

Annual Report Form

a. Program Name – **Master of Business Administration**

b. Report prepared by – **P.N. Saxena**

c. Who is the current assessment contact for your program? **Associate Dean Asghar Sabbaghi**

d. Should assessment information be sent to anyone else in your department? **Dean Rob Ducoffe, Associate Dean Asghar Sabbaghi, Chair, SBE Planning & Assessment Committee**

1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)

Students who complete the MBA program at IU South Bend will demonstrate knowledge and skills in:

Program Goals	Learning Objectives	Where Taught/ Reinforced	Where Assessed
1. Comprehension of management-specific knowledge in a global business environment	<ol style="list-style-type: none"> Demonstrate comprehension of accounting. Demonstrate comprehension of micro and macroeconomics. Demonstrate comprehension of finance. Demonstrate comprehension of international business. Demonstrate comprehension of marketing. Demonstrate comprehension of management. 	Core Program*	ETS
2. Critical and integrative thinking	<ol style="list-style-type: none"> Demonstrate effective application of theories and concepts to address business issues or support recommendations. Demonstrate ability to integrate knowledge from different disciplines to address business issues and support recommendations. Effectively use data and quantitative methods to analyze business issues. 	A511, A503/Core Program*	ETS
3. Leadership and teamwork	<ol style="list-style-type: none"> Understand the theories and concepts that explain effective leadership. Collaborate effectively in group settings. 	B502,B503, E510/ Core Program*	B503 E510
4. Openmindedness and diversity	<ol style="list-style-type: none"> Understand and respect perspectives of individuals from diverse groups. Effectively incorporate diverse perspectives into business decision-making situations. 	Core Program*	B503

5. Law, ethics, and corporate social responsibility	<ol style="list-style-type: none"> 1. Identify how laws and regulations govern business activity. 2. Understand the role of ethics, and identify ethical conflicts and concerns in business. 3. Understand the role of businesses in society and corporate social responsibility 	C502/Core Program*	C502
6. Information technologies	<ol style="list-style-type: none"> 1. Understand various information systems and how they support managerial decision-making. 	K501, A504/ Core Program*	A504
7. Communication skills	<ol style="list-style-type: none"> 1. Create a well-written document 2. Deliver a professional oral presentation using appropriate technology. 	Core Program*	E510 F509
*As appropriate			

Revised and approved by the Faculty, 9/25/2009

2. What assessment techniques did the program use? (Please take assessment techniques directly from your program’s assessment plan and highlight any changes made this year.)

1. Rubrics as a direct measure {Appendix 1}:

A number of faculty developed and implemented rubrics in their courses. These were used to directly measure learning objectives in the MBA program. Courses were modified based on the results of the rubrics and on the reflections by faculty. Further, a number of common rubrics were also developed to capture student performance as they relate to communication skills. Faculty continue to gather data, using their rubrics, based on a timetable discussed and approved by the SBE Planning and Assessment Committee.

2. Post-test as a direct measure:

Every graduating MBA student needs to pass a comprehensive post-test. The test is developed by Educational Testing Services and our students’ performance is reported in relation to other students taking the same test nationally.

3. Focus group as an indirect measure {Appendix 2}:

From time to time, SBE conducts focus group sessions with graduating MBA students. One such focus group session was held in 2010. Professors Tammy Fong-Morgan and Marianne Castano-Bishop, both from UCET, were the moderators of the session. The Planning and Assessment Committee analyzed the results of this session and major findings were shared with SBE faculty.

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)

The Planning and Assessment Committee continues to lead assessment efforts. The members plan, gather, discuss, analyze, and share information broadly. Faculty in the School are provided with periodic reports and they have a chance to provide input to improve assessment.

4. Does your academic program have courses which fulfill General Education requirements? What general education goals does the course address? How do you assess whether these goals have been met?

Not applicable.

5. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

1. We would like to focus on rubrics to ensure that data is collected appropriately and that it is interpreted appropriately.

2. We would like to continue to focus on ethics and to possibly incorporate an ethics game to better address what seems to be an area of understanding that is lacking on the part of some of our students.