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| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g. portfolios, rubrics, exams)   | Target/Criteria (desired program level achievement)             | Results  | Analysis  |
|---|---|---|--|---|
| Demonstrate skills in effective communication and teamwork    | Group project / Management simulation team project<br>Executive memo assignment (MGMT 885 Strategic Management) | 80% or above will be in the acceptable and exemplary categories | 95% in acceptable and exemplary categories for teamwork<br><br>100% in acceptable and exemplary categories for communication | Continue with the executive memo intervention for communication skills<br><br>Collect additional data on teamwork based on the same rubric from another class if possible |
| Demonstrate skills in use and management of technology        | Multiple choice questions (MIS 874 Management Information Systems)  | 80% or above will be in the acceptable and exemplary categories | 96% in acceptable and exemplary categories   | Continue with the<br>ii -7.7 (i) 16TJ ET Q q 0iiee  |

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| Learning Outcomes<br>(most programs will<br>have multiple<br>outcomes) | Assessment Tools<br>(e.g.,<br>portfolios, rubrics, exams) | Target/Criteria<br>(desired<br>program level<br>achievement) | Results | Analysis |
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| Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher |   |  |
|--|---|--|
| Year   |   | Result (e.g., 4.5 on scale of 5 where 5 highest) |
|  | N | Percentage                                       |
| 2015   |   |  |
| 2016   |   |  |
| 2017   |   |  |

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| Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied higher |   |  |
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| Year  |   | Result (e.g., 4.5 on scale of 5 where 5 highest) |
|   | N | Percentage                                       |
| 2015  |   |  |
| 2016  |   |  |
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|  | Average Salary | Employ- |
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**TABLE 1: ASSURANCE OF LEARNING SUMMARY –DMBA PROGRAM**

| Learning Goal  | Assessment Strategy   | Assessment Schedule                                | Learning Outcome   | Actions   |
|--|---|--|--|---|
| Demonstrate skills in effective communication and teamwork | Group project / Management simulation team project<br>Executivememo assignment (MGMT 885) | Data: Spring 2016–Spring 2017<br>Review: Fall 2018 | If possible collect additional data for teamwork<br><br>Results are in the expected range for communication skills | Continue with the executive memo intervention for communication skills<br><br>Collect additional data on teamwork based on the same rubric from another class if possible |
| Demonstrate skills in use and management of technology     | Multiple choice questions (MIS 874)   | Data: Spring 2016–Spring 2017                      |  |   |

TABLE 2: ASSURANCE OF LEARNING SCHEDULE TILL 2023

|            |        |   |        |   |        |
|------------|--------|---|--------|---|--------|
| Objectives | Review | Closing the loop /<br>Intervention / Data<br>Collection | Review | Closing the loop /<br>Intervention / Data<br>Collection | Review |
|------------|--------|---|--------|---|--------|

## MBA Learning Goal 1: Demonstrate skills in effective communication and teamwork

This learning goal is evaluated by the instructor in the MBA course MGMT 885, Advanced Strategic Management. Student ratings are used on project / simulation to get the assessment scores.

Teamwork:

Organizational Ability

Organizational Ability                      N

Dependability

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## MBA Learning Goal 2: Demonstrate skills in use and management of technology

Sub-Goal 1: Develop the ability to assess risks and advantages associated with contemporary information systems(IS)

| Term        | N  | Exemplary | Acceptable | Unacceptable |
|-------------|----|-----------|------------|--------------|
| Spring2018  | 29 | 52%       | 38%        | 10%          |
| Spring 2017 | 35 | 57%       | 31%        | 11%          |
| Fall 2016   | 28 | 43%       | 39%        | 18%          |
| Spring 2016 | 20 | 25%       | 75%        | 0%           |

Sub-Goal 2: Understand the issues associated with configuring and managing information systems

| Term        | N  | Exemplary | Acceptable | Unacceptable |
|-------------|----|-----------|------------|--------------|
| Spring 2018 | 29 | 55%       | 31%        | 14%          |
| Spring 2017 | 35 | 60%       | 26%        | 14%          |
| Fall 2016   | 28 | 39%       | 43%        | 18%          |
| Spring 2016 | 20 | 70%       | 30%        | 0%           |

Sub-Goal 3: Understand the issues associated with developing and sourcing of information systems

| Term        | N  | Exemplary | Acceptable | Unacceptable |
|-------------|----|-----------|------------|--------------|
| Spring 2018 | 29 | 52%       | 38%        | 10%          |

## MBA Learning Goal 3: Demonstrate knowledge of effective management and leadership

### Sub-Goal 1: Demonstrate understanding of different leadership styles

| Term          | N  | Exemplary | Acceptable | Unacceptable |
|---------------|----|-----------|------------|--------------|
| Fall 2018 (O) | 39 | 87%       | 8%         | 2%           |
| Fall 2018 (H) | 24 | 87%       | 13%        | 0%           |



Sub-Goal 4: Conclusions / Implications/ Consequences

| Term          | N  | Exemplary | Acceptable | Unacceptable |
|---------------|----|-----------|------------|--------------|
| Fall 2018 (O) | 35 | 14%       |            |              |

## MBA Learning Goal 5: Be exposed to and given assistance in understanding ethical business practices

The "Law and Ethics for Business" course is included in the MBA program Fall 2013. The course assessment consists of quizzes and tests, but for most part the assessment is based on written essays and research projects. In particular, the students are required to write several analytical



## TABLE 4: EMBA ASSURANCE OF LEARNING SUMMARY

Learning Goal

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## EMBA Learning Goal 1:

Develop the ability to identify and solve business problems and pursue opportunities.

- a. Analyze business problems and opportunities through integration of knowledge T (I) 2. cm



## EMBA Learning Goal 2:

Acquire and enhance skills to lead teams and organizations

- a. Awareness of different leadership styles
- b. Ability to effectively work in a team

This learning goal was assessed independently in the following classes in FA15 and SU16

- ¥ EMBA 800 (Decision Making & Analytics) (Kate Kung-McIntyre) Tool: CATME SU16
- ¥ EMBA 804 (Operations & Supply Chain) (Sue Abdinnour) Tool: CATME

EMBA 890C + E Negotiations & Leadership Indirect

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### EMBA Learning Goal 3:

Demonstrative effective communication skills

a.! Write effective reports

b.! Make high quality oral presentations

This learning goal was

## EMBA Learning Goal 4:

Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function.



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# EMBA Assessment Analysis

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# Rubric for Oral Communication :

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TRAIT:

1 (Unacceptable)

2 (Acceptable)

3 (Exemplary)

#

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# Rubric adapted for the Identify and Analyze Ethical Business Issues for EMBA 812 (Ethics Portion) AoL Assessment

# Ethical Business Issues for

Learning Goal:

4. Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function.

c. Identify and analyze legal and ethical business issues

| Sub -Goals                          | 1 (Unacceptable)  | 2 (Acceptable)   | 3 (Exemplary)  |
|-------------------------------------|---|--|--|
| Identify and analyze ethical issues | <p>Unable to analyze information specific to the situation, or analysis is incomplete, or analysis is based on the wrong information. Infrequent, inconsistent, or inappropriate application of deductive and inductive reasoning and problem-solving skills to the issues / problems / opportunities identified.</p> <p>Conclusions, implications, or consequences are not reported or are inappropriate; little or no correspondence of these with the supporting analysis.</p> | <p>Appropriately analyzes some of the key information, questions, and problems specific to the situation. Uses deductive and inductive reasoning and problem-solving skills for some of the issues / problems / opportunities identified.</p> <p>Some appropriate conclusions, implications, and consequences are provided, with some correspondence to the supporting analysis.</p> | <p>Insightful and thorough analysis (within specified length limits of the assignment) of the key information, questions, and problems specific to the situation. Consistent and appropriate use of deductive and inductive reasoning and problem-solving skills to the issues / problems / opportunities identified.</p> <p>Clearly and insightfully identifies and discusses appropriate conclusions, implications, and consequences, with high correspondence to the supporting analysis.</p> |



### Feedback Session 2/27-2019

- ! Provide a list of software programs that are used in what classes they are used in
- ! Would like to see more applied learning across classes
- ! There should be in-class versions of the preparatory classes
- ! Online ECON 804 needs a lecture component.
- ! Promotional flyer should include information about careers held by MBA graduates.
- ! There should be a "Meet the Firms" event for MBA students since the career events tend to be more for undergraduates.
- ! There should be a listing of publications that are considered industry standard reading related to the different concentrations.

### Feedback Session 3/15/2018

- ! Curriculum ideas such as process mapping, project management, integrated master planning, and earned value
- ! More standardization across classes in terms of content delivery (videos)
- ! Expand the number of classes that include applied project from local companies

### Feedback Session October 2, 2017

- ! A program like Professional Edge for graduate students
- ! MBA students need more opportunities for networking, perhaps through class projects
- ! Consider an integrated event with MBA students and YPW
- !