships.

- Measure pre- post- to evaluate learning
- Break up the data by Roanoke versus radford
- On page 8, are the framing perspectives mutually exclusive or distinctive enough? E.g., "social frame" versus "support frame"
- Continue to have team training workshop before the students start the simulation exercise
- Distinguish between "group" and "team" work concepts
- Breakout RHEC from RU scores
- Apparent decline in teamwork
- Close-the-loop – pre team building workshop
- Team building skills appear to be lacking
- Having team building exercise might improve
- Break out Radford from Roanoke

Closing-the-Loop:

The MBA Office through Sherry Parsons and Eli Jamison have scheduled several events to increase the networking and social ties within the MBA program. The MBA Orientation (August 21, 2009), brown bag lunches, and social hours are all intended to enhance the connection of students to RU and to each other.

Collaboration

Collaborate with team members to accomplish goals.

Measure(s): The Glo-Bus Simulation includes comparison measures to the other students (4,109 in 2009) participating in the program.

Criteria	2008 ¹ (n=48)			2009 (n=44)		
	Mean Percentile	δ	Range	Mean Percentile	δ	Range
Leadership Skills	79.8	24.2	2 to 100	74.6	27.8	4 to 100
Collaboration & Teamwork	81.4	22.2	2 to 100	74.3	29.9	3 to 100

¹ Includes Roanoke MBA students.

Glo-Bus Population Descriptive Statistics

2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.

2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.

Descriptions of Glo-Bus measures:

- Leadership Skills. Based on co-managers' evaluations.
- Collaboration & teamwork. Based on co-managers' evaluations.

Faculty Comments:

- Break up the data by Roanoke versus Radford
- MBA teamwork training should be required early in the program
- Team vs group projects need to be clearly delineated (group projects do not always require collaboration)

Cross-cultural

Understand the importance of a global business perspective and the role cultural diversity has played in the development of global business.

Measure: Case analysis graded using a standard rubric (MKTG 602 International Business, summer 2009).

Element	Average score
Global business perspective	2.92
Trade regulations & barriers	3.00
Keys to export/IB success	3.00
Cultural differences	2.92
	(n=12)

Scale: 1=below expectations, 2=meets expectations, 3 = exceeds expectations

Faculty Comments:

- Scale needs to be broadened to 5 to 7 anchors
- Not discriminating between areas or students
- Concern for small sample sizes
- Expectations should be increased

Cross Cultural

Understand the importance of a global business perspective and the role cultural diversity has played in the development of global business.

Measure: MBA students completed a reflective paper at the conclusion of the Study Abroad experience in Australia (summer 2009, MGNT 671: International Management).

Aspect of reflective paper rated:	Average score	Range of scores
Demonstrated enhanced knowledge of International Business	4.09	2-5
Described new knowledge that was not known at the beginning	4.18	3-5
Indicated how attitudes had changed and reasons for the change	4.27	3-5
Expressed an increased interest in international business or Australia	4.36	3-5
Provided examples of how the experience would impact them in the future	4.09	3-5
Spelling	4.36	2-5
Grammar	4.27	2-5
Writing Style	4.27	2-5

Faculty Comments:

- Tables need to be more specific
- MBA faculty need to coordinate global awareness activities
- Investigate whether new gen ed core creates a knowledge base that we can tap into
- Who did rubric [assessment]? Faculty or student?

Cross Cultural

Understand the importance of a global business perspective and the role cultural diversity has played in the development of global business.

Measure: A few course- embedded test items were selected from the final exam that refer to global issues. (summer 2009, MGNT 671: International Management; n=8; Australian Study Abroad)

	Percentage Answering Correctly
Ways that international law protects intellectual property rights (short answer)	63%
Methods used by the Canadian government to regulate business (short answer)	50%
Participative management has firms involve nationals in the management of subsidiaries (multiple choice)	25%
European nations are most likely to use civil law (multiple choice)	63%
Transparency International is a German, non-governmental organization that fights corruption (multiple choice)	88%
Restrictions on women in Saudi Arabia and extent women are involved in economic activities (short answer)	100%
International staffing approaches that are effective when implementing a multinational strategy (multiple choice)	100%
How Toyota adapted its culture to fit the American culture (short answer)	75%
Variables to consider when compensating host country nationals (short answer)	88%
Most common causes of expatriate failure (short answer)	100%
Motivation practices in Japan that are most applicable in the U.S. (short answer)	100%

Faculty Comments:

- So far, global only
- Need assessment in more courses, common rubrics, expand to ethics and diversity
- Need to assess written in more courses and disciplines (e.g., ECON and AFBL)
- Assessment to date is not comprehensive enough
- Some measures not compelling (some too broad, some too specific)
- More closely ties the measures with objectives
- Need to address/assess cross-cultural in every required class; not just global
- Look pretty good
- Page 10 – need measures that have better scaling (from 1 to 3, there is not enough variation)
- Scale needs to be broadened to 5 to 7 anchors
- Not discriminating between areas or students
- Need to break out Roanoke from Radford – likely to be different outcomes
- Need to distinguish between “group” and “team” projects – team projects require far greater interdependence to tasks
- Might add a team-building workshop before project
- Move beyond reflective measure to knowledge measures of global business and cross-cultural behavioral skills and understanding

MBA Program Goal 1: Students will be managers of integrated business processes in diverse and global environments.

MBA Objective 1.1: Integrative knowledge of business functions.

Students will be able to demonstrate an advanced and integrated knowledge of accounting, quantitative analysis, economics, finance, information technology, behavioral management, operations management and marketing.

MBA-AOL 1.1a: MBA Major Field Test (graded component of MGNT 685, Strategic Management)

		Accounting		Finance		Management	
	n	RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools
Spring 2004	29	52.2	48.9	44.6	42.6	50.3	49.6
Spring 2005	29	49.9	48.9	42.8	42.8	48.9	49.6
Spring 2006	40	61.5	51.4	50.9	45.7	67.1	57.6
Spring 2007	31	60.0	50.7	51.0	45.0	66.0	57.2
Spring 2008	47	54.0	51.0	51.0	45.2	66.0	57.5
Spring 2009	43	56.0	50.7	51.0	44.9	66.0	57.1

		Marketing		Strategy		Overall	
	N	RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools
Spring 2004	29	55.4	52.1	57.0	53.3	253.9	251.7
Spring 2005	29	52.7	52.1	52.4	53.3	250.5	251.7
Spring 2006	40	65.4	56.2	62.3	53.4	260.3	250.2
Spring 2007	31	64.0	55.7	61.0	52.3	259.0	249.6
Spring 2008	47	62.0	55.9	58.0	52.7	256.0	249.8
Spring 2009	43	62.0	55.6	58.0	52.2	257.0	249.0

RU MBA Student Scores Compared to All Other Institutions*

	Percentage of RU Student Scores	
	2008	2009
90th Percentile or Higher	10.6%	11.6%
75th Percentile or Higher	38.3%	41.9%
50th Percentile or Higher	72.3%	67.4%
45th Percentile or Lower	27.7%	32.6%
n	47	43

**Compared to 15,954 examinees at 199 institutions.*

MBA Objective 1.1: Integrative knowledge of business functions.**MBA-AOL 1.1b:** Glo-Bus business simulation (MGNT 685, Strategic Management).

Criteria	2008 ¹ (n=48)			2009 (n=44)		
	Mean Percentile	δ	Range	Mean Percentile	δ	Range
Leadership Skills	79.8	24.2	2 to 100	74.6	27.8	4 to 100
Collaboration & Teamwork	81.4	22.2	2 to 100	74.3	29.9	3 to 100
Financial Analysis				81.2	22.7	27 to 100
Financial Management	43.5	21.2	9 to 84	53.5	25.2	2 to 89
Operations Management	56.3	27.2	19 to 99	26.9	26.7	1 to 92
Marketing Management	47.8	23.4	5 to 89	38.0	19.5	2 to 64
Human Resources Management	32.6	20.5	1 to 82	31.6	31.2	1 to 94
Strategic Analysis & Planning	41.8	24.3	12 to 98	53.0	25.7	14 to 100
Corporate Social Responsibility				47.0	25.6	4 to 93

¹ Includes Roanoke MBA students.

Benchmark Population Descriptive Statistics: For 2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17. For 2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.

Descriptions of Glo-Bus measures:

- Leadership Skills. Based on co-managers' evaluations.
- Collaboration & teamwork. Based on co-managers' evaluations.
- Financial Analysis. Based on skills in analyzing financial ratios and financial statements.
- Financial Management. Group's ability to apply (based on company's ROE, credit rating, and stock price performance).
- Operations Management. Group's ability to control production costs (based on production costs per unit, capacity utilization, and management of finished goods inventories).
- Marketing Management. Group's ability to effectively market company's product and control marketing costs (based on company's marketing image and marketing costs per unit sold).
- Human Resources Management. Group's proficiency in workforce management and labor costs (based on workforce compensation, workforce productivity, and labor costs per unit sold).
- Strategic Analysis & Planning. Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.
- Corporate Social Responsibility. Group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the percentage of company revenues spent on the six corporate social responsibility initiatives.

Faculty Comments:

- The wide range of performance is noted (2 to 100th percentile range). Performance in operations, marketing, and human resources management could improve.
- Where should RU be on a national scale?
- Target percentile!
- Can't judge without a target (grad faculty should set target)
- More emphasis in Ops, mktg, hr, strategy

MBA Objective 1.1: Integrative knowledge of business functions.

Students will be able to demonstrate an advanced and integrated knowledge of accounting, quantitative analysis, economics, finance, information technology, behavioral management, operations management and marketing.

MBA-AOL 1.1c: Integrative knowledge of Information Technology is a course-embedded measure (open-ended essay questions) (ITEC 623, Management Information Systems, spring 2009).

Question/Area	Average Score
What is a data warehouse and what is the difference between a data warehouse and a functional database? Include a discussion of how data is loaded into a data warehouse.	93.8%
Explain what data mining is and what a business can use the results for. Also, are we concerned about data integrity (and what data integrity means) when data mining, why or why not?	92.4%
Discuss the issue of using an information system to achieve a competitive advantage. In the answer explain why or why not you believe that information systems can be used for competitive advantage.	100.0%
Explain the client/server network model and why it has become so popular today.	86.7%
Overall	93.2%
	(n=18)

Faculty Comments:

- (Info Technology) – questions are inappropriate; too elementary
- Change ITEC 623 or drop from MBA

MBA Objective 1.1: Integrative knowledge of business functions.

Students will be able to demonstrate an advanced and integrated knowledge of accounting, quantitative analysis, economics, finance, information technology, behavioral management, operations management and marketing.

MBA-AOL 1.1d: Integrative knowledge of operations management is a course-embedded measure of I aspects of operations. (MGNT 624 Operations Management, spring 2009).

Area	Average percentage points Spring 2009
Relationship between operations and corporate strategy	84.8
Globalization of operations	82.4
Productivity management	91.3
Quality control and management	92.6
Project management	89.8
Inventory and supply chain management	88.2

N=

Faculty Comments:

- Score excellent
- How to integrate → MKTG, ACTG, FINC
- Show integration or change measures to include other disciplines
- Need to continue standardized test
- Replace/remove ITEC 623 or redesign
- Improve integration – more discipline in MGNT 624
- Where should RU be on a national scale?
- Target percentile!
- Can't judge without a target (grad faculty should set target)
- More emphasis in Ops, mktg, hr, strategy
- (Info Technology) – questions are inappropriate; too elementary
- Change ITEC 623 or drop from MBA
- Score excellent
- How to integrate → MKTG, ACTG, FINC
- Show integration or change measures to include other disciplines

MBA Program Goal 3: Students will be strategically oriented.

Objective 3.1: Business strategies.

Students will formulate business strategies within dynamic and unfamiliar environments.

MBA- AOL 3.1a: Assessment of case presentations with a rubric (MNGT 685, spring 2009, n=9 groups).

Criteria	Jet Blue (Case 1)	Kingfisher (Case 2)
Strategic Issues	93%	98%
Alternative Bundles	91%	84%
Defense of Short-term Recommendations	82%	93%
Defense of Long-term Recommendations	82%	82%
Delivery	58%	67%
Organization	72%	100%
Quality of slides	58%	94%
Timing	67%	100%
Dress	89%	94%
Total Score on the Case Presentation	83.6%	89.8%

Average scores across groups as a percentage of the total points available for the criteria.

Faculty Comments: No faculty comments recorded.

Objective 3.1: Business strategies.

Students will formulate business strategies within dynamic and unfamiliar environments.

MBA- AOL 3.1b: Assessment of groups' strategic analysis and planning skills; based on performance on Glo-Bus simulation (MNGT 685 Business Strategy). The Glo-Bus Simulation includes comparison measures to the other students (4,109 in 2009) participating in the program.

Criteria	2008 ¹ (n=48)			2009 (n=44)		
	Mean Percentile	δ	Range	Mean Percentile	δ	Range
Strategic Analysis & Planning	41.8	24.3	12 to 98	53.0	25.7	14 to 100
Corporate Social Responsibility				47.0	25.6	4 to 93

¹ Includes Roanoke MBA students.

Population Descriptive Statistics

2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.

2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.

Descriptions of Glo-Bus measures:

- Strategic Analysis & Planning. Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.
- Corporate Social Responsibility. Group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the percentage of company revenues spent on the six corporate social responsibility initiatives.

Faculty Comments:

- Need more emphasis in other areas
- Every discipline requires strategy

MBA Program Goal 3: Students will be strategically oriented.

Objective 3.2: Implementation plans.

Students will formulate implementation plans in dynamic and unfamiliar environments.

MBA- AOL 3.2: Group presentations of semester-long projects, assessed by a rubric (MNGT 685 Strategic Management, spring 2009, n=9 groups)

Rating criteria	Mean	Average Percentage Score
Company overview, history, background	8	100%
Industry and competitive analysis	8	100%
Strengths, Weaknesses, Opportunities, Threats	7.8	98.6%
Alternative bundles	7.1	88.9%
Final Recommendation	6.8	84.7%
Delivery	1.2	61.1%
Quality of slides	1.7	88.9%
Time (1-15 minutes)	1.9	94.4%
Dress	1.9	94.4%
Q&A	1.7	88.9%

Selected comments:

Excellent coverage of SWOT, lots of options
Excellent introduction, well-practiced
Good use of quantitative values
How do they differentiate? How are they rebounding?
Who are key competitors?
Pricing strategy mistakes

Delivery:
Difficult to read graph
Excellent graphics but some small print

Good variety to the speaking
Good visuals/good graphs (2)
Hands in pockets
High energy (2)
Mostly business dress, some business casual
Not too dynamic
Some nervousness (3)
Some reading of notes, reading slides (7)
Somewhat simple slides
Too long
Well organized (2)

Faculty Comments: No faculty comments recorded.

MBA Program Goal 4: Students will be capable of leading.**Objective 4.1: Leadership**

Students will be able to identify various leadership styles and concepts and illustrate when each would be effective in an organizational setting

MBA-AOL 4.1a: Course embedded measure (multiple-choice questions) on knowledge of leadership styles and concepts (MGNT 621, Organizational Behavior and Management Skills).

Question Topics/Area	Percent of students answering correctly	
	Fall 2007	Fall 2008
Leadership differences between men and women	67.6	6.3
Definition of leadership	41.2	9.4
According to the Hersey and Blanchard model of leadership, Michelle should use which style for her motivated/experienced subordinates?	38.2	34.4
Available courses of action, from Fiedler, when a leader's style and the situation are mismatched	94.1	46.9
According to the path-goal theory, how leaders affect performance	61.8	50.0
Differences between the behavioral approach and the LPC theory of leadership	17.6	25.0
Effective leaders, according to the Leadership Grid (Blake & Mouton)	73.5	68.8
To be effective as a strategic leader, the leader needs to understand	61.8	59.4
The leadership attributions we make about a person	41.2	25.0
The goal of the behavioral approach to the study of leadership	79.4	56.3
According to Robert House, characteristics of charismatic leaders	11.8	6.3
Supervisors initiate in-group/out-group relationships with subordinates (LMX)	76.5	46.9
According to the leader-member exchange model (LMX), descriptions of out-group members	85.3	25.0
Challenges a successor faces when a charismatic leader steps down	79.4	68.8
Findings from Ohio State on the stability of leader behaviors over time	17.6	15.6
Perspectives illustrated by path-goal theory and the Vroom-Yetton-Jago model	47.1	37.5
Initiating-structure behavior from the Ohio State leadership studies	58.8	31.3
Substitutes for leadership	79.4	43.8
Comparisons of out-group members to in-group members (LMX)	94.1	56.3
Assumptions of path-goal theory in contrast to LPC theory	41.2	18.8
	(n=34)	(n=32)

Faculty Comments:

Faculty Observations: This is used as a pre-test on one sample of students and as a post-test on a second sample of students. Clearly, on most leadership content items, students on the post-test scored higher. The exception was a comparison of behavioral theory and LPC theory. Some item scores remained low for both the pre-test and post-test and these content areas should be reviewed.

- It is obvious that we need some consistently applied measures of leadership

MBA Program Goal 4: Students will be capable of leading.**Objective 4.1: Leadership**

Students will be able to identify various leadership styles and concepts and illustrate when each would be effective in an organizational setting

MBA-AOL 4.1b: Course embedded measure (open-end essay questions) to assess knowledge of leadership styles and concepts (MGNT 621, Organizational Behavior and Management Skills).

Area	Average points for all students*			
	Fall 2007	%	Fall 2008	%
Contrast the managerial grid approach to leadership with the approaches of the Ohio State and Michigan groups.	18.0	90.0	19.1	95.3
Provide a brief explanation of Fiedler's contingency model. Identify the key situational factors that determine leadership effectiveness, according to this model.	18.6	93.0	19.0	95.2
Compare and contrast Hersey and Blanchard's situational leadership theory with House's path-goal theory.	18.8	94.2	19.7	98.6
Explain how charismatic leadership can hurt an organization. What could you do if you wanted others to perceive you as a charismatic leader?	19.3	96.3	19.4	96.9
How are power and politics related? Distinguish between legitimate and illegitimate political power.	19.6	98.2	19.6	98.2
What is sexual harassment? Define the role of power in cases of sexual harassment.	19.4	97.0	20.0	100.0

**Each question graded using a 20 point scale.*

Students were allowed to answer any three of the above six questions.

Questions Required of All Students

Area	Average points for all students*			
	Fall 2007	%	Fall 2008	%
Briefly describe the key elements of Leader-Member Exchange theory. Summarize the research evidence for or against the theory. What are the implications of LMX theory for leadership practice?	19.69	98.5	18.31	91.5
Explain how individuals obtain power. Contrast leadership and power.	18.62	93.1	19.56	97.8
	(n=34)		(n=32)	

**Each question graded using a 20 point scale.*

Faculty Comments:

- Faculty Comments: Need consistency in use of rubrics and when/how they are administered
- Use consistent and possibly multiple measures to assess leadership especially since numerics do not tell the same story

Objective 4.1: Leadership

MBA-AOL 4.1c: Course embedded measure to assess individual's leadership and independent thinking skills. Based on co-managers' answers on peer evaluation from glo-bus business simulation (MGNT 685, Business Strategy). The Glo-Bus Simulation includes comparison measures to the other students (4,109 in 2009) participating in the program.

Criteria	2008 ¹ (n=48)			2009 (n=44)		
	Mean Percentile	δ	Range	Mean Percentile	δ	Range
Leadership Skills	79.8	24.2	2 to 100	74.6	27.8	4 to 100
Collaboration & Teamwork	81.4	22.2	2 to 100	74.3	29.9	3 to 100
Strategic Analysis & Planning	41.8	24.3	12 to 98	53.0	25.7	14 to 100
Corporate Social Responsibility				47.0	25.6	4 to 93

¹ Includes Roanoke MBA students.

Glo-Bus Population Descriptive Statistics

2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.

2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.

Descriptions of Glo-Bus measures:

- Leadership Skills. Based on co-managers' evaluations.
- Collaboration & teamwork. Based on co-managers' evaluations.
- Strategic Analysis & Planning. Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.
- Corporate Social Responsibility. Group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the percentage of company revenues spent on the six corporate social responsibility initiatives.

Faculty Comments:

- Glo-bus – can we repeat exposure to these criteria in multiple classes?
- Assessment – should strive for continuous improvement

MBA Program Goal 5: Students will be aware of social and ethical responsibility issues in business decisions

Objective 5.1: Ethics and Social Responsibility. Students will be able to evaluate and critique business decisions within a framework of ethical and social responsibility.

MBA-AOL 5.1a: Glo-bus business simulation (MGNT 685 Business Strategy). The Glo-Bus Simulation includes comparison measures to the other students (4,109 in 2009) participating in the program.

Criteria	2008 ¹ (n=48)			2009 (n=44)		
	Mean Percentile	δ	Range	Mean Percentile	δ	Range
Strategic Analysis & Planning	41.8	24.3	12 to 98	53.0	25.7	14 to 100
Corporate Social Responsibility				47.0	25.6	4 to 93

¹ Includes Roanoke MBA students.

Population Descriptive Statistics

2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.

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Descriptions of Glo-Bus measures:

- Strategic Analysis & Planning. Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.
- Corporate Social Responsibility. Group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the percentage of company revenues spent on the six corporate social responsibility initiatives.

Faculty Comments:

- Our students seem to be toward the middle of the assessment
- A nice external validation of social and ethical responsibility in business

Objective 5.1: Ethics and Social Responsibility

MBA-AOL 5.1b: Course embedded measures from an exam. (MGNT 671, n=8 – Australia Study Abroad)

Summary of question asked	Percentage answering correctly
Practices that MNCs have developed to confront concerns of ethical behavior and social responsibility (short answer)	100%
Concerns regarding the social responsibility of MNCs, especially in less developed countries (short answer)	100%
“Socially reactive” is in between the extremes of working solely for stockholders and working to solve social problems (multiple choice)	87%
Preferred responses in negotiations if the other side employs “dirty tricks”	50%

Faculty Comments:

- Students need exposure to how to deal with dirty tricks in a negotiation process
- Students appear to have a handle most of these ethical issues, except for the preferred responses in dealing with dirty tricks

Other: Reflective Thinking of Personal Strengths and Weaknesses

MBA students complete a battery of self-tests (i.e., Jungian 16-type personality, Values and Attitude, Motivation, Communication Skills, Leadership Skills, Power and Conflict Skills, Change and Stress, etc.) and then write a reflective paper on their strengths, weaknesses, and action plan to improve.

Traits of papers assessed	Average scores (across papers)	
	Fall 2008 (n = 5)	Fall 2009 (n=8)
Breadth of issues considered	4.0	3.5
Depth of analysis (extent tied to self)	4.0	3.8
Grammar, sentence structure, organization	3.6	3.5
Overall analytical strength (reflection)	3.6	3.5
Relevant goals or skills identified	4.6	3.9
Methods provided to improve skills	4.2	3.2
Realistic time line provided	4.0	1.5

Where, n=five papers randomly selected and rated externally to the class in Spring 2008; n= 8 papers selected and rated externally to the class in Spring 2009. Where: 1=few items or poorly done and 5=many options or very well done. (MNGT 621, Spring 2008, Spring 2009).

Faculty Comments: No faculty comments recorded.

Other: Indirect Measures Used to Assess the MBA Program

Straw Poll of MBA Students (76 out of 84 MBA students responded)

Concentration Interests

	Count
Speech and Communications	
Human Resources	2
Finance	5
International Marketing	2
ITEC	
Economic Analysis	
Accounting	4
LEED, environmental/green	
Global Commerce	
Economic Development	
Global Economy	
Management	
Marketing	2
Project Management	2
Leadership	2
Health Care-MANAGING Clinical Lab	

Preparing for the career waiting for you after your MBA degree is of critical importance. Please indicate how interested you would be to participate in --	Average	Mode
Interviewing	3.53	5
Resume Writing	3.41	3
Developing Career Goals	3.31	3
Networking and making professional contacts	3.75	5
Conduct & presentation at professional social gatherings	3.41	3
Job search tools	3.64	5
Sessions with local Human Resource professionals for job search advice.	3.68	5

Faculty Comments:

- Leadership Development and Listening Skills
- Study Abroad for up to a year
- Entrepreneurship
- Current students do not have a strong and/or consensus interest in one concentration
- Only 19 of 76 responded?
- Further investigate markets (students and employers) to determine demand of concentration

Other: Survey of Graduating MBA Students (spring and summer, 2009)

N = 34; response rate = 56%

Employment Status

Survey taken at graduation	2009
Currently employed	37%
Have accepted employment	0%
Seeking employment	63%
n	19

At graduation: average starting salary = \$50,000.

Employer	Job Function
Deloitte Consulting LLP	Consulting
University of Virginia	General Management
Galax City Public Schools	Other
AEP	Other
Kollmorgen	Human Resources
ITT Night Vision	Finance/Accounting

Faculty Comments:

- Large percentage without employment
- Enhance career service/placement activities