

University of North Alabama
Academic Department Program Review

Master of Business Administration Program

Name and Signature of Dean:

Dr. Kerry P. Gatlin

Date of Report:

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2. Five-Year Departmental Enrollment and Faculty Data.

A careful review of MBA Five-Year statistical data reveals that MBA student enrollment has increased significantly from five years ago. Total student enrollment increased from 438 in 2004-2005 to 1,128 in 2008-09. Similarly, student credit hours generated by the MBA program has more than been tripled, from 3,864 in 2004-05 to 14,258. MBA degree awarded has been increased from 62 in 2004-05 to 420 in 2008-09. The average number of full-time faculty members (fall semester) in the College of Business for the past five years is 40. (Please see Appendix A for more detailed information.)

3. Assess the Department as It Relates to Students.

Enrollment

In the past five years, the MBA program has seen a healthy growth in student enrollment. The numbers for both full-time and part-time MBA students have increased significantly. Full-time student enrollment was 78 in 2004-05; by 2008-09 that number increased to 389. Part-time student enrollment also increased from 360 in 2004-05 to 742 in 2008-09. To assure program quality, efforts were made to downsize student enrollment to a manageable size. College of Business faculty reviewed and approved strategically increasing the admission requirement for MBA admission. These changes were approved by the University-wide Graduate Council and became effective in 2008. (Please see Appendix B: 2008-09 Graduate Catalog pages 57-58 and Appendix C: 2007-08 Graduate Catalog, pages 56-57 for more detailed information.) MBA program enrollment is expected to decrease as a result of the admission requirement change.

Degree Productivity

As student enrollment increases each year, MBA Degrees awarded have been steadily increasing in the past five years. In 2004-05, only 62 MBA degrees were awarded; however, by 2008-09, a total of 420 MBA degrees were awarded. For more detailed information, please see Appendix A for five year department data provided by the Office of Institutional Research, Planning, and Assessment.

Student Services

The College of Business believes it is important to assess student satisfaction with the program. For the past several years, a national survey—Educational Benchmarking (EBI) MBA Exit Assessment—were administered in the spring of 2005, 2007, and 2009. The survey questions cover 15 factor areas:

- Quality of faculty and instruction in required courses
- Quality of faculty and instruction in elective courses
- Satisfaction with aspects of courses in elective courses
- Curriculum breadth

- Curriculum addresses ethics and social issues
- Advising
- Program office services
- Facilities and computing resources
- Fellow students
- Course availability
- Learning outcomes: effective communication and team work
- Learning outcomes: use and manage technology
- Learning outcomes: effective management and leadership skills
- Learning outcomes: critical thinking and problem solving
- Overall program effectiveness

Survey results show that UNA College of Business respondents were satisfied with their learning experiences and they believed that they have gained in all four learning outcome areas. Please see Appendix D for more detailed survey results.

Job Placement

The majority of MBA students are employed full-time pursuing their MBA degree on a part-time basis. For students who do need help, Career Services office work closely with the COB in providing employment assistance.

4. Assess the Department as It Relates to Faculty.

Teaching productivity

In the past five years, MBA course credit hours consists an average of 25% of the total credit hours generated in the College of Business. Graduate level credit hours have been climbing steadily each year. In 2004-05, graduate credit hours only consist of 12% of the total college credit hours. The percent of graduate credit hours increased to 18% in 2005-06, 21% in 2006-07, and 34% in 2007-08 and 2008-09.

Research productivity

The College of Business mission guides and supports many policies that support the production of appropriate intellectual contributions. The College supports a wide range of activities which lead to success in the production of intellectual contributions including the awarding of research stipends to faculty with active research records and potential, support of faculty through travel budgets for attending conferences to present research; interactions with the local business community, leadership roles in professional organizations and publications

Appendix E summarizes intellectual contributions across the College of Business over the last five years. The total of 328 intellectual contributions equates to approximately 65 intellectual contributions per year (approximately 1.6 intellectual contributions per full time faculty member per year). In the case of peer reviewed journals, the average is 18 per year, or 0.45 per full time faculty member over the five year period.

The mission of the College is directed in large measure to contributions to practice in both the learning expectations for our students and in the research efforts that are specifically encouraged. Practice-based research accounts for 55% of the intellectual contributions produced during the last 5 years. The balance of the research is directed toward discipline based research and learning and pedagogical research.

Service

College of Business faculty members actively participate in university committees and professional organizations' committees and provide services to local community through consulting and contractual work.

Faculty development plans

Faculty members are to remain current in their relevant teaching fields through continuous scholarship and professional development. They are required to meet the academic and/or professional qualification status according to accreditation standards. Each academic year, faculty members propose their annual goals, are assessed and reviewed by the department chairs based on their goals and student evaluations. Each faculty member maintains and updates a faculty development plan each year. The plans are reviewed and approved by the department chair.

5. Assess the Department as It Relates to Facilities and Resources

Library

The MBA program aims to prepare students to become successful professionals capable of leading organizations in a diverse, dynamic global economy. For students to be successful in their careers, UNA provides sufficient holdings in books, journals, and database in the fields of business administration. Electronic databases are deemed sufficient to support the online MBA program.

Laboratories

In addition to the library, UNA provides computer labs in the library, Academic Resources Center, and labs in Keller-Raburn Hall. There are sufficient computer stations with various softwares in these labs.

Equipment

With the soon-to-be completed Keller Hall renovation, all classrooms in the College of Business are smart classrooms. Faculty members all have adequate equipments and appropriate software.

Space

After Keller Hall renovation, faculty members will all move back to Keller Hall. There is adequate classrooms and office space.

Support personnel

MBA program has appropriate support personnel. That includes Coordinator for Student Services, MBA Coordinator, International Student Admission Specialist, Coordinator for Quality Assurance and Outcome Assessment, Secretary, Graduate and undergraduate student workers. The staff works as a team in support of the MBA program.

6. List Any Notable Achievements by the Department

Departmental achievements:

The MBA is a multidisciplinary major within the College of Business and not associated with a specific department, rather, it is supported by each of the four departments within the College. A brief highlight of significant departmental accomplishments over the past five years reveals the following:

- The Department of Accounting and Business Law has substantially upgraded the academic strength of its faculty, has started a new 'accounting scholars' program for honors students in the department, and has formed and staffed a new Center – *The Center for Business Valuation and Education*.
- The Department of Computer Information Systems has completely revised its curriculum, has strengthened the academic qualifications of its faculty and has achieved its undergraduate program accreditation by the Accrediting Board for Engineering Technologies (ABET). The department has one of the very few ABET accredited programs housed in Colleges of Business in the U.S.
- The Department of Economics and Finance has maintained the high quality of its faculty, continues to lead the College in publication of peer reviewed research, and has been a leader in engaging both undergraduate and graduate students in the research of its faculty. The Department has provided leadership in initiating and publishing a well-received journal – *The Journal of Business, Industry and Economics (JOBIE)*. JOBIE is now listed in Cabell's guide for research journals in business and economics.
- The Department of Management and Marketing has completed a comprehensive review of the curriculum within the department and has completely revamped the offerings in the area of management. The department has also provided leadership in establishing a strong on-line presence for programs offered by the department. The department has experienced recent success in identifying and employing a set of highly qualified adjunct faculty members with strong business experience to support the course offering of the department. The department has also provided leadership in implementing the use of clinical assistants in large

section classes in a successful effort to improve student engagement and to improve the academic experience of students in large section and on-line courses.

It should be noted that each of the successes by the departments has had a positive impact on both undergraduate and MBA programming.

Student Achievement:

The primary target market for the MBA program is part-time students who are already employed full-time. One of the key motivations for such students is to enhance career advancement opportunities. While no effort has been made to formally document success in this area, substantial anecdotal evidence suggests that the program has been highly successful in this regard. The College hears from alumni frequently who have received promotions and they are quick to give credit to the MBA program for part of this success.

In addition to enhancing career advancement, a number of MBA students have been successful in achieving admission to doctoral programs or to law school. On average, three to four students each year have been admitted to another professional school (doctoral or law) for continued professional education.

Grants and other funds generated by department (program)

The MBA program has not sought grant funding of any type over the past five years. The program has, however, been extremely successful in generating revenue for the College of Business. The MBA program charges a tuition premium for the on-line MBA program and for the MBA – Asia program. The College of Business receives 60-70% of the tuition differential. This has resulted in net revenue to the College, after expenses, of almost \$600,000 per year for each of the past five years.

Other awards and distinctions

The College of Business online MBA program was recently ranked sixth in the nation by consumer watchdog and advocacy group GetEducated.com LLC. The ranking was based on a survey of 90 regionally accredited business schools that offer 250 distance MBA degrees. According to GetEducated.com, the average cost for an online master's degree in business is \$22,924. The UNA online MBA is \$10,923.

7. How Has the Department Responded to Previous Program Review Recommendations?

The MBA program is undergoing the first program review in over fifteen years. While regular curriculum changes have occurred during this period, none are the result of a formal program review.

Itemize each major recommendation and state the response

Summarize how previous program review results have been used to inform any of the following that apply: The refinement of mission and goals/ objectives; program planning, development and improvement; and budgeting decisions.

8. State the Vision and Plans for the Future of the Department

Provide a vision statement of where the department would like to be in five years; assuming only costs to continue, with no additional state resources.

The vision of the College of Business (and the MBA program) is to become a recognized leader among regional universities in the South for providing high value professional business education to undergraduates and mid-career professionals. Both undergraduate and graduate programs will stress quality, currency, relevancy, practical application, accessibility and affordability.

A key component of this vision is to provide high value management education that enhances practical application. As such, the curriculum of the MBA program will include application cases, computer simulations, and consulting experiences that provide students with an opportunity to experience strategic decision-making, not just discuss the topic.

Assuming the same funding level as currently being received, the College of Business sees the MBA program as remaining stable in enrollment and in program services. A number of useful experiential initiatives will have to be deferred unless additional funding sources are identified.

Provide a vision statement of where the department would like to be in five years, if additional state resources are available.

With additional resources, the vision identified above will be extended to include providing an opportunity for MBA students to include a study abroad experience, especially in Asia. Also, a significant orientation experience that builds a cohort of study teams will be developed for the MBA program. Additional experiential and mentoring opportunities will also be developed.

9. Program Overview

➤ Brief overview/history of program:

The University of North Alabama College of Business has offered a highly successful MBA program for almost 40 years. Primarily a 33 semester hour traditional, part-time program, until recently the target audience was working

adults within a fifty mile radius of campus. Approximately fifteen years ago, a weekend program was added and students from approximately a 75-mile radius were enrolled. Approximately ten years ago an on-line program was added and this proved highly popular. The weekend program was phased out as the working adult target audience preferred the convenience and flexibility of the on-line offering. Currently on-line students are enrolled from over twenty states. As the on-line program was beginning the College of Business contracted with two student recruiting organizations in Taiwan and began offering the MBA in Asia.

The graduate program enrollment flourished. Fifteen years ago, the total enrollment in the MBA program was approximately 100 students. With the addition of the on-line MBA, the MBA in Asia, and a significant increase in international student enrollment in the MBA program on campus, total enrollment reached just over 1,000 students in 2007. This size of a graduate program was unsustainable given our resources. Faculty were concerned about the quality of some admissions into the program. Concurrently, the COB committed to improving quality and to achieving AACSB accreditation for its programs. Following several strategic planning sessions, it became clear that efforts would be made to downsize student enrollment in the MBA program. This was accomplished by raising admission standards. Enrollment has been strategically downsized from 1,100 students in 2008 to approximately 600 in spring 2010.

To help insure the quality of the program, the College of Business began assigning Clinical Assistants to work with faculty in the remaining large section classes. This pilot program has proven to be highly successful. Student engagement in large classes is higher than it has ever been, feedback to student has improved significantly, and faculty are able to use more qualitative assessment techniques since the addition of clinical teaching assistants.

As part of the on-going work of the College of Business in positioning itself for AACSB accreditation, and with the advice of the College's AACSB mentor, a determination was made that the MBA program is actually targeting two distinct markets: young inexperienced students just completing their bachelors degree and mid-career professionals who seek graduate study to improve their skills and career outlook.

Given the different target audiences, effective with the fall of 2010, there are two different MBA programs and admission requirements. The traditional on-campus program (with several concentrations) will remain a 34-semester hour program requiring acceptable undergraduate grades, an acceptable GMAT score, and no business experience for admission. The MBA – Executive Option, a 31-semester hour program, will target mid-career professionals. While not requiring a GMAT exam for admission, the program does require six to eight years of progressively responsible business experience. The development of the new MBA – Executive Option curriculum and corresponding admission requirements followed an extensive six-month review of over twenty five peer institutions.

- **Mission statement for the program:** Reference its relationship to college and institutional mission, as well as state priorities where appropriate.

The mission of the College of Business is to prepare students to become successful professionals capable of leading organizations in a diverse, dynamic global economy. The College emphasizes teaching excellence, and a learning environment in which the College contributes to student development and to the business community through professional involvement and applied intellectual contributions.

The College of Business seeks to become a recognized leader among regional universities in the South for providing high value professional business education to undergraduates and mid-career professionals. Both undergraduate and graduate programs will stress quality, currency, relevancy, practical application, accessibility and affordability.

This mission statement directly supports the mission of the University and specifically emphasizes teaching effectiveness, global outreach, diversity and support for economic development. (See Appendix F for Mission, Vision & Value Statements.)

- **Goals and objectives of the program** relative to teaching, research and public service, and assessment of program performance in relation to them.

The MBA program's strategic goals include globalization, improved quality, and a focus on applied skills that may enhance students' professional performance and career opportunities.

The success of the program's emphasis on globalization will be the degree to which it enrolls qualified international students, develops collaborative programs with international universities, and develops other programs that result in graduate students increasing their international awareness and exposure.

The success of the program's emphasis on improved quality will be determined in part by the success of the program in maintaining ACBSP accreditation and achieving AACSB accreditation. The quality of faculty and the level of their professional activities will also be a quality indicator.

The success of the programs focus on applied skills will be determined by the degree to which the MBA student learning outcomes are accomplished.

Teaching Goals:

1. Faculty will remain current in all relevant teaching fields through continued scholarship and professional development.
2. The program will provide students an educational experience with relevant knowledge and skills in the discipline.

Research Goals:

1. Faculty will remain active in research and professional development activities in their respective fields.
2. Faculty will attain and maintain academically and/or professionally qualified status in accordance with the Southern Association of Colleges and Schools (SACS) standards and standards of the ACBSP and AACSB.

Service Goals:

1. Faculty will participate in professional service, community service, and student advising.

- **Student Learning Outcomes of the program:** Student learning outcomes should identify in behavioral terms the broad skill area students should master as a result of the program by the time they graduate. *A matrix indicating which courses address each of the outcomes identified may be included.*

The student learning goals or outcomes for the MBA program are driven by the College of Business's mission statement which is to "prepare students to become successful professionals capable of leading organizations in a diverse, dynamic global economic environment."

MBA Program Goals:

Students graduating from the MBA program are expected to achieve each of the following five College of Business Program Learning Goals:

1. To be able to communicate effectively.
2. To be able to demonstrate qualities of leadership and teamwork.
3. To be able to act professionally and ethically.
4. To be able to function effectively in a diverse, dynamic global economic environment.
5. To be able to identify, analyze and solve business related problems and opportunities and to make effective decisions.

MBA Program Student Learning Outcomes:

For each of the above goal, the College of Business has identified two to three specific student learning outcomes that are assessed to determine the degree to which the goals have been met. The assessment techniques include both direct and indirect measures. Graduates from the MBA program are expected

to have the following learning outcomes in accordance to the above program goals.

- Gather, validate, and structure information, leveraging technology, in support of decision making [application].
- Identify, analyze, and propose solutions to complex problems occurring in a dynamic business environment, while also recognizing intended and unintended consequences of various proposed solutions.
- Integrate knowledge across business functions to identify sound decisions.
- Effectively communicate coherent and persuasive written reports and oral presentations.
- Evaluate interpersonal as well as organizational communication approaches and strategies, differentiating effective from ineffective approaches and styles.
- Develop an action plan for developing leadership skills in oneself and others through a process of self-examination, classification of strengths and weaknesses, and concluding with an appropriate leadership style.
- Select the leadership style that is most conducive to promoting effective individual performance and team performance after assessing the situation, people involved, and the organization.
- Understand and be able to display appropriate personal behavior and business etiquette in a variety of business, interpersonal, and social situations.
- Apply legal and ethical principles to situations facing business professionals in corporate, partnership, and/or small business settings using a case study approach.
- Recognize potential ethical dilemmas, evaluate their consequences, and select the best course of action to follow.
- Analyze the opportunities and challenges associated with global business expansion.
- Demonstrate the ability to adjust business goals to global changes.
- Analyze how this adjustment affects each of the major business functions when moving from a domestic operation to a global operation.

Appendix G is a matrix indicating which courses address each of the outcomes identified above.

➤ **Governance structure of the program**

As an interdisciplinary program of the College of Business, the MBA program is administered out of the Office of Dean of the College of Business. Under the direction of the Dean, the program is administered by the College of Business Administrative and Curriculum Committee consisting of the Dean, each Department Chair, the MBA Program Advisor, the MBA International Program Coordinator, and the MBA International Program Quality Control Coordinator.

The MBA Admissions Committee consists of the members of the College of Business Administrative and Curriculum Committee, the International Student Admissions Specialist, and an appointed faculty member from each of the four departments within the College of Business.

Full-time faculty members that teach MBA courses are from all four academic departments in the college. These faculty members are all qualified as graduate faculty according to university graduate council and qualified according to Southern Association of Colleges and Schools (SACS) standards.

➤ **Admissions requirements**

Students are required to meet the admission requirement to be admitted to the MBA program. The admission requirements are clearly specified in the University Graduate Catalog.

Traditional MBA – Unconditional Admission

- Bachelors degree or equivalent
- 2.75 grade point average or higher
- Minimum GMAT score of 450

Traditional MBA – Conditional Admission

- Bachelors degree or equivalent
- 2.5 grade point average or higher
- Minimum GMAAT score of 400

MBA – Executive Option – Unconditional Admission

- Bachelors degree or equivalent
- 2.75 grade point average or higher
- Current professional resume reflecting 8 years of progressively more responsible business experience
- Application letter reflecting professional goals and reasons for graduate study

MBA – Executive Option – Conditional Admission

- Bachelors degree or equivalent
- Current professional resume reflecting 6 years or more of progressively more responsible business experience
- Letter of recommendation addressing skills consistent with MBA requirements
- Application letter reflecting professional goals and reasons for graduate study
- Availability for interview by member(s) of College of Business MBA Admissions Committee

➤ **Degree requirements**

For the traditional MBA, students must complete the 33-semester hour program with a 3.0 grade point average or higher. In the past, no more than 2 grades of C or lower can be earned in the MBA program. Following an extensive review of the MBA program during the 2009-2010 academic year, the program was increased to 34-semester hours with a core of eight courses, three elective and a new one semester-hour MBA skills and outcomes orientation that must be taken during the first two months of enrolling in the program. Students still must maintain a 3.0 grade point average to graduate but the requirement of no more than 2 C's has been dropped.

The requirements to graduate in the MBA-Executive Option are the same as for the traditional MBA program. The program is a structured 31 semester hours, however, with no electives or concentrations available. The program does include a required capstone project.

➤ **Curriculum** (including common prerequisites)

Curriculum of the Traditional MBA Program:

- MG 601 – MBA Skills and Outcomes (Orientation) (1 hour)
- AC 626 – Accounting for Decision Analysis and Control (3 hours)
- CIS 625 – Enterprise Systems Analysis and Design (3 hours)
- EC 650 – Managerial Economics (3 hours)
- FI 630 – Managerial Finance (3 hours)
- MK 660 – Marketing Strategy (3 hours)
- MG 624 – Organizational Behavior and Teambuilding (3 hours)
- QM 670 – Decision Theory(3 hours)
- MG 640 – Management Policy(3 hours)
- Elective (3 hours)
- Elective (3 hours)
- Elective (3 hours)

Curriculum for the MBA – Executive Option (effective fall, 2010)

- EMB 601 – MBA Skills and Outcomes (Orientation) (1 hour)
- EMB 630 – Accounting for Decision Making (3 hours)
- EMB 610 – Information Systems for Decision Making (3 hours)
- EMB 620 – Organizational Behavior and Leadership (3 hours)
- EMB 650 – Economics for Managerial Decision Making (3 hours)
- EMB 660 – Finance for Managerial Decision Making (3 hours)
- EMB 670 – Marketing Strategy in a Global Economy (3 hours)
- EMB 640 – Quantitative Techniques for Decision Making (3 hours)
- EMB 690 – Management Policy and Strategic Planning (3 hours)
- EMB 695 – Career Planning and Development (3 hours)

- EMB 698 – Capstone Project (3 hours)

Prerequisites are common for both programs. Students must present evidence that they have competency in the following topics:

- Financial and managerial accounting
- Microeconomics and elements of macroeconomics
- Financial management
- Use of information systems
- Legal environment of business
- Statistics and quantitative methods in business
- Principles of management
- Principles of marketing

These prerequisites may be satisfied by successful completion of appropriate undergraduate classes, by challenge examination, by successful completion of focused independent study modules offered through the Office of Continuing Studies and Outreach and/or by other evidence accepted by the MBA Admissions Committee on petition by the student.

➤ **Associated institutes and centers**

The College of Business houses and supports three Centers: The Small Business Development Center, The Center for Business Valuation Research and Education and the Center of Public Policy and Economic Research. While none of the three Centers is directly connected with the MBA program, the faculty members teaching in the MBA program are also active in research and programming in each of the three Centers. The Small Business Development Center also provides consulting services to small business clients in the University's service area. Faculty and MBA student teams frequently work with the small business clients as part of this SBDC outreach activity.

➤ **Involvement of external constituents in establishing goals, objectives, learning outcome and curriculum**

The College of Business has an Executive Business Advisory Council that acts as an external advisory board. The Council's membership includes prominent business and alumni. The active membership ranges from twenty five to thirty members. The Council meets in October and April with other called meetings as needed.

During the past two years, the Executive Business Advisory Council has played an important role in reviewing the College's strategic plan, the mission statement of the College of Business, and reviewing the learning objectives for the MBA

program. Several recommendations were made for slight modifications to the mission statement and statement of learning objectives. Each recommendation was later adopted by the faculty of the College of Business and has been implemented. The Executive Advisory Council also played a vital role during the past year in reviewing the MBA program. General recommendations were:

- Modifications to admission requirements for the MBA – Executive Option should focus on experience and not GMAT exam scores;
- The MBA program should focus on experiential opportunities – capstone projects and consulting cases such as those offered by the SBDC.
- Efforts should be made to identify or create short-term study abroad experiences for undergraduate and MBA students.

At the April 2010 Executive Advisory Council meeting, one of the advisory council members volunteered to host a fund-raising event during the upcoming year to raise funds to support scholarships for short-term study abroad opportunities for students to study in China.

In addition to the College of Business Executive Advisory Council, each department has an external advisory committee, typically associated with the discipline of the department. These committees make recommendations that impact both the undergraduate curriculum as well as the graduate curriculum delivered by the various departments.

➤ **Community college articulation where appropriate**

While the University maintains a number of articulation agreements with area community colleges, these agreements are to ease the transfer of students from the community college into the various undergraduate programs offered by the University. They are not tied to the MBA program.

The College of Business does have agreements with International Universities and agents that help to prepare international students to transfer into the MBA program. The 2+2 and 3+2 programs are administered by the University's International Affairs Office. In addition to these agreements, the College of Business has developed a 30 semester-hour undergraduate program or guide that serves as a 'Pre-MBA Bridge' program for graduates of international three-year diploma programs. These students do not have a bachelors' degree. By completing the 30 semester hour 'Pre-MBA Bridge' program, this gives the students four years of structured undergraduate study and fulfills the first requirement for applying to the MBA program (students must have a bachelor's degree of equivalent).

➤ **Program productivity** including number or majors and degrees conferred

The total number of students enrolled in the MBA program increased from a 438 in 2004-05 to 1,128 in 2008-09. The number of degrees conferred increased from 62 in 2004-05 to 420 in 2008-09. Please see Appendix A for five years data from the Office of Institutional Research, Planning and Assessment.

10. Program Evaluation

- Describe briefly the means of assessing student learning outcomes, and recent improvements based on the results of such assessment. Means of assessing outcomes may include but are not limited to standardized tests, capstone course/program examinations, analyses of theses, portfolios and recitals

There is a goal coordinator for each of the five MBA learning goals. These are faculty members who coordinate assessment efforts in the College of Business. The goal coordinators propose curriculum and course changes in regards to student learning goals. Working closely with the goal coordinators, Dr. Doug Barrett, COB Assessment Coordinator and chair of the Department of Economics and Finance, carries the coordinators' proposals to the college wide Administrative and Curriculum Committee for final approval and implementation.

Direct Measure:

Plans and process are in place to directly assess MBA student learning outcomes and goals. Appendix H presents each MBA learning goals and status of assessment.

Indirect Measure:

EBI Survey results (see Appendix D) show that MBA students felt they have gained, during their course of study, in the following areas:

- Effective communication skills and team work
- Use and manage technology skills
- Effective management and leadership skills
- Critical thinking and problem solving skills

- Describe briefly the department's continuous improvement plan utilized to assess and improve the program on an on-going basis. Summarize improvements made as a result of the continuous improvement plan.

The continuous improvement processes within the College of Business focus on identifying and initiating improvement at several levels:

- There is an on-going review of curriculum as part of the College of Business' assurance of learning processes.

- The University and College of Business have initiated a comprehensive five-year program review process for each program offered within the College.
- Annual strategic planning initiatives are a part of the College of Business' strategic planning process. These initiatives focus on improvements in a variety of areas, including strategic management, participant quality, and program quality.

Improvements made as a result of the continuous improvement plan includes:

- Improvements in the MBA curriculum (addition of an orientation course)
- The introduction of larger classes and the use of CTAs to assure student engagement and a high quality educational experience and
- Our continuing work on the MBA-Asia programs.

- **Provide a brief analysis of the grade distribution** patterns of courses and delineate an action plan for improvement where appropriate.

Data from the Office of Institutional Research, Planning and Assessment indicates that from 2005 to 2009 academic year, the majority of students taking College of Business graduate level courses earned Grades A or B (between 88-91%). Only a small fraction of students earned a failing grade (1-2%). Grade distribution results seem reasonable. There will be no action plan for any change. For grade distribution by each graduate level course, please see Appendices I-M.

2005 -2009 College of Business Graduate Level Course Grades Distribution

All Graduate Level Courses	A	B	C	D	F	I	W	Total
2009	57%	34%	3%	0%	1%	1%	5%	100%
2008	51%	39%	3%	0%	1%	0%	5%	100%
2007	52%	37%	4%	0%	1%	0%	5%	100%
2006	56%	32%	4%	0%	2%	0%	6%	100%
2005	57%	31%	4%	0%	2%	0%	6%	100%
Average	54%	35%	3%	0%	1%	0%	5%	100%

11. Program Recommendations

- Identify recommendations for improvement of the program.
 - a) Recommendations for changes, which are within the control of the program, including curricular changes if appropriate
 - b) Recommendations for changes that require action at the Dean, Provost, or higher levels

For improvement of the MBA program, College of business will:

- Assess and monitor recent changes as mentioned early in this report (e.g., admission requirements, the addition of orientation course for MBA Executive Option, etc.)
- Separate Asia and online programs and monitor these programs more closely.
- Explore and monitor program growth.
- Continue implementation of assurance of learning of each program.
- Explore the use of graduate assistance in the future if funding is available.
- Initiate study abroad opportunities for MBA students.
- Develop more experiential case consulting opportunities for MBA students.

Appendix A

Five-Year Department Evaluation Data

DEPARTMENT: MBA

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)

<i>Master</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>Average</i>
Status						
Full-Time	78	134	185	374	386	231.40
Part-Time	360	531	723	780	742	627.20
Total	438	665	908	1154	1128	858.60
FTE Students	198.00	311.00	426.00	634.00	633.33	440.47

**Includes MBA (does not include EMBA)

2. Number of Degrees Conferred

<i>Master</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>Average</i>
Degrees Awarded	62	127	255	321	420	237.00

3. Majors/Degrees Conferred Ratio

<i>Master</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>Average</i>
Ratio	7.06	5.24	3.56	3.60	2.69	3.62

4. Student Credit Hours (Summer, Fall, and Spring Semesters Combined)

<i>Level</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>Average</i>
Graduate	3864	6138	8367	15219	14258	9,569.20

6. Number of Faculty (Fall Semester)

<i>Faculty</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>Average</i>
Full-Time	37	40	40	40	42	39.80
Part-Time	12	12	13	21	7	13.00
Total	49	52	53	61	49	52.80
FTE Faculty	41.00	44.00	44.33	47.00	44.33	44.13

Appendix B: 2008-09 Graduate Catalog

ADMISSION

Successful graduate study in business requires a combination of verbal and conceptual skills, quantitative and analytical skills, conscientiousness and maturity. Students should have or commit to develop an acceptable level of strength in each of these areas in order to be successful in graduate study. Admission standards are established to accept students who possess these skills and traits and thus have a fair probability of success and to encourage those without appropriate academic preparation to pursue developmental work before undertaking graduate study in business. Students may be admitted unconditionally or conditionally for graduate study (see **Table 2**).

Conditionally admitted students must earn unconditional admission status by the time they have completed their fourth graduate course. The student must maintain a **B** average or higher in the first four courses (with no more than one grade of **C** or below) as well as satisfy any other conditions that may have been listed on the admission summary sheet. Any conditionally admitted student who falls below a 3.0 cumulative GPA in their graduate work will be automatically dismissed from the MBA program.

ADVISEMENT

Upon admission to the program, each student is assigned an adviser who, in consultation with the student, will plan the program of studies and provide continued supervision and guidance.

MBA DEGREE AND CONCENTRATION PLANS

***MBA with Accounting Concentration** (33 semester hours)

[Not offered online]

Eligibility—have the equivalent of a bachelor's degree in accounting or complete undergraduate accounting prerequisites as prescribed by the Accounting-MBA Coordinator.

AC 581 (Cannot earn credit for AC 581 if completed equivalent undergraduate course),
AC 625, AC 674, AC 675, AC 697, EC 650, FI 630, MG 640,
MK 66024-27
Select two or three courses from among: AC 681, AC 686,
AC 694, QM 6706-9

NOTE: Accounting MBA students are encouraged to complete AC 395 (Accounting for Nonbusiness Organizations) and BL 480 (Contemporary Business Law). Alabama CPA exam candidates are required to have completed a business law course focusing on the Uniform Commercial Code and a course in governmental and not-for-profit accounting.

*No more than one 500-level course may be applied toward an MBA degree. (Also, EMB 500-level prerequisites are not acceptable as elective credit.)

TABLE 2: Admission Status Requirements

Admission Status	GMAT	GRE	Formula Score Using Overall Undergraduate GPA [OGPA]	Alternate Formula Score Using GPA for Last 60 Undergraduate Hours	Additional Requirements for International Applicants
Unconditional Admission	≥ 450		<p>≥ 950 points</p> <p>[requires OGPA ≥ 2.50]</p>	<p>[GPA of last 60 undergraduate hours x 200 + GMAT or GRE]</p> <p>≥ 1000 points</p> <p>[requires GPA ≥ 2.75]</p>	<p>TOEFL ≥ 577 paper based</p> <p>≥ 233 computer based</p> <p>≥ 90 Internet based</p> <p>or IELTS ≥ 6.5</p>
Unconditional Admission		≥ 850	<p>≥ 1350 points</p> <p>[requires OGPA ≥ 2.50]</p>	<p>≥ 1400 points</p> <p>[requires GPA ≥ 2.75]</p>	<p>TOEFL ≥ 577 paper based</p> <p>≥ 233 computer based</p> <p>≥ 90 Internet based</p> <p>or IELTS ≥ 6.5</p>
Conditional Admission	≥ 400		<p>≥ 900 points</p> <p>[requires OGPA ≥ 2.50]</p>	<p>≥ 1000 points</p> <p>[requires GPA ≥ 3.00]</p>	<p>TOEFL ≥ 577 paper based</p> <p>≥ 233 computer based</p> <p>≥ 90 Internet based</p> <p>or IELTS ≥ 6.5</p>
Conditional Admission		≥ 725	<p>≥ 1225</p> <p>[requires OGPA ≥ 2.50]</p>	<p>≥ 1325 points</p> <p>[requires GPA ≥ 3.00]</p>	<p>TOEFL ≥ 577 paper based</p> <p>≥ 233 computer based</p> <p>≥ 90 Internet based</p> <p>or IELTS ≥ 6.5</p>
Unclassified Admission	n/a	n/a	<p>Restrictions: Available for <i>only</i> 1 semester & for <i>only</i> 3 semester hours Available only to the following applicants: Non-degree seeking to explore a specific topic, or awaiting exam date for GMAT or GRE, or UNA is awaiting receipt of official undergraduate transcripts from applicant's previous school(s). Not available: to applicants who otherwise fail to meet the requirements for admission or for international applicants with student visas. Unclassified students must achieve conditional or unconditional admission status prior to enrolling in their 2nd term. Unclassified students who meet the requirements for conditional or unconditional status may request their 3 graduate semester hours of course work (if completed with a grade of A or B) be applied to their graduate studies.</p>		

Appendix C: 2007-08 Graduate Catalog

on-site using regular classroom delivery or a combination of classroom and online instruction. This approach is especially attractive for international delivery of the MBA program and for the options in International Financial Markets, New Venture Management, and the Executive (weekend) option. For information on possible cohort sponsored groups, contact the MBA Graduate Program Coordinator.

ADMISSION

Successful graduate study in business requires a combination of verbal and conceptual skills, quantitative and analytical skills, conscientiousness and maturity. Students should have or commit to develop an acceptable level of strength in each of these areas in order to be successful in graduate study. Admission standards are established to accept students who possess these skills and traits and thus have a fair probability of success and to encourage those without appropriate academic preparation to pursue developmental work before undertaking graduate study in business. Students may be admitted for graduate study Unconditionally or Conditionally. Conditionally admitted students may have their status changed to Unconditional Admission upon the completion of the conditions set forth in their admission summary sheet.

Unconditional Admission

For Unconditional Admission, a student must have a bachelor's degree from an accredited institution and meet **one** of the following criteria:

1. Have a 3.5 grade point average on a 4.0 scale for all undergraduate work taken. No admission test scores are required.
2. Present a GMAT test score of 550 or higher and a bachelor's degree in any field. No grade point restrictions are used with this test score.
3. A total of at least 950 points based on the formula: 200 times the overall undergraduate grade point average plus GMAT score, or at least 1,000 points based on the formula: 200 times the grade point average on the last 64 semester hours taken plus the GMAT score.
4. A grade point average of 3.0 or higher on a 4.0 scale and submission of one of the following: (a) Graduate Record Examination (GRE) score of 900 or higher; **or** (b) Miller Analogy Test (MAT) score of 396 or higher.

Note: Official admission test score should typically be no more than five years old. For students holding a masters degree in another field, admission test scores are typically waived.

Conditional Admission

Students who fail to meet one of the admission criteria above **may** be admitted Conditionally. For students to be considered for conditional admission, they must meet **one** of the following criteria:

1. Present an overall undergraduate grade point average of 3.0 or higher on a 4.0 scale with no admission test score.

on-site using regular classroom delivery or a combination of classroom and online instruction. This approach is especially attractive for international delivery of the MBA program and for the options in International Financial Markets, New Venture Management, and the Executive (weekend) option. For information on possible cohort sponsored groups, contact the MBA Graduate Program Coordinator.

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Appendix D:

UNA 2009 Educational Benchmarking (EBI) MBA Exit Assessment

Factor	Factor Name	2004/ 05	2006/ 07	Change 2008/09- 2004/05	2008/09 ¹ UNA			2008/09 Comp. Group		UNA vs. Comp. Group	
		Mean	Mean	Diff.	N.	Mean	Std. Dev.	Mean	Std. Dev.	Diff.	Sig. Level ²
1	Required Courses: Quality of Faculty and Instruction	4.76	5.89	0.94	41	5.70	0.90	5.68	0.91	0.02	
2	Elective Courses: Quality of Faculty and Instruction	4.75	5.37	0.31	40	5.06	1.03	5.01	1.06	0.05	
3	Elective Courses: Satisfaction with Aspects of Courses	5.24	6.21	1.09	38	6.33	0.62	5.95	0.95	0.38	*
4	Curriculum: Breadth	5.06	5.70	0.70	39	5.76	1.07	5.38	1.18	0.38	
5	Curriculum: Addresses Ethics and Social Issues	4.46	5.25	0.78	41	5.24	1.26	5.23	1.31	0.01	
6	Advising	3.66	5.56	1.21	35	4.87	1.74	5.32	1.50	-0.45	
7	Program Office Services	4.51	6.00	1.54	39	6.05	0.98	5.62	1.09	0.43	*
8	Facilities and Computing Resources	4.90	5.85	0.97	38	5.87	1.14	5.34	1.30	0.53	*
9	Fellow Students	4.62	5.62	0.92	39	5.54	1.23	5.29	1.24	0.25	
10	Course Availability	3.46	5.64	1.95	39	5.41	1.82	5.08	1.62	0.33	
11	Learning Outcomes: Effective Communication and Team Work	5.21	5.25	0.24	40	5.45	1.38	5.35	1.23	0.10	
12	Learning Outcomes: Use and Manage Technology	4.87	5.38	0.65	40	5.52	1.68	5.06	1.46	0.46	
13	Learning Outcomes: Effective Management and Leadership Skills	4.94	5.73	1.04	40	5.98	1.12	5.54	1.36	0.44	
14	Learning Outcomes: Critical Thinking and Problem Solving	5.35	6.01	0.73	40	6.08	1.17	5.70	1.19	0.38	
15	Overall Program Effectiveness	4.17	5.61	0.98	40	5.15	1.45	5.11	1.37	0.04	

Note 1: 2008/09 survey response rate = 69.4%

Note 2: Level of statistical significance--***: p < .001; **: p < .01; *p < .05; ND: No statistical difference.

Appendix E: College of Business Faculty Research Productivity and Intellectual Contributions

Faculty	Portfolio of Intellectual Contributions									Summary of Types of			total Ics	Average per year over 2006-2009
	Peer Reviewed Journals ¹	Research Monographs ²	Books ³	Chapters ⁴	Peer Reviewed Proceedings ⁵	Peer Reviewed Paper Presentations ⁶	Faculty Research Seminar ⁷	Non-Peer Reviewed Journals ⁸	Others ⁹	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research		
TOTAL ACCOUNTING AND BL	15	0	1	4	4	5	0	1	9	6	21	12	39	7.8
TOTAL CIS	14	0	1	2	40	6	3	0	1	13	37	17	67	13.4
TOTAL ECONOMICS AND FINANCE	42	0	1	6	9	49	0	3	29	5	83	51	139	27.8
TOTAL MANAGEMENT/ MARKETING	19	0	1	3	5	25	7	0	23	34	41	8	83	16.6
OVERALL TOTAL FOR SCHOOL	90	0	4	15	58	85	10	4	62	58	182	88	328	65.6
Average per Year	18	0	0.8	3	11.6	17	2	0.8	12.4	11.6	36.4	17.6		
Percent of total										18%	55%	27%		
% of TOTAL ACCOUNTING AND BL	17%	0%	25%	27%	7%	6%	0%	25%	15%	10%	12%	14%	12%	
% of TOTAL CIS	16%	0%	25%	13%	69%	7%	30%	0%	2%	22%	20%	19%	20%	
% of TOTAL ECONOMICS AND FINANCE	47%	0%	25%	40%	16%	58%	0%	75%	47%	9%	46%	58%	42%	
% of TOTAL MANAGEMENT/ MARKETING	21%	0%	25%	20%	9%	29%	70%	0%	37%	59%	23%	9%	25%	
OVERALL TOTAL FOR SCHOOL	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)														
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)														
3. Books (textbooks, professional/practice/trade, and/or scholarly)														
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)														
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings														
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings														
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)														
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality														
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)														
10. Summary of ICs should reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)														

Appendix F:

College of Business Mission Statement

The mission of the College of Business is to prepare students to become successful professionals capable of leading organizations in a diverse, dynamic global economy. The College emphasizes teaching excellence, and a learning environment in which the College contributes to student development and to the business community through professional involvement and applied intellectual contributions.

College of Business Vision Statement

The College of Business seeks to become a recognized leader among regional universities in the South for providing high value professional business education to undergraduates and mid-career professionals. Both undergraduate and graduate programs will stress quality, currency, relevancy, practical application, accessibility and affordability.

College of Business Values Statement

The College of Business embraces accountability and ethical and professional behavior as fundamental principles. The College recognizes globalization and its implications of cultural diversity, need for innovation, and need for continuous improvement as opportunities. Accordingly, the College seeks to create a positive climate of performance based on ethical and professional behavior, and individual responsibility for performance improvement and continuous learning. The College seeks to enhance value for all stakeholders of the College of Business and the University, and holds itself accountable through regular assessment activities.

College of Business Student Population

In the graduate program, the student population to be served by the College of Business includes high-potential entry level and mid-career professionals seeking to expand their management expertise and to prepare for career advancement. Students are sought from a wide variety of backgrounds and undergraduate majors. While the primary service area is northwest Alabama, south-central Tennessee and northeast Mississippi, the College of Business seeks to diversify and enrich its graduate student body by also enrolling highly qualified international students from a variety of cultures in its on-campus program. In addition, the College of Business, in recognition of the growth of Asian economies and the importance of integrating a global outlook in all business programs, seeks to develop and maintain a cohort of Asian students served via the College's distance learning program. Further, in support of the College of Business's vision of providing high value programs that are accessible and affordable, the graduate program serves a substantial number of working, mid-career professionals from throughout the U.S. via its graduate distance learning program.

Course Content Level:

I = Introduced

R = Reinforced

A = Advanced

**Appendix G: Master of Business Administration Program Goals
and Expected Student Learning Outcomes
College of Business
University of North Alabama**

MBA Program Goals			Core Course Requirements							Totals per Expected Outcome	
			AC 626	CIS 625	EC 650	FI 630	MG 624	MG 640	MK 660		QM 670
Goal 1: To be able to identify, analyze, and solve business related problems and make effective decisions.											
Expected Student Learning Outcomes for Goal 1	1.A.	Gather, validate, and structure information, leveraging technology, in support of decision making [application].	I	R, A		A	R	R		I, R	8
	1.B.	Identify, analyze, and propose solutions to complex problems occurring in a dynamic business environment, while also recognizing intended and unintended consequences of various proposed solutions.			I	A	R	R	I	R	6
	1.C.	Integrate knowledge across business functions to identify sound decisions.	R			I, R	R	R	R	R	7
Goal 2: To be able to communicate effectively.											
Expected Student Learning Outcomes for Goal 2	2.A.	Effectively communicate coherent and persuasive written reports and oral presentations.		R		R	R	R	R	R	6
	2.B.	Evaluate interpersonal as well as organizational communication approaches and strategies, differentiating effective from ineffective approaches and styles		R		R	R	R			4
Goal 3: To be able to demonstrate qualities of leadership and teamwork.											
Expected Student Learning Outcomes for Goal 3	3.A.	Develop an action plan for developing leadership skills in oneself and others through a process of self-examination, classification of strengths and weaknesses, and concluding with an appropriate leadership style.		R			A	R		R	4
	3.B.	Select the leadership style that is most conducive to promoting effective individual performance and team performance after assessing the situation, people involved, and the organization.					A	R		R	3
Goal 4: To be able to act professionally and ethically.											
Expected Student Learning Outcomes for Goal 4	4.A.	Understand and be able to display appropriate personal behavior and business etiquette in a variety of business, interpersonal, and social situations.				R	R	R	R	R	5
	4.B.	Apply legal and ethical principles to situations facing business professionals in corporate, partnership, and/or small business settings using a case study approach.	I			R		R	R		4
	4.C.	Recognize potential ethical dilemmas, evaluate their consequences, and select the best course of action to follow.	I			R	R	I	R		5
Goal 5: To be able to function effectively in a diverse, dynamic global economic environment.											
Expected Student Learning Outcomes for Goal 5	5.A.	Analyze the opportunities and challenges associated with global business expansion.			I	R		I	R	R	5
	5.B.	Demonstrate the ability to adjust business goals to global changes.				R		R	R		3
	5.C.	Analyze how this adjustment affects each of the major business functions when moving from a domestic operation to a global operation.				R		R	R		3

Legend: AC = Accounting, CIS = Computer Information System, EC = Economics, FI = Finance, MG = Management, MK = Marketing, QM = Quantitative Methods

Appendix H: College of Business MBA Program Goal and Assessment Status

MBA: Goal 1: To be able to identify, analyze, and solve business related problems and make effective decisions.

Learning Outcome	Coverage Courses	Indirect Measures	Direct Measures	Year of First Assessment	Completion Status as of 06/30/2010	Actions Taken	Next Assessment
1. Gather, validate, and structure information, leveraging technology, in support of decision making.	AC 626, CIS 625, EC 650, FI 630, MG 624, MG 640, QM 670	TBD – Fall 2010	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014
2. Identify, analyze, and propose solutions to complex problems occurring in a dynamic business environment, while also recognizing intended and unintended consequences of various proposed solutions.	CIS 625, EC 650, FI 630, MG 624, MG 640, MK 660, QM 670	EBI	MK 660	2011	Rubrics complete	NA	2014
3. Integrate knowledge across business functions to identify sound decisions.	AC 626, CIS 625, MG 624, MG 640, MK 660, QM 670	TBD – Fall 2010	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014

MBA Goal 2: To be able to communicate effectively.

Learning Outcome	Coverage Courses	Indirect Measures	Direct Measures	Year of First Assessment	Completion Status as of 06/30/2010	Actions Taken	Next Assessment
1. Effectively communicate through: written reports and	CIS 625, FI 630, MG 624, MG 640, MK 660, QM 670	EBI	FI 630	2010	External Review in progress	NA	2012
2. oral presentations.	CIS 625, FI 630, MG 624, MG 640, MK 660, QM 670	EBI	MG 640	2009	External Review in progress	NA	2012
3. Evaluate interpersonal as well as organizational communication approaches and strategies, differentiating effective from ineffective approaches and styles.	CIS 625, MG 624, MG 640, QM 670	EBI	TBD – Fall 2010	TBD – Fall 2010	Rubrics Complete	NA	TBD – Fall 2010

MBA Goal 3: To be able to demonstrate qualities of leadership and teamwork.

Learning Outcome	Coverage Courses	Indirect Measures	Direct Measures	Year of First Assessment	Completion Status as of 06/30/2009	Actions Taken	Next Assessment
1. Recognize and comprehend common leadership models.	CIS 625, MG 624	EBI	MG 624	2010	Rubrics in Progress	NA	2013
2. Recognize, develop, and display behavior consistent with effective teamwork.	CIS 625, EC 650, MG 624, QM 670	EBI	MG 624	2009	External Reviews Complete	1. Implement a COB MBA resource-sharing repository. 2. Create an MBA Angel library module. 3. Revamped QM 670 to incorporate an assessable teamwork component.	2012

MBA Goal 4: To be able to act professionally and ethically.

Learning Outcome	Coverage Courses	Indirect Measures	Direct Measures	Year of First Assessment	Completion Status as of 07/10/2009	Actions Taken	Next Assessment
1. Understand and be able to display appropriate personal behavior and business etiquette in a variety of business, interpersonal, and social situations.	MG 624	TBD – Fall 2010	TBD – Spring 2010	2010	Rubrics complete	NA	2013
2. Apply legal and ethical principles to situations facing business professionals in corporate partnership, and/or small business settings.	EC 650, MK 660	TBD – Fall 2010	TBD – Spring 2010	2010	Rubrics complete	NA	2013
3. Recognize ethical dilemmas, evaluate their	AC 626, EC 650, FI 630, MG 624, MK	TBD – Fall 2010	TBD – Spring 2010	2010	Rubrics complete	NA	2013

consequences, and select the best course of action to follow.	660, QM 670						
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MBA Goal 5: To be able to function effectively in a diverse, dynamic global economic environment.

Learning Outcome	Coverage Courses	Indirect Measures	Direct Measures	Year of First Assessment	Completion Status as of 07/10/2009	Actions Taken	Next Assessment
1. Analyze the opportunities and challenges associated with global business expansion.	EC 650, FI 630, MG 640	EBI	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014
2. Demonstrate the ability to adjust business goals to global changes.	EC 650, MG 640, MK 660	EBI	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014
3. Analyze how this adjustment affects each of the major business functions when moving from a domestic operation to a global operation.	MK 660	EBI	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014

Appendix I: 2009 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	D	F	I	IP	W	WP	Total
AC581	1	0	0	0	0	0	0	0	0	1
AC625	18	4	0	0	0	0	0	3	1	26
AC626	173	127	10	0	1	3	0	12	7	333
AC674	8	7	0	0	0	0	0	2	3	20
AC675	3	6	2	0	0	1	0	1	0	13
AC680	1	0	0	0	0	0	0	0	0	1
AC681	0	1	0	0	0	1	0	0	0	2
AC694	11	2	0	0	0	0	0	0	2	15
AC697	2	4	0	0	0	0	0	1	1	8
AC698	1	0	0	0	0	0	0	0	0	1
CIS545	0	1	0	0	0	0	0	0	0	1
CIS556	9	10	3	0	0	0	0	1	0	23
CIS615	6	4	1	0	1	0	0	1	1	14
CIS625	188	56	0	0	1	0	0	12	2	259
CIS645	30	6	1	0	0	0	0	1	0	38
CIS660	19	7	2	1	1	0	0	0	0	30
CIS680	2	0	0	0	0	0	0	0	0	2
CIS685	4	11	2	1	0	0	0	2	0	20
CIS688	2	1	0	0	0	0	0	0	0	3
EC563	1	5	0	0	0	0	0	3	0	9
EC650	147	95	1	0	5	1	0	8	3	260
EC698	1	0	0	0	0	0	0	0	0	1
FI563	24	26	0	0	0	0	0	2	0	52
FI581	2	0	0	0	0	0	0	0	0	2
FI630	136	86	11	0	1	2	0	14	6	256
FI635	6	8	1	0	0	0	0	0	0	15
FI680	1	0	0	0	0	0	0	0	0	1
FI681	3	5	4	0	0	0	0	0	0	12
FI688	6	0	0	0	0	0	0	0	0	6
FI698	3	0	0	0	0	0	0	0	0	3
MG500	54	14	0	0	0	0	0	0	0	68
MG610	52	5	0	0	0	1	0	3	1	62
MG620	49	16	0	0	0	0	0	0	1	66
MG624	208	139	17	1	0	4	1	10	2	382
MG640	149	122	13	1	1	0	0	10	3	299
MG648	43	0	0	0	0	0	0	0	0	43
MG651	57	21	6	1	7	3	1	2	0	98
MG665	10	12	5	0	0	0	0	3	0	30
MG675	11	3	1	1	0	0	0	2	0	18
MG680	10	3	0	0	0	0	0	0	0	13
MG691	10	8	1	0	1	0	0	1	0	21
MG695	37	7	0	0	0	0	0	1	0	45
MG698	1	0	0	0	0	0	0	0	0	1
MK615	11	1	0	0	0	0	0	0	0	12
MK660	168	142	8	2	1	0	0	13	2	336
MK665	2	7	0	0	0	0	0	0	0	9
MK670	1	0	0	0	0	0	0	0	0	1
MK671	21	12	0	1	0	0	0	3	1	38
MK680	2	0	0	0	0	0	0	0	0	2
MK691	43	18	3	0	1	0	0	1	0	66
QM670	138	119	10	0	1	1	0	10	2	281
Total	1885	1121	102	9	22	17	2	122	38	3318
Percent	57%	34%	3%	0%	1%	1%	0%	4%	1%	100%
	1885	1121	102	9	22	17	2	122	38	3318

Appendix J: 2008 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	D	F	I	IP	W	WD	WF	WP	Total
AC581	2	0	0	0	0	0	0	0	0	0	0	2
AC625	7	2	0	0	0	0	0	1	0	0	1	11
AC626	227	72	1	0	3	2	0	9	1	0	9	324
AC627	4	6	2	0	0	0	0	0	0	0	1	13
AC674	3	6	0	0	0	0	0	0	0	0	0	9
AC675	6	6	1	0	0	0	0	2	0	0	0	15
AC681	5	2	0	0	0	0	0	0	0	0	1	8
AC686	7	8	0	0	0	0	0	0	0	0	0	15
AC697	13	12	0	0	0	0	0	0	0	0	1	26
CIS556	23	19	1	0	0	0	0	0	0	0	0	43
CIS575	3	1	0	0	0	0	0	0	0	0	1	5
CIS615	17	14	0	0	0	0	0	3	0	0	0	34
CIS625	177	93	0	0	2	0	0	16	2	0	3	293
CIS627	5	12	7	0	1	0	0	3	0	0	1	29
CIS645	53	3	1	0	0	0	0	0	0	0	2	59
CIS651	1	0	0	0	0	0	0	0	0	0	0	1
CIS660	10	18	1	0	0	0	0	2	0	0	0	31
CIS680	12	2	0	0	0	0	0	0	0	0	1	15
CIS685	13	12	4	0	1	0	0	2	0	0	1	33
EC563	6	8	2	0	1	0	0	2	0	0	1	20
EC650	154	145	10	3	5	2	0	8	0	0	4	331
FI563	18	11	3	0	0	0	0	9	0	0	0	41
FI630	167	80	15	1	5	1	0	19	1	0	6	295
FI635	7	18	1	0	0	0	0	0	0	0	0	26
FI651	7	19	0	0	0	0	0	0	0	0	0	26
FI652	20	6	0	0	0	0	0	0	0	0	0	26
FI681	4	3	0	0	0	0	0	0	0	0	0	7
FI685	8	0	0	0	0	0	0	0	0	0	0	8
FI698	2	0	0	0	0	0	0	0	0	0	0	2
MG593	6	1	0	0	0	0	0	0	0	0	0	7
MG610	25	0	1	0	1	0	0	3	0	0	0	30
MG620	106	99	11	1	0	0	0	23	0	0	1	241
MG622	108	71	0	0	0	0	0	1	1	0	0	181
MG623	3	2	1	0	0	0	0	0	0	0	0	6
MG624	58	114	3	0	0	0	0	2	0	0	1	178
MG627	2	0	0	0	0	0	0	0	0	0	0	2
MG640	176	181	19	0	1	0	0	14	1	0	2	394
MG648	76	3	0	0	0	0	0	2	0	0	1	82
MG651	73	108	8	2	7	0	1	5	0	0	0	204
MG652	1	0	0	0	0	0	0	0	0	0	0	1
MG680	27	6	0	0	0	0	0	3	0	0	0	36
MG691	28	32	2	0	0	0	0	2	0	1	1	66
MG695	1	0	0	0	0	0	0	0	0	0	0	1
MK615	6	16	0	0	1	0	0	9	0	0	0	32
MK616	10	5	0	0	0	0	0	1	0	0	0	16
MK627	0	0	0	0	0	0	0	2	0	0	0	2
MK651	11	14	0	0	0	0	0	0	0	0	0	25
MK652	2	0	0	0	0	0	0	0	0	0	0	2
MK660	203	132	13	0	3	0	0	11	0	0	4	366
MK670	0	1	0	0	0	0	0	0	0	0	0	1
MK671	41	6	1	0	0	0	0	0	0	0	0	48
MK680	1	0	0	0	0	0	0	0	0	0	0	1
MK691	8	25	0	0	0	0	0	2	0	0	0	35
MK698	0	1	0	0	0	0	0	0	0	0	0	1
QM670	91	152	21	1	0	0	0	16	2	0	4	287
Total	2044	1547	129	8	31	5	1	172	8	1	47	3993
Percent	51%	39%	3%	0%	1%	0%	0%	4%	0%	0%	1%	100%

Appendix K: 2007 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	D	F	I	IP	W	WD	Total
AC625	16	8	0	0	0	0	0	2	0	26
AC626	194	68	2	0	2	0	0	12	2	280
AC627	6	8	1	0	0	0	0	1	0	16
AC651	5	5	1	0	0	0	0	1	0	12
AC674	6	6	1	0	0	0	0	2	0	15
AC675	7	8	2	0	0	0	0	5	0	22
AC681	5	0	0	0	0	0	0	1	0	6
AC694	6	11	0	1	1	0	0	1	0	20
AC697	8	7	0	0	0	0	0	2	0	17
AC698	1	0	0	0	0	0	0	0	0	1
CIS556	11	1	0	0	0	0	0	0	0	12
CIS575	8	0	0	0	0	0	0	0	0	8
CIS602	20	1	0	0	1	0	0	2	0	24
CIS603	19	4	0	0	0	0	0	1	0	24
CIS615	5	5	1	0	0	0	0	0	0	11
CIS625	188	111	7	0	2	0	0	18	1	327
CIS627	4	7	1	0	0	0	0	0	0	12
CIS651	5	0	0	0	0	0	0	0	0	5
CIS685	8	8	2	3	2	0	0	3	0	26
EC563	8	9	2	0	1	0	0	1	0	21
EC650	87	115	8	1	4	0	0	20	1	236
EC698	3	0	0	0	0	0	0	0	0	3
FI563	21	19	6	0	0	0	0	1	0	47
FI630	159	91	20	3	5	1	1	26	2	308
FI651	1	0	0	0	0	0	0	0	0	1
FI685	20	29	0	0	0	0	0	1	0	50
FI698	5	0	1	0	0	0	0	0	0	6
MG593	15	4	1	0	0	0	0	0	0	20
MG610	56	8	4	0	0	0	0	1	0	69
MG620	126	84	2	0	2	0	0	6	0	220
MG622	76	109	0	0	0	0	0	3	0	188
MG623	26	71	5	1	4	0	0	2	0	109
MG640	119	86	10	2	1	2	0	16	0	236
MG645	23	4	1	2	2	0	0	1	0	33
MG651	17	2	1	0	1	0	1	4	0	26
MG680	11	3	0	0	0	0	0	0	0	14
MG691	45	20	4	1	1	0	0	1	0	72
MG698	3	0	0	0	0	0	0	0	0	3
MK615	17	21	1	0	1	0	0	9	0	49
MK616	4	1	0	0	0	0	0	1	0	6
MK627	0	2	1	0	0	0	0	0	0	3
MK635	8	5	0	0	0	0	0	1	0	14
MK651	20	21	1	0	1	0	0	1	0	44
MK660	184	111	9	0	1	2	0	8	1	316
MK670	0	0	0	0	0	0	1	0	0	1
MK691	7	12	2	0	0	0	0	2	0	23
MK698	5	0	0	0	0	0	0	0	0	5
QM670	84	133	30	0	2	0	1	10	0	260
QM698	2	0	0	0	0	0	0	0	0	2
Total	1674	1218	127	14	34	5	4	166	7	3249
Percent	52%	37%	4%	0%	1%	0%	0%	5%	0%	100%

Appendix L: 2006 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	F	W	WD	Total
AC625	16	2	0	0	9	0	27
AC626	163	32	4	4	10	1	214
AC627	11	4	0	1	1	0	17
AC651	2	0	0	0	0	0	2
AC674	6	15	1	0	4	0	26
AC675	5	7	3	0	5	0	20
AC686	9	5	0	0	2	0	16
AC697	3	5	0	0	3	0	11
AC698	2	0	0	0	0	0	2
CIS575	10	0	0	0	2	0	12
CIS595	0	1	0	0	0	0	1
CIS601	10	9	3	0	1	1	24
CIS602	11	3	0	1	1	0	16
CIS603	8	7	0	0	1	0	16
CIS625	126	53	8	5	23	1	216
CIS627	9	3	0	1	2	0	15
CIS651	6	0	0	0	0	0	6
CIS685	29	1	0	0	0	0	30
EC563	4	5	0	0	0	0	9
EC650	135	96	7	3	15	0	256
EC698	4	0	0	0	0	0	4
FI563	5	8	1	0	0	0	14
FI630	143	59	11	8	23	1	245
FI698	4	0	0	0	0	0	4
MG593	15	16	1	0	0	0	32
MG610	118	39	1	3	8	0	169
MG620	11	19	3	1	3	0	37
MG622	91	61	19	0	14	0	185
MG623	61	65	20	5	2	0	153
MG640	99	59	2	3	8	0	171
MG651	32	27	2	1	1	0	63
MG680	5	0	0	0	0	0	5
MG691	23	10	1	0	0	0	34
MK615	24	15	4	2	2	0	47
MK627	1	1	0	0	0	0	2
MK635	33	43	5	0	4	0	85
MK651	12	8	0	0	1	0	21
MK660	173	55	0	1	10	0	239
MK691	6	2	0	0	0	0	8
MK698	3	0	0	0	0	0	3
QM580	1	0	0	0	0	0	1
QM670	74	124	8	3	12	0	221
Total	1503	859	104	42	167	4	2679
Percent	56%	32%	4%	2%	6%	0%	100%

Appendix M: 2005 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	F	W	Total
AC625	4	5	1	0	5	15
AC626	165	24	0	9	10	208
AC627	9	6	0	0	1	16
AC674	6	6	0	0	2	14
AC675	4	8	0	0	3	15
AC694	9	10	2	0	1	22
AC697	7	6	0	0	1	14
AC698	1	0	0	0	0	1
CIS575	8	0	0	0	1	9
CIS595	10	1	0	0	0	11
CIS601	9	0	2	0	0	11
CIS602	12	11	3	1	4	31
CIS603	13	6	1	0	0	20
CIS625	89	58	16	5	22	194
CIS627	18	6	0	0	1	25
CIS651	3	2	1	0	1	7
CIS685	1	1	0	1	0	3
EC528	2	0	0	0	0	2
EC650	61	61	10	2	8	142
EC655	2	0	0	0	0	2
EC656	1	0	0	0	0	1
EC698	4	0	0	0	0	4
FI630	96	60	1	2	14	173
FI698	3	0	0	0	0	3
MG610	4	1	0	1	1	7
MG620	57	18	1	1	3	80
MG622	23	26	0	0	1	50
MG623	111	24	0	6	2	143
MG627	1	0	0	0	0	1
MG640	61	63	15	3	11	154
MG642	0	1	0	0	1	2
MG651	14	55	5	0	1	79
MG652	5	1	0	0	1	7
MG698	2	0	0	0	0	2
MK615	11	6	0	0	1	19
MK616	7	0	0	0	1	8
MK635	30	31	4	1	2	68
MK651	16	7	0	0	1	24
MK652	3	0	0	0	0	3
MK660	163	31	1	7	5	207
MK698	2	0	0	0	0	2
QM670	27	45	3	1	3	80
Total	1074	580	66	40	108	1879
Percent	57%	31%	4%	2%	6%	100%

ADDENDUM

EXECUTIVE MBA Program Learning Goals Assessment April- 2011 (Asia Cohorts)

Program Learning Goal # 1:

Students should demonstrate the ability to COMMUNICATE EFFECTIVELY.

- Coherent and persuasive written and oral reports; effective interpersonal and organizational communications.

Direct Assessment	Indirect Assessment	Results
MBA Assessment Exam – Communication Questions (two sections)		68% & 77% Marginally Acceptable
Class Assignment: Red Team/Blue Team Exercise. (Panel Rating of activity & presentation)		Rated 3-4 on 5 point rubric scale. Meets - Exceeds Expectations.
Case Analysis & Presentation -Avoiding Business Failure. (Panel Rated Eye Contact; Organization; Persuasiveness.)		Eye contact = 4; Organization = 3-4; Persuasiveness = 4 (5 point rubric scale). Meets – Exceeds Expectations.
Case Presentation: The Well Paid Receptionist. (Panel rating of presentation)		Rated 2-5 (5 point rubric scale). Meets – Exceeds Expectations.
Assignment: Industry Analysis & Presentation. (Panel rating of analysis and presentation)		Rated 2-5 (5 point rubric scale). Organization (2-5); Presentation (2-5). Meets – Exceeds Expectations.
Case Presentation: Seven Myths Regarding Global Strategy (Panel rating of presentation)		Rated 4-5 (5 point rubric scale). Exceeds Expectations.
Assignment: Six Steps to Effective Leadership – Presentation. (Panel rating of presentation)		Rated organization 3-4; rated persuasiveness 3-4; rated impact of communication skill 2-4. Meets – Exceeds Expectations.

Overall Evaluation of Learning Goal # 1:

The COMMUNICATION learning goal is being successfully met for the MBA-Executive Option program delivered in Asia.

It is noted that the assessment has given relatively marginal attention to writing skills. This area should receive a more focused evaluation in upcoming evaluation cycles.

The MBA-Asia program students are strong on organization of reports and presentations, eye contact, and interpersonal communication.

Listening skills were not evaluated. This area should receive attention in future evaluation cycles, due to the importance of listening to effective communication.

Performance on the two communication sections on the MBA Assessment (exit) exam was deemed to be marginal. The following recommendation is provided: Communication theory should receive additional attention in the MG 624 – Organizational Behavior and Leadership core course.

Program Learning Goal # 2:

Students should demonstrate Leadership and Teamwork Skills.

- Develop a Leadership Action Plan; Demonstrate ability to analyze leadership situations & select best course of action.

Direct Assessment	Indirect Assessment	Results
(1) MBA – Exit Assessment Exam (2 sections)		(a) 72% - marginal; (b) 33% - Inadequate – knowledge of situational leadership model Does NOT meet Expectations.
(2) Developed Leadership Action Plan		95% of all students completed satisfactory Leadership Action Plan with all Required Components. Exceeds Expectations.
(3) Assignment: The Well Paid Receptionist. (Panel Evaluation)		Teamwork (4-5 rubric rating on 5 point scale); Leadership (4-5 rubric rating on 5 point scale). Exceeds Expectations.
(4) Assignment: Industry Analysis – Presentation. (Panel Evaluation)		Teamwork (3-5 rating); Leadership 3-5 rating). Meets – Exceeds Expectations.
(5) Assignment: Case Analysis & Presentation. (Panel Evaluation)		Teamwork (4-5) Exceeds Expectations.
(6) Assignment: Develop Presentation – Six Steps to Effective Leadership (Panel Evaluation)		Teamwork (3-5 rating) Leadership (4-5 rating); Meets – Exceeds Expectations.
	(7) MBA Survey of Student Experience in Teams	Rated 4.0 on 5.0 scale (overall). Exceeds Expectations.

Overall Evaluation of Program Learning Goal # 2:

The Leadership and Teamwork learning goal is being successfully met for the MBA-Executive Option program delivered in Asia.

- Teamwork is a strong element for the MBA – Asia cohort.
- Students displayed a sound understanding of leadership characteristics and needs when completing individual Leadership Action Plans. 95% of the students were determined to have met or exceeded expectations on this assignment.
- Students did poorly on the MBA –Exit Assessment on questions dealing with leadership – in particular questions dealing with the Situational Leadership model.
- Recommendation: The Situational Leadership Model should receive more focused attention MG 624 – Organizational Behavior and Leadership course in the MBA – Asia program.

Assessment of Program Learning Outcome # 3:

Students should demonstrate an understanding of Ethical and Professional expectations.

- Demonstrate personal and **business etiquette**;
- Recognize and evaluate appropriate action for potential ethical dilemmas.

Direct Assessment	Indirect Assessment	Results
Assignment: Five Ethics Case Scenarios (Panel Review of Decisions)		Out of 264 decisions; clear ethical choice was selected 124 times; a 'situational ethical decision' was selected 122 times; and in only 18 instances was a clearly unethical decision reached. Meets Expectations.
Assignment: Red Team/ Blue Team Negotiating Exercise. (Panel Review of Decisions)		Consequences of unethical behavior was typically recognized; Meets Expectations.
Case: The Well-Paid Receptionist. (Panel Review of Decisions)		Consequences of inequitable behavior was typically recognized. Meets Expectations.
Case: George Williams in Thailand (Panel Review of Decisions & Presentation)		Ethical choice was chosen 25% of the time; but class chose local practice 75% of the time. Meets Expectations in that the decisions recognized that local custom dictated some element of acceptability. Business practice overrode U.S. standard of practice.
Activity: Business		Students demonstrated

Luncheon/Dinner (Panel Observation)		keen awareness of business etiquette at lunch and dinner session. Meets/Exceeds Expectations.
	Self-Rating of Ethical Beliefs/Practices	Overall rating of 2.25 (where 1 = Overly Ethical; 2 = Ethical; 3 = Somewhat Ethical; 4 = Somewhat unethical; 5 = Overly Unethical). Students clearly perceive themselves as having a high standard of ethics. Meets - Exceeds Expectations.

Overall Evaluation of Program Learning Goal # 3:

- Overall ethics/etiquette learning outcome has been met.
- More robust evaluation of etiquette component is needed in future evaluation cycle.
- Discussion of cultural differences between MBA-Asia and MBA-traditional is recommended. MBA – Asia cohort was much more inclined to consider local practice into ethical decision than expected.
- Results of assessment will be factored into changes in new EMBA course that is being added to the curriculum (EMB 604 – Legal, Social, Ethical Environment of Global Business)

Assessment of Learning Outcome for Program Goal # 4:

Students should demonstrate an ability to conduct management functions in a diverse, dynamic global economic environment.

- Analyze opportunities/challenges in global environment;
- Ability to adjust goals/strategies for global change;
- Understand impact of global change on domestic operations;
- Outline enterprise strategic plan go respond to global marketplace.

Direct Assessment	Indirect Assessment	Results
MBA Exit Assessment Exam		<ul style="list-style-type: none"> • Overall Score = 85% • Strategy Questions = 77%-92% • Global Questions = 39% • Meets Minimum Expectations
Case Analysis: George Williams in Thailand (Panel Review)		<ul style="list-style-type: none"> • Global Awareness = 3-4 (5 point scale) = Meets – Exceeds Expectations; • Problem Solving in Global Context = 4; Exceeds Expectations; • Decision-Making in global contest = 4; Exceeds Expectations. • Overall+ Meets or Exceeds Expectations
Case Analysis: Seven Myths Regarding Global Strategy (Panel		<ul style="list-style-type: none"> • Panel review = 4-5 on 5 point scale. • Meets – Exceeds

Review)		Expectations.
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Overall Evaluation of Program Learning Goal # 4:

- Program Learning Goal # 4 has been successfully met.
- Results of MBA Exit Assessment indicate a weakness in identifying certain aspects of international strategy.
- A more robust assessment of global issues is recommended for future assessment cycle;
- Global issues are covered in a number of courses in the MBA-Executive program at present; given the importance of the topic, it is recommended that one course be devoted entirely to the topic. A new course has been developed and approved to accomplish this recommendation and is being implemented in the fall, 2011: EMB 605 – International Business Dynamics.

Assessment of Program Learning Outcome # 5:

Students should demonstrate an ability to make effective decision making across disciplines:

- Able to gather & structure information to support decision-making;
- Able to identify problems; propose solutions recognizing consequences of decisions;
- Able to integrate knowledge across business functions to make sound decisions.

Direct Assessment	Indirect Assessment	Results
MBA Exit Assessment Exam		<ul style="list-style-type: none"> • Overall Exam Results = 77% • Collecting information to support Decision Making = 79% • Integrating knowledge from different disciplines = 64% <p>Overall = Meets Expectations.</p>
Assignment; Red Team/Blue Team Negotiating Exercise (Panel Review)		<p>3-5 rubric rating; * Meets Minimum Expectations.</p>
Case: Analysis of Business Failures (Panel Evaluation)		<ul style="list-style-type: none"> • Analysis (3-4 scale of 5); • Use of diverse information (4 – 5 scale) <p>Overall – meets – exceeds Expectations.</p>

Case: Analysis of Business Failures (case); (Panel Evaluation of Presentation)		<ul style="list-style-type: none"> • Quality of Decision-Making (3-4 on 5 scale); Meets – Exceeds Expectations; • Uses diverse information (4 on 5 scale) – Exceeds Expectations. <p>Overall – Meets – Exceeds Expectations.</p>
Case: The Well-Paid Receptionist (Panel Evaluation of Analysis ad Decisions)		<ul style="list-style-type: none"> • Synthesis of material (3-5 on 5 point scale); • Stakeholder – consequences of decision (2-5 on 5 point scale) • Decision-making – overall consequences of decision (3-5 on 5 point scale. <p>Overall – Meets – Exceeds Expectations</p>
Case: George Williams in Thailand (Panel Evaluation)		<ul style="list-style-type: none"> • Decision-Making (2-4 on 5 point scale) <p>Overall – Meets Expectations</p>
Assignment: Industry Analysis (Panel Review of Results/Presentation)		<ul style="list-style-type: none"> • Synthesis of Information (3-5 on 5 point scale); • Use multiple disciplines for decisions (3-5 on 5 point scale) <p>Overall – Meets – Exceeds Expectations.</p>
Case: Seven Myths Regarding Global		<ul style="list-style-type: none"> • Decision-Making Evident.

Strategy (Panel Review0		<ul style="list-style-type: none"> • 4-5 on 5 point scale; <p>Meets - Exceeds Expectations.</p>
MBA Assessment Exit Examination.		<ul style="list-style-type: none"> • Managing Change (92%) • Managing Change Globally (77%) • Decision Making Theory (71%) • Strategy (64%) • Strategic Analysis (79%) <p>Overall : Meets Expectations</p>

Overall Evaluation of Program Learning Goal # 5:

- Program Learning Goal Number 5 has been met.
- Variability exists in exit exam results reflecting integration of discipline knowledge;
- Recommend inclusion of more integrated casework in various core courses...to better achieve integration of interdisciplinary content.
- Develop and implement a new capstone course requiring interdisciplinary decision-making: EMB 698 – MBA Capstone Project. New course has been approved for implementation in the fall, 2011 curriculum.