MERIT UNIVERSITY

CORE COMPETENCY ASSESSMENT REPORT

Degree Program Information	
Academic Degree Program	MBA
Brief Description of the Program	The Master of Business Administration (M.B.A.) program provides students with the managerial, organizational, and strategic skills and the information necessary to become world leaders in the global business environment. The MBA program covers concepts in business management, marketing, human resources, finance, analytics, and informational technology. Students will be prepared at graduation with an understanding and ability to handle complex situations in today's global business settings and to launch professional careers.
Number of students currently enrolled (as majors) in the program:	11
Contact Person	
Name (Person coordinating program's assessment effort)	Dr. Karen C. Jirasook, Director of Institutional Research
Current Term	Winter 2025
Term Assessed	Fall 2024

I. PROCESS	
1. Student Learning Outcome (Please create an outcome statement.)	
a. Institutional Learning Outcome assessed and accompanying rubric categories	**ILO 1. QUALITATIVE & QUANTITATIVE CRITICAL THINKING** *Practice critical thinking and quantitative reasoning in business judgment, decision making, and problem solving.* Students will develop and apply qualitative and quantitative critical thinking skills. Students will identify and explain concepts and assumptions from multiple perspectives about a problem or issue, evaluate appropriate sources, and articulate logical, well-organized and innovative conclusions. **A. Evidence B. Analytic Inquiry C. Application/ Analysis**
b. Program Learning Outcome	Graduates from the Master of Business Administration program will achieve the following program learning outcomes: 1. Demonstrate proficiency in using broad, integrative knowledge in business settings. 2. Utilize critical thinking and quantitative reasoning in managerial problem-solving, decision making, and business forecasting. 3. Demonstrate mastery of oral communication and writing strategies in composing business plans, creating presentations, and conducting business meetings. 4. Practice autonomy and creativity for managing complex professional practices with specialized knowledge. 5. Identify and collect business sources to develop business strategies for the global marketplace. 6. Relate the impact of living and contributing to a global business environment, its impacts on globalization, and on individuals, communities, and the larger public.

2. Evidence of Learning (Please state the specific assignment, project, or exam used to assess the core competency.)
• capstone project
• presentation
• performance
• course-embedded exam
• assignment
	MGMT525 Strategic Human Resource Management – Final - (Group) Case Analysis Project
	Assessment Prompt:
	Prepare a written case study analysis to include:
	
	   A. Business Strategy: Explain the company's overall goal (i.e., what it seeks to accomplish). Then, discuss the business strategy (e.g., cost, differentiation) employed by the company to reach its goals/objectives. Consider the product, pricing, marketing, financial, and operational strategies and tactics implemented by the company.
	
	   B. Alignment/Exhibit: First, describe the HR strategy with regards to the essential roles, incentives, and human resource practices that support high performance and/or the business strategy of the company outlined in the case (or those intended to enhance high performance and how they are supposed to function). Next, thoroughly discuss how these elements of the company's HR strategy (either in practice or in theory) align with the company's business strategy.
	
	     i. Roles: Identify the key responsibilities that cover the entire organization, then explain how different jobs, positions, and teams contribute to fulfilling these responsibilities.
	     ii. Rewards: Identify the most important aspects of the incentives used that encourage top performance within the organization.
	     iii. People: Identify the essential competencies required by individuals and how they are recruited and trained to possess these competencies within the organization.
	
	   C. Key Problem(s)/Issues(s) facing firm: Identify and justify what you consider to be the most significant (no more than 3) problems, issues, or risks. Consider weaknesses or gaps in the HR

	Diamond's alignment that contribute to each problem and how they impact the firm's competitive advantage. This may include issues with vertical and/or horizontal alignments. Support your assessment with relevant concepts, models, theories, or examples from readings and class to justify why these are critical issues.
	D. Recommendations: Considering the issue(s) you identified in part C, propose 2-3 practical, well-justified, and action-oriented solutions. Support your recommendations with course content. Avoid suggesting 2-3 solutions for each problem and keep the focus narrow. Explain how your recommendations will resolve the issue and enhance the firm's competitive advantage.
3. Collecting and Analyzing the Data • How did you select the sample? • What was your sample size (number of students)? • Provide the percentage of the sample size as compared to the relevant population. • How did you assess the student work/data collected? • Possible Tools: rubric, exam questions, portfolio samples	Sample was selected by availability. Sample size: 3 Percentage of the sample size as compared to the relevant population: 75% Student work was assessed by faculty with the assistance of Grammarly gen AI. Grammarly contributed to the analysis by responding to this AI prompt: "Use the following core competency description and rubric [insert ILO/Core competency being assessed] to assess the following paper: [insert paper/assignment/artifact]." Assessment tool: See Core Competencies Assessment document for description of core competency assessed and accompanying rubric

4. Expected Level of Achievement • What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above. Keep in mind as this is at or near graduation the expected level of achievement should coincide with an advanced or mastery level.)	In evaluating student achievement of this specific outcome, the target level was set to achieve a Developed to Advanced status. This target reflects the understanding that students are at various stages in their program of study and recognizes the diversity in their pathways to mastery. To assess student performance, final papers and group projects were employed. Each of these assessment tools was designed to evaluate key competencies relevant to the specific outcome. Data was collected through these assessments using established rubrics and criteria, allowing for a systematic analysis of student achievement.

II. PERFORMANCE

1. Have expected levels of achievement been met for this outcome? Explain. (Did your graduating students reach the expected level of achievement set by the program?)	Assessment of results has yielded insights into the students' application of qualitative and quantitative critical thinking skills across three dimensions: Evidence, Analytic Inquiry, and Application/Analysis. The evaluations demonstrate a range of performance levels, from Emerging to Developed. The expected achievement for this outcome at the Developed level in two of the three of categories were met. **Evidence** (Score – 3: Developed) Information is derived from sources with the necessary interpretation and evaluation to form a coherent analysis or synthesis. The viewpoints of experts are subject to critical inquiry. **Analytic Inquiry** (Score – 3: Developed) Identifies own and others' assumptions and multiple relevant contexts when presenting a position. **Application/ Analysis** (Score – 2: Emerging) Completes the conversion of information, but resulting mathematical portrayal is only partially appropriate or accurate, attempting calculations that are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem and using the quantitative

		analysis of data as the basis for ordinary judgments, drawing plausible conclusions from this work.
		Overall, the assessment highlights a foundational grasp of qualitative and quantitative critical thinking. Those rated "Developed" exhibit coherent synthesis and recognition of relevant factors influencing business strategy. However, many of the "Emerging" evaluations indicate that students struggle with deeper analytical engagement and quantification of their recommendations.
2. Please provide a summary of the assessment data in a table, along with a brief analysis of the results.		(see table and summary below)

Prog	Course & Assignment	Enroll Period	No. Artifacts	Evidence	Analytic Inquiry	Application/ Analysis	Mean for Program
MBA	MGMT525 Strategic Human Resource Management – Final - (Group) Case Analysis Project	Fall 2024 – 24	3	3 Developed	2.67 Developed	2.33 Emerging	2.67 Developed

Summary of Assessment Data
Based on the assessment data, the overall performance falls within the "Developed" category in two areas (Evidence and Analytic Inquiry), while one area (Application/Analysis) remains at an "Emerging" level. While some aspects of student work align with achieving the expected "Developed to Advanced" target, the overall achievement level has not been fully met. The findings suggest that while students demonstrate a solid understanding of the operational context, deeper analytical rigor and empirical support are needed to improve their conclusions and recommendations to the advanced level expected by the program.

To elevate student performance to the target level of "Developed to Advanced," there needs to be an emphasis on critical inquiry,

	comprehensive evaluation of assumptions, and a strong quantitative framework to back decision-making processes. By addressing these areas, students can produce more thorough and insightful analyses that significantly strengthen their business evaluations and better reflect alignment with the program's learning objectives.
3. How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?	At Merit University, the sharing of assessment results with faculty and students will be approached through several strategic channels to ensure transparency and foster improvement. **Presentation to Faculty and Students** A dedicated session is scheduled where faculty and students review the summary of assessment data and assessment results. This allows for an in-depth exploration of the findings, enabling faculty and students to engage in meaningful dialogue about areas for improvement, particularly focusing on the "Developed" and "Emerging" levels identified in the assessment. **Feedback Reports** This report is distributed to both students and faculty, summarizing the key findings from the assessment and highlighting specific areas that need attention, such as critical inquiry and comprehensive evaluation of assumptions, alongside actionable recommendations for improvement. **Curriculum Development** The findings are used to inform curriculum adjustments and the development of new instructional strategies. Faculty collaborate to design targeted interventions that address the identified weaknesses, particularly in application and analysis. **Professional Development for Faculty** Faculty are encouraged to share successful teaching strategies, focusing on effective methods to teach critical thinking and how to incorporate quantitative reasoning into the curriculum.

	Student Support Initiatives Students will be invited to provide feedback on their learning experience and the support services available, ensuring that any interventions are effective and responsive to their needs. **Conclusion** Merit aims to create a collaborative environment where faculty and students are actively involved in the process of continuous improvement, ensuring that all stakeholders can contribute to and benefit from the insights gathered from the assessment data.
III. PROGRESS	
1. How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify. • Refer to previous years' assessment reports/responses for this section. • How did this year's achievement level compare to past years? • Show year-to-year progress, preferably in a data table.	**Monitoring Progress** Regular follow-up assessments will be scheduled to evaluate the effectiveness of any changes implemented and to track student progress toward achieving the "Developed to Advanced" targets. To improve learning, courses, and program in relation to this outcome, the next assessment cycle will use the previous years' findings, assessment reports, and responses for this section to compare achievement to past years to show year-to-year progress. Regular follow-up assessments are scheduled to monitor improvement in areas identified for development. This helps establish benchmarks for progress and evaluate the effectiveness of implemented changes.