

Park University
School of Business and Management
Master of Business Administration Program (MBA)
Assessment Plan

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Introduction

The Master of Business Administration is a graduate professional degree for those willing to pursue a career in business administration. The traditional business administration curriculum concept was revised to reflect the changing demands of the global environment. Thus, the MBA program provides training to individuals for thinking critically and effectively to find solutions to management problems. It also prepares students to excel in managerial and technical skills necessary for leadership positions in worldwide and technologically sophisticated market environment. Significance is placed also on developing the skills and techniques required to implement decisions successfully. Park University offers quality MBA degree program. It is designed to meet the educational needs of a growing and varied population.

To meet student's personal and professional needs, the program offers emphasis options, including Computer Network and Security, Entrepreneurship, HealthCare/Health Services Management, International Business, Management Information Systems, and more recently the field of Quality Management was added to the list of specialties.

MBA Vision and Mission

Vision:

The Park University MBA program strives to be a superior “**Quality**” graduate business program and an excellent source of business graduates. Our MBA program is committed to providing innovative educational opportunities for business leaders within the global marketplace.

Mission:

The MBA program is dedicated to providing students with the necessary tools and knowledge to broaden their horizon and add value to their careers and have an impact on their national and global communities.

Program Goals:

1. Provide an academically sound business program that will meet current professional needs of the students and the business community.
2. Prepare business professionals to excel in a global environment and to understand the value of diversity, provide ethical sensitivity in business practices, and realize the impact of business on the environment.
3. Provide a program accessible to the working professional, non-traditional, and foreign students by offering courses in both the traditional and online delivery mode.
4. Establish forums where students, faculty, and community business leaders can exchange ideas and explore and develop new concepts to improve the quality of decision making in business organizations.
5. Provide students with flexibility to tailor and fit their own degree plans in pursuit of chosen field of interest, either area specific or within the general business area.
6. Encourage and empower entrepreneurship as a business endeavor by developing the necessary skills required for a successful entrepreneur.

Program Outcomes: Candidates upon graduating from the program must demonstrate that they acquired the knowledge and skills necessary to be better leaders in their professions. The requisite knowledge and skills are outlined in the following competencies:

1. Demonstrate knowledge of accounting, finance, economics, marketing, international and managerial issues, and strategies.
2. Demonstrate mastery of team building skills and leadership ability.
3. Exhibit written and oral communication skills.
4. Evaluate the global business environment by using the qualitative /quantitative or decision making tools and technique appropriate for the situation under consideration.

Outcomes Evaluation

The best approach to assess graduate student mastery of the four MBA program competencies are oral presentation skills and test result measures (such as knowledge gained from the program), adopted business policy as a capstone course (MG695), and the comprehensive final exam at the end of the degree work.

The knowledge and skill based tests are written to assess the students' mastery of analytical and critical thinking skills. As a result, MBA exams are case analysis, essay questions, and problem solving. Upon completion of the grading, each student is given straight feedback on his/her progress in the program outcomes. The oral communication skills evaluation is based on the case analysis, requiring students to maintain eye contact with the audience, speak in a clear and audible manner, and enunciate precisely. The results of this exams is then discussed in School of Business and Management meetings to arrive at recommendations for areas needing improvement.

The comprehensive final exam at the end of the degree work is in the following four areas: EC604 Managerial Economics; FI615 Managerial Finance; AC515 Managerial Accounting; and MG695 Business policy. All the four areas are from the core courses. Students must earn at least 80% to pass the comprehensive exam. Poor results will be discussed during the school's faculty meetings and corrective actions will be taken for a better result.

The MBA graduates of Park University are employed in a range of leadership positions, and they directly contribute to their organization's achievements. The MBA program is reviewed as needed to assure its curriculum reflects the changing business environment of the 21st century and that it meets the needs of employers. The review will be done through an exit surveys and the MBA Advisory Committee to obtain feedback from the community business leaders and students.

Conclusion

The School of Business and Management is committed to provide an excellent academic experience to prepare MBA graduates for a complex market environment. The assessment tools provided in this document support the academic integrity of our MBA program.

**Master of Business Administration (MBA)
Assessment of Student Learning Report
(2006-2007)**

Prepared by Dr. Nicolas Koudou

Assessment of Student Learning

Program: Master of Business Administration (MBA)

Academic Year: 2006-2007

I. Summary of Evidence Collected

As mentioned in the Master of Business Administration Program Assessment Plan, the data used to write this report were collected from the four major core courses that constitute the comprehensive final exam. These courses are as follow:

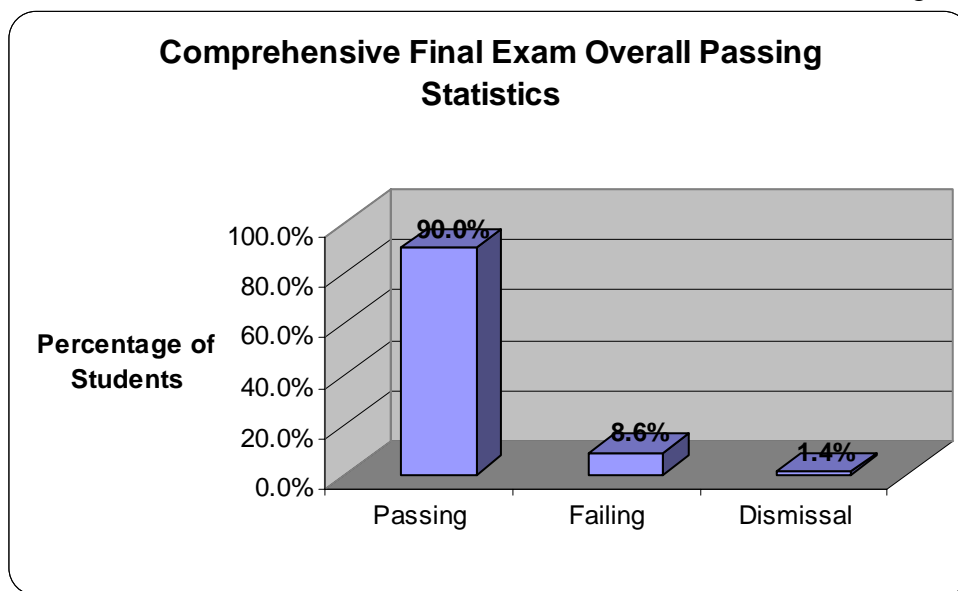
AC515 Managerial Accounting demonstrates the basic accounting knowledge such as preparing and interpreting reports and the ability to understand the use of accounting information to manage an organization.

FI615 Managerial Finance shows the ability to apply the principles of finance and analytical techniques to a firm's investment and financial decisions.

EC604 Managerial Economics demonstrates knowledge of economic analysis across a broad field of decisions within an organization, including how they affect production schedules and capital budgets.

MG695 Business Policy and Strategy evaluates managerial decisions and actions that determine the long-run performance of a corporation.

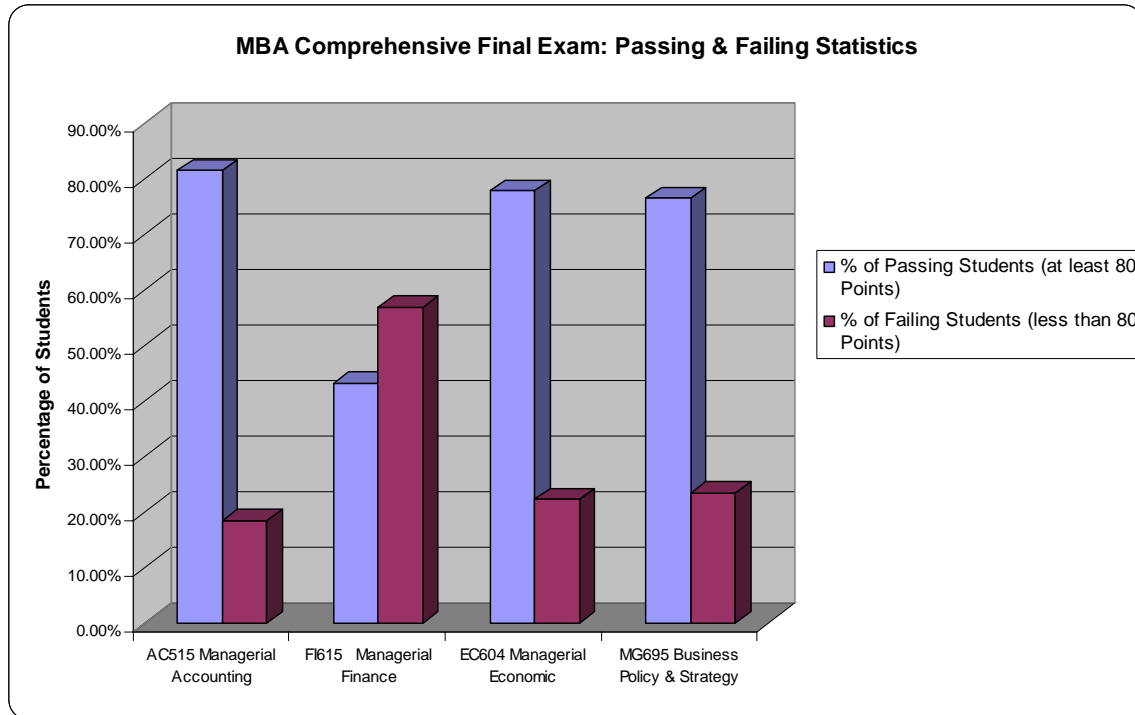
For this academic year 2006-2007, 81 students were candidates for Master of Business Administration degree. They took the comprehensive final exam (all four parts) and 90% or 73 students successfully passed this exam; 8.6 % or 7 students did not pass (they will retake it when it is due in fall) and 1.4 % or one student was dismissed (see Figure).



II. Analysis of Evidence Collected

Comprehensive Final Exam

The results indicate that 81.5% of the students successfully passed the Managerial Accounting (AC515) while only 43.2% of the students demonstrated the mastery in Managerial Finance (FI615). Both Managerial Economics and Business Policy exams indicate a success rate of 77.8% and 76.5%, respectively (see Figure).



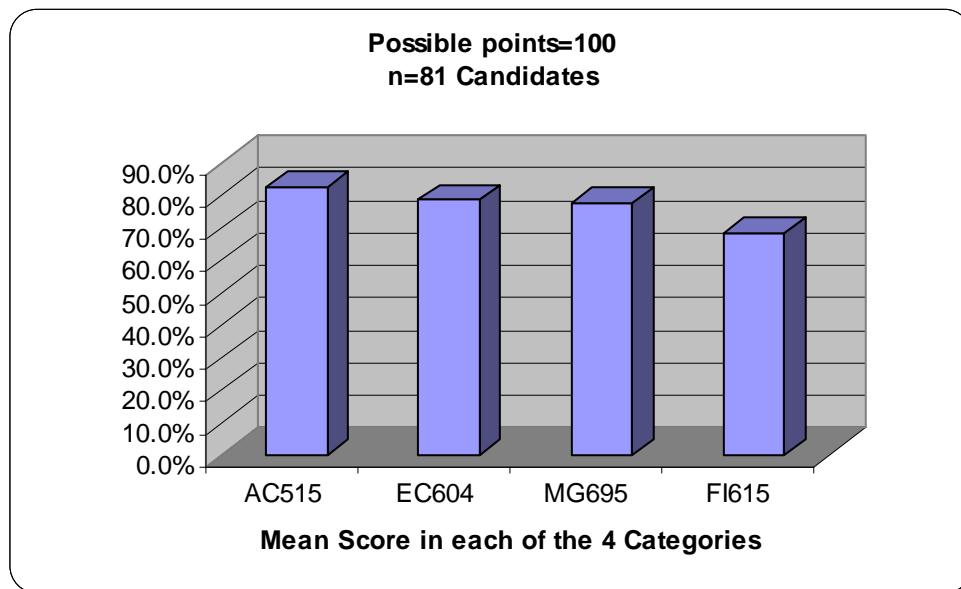
Student scores in Managerial Accounting are the highest of the four categories. Sixty-six of eighty-one students or 81.5 % of the MBA degree candidates scored at “exceed expectation” or “meet expectation” level. Faculty reported satisfaction with student work in Managerial Accounting.

Student scores were strong in both Managerial Economics and Business Policy. Sixty-three student or 77.8 % and sixty-two students or 76.5 % of students scored at “exceed expectation” or “meet expectation level”, respectively. Again, faculty found the student work in these two categories to be strong.

As the results indicate, the Managerial Finance was the weakest area on the exam by a considerable margin. Only 43.2 % of the students scored at either “exceed expectation” or “meet expectation” level and the remaining 56.8 % students scored at “does not meet expectation or below” level. Faculty report that students do not appear to have mastered the key material covered in the managerial finance classes. Significant efforts are needed to improve the records.

The overall results of the comprehensive exam were strong (90% or 73 students passed the comprehensive final exam; 8.6% failed and 1.4% or one student was expelled because

of very poor performance); however, concern was raised that a significant number of students did not cite their work.



III. Assessment-Based Actions Taken

A. Program Actions

Since this report represents the first systematic data collection report, data should be more than once before endorsing significant curricular revision. However, recommendations are the following actions:

1. Full-time faculty must be involved in the traditional delivery mode as well as online teaching. The input of the associate dean or dean is very important.
2. Make this assessment report available to all instructors that are involved with the MBA program.
3. Ask all instructors in the MBA program to concentrate on scientific writing skills (citations, quotes, APA style, etc). A core course in business communication must be developed to improve the writing quality of the students. Students are to be informed about their analytical and critical thinking skills, and expectations will be high.
4. Ask all faculty members in the four categories of the comprehensive exam to monitor students' analytical and critical thinking skills more carefully earlier in the course to identify potential problems at the earliest stage and be able to address them.
5. At the end of the next academic year, improvement will be reviewed specifically in the areas of citing other people's work, using the proper APA style, and quantitative analysis. If progress has not been made, more wide-reaching curricular changes will be anticipated.

B. Actions Taken on the Assessment Plan and Process

The MBA program is proud of the implementation of this very first assessment plan. The data collection from the comprehensive exam will continue in coming years. The faculty will determine if improvement can be made in student success rate on the comprehensive exam. Instructors in the four categories of the comprehensive exam will be encouraged to write a core assessment that measures the core learning outcomes and a rubric in each category to evaluate student learning better. The purpose is to determine if expectations have been met for the mastery of learning outcomes across all four major core courses.

IV. Other Comments

In addition to collection and review of the specific data reported in this report, all full-time faculty members will be encouraged to be directly involved in the MBA program. By doing so, they can teach at the undergraduate as well as graduate levels face-to-face and online. Although the assessment process is tedious and time consuming, it reinforces existing beliefs about the strongest and weakest areas of student performance. Faculty will use this data collected to share and explore teaching strategies and develop the necessary changes in the curriculum. This process is worthy to better prepare and enhance student learning.