

Assurance of Learning

Master of Business Administration

Learning Goals, Objectives, & Assessment Processes/Methods

Overall Timeline: calendar cycle for assessing and evaluating goals and objectives.

Learning Goals	F17	W18	S18	F18	W19	S19	F19	W20	S20
1			A, C			A, C			A, C
2	A	C		A	C		A	C	
3	C		A	C		A	C		A
4A	A, C	C	A	A, C	C	A	A, C	C	A
4B	A	C		A	C		A	C	
4C	C		A	C		A	C		A

- Legend and definitions
 - A: Assessment (Collection of Data on Student Performance)
 - C: Close the Loop (Evaluation of assessed data + Recommendations for change; pedagogically and in terms of instruments and rubrics)
 - E: Re-evaluate instruments
 - R: Refine goal, objectives, and rubrics
 - F: Finalize goal, objective, and rubrics

Learning goal #1: Our students will be able to make sound business decisions by using fundamental business concepts in analyzing and synthesizing information.

- **Objective #1A:** Students will correctly value assets given forecasts of future cash flows using financial statements.
- **Objective #1B:** Students will understand how to generate and use financial statements.
- **Objective #1C:** Students will identify the components of an effective marketing plan.
- **Objective #1D:** Students will demonstrate familiarity with economic and other quantitative tools for making business decisions.
- **Objective #1E:** Students will understand principles of operations management.

Rubrics

Course: MGMT 614 - Strategic Management

Assessments

- a. **Assessment:** Exam. Department heads generate exam questions for each objective.
- b. **Standard:** Somewhat effective and above meets the standard. 80% of all students meet or exceed this goal.

Timeline

Assessed every spring term. Loop to be closed in spring term as well. (Was switched from every other year starting in AY2015-16.)

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
1			A, C			A, C			A, C



Learning goal #2: Our students will be guided by ethical precepts in making business decisions.

- **Objective #2:** Students will evaluate business decisions in an explicit ethical framework.

Rubrics

Course: BE 625 Business LAW and Ethics BA 610 - Business Leadership & Ethics
Learning Objective #2 Rubric *(See Appendix A)*

Assessments

- a. **Assessment:** Case analysis that applies an ethical framework for evaluating or recommending action.
- b. **Standard:** Somewhat effective and above meets the standard. 80% of all students meet or exceed this goal.

Timeline

Assessed every term the class is taught, which is typically fall term. Loop to be closed the term after assessment, which is typically winter term. (Was switched from every other year starting in AY2015-16.)

Note: The term this course has been offered has switched for three academic cycles. It ends up being assessed off cycle, and may be done extra times.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
2	A	C		A	C		A	C	

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Learning goal #3: Students will think strategically in a global business context.

- **Objective #3A:** Students will evaluate business opportunities and decisions strategically.

Rubrics

Course: MGMT 614 - Strategic Management

Learning Objective #3A Rubric *(See Appendix A)*

Assessments

- Assessment:** Data on these learning objectives is collected over the evaluation period from individual writing assignments as well as case analysis exam questions.
- Standard:**
 - 80% of students meet or exceed this goal
 - 0-64% fails standard
 - 65-74% does not meet standard
 - 75-89% meets standard
 - 90+% exceeds standard

Timeline

Assessed every spring term. Loop to be closed in fall term. (Was switched from every other year starting in AY2015-16.)

- **Objective #3B:** Students will evaluate business decisions in a global context.

Rubrics

Course: MGMT 614 - Strategic Management

Assessments

- Assessment:** Data on these learning objectives is collected over the evaluation period from individual writing assignments as well as exam questions. The assessment of Learning Objective #3B relies on exam questions focused on the international aspects of global management.
- Standard:**
 - 80% of students meet or exceed this goal

- 0-64% fails standard
- 65-74% does not meet standard
- 75-89% meets standard
- 90+% exceeds standard

Timeline

Assessed every spring term. Loop to be closed in fall term. (Was switched from every other year starting in AY2015-16.)

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
3	C		A	C		A	C		A



Learning goal #4: Students will develop and communicate solutions to real world problems and/or opportunities.

- **Objective #4A:** Students will be effective communicators: orally and in writing, they can frame and support an argument and present it in a form and with technology appropriate to the intended audience.

Rubrics

Courses:

MGMT 614 Strategic Management – Written Form

MGMT 612 or MKTG 612 – Oral Form

Learning Objective #4A Rubric (*See Appendix A*)

Assessments

- **Written form:**
 - **Assessment:** Data on these learning objectives is collected over the evaluation period from individual writing assignments or case analysis exam questions. The assessment of Learning Objective 4A is based on individual written case analyses.
 - **Standard:**
 - 80% of students should meet or exceed the standard
 - 0-64% fails standard
 - 65-74% does not meet standard
 - 75-89% meets standard
 - 90+% exceeds standard

- **Oral form:**

- **Assessment:** Presentations on critical management or marketing issues made to the class are the basis for this learning goal.
- **Standard:** Presentations that are "competent" or "sophisticated" meet the standard while those evaluated to be "deficient" do not. 80% of students should meet the standard. 80% of all students should meet the standard.

Timeline

MGMT 614: Assessed annually starting in spring term 2015 with loop to be closed each fall term. (Previously assessed every other spring term with loop closed each fall term in year assessment was done. Changed by Master’s Program Committee in winter 2014.)

MGMT 612 or MKTG 612: Assessed annually starting in fall term 2014 with loop to be closed each winter term. Previously assessed every other fall term with loop closed each fall term in year assessment was done. Changed by Master’s Program Committee in winter 2014.)

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
4A	A, C	C	A	A, C	C	A	A, C	C	A

- **Objective #4B:** Students will function effectively a diverse team.

Rubrics

Courses: MGMT or MKTG 612

Learning Objective #4B Rubric *(See Appendix A)*

Assessments

- a. **Assessment:** Students are evaluated using a peer review process that assesses performance on criteria including quality of contribution, work ethic, respect for team, and professionalism.

- b. **Standard:**

80% of students should meet or exceed the standard.

Peer evaluation means are calculated using the following scale:

Below 8 on a 12 point scale - does not meet standard

8 and 9 on a 12 point scale - marginal performance which does not meet standard

9 and above on a 12 point scale -meets standard

Timeline

Assessed every fall term. Loop to be closed every winter term. (Was switched from every other year starting in AY2015-16.)

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
4B	A	C		A	C		A	C	

- **Objective #4C:** Students will develop and communicate practical solutions to a strategic business challenge in their respective center.

Rubrics

SPP-MGMT 609 Project

Learning Objective #4C Rubric - Innovation and Entrepreneurship (*See Appendix A*)

Learning Objective #4C Rubric - Sports (*See Appendix A*)

Learning Objective #4C Rubric - Sustainability (*See Appendix A*)

FIN 609 - Emerging Market Fund

Learning Objective #4C Rubric - FSAC (*See Appendix A*)

Assessment

- a. **Assessment:** Assessed via the Strategic Planning Project (SPP), a team-based, two term consulting assignment with an external client required of all two year MBA students and facilitated through their respective center. Students in the Finance and Securities Analysis Center complete their SPP requirements through participation in managing the Emerging Markets Fund. Alternatively, students on the Innovation & Entrepreneurship track can meet this requirement by being selected for and participating in an external business plan competition.
- b. **Standard:** Competent and above meets the standard. 80% of all students will meet or exceed the standard.

Timeline

To be assessed every other spring term. Close the loop in fall term following assessment. (Will be annual starting AY 2015-16.)

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
4C	C		A	C		A	C		A

Status, Outcomes, & Results

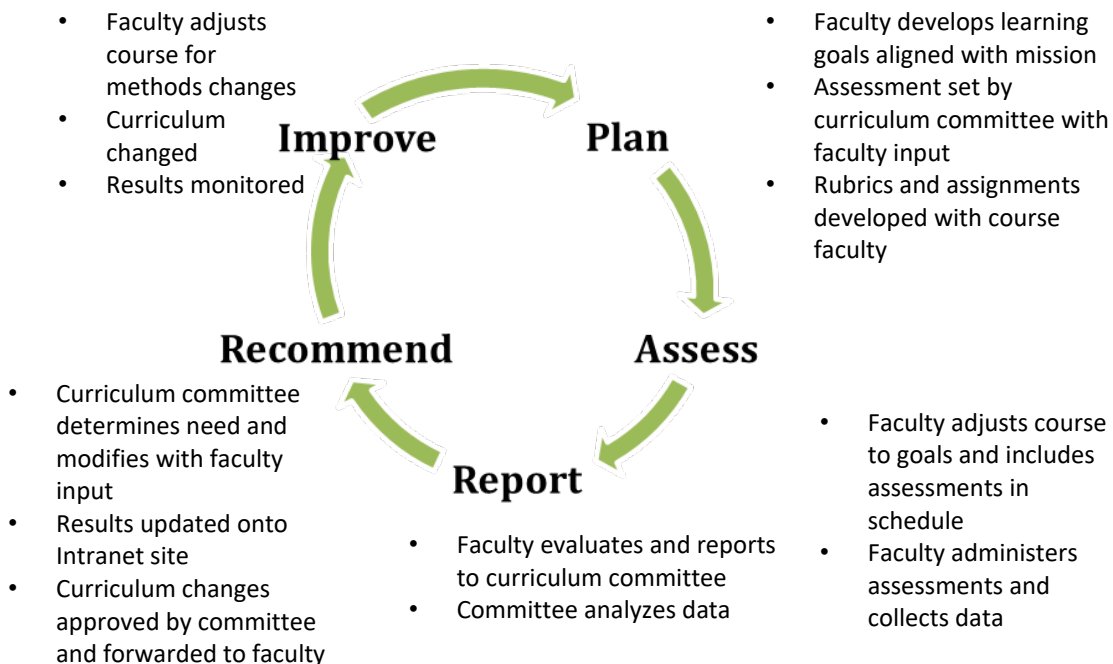
How will you report and discuss your findings in your unit?

The MBA Assurance of Learning (AoL) process is overseen by the Senior Associate Dean and executed through the assistance of the Graduate Programs Office working with the MBA Academic Committee (voting members consist of the four academic directors of the Centers, two faculty members either teaching in the MBA core, or representing a department not otherwise represented, and the President of the MBA Student Association; Associate Dean of Graduate Programs serves as ex-officio representative). For each learning goal, data is collected by administrative staff [Operations Manager and Executive Assistant] each time a course is taught. This data is used for the *annual* assessment (close-the-loop) of each learning goal.

Prior to the MBA Academic Committee meetings, administrative staff [Operations Manager and Executive Assistant] sends out the data for the previous year so the committee has time to review it. The [Chair of the MBA Academic Committee] ensures that AoL discussions make the agenda for the committees, or that special sessions are held in order to assess the learning goals annually. During the MBA Academic Committee meeting, the data is discussed and the Committee addresses questions including: Why have we met/not met this goal? What are we doing well/how could we do better? Are there other ways to measure or activities we should be assessing? An assigned administrator [Operations Manager and Executive Assistant] takes notes about the discussion for each learning goal.

Afterwards, the administrator [Operations Manager and Executive Assistant] sends the notes to the Committee for approval, adjustments are made as necessary, and the information is posted on the Lundquist Intranet.

The following chart displays the approach in greater detail.



Decisions, Plans and Recommendations

Describe a general process for transforming analysis into action plans for improvement. Describe how action plans will be revisited and evaluated at some future date.

Changes that are recommended by the MBA Academic Committee would then go through the proper implementation channel as required. Curriculum changes would be voted on by the MBA Academic Committee in consultation with the affected departments. Other changes would be approved by the Senior Associate Dean and implemented by the Associate Dean of Graduate Programs. Data would be collected during a pilot period and upon completion of the pilot period, data would be reviewed and discussed as described above. Feedback would be collected from involved faculty and MBA students for major changes to programming. If the [Senior Associate Dean or Associate Dean of Graduate Programs] observes opportunities to improve processes, they can communicate this directly to the MBA Academic Committee for feedback and recommendations.

Throughout the academic year, the Graduate Programs Office, along with administration, faculty, and staff, utilizes the MBA Academic Committee to raise curriculum concerns. Through a process that includes ad hoc sub-committees and task forces various initiatives emerge through a sequence of proposals, pilot projects, focus groups, or other communications strategies designed to be inclusive of all stakeholders for the MBA Curriculum.