

UNIT REPORT

**MBA Studies - Institutional
Effectiveness Final Annual Report
2019**

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Definition of Unit

Definition of MBA Program

Reporting Year:
Providing Department: MBA Studies

Department/Unit Contact: Kate Nicewicz

Mission/Vision/Goal Statement:

The MBA Program is designed to allow students to pursue an on-campus program, a 100% online program or a combination of both. Our program has over a decade of online learning experience. Whether students take class on-ground or online, courses and professors are all the same and **there is no difference between earning a degree online, or on campus.**

Full-time and part-time programs are available for students to earn their degree at their own pace. Students can finish the 30-hour program in as little as one year. The purpose of the M.B.A degree is to offer a professional program preparing graduate students from diverse backgrounds for rewarding careers in organizations. The core area of business studies is broad in scope for the purpose of developing general managerial competence through extensive use of various pedagogies such as case methods, simulations, and research projects. Electives are used to develop special competencies of interest to the student. In the degree, the College seeks to:

- Provide a high level of confidence that will allow the student to cope with uncertainty, communicate effectively, and to make decisions in an increasingly complex and global business environment.
- Provide an awareness and appreciation of the legal, ethical, social, political, and economic environments of business.
- Provide essential competence in administration, as well as an understanding of the administrative process.
- Develop a high level of skill in problem analysis and decision making.
- Provide sufficient competence for making positive contributions to one of the functional areas of a business firm through changing technology within the business context.

The MBA program is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International). AACSB Accreditation represents the highest standard of achievement for business schools worldwide.

The MBA program at Tennessee Tech consists of ten, 3-hour courses for a total of 30 hours:

- Seven 3-hour core courses (21 hours)
- Three 3-hour electives (9 hours)

As many as 9 semester hours may be transferred in from other AACSB accredited schools. Credit will not be allowed for courses taken more than five years prior to application to Tennessee Tech.

Goal/Objective/Outcome

Goal 1 - Students will demonstrate a broad integrative knowledge of business disciplines.

Define Goal:

Students will possess a broad integrative knowledge of business disciplines.

Intended Outcomes / Objectives:

Students will demonstrate ability to integrate knowledge of core business disciplines.

Goal 2 - Students will consider ethical dimensions in decision-making.

Define Goal:

Students will consider ethical dimensions in decision-making.

Intended Outcomes / Objectives:

Students will demonstrate awareness of ethical implications of business decisions.

Goal 3 - Students will possess the necessary knowledge and skills to perform in a professional environment.

Define Goal:

Students will possess the necessary knowledge and skills to perform in a professional environment.

Intended Outcomes / Objectives:

Students will demonstrate proficiency in written and oral communication skills.

Goal 4 - Students will demonstrate the ability to think critically in addressing business problems.

Define Goal:

Students will demonstrate the ability to think critically in addressing business problems.

Intended Outcomes / Objectives:

Students will demonstrate ability for problem solving and decision making.

Goal 5 - Students will demonstrate an understanding of leadership skills and the ability to influence others.

Define Goal:

Students will demonstrate an understanding of leadership skills and the ability to influence others.

Intended Outcomes / Objectives:

- **Objective 5.1** - Students will be able to identify effective leadership skills required in diverse situations.
- **Objective 5.2** - Students will be able to demonstrate leadership skills required in diverse situations.

Assessment Tools

Assessment: Capsim AoL Reports

Goal/ Outcome/ Objective: Goal 1, 2, 4, 5

Type of Tool: Capstone Project

Frequency of Assessment: Semester

Rationale:

These Assurance of Learning reports are derived from MBA student performance in BMGT6950, the program's Capstone class, specifically on the individual simulation. BMGT6950 is meant to assess our students' comprehensive knowledge at the conclusion of the MBA program. In FY2014-15, we implemented three modules (Analytical and Quantitative Reasoning, Critical Thinking Skills, and Functional Knowledge and Applications) within the Capsim program to provide us with AoL outcomes. In FY2015-16, we implemented the same three modules, as well as Teamwork and/or Leadership Skills, Business Communication Skills, and Cultural Competence Skills.

Assessment: End of the Year Survey

Goal/ Outcome/ Objective: Goals 1-5

Type of Tool: Survey

Frequency of Assessment: Semester

Rationale:

The purpose of this survey is to give students an opportunity to give feedback regarding how the MBA program has strengthened implicit skills such as communications, data analysis, technology utilization, functional business applications, business ethics and management competencies. In the future, we plan to implement an "Admissions Survey" to provide each student with an individual baseline against which we can measure the results of their exit survey.

Results

Results: AoL Teamwork and/or Leadership Skills

Goal/Objective/Outcome Number: 5

Results:

F2016

The PDF entitled "F2016_Teamwork Leadership," measures the demonstration of proficiency in areas such as group dynamics, collaboration, interpersonal relations, and leading individuals, teams, or organizations.

Overall, the class scored a 82% (up from 81% in F2015) on the Capsim Balance scorecard, which measures success within the simulation, and a 69% (up from 65% in F2015) on Board Query questions, which measures comprehensive understanding of all MBA core courses. Scores ranged from 98% to 34% on the balanced scorecard, and 89% to 43% on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 5

90 - 94% - 4

85 - 89% - 6

80 - 84% - 7

75 - 79% - 1

70 - 74% - 1

65 - 69% - 1

60 - 64% - 1

55 - 59% - 0

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 1

Benchmark 1: 77% of students scored a 75% or better on the Balanced Scorecard

Benchmark 2:

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 0

85 - 89% - 1

80 - 84% - 0

75 - 79% - 13

70 - 74% - 1

65 - 69% - 7

60 - 64% - 1
55 - 59% - 3

50 - 54% - 1
45 - 49% - 2

40 - 44% - 1

35 - 39% - 0

30 - 34% - 0

According to board query questions, students seemed to struggle most with **Team Confidence**, but performed strongly with regard to **Team Cohesion**.

S2017

The PDF entitled "S2017_Teamwork Leadership," measures the demonstration of proficiency in areas such as group dynamics, collaboration, interpersonal relations, and leading individuals, teams, or organizations.

Overall, the class scored a 84% (down from 85%) on the Capsim Balance scorecard, which measures success within the simulation, and a 66% (down from 67%) on Board Query questions, which measures comprehensive understanding of all MBA core courses. Scores ranged from 96% to 42% on the balanced scorecard, and 100% to 43% on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 12

90 - 94% - 4

85 - 89% - 5

80 - 84% - 3

75 - 79% - 3

70 - 74% - 0

65 - 69% - 1

60 - 64% - 1
55 - 59% - 0

50 - 54% - 1
45 - 49% - 0

40 - 44% - 2

35 - 39% - 0

30 - 34% - 0

Benchmark 1: 84% of students scored a 75% or better on the Balanced Scorecard

Benchmark 2:

Board Queries

95 - 100% - 1 (# of students)

90 - 94 % - 0

85 - 89% - 3

80 - 84% - 0

75 - 79% - 7

70 - 74% - 0

65 - 69% - 7

60 - 64% - 1

55 - 59% - 6

50 - 54% - 3

45 - 49% - 1


40 - 44% - 3


35 - 39% - 0


30 - 34% - 0


According to board query questions, students seemed to struggle most with **Team Cohesion**, but performed strongly with regard to **Performance Execution**.

Attachments: Attached Files

 [S2017_Teamwork_Leadership](#)

 [F2016_Teamwork_Leadership](#)

 [S2016_Teamwork_Leadership](#)

 [F2015_Teamwork_Leadership](#)

Results: AoL Analytical/Quantitative Knowledge Report

Goal/Objective/Outcome Number: Goal 1

Results:

F2016 The PDF entitled "F2016_Analytical Quantitative," measures the demonstration of proficiency in areas such as statistical and other mathematical techniques, data analysis, and quantitative modeling of business-related information.

Overall, the class scored a 79% on the Capsim Balance scorecard (as opposed to 77% in F2015), which measures success within the simulation, and a 79% on Board Query questions (as opposed to 78% in F2015), which measures comprehensive understanding of all MBA core courses. Scores ranged from 92% to 50% on the balanced scorecard, and 100% to 54% on the board query questions.

Metrics were as follows:

Balanced Scorecard:

95 - 100% - 0

90 - 94% - 4

85 - 89% - 7

80 - 84% - 9

75 - 79% - 1

70 - 74% - 4

65 - 69% - 2

60 - 64% - 0

55 - 59% - 1

50 - 54% - 2

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 3 (# of students)

90 - 94 % - 3

85 - 89% - 5

80 - 84% - 3

75 - 79% - 7

70 - 74% - 3

65 - 69% - 1

60 - 64% - 4

55 - 59% - 0

50 - 54% - 1

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

According to board query questions, students seemed to struggle most with the **Internal Business** quadrant of questions, and were most successful in the **Customer** quadrant.

S2016 The PDF entitled "S2017_Analytical_Quantitative," measures the demonstration of proficiency in areas such as statistical and other mathematical techniques, data analysis, and quantitative modeling of business-related information. Overall, the class scored a 80% on the Capsim Balance scorecard (as opposed to 77% in S2016), which measures success within the

simulation, and a 77% on Board Query questions (as opposed to 76% in S2016), which measures comprehensive understanding of all MBA core courses. Scores ranged from 94% to 43% on the balanced scorecard, and 93% to 58% on the board query questions. Metrics were as follows:

Balanced Scorecard

95 - 100%	- 0 (#number of students)
90 - 94%	- 7
85 - 89%	- 7
80 - 84%	- 8
75 - 79%	- 3
70 - 74%	- 1
65 - 69%	- 1
60 - 64%	- 1
55 - 59%	- 2
50 - 54%	- 0
45 - 49%	- 1
40 - 44%	- 1
35 - 39%	- 0
30 - 34%	- 0

Board Queries

95 - 100%	- 0 (# of students)
90 - 94 %	- 3
85 - 89%	- 5
80 - 84%	- 3
75 - 79%	- 9
70 - 74%	- 5
65 - 69%	- 5
60 - 64%	- 2
55 - 59%	- 1
50 - 54%	- 0
45 - 49%	- 0
40 - 44%	- 0
35 - 39%	- 0
30 - 34%	- 0

According to board query questions, students seemed to struggle most with the **Financial** quadrant of questions, and were most successful in the **Customer** quadrant.

Attachments: Attached Files

- [S2017_Analytical_Quantitative](#)
- [F2016_Analytical_Quantitative](#)
- [S2016_Analytical_Quantitative](#)
- [F2015_Analytical_Quantitative](#)
- [Analytical_Quantitative_Miller_Spring15](#)
- [Analytical_Quantitative_Miller_Fall14](#)

Results: AoL Business Communication Skills

Goal/Objective/Outcome Number: 3

Results:

F2016

The PDF entitled "F2016_Business Communication," measures the demonstration of proficiency in areas such as written, oral and/or visual communication formats.

Overall, the class scored a 72% on Board Query questions, which measures comprehensive understanding of all MBA core courses with regard to the aforementioned skills. Scores ranged from 100% to 40% on the board query questions. Metrics were as follows:

Board Queries	
100%:	1 (# of students)
90%:	3
80%:	10
70%:	8
60%:	4
50%:	3
40%:	1

According to board query questions, students seemed to struggle most with the **Selecting a Communication Medium** but performed well when **Substantiating Core Ideas**.

S2017

The PDF entitled "S2017_Business Communication," measures the demonstration of proficiency in areas such as written, oral and/or visual communication formats.

Overall, the class scored a 74% on Board Query questions, which measures comprehensive understanding of all MBA core courses with regard to the aforementioned skills. Scores ranged from 100% to 60% on the board query questions. Metrics were as follows:

Board Queries	
100%:	1 (# of students)

90%: 3

80%: 8

70%: 16

60%: 4

50%: 0

40%: 0

According to board query questions, students seemed to struggle most with the **Selecting a Communication Medium** but performed well when **Structuring Business Communication**.

Attachments:

Attached Files

 [S2017_Business Communication](#)

 [F2016_Business Communication](#)

 [S2016_Business Communication](#)

 [S2016_Business Communication](#)

 [F2015_Business Communication](#)

 [F2015_Business Communication](#)

Results: AoL Critical Thinking Report

Goal/Objective/Outcome Number: Goal 4

Results:

F2016

The PDF entitled "F2016_CCT and Decision Making," measures the demonstration of proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions. Overall, the class scored a 80% on the Capsim Balance scorecard, which measures success within the simulation, and a 77% on Board Query questions (higher than the 67% score from F2015), which measures comprehensive understanding of content from all MBA core courses. Scores ranged from 93% to 51%, on the balanced scorecard, and 93% to 54%on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 0

90 - 94% - 2

85 - 89% - 13

80 - 84% - 4

75 - 79% - 4

70 - 74% - 3

65 - 69% - 0

60 - 64% - 1

55 - 59% - 1

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 5

85 - 89% - 6

80 - 84% - 6

75 - 79% - 2

70 - 74% - 3

65 - 69% - 2

60 - 64% - 3

55 - 59% - 0

50 - 54% - 2

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

According to the balanced scorecard information, students showed great strength in the **Learning and Growth quadrant and Customer quadrant**, and struggled with the **Internal Business Process quadrant**.

According to board query questions, students were successful in **Strategic Analysis**, but struggled with **Identifying Tactics for Building a Competitive Advantage**.

S2017

The PDF entitled "S2017_Critical thinking_Decision making," measures the demonstration of proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions. Overall, the class scored a 81% on the Capsim Balance scorecard (up from 78% in S2016), which measures success within the simulation, and a 74% (up from 71% S2016) on Board Query questions, which measures comprehensive understanding of content from all MBA core courses. Scores ranged from 95% to 45% on the balanced scorecard, and 93% to 45% on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 1

90 - 94% - 8

85 - 89% - 8

80 - 84% - 6

75 - 79% - 1

70 - 74% - 2

65 - 69% - 3

60 - 64% - 0

55 - 59% - 1

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 5

85 - 89% - 1

80 - 84% - 6

75 - 79% - 4

70 - 74% - 7

65 - 69% - 1

60 - 64% - 2

55 - 59% - 2

50 - 54% - 0

45 - 49% - 3

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

According to the balanced scorecard information, students showed great strength in the **Customer quadrant** and struggled with the **Financial quadrant**.

According to board query questions, students struggled with **Break Even Analysis**, but were successful in **TQM Break Even Analysis** and **Identifying Strategies**.

Attachments:

Attached Files



[S2017_Critical thinking_Decision making](#)



[F2016_Critical Thinking_Decision Making](#)

- [S2016_Critical thinking_Decision making](#)
- [F2015_CT and Decision Making](#)
- [CriticalThinking_Miller_Spring15](#)
- [CriticalThinking_Miller_Fall14](#)

Results: AoL Cultural Competence Skills

Goal/Objective/Outcome Number: 4, 5

Results:

F2016

The PDF entitled "F2016_Cultural Competence" measures demonstrations of proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.

Students scored an average of 74% on board query questions, with scores ranging from 100% to 40%. Metrics were as follows:

Board Query Range

- 95 - 100%: 3 (# of students)
- 90 - 95%: 0
- 85 - 89%: 4
- 80 - 84%: 0
- 75 - 79%: 12
- 70 - 74%: 2
- 65 - 69%: 0
- 60 - 64%: 5
- 55 - 59%: 0
- 50 - 54%: 2
- 45 - 49%: 2
- 40 - 44%: 1
- 35 - 39%: 1

According to the board query questions, students were strongest in **Developing Cross-cultural Knowledge**, but struggled with **Adapting to Cross-Cultural Situations**.

S2017

The PDF entitled "S2017_Cultural Competence" measures demonstrations of proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.

Students scored an average of 75% on board query questions, with scores ranging from 100% to 38%. Metrics were as follows:

Board Query Range

95 - 100%: 3 (# of students)
90 - 95%: 0
85 - 89%: 10
80 - 84%: 0
75 - 79%: 7
70 - 74%: 2
65 - 69%: 0
60 - 64%: 8
55 - 59%: 0
50 - 54%: 0
45 - 49%: 0
40 - 44%: 0
35 - 39%: 3

According to the board query questions, students were strongest in **Developing Cross-cultural Knowledge**, but struggled with **Adapting to Cross-Cultural Situations**.

Attachments:

Attached Files

 [S2017_Cultural Competence](#)

 [F2016_Cultural Competence](#)

 [S2016_Cultural Competence](#)

 [F2015_Cultural Competence](#)

Results: AoL Ethics, Legal and/or Social Responsibility Skills

Goal/Objective/Outcome Number: 2

Results:

F2016

The PDF entitled "F2016_Ethics Legal" measures demonstrations of proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.

Students averaged 64% on the board query questions, with scores ranging from 91% to 28%. Metrics were as follows:

Board Query Range

95 - 100%: 0 (# of students)
90 - 95%: 1
85 - 89%: 2
80 - 84%: 0
75 - 79%: 6

70 - 74%: 6

65 - 69%: 1

60 - 64%: 0

55 - 59%: 2

50 - 54%: 4

45 - 49%: 6

40 - 44%: 1

35 - 39%: 0

30 - 34%: 0

25 - 29%: 1

According to the board query question results, students struggled most with select components **Identifying Primary Stakeholders** and had success with **Inspect Consequences of Alternatives**.

S2017

The PDF entitled "S2017_Ethics Legal" measures demonstrations of proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.

Students averaged 69% on the board query questions, with scores ranging from 100% to 38%.

Metrics were as follows:

Board Query Range

95 - 100%: 1 (# of students)

90 - 95%: 5

85 - 89%: 1

80 - 84%: 0

75 - 79%: 2

70 - 74%: 7

65 - 69%: 3

60 - 64%: 8

55 - 59%: 0

50 - 54%: 2

45 - 49%: 3

40 - 44%: 0

35 - 39%: 1

According to the board query question results, students struggled most with **Identifying Alternative Courses of Action**, and had success with **Inspecting Consequences of Alternatives** and **Investigating Ethical Issues**.

Attachments:

Attached Files

 [S2017_Ethics_Legal](#)

 [F2016_Ethics](#)

 [S2016_Ethics_Legal](#)

 [F2015_Ethics Legal](#)

Results: AoL Full Report

Goal/Objective/Outcome Number: Goal 1, 4

Results:

Fall 2016

The PDF entitled "F2016_Full Report" shows an overall analysis of the seven Learning Goal Modules that were implemented within the Capsim program: Analytical and/or Quantitative Skills, Critical-thinking and/or Decision-making skills, Functional Knowledge Application skills, Teamwork and/or Leadership Skills, Ethics, Legan and/or Social Responsibility Skills, Business Communication Skills, Cultural Competence Skills.

According to the results, students averaged the following scores in each category:

Analytical and/or Quantitative Skills: 79% (up from 77%)

Critical-thinking and/or Decision-making skills: 79% (up from 75%)

Functional Knowledge Application Skills: 80% (up from 76%)

Teamwork and/or Leadership Skills: 78% (up from 76%)

Ethics, Legal, and/or Social Responsibility Skills: 64% (up from 59%)

Business Communication Skills: 72% (down from 73%)

Cultural Competence Skills: 74% (up from 70%)

Spring 2017

The PDF entitled "S2017_Full Report" shows an overall analysis of the seven Learning Goal Modules that were implemented within the Capsim program: Analytical and/or Quantitative Skills, Critical-thinking and/or Decision-making skills, Functional Knowledge Application skills, Teamwork and/or Leadership Skills, Ethics, Legan and/or Social Responsibility Skills, Business Communication Skills, Cultural Competence Skills.

According to the results, students averaged the following scores in each category:

Analytical and/or Quantitative Skills: 79% (up from 77%)

Critical-thinking and/or Decision-making skills: 80% (up from 78%)

Functional Knowledge Application Skills: 80% (up from 77%)

Teamwork and/or Leadership Skills: 80%

Ethics, Legal, and/or Social Responsibility Skills: 69% (down from 71%)

Business Communication Skills: 74% (down from 76%)

Cultural Competence Skills: 75% (down from 80%)

Overall, the full report shows that students struggle most with **Ethics, Legal and/or Social Responsibility Skills**.

Attachments:

Attached Files

-  [S2017_Full Report](#)
-  [F2016_Full Report](#)
-  [S2016_Full Report](#)
-  [F2015_Full Report](#)
-  [AoLFullReport_Miller_Spring15](#)
-  [AoLFullReport_Miller_Fall14](#)

Results: AoL Functional Knowledge Report

Goal/Objective/Outcome Number: Goal 1

Results:

Fall 2016

The PDF entitled "F2016_Functional Knowledge App" measures demonstrated proficiency in the functional areas of business such as finance, accounting, marketing, operations, and human resources, as well as the capacity to synthesize and apply this functional knowledge.

Students scored an average of 80% on the balanced scorecard (up from 78% in F2015), which measures overall performance on the simulation as a whole, and 81% on board query questions up from 75% in F2015), which measures comprehensive understanding of content from all of the MBA core classes.

The balanced scorecard scores ranged from 93% to 51%, and the board query scores ranged from 96% to 59%. Metrics are as follows:

Balanced Scorecard:

- 95 - 100% - 0
- 90 - 94% - 2
- 85 - 89% - 13
- 80 - 84% - 4
- 75 - 79% - 4
- 70 - 74% - 3
- 65 - 69% - 0
- 60 - 64% - 1
- 55 - 59% - 1
- 50 - 54% - 1
- 45 - 49% - 1
- 40 - 44% - 0
- 35 - 39% - 0

30 - 34% - 0

Board Queries
95 - 100% - 3 (# of students)

90 - 94 % - 1

85 - 89% - 6

80 - 84% - 10

75 - 79% - 4

70 - 74% - 3

65 - 69% - 1

60 - 64% - 1

55 - 59% - 1

50 - 54% - 0

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

According to balanced scorecard information, students struggled with the Internal Business Process quadrant, and performed well in the Learning and Growth, and Customer quadrants. According to board query responses, students struggled most with the **Effects of Change in Depreciation Expense on Financial Statements**, and did well with **DuPont Analysis, Calculating Ratios from the Annual Report, Identifying Fixed & Variable Costs, Calculating Productivity Impact, and Calculating Training Costs**.

Spring 2017

The PDF entitled "S2017_Functional Knowledge_Application" measures demonstrated proficiency in the functional areas of business such as finance, accounting, marketing, operations, and human resources, as well as the capacity to synthesize and apply this functional knowledge.

Students scored an average of 81% (up from 80% in S2065) on the balanced scorecard, which measures overall performance on the simulation as a whole, and 78% (up from 75% in S2016) on board query questions, which measures comprehensive understanding of content from all of the MBA core classes.

The balanced scorecard scores ranged from 95% to 45%, and the board query scores ranged from 92% to 61%. Metrics are as follows:

Balanced Scorecard:

95 - 100% - 1

90 - 94% - 8

85 - 89% - 8

80 - 84% - 6

75 - 79% - 1

70 - 74% - 2

65 - 69% - 3

60 - 64% - 0

55 - 59% - 1

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 5

85 - 89% - 4

80 - 84% - 4

75 - 79% - 5

70 - 74% - 8

65 - 69% - 4

60 - 64% - 1

55 - 59% - 1

50 - 54% - 0

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

This semester, according to balanced scorecard information, students struggled most with the **Financial** quadrant of questions, and were strongest in the **Customer** quadrant. According to board query questions, students did well with **Understanding the Accounting Equation** and **Identifying Fixed vs. Variable Costs**, and struggled with the **Effects of Change in Depreciation Expense on the Financial Statements**.

- Attachments:
- Attached Files
 - [S2017_Functional Knowledge_Application](#)
 - [F2016_Functional Knowledge](#)
 - [S2016_Functional Knowledge_Application](#)
 - [F2015_Functional Knowledge App](#)

[FunctionalKnowledge_Miller_Spring15](#)

[FunctionalKnowledge_Miller_Fall14](#)

Results: End of Year Survey

Goal/Objective/Outcome Number: 1 - 5

Results:

A summary of survey results for F2016 and S2017 follow:

Fall 2016 - 13 Responses

1. My MBA experience has strengthened my communication skills - 6.0/7
2. My MBA experience has strengthened my ability to analyze complex case material - 6.33/7
3. My MBA experience has broadened my understanding on the management function in business - 6.33/7
4. My MBA experience has strengthened my ability to respond to changing technology - 5.67/7
5. My MBA experience has strengthened my ability to make decisions after proper analysis - 6.25/7
6. As a result of my MBA experience, I believe that I will be a more competent manager - 6.67/7
7. As a result of my MBA experience, I believe that I can better handle complex ethical issues in business - 5.50/7
8. As a result of my MBA experience, I am more sensitive to the legal, social and political environments within which business operates - 6.08/7
9. As a result of my MBA experience, I will be better able to make a positive contribution to my future employer's business - 6.67/7
10. As a result of my MBA experience, I believe my job opportunities have been enhanced - 6.67/7
11. If you could change one thing about the MBA program, what would it be?
 - If you could change one thing about the MBA program, what would it be?
 - Their isn't really anything that warrants change within the MBA program. I completely enjoyed my experience in the program at TTU.
 - Fewer group projects--often, one or two people carry the bulk of the work. In one group, my partner had apparently stopped signing in to the class, but didn't withdraw. The professors allowed us to rate participation, so it wasn't the grading aspect that I found irritating-just the time I wasted trying to contact these people.
 - lack of scholarships for online/distance learning students
 - Better access to on campus classes
 - The online program was pretty terrible from a learning experience. I would have really liked some type of synchronous lectures or learning opportunities. Pre-recorded lectures and powerpoints from 10 years ago? I can get those from YouTube. Give me a learning experience! Simulations scratched that itch, but not nearly enough.
 - The senior class (BMGT 6950) is not helpful. To be clear, Dr.Miller was very helpful, but the simulation is not technologically advanced. It also has very little material on Ethical issues, but the last test (which you must get a great grade on to pass) is full of Ethical questions that have never been mentioned before. I understand TTU needs a simulation like this for accreditation, but there has to be a better version. Really ruined my whole experience because before that class, I was singing TTU MBA praises.

- offer a course solely dedicated to deciphering all financial statements, an in-depth analysis if you will.
- There is almost nothing on business ethics, with the exception of material on ENRON
- No more CompXM!
- The capstone class was very helpful! However, the Professor is not. I would make the teachers have a standard way of presenting the class. Because this was online, having a week by week schedule of things to come was very helpful, but not always provided by every teacher.

12. What is the single-most outstanding aspect of the MBA program?

- The professors that teach in the MBA is the most outstanding aspect of the program. Their knowledge and real-life experience has proven invaluable in my personal and professional life.
- The professors! With only a few exceptions, the professors were absolutely extraordinary.
- That it could all be done online, at my pace in terms of class load
- The program management's flexibility and welcoming attitude
- Simulations
- Faculty. I took all of my classes online but I never felt like my professors didn't know me or were not willing to take time for me. Dr. Timmerman and Dr. Miller and Dr. Pharr were all excellent.
- simulated business challenges
- Teachers take an active role with students and are very approachable
- Flexibility of coursework
- Faculty and Administration
- The director of the program was helpful and provided great guidance as I mapped out my program.
- It was very convenient and the teachers were great

Spring 2017 - XX Responses

1. My MBA experience has strengthened my communication skills - XX/7
2. My MBA experience has strengthened my ability to analyze complex case material - xx/7
3. My MBA experience has broadened my understanding on the management function in business -xx/7
4. My MBA experience has strengthened my ability to respond to changing technology - xx/7
5. My MBA experience has strengthened my ability to make decisions after proper analysis - xx/7
6. As a result of my MBA experience, I believe that I will be a more competent manager - xx/7
7. As a result of my MBA experience, I believe that I can better handle complex ethical issues in business - xx/7
8. As a result of my MBA experience, I am more sensitive to the legal, social and political environments within which business operates - xx/7

9. As a result of my MBA experience, I will be better able to make a positive contribution to my future employer's business - xx/7

10. As a result of my MBA experience, I believe my job opportunities have been enhanced -xx/7

11. If you could change one thing about the MBA program, what would it be?

12. What is the single-most outstanding aspect of the MBA program?

Attachments: Attached Files

 [Summary of Responses \(S15\)](#)

 [S2016 MBA Exit Interview](#)

 [M2015 MBA Studies Exit Interview - Google Forms](#)

 [F2015 MBA Studies Exit Interview - Google Forms](#)

 [Exit Interviews F2014](#)

Modifications and Continuing Improvement to Goals/Objectives/Outcomes

New Admissions and Exit Surveys

Goal/Objective/Outcome Number: 1

Program Changes and Actions due to Results:

A new admissions survey has been developed for incoming students, and the program's traditional exit survey has been updated to parallel the questions included on the new admissions survey. Changes include the following:

- Framing of questions on both surveys to allow for "before" and "after" comparisons.
- Inclusion of "current employment status" on Admissions/Exit Survey
- Inclusion of "duration in current position" on Admissions/Exit Survey
- Inclusion of salary information on Admissions/Exit Survey
- Inclusion of open-ended "why are you pursuing your MBA?" on Admissions Survey
- Inclusion of "quality of content delivery online" on Exit Survey
- Inclusion of "consistency of quality of online courses" on Exit Survey
- Inclusion of "personal contact email" on Exit Survey

We believe that the implementation of these revised surveys will provide better "before and after" data for internal use.

Link to Assessment:

Attached Files

 [S2018](#)

 [S2018](#)

Link to 'Tech Tomorrow' Strategic Plan: Dynamic Long-term Budget
High Impact Practices