

## Assurance of Learning

### Oregon Executive Masters of Business Administration

#### Learning Goals, Objectives, & Assessment Processes/Methods

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

Learning Goals	F17	W18	S18	F18	W19	S19	F19	W20	S20
1	A	A	C	A	A	C, R	A	A	C
1A	A			A			A		
1B	A			A			A		
1C		A			A			A	
1D	A			A			A		
1E			A			A			A
2			A	C		A	C		A
3			A	C		A	A	C, R	
4			A	C		A	C		A, R
4A			A			A			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 analyze information and use fundamental business concepts to make strategic decisions.

- **Objective #1A:** Students will be able to analyze an organization, its industry and its environment using relevant information to determine strengths, weaknesses, opportunities and threats.

## Rubrics

**Course:** BA 723 Formulating Corporate Strategy

Learning Objective #1A Rubric (*See Appendix B*)

### Assessments

- Assessment:** Individual case analysis analyzing strategic and business planning opportunities.
- Standard:** Exceeds or meets expectations meets the standard.
- Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations.

### Timeline

To be assessed each time class is taught, which is typically in fall term. Loop to be closed in spring term. Assessment to start with fall term 2013.

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

- **Objective #1B:** Students will be able to make investment and financing decisions consistent with the strategic direction of the organization.

## Rubric

**Course:** BA 720 Corporate Financial Strategy

Rubric: Exam question subset

### Assessment

- Assessment:** Exam questions (Changed from individual case analysis and quantitative valuation in Fall 2014)
- Standard:** Exceeds or meets expectations meets the standard. Exceeds is a score of 85%-100%; meets is 70-85%; meets some is 51-70%: and does not meet is under 50%.
- Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations.

### Timeline

To be assessed each time class is taught, which is typically in fall term. Loop to be closed in spring term. Assessment to start with fall term 2013.

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

- **Objective #1C:** Students will be able to create a strategy map that will allow for successful implementation of the corporate strategy.

### Rubric

**Course:** BA 723 Implementing Corporate Strategy

Learning Objective #1C Rubric (*See Appendix B*)

### Assessment

- a. **Assessment:** Case analysis done by study group
- b. **Standard:** Exceeds or meets expectations meets the standard
- c. **Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations

### Timeline

To be assessed each time class is taught, which is typically in fall/winter term. Loop to be closed in spring term. Assessment to start with winter term 2014.

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

- **Objective #1D:** Students will be able to develop a marketing plan consistent with the strategic direction of the organization.

### Rubric

**Course:** BA 719 Marketing Strategy

Learning Objective #1C Rubric (*See Appendix C*)

**Assessment**

- d. **Assessment:** Individual case analysis analyzing strategic marketing opportunities
- e. **Standard:** Exceeds or meets expectations meets the standard
- f. **Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations

**Timeline**

To be assessed each time class is taught, which is typically in fall winter. Loop to be closed in spring term. Assessment to start with fall term 2013.

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

- **Objective #1E:** Students can analyze operations at a strategic, tactical, and operational levels to develop targeted operations capabilities for successfully implementing corporate strategy.

**Rubric**

**Course:** BA 724 Operations Management  
Rubric: Exam question subset

**Assessment**

- g. **Assessment:** Results from final exam
- h. **Standard:** Exceeds or meets expectations meets the standard
- i. **Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations

**Timeline**

To be assessed each time class is taught, which is typically in winter term. Loop to be closed in spring term. Assessment to start with winter term 2014.

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



**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:** BA 730 Business Ethics

**Rubric:** Subset of exam questions

**Assessments**

- Assessment:** Results from exam that examines whether students can apply an ethical framework for evaluating or recommending action
- Standard:** Somewhat effective and above meets the standard
- Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations

**Timeline**

To be assessed each time the class is taught, which is typically in spring term. Loop to be closed in fall term. Assessments to start spring term 2014.

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

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**Learning goal #3:** Our students will think strategically in a global business context.

- **Objective #3A:** Students will be able to make strategic decisions given cultural, political, and financial differences in a global business environment.

**Rubrics**

**Course:** BA 726 Global Business case analysis

**Rubric**

**Assessments**

- Assessment:** Individual case analysis on global strategy
- Standard:** Somewhat effective and above meets the standard
- Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations

### Timeline

To be assessed each time the class is taught, which shifts between winter term and spring term. Loop to be closed in the following term. Assessment to start spring term 2014.

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

.....

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

- **Objective #4A:** Students will be able to communicate effectively orally and in writing by framing and supporting an argument and presenting it in a form and with technology appropriate to the intended audience.

### Rubrics

**Courses:** BA 740 Business Capstone Project  
Learning Objective #4A Rubric (*See Appendix B*)

### Assessments

- Assessment:** Multiple term individual capstone project completion as overseen by a faculty advisor
- Standard:** Somewhat effective and above meets the standard
- Target:** 85% of students should exceed or meet expectations; 100% of students should meet some expectations

### Timeline

To be assessed each spring term. Loop to be closed each fall term. Assessment to start spring term 2014.

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

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

**Rubrics**

**Courses:** Evaluation of learning team effectiveness

Assessments

- a. **Assessment:** TBD
- b. **Standard:** TBD
- c. **Target:** TBD

**Timeline**

TBD

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

Status, Outcomes, & Results

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

The Oregon Executive MBA (OEMBA) Assurance of Learning (AOL) process is managed by the program’s academic director, overseen by its academic committee and reported to the overall Master’s Program Committee. Per the College’s shared governance model, the Master’s Program Committee forwards academic matters requiring a faculty vote to a faculty meeting. Other matters are shared on an advisory basis.

The OEMBA has established four learning goals and nine objectives. These goals and objectives were driven by the OEMBA’s overall goal of providing a world-class executive MBA program that also reflected core precepts of the college’s mission—critical thinking, strategic decision-making, ethical analysis, and excellence in communicating solutions to real-world problems within a global context.

1. Our students will be able to analyze information and use fundamental business concepts to make strategic decisions.
2. Our students will be guided by ethical precepts in making business decisions.
3. Our students will think strategically in a global business context.
4. Students will develop and communicate solutions to real world problems and/or opportunities.

For every goal the OEMBA has established a target that 85% of students should exceed or meet expectations and 100% of students should meet some expectations.

The OEMBA Academic Committee consists of three faculty from the program including the Academic Director who acts as chair. The committee meets at least four times per year and will serve as the main body to discuss findings and make recommendations for improvement. The Academic Committee posts assurance of learning objectives, results, calendars, close-the-loop summaries, and rubrics on its Intranet so it is accessible to all faculty and staff members.

Our calendars initially followed the AACSB recommendation of assessing each learning goal twice in a five-year cycle, but our committee modified the process to collect data each time a course is taught, meaning we have annual data across all goals. This also means annual close-the-loop conversations.

Upon the completion of each term the OEMBA Director will be responsible for collecting the data from professors. The Academic Committee will review the data and evaluate if the standards have been met using the established rubrics. Additionally, the continued appropriateness of the standards and rubrics themselves as well as the courses being offered will be discussed.

OEMBA also holds listening sessions with current students to solicit their feedback on academic and curricular issues. The student voice gives us insight, beyond course evaluations, of their experience of the curriculum as a whole.

## 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.**

Our goal is to use the AOL process to ensure our program meets the college wide mission to develop and educate business professionals who have cultural competence and leadership capabilities to compete in today's global business world.

We follow the Lundquist AOL process where the curriculum committee is the OEMBA Academic Committee:



## Lundquist College of Business Assurance of Learning Process



The AOL process has historically led to programmatic changes for OEMBA and will continue to do so. The learning objective data and student feedback will prime the academic committee to make curricular changes to meet students and employer demands. Curricular change suggestions will then be communicated to the Director and Executive Director in order to update schedules and staffing. Results are monitored via course evaluations and listening sessions with students.