PORTLAND STATE UNIVERSITY
SCHOOL OF BUSINESS ADMINISTRATION

SBA Mission:
To contribute to the economic and social vitality of our local and global communities.

ACCREDITATION UPDATE
Winter 2017 | v 2.1

January 2017: Non-Tenure Track Faculty meeting on “Faculty Sufficiency, Qualifications & Engagement” (with Pam Tierney and Brian Bolton)

January 2017: Tenure Track Faculty meeting on “Faculty Sufficiency, Qualifications & Engagement” (with Pam Tierney and Brian Bolton)

February 2017: Elizabeth Almer attended the AACSB Accounting Accreditation seminar

March 2017: Pam Tierney led a brown bag meeting to discuss the role of journal lists in the School of Business

ASSURANCE OF LEARNING & ACCREDITATION CALENDAR

UPCOMING EVENTS
Spring 2017 Brown Bag – Innovation in Teaching
Date, Time and Place TBD

Spring 2017 Brown Bag – Best Practices in Online & Hybrid Courses
Date, Time and Place TBD

UPCOMING ASSURANCE-OF-LEARNING ASSESSMENTS
Undergraduate Problem Solving & Decision-Making
MBA Communication
MS GSCM Systems Perspective
MRED Equity & Sustainability Thinking
HC MBA Systems
RECENTLY COMPLETED ASSURANCE-OF-LEARNING ASSESSMENTS

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<tr>
<th>Program</th>
<th>Term</th>
<th>Course</th>
<th>Instrument</th>
<th>Participating Faculty</th>
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<td>MBA</td>
<td>Winter 2017</td>
<td>BA 524 – Leadership Immersion</td>
<td>Faculty observation and interaction with students during 2-day immersive event and 75-minute follow-up debrief sessions</td>
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ASSESSMENT SPOTLIGHT

Program: MBA
Term: Winter 2017
Course: BA 524 – Leadership Immersion
Instrument: Faculty observation and interaction with students during 2-day immersive event and 75-minute follow-up debrief sessions
Participating Faculty: Kathy Black, Brian Bolton, Steven Carnovale, Jeanne Enders, Dave Garten, Jacen Greene, Tichelle Sorensen

LEARNING GOAL: Leadership
MBA graduates will demonstrate effective leadership competency, supported by high levels of emotional intelligence.

BA 524 – Leadership Immersion is a 2-day, 20-hour, off-site business simulation experience. Thirty-three MBA students formed 4 executive teams, chose management roles based on goals & individual competencies and competed against each other in running a simulated business. They were observed and advised by faculty consultants throughout. The purpose is to close-the-loop on the students' MBA leadership experience as they intentionally focus on leadership competencies learned in BA 521 – Leadership Development and Assessment during their first term. The course concludes with a 75-minute debrief session where groups of students meet with faculty to reflect on individual goals, challenges faced and lessons learned.

ASSESSMENT SUMMARY
This assessment is unlike most of our other assessments: it is completed by faculty observing students. Students are observed in their leadership roles during the 20-hour event and during the follow-up debrief sessions. For the debrief sessions, students were assigned 12 reflection questions to focus their thinking on their Immersion experience and their individual leadership competencies, in order to better connect the class to the Leadership goal and objectives.

This experience was observed and assessed against 4 learning objectives: self-awareness, self-management, social awareness and relationship management. For each objective, student behavior and conversations were categorized as “ExceedsExpectations,” “Meets Expectations” and “Does Not Meet Expectations.” For the overall assessment, in order to meet expectations, the student must meet or exceed expectations for all 4 objectives; in order to exceed expectations, the student must
exceed expectations for all 4 objectives. If a student failed to meet expectations for any of the 4 objectives, they did not meet expectations overall.

Going into this assessment, the MBA faculty were interested in addressing 2 critical questions: (1) Is “Leadership” an appropriate learning goal for the new and revised MBA Program; and (2) If so, is assessing Leadership by observing students during Immersion an effective way to improve the MBA program?

OVERALL ASSESSMENT RESULTS
21% of students exceeded expectations
55% of students met expectations (76% met or exceeded expectations)
24% of students failed to meet expectations

Each assessment was performed by 2 faculty members: once in the team rooms during the weekend, once during the debrief sessions. Perhaps not surprisingly, students were assessed higher on team and social objectives by the in-room faculty assessor and they were assessed higher on individual self-awareness objectives during the debrief sessions. Besides that, the two sets of faculty were generally consistent in their assessments, which lends some credence to assessing Leadership through this observational approach. Five students did not meet expectations by both faculty assessors, and four students exceeded expectations by both faculty assessors.

CLOSING THE LOOP
As we know, AoL is about assessing program goals in a systemic way. In thinking about improving the MBA program, the MBA Program Committee suggests the following ideas for improving performance on this Learning Goal.

• Overall, the faculty thought the observational assessment worked pretty well for this goal, especially with 2 faculty members assessing each student.
  o Leadership is necessary goal for the MBA program and it can be assessed.
  o Of the 5 faculty who performed assessments, 2 had seen the students in class before. An effort may be made to have dedicated assessors who have not seen the students in class before to bring a fresh perspective to the assessment.

• From when they take BA 521 in their first term to when they take BA 524 in their final year, students are exposed to leadership perspectives by 3 or more faculty members. This may lead to inconsistency in messaging and expectations in what it means to be a leader. The MBA program will establish procedures – possibly including modified scheduling – to make sure students are exposed to a more consistent approach to leadership throughout the program.
  o Better coordination among faculty within the MBA program should lead to a more coherent learning experience for students.
• A disproportionate number of international students – one-third – failed to meet expectations. This could be due to a number of reasons: lack of faculty training in working with students from different cultures, lack of cultural training within the MBA program, or lack of general leadership curriculum within the MBA program.
  o Faculty who participate in the MBA program & international experiences will receive increased and dedicated cultural awareness training.
  o Cultural awareness training for students will be integrated more into the fall orientation for new MBA (and other graduate) students.
  o Cliff Allen & Rachel Foxhoven will continue to encourage faculty and staff to read *Blindspot* and will hold discussion sessions periodically.

Overall, it was a successful assessment and the faculty are excited about implementing changes to better bring out the inner-leader in all of our MBA students.

**SBA ACCREDITATION: IMPACT, ENGAGEMENT & INNOVATION**

Speaking of the MBA Leadership Immersion, the Winter 2017 experience was unlike any other in the 10+ years of including the Immersion in the MBA Program – and it exemplified aspects of impact, engagement and innovation that make the SBA great.

• The Leadership Immersion was originally scheduled for Friday & Saturday, January 13 & 14. Snow, ice and a PSU closure forced it to be rescheduled to February 3 & 4. Fortunately, all parties involved – students, faculty, the Doubletree Hotel – were able to reschedule.
• Late evening, Thursday, February 2nd – Snow and ice begin falling. In consultation with Melissa Appleyard and Tichelle Sorensen, it was decided that we could not reschedule again; we had to make the experience work this time – somehow, anyhow.
• 5:45am, Friday, February 3rd – PSU announces a 12:00pm opening. The faculty spent the next couple hours converting the 20-hour schedule into a 15-hour experience.
• 10:00am, Friday – Faculty and students begin arriving at the Doubletree.
• 10:30am, Friday – PSU announces school is closed for the day. Faculty and some students head to campus to make arrangements to do a half-day Immersion remotely. All other students – who could do so – are invited to come to campus.
• 11:00am-1:00pm – Faculty redesign the schedule into a 15-hour event and create YouTube and Google Hangouts platforms to optimize interaction through the afternoon. By 12:45pm, 18 of the 33 students were assembled in the new KMC Computer Lab for the beginning of the Immersion. Four more high-tech war rooms within the KMC were prepared for afternoon team meetings.
• 1:00pm, Friday – The Immersion begins on YouTube; 18 students were on-site and 15 students joined remotely. Throughout the afternoon, the event proceeded near seamlessly. The triage and chaos that ensued throughout the morning required innovation and leadership that a typical Immersion would not:
  o Dave Garten restructured the business simulation so it could be done remotely. Jeanne Enders and Jacen Greene created the on-line
platforms and set-up the student war rooms. Glen Pullen made sure the new technology in the KMC did what it was supposed to do. Kathy Black and Steven Carnovale inspired and managed the student teams remotely. KayLynn Gesner made everyone’s lives easier, answering questions & delivering cookies. Brian Bolton delivered mints.

• And the students…the students were phenomenal. On an icy (or rainy) day when school was closed, 18 of the 33 students came to campus. They brought food, assisted with technology and other issues, smiled all day and wanted to keep working when they were kicked out at 7:00pm. They were incredible.

• 7:30am, Saturday, February 4th – A normal Leadership Immersion Saturday of running the business begins.
• 2:30pm, Saturday – Melissa Appleyard and a board of 3 Portland executives led the Immersion’s concluding board meeting and student presentations.
• 5:00pm, Saturday – The winning team is announced. All students and teams were incredible, as good as any previous group of Immersion students. The winning team’s CEO – Maddie Barbera – was also as good as any previous CEOs, leading her team with grace, calm, creativity, vision, and inspiration. She was brilliant. But, perhaps she had an unfair advantage over the other CEOs: prior to coming to PSU for her MBA, Maddie was an emergency room nurse, so the chaos and spontaneity of Friday and the entire Immersion weekend were nothing new to her.

In the follow-up debrief sessions, many students credited this weekend with being the best part of their MBA experience. From the relationships made during the chaos and the impression made on the external board members, to the collective creativity exhibited throughout and the willingness of everyone involved to simply show up and look for ways to make things better, this Immersion had more impact, innovation and engagement than most.

AACSB ACCREDITATION: NEWS TO USE, NEWS TO KNOW

This Update’s AACSB focus is a simple one: an Assurance of Learning Top 10 list to help all of us better understand what AoL is and what AoL isn’t:

10. **Assurance of Learning, or assessment, is mission-driven.** Goals & expectations for each program should be informed & determined by the School’s mission.
9. **Assessment programs should predominantly use direct measures.** Course grades are not program assessment measures.
8. **Assessment is at the program-level.** Assessment is not at the student, course or instructor level. It is about the program and the graduates.
7. **Curriculum maps are critical.** Curriculum maps identify which courses emphasize our learning goals & where students acquire the traits, skills & competencies we desire.
6. **Efficiency is encouraged.** Where possible, using 1 method or instrument to assess 2 or more goals can be efficient and informative.

5. **Assurance of Learning happens when we “close the loop.”** What do we do with the results? New courses? Sequencing? Faculty development?

4. **Faculty engagement is essential.** The AACSB will never evaluate individual faculty. But the AACSB will evaluate how involved faculty are.

3. **Focus on learning rather than teaching.** As Mark Twain said, “I have never let my schooling interfere with my learning.” Assurance of Learning assesses what our students know and have learned, not the teaching.

2. **Assessment is student-centered.** As Ralph Waldo Emerson said, “The secret in education lies in respecting the student.” We teach – and assess – because we want to help students change their lives.

1. **The enemy of being good is trying to be perfect.** As Neil Ramiller said, “Success is failure.” The more we learn about our programs and our students, the more we can change and the more we can improve.

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**PSU SBA ACCREDITATION TEAM**

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