

MERIT UNIVERSITY

CORE COMPETENCY ASSESSMENT REPORT

Degree Program Information	
Academic Degree Program	MSM
Brief Description of the Program	The Master of Science in Management (M.S.M.) provides students with the knowledge and skills in strategic planning and developing solutions in business data analytics, marketing, global business, and finance. Students will learn to use a variety of problem-solving techniques and gain experience in a diverse area of expertise.
Number of students currently enrolled (as majors) in the program:	7
Contact Person	
Name (Person coordinating program's assessment effort)	Dr. Karen C. Jirasook, Director of Institutional Research
Current Term	Winter 2025
Term Assessed	Summer 2024

I. PROCESS	
1. Student Learning Outcome:	
a. Institutional Learning Outcome assessed and accompanying rubric categories	<p>ILO 1. QUALITATIVE & QUANTITATIVE CRITICAL THINKING <i>Practice critical thinking and quantitative reasoning in business judgment, decision making, and problem solving.</i> 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.</p> <p>A. Evidence B. Analytic Inquiry C. Application/ Analysis</p>
b. Program Learning Outcome	<p>Graduates from the Master of Science in Management will be able to demonstrate the following program learning outcomes:</p> <ol style="list-style-type: none"> 1. Utilize critical thinking and quantitative reasoning to increase organizational outputs for decision-making and forecasting. 2. Demonstrate mastery of oral communication and writing strategies in analyzing unstructured data into meaningful inferences. 3. Successfully employ critical thinking and managerial decision-making within the field and developing expertise in statistics. 4. Analyze and collect data from various sources to create recommendations for complex business situations and concepts. 5. Recognize and relate the impact of science, technology, engineering, and mathematics as drivers for business.
2. Evidence of Learning (Please state the specific assignment, project, or exam used to assess the core competency.)	<p>MSMG 504 Leadership and Teams – Final - Final Paper</p> <p>Assessment Prompt:</p> <p>Option 1 Leadership Research Paper</p> <p>Develop a research article related to leadership theory or practice.</p> <ul style="list-style-type: none"> • Identify a leadership question that is interesting and important to you and reformulate the question as a theoretical question;
<ul style="list-style-type: none"> • capstone project • presentation • performance • course-embedded exam • assignment 	

	<ul style="list-style-type: none"> • Based on the literature, develop a theoretical model to address the theoretical question; • Set up the controversy and present both sides of the arguments; • Explain how you can clarify, resolve, or contribute to the debate by challenging one or more loosely held assumptions embedded in the current debate; • Justify how your theoretical model may contribute to the literature. • Please note that your writing will address the “What”, “How”, and “Why”, as well as the “so what” that are related to your theoretical questions. <p>Option 2 Course Takeaways</p> <p>The aim of the Course Takeaways is to apply the content of the course to your own experiences and concerns. Your course takeaways should make it clear to the reader how your thinking has been altered by your engagement with the course readings, in-class discussions and exercises, and interactions with your classmates.</p> <p>Please discuss two of the following three points/questions:</p> <ol style="list-style-type: none"> 1. Discuss two key ideas—one from a reading for the final class and one from a prior class session—as they relate to your work plans (whether known or in-progress) for the summer. 2. Discuss one idea related to organizations that helps you make sense of a past work experience. Describe the new insight that the course helped you have. 3. What have you learned about leadership or emotional intelligence that you can apply to yourself? For example, what roles do self-awareness and self-regulation play in your ability to interact with <i>others</i>?
<p>3. Collecting and Analyzing the Data</p> <ul style="list-style-type: none"> • How did you select the sample? • What was your sample size (number of students)? 	<p>Sample was selected by availability.</p> <p>Sample size: 5</p>

<ul style="list-style-type: none"> • 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 	<p>Percentage of the sample size as compared to the relevant population: 83%</p> <p>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].”</p> <p>Assessment tool: See Core Competencies Assessment document for description of core competency assessed and accompanying rubric</p>
<p>4. Expected Level of Achievement</p> <ul style="list-style-type: none"> • 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.) 	<p>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.</p> <p>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.</p>

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?)

Upon reviewing the collected data, results demonstrated that the expected levels of achievement for this outcome have been met. The assessments revealed that a majority of students achieved a Developed level of performance, indicating proficiency and understanding and application of the material:

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 – 3: Developed)

Competently converts relevant information into an appropriate and desired mathematical portrayal, attempting calculations that are essentially all successful and sufficiently comprehensive to solve the problem, and using the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.

The results reflect alignment with the program's learning objectives, as students effectively showcased their capabilities through the various assessments provided, thus affirming that the expected level of achievement outlined by the program was reached.

2. Please provide a summary of the assessment data in a table, along with a brief analysis of the results.

Prog	Course & Assignment	Enroll Period	No. Artifacts.	Evidence.	Analytic. Inquiry	Application/ Analysis.	Mean for Program
MSM	MSMG 504 Leadership and Teams – Final - Final Paper	Summer 2024 - 6	5	2.8 Developed	2.8 Developed	2.8 Developed	2.8 Developed

Analysis of Results

The assessment results indicate that most papers are rated at the Developed level, demonstrating an proficiency in critical thinking and quantitative reasoning. However, there are clear areas for improvement, especially in critical inquiry and the integration of quantitative analysis across various papers. The lowest performing paper reveals that students may struggle with theoretical application and rigorous argumentation, suggesting that additional resources and guidance may be beneficial.

Recommendations for Improvement

1. Enhance Critical Inquiry: Encourage deeper engagement with the sources to broaden perspectives and challenge assumptions.
2. Incorporate More Quantitative Analysis: Emphasize the importance of quantitative data in their arguments to provide empirical support for their conclusions.
3. Broaden Literature Review: Advise students to explore a wider range of scholarly sources, ensuring a comprehensive engagement with existing literature and varied viewpoints.

Conclusion

While a solid foundation in tackling complex management concepts was established and important theoretical connections were demonstrated, fostering greater engagement with critical thinking methodologies and quantitative reasoning skills will significantly enhance the depth and rigor of analysis to produce more comprehensive and impactful discussions. Enhanced support and structured guidance in these areas could help

	<p>elevate the performance of students and enable them to achieve advanced levels as they progress in their studies.</p>
<p>3. How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?</p>	<p>The assessment results are shared with Merit University faculty and students through various channels to ensure transparency and foster a culture of continuous improvement.</p> <p>Presentation to Faculty and Students A dedicated session is scheduled where faculty and students review the assessment findings together. This includes detailed presentations of the strengths and weaknesses identified in student submissions. Discussion is opened to solicit feedback, thoughts, and suggestions from faculty and students on the assessment results and proposed improvements.</p> <p>Distribution of Assessment Reports This report is distributed via email to all faculty and students. The results and summary reports are made available on the university's online portal so that members can access them at their convenience.</p> <p>Incorporation into Curriculum Review The faculty review the assessment outcomes during regular curriculum committee meetings. The findings are then used as evidence to identify areas within the curriculum that may require modification or enhancement.</p> <p>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.</p> <p>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.</p>

	<p>Conclusion By sharing the assessment results transparently and employing evidence-based decision-making strategies, Merit University can actively engage faculty and students in improving academic standards. The commitment to fostering an environment centered on critical thinking and quantitative reasoning will ultimately enhance the overall educational experience, helping students achieve their learning objectives more effectively.</p>
<p>III. PROGRESS</p>	
<p>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.</p>	<p>Monitoring Progress 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.</p> <p>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.</p>