

Institutional Effectiveness
2024-2025

Program: Business Administration MBA

College and Department: College of Business, Decision Sciences and Management

Contact: Dr. Julie Pharr

Mission:

Tennessee Tech's MBA program is a 30-hour, 100% online degree program. The program consists of 10 courses, encompassing eight 3-hour core courses (24 hours) and two 3-hour electives (6 hours). The large majority of courses are offered asynchronously.

Full-time and part-time options are available for students to earn their degrees at their own pace. Students can finish in as little as one year or take as long as six years to complete the program.

Tennessee Tech's MBA program is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International). AACSB Accreditation represents the highest standard of accreditation for business schools worldwide.

As many as 9 semester hours of MBA credit 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.

Mission: 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 MBA 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.

Attach Curriculum Map (Educational Programs Only):

A curriculum map that aligns all the MBA core courses with the program's learning objectives (LOs) is attached.

Attached Files: See Appendix 1

SLO 1: Ability to integrate knowledge of core business disciplines

Define Outcome:

Student Learning Outcome 1: Students will demonstrate ability to integrate knowledge of core business disciplines.

Assessment Methods:

- **COMP-XM Exam:** All MBA students complete the COMP-XM exam. The COMP-XM exam measures individual student knowledge of the primary business functions. The exam asks questions in all functional areas of business, including accounting, finance, human resources, general management, marketing, operations, business strategy, ethics, teamwork, cross-cultural competencies, and business communications.

Assessment Point: BMGT 6950--Business Strategy, capstone course taken by all MBA students.

Performance Benchmark: For each student learning outcome (SLO), at least 75% of our students will attain a COMP-XM score of at least 70%.

- To align with SLO 1, the following section on the exam is included: *COMP-XM Functional Knowledge of Business Disciplines*

- **CAPSIM Business Simulation:** All MBA students complete the CAPSIM Business Simulation. The simulation evaluates students' ability to integrate and apply functional business concepts through the use of a "balanced scorecard" approach that assesses performance across four strategic areas – financial, customer, internal processes, and innovation.

Assessment Point: BMGT 6950--Business Strategy, capstone course taken by all MBA students.

Performance Benchmark: Students will attain a CAPSIM Balanced Scorecard composite score that exceeds the national average and reaches at least 70%.

- To align with SLO 1, the *CAPSIM Balanced Scorecard Strategy Composite* is used.

- **Exit Survey:** The exit survey asks a number of questions about the student's experience while in the MBA program and provides an indirect measure of graduate student progress.

Assessment Point: The exit survey is sent to all MBA students upon completion of the program.

Performance Benchmark: Using a 7-point scale (Strongly Disagree [1] – Strongly Agree [7]), the average score on each item will be above 5.0

- To align with SLO 1, the survey includes the following prompts:
 - *My MBA has strengthened my ability to analyze complex case/business material.*
 - *My MBA has broadened my understanding of the management function in business.*

Criteria for Success (Thresholds for Assessment Methods):

1. **COMP-XM Exam** - At least 75% of our students will attain a COMP-XM score of at least 70%.
2. **CAPSIM Business Simulation** - A CAPSIM Balanced Scorecard composite score that exceeds the national average and reaches at least 70%.
3. **Exit Survey** - The average score on each item will be above 5.0.

Link to 'Tech Tomorrow' Strategic Plan:

1.B General Education Curriculum,1.B General Education Curriculum,4.B Programs, Certificates, and Training

Results and Analysis:

COMP-XM Score on Functional Knowledge of Business Disciplines

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	80.76%	78.63%	80.53%	74.77%	73.95%
N	92	99	79	91	46*
% Above 70%	86.96	84.85	88.61	68.13	63.04

*Partial year results; does not include Summer 2025

CAPSIM Balanced Scorecard Composite Score for Integrative Knowledge of Business Disciplines

	2020-21	2021-22	2022-23	2023-24	2024-25*
Mean	80.41%	79.21%	83.61%	80.31%	78.57%
Natl. Avg.	66.11%	66.50%	66.07%	66.75%	68.00%
Above 70%	Yes	Yes	Yes	Yes	Yes

*Partial year results; does not include Summer 2025

Exit Survey: (7-point scale: 1 = Strongly Disagree to 7 = Strongly Agree)

Q. My MBA has strengthened my ability to analyze complex case/business material.

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	5.2	6	5.5	6.3	6.8
Count	5	2	8	21	15*

*Partial year results; does not include Summer 2025

Q. My MBA has broadened my understanding of the management function in business.

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	5.6	6.5	6	6.3	6.8
Count	5	2	8	21	15*

*Partial year results; does not include Summer 2025

Summary: These assessments indicate:

- MBA students demonstrate the ability to successfully integrate and apply business knowledge, consistently scoring at levels above the national average on the CAPSIM Balanced Scorecard and the desired benchmark of 70 percent in each of the last five years.
- MBA students' mastery of functional business knowledge has declined in recent years. While the mean score on COMP-XM for functional knowledge was near 80 percent in the period 2020-23, the mean score in each of the last two academic years has been around 74 percent. This year's score of 73.95 percent is a 5-year low. In addition, the percentage of students scoring above 70 was 63.04 percent. This percentage is below the desired benchmark of 75 percent, represents a slight decline from the previous year, and is also a 5-year low.
- Despite a decline in the COMP-XM functional knowledge score, the exit survey results on questions related to knowledge integration and application were at a 5-year high. Graduating students rated their ability to analyze complex information and understand business management at a mean of 6.8 on a 7-point scale. The benchmark for these measures is 5.0.

Use of Results to Improve Outcomes:

Granular data from the COMP-XM functional area question subsets will be analyzed to determine core business concepts where students' scores consistently fall below 70 percent. The results will be mapped to syllabi from the core courses to ensure that coverage of these topics is occurring or to indicate where coverage needs to be strengthened.

SLO 2: Awareness of ethical implications of business decisions

Define Outcome:

Student Learning Outcome 2: Students will demonstrate awareness of ethical implications of business decisions.

Assessment Methods:

- **Embedded Ethics Assessment: Students** are provided an ethical case in BMGT 6950 (the Business Strategy capstone course taken by all students) and asked to identify the ethical dilemma, stakeholders, and appropriate courses of action.
- **COMP-XM Exam** - All MBA students complete the COMP-XM exam. The exam asks questions in all functional areas of business, including accounting, finance, human resources, general management, marketing, operations, business strategy, ethics, teamwork, cross-cultural competencies, and business communications. To align with SLO 2, the following section on the exam is included:
 - *COMP-XM Ethical, Legal, and Social Responsibility*
- **Exit Survey** - The exit survey provides an indirect measure of graduate student progress, using a 7-point scale (Strongly Disagree – Strongly Agree). To align with SLO 2, the survey includes the following prompts:
 - *Please rate your level of agreement to the following statements, upon completing the MBA program*
 - *I can handle complex ethical issues in business*
 - *I am sensitive to legal, social, and political environments in which business operates*

Criteria for Success (Thresholds for Assessment Methods):

1. **Embedded Ethics Assessment** - At least 75% of students will score 70% on each of the following dimensions: (1) Identify the stakeholders; (2) Identify the ethical dilemma; (3) Identify ethical foundations; (4) Specify ethical assessment; (5) Recommend an ethical decision. Evaluation is based on a rubric.
2. **COMP-XM Exam** – At least 75% of our students will attain a COMP-XM score of at or above 70%
3. **Exit Survey** - The average score on each item will be above 5.0.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 1.A Experiential Learning, 1.B General Education Curriculum, 4.B Programs, Certificates, and Training

Results and Analysis:

COMP-XM Ethical, Legal, and Social Responsibility

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	67.04%	66.44%	63.32%	61.60%	79.25%
N	92	99	79	91	46*
% Above 70%	48.91	50.51	27.85	71.43	100

*Partial year results; does not include Summer 2025

Exit Survey: (7-point scale: 1 = Strongly Disagree to 7 = Strongly Agree)

Q. I can handle complex ethical issues in business.

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	5.2	5.5	5.75	5.81	6.0
Count	5	2	8	21	15

Q. I am sensitive to legal, social, and political environments in which business operates.

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	5.0	5.5	5.13	5.57	6.13
Count	5	2	8	21	15

Embedded Ethical Assessment: In response to lagging ethics performance over a rolling 5-year period since 2018, a change was made in 2024 to insert an ethics assessment into BMGT 6950, beginning in the fall semester. Data from that assessment are as follows:

Ethical Assessment Dimensions and Percentage of Students Scoring 70 or Better

	Identify Stakeholders	Identify Ethical Dilemma	Ethical Foundations	Ethical Assessment	Ethical Decision
% At or Above 70	91	44	68	65	59

Summary: These assessments show:

- MBA students' awareness of the ethical implications of business decisions has improved. At 79.25 percent, students' mean score on the COMP-XM ethical awareness subset was above the desired 70% mark and at a five-year high. Previous mean scores on the COMP-XM subset have been between 61 and 67 percent. This year's score of nearly 80% reflects significant improvement in this area.
- One hundred percent (100%) of students scored above 70 percent on the COMP-XM ethical awareness subset, surpassing the desired benchmark of 75% for the first time in five years.
- MBA students' self-assessment of ethical awareness and competence were also at 5-year highs, with the means on both ethics-related exit survey questions at or above 6.0.
- MBA students' application of ethical reasoning processes needs improvement. When students were assessed on a variety of ethical dimensions against a rubric, the percentage of students able to score at the benchmark or above fell short in four of five assessed areas. Fewer than half the students (44%) were able to identify the ethical dilemma and fewer than 3 in 5 (59%) were able to reach an appropriate ethical decision.

Use of Results to Improve Outcomes:

Fall 2024 was the first implementation of the newly-devised Embedded Ethical Assessment. The assessment results will be used to develop curricular, content, and pedagogical support for ethics coverage and to refine the ethical assessment rubric.

SLO 3: Knowledge and skills to perform in a professional environment

Define Outcome:

Student Learning Outcome 3: Students will possess the necessary knowledge and skills to perform in a professional environment.

SLO 3.1: Students will demonstrate proficiency in written and oral communication skills.

SLO 3.2: Students will be able to make appropriate choices regarding communication strategy, medium, and design.

Assessment Methods:

- **COMP-XM Exam** - All MBA students complete the COMP-XM exam. The exam asks questions in all functional areas of business, including accounting, finance, human resources, general management, marketing, operations, business strategy, ethics, teamwork, cross-cultural competencies, and business communications. To align with SLO 3, the following section on the exam is included:
 - *COMP-XM Business Communication Score*
- **Exit Survey** - The exit survey provides an indirect measure of graduate student progress, using a 7-point scale (Strongly Disagree – Strongly Agree). To align with SLO 3, the survey includes the following prompt:
 - *My MBA experience has strengthened my communication skills.*
- **Written Communication Assessment** - Students in DS 6220 are required to write formal reports incorporating data analysis results and recommendations. Student papers are assessed according to a rubric by an independent grader, a faculty member from Business Communications. To align with SLO 3, the assessment includes the following dimensions scored using a 5-point rating scale (1 = Poor; 5 = Excellent):
 - *(1) Purpose/Focus; (2) Tone and Word Choice; (3) Organization and Logic; (4) Knowledge of Conventions – Grammar; and (5) Knowledge of Conventions – Format.*

Criteria for Success (Thresholds for Assessment Methods):

1. **COMP-XM Exam** – At least 75% of our students will attain a COMP-XM score of at least 70%.
2. **Exit Survey** - The average score on each item will be above 5.0.
3. **Written Communication Assessment** - At least 75 percent of students will achieve a score of 4 or 5 on each dimension.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 1.B General Education Curriculum, 1.B General Education Curriculum, 4.B Programs, Certificates, and Training

Results and Analysis:

COMP-XM Business Communication score

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	68.98%	66.97%	65.86%	61.32%	50.0%
N	59 92	99	79	91	46*
% Above 70%	66.10%	63.64	50.63	27.47	0.0

*Partial year results; does not include Summer 2025

Exit Survey: (7-point scale: 1 = Strongly Disagree to 7 = Strongly Agree)

Q. My MBA experience has strengthened my communication skills.

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	5.2	5.0	5.88	5.76	6.0
Count	5	2	8	21	15*

*Partial year results; does not include Summer 2025

Embedded Communications Assessment: Students' written communication skills were assessed in Spring 2024 (latest available data) by evaluating student performance on a writing assignment in the MBA core course DS 6220. A rubric was used to rate students on a 1-5 (excellent) scale across five communications dimensions. The results are as follows:

Communications Assessment Dimensions and Percentage of Students Rated 4 or Better

	Purpose	Tone	Organization	Grammar	Format
Avg. Rating	4.93	4.9	4.4	4.3	4.17
% Rated 4 or 5	100	100	86.67	80	70

Summary: These assessments show:

- MBA students' applied communication skills exceed their ability to choose appropriate communications media, strategy, and designs in hypothetical contexts. This is evidenced by the contrasting scores earned on the tested COMP-XM communications subset (which measures students' ability to choose appropriate communication strategies, mediums, and designs) versus the embedded communications assessment that focuses on applied communications skills.

- The mean COMP-XM business communication score (50%) was at a 5-year low and none of the students in the population (0%) was able to achieve a score above 70% on this metric. Paradoxically, students self-assessed during the exit survey as feeling competent in their communication skills, returning the highest average score here (6.0 out of 7) in five years.
- MBA students achieved average scores in the desirable range (between 4 and 5) on all graded communications dimensions. The skill of formatting received the lowest average rating and the smallest percentage of students scoring at least 4. All other categories exceeded the 75% desired benchmark.

Use of Results to Improve Outcomes:

Granular data from the COMP-XM subset on business communications will be analyzed to pinpoint areas of weakness. Findings will be used to inform changes to curriculum, content, and pedagogical support concerning business communications processes in a variety of MBA core courses.

SLO 4: Think critically in addressing business problems

Define Outcome:

Student Learning Outcome 4: Students will demonstrate the ability to think critically in addressing business problems.

SLO 4.1: Students will demonstrate ability for problem solving and decision making.

SLO 4.2: Students will demonstrate ability to think critically about business issues for making impactful business decisions.

Assessment Methods:

- **COMP-XM Exam** -All MBA students complete the COMP-XM exam. The COMP-XM exam measures individual student knowledge of the primary business functions. The exam asks questions in all functional areas of business, including accounting, finance, human resources, general management, marketing, operations, business strategy, ethics, teamwork, cross-cultural competencies, and business communications. To align with SLO 4, the following sections on the exam are included:
 - *COMP-XM Analytical and Quantitative Score*
 - *COMP-XM Critical-Thinking and Decision-Making Score*
- **Exit Survey** - The exit survey provides an indirect measure of graduate student progress, using a 7-point scale (Strongly Disagree – Strongly Agree). To align with SLO 4, the survey includes the following prompt:
 - *My MBA experience has strengthened my ability to make decisions after proper analysis.*
- **Change Management Simulation** - All students complete this four-scenario simulation, published by Harvard Business Publishing, designed to immerse participants in the complex dynamics of leading organizational change. The simulation is completed during BMGT 6200 - Organizational Leadership, a required MBA core course.

Performance Benchmark:

- **TeamMATE Teamwork Learning Module Accompanying the CAPSIM Business Simulation** - This module provides a measure of team effectiveness during the business simulation experience. Students complete this module during BMGT 6950 - Business Strategy, a capstone course taken by all MBA students.

Criteria for Success (Thresholds for Assessment Methods):

1. **COMP-XM Exam** – At least 75% of our students will attain a COMP-XM score of at least 70%.
2. **Exit Survey** - The average score on each item will be above 5.0.

3. **Change Management Simulation** - Success is measured by assessing the percentage of students who reach "critical mass" in each scenario by gaining adopters for a new organizational initiative. Critical mass is different for each scenario.
4. **TeamMATE Teamwork Learning Module** - At least 75% of teams will either show improvement in (>5%) or maintain (≤5%) their team performance based on feedback on individual-level team skills (4Ps) and team-level team skills (5Cs). The satisfactory threshold is 50% of the teams.

Link to 'Tech Tomorrow' Strategic Plan:

1.B General Education Curriculum

Results and Analysis:

COMP-XM Analytical and Quantitative score

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	78.61%	77.02%	75.84%	73.05%	72.85%
N	92	99	79	91	46*
% above 70%	79.35	83.84	72.15	42.86	63.04

*Partial year results; does not include Summer 2025

COMP-XM Critical-Thinking and Decision-Making score

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	75.77%	71.87%	65.52%	70.02%	71.28
N	92	99	79	91	46*
% above 70%	72.83%	65.66%	48.10%	59.34	58.70

*Partial year results; does not include Summer 2025

Exit Survey: (7-point scale: 1 = Strongly Disagree to 7 = Strongly Agree)

Q. My MBA experience has strengthened my ability to make decisions after proper analysis

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	5.6	6.0	4.5	4.33	4.27
Count	5	2	8	21	15*

*Partial year results; does not include Summer 2025

Summary: These assessments support the following conclusions:

- The critical-thinking learning goal is assessed across two objectives: one related to analytical and quantitative reasoning and another related to critical thinking and decision-making. While the COMP-XM benchmark of a 70% average score on these components was met, the desired threshold percentage of students doing so has not been met. Overall, the desired number of MBA students is not performing to the standard in the areas of critical thinking and decision-making.

2024-25, the mean on the exit survey concerning the ability to make decisions after proper analysis dropped below 5 at 4.27. Students' self-assessments of their ability to make decisions based on proper analysis have not achieved the desired benchmark (5.0) for the last three consecutive years.

Use of Results to Improve Outcomes:

Test data is available on the critical-thinking and decision-making aspects of COMP-XM at the individual-student level. The data will be analyzed to look for patterns in scoring that correlate with student course load and student background (specifically whether students come from a business background) and performance on the New Student Business Review (orientation modules taken when students begin the MBA program.)In addition, the MBA core will be systemically reviewed for the inclusion of decision-making opportunities embedded in critical-thinking assignments.

SLO 5: Leadership skills and the ability to influence others

Define Outcome:

Student Learning Outcome 5: Students will demonstrate an understanding of leadership skills and the ability to influence others.

SLO 5.1: Students will be able to identify effective leadership skills required in diverse situations.

SLO 5.2: Students will be able to demonstrate leadership skills required in diverse situations.

SLO 5.3: Students will demonstrate teamwork skills that enhance individual and team processes.

Assessment Methods:

- **COMP-XM Exam** - Students will complete the CAPSIM Business Simulation and the accompanying COMP-XM exam. The simulation measures overall integrative knowledge through a balanced scorecard approach. To align with SLO 5, the following section on the exam is included:
 - *COMP-XM Teamwork and Leadership Score*
- **Change Management Simulation** - Change Management Simulation published by Harvard Business: Percentage of students who reached "critical mass" in a Change Management simulation by gaining adopters for a new organizational initiative.

Criteria for Success (Thresholds for Assessment Methods):

1. **COMP-XM Exam** – At least 75% of our students will attain a COMP-XM score of at least 70%.
2. **Change Management Simulation** - The overall benchmark, across four change management scenarios, is 61%.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 1.A Experiential Learning, 1.B General Education Curriculum

Results and Analysis:

COMP-XM Teamwork and Leadership score

	2020-21	2021-22	2022-23	2023-24	2024-25
Mean	81.11%	72.76%	76.46%	80.80%	73.52%
N	92	99	79	91	46*
% above 70%	94.57	62.63	86.08	45.05	69.57

*Partial year results; does not include Summer 2025

Change Management Simulation: Percentage of students who reached "critical mass"

Scenario	Benchmark	Fall 24	Spr. 25	Avg. 2024-25*
1. Low-Urgency – Low Power	77%	79	73	76
2. Low Urgency – High Power	70%	57	65	61
3. High Urgency – Lower Power	87%	86	90	88
4. High Urgency – High Power	83%	91	84	87.5
Average	79%	78	78	78

*Partial year results; does not include Summer 2025

TeamMATE Simulation: Percentage of those who met the satisfactory threshold of 50%.

Spring 2025:Satisfactory Threshold = 50%; Preferred Benchmark = 75%

4Ps	N=6		
	> 5% improvement	Maintain (±5%)	Combined
Adjustment	50%	50%	100%
Execution	17%	83%	100%
Monitoring	0%	100%	100%
Preparation	17%	83%	100%

5Cs	N=6		
	> 5% improvement	Maintain (±5%)	Combined
Cohesion	67%	33%	100%
Confidence	33%	67%	100%
Conflict	33%	67%	100%
Cooperation	0%	100%	100%

Coordination	83%	0%	83%
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Summary: The ability to effectively exert influence as a manager is measured in three different ways: via leadership skills, change management, and teamwork. The above results on these assessments show:

- While the mean score on the COMP-XM teamwork and leadership subset of 73.52 percent is above the 70 percent benchmark, the percentage of MBA students scoring 70 or better on this component (69.57%) is under the desired 75% benchmark. The data indicate that about 30 percent of students are scoring below the desired 70 percent mark.
- The average percentage of students reaching critical mass in the change management simulation (78%) fell just below the desired average benchmark (across all scenarios) of 79 percent. The average critical mass score was likely held down by the below-average scores of students in Scenario 2 – Low Urgency/High Power.
- MBA students are learning to effectively leverage teams in organizational settings. Students surpassed the satisfactory threshold of 50% as well as the preferred benchmark of 75% on all individual-level team skills (4Ps) and all team-level team skills (5Cs).

Use of Results to Improve Outcomes:

Individual-student test data is available on the leadership aspects of COMP-XM. The data will be analyzed for patterns in scoring that correlate with student course load, student background, and performance on the New Student Business Review (MBA required orientation module). Change management simulation data for Scenario 2/Low Urgency-High Power will be analyzed to try and ascertain why students were unable to achieve critical mass in this context. Scenario 2 is considered the most difficult, signified by its lower benchmark level. Follow-up will be done with students to determine *why* Scenario 2 is more difficult to navigate. Findings will be used to inform changes or additions to course content.

Summative Evaluation:

The 2024–2025 Institutional Effectiveness report for Tennessee Tech’s MBA program reflects a program that is generally achieving its educational mission, with notable strengths in applied learning and areas for continued improvement in standardized assessments of knowledge. Learning outcomes are assessed through a variety of direct and indirect measures, including standardized assessments (COMP-XM), simulations (CAPSIM and TeamMATE), embedded course assignments, and exit surveys.

Overall, students are demonstrating the ability to integrate core business knowledge in ways that exceed national benchmarks. CAPSIM Balanced Scorecard results remain well above the national average, indicating that students can apply business concepts effectively in simulated strategic settings. However, results from the COMP-XM exam—especially in the area of functional business knowledge—have shown a declining trend, with the proportion of students meeting the 70% benchmark falling to a five-year low. Despite this, students’ self-assessments in the exit survey are at a five-year high, suggesting that graduates feel confident in their ability to analyze and apply complex business material, even as objective performance data reveals areas for targeted reinforcement.

Ethical awareness is a clear area of progress. The COMP-XM ethics subset score improved significantly in 2024–25, reaching its highest level in five years with 100% of students meeting the benchmark. Exit survey results confirmed this positive trend. However, a newly implemented embedded ethics assessment revealed persistent gaps in students’ ability to apply ethical reasoning frameworks to case-based scenarios. Less than half of the students were able to fully identify the ethical dilemma, and fewer than 60% proposed a sound ethical decision. These findings suggest that while students grasp the importance of ethics in business and recognize key issues, they struggle to execute structured ethical analyses. This presents an opportunity to improve both instruction and assessment methods in this area.

Communication remains a mixed area of performance. On one hand, applied written communication skills, as measured through embedded assignments, were strong—particularly in purpose, tone, and organization—though students struggled somewhat with formatting. On the other hand, students performed poorly on the COMP-XM communication component, which focuses on selecting appropriate communication strategies and media. No students met the benchmark on this measure. This disparity suggests that students are capable of producing effective business writing but may lack the strategic perspective required to adapt communication approaches to varied contexts. Exit survey responses, which again reflected strong confidence in communication ability, underscore the gap between self-perception and externally assessed performance.

In the area of critical thinking and decision-making, the program continues to meet minimum standards on average, but too few students are reaching the desired level of proficiency. Exit survey ratings of decision-making ability have declined for three consecutive years, and performance data suggest that some students may lack the analytical depth expected at the graduate level. These results call for a closer look at how decision-making frameworks and problem-solving strategies are being integrated across the curriculum, and whether sufficient opportunities for higher-order thinking are present.

Leadership and teamwork skills appear to be well developed in the program. COMP-XM leadership scores are satisfactory, and students performed well in the TeamMATE module, with all teams achieving or exceeding benchmarks for both individual and team effectiveness. The Change Management Simulation results were strong overall but showed variability across different scenarios, especially in the more difficult context of low urgency and high power. This scenario will be further investigated to inform pedagogical improvements.

In summary, the state of learning in the MBA program is positive but uneven. Students demonstrate strong capabilities in applying knowledge through simulations, projects, and teamwork exercises, and they report feeling well-prepared to navigate complex business environments. However, standardized test results suggest that a segment of students are underperforming in foundational business knowledge, communication strategy, critical thinking, and applied ethics. The program is taking appropriate steps to respond to these gaps by analyzing granular performance data, refining embedded assessments, and strengthening curricular alignment. These efforts will help ensure the MBA program continues to offer a high-quality, relevant, and outcomes-driven graduate education.

Assessment Plan Changes:

List of Appendices:

Appendix 1: MBA Curriculum Map Aligned with Los

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	Goal 1	Goal 2	Goal 3		Goal 4		Goal 5		
Learning Objectives	1.1 Core Business Knowledge	2.1 Ethics	3.1 Written and Oral Communications	3.2 Communication approach	4.1 Problem solving	4.2 Critical Thinking	5.1 Identify effective leadership	5.2 Demonstrate leadership skills	5.3 Teamwork skills
ACCT 6010	Accounting	X	X		X	X			
FIN 6020	Finance	X	X		X	X			
ECON 6050	Analytical Decision Making	X	X	X	X	X			
MKT 6100	Marketing	X	X	X	X	X			X
BMGT 6200	Organizational Leadership	X	X	X	X	X	X	X	
DS 6220	Information Technology	X	X						
BMGT 6950	Business Strategy	X	X		X	X	X	X	X