

Masters of Business Administration  
Six- year Outcomes Assessment Report

By

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**TABLE OF CONTENTS**

<b>INTRODUCTION.....</b>	<b>3</b>
<b>PROGRAM DESCRIPTION.....</b>	<b>4</b>
<b>DESCRIPTION OF MEASURES.....</b>	<b>5</b>
<b>ASSESSMENT.....</b>	<b>10</b>
<b>PROGRAM OUTCOMES.....</b>	<b>11</b>
<b>GENERAL CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>29</b>
<b>REFERENCES.....</b>	<b>31</b>
<b>APPENDIX A PROGRAM OUTCOMES.....</b>	<b>32</b>
<b>APPENDIX B CORE AND MAJOR REQUIREMENTS.....</b>	<b>33</b>
<b>APPENDIX C PROGRAM OUTCOMES BY PAST ASSESSMENT YEAR AND METHODOLOGY.....</b>	<b>35</b>
<b>APPENDIX D PROGRAM OUTCOMES BY FUTURE ASSESSMENT YEAR AND METHODOLOY.....</b>	<b>37</b>

## Introduction

The Master of Business Administration degree prepares students for middle or upper management positions in the social services nonprofit, health care, government, small/mid-size private sector businesses. The focus of the curriculum is a practitioner's model of learning with an emphasis on skill sets needed for the job market. A brief overview of the statistical data of the enrollment is outlined in Table 1 under program description. Appendix A contains the current program outcomes, while Appendix B contains the current curriculum as it reflects the changes based on program assessments and consumer and advisory council input. In summary, in recognizing that course and program structure and needs are subject to change as students, professions and community standards are subject to change, Mount Aloysius College has developed an internal structure that consistently ensures the timeliness and effectiveness of offered programs and courses.

The department has implemented into the curriculum learning experiences that are more “real” to the work world based on secondary research of the job market regionally and nationally. The emphasis on the real work experience was based on assessment and the input of the business advisory council. To address the need for more focus on application and real world work experience, the department is offering more options for alternative learning formats such as service-learning projects, international study abroad elective offerings, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the MBA curriculum. In addition to the changes in approach to delivery and content in courses, the department formed an MBA advisory council composed of small business leaders, health care administrators, leaders of the community and non-profit leaders. This provided the business department with input into needed skills from area employers and an opportunity to refocus the current curriculum based on the needs of the current employment market. Further, spring and fall adjunct faculty trainings started in August 2014. The focus of trainings will be on program assessments, centralized data collection site, and continuous quality improvement measures.

In addition, the business department added a specialization in nonprofit management, study abroad (elective) and an internship (elective) to the MBA curriculum. The addition of these components will create opportunities for students to engage in the practice of management in a real world/international setting in order to enhance the opportunities for job placement, mentorships and extended learning communities. The desire is to create learning communities in the department and community where “all members of the group and community are learners, and the group and community is organized to learn as a whole system” (Baker, 1999). Baker (1999) uses the term to mean “a relatively small group that may include students, teachers, administrators, and others who have a clear sense of membership, common goals, and opportunity for extensive face-to-face interaction” (p. 99). The project based learning, internships, use of adjuncts from the community, and formation of the advisory council creates opportunities for full time faculty and students enrich learning by a more integrated connection to the community of employers.

## **PROGRAM DESCRIPTION**

The Masters of Business Administration degree prepares students for the middle or upper management positions in the social services nonprofit, health care or small size private sector businesses, preparation for the CPA examination and field of accounting and middle management leadership for project management. The focus of the curriculum is a practitioner’s model of learning with an emphasis on skills sets needed for the job market. Appendix A contains the current program outcomes, while Appendix B contains the current curriculum as it reflects the changes based on program assessments, consumer and advisory council input. In summary, in recognizing that course and program structure and needs are subject to change as students, professions and community standards are subject to change, Mount Aloysius College has developed an internal structure that consistently ensures the timeliness and effectiveness of offered programs and courses. As shown in Table 1, the college, in response to planning processes, decided to discontinue the HHSA degree and develop the MBA due to changing market needs of employers the following enrollment statistics for the MBA provide an example of the critical link to the Strategic Plan:

	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
<b>MBA</b>	0	0	0	13	27	16	26

Table 1. Spring enrollments (FT and PT enrollment) for the program by year to the Fact Book: Fall 2014 (Mount Aloysius College, 2014, p. 34).

In examining this further, data from the HHSA enrollment was examined over the length of its offering and is contained in the table below:

	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
<b>HHSA</b>	26	16	9	1	0	0	0

Table 1. Spring enrollments (FT and PT enrollment) for the program by year to the Fact Book: Fall 2014 (Mount Aloysius College, 2014, p. 34).

## DESCRIPTION OF MEASURES

### **MBA 515 Marketing Management and Planning Project**

MBA students were required to identify, research and create a marketing plan for a community business or new business of their own (total of 250 points). The assignment required students to identify a marketing project, conduct primary and secondary market research, develop a marketing plan, create web site, and marketing materials based on target market. The project was given a single grade for the written paper and class presentation (150 points), the two preliminary papers (50 points) 250 points. Peer evaluations contributed to the professionalism score awarded by the instructor. The following is a summary of the project criteria:

The abbreviated Marketing Plan Outline should be organized in the following manner.

Executive Summary (one page, headings and bullet points)

**Section 1.** The Situation Survey Examine the 5 external environments in which the company/organization operates and discuss

- General economic conditions that will/may affect the demand and other marketing efforts for the product/service being offered;
- Specifics on customers for the products or services (why they buy, what they are seeking, how their characteristics are defined, how much they purchase, what the determinants are for their usage, whether or not there is any geographic or seasonality pattern demand, what price sensitivity is, whether the purchase of this product or service is dependent upon any other purchases (for example, you have to have a GMC car in order to purchase OnStar system);
- Competitive situation (who the competitors are in not only the specific category, but also close categories), what are the marketing strengths and weaknesses of those competitors, how they are going to market;
- Technological conditions that may alter market conditions;
- Legal constraints on the marketing of the product or service.

Note: this section is filled with data and information. It is the picture of the market. This is the most objective section of the plan.

**Section 2.** Strategic Implications of the Situation Survey (note referred to as the SWOT analysis). This section is pulled from the facts presented in section 1. Here is where you interpret and draw inferences from the data and where you define opportunities in the market that your product or service will attempt to satisfy.

**Section 3.** Objectives and Strategies. This section of the plan is a statement of the objectives and strategies for the marketing of the product or service. It must address the strengths the organization must capitalize upon and the weaknesses it must overcome in order to maximize the likelihood of success. It must include:

- How the product/service will be positioned to the market and the competition;

- Specific objectives (goals) for each phase of the product/service launch;
- Specific definition of the end-user target market;
- Development of strategies at the minimum in the following areas: product/service characteristics; product packaging; development of channels of distribution; pricing (introductory and long-term); promotion and marketing communications.

**Section 4.** Detailed Description of Programs you are Recommending. This section is a detailed description of the specific programs you are recommending to bring the product or service to market and should include:

- Sales force development and goals (if it applies)
- Specific creative strategy to support positioning;
- Specific media programs and/or public relations efforts to support product/service information;
- Test marketing considerations (if it applies)
- Use of e-marketing tools in support of the product/service launch; YOU May include a website design and use social media here—good for your oral presentation.
- Geographic considerations/roll-out plan;
- Monitoring, evaluation and control measures built into the effort;

Finally, the evaluation of your plan will be on (a) the quality of the analysis and (b) the application of relevant concepts. This means you should link your observations to theories you have learned in class or from the textbook. Simply collecting a lot of marketing material does not demonstrate an understanding of marketing and the problem solving aspects of marketing management.

The second component of the project is to do a presentation of your Marketing Project to your colleagues as a proposal to senior management.

Create a class presentation (50 points) emphasizing the aspects most important to a senior management audience. In short, the presentation is a persuasive argument for management to accept the proposal, NOT a summary of the written plan. Frame your presentation to what motivates organizational decision makers; i.e. market share, revenue, profit. The class will act as senior managers responding to the plan and presentation with questions, challenges, suggestions, etc. Hint: Use website design and social media.

## **MBA 510 Organizational Behavior Qualitative Research Project**

The students in MBA 510 were required to complete a qualitative research project on a company of their choice. The project was worth 150 points. Below is a description of the project.

### Definition

Qualitative research is a method of inquiry appropriated in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts.[1] Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed, rather than large samples. Forms of the data collected can include interviews and group discussions, observation and reflection field notes, various texts, pictures, and other materials.

### Project

Students are required to write a 6-8 page paper, APA formatted, paper to respond to the situation below. The 6-8 pages do not include the title page or reference list.

Select a company you are familiar with and evaluate all aspects of the company's organization with respect to concepts, theories, and terminology associated with the OB discipline you learned in this course. In the introduction, please provide some historical background of the company. All text should be double-spaced and follow the correct APA format. Your assignment must include at least one table and/or figure within the body of the paper. Use proper APA formatting for the caption to your table(s) or figure(s). You are required to use scholarly journals, in-text citations and provide a reference page with at least 5 references.

### Directions:

- 1). Each graduate student will design 10 qualitative research questions that will be used when conducting an interview with a member of the management team and employee of the company.
- 2). Each graduate student will then compile their data from the 10 questions into a table format in order to analyze data.
- 3). The interview table will be included in your paper. The table will be followed by a summary of the findings in your paper. Note: Please tie the interview finding into the additional research in your paper. (Please organize the paper with the five levels of headings in APA).

## **MBA 600 Global Business Simulation Project**

The MBA 600 class members ran a company in head-to-head competition against companies managed by other class members. This simulation provided students exposure to an active, hands-on managerial role. The co-managers of each company are totally responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction

and strategy for their company, and making decisions relating to workforce compensation and plant operations, assembly plant capacity, pricing and marketing, finance, and corporate social responsibility/citizenship. The Learning Assurance report provided evidence about the business proficiencies of the students. The three measures are: "Leadership Skills", "Collaboration & Teamwork", and "Financial Analysis Skills" and "Corporate Responsibility" Worth 120 points or 40 points each

### **MBA 516 Financial Accounting Team Project Written and Oral Presentation**

In the financial accounting team project students were required to analyze balance sheets, income statements, investing activities, cash flows, and discuss whether they agree or disagree with the strategies or disagree. The project was worth 250 points. The following is a description of the evaluation and project.

1. Obtain the most recent annual report for two companies in the \_\_\_\_\_ industry. The reports should contain at least three years of income statement data and two years of balance sheet data.
2. Analyze at least 3 (three) items on the income statement for your base company that would be important to an investor, and discuss whether your company's performance related to these items appeared to be improving, deteriorating, or remaining stable. Justify your answer.
3. Analyze at least 3 (three) items on the balance sheet for your base company that would be important to an investor, and discuss whether your company's performance related to these items appeared to be improving, deteriorating, or remaining stable. Justify your answer.
4. Analyze your base company's investing and financing activities for the most recent year as identified in the statement of cash flows, specifically identifying the two largest investing activities and the two largest financing activities. Discuss whether you agree or disagree with the investing and financing strategies that your company appears to be employing.
5. Identify 2 (two) items not included in (or derived from) the financial statements that you think would be important to someone considering whether to invest in your company.
6. Compare your base company's financial statements with those of the second company in the \_\_\_\_\_ industry. If you were making a decision to invest in one of the two companies, which company would you choose? Why?
7. (Note: your answer in this section must include some financial issues, but your answer need not be limited to a discussion of financial issues.)
8. Note: You must submit the entire annual report for each company being discussed.

Your analysis must include page references to relevant portions of the annual reports, and the relevant portions of the annual reports must be highlighted. Your report must also contain appropriate quotation marks for quoted material and appropriate citations for material taken from sources outside the financial statements.

Your analysis is limited to 6 (six) pages, and must be typed, double-spaced, and have at least a 12-point font.

The assignment is due on the date specified in the syllabus. The written portion of the project is worth 150 points.

#### **. REQUIRED: TEAM PRESENTATION**

Prepare a 15 minute presentation for the class summarizing the results of your team's project. Each member of the team MUST participate in the presentation, and after the presentation you will be expected to entertain questions for 5-10 minutes from both the class and the professor.

9. The oral presentations are worth 100 points, with 50 points allocated to the importance and relevance of the matters discussed; 30 points allocated to the professionalism of the presentation; and 20 points allocated to the team's responsiveness to questions. Every member of the team is required to participate in the presentation.

## **Alumni Survey**

Surveys were sent to 30 individuals graduating from the MBA program over the last 3 years. Surveys were completed by 36% of the Mount Aloysius College Alumni. The survey focused on areas: demographic characteristics, employment status, relationship of your degrees to current employment, has your Mount Aloysius College degree program helped you get or keep any of your current employment?, were you employed within six months after graduation, and employment status. The surveys were sent via email after obtaining addresses from the Institutional Advancement Office. In an effort to increase response rate, a \$50 gift card was awarded to the first individual to complete and the survey.

## **MBA 561 Introduction to Project and Program Management Mid Term Examination**

The mid-term was composed of multiple choice and short answers. In addition, the examination included a bonus essay question which addressed situational leadership. The examination provided assessment of the student's ability to understand leadership models, apply problem solving skills, draw conclusions and analyze business situations. Worth 100 points.

## **MBA 505 Assessment Testing**

The assessment testing project provided individual with aptitude, integrity, career planning and the Myers Brigg Assessments. The battery of tests was chosen to provide feedback to students on strengths, weaknesses, to assess skill sets in management, finance, problem solving, and leadership. Students were then required to write a paper including test results in table format, include strengths and developmental concerns as it relates to career. Worth 100 points

## **MBA 513 International Marketing Entry Strategy**

The scope of this assignment is to evaluate the launch of a product or service in the international marketplace.

First Step: to Pick product or service

Students are encouraged to define a product or service, by using the 4P'S of marketing and simulate its entrance into a particular country. You can choose any product, any service and start the research.

Second Step: to choose the country

Select a country and follow the attached outline of a Market Entry Strategy; students will define the characteristics of the country and why it will be a potential market for the selected product/service.

Third Step: to choose a mode of entry

Students will also need to investigate the commercial components and characteristics of the selected market and competitors that play an important role in that particular marketplace. Would you need a direct representative, would it make more sense to sign a strategic alliance, would it be possible to sale through distributors, etc. All these questions will determine the mode of entry. Worth 150 points

## Assessment

### Overview

While the Master of Business Administration program was initiated in 2010 with new courses and offerings, an assessment plan was structured with much of the emphasis at the start of the program being placed on hiring of personnel, course scheduling, course execution and overall program foundational work. The department during the three year development period for the MBA indicated the need for more emphasis on direct measures of learning was needed in the new six-year plan.

The program faced challenges with clear planning, central data collection, and various changes in personnel, which lead to loss of data in many areas during the first three years. This lead to new personnel in the program, adjunct and full time faculty training, centralized data collection with clear communication to adjunct faculty on identified courses and methods being used for assessment.

There are several gaps in assessment data and reports during the first 3 years, but there were assessments being administrated in classes and some of the data results were not reported. Although there are some gaps in data, there are seven areas of data collection over the same period of time. The data collected from the Alumni Survey yielded valuable data that provided input for the change of curriculum to focus on real world work skills. Further, the MBA 515 Marketing Management and Planning Project provided data that provided insight into MBA student's ability to analyze and understand secondary and primary research data to draw conclusions. The project also provided valuable data into the student's ability to create web sites and understand consumer behavior. Also, the MBA 510 qualitative research project again, revealed that students have difficulty analyzing and understanding research. Further the MBA 600 Global business simulation project yielded data on the student's abilities in three measurement areas: "Leadership Skills", "Collaboration & Teamwork", "Financial Analysis Skills" and "Corporate Responsibility." The MBA 516 Financial Accounting team project written and oral presentation and MBA 561 Introduction to Project and Program Management midterm examination proved valuable in assessing critical thinking, leadership, oral presentations and understanding data and financial information. Finally, MBA 505 assessment testing provided data from the Integrity and Work Ethics Test (PsychTests 2014) as the instrument used to assess the student decision making and ethics applied in business situations. The average score on the Integrity and Work Ethics test was 79.6 from the total score of 100. Further examination of the overall class scores resulted in a distinct difference in overall scores between the traditional 4 + 1 MBA students and the nontraditional full time working students. The traditional student's scores averaged 73%; while the nontraditional full time working student's average score was 91.2%. The results of the MBA 513 Global business project plan state that the average project plan score was 145 out of the total score of 150, which translates into 12 students earning a 90% or above and 2 students with a 80% or higher on the final project. Overall, the assessment measures used during the three years period, provided valuable information that is currently being used and/or will be used as data to make critical decisions for improving student learning.

## By Program Outcomes

The assessment results will be presented in this section by program outcome. Benchmarks, data and assessment of student learning, analysis of collected information, actions taken based on assessment feedback, and recommended future directions for academic program and curriculum. See Appendix C for Program Outcomes by Past Assessment Year and Methodology matrix.

**Objective 1: integrate the application of theories of management, marketing, finance and economics in complex business settings**

**Benchmark 1: 50% of teams will achieve a score of 85 or better on the Learning Assurance Report and MBA 515 Marketing Project.**

**Benchmark was met. In 2013-2014 year, results were accurately tracked and reported on the Learning Assurance Report in MBA 600 and in 2012-2014 MBA 515 marketing project**

Program Objective	2010-2011	2011-2012	2012-2013	2013-2014
<b>1. integrate the application of theories of management, marketing, finance and economics in complex business settings</b>	MBA 515 Marketing Management and Planning Project, written plan rubric	MBA 515 Marketing Management and Planning Project, written plan rubric	MBA 515 Marketing Plan Project and Oral Presentation	MBA 600-Capstone Simulation

## **Assessment of Student Learning**

The assessment of student learning for the first two years of the assessment plan is described in the information below. As indicated, student learning was assessed primarily through the use of the marketing plan written plan rubric and capstone global stimulation project. These types of assessment devices were used the first three years of the assessment plan.

## **Analysis of Collected Information**

The specific information that was analyzed 2010-2014 year included:

- MBA 515 Marketing Management and Planning Project, written plan rubric
- MBA 600-Capstone Simulation Learning Assurance Report

## **Actions Taken Based of Assessment Feedback**

Based on the overall results from the first MBA 515 Marketing and Planning project marketing plans, students were not prepared for performing secondary/primary research, creating graphs, or creating budgets and spreadsheets needed to analyze and predict forecasts as these are linked to profit and loss. In year two, three and four of the MBA Marketing Management and Planning project, students improved in the area of secondary/primary research, creating graphs and creating budgets. In year one, the average score on the first draft of the marketing project was 115 points or 76%. In year two the average score on the final marketing project was 241 and in year three the average score on the final marketing plan was 136. While in year three the average scored dropped the benchmark was achieved. The improvement in project scores was due primarily to breaking the project into sections with the instructor explaining and providing examples of data collection and methods.

Further, in the MBA 600 course the Learning Assurance Report results are as follows:

The Glo-Bus Simulation includes comparison measures to the other students participating in the program. The simulation measures the average score Strategic Analysis & Planning and Corporate Social Responsibility. The total score for the simulation is 120 points. The Corporate Social Responsibility area is 24 points of the overall score.

- Team 1 Scored 117 pts. Scores in spring 2014 are based on faculty's weighted average for each activity of the simulation. The higher the score the better the team performance. Note: MBA 600 faculty has taught at other universities and this is the highest score in his college teaching career.
- Team 2 Scored 86 pts.

- Scores based in spring 2014 on faculty's weighted average for each activity of the simulation. The higher the score the better the team performs.
- Team 1 Placed 66th in international rankings (10 countries).
- Team 2 Placed 35th in international rankings

### **Recommended Future Directions Academic Program/Curriculum**

The overall analysis from the previous 4 years suggests there may be the need for more coordination across the curriculum in order to achieve the skills needed for accounting and business as well as examination of the course offering to meet the needs of the changing workforce. The coordination of curriculum will be approached by monthly department meetings, and assessment measurements will be mapped in MBA courses moving forward in 2014-15. In addition, a business advisory committee has been established by the department to gather information from real work providers in order to shape curriculum to meet the needs of the changes in the field. Finally, based on the outcomes resulting from the four year assessment results courses described above the department will monitor and track student's abilities in the area of critical thinking and business skills.

#### Recommendations:

1. Create Capstone Consulting Project in order to incorporate real world business situations.
2. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site, and continuous quality improvement measures
3. Rewrite Learning Outcomes to produce ease in measuring

### **Assessment Process**

In order to provide a standardized vehicle to assess individual courses, the business department plans to implement the Capstone Consulting Project rubric, which will be included each spring in the MBA 600 course. Additionally, plans are being made to administer the major field test for MBA that will be administered during the senior year. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation.

**Objective 2:** analyze various leader, follower, cultural and situational characteristics that contribute to leadership and adapt to the needs of situations, employees, co-workers and markets in a global economy.

**Benchmark 1:** 100% of all MBA students will score 85% or above on the MBA 510 written report and MBA 561 midterm examination.

**Benchmark:** Was not met.

Program Objective	2010-2011	2011-2012	2012-2013	2013-2014
<b>2. analyze various leader, follower, cultural and situational characteristics that contribute to leadership and adapt to the needs of situations, employees, co-workers and markets in a global economy</b>	MBA 510 Organizational Behavior written report.	MBA 510 Organizational Behavior assignments and the written report.	MBA 510 Organizational Behavior assignments and the written report.	MBA 561 Introduction to Project and Program Management Mid Term Examination

**Assessment of Student Learning**

The assessment of student learning for the first three years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of MBA 510 Organizational Behavior written report and the MBA 561 Introduction to Project and Program Management Mid Term Examination.

In 2010 to 2013 the Organizational Behavior written report indicated our students were having difficulty in the areas of research, APA format, and critical problem solving. By 2012-2013 students appear to have demonstrated improvement in these areas of different measurement procedures, but it is difficult to determine. In 2010-2011 the course data was accessible, but in 2011-2013 the course data was not accessible due to a change in personnel. In addition to the MBA 510 assessment measures, MBA 561 midterm examination was used to measure student’s abilities to identify various types of leadership, leadership styles, and abilities to adapt to the needs of the situation.

## **Analysis of Collected Information**

The specific information that was analyzed 2010-2014 year included:

- MBA 510 Organizational Behavior written report
- MBA 561 Introduction to Project and Program Management Mid Term Examination

## **Actions Taken Based of Assessment Feedback**

Based on the overall results from the Organizational Behavior written reports, students need more exposure to large reports, secondary research, appropriate use of outside sources, understanding theory and its application to real world. The data collected from the MBA 510 written assignments was too small to provide accurate information for validation. The results of the written report yielded only 8% of the overall students enrolled in the course over the 3 year period. The average score on written report was 86%. The average score reflected 2 drafts reviews of the reports before the final report was submitted, which lead to higher final scores. In addition, the scores from the MBA 561 midterm examination was used as an assessment. The midterm examination resulted in the average score of 70% for the entire class. Although the test score was below the 85% benchmark, further examination of the midterm test questions revealed students successfully answered 85% of the test questions that were focused on leadership, team building, and application of soft skills to project situations.

The results would suggest the need for more coordination across the curriculum in order to achieve the skills needed for effective business writing, research and more exposure to real world projects in order to make the transition from theory to application. The coordination of curriculum will be approached by monthly department meetings, and assessment measurements will be mapped in business courses moving forward in 2014-15. In addition, the MBA program is staffed with more than 50% adjunct faculty; therefore, it is essential to provide orientation and training in the area of assessment as well as ongoing communication to share data findings across the program

## **Assessment Process**

Additionally, plans are being made to administer the major field test for the MBA program that will be administered during the capstone course. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Also, the department will survey alumni and a random sample of employers to assess the whether curriculum and student learning is addressing business needs. Further, the department is providing more opportunities to conduct research, larger writing assignments and projects to develop critical thinking and application to the field.

Recommendations:

1. Include larger research and writing assignments across the curriculum.
2. Develop projects, assignments, and examinations that develop critical thinking, organization, terminology, and leadership
3. Rewrite Learning Outcomes to produce ease in measuring

**Objective 3: analyze ethical dilemmas in business situations and make decisions respecting the roles of ethics, laws and personal integrity.**

**Benchmark: 95% of all students will score a 85% on the MBA 505 Integrity and Work Ethics Test and MBA 513 Global Simulation**

**Benchmark: Benchmark was not met**

Program Objective	2010-2011	2011-2012	2012-2013	2013-2014
<b>3. analyze ethical dilemmas in business situations and make decisions respecting the roles of ethics, laws and personal integrity.</b>	MBA 510 Organizational Behavior written report.	MBA 510 Organizational Behavior student-prepared case assignment	MBA 510 Organizational Behavior student-prepared case assignment	MBA 505 Assessment Testing  MBA 600-Capstone Simulation

**Assessment of Student Learning**

The assessment of student learning for the first 4 years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of MBA 510 Organizational Behavior student prepared case, MBA 600 Strategic Management and Business Policy writing assignments and MBA 505 assessment testing. Although various assessment measurements were in place, in 2010-2011 the MBA 510 written report course data was accessible, but in 2011-2013 the course data for MBA 510 and 600 was not accessible due to a change in personnel. The data for MBA 505 and MBA 600 capstone simulation was available and summary of the data is included.

**Analysis of Collected Information**

The specific information that was analyzed 2010-2014 year included:

- MBA 510 Organizational Behavior student-prepared case assignment
- MBA 600 Strategic Management and Business Policy Module 6 writing assignment 3a
- MBA 505 Assessment Testing
- MBA 600-Capstone Simulation

## **Actions Taken Based of Assessment Feedback**

Based on the overall results from the MBA 505 assessment testing and the MBA 600 capstone simulations students need more exposure critical assignments and writing as it applies to ethics and business management. In the MBA 505 course, students took a battery of tests used by human resource professions as part of the interviewing and hiring process. In order to access the program objective, data from the Integrity and Work Ethics Test (PsychTests 2014) was the instrument used to assess the student decision making and ethics applied in business situations. The average score on the Integrity and Work Ethics test was 79.6 from the total score of 100. Further examination of the overall class scores resulted in a distinct difference in overall scores between the traditional 4 + 1 MBA students and the nontraditional full time working students. The traditional student's scores averaged 73%; while the nontraditional full time working student's average score was 91.2%.

Further, in the MBA 600 course the Learning Assurance Report results are as follows:

The Glo-Bus Simulation includes comparison measures to the other students participating in the program. The simulation measures in the average score Strategic Analysis & Planning and Corporate Social Responsibility. The total score for the simulation is 120 points. The Corporate Social Responsibility area is 24 points of the overall score.

- Team 1 Scored 117 pts. Scores are based on faculty's weighted average for each activity of the simulation. The higher the score the better the team performance. Note: MBA 600 faculty has taught at other universities and this is the highest score in his college teaching career.
- Team 2 Scored 86 pts.
- Scores based on faculty's weighted average for each activity of the simulation. The higher the score the better the team performs.
- Team 1 Placed 66th in international rankings (10 countries).
- Team 2 Placed 35th in international rankings

The results lead to the creation of MBA 520 Current Topics in Business Law and Ethics. In addition, the results suggest the department will need to include more opportunities in the undergraduate curriculum to address ethics in business. Further, the department needs to collect data in a methodical process by using curriculum mapping and store data in a central area so when staffing changes are made the data is not lost.

## **Recommended Future Directions Academic Program/Curriculum**

The results would suggest the need for more coordination across the curriculum in order to achieve the skills needed for business. The coordination of curriculum will be approached by monthly department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15, identification of team projects and presentation projects throughout the curriculum. Based on the outcomes resulting from the three year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department. Also, the department examined current curriculum and identified the need for a Business Law and Ethics course in the MBA core curriculum. The new course was created with introduction in Spring 2015. In addition, the department is expanding opportunities for students exercise business decision to real world work experience and international business.

#### Recommendations:

1. Administer major field test for MBA students in final year of program.
2. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures
3. Identify and implement more opportunities for exposure to business decision making and ethics in courses.
4. Standard method for collecting data in areas of analytic and problem solving skills will need to be developed across curriculum.
5. Rewrite Learning Outcomes to produce ease in measuring

#### **Assessment Process**

In order to provide a standardized vehicle to assess this objective, the business department plans to develop and implement an assessment instrument to gather data.

Additionally, plans are being made to administer the major field test for business that will be administered during the final year of program. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Develop team peer evaluation for all courses with team project, create standard evaluation for the Business Law and Ethics course in order to gather data, identify courses with writing assignments and develop standard rubric for evaluation of writing skills and critical thinking as it relates to ethics.

**Objective 4: Develop problem solving skills by utilizing facts and evidence in drawing conclusions, applying decision making theories and adapting to varied environments.**

**Benchmark: 95% of the students will score 85% or higher in MBA 516 Financial Accounting Team Project and MBA 600 Global Business Simulation**

**Benchmark: Benchmark was met 2013**

Program Objective	2010-2011	2011-2012	2012-2013	2013-2014
<b>4. develop problem solving skills by utilizing facts and evidence in drawing conclusions, applying decision making theories and adapting to varied environments.</b>	MBA 517 Financial Management writing assignments	MBA 522 Information Systems and Technology discussion questions	MBA 600 Strategic Management & Business Policy Spring 2014 Global Business Simulation	MBA 516 Financial Accounting Team Project Written and Oral Presentation

**Assessment of Student Learning**

The assessment of student learning for the first three years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the MBA 517 Financial Management writing assignments, MBA 522 Information Systems and Technology discussion questions, MBA 516 Financial Accounting Team Project and the MBA 600 Global Business simulation project. Although various assessment measurements were in place, in 2010-2011 the MBA 517 and MBA 522 data was accessible, but in 2012-2013-2014 the course data for MBA 516 and 600 was available for examination. The data for MBA 516 and MBA 600 capstone simulation summary of the data is included. The results of the MBA Global simulation results are listed below:

MBA 600 course the Learning Assurance Report

The Glo-Bus Simulation includes comparison measures to the other students participating in the program. The simulation measures in the average score Strategic Analysis & Planning and Corporate Social Responsibility. The total score for the simulation is 120 points. The Corporate Social Responsibility area is 24 points of the overall score.

- Team 1 Scored 117 pts. Scores are based on faculty’s weighted average for each activity of the simulation. The higher the score the better the team performance. Note: MBA 600 faculty has taught at other universities and this is the highest score in his college teaching career.
- Team 2 Scored 86 pts.

- Scores based on faculty’s weighted average for each activity of the simulation. The higher the score the better the team performs.
- Team 1 Placed 66th in international rankings (10 countries).
- Team 2 Placed 35th in international rankings

The results of the MBA 516 Financial Team Project yielded the following results. The results of the project suggest students grasp the skills needs to solve business problems utilizing facts and evidence from financial data. The average score of the class was 90.8%.

		Presentation					
Possible Points	Possible Points	Possible Points	Possible Points	Bonus Asking Questions			
Written Report	Relevance	Professional Presentation	Team Responsiveness		250		
<b>150</b>	<b>50</b>	<b>30</b>	<b>20</b>		<b>0</b>	Totals	Grade
136	46	27	18	0	227	91%	
140	48	29	5	0	222	89%	
140	47	27	18	0	232	93%	
136	45	27	10	0	218	87%	
140	45	27	17	1	230	92%	
136	47	26	18	4	231	92%	
136	47	25	10	1	219	88%	
140	48	29	19	2	238	95%	

### Analysis of Collected Information

The specific information that was analyzed 2010-2014 year included:

- MBA 517 Financial Management writing assignments
- MBA 522 Information Systems and Technology discussion questions
- MBA 600 Strategic Management & Business Policy Spring 2014 Global Business Simulation
- MBA 516 Financial Accounting Team Project Written and Oral Presentation

### Actions Taken Based of Assessment Feedback

Based on the overall results from the MBA 516 and MBA 600 assignments and projects, students have mastered skills needed to manage business information with technological expertise in written and communication skills. Further, the department created MBA

516 course to blend real world application and analysis in order to read and apply financial data to decision making for positive outcomes. Based on the MBA 600 Strategic Management and Business Policy Global Business Simulation students performed well in the project, but in the future students would be better served with more real world exposure to project based learning situations. Also, in the future, the department will collect data in a methodical process and store data in a central area so when staffing changes are made the data is not lost.

### **Recommended Future Directions Academic Program/Curriculum**

The department will continue to revisit assessment data, meet with business advisory council to continuity create learning experience that provide real world work experience opportunities. In addition, the coordination of curriculum will be approached by monthly department meetings, and assessment measurements will be mapped in business courses moving forward in 2014-15 .Based on the outcomes resulting from the three year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department. Students seem to be improving in the ability to manage business information, but more targeted assessment methods need to be developed and applied.

#### Recommendations:

1. Add real world consulting project in MBA 600 capstone course for more exposure to unstructured situations.
2. Students seem to be improving in the ability to manage business information, but more targeted assessment methods need to be developed and applied.
3. Provide more opportunities within coursework to exercise decision making based on facts and data.
4. Rewrite Learning Outcomes to produce ease in measuring

### **Assessment Process**

Additionally, plans are being made to administer the major field test that will be administered during the senior year. This is intended to provide data to be used to assess the level at which the departments learning objectives have been met just prior to graduation. Also, the business assessment measurements need to be reflective of real world practice.

**Objective 5: Develop an aptitude for operating business in volatile regulatory environments in a global setting**  
**Benchmark: Eighty percent of students will achieve an 85 % or better on the MBA 513 Global Business Team project business plan and MBA 600 capstone simulation**  
**Benchmark: Benchmark was met**

Program Objective	2010-2011	2011-2012	2012-2013	2013-2014
<b>5 develop an aptitude for operating business in volatile regulatory environments in a global setting</b>	MBA 513 Global Business Team project business plan and course assignments.		MBA 513 Global Business project business plan	MBA 600-Capstone Simulation

**Assessment of Student Learning**

The assessment of student learning for the first three years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of MBA 513 Global Business Team project business plan and course assignments and MBA 600 capstone simulation. Although various assessment measurements were in place, in 2010-2011 the MBA 513 data was not accessible, but in 2012-2013-2014 the course data for MBA 513 and 600 was available for examination.

The data for MBA 513 global business project and MBA 600 capstone simulation summary of the data is included. The results of the MBA Global simulation results are listed below:

**MBA 600 course the Learning Assurance Report**

The Glo-Bus Simulation includes comparison measures to the other students participating in the program. The simulation measures a simulated company operating in the USA, Asia, and Europe. The total score for the simulation is 120 points.

- Team 1 Scored 117 pts. Scores are based on faculty’s weighted average for each activity of the simulation. The higher the score the better the team performance. Note: MBA 600 faculty has taught at other universities and this is the highest score in his college teaching career.
- Team 2 Scored 86 pts.

- Scores based on faculty’s weighted average for each activity of the simulation. The higher the score the better the team performs.
- Team 1 Placed 66th in international rankings (10 countries).
- Team 2 Placed 35th in international rankings

The results of the MBA 513 Global business project plan state that the average project plan score was 145 out of the total score of 150, which translates into 12 students earning a 90% or above and 2 students with a 80% or higher on the final project.

MBA 513 Global Business Project Plan STATISTICS	
Count	14
Minimum Value	130.00
Maximum Value	150.00
Range	20.00
Average	145.00
Median	150.00
Standard Deviation	7.32
Variance	53.57

### Analysis of Collected Information

The specific information that was analyzed 2010-2014 year included:

- MBA 513 Global Business Team project business plan
- MBA 600 Global Business Simulation

### Actions Taken Based of Assessment Feedback

Based on the overall results from the MBA 513 Global Business Team project business plan and course assignments, the assessment data indicates students have grasped the concept of operating a business in a global setting. However, the department will explore additional methods to measure impact across the curriculum. **To further assess this goal in the future, the faculty will implement assessments and curriculum in the elective course International Study abroad and the MBA 600 business consulting project.**

### Recommended Future Directions Academic Program/Curriculum

The impact of the business in a global setting as rapid as the changes occur would suggest the need for more coordination across the curriculum in order to achieve the skills needed for business. The coordination of curriculum will be approached by monthly

department meetings, assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the three year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department to help students integrate global business practices into the business curriculum.

Recommendations:

1. Students seem to be improving in the ability to integrate global business into business practices, but more targeted assessment methods need to be developed and applied.
2. Offer an elective in International Study Abroad in MBA program Spring 2016
3. Include opportunities for global business consulting projects
4. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures
5. Rewrite Learning Outcomes to produce ease in measuring

**Objective 6: Think strategically**

**Benchmark: 100% of the students graduating with a business degree will be prepared to use internal and external data, and qualitative synthesis of opinions and perceptions for positive outcomes of business.**

**Benchmark: Cannot determine at this time. Objective and benchmark will need revised in future.**

For thinking strategically: Need to more precisely define this measure.

Program Objective	2010-2011	2011-2012	2012-2013	2013-2014
<b>6. think strategically</b>	MBA 600 Strategic Management Business Policy 6 case analysis the research paper from MBA 518 Managerial Economics.	MBA 600 Strategic Management Business Policy 6 case analysis the research paper from MBA 518 Managerial Economics.	MBA 513 Global Business project business plan	MBA 516 Financial Accounting Team Project Written and Oral Presentation

**Assessment of Student Learning**

The assessment of student learning for the first three years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of MBA 518 Managerial Economics research paper and MBA 600 Strategic

Management Business Policy 6 case analysis assignments. Although various assessment measurements were in place, a method for gathering the data was lacking from 2010 to 2012 based on changes in personnel. In 2012 to 2014, there were two measurements in place and collected during that period.

**Analysis of Collected Information**

The specific information that was analyzed 2012-2014 year included:

- MBA 600 Strategic Management Business Policy 6 case analysis ( data not collected)
- MBA 518 Managerial Economics. Research paper ( data not collected)
- MBA 513 Global Business m project business plan
- MBA 516 Financial Accounting Team Project Written and Oral Presentation

**Actions Taken Based of Assessment Feedback**

Based on the overall results from the MBA 516 and MBA 600 course assignments, the summary of the data is summarized below. Based on the assessment measures in place during that time period, students’ have the skills and ability to think strategically using internal, external data and qualitative synthesis of opinions and perceptions as these relate to positive outcomes for business. As evidenced in the data provided students have the ability to think strategically when given a defined assignment or project. Although the data states positive results, the department will explore additional methods to measure impact across the curriculum.

The results of the MBA 513 Global business project plan state that the average project plan score was 145 out of the total score of 150, which translates into 12 students earning a 90% or above and 2 students with a 80% or higher on the final project.

MBA 513 Global Business Project Plan STATISTICS	
Count	14
Minimum Value	130.00
Maximum Value	150.00
Range	20.00
Average	145.00
Median	150.00
Standard Deviation	7.32
Variance	53.57

**MBA 600 course the Learning Assurance Report**

The Glo-Bus Simulation includes comparison measures to the other students participating in the program. The simulation measures a simulated company operating in the USA, Asia, and Europe. The total score for the simulation is 120 points.

- Team 1 Scored 117 pts. Scores are based on faculty's weighted average for each activity of the simulation. The higher the score the better the team performance. Note: MBA 600 faculty has taught at other universities and this is the highest score in his college teaching career.
- Team 2 Scored 86 pts.
- Scores based on faculty's weighted average for each activity of the simulation. The higher the score the better the team performs.
- Team 1 Placed 66th in international rankings (10 countries).
- Team 2 Placed 35th in international rankings

### **Recommended Future Directions Academic Program/Curriculum**

The lack of comprehensive information to assess students' ability to think strategically would suggest the need for more introduction of real world business project and unstructured situations where students must think strategically and quickly to solve a problem. Recommendations from the business advisory council suggest the area of skills and abilities from employers is the need to think strategically in unstructured situations. Further the coordination of curriculum will be approached by monthly department meetings, and assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the three year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department to help students think strategically into the business curriculum and apply to the real world of business.

#### Recommendations:

1. Offer an elective in International Study Abroad in MBA program
2. Include opportunities for global business and capstone consulting projects
3. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures
4. Rewrite Learning Outcomes to produce ease in measuring

### **Objective 7: Communicate effectively in professional settings**

**Benchmark 1: 50% of students will achieve a score of 85 or better on the MBA 515 Marketing Project and MBA 510 Oral Presentation.**

**Benchmark was met.**

<b>Program Objective</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>7. communicate effectively in professional settings</b>	Project presentations from MBA 515 Marketing, MBA 513 Global Business, and MBA 510 Organizational Behavior	Project presentations from MBA 515 Marketing, MBA 513 Global Business, and MBA 510 Organizational Behavior	Project presentations from MBA 515 Marketing,	MBA 516 Financial Accounting Team Project Written and Oral Presentation

The assessment of student learning for the first three years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of MBA 515, MBA 513, MBA 510 and MBA 516. Although various assessment measurements were in place, a method for gathering the data was lacking from 2010 to 2012 based on changes in personnel. In 2012 to 2014, there were two measurements in place and collected during that period.

**Assessment of Student Learning**

The assessment of student learning for the first three years of the assessment plan is described in the information above. As indicated, student learning is assessed primarily through the use of MBA 515 and MBA 516.

The results of the MBA 516 Financial Team Project yielded the following results. The results of the project suggest students grasp the skills needed to solve business problems utilizing facts and evidence from financial data. The average score of the class was 90.8%.

		Presentation				
Possible Points	Possible Points	Possible Points	Possible Points	Bonus Asking Questions		
Written Report	Relevance	Professional Presentation	Team Responsiveness			
					250	
<b>150</b>	<b>50</b>	<b>30</b>	<b>20</b>	<b>0</b>	Totals	Grade
136	46	27	18	0	227	91%
140	48	29	5	0	222	89%
140	47	27	18	0	232	93%
136	45	27	10	0	218	87%
140	45	27	17	1	230	92%
136	47	26	18	4	231	92%
136	47	25	10	1	219	88%
140	48	29	19	2	238	95%

Below is a summary of the oral presentation grades for MBA 515. The average grade for MBA 515 marketing presentations was 45.25 from the 50 point total, which equals a 90.5%.

### STATISTICS

Count	9
Minimum Value	43.75
Maximum Value	47.02
Range	3.26
Average	45.25
Median	12.11
Standard Deviation	1.06
Variance	3.44

In the future, the department will examine additional instruments in order to comprehensively examine the data for changes in program delivery.

### **Analysis of Collected Information**

The specific information that was analyzed 2010-2013 year included:

- Project presentations from MBA 515 Marketing,
- MBA 513 Global Business and MBA 510 Organizational Behavior ( data not collected)
- MBA 516 Financial Accounting Team Project Written and Oral Presentation
- 

### **Actions Taken Based of Assessment Feedback**

After review of the overall results from the MBA 515 Marketing and MBA 516 Financial Accounting oral presentations are the only opportunities for professional communications only included in-class presentations. In the future the department will explore more opportunities for students to present findings in a real world setting. Also, the department has made changes to the core curriculum moving MBA 510 to the elective area rather than the core, and MBA 513 is primarily being delivered via online in order to provide the expertise of adjunct faculty with Global Business experience. **To further assess this goal in the future, the faculty will implement assessments and curriculum in the International Study abroad and the MBA 600 business consulting project.**

### **Recommended Future Directions Academic Program/Curriculum**

More coordination of curriculum to include opportunities for oral presentation will be approached by monthly department meetings as well assessment measurements will be mapped in business courses moving forward in 2014-15. Based on the outcomes resulting from the three year assessment results courses described above, efforts may be directed toward assessing business courses currently offered by the department to help students communicate effectively in professional settings and apply to the real world of business.

### Recommendations:

1. Offer an elective in International Study Abroad in MBA program to enhance professional communication opportunities
2. Include opportunities for business consulting projects and oral professional presentations
3. Spring and Fall adjunct faculty trainings beginning August 2014. Focus of trainings will be on program assessments, centralized data collection site and continuous quality improvement measures
4. Create standardized methods to measure oral communications
5. Rewrite Learning Outcomes to produce ease in measuring

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

This section examines whether or not improvement has been accomplished, over time, in the achievement of program objectives. The business department has developed a new MBA six year plan (Appendix D) to improve student outcomes of the program. In addition, the three-year report has made the department more cognizant of assessing outcomes without the assessment plans being initiated and driven by particular faculty members and measurements that are more direct indicators of success. The department is currently moving to make the student experience more “real” to the work world. The department is offering more options for alternative learning formats, such as active learning assignments, MBA internship, and elective course of International Study Abroad, use of technology to augment hands on experiences, case studies, professional oral presentations, research and business writing assignments, in various courses across the MBA curriculum.

In looking back at what has been used for measures, it appears that too much of the outcomes analysis depends upon what a relatively few full-time faculty are doing in their classes. The MBA courses are taught by 50% adjunct faculty and the need to communicate and train part-time faculty is critical to the success of a standardized process of continuous quality improvement. More systemic and systematic measures should be incorporated, which are not instructor specific. In addition, the incorporation of field assessment testing, business consulting projects, formation of an advisory council, 2 annual adjunct faculty trainings ( including assessment methods), and standard methods of measure have been incorporated since fall 2013. The focus of adjunct faculty trainings will be on program assessments, centralized data collection site, and continuous quality improvement measures. The department will conduct 360 evaluations as mentioned.

Finally, the MBA program is a new program and the department is examining the courses, assessments and delivery methods in order to make accurate decisions in the next 3 years. It is more critical in the field of business to continuously change, assess, research and analyze the changing skills need for the workforce. As a practitioner based program the Mount Aloysius College MBA program is focused on employment outcomes rather than a focus on pursuing a terminal degree. As mentioned earlier, the business department added a specialization in nonprofit management, study abroad (elective) and an internship (elective) to the MBA curriculum. The addition of these components will create opportunities for students to engage in the practice of management in a real world/international setting in order to enhance the opportunities for job placement, mentorships and extended learning communities.

## References

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- Tinto, V. "Learning Communities, Collaborative Learning, and the Pedagogy of Educational Citizenship." *AAHE Bulletin*, Mar. 1995, 47(7), 11–13.
- MacGregor, J., Tinto, V., and Lindbald, J. H. "Assessment of Innovative Efforts: Lessons from the Learning Community Movement." In L. Suskie (ed.), *Assessment to Promote Deep Learning: Insight from AAHE's 2000 and 1999 Assessment Conferences*. Washington, D.C.: American Association for Higher Education, 2000.

## **Appendix A**

### **Program Outcomes**

Upon completion of the program, graduates will be able to:

- integrate the application of theories of management, human resource management, marketing, finance, and economics in complex business settings;
- analyze various leader, follower, cultural, and situational characteristics that contribute to leadership and adapt to the needs of situations, employees, co-workers, and markets in a global economy;
- analyze ethical dilemmas in business situations and make decisions respecting the roles of ethics, laws, and personal integrity;
- develop problem solving skills by utilizing facts and evidence in drawing conclusions, applying decision making theories, and adapting to varied environments;
- develop an aptitude for operating businesses in volatile regulatory environments in a global setting;
- think strategically; and
- communicate effectively in professional settings.

Additionally, depending upon the specialization chosen, the student will

- develop the broad-based knowledge and dispositions necessary for professional accountancy, or
- develop analytical and strategic acumen applicable to the health care industry, or
- develop the multifaceted skill necessary to manage complex programs and contracts.

**Appendix B**  
**Core and Major Requirements**  
**MASTER OF BUSINESS ADMINISTRATION**  
**CORE COURSE REQUIREMENTS**

MBA 505 Human Resources Management for Leaders 3  
MBA 513 Global Business 3  
MBA 515 Marketing Management and Planning 3  
MBA 516 Accounting and Finance for Business Leaders 3  
MBA 518 Managerial Economics 3  
MBA 520 Current Topics in Business Law and Ethics 3  
MBA 522 Information Systems and Technology 3  
MBA 600 Strategic Management & Business Policy 3  
Total credits in core 24  
Concentration Option and/or Free Electives 12  
Total credits in degree 36

**CONCENTRATION OPTION**

In addition to the required core students may select one of four areas of concentration listed below. Students will complete nine to twelve credits in a concentration.

**Concentration in Accounting**

The Accounting Concentration, when combined with the undergraduate major in Accounting, will address the needs of our Accounting majors to meet the 150 credit rule for licensure as a Certified Public Accountant (CPA) and for membership in the American Institute of Certified Public Accountants (AICPA).

MBA 531 Fraud Examination 3  
MBA 533 Research in Taxation 3  
MBA 535 International Financial Reporting Standards 3  
MBA 568 Accounting Information Systems and Federal Contracting 3  
Total credits in concentration 12  
Total credits in degree 36

**Concentration in Health & Human Services Administration**

This concentration will enable health and human service clinicians and interested persons in the business field to build on their knowledge of health, clinical processes, health care organizations and business processes so as to become capable health and human services administration generalists.

MBA 543 Reimbursement in Health and Human Services Care 3

MBA 545 Law and Regulations in Health and Human Services 3

MBA 547 Health and Human Services Administration Policy and Practice in Rural Regions 3

Total credits in concentration 9

Total credits for free electives 3

Total credits in degree 36

### **Concentration in Project Management**

The concentration in Project Management will address a growing need in our region, as well as nationally, for professionals who can manage large government contracts and other private industry projects.

MBA 561 Introduction to Project and Program Management 3

MBA 565 Risk Management 3

MBA 568 Accounting Information Systems and Federal Contracting 3

MBA 569 Project Estimation and Cost Management 3

Total credits in concentration 12

Total credits in degree 36

### **Concentration in Non-Profit Management**

The concentration in Non-Profit Management is designed to introduce topics for managing today's nonprofit organizations. This concentration provides students a strategic approach to nonprofit management essential for effective leadership of today's nonprofit organization, such as governance, legal formation and framework, financial accountability, human resource and volunteer management.

MBA 550 Introduction to Non-Profit Management 3

MBA 554 Board Governance and Volunteer Management 3

MBA 558 Fund Development and Management 3

Total credits in concentration 9

Total credits for free electives 3

Total credits in degree 36

### **Non-Concentration Option**

MBA Electives, MBA 510 Organizational Behavior, and/or MBA 599 Internship 12

Total credits in degree 36

**Appendix C**  
**Program Outcomes by Past Assessment Year and Methodology**

<b>Program Objective</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>2. integrate the application of theories of management, marketing, finance and economics in complex business settings</b>	MBA 515 Marketing Management and Planning Project, written plan rubric	MBA 515 Marketing Management and Planning Project, written plan rubric	MBA 515 Marketing Plan Project and Oral Presentation	MBA 600-Capstone Simulation
<b>2. analyze various leader, follower, cultural and situational characteristics that contribute to leadership and adapt to the needs of situations, employees, co-workers and markets in a global economy</b>	MBA 510 Organizational Behavior assignments and the written report.	MBA 510 Organizational Behavior assignments and the written report.	MBA 510 Organizational Behavior assignments and the written report.	MBA 561 Introduction to Project and Program Management Mid Term Examination
<b>3. analyze ethical dilemmas in business situations and make decisions respecting the roles of ethics, laws and personal integrity.</b>	MBA 510 Organizational Behavior student-prepared case assignment  MBA 600 Strategic Management and Business Policy Module 6 writing assignment 3a	MBA 510 Organizational Behavior student-prepared case assignment  MBA 600 Strategic Management and Business Policy Module 6 writing assignment 3a	MBA 510 Organizational Behavior student-prepared case assignment  MBA 600 Strategic Management and Business Policy Module 6 writing assignment 3a	MBA 505 Assessment Testing

<b>4. develop problem solving skills by utilizing facts and evidence in drawing conclusions, applying decision making theories and adapting to varied environments.</b>	MBA 517 Financial Management writing assignments  MBA 522 Information Systems and Technology discussion questions	MBA 522 Information Systems and Technology discussion questions	MBA 600 Strategic Management & Business Policy Spring 2014 Global Business Simulation	MBA 516 Financial Accounting Team Project Written and Oral Presentation
<b>5 develop an aptitude for operating business in volatile regulatory environments in a global setting</b>	MBA 513 Global Business Team project business plan and course assignments.		MBA 513 Global Business Team project business plan and course assignments	MBA 600-Capstone Simulation
<b>6. think strategically</b>	MBA 600 Strategic Management Business Policy 6 case analysis the research paper from MBA 518 Managerial Economics.	MBA 600 Strategic Management Business Policy 6 case analysis the research paper from MBA 518 Managerial Economics.	MBA 600 Strategic Management Business Policy 6 case analysis the research paper from MBA 518 Managerial Economics.	MBA 516 Financial Accounting Team Project Written and Oral Presentation
<b>7. communicate effectively in professional settings</b>	Project presentations from MBA 515 Marketing, MBA 513 Global Business, and MBA 510 Organizational Behavior	Project presentations from MBA 515 Marketing, MBA 513 Global Business, and MBA 510 Organizational Behavior	Project presentations from MBA 515 Marketing, MBA 513 Global Business, and MBA 510 Organizational Behavior	MBA 516 Financial Accounting Team Project Written and Oral Presentation

**Appendix D**  
**Program Outcomes by Future Assessment Year and Methodology**

MBA Program Outcome						
Upon completion of the program each student will be able to...	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>1. integrate the application of theories of management, marketing, finance and economics in complex business settings</b>	MBA 600 Capstone Course and Business Consulting Project Rubric		MBA 600-Business Consulting Project			MBA 600-Business Consulting Project
<b>2. analyze various leader, follower, cultural and situational characteristics that contribute to leadership and adapt to the needs of situations, employees, co-workers and markets in a global economy</b>	MBA 505 Assessment Testing	Internship Supervisor Evaluations		MBA 505 Assessment Testing		MBA 505 Assessment Testing
<b>3 analyze ethical dilemmas in business situations and make decisions respecting the roles of ethics, laws and personal integrity.</b>	MBA 520 Public Policy Issue Research Report rubric		Major Field Test		MBA 520 Public Policy Issue Research Report rubric	
<b>4. develop problem solving skills by utilizing facts and evidence in drawing conclusions, applying decision making theories and adapting to varied environments.</b>	MBA 516 Financial Accounting Team Project Scores MBA 600 Consulting Project Rubric	Internship Supervisor Evaluations		MBA 516 Financial Accounting Team Project Scores MBA 600 Consulting Project Rubric		Internship Supervisor Evaluations

<b>5 develop an aptitude for operating business in volatile regulatory environments in a global setting</b>	MBA 513 Examination Scores		MBA International Study Abroad business consulting project		MBA International Study Abroad business consulting project	MBA 513 Examination Scores
<b>6. think strategically</b>	MBA 600 Consulting Project Rubric		Major Field Test	MBA 505 Assessment Testing	Internship Supervisor Evaluations	Major Field Test
<b>7. communicate effectively in professional settings</b>		Professional Presentation Evaluation Rubric from designated MBA 515 MBA 599 Supervisor Evaluation Survey			Professional Presentation Evaluation Rubric from designated MBA 515 MBA 599 Supervisor Evaluation Survey	Internship Supervisor Evaluations