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Development and Implementation of A Multidimensional MBA Program Assessment Day

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DEVELOPMENT AND IMPLEMENTATION OF A MULTIDIMENSIONAL MBA PROGRAM ASSESSMENT DAY

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This study provides an overview of a unique and innovative assessment approach: a one-day series of events to capture assurance of learning data across multiple program learning goals/objectives. The MBA Assessment Day discussed here included a group presentation (assessment of oral communication), a case twist analysis (assessment of analytical/critical thinking and problem solving, global awareness, and written communication), a quiz show (assessment of general business competence), and a teamwork questionnaire. The MBA Assessment Day provided faculty with a training experience to efficiently focus preparations for both undergraduate and MBA program assessment as the college of business progresses toward AACSB accreditation. Additionally, intensive involvement gave faculty members ownership of the process. The assurance of learning process and its relationship to AACSB learning standards are outlined in detail, along with the development of the MBA Assessment Day. A discussion and analysis of results leads to specific guidance and recommendations for future MBA Assessment Days.

INTRODUCTION

Pressures on faculty time continue to grow as external challenges increasingly impinge on "the basics" of teaching, research, and service in higher education. Students' utilization of technology increases the expectation that faculty members follow suit; these instructional technologies require time for faculty members to continuously train and update their skill sets. Online learners exacerbate this time challenge by operating outside of traditional business hours and days, and further increase the expectations for faculty availability. Additionally, as program accreditation becomes more important to institutions of higher learning, assessment and assurance of learning activities require more time and attention; often this is the result of competition among academic programs and institutions for coveted status. Considering these challenges associated with time and assessment, this paper presents the design, implementation, and results associated with one unique assessment methodology.

The MBA Assessment Day described herein was designed and implemented at a small predominantly undergraduate and masters degree-granting comprehensive state university. The university's college of business recently faced dual challenges: Graduate School requirements for comprehensive exams for MBA students and assessment requirements for growth toward AACSB accreditation. To meet these simultaneous challenges in an efficient and integrated manner, the MBA Committee and the Assessment Committee in the college of business designed an MBA Assessment Day.

This paper describes the design, planning, and implementation of the inaugural MBA Assessment Day: a one-day event that sought to measure program goals and objectives. For educational institutions considering a similar assessment process, potentially to help meet and maintain AACSB accreditation requirements, this paper provides not only guidance on the creation of this unique MBA Assessment Day, but also provides recommendations to improve the implemented design and create better results in a more efficient manner. Although this event was created for an MBA program, it also could be implemented to assess learning goals and objectives of an undergraduate program of study.

OBJECTIVES OF AN MBA ASSESSMENT DAY

The overall objectives of the MBA Assessment Day were to assess the learning outcomes of the program for the purposes of continuous program improvement and to serve as a comprehensive exam for the MBA program. However, due to constraints on faculty time, the assessment day was designed to be as efficient as possible. The initial spark for the MBA Assessment Day sprung from thoughts derived from an AACSB seminar, where various assessment tools and approaches were presented and discussed (AACSB International Accreditation Seminar, May 2008). After the seminar, subsequent conversations produced the innovative idea that multiple program dimensions could be assessed efficiently and effectively in a comprehensive manner as a one-day series of activities. Almost immediately, the concept of a one day assessment event became appealing for a variety of reasons including: 1) fulfillment of AACSB accreditation standards for assessment of MBA program learning objectives, 2) assessment of key MBA program learning objectives for continuous improvement of the program, 3) fulfillment of Graduate School requirements for comprehensive exams for all graduate students, and 4) efficient utilization of faculty time and resources. This inaugural MBA Assessment Day was designed not only to address the needs of the MBA program as described above, but also to serve as a training experience and springboard exercise for faculty members to further integrate assessment tools and assurance of learning into the

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undergraduate and graduate business degree programs. Ideally, the MBA Assessment Day should encourage progress toward AACSB accreditation for the entire college of business. The design and implementation of a single initial event focused faculty members' attention on the assessment challenges of AACSB, and provided both an overview and a clear starting point for both MBA and undergraduate program assessment.

DESIGN OF AN MBA ASSESSMENT DAY

Typically when a program, college, or university implements an Assessment Day, a single testing event occurs (Center for Assessment and Research Studies, James Madison University, 2009; Office of Planning, Research, and Assessment, University of Southern Indiana, 2009; Stanek, H., 2009). Occasionally, an assessment day represents a day scheduled for faculty to discuss assessment activities (Vice President for Academic Affairs, Mississippi University for Women, 2009). For colleges of business, a testing event of this type often draws a sample from the overall population of business students and applies a standardized exam, such as the ETS Major Field Test for Business Majors (ETS.org, 2009). Although these types of exams are encouraged for direct assessment purposes, typically they are not sufficiently multi-dimensional to capture more than a couple of learning goals. Exams of this type focus on business knowledge and usually are not very useful in evaluating other program learning goals and objectives such as verbal communication, teamwork, and critical thinking. Thus, by themselves, an individual single-dimension testing event is not robust enough to serve either as graduate comprehensive exam or as an assessment of progress toward overall program goals and objectives.

The MBA Assessment Day was designed to capture students' progress toward a variety of program learning objectives as expressed in the mission and vision documentation of the MBA program in the college of business. AACSB standards provide the basis for business program assessment, and thus also provide the basis for the design of an MBA Assessment Day.

Generally, assessment "is the systematic basis for making inferences about the learning and development of students. More specifically, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development" (Erwin, 1991). AACSB provides mission-based standards, most recently updated in July 2009, for business schools that seek continuous improvement of their business programs. AACSB accreditation occurs through a voluntary process for professional programs and academic units, for both undergraduate and graduate business programs. As a framework for continuous improvement, AACSB provides the review process; it does not create a quality program, but

rather it evaluates and encourages the quality process (AACSB, n.d., a).

The AACSB review process focuses on 21 accreditation standards spanning several high-level categories. Strategic Management standards provide guidance in the development of a well-defined and appropriate mission statement for the organization. The Participants Standards focus on the relationship between the various stakeholders and the organization's mission statement. These standards focus on the students, the faculty, and the quality of the school. The Assurance of Learning Standards focus on student learning expectations, and seek to determine if the school is accomplishing the goals and objectives set forth, as tied to the mission of the college (AACSB, 2009).

AACSB recommends that the assessment of program objectives should include: 1) definition of student learning goals and objectives, 2) alignment of curricula with the adopted goals, 3) identification of instruments and measures to assess learning, 4) collection, analysis, and dissemination of assessment information, and 5) use of assessment information for continuous improvement including documentation that the assessment process is being carried out in a systematic, ongoing basis (AACSB, 2007).

One of the first steps in designing the MBA Assessment Day was to reevaluate the MBA program's goals and objectives. AACSB Strategic Management Standards (2009) state that assessment is most effective when program goals and objectives are tied closely to the activities being measured, and that program goals and objectives should have an explicitly stated purpose (Astin, et al., 1996). In the academic year prior to the MBA Assessment Day, the faculty of the college of business reviewed and updated the mission statement of the college and reevaluated the goals and objectives of the MBA program in order to comply with AACSB Standard 1.[1] Input was solicited from faculty members to ensure alignment between the mission of the college of business and the MBA program goals and objectives, as suggested by AACSB Standard 2 and Standard 3.[2,3]

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[1] The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders (AACSB, 2009).

[2] The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered (AACSB, 2009).

[3] The mission statement or supporting documents specifies the student populations the school intends to serve (AACSB, 2009).

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The process to design the MBA Assessment Day parallels the AACSB Assurance of Learning Standards, which addresses the creation and definition of learning goals:

> As an initial and critical step in its demonstration of learning, the school must develop a list of the learning goals for which it will demonstrate assurance of learning. This list of learning goals derives from, or is consonant with, the school's mission. The mission and objectives set out the intentions of the school, and the learning goals say how the degree programs demonstrate the mission. That is, the learning goals describe the desired educational accomplishments of the degree programs. The learning goals translate the more general statement of the mission into the educational accomplishments of graduates. (AACSB, 2009)

A program's learning objectives provide specific measurable aims that can be assessed. Although AACSB recommends that faculty members should be actively involved in the development of the program goals and objectives, additional stakeholders such as alumni, students, and regional employers are also important in this process. "(T)he standards call for input from a variety of stakeholders including alumni, students, and employers. Operationally, this input often occurs through advisory boards that have representatives from various stakeholder groups beyond the faculty" (AACSB, 2007). The importance of faculty involvement was reiterated in a recent survey of approximately 1000 faculty members regarding assessment activities. Results indicated faculty often are not actively involved or do not fully understand the assessment process. Only 56.8% of faculty responding understood that course grades were not sufficient in the assurance of learning process. In addition, 63.3% of faculty either disagreed or were unsure if the assessment process should be faculty-driven (Eschenfelder et al., 2009).

A variety of information from AACSB highlights the importance of faculty members' involvement in the program assessment process. Faculty members should utilize consistent methods of assessment to measure student progress toward achieving program goals and objectives within and across the curriculum (AACSB, 2007).

After the MBA Assessment Day process was proposed, rubrics created by the Assessment Committee were reviewed and edited by college of business faculty. Rubrics are widely utilized to evaluate individual student performance toward program objectives, and they provide a direct assessment tool, which has been greatly emphasized since AACSB revised its accreditation criteria in 2003 (AACSB, 2007). These assessment rubrics were designed to parallel the learning goals and objectives of the MBA Program. Specific MBA program goals were: Business Competence,

Effective Communication (oral and written), Effective Teamwork and Collaboration Skills, Analytical/Critical Thinking and Problem Solving Skills, and Global Awareness. The implemented rubrics corresponded to the goals listed above and to the capacities listed in Standard 18 (AACSB, 2009).

AACSB Standard 18 provides a list of knowledge and skills generally expected of MBA students: 1) capacity to lead in organizational situations, 2) capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines, 3) capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments, and 4) capacity to understand management issues from a global perspective (AACSB, 2009). These skills and knowledge areas suggested by AACSB were the foundation for the college of business when its goals and objectives were developed for the MBA program.

Five-point rubrics were implemented due to the cognitive link with a traditional five-level grading system (A, B, C, D, F). The highest level of success (A) was labeled "High Degree of Competence", followed by (B) "Clear Competence", (C) "Competence", (D) "Developing Competence", and last (F) "Seriously Flawed/Deficient". Each rubric was composed of multiple sub-criteria, each of which was evaluated separately. To facilitate overall scoring, each sub-criteria assessment grade was translated into a numeric score, such that A = 5.0, B = 4.0, etc. Thus for each rubric, each student would receive an overall average numeric score between 5.0 and 1.0.

Preparation for the MBA Assessment Day exposed faculty to the practical implementation of assessment rubrics, such that faculty members became more comfortable with the process and were able to apply confidently the various assessment rubrics. Tangential benefits of the training included faculty preparation for the future implementation of assessment rubrics in the undergraduate business degree programs. Faculty members both volunteered and were assigned to use specific assessment rubrics based on their levels of comfort and perceived areas of expertise.

PLANNING AND IMPLEMENTATION OF THE MBA ASSESSMENT DAY

All on-campus MBA students were required to participate in the MBA Assessment Day since it was utilized to gather information for Graduate School comprehensive exams as well as for MBA program assessment. The Assessment Day was designed to be an all-day event with various program objectives evaluated throughout the day.

The first MBA Assessment Day activity was an evaluation of students' verbal communication abilities. Several weeks prior to the MBA Assessment Day, small groups of MBA students developed analyses and presentations from case-based assignments that originated in

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the capstone course of the MBA program. During the MBA Assessment Day, the various student groups were assigned to different rooms during the same time period, so that the previously prepared oral presentations would occur simultaneously. Similarly, various groups of faculty were assigned to evaluate the oral communications skills of each member of each team. Each MBA team member presented a portion of a 30-minute oral case solution, which was followed by faculty questions. Although this was a group presentation, each student in each group presented a portion of the case solution and each received an individual evaluation of her or his oral communications skills. Evaluation of individual student performance is a key consideration for AACSB-related program assessment activities (AACSB, n.d., b). For these presentations, faculty evaluators used a verbal communication rubric, and each student received an overall rating based on the average results from at least three faculty evaluators

After the question and answer period in the group presentation, faculty members in each room provided the MBA students with the prepared case twist. The case twist was created as an extension to the group case assignment from the capstone course, but it was designed to assess each individual student's progress toward meeting the MBA program learning outcomes. Specifically, the case twist was developed to evaluate each student's individual skills in: 1) analytical/critical thinking and problem solving, 2) global awareness, and 3) written communications. Students' analyses of the case twist were the most critical components to the success of the Assessment Day process since those results provided feedback about three distinct dimensions of the MBA program objectives.

During their work on the case twist, the MBA students were allowed to use supervised computer labs. Computer access facilitated the case twist analysis by providing students with additional online resources to quickly develop thorough solutions. Students were given approximately two and one-half hours to analyze the case twist, generate ideas and solutions, and create an executive summary response in electronic form. While the students were completing the case twist, faculty members met to devise strategies for future assessment activities in the college of business.

After students submitted their individual responses to the case twist, multiple copies of each student response were generated; in this case, at least six copies of each student submission were made and distributed for assessment by faculty. At least two faculty members assessed each student response across three different areas associated with learning outcomes of the MBA program: 1) analytical/critical thinking and problem solving, 2) global awareness, and 3) written communications. As mentioned above, faculty members were pre-selected and trained to use specific assessment rubrics in these three areas. As faculty began assessment of the case twist responses, the MBA students began the final activity of the day, a general business-knowledge quiz show. The quiz show activity consisted of

120 questions: 15 qualitative and short quantitative questions from each of the eight core MBA courses. Results from the quiz show provided feedback on each student's overall business competency in the eight core functional areas of the MBA program. All students answered every question to assess general business competency across the core MBA courses, but the format was designed to create a more enjoyable experience.

The final activity for the day was a Teamwork Questionnaire. This questionnaire was devised based on an evaluation example provided at an AACSB Seminar (AACSB International Accreditation Seminar, May 2008). The questionnaire sought to determine the amount of teamwork and collaboration provided by each student during the initial case analysis that was developed for the group oral presentation. When teamwork is a program goal, AACSB allows the collective work of the team to "provide a basis for assessing performance as a team member" (AACSB, 2007).

RESULTS OF THE MBA ASSESSMENT DAY

Eighteen (18) MBA students, 32 faculty members, and three staff members participated in the inaugural MBA Assessment Day. From a facilities perspective, the MBA Assessment Day required: 1) four presentation rooms for about one hour each for the oral communications presentations faculty questions, and distribution of case twist, 2) two computer labs for about three hours each for the analyses and solutions for the case twist, 3) one computer lab for about two hours for the quiz show activity, and 4) one additional classroom and one conference room for the duration of the day for faculty use, organization, and for break periods. The dean of the college of business cancelled all business classes in the primary business building to accommodate the event and to free the schedules of most of the faculty. The overall schedule, including set-up, sign-in, breaks, and shut-down ran from 8:30am to about 4:00pm. Direct labor hours spent by faculty in assessment activities totaled about 3.5 hours per faculty member for 30 faculty members. Two additional faculty members "floated" and were responsible for organization and coordination of activities. Three staff members contributed about five hours each in direct supervisory activities of the quiz show and the computer labs during the students' work on the case twist. Overall, execution of this MBA Assessment Day required about 120 direct hours of faculty and staff work. The students' overall results will be used for comprehensive exams, while the rubric scores across the objectives will be used for assurance of learning.

Information from the various activities were compiled and analyzed after each event and at the end of the assessment day to provide information for continuous improvement. Informally, faculty expressed overall satisfaction with students' results from the oral communications assessment (recalling that these scores were based on individual participation in presentations made in a

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group case-analysis format). Faculty impressions were congruent with the oral communications rubric data, which showed that all students scored an average of 3.0 or higher (or "C" = "Competent") on criteria associated with the oral communications rubric, and 75% of all participating MBA students scored an average of 4.0 or higher ("B" = "Clear Competence") (Breit & Weisenborn, 2009). Students demonstrated the highest levels of competence on the oral communications rubric, compared to their achievement on other learning objectives as measured through the other assessment day activities. Likely, since students prepared specifically for this activity prior to the MBA Assessment Day, they benefited and had the best possible opportunity to exhibit their oral communications skills. Additionally, these students knew in advance that only the oral communications assessment results from the MBA Assessment Day would be translated and used as a graded activity in their capstone MBA course.

Results from the case twist were inconsistent and only partially usable for continuous improvement of the MBA program (Breit & Weisenborn, 2009). The primary causes of inconsistencies appeared to be the length of the case twist and the number of activities that were expected. Many students identified the limited-time challenge of this exercise and attacked the case twist by completing only detailed analyses of a select few parts of the expected work. Other students attempted portions of all of the expected case twist deliverables, but with considerably less detail for each key component. This difference in approaches by students made comparison of results difficult, and made application of the assessment rubrics equally challenging. Additionally as noted above, the results from this activity were not utilized directly in either course grades or the comprehensive exam for these students. This also likely contributed to some students' lax efforts.

Relative results of the Quiz Show/business competencies are depicted in the Figure. For the eight core business knowledge areas assessed, results indicate Technology as the core area with the highest scores and Finance with the weakest performance.

Figure: Relative Rates of Success in the Eight Quiz Show Knowledge Areas
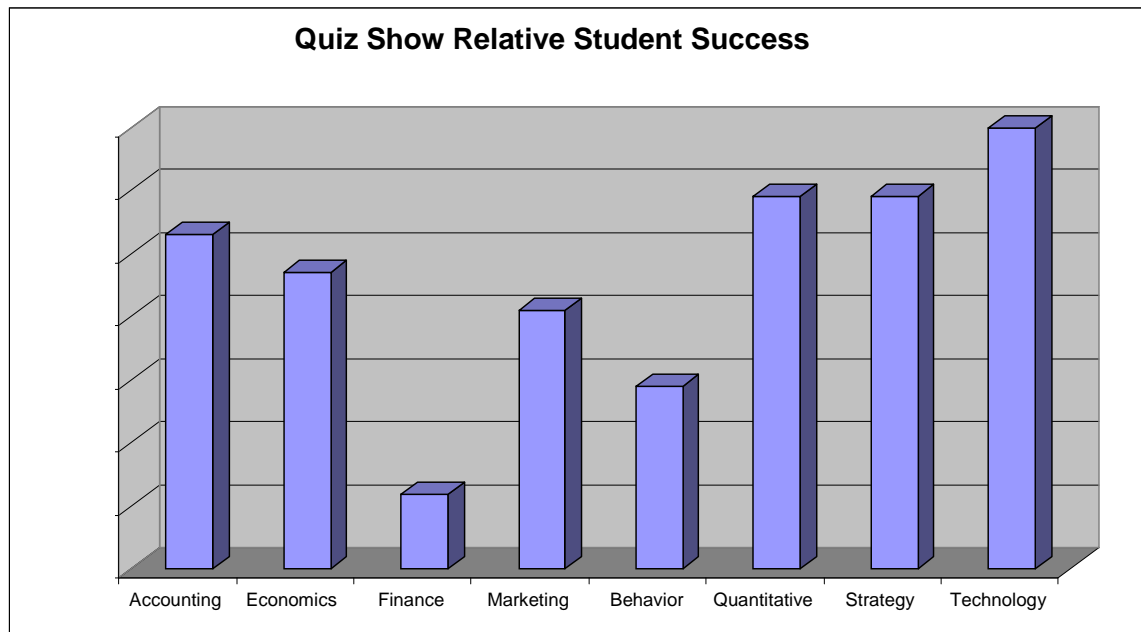
The success rates (from a comprehensive exam perspective) were lower than expected, but the data-collection and continuous-improvement process should help to identify and prioritize specific areas for improvement: 1) for students, 2) for the MBA program, and 3) for the assessment process itself. A number of factors likely contributed to the results from the quiz show: 1) the large number of questions that were asked: 15 questions in each of 8 knowledge areas, 2) the time allotted for each question compared to its degree-of-difficulty, and 3) the number of non-native English speakers in this group of MBA students. Additionally, because this first MBA Assessment Day was part of a trial-and-error process, the MBA students were aware that this activity would not count either toward course grades or as part of a comprehensive exam for the MBA program. Thus, only a few students seemed to exhibit 100% effort toward all of the scheduled activities throughout the day. This issue was particularly evident for a small number of students who were

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overwhelmed by the rate at which some of the activities occurred. The overall result was that several of the students failed to engage themselves fully in the challenges of the MBA Assessment Day, and a small number of them "gave up" on a couple of the activities.

Although results may have been confounded by the issues presented above, the low scores in Finance led to an analysis of the Corporate Finance core course. Previously, most homework and exams were administered to students outside of the classroom in a virtual environment. Since quiz show results indicated low finance skills, testing in the core Corporate Finance class will occur in the classroom in future years to ensure accountability from the students. This is an example of "closing the loop" and the continuous improvement, which is essential for AACSB accreditation. For future assessment days, a change from a Quiz Show format to the ETS multiple choice exam may be utilized to assess core business competencies and gather peer group comparisons. Additionally, the ETS exam will serve as a portion of the graduate school comprehensive exam.

GUIDANCE AND CONTINUOUS IMPROVEMENT FOR FUTURE MBA ASSESSMENT DAYS

Simultaneous use of the MBA Assessment Day as both a comprehensive exam for the Graduate School and as a continuous-improvement process for AACSB accreditation proved to be challenging. In the future, faculty should clearly delineate between: 1) minimum expectations on specific activities for the comprehensive exam, and 2) assurance of learning data-collection for continuous program improvement. As a current plan, the next MBA Assessment Day will continue to provide the forum for a comprehensive exam for the MBA program.

Clear benefits remain to the current design of the MBA Assessment Day, despite some undesirable results and execution, and some identified issues for improvement. These benefits continue to be:

1. With proper preparation, this design for an MBA Assessment Day is a one-day-only commitment for most faculty members. As mentioned above, approximately 35 faculty and staff members worked about 120 person-hours directly in the assessment of student learning during the one-day MBA Assessment Day. Each faculty member spent approximately eight hours in overall participation in the various activities, with only about 3.5 hours of work toward direct assessment of students.
2. Results from the MBA Assessment Day were available very quickly without any major delays. All data was collected during the single-event period. Feedback to students and faculty was efficient; results from most of the dimensions of the MBA program were available by the end of the MBA Assessment Day.

3. Prior to the assessment day, faculty preparation occurred in large groups during faculty meetings, where initial feedback on the planning processes and the assessment rubrics was possible prior to the MBA Assessment Day. These initial improvements strengthened the appropriateness of the various assessment rubrics and the data collection process. During the assessment day, faculty gained experience applying the rubrics, which increased the likelihood of proper application in individual courses.
4. The current design of the MBA Assessment Day provided results for both an MBA comprehensive exam as well as for assurance of learning related to the goals and objectives of the MBA program. Other assessment designs might not have been as efficient in assessing student achievement.

Based on faculty feedback and several issues mentioned previously, the following guidance and suggestions for improvement have been developed.

1. Assessment activities for all students must be inclusive and must consider non-native English speakers. Future assessment activities should provide sufficient time for all students to demonstrate their mastery of the learning objectives of the program. Likely, this will be achieved in the future through a better balance between increased time per activity, and fewer expected deliverables per activity. The degree-of-difficulty of each activity should not be significantly modified.
2. All MBA Assessment activities should be linked either to actual course grades or to the results of the comprehensive exam for MBA students. As mentioned above, student achievement as measured by the oral communications rubric was significantly greater compared to results from the other activities. There is some evidence from this MBA Assessment Day that the oral communications activity received increased attention and effort from students because it was designed to be part of the course grade in the capstone MBA course. A recent study indicates the importance of providing an incentive structure to students to encourage active participation (Krentler & Dintrone, 2009). Appropriate incentives, such as linkages to capstone course grades or impact on Graduate School comprehensive exam scores, will be used in the future to encourage stronger effort by all students.
3. Not every sub-criterion on each rubric was considered appropriate by faculty for the various MBA Assessment Day activities. Buy-in from the faculty should be strong, so that rubrics can be applied consistently and with confidence. Faculty

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should continue to provide constructive feedback for the improvement of the assessment rubrics and the assessment process.

4. Minor modifications to the schedule of the MBA Assessment Day could provide more flexibility for all faculty members during the assessment period. However with schedule modifications, results from the assessment activities likely would not be attained as quickly. Faculty members could complete the assessment of student submissions within a specified time period (e.g. one week) instead of during a single assessment day activity. This modification provides flexibility without increasing the direct labor required for assessment. However, some intangible benefits disappear, including the ability of faculty to constructively and collaboratively critique the quality of the rubrics, the activities, or the assessment process during the actual MBA Assessment Day process.

5. As planned and scheduled, the MBA Assessment Day required about twice as many faculty members as students. If this model continues to be used in the future, either more scheduled time will be required by each faculty member to evaluate a greater number of students' case twist submissions, or a modification to the model should be implemented, similar to the one suggested above. This presents a challenge, but also an opportunity. Alternate solutions include to train and utilize a variety of external stakeholders (business contacts and alumni) or for each faculty member to evaluate more students.

6. Feedback from some faculty members suggests that they do not understand the benefits associated with a concentrated assessment event. Although many of the faculty participants do not teach courses in the MBA program, at least one significant benefit will continue to be the evenly distributed workload for all faculty members during assessment activities. When more assessment events are required for undergraduate business students, hopefully all faculty members will see the benefits of assisting with all assessment activities in the college of business.

7. Many MBA students are true distance-learners and participate only online. To meet AACSB accreditation expectations, assurance of learning activities must translate sufficiently well to the online environment for MBA students. Although ETS provides the capability to assess online learners, more care and thought will be required to modify or replace the case twist activity for online MBA students. One possible substitute activity for online students is the Comp-XM® online business competency exam, created by CAPSIM Management Simulations, Inc. This unique program utilizes an on-line simulation that might be appropriate for colleges of business seeking accreditation through assessment and assurance of learning (Capsim.com, 2009).

CONCLUSIONS AND FINAL THOUGHTS

Participation in preparation activities and in the inaugural MBA Assessment Day was extremely valuable for faculty for a number of reasons including: 1) comfort level with the application of rubrics for assessment, 2) increased awareness of both benefits and shortcomings of specific rubrics, which has led to 3) increased communication and feedback to the Assessment Committee for the improvement and revision of the rubrics. Prior to the event, faculty members had the opportunity to review and suggest revisions to the assessment rubrics, but the application of the rubrics during the MBA Assessment Day helped them identify additional specific suggestions for improvement.

Although initial results of the MBA Assessment Day indicate that more preparation by both students and faculty will be necessary in the future, the suggested modifications described above should increase the effectiveness of subsequent MBA Assessment Days. These changes also will facilitate the timely creation and implementation of an Undergraduate Assessment Day.

As colleges of business across the country seek to achieve and maintain accreditation, a one-day assessment event may allow them to increase faculty involvement, provide expanded training for the use of assessment rubrics, and provide faculty with a comprehensive view of the student learning that occurs at the program level. Too often, faculty members see only the progress of students in their classes without a high-level view of the final product. Often, faculty members are not afforded the opportunity to evaluate the multiple facets of the educational programs in which they teach, or the various learning objectives that their programs are seeking to instill. This MBA Assessment Day allowed faculty members the opportunity to observe and appreciate the quality of their MBA students, and provided them with the foundation to continually improve their courses and business programs.

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