

Masters of Business Administration [MBA] Assurance of Learning Plan

MISSION: To deliver a competitive Masters of Business Administration program to working professionals in the St. Croix Valley (Twin Cities region). The program is grounded in the importance of competencies in the functional areas of business while expanding students' understanding of the systemic elements that impact managing an organization. The integrative course of study is designed to prepare students for career advancement as innovative and principled leaders.

MBA LEARNING OUTCOMES: Students completing the Master of Business Administration degree will possess skills that will make them better managers. MBA graduates will be able to engage in integrated organizational decision-making using:

1. Management, marketing, finance, principles.
2. Appropriate research and statistical procedures.
3. Effective human resource management and leadership principles.
4. An understanding of ethical and legal frameworks.

Appendix MBA-A(1) highlights how the program's learning outcomes support AACSB Standards. In addition to the MBA learning outcomes, the MBA program contributes to student achievement of the CBE learning outcomes.

MBA Contribution to CBE Learning Outcome Assessment:

The knowledge, skills, and abilities developed to meet the MBA learning outcomes also support achievement of some of the college-level [CBE] Learning Outcomes. **Appendix MBA-A1(2)** highlights which MBA Learning Outcomes support which CBE Level Skills and Perspectives. The checkmarks reflect the instructors' and Graduate Committee's agreement that the outcome has a substantial impact on that skill and/or perspective.

Appendix MBA-A(3) shows the MBA courses that contribute to the development of the CBE level Skills and Perspectives. Again, instructors determined that a substantial amount of emphasis and/or time on a topic supports a particular skill and/or perspective.

MBA ASSURANCE OF LEARNING PROCESS:

Direct Measurement of MBA Option Knowledge, Skills, and Abilities:

- Multiple direct methods are used to measure students' knowledge, skills, and abilities. The direct measures are embedded in required courses. Elective courses may also be used. The direct measures include individual case analysis, projects, papers, exams, and exercises.

- Direct measurement assessment of MBA learning outcomes occurs during the semester designated in **Table MBA 2**. Assessment is done once a year. The direct measurement methods adopted by the faculty are presented in **Appendix MBA-B**.
- The Practicum is the capstone in the MBA Curriculum. Students have an opportunity to synthesize and draw upon material and competencies gained through their courses and complete an independent research project. This project should incorporate investigative methods and approaches used in organizational research and managerial practice.
 - The practicum must demonstrate the ability of the student to use knowledge gained in the MBA program to improve an organizational decision process.
 - The practicum must have *an approved, detailed plan of action*. The Director of the MBA program must approve the detailed plan of action after it is approved by the faculty member assigned to the practicum.
 - The practicum must include a well-written report that provides a detailed description of the practicum research, activities and product. The research *must include a review of existing literature on the topic*.
 - The practicum report and product must be presented to an appropriate audience.

Please refer to **Appendix MBA-C(1)** for the handout describing the complete process. **Appendix MBA-C(2)** contains the practicum rubric currently used to assess the project.

- Rubrics for assessing learning outcomes are developed by the faculty member teaching the course and approved by the MBA faculty. Rubric design is consistent with the format adopted by the MBA faculty. Rubrics are shared with other MBA faculty. The rubrics are broad enough to allow use with multiple cases/ assignments but specific enough to measure the learning outcome. Rubrics associated with the learning outcomes are shown in **Appendix MBA-D**.
- To support the development of the knowledge and skills needed to achieve the MBA learning outcomes, the MBA faculty have identified primary learning outcomes for each of the required courses. **Appendix MBA-E** matches the course learning objectives to the MBA learning outcomes they support. Those courses contributing substantially to a learning outcome is listed (as identified by faculty and approved by the committee).

In-direct Measurement of Management Option Knowledge, Skills, and Abilities:

In addition to the direct measures identified above, the management option faculty use several indirect measures. **Table MBA1** summarizes the mix of direct and indirect measures. The MBA program primarily values direct assessment over indirect assessment (at least 60% or more is direct).

Table MBA1: Direct and Indirect Measures of Learning Outcomes

| Direct Measures | Indirect Measures [all Outcomes] |
|---|--|
| <ul style="list-style-type: none"> • Content Specific Exam Questions • Case Analysis • Simulations • Papers • Knowledge and/or application oriented exercises • Individual Projects • Team projects with individual contribution component [later is what is assessed] • Student portfolios – Individual work and Self Reflections • Practicum – Rubric in Appendix 3(b) | <ul style="list-style-type: none"> • Course content specific exam questions [not requested by program faculty but which the professor includes their discussion of how course assessment supports program level AoL] • Team Projects • Faculty/peer observations from team/class engagement • New Student Survey – Appendix MBA-F(1) • Graduate Exit Survey – Appendix MBA-F(2) • Alumni Surveys • Business Surveys |

Assurance of Learning (AoL) Process Actions and Time-line

The following AoL process has been adopted by the MBA faculty. Additional AoL activities may be added as needed. Although the College of Business & Economics follows a two-year assessment process, the MBA faculty has chosen to assess classes annually.

1. The primary stakeholders for the MBA program are: MBA students, MBA faculty, and the College of Business and Economics.
2. Secondary stakeholders for the MBA program are: the companies who employ the students and/or its graduates, the regional business community, UWRF, and AACSB.
3. **Table MBA2** contains the learning outcome assessment schedule. Variations to the schedule may occur due to course schedule changes.

Table MBA2: Assessment Schedule

| Semester | Class | Learning Outcome |
|----------|--|--|
| FALL | MNGT 700 MNGT 701 MNGT 704 FINC 706 MNGT 720 MNGT 710 | LO1 LO3, LO4 LO4 LO1 LO1, LO2, LO3, LO4 LO2 |
| SPRING | MKTG 702 MNGT 703 MNGT 705 MNGT 709 MNGT 710 | LO1 LO3 LO1 LO2 LO2 |
| SUMMER | As scheduled | |

4. MBA faculty are to include relevant MBA learning outcomes on course syllabi and assessment assignments. This helps students connect the various classroom assessments to MBA learning outcomes.
5. MBA faculty will review Appendix MBA-E and how the course learning objectives support the MBA level learning outcomes as part of the assessment reviews. Course objective integration is included to show the linkage, not for direct MBA learning outcome assessment.
6. MBA faculty will develop an AoL report for each course/semester in which assessment of MBA or CBE Learning Outcomes are measured. The report will summarize the assignment used to measure the learning outcome, present findings, and make recommendations for enhancing student performance, the assessment process, and/or MBA curriculum.
7. MBA faculty will meet during the last week of August to 1) review and approve rubrics that will be used to measure performance on the program's four learning outcomes and 2) make any needed adjustments to the measurement process.
8. As needed, AoL activities will be included as part of the MBA program's regular meetings. This will be documented in the program meeting minutes. Minutes of MBA faculty meetings will be maintained by the MBA Director and stored on the G Drive.
9. No later than October 30th, the MBA faculty will meet to discuss the measurement feedback collected during the year. The information will be used to make changes to the MBA AoL process, curriculum, strategic initiative, and faculty development plans. If significant changes are made to the AoL process, a copy of the revised Management AoL plan will be submitted to the Chair of the CBE Assessment Committee. In addition to internally generated feedback, the program will consider feedback received from the CBE assessment committee, UWRP assessment committee, and/or accrediting bodies regarding the content of its AoL plan/report.

Minutes summarizing the review and recommended changes will be maintained by the MBA Director and stored on the G drive. Depending on the recommendations made, information from the review will be shared with the following CBE committees: Assessment, Faculty Development, and Strategic Planning

10. MBA faculty will meet no later than April 5th of each year to review AoL activities for the current academic year. Included as part of this review, if not already done, will be feedback obtained from the indirect measures identified in **Table MBA1**. The outcome from this meeting will be agreement on any needed changes to the AoL process, course curriculum, or faculty development strategies. Documentation will be by minutes maintained by the MBA Director housed on the G drive.
11. No later than April 30th of each year the MBA program will submit to the Chair of the CBE Assessment Committee the program's AoL report for the current academic year.

The report will contain information consistent with the report requirements adopted by UWRF and those requested by the CBE Assessment Committee and/or administration. The full report will be housed on the MBA AoL G Drive. Any resulting changes to the AoL plan will periodically be sent to the UWRF Assessment Committee with the revised plan being posted to the UWRF assessment site. An executive summary of the AoL report will be posted to the AoL section of the CBE website and summarized in the AoL Musings Newsletter, both of which are available to faculty and students.

12. MBA faculty are encouraged to include discussion of their participation in the AoL process as part of their professional reflections.
13. To the extent possible, all AoL plans, reports, minutes, and samples of student work are to be stored on the G Drive. All MBA faculty and CBE administration can access the drive. The structure of G Drive follows:

COMMITTEES -> CBE GRAD COMMITTEE

- AoL Plan
- Documentation of AoL Development Process
- Minutes of Department Meetings Regarding AoL
- Reports – exit interviews, alumni surveys, etc.
- Reports – Faculty – Coding:
 - i. Year
 - ii. Semester
 - iii. Course Prefix and Number
 - iv. Assessment Level
 1. MBA
 2. CBE
- Electronic samples of Student Work [Well Developed, Developed, Undeveloped]
 - i. Well Developed, Developed and Undeveloped examples
 - ii. Paper Copies will be centralized
- Miscellaneous Instructions

*During 2010-2011 data collection, data analysis, and improvement recommendations will be done.

APPENDIX MBA-A(1)

MBA Learning Outcomes supporting AACSB standards

| MBA Learning Outcomes | AACSB The capacities developed through the knowledge and skills of a general master's level program are: | | | |
|--|--|---|--|---|
| | Capacity to lead in organizational situations. | Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines. | Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments. | Capacity to understand management issues from a global perspective. |
| LO 1: Apply management, marketing, & finance principles in dec-making process | x | x | x | x |
| LO 2: Apply appropriate research & statistical procedures | | x | | |
| LO 3: Apply effective HR management & leadership principles | x | x | x | x |
| LO 4: Understanding of ethical & legal frameworks | | x | x | x |

APPENDIX MBA-A(2)
MBA Learning Outcomes in Support of CBE Skills and Perspectives

| MBA Learning Outcomes | Ethical | Global | Political | Social | Legal & Reg. | Environmental | Technology | Diversity | Written Comm. | Oral Comm. | Teams | Acquire Info. | Make Decisions |
|---|---------|--------|-----------|--------|--------------|---------------|------------|-----------|---------------|------------|-------|---------------|----------------|
| LO 1: Apply management, marketing, & finance principles in decision-making process | | X | | | | | | | X | X | X | X | X |
| LO 2: Apply appropriate research & statistical procedures | | | | | | | X | | | | X | X | X |
| LO 3 Apply effective HR management & leadership principles | X | | X | | X | | | X | | | | | X |
| LO 4: Understanding of ethical & legal frameworks | X | | | | X | | | | | | | | X |

APPENDIX MBA-A(3)
MBA Courses in Support of CBE Skills and Perspectives

| | Ethical | Global | Political | Social | Legal & Reg. | Environmental | Technology | Diversity | Written Comm. | Oral Comm. | Teams | Acquire Info. | Make Decisions |
|------------------------|---------|--------|-----------|--------|--------------|---------------|------------|-----------|---------------|------------|-------|---------------|----------------|
| MNGT 700 Org Theory | | | | | | | | | | | X | | X |
| MNGT 701 Ldrship | X | | | | | | | | | | | | X |
| MKTG 702 Marketing | X | | | | | | | | X | X | X | | X |
| MNGT 703 HRM | | | X | | X | | | X | | | | X | X |
| MNGT 704 Bus Law | | | | | X | | | | | | | | X |
| MNGT 705 Operations | | X | | | | | X | | | X | | X | X |
| FINC 706 Finance | | | | | | | | | X | X | X | X | X |
| MNGT 709 Statistics | | | | | | | X | | | | X | X | X |
| MNGT 710 Practicum | | | | | | | | | X | | | X | X |
| MNGT 720 Strategy | X | X | | | | | | | | | | | X |
| MNGT 789 Electives | | | | | | | | | | | | | X |

APPENDIX MBA-B: DIRECT MEASUREMENT (Course Embedded) ASSESSMENT of MBA LEARNING OUTCOMES

| MBA Learning Outcomes | MNGT 700 Org Theory | MNGT 701 Ldshp & Ethics | MKTG 702 Marketing | MNGT 703 HRM | MNGT 704 Bus Law | MNGT 705 Operations | FINC 706 Finance | MNGT 709 Stats | MNGT 710 Practicum | MNGT 720 Strategy | MNGT 789 Electives |
|--|---|---|--|---|---------------------------|---|------------------------|---------------------------|--|---------------------------|--------------------------|
| LO 1: Apply management, marketing, & finance principles in dec-making process | Case Analysis focused on using multiple interpersonal concepts. Includes recommendations for improving the situation. | | Case Analyses focusing on various concepts | | | Exam questions assess understanding of principles illustrated in Deming's Bead experiment | Exam & Case Analyses | | | Integrative case analysis | X |
| LO 2: Apply appropriate research & statistical procedures | | | | | | | | Project, Application Exam | Researching, developing process or procedure to improve org'l dec making | X | |
| LO 3: Apply effective HR management & leadership principles | | Students' Leadership Philosophy incorporating course concepts | | Applied project solving an HR issue by defining objectives, seeking out resources, synthesizing information | | | | | | X | |
| LO 4: Understanding of ethical & legal frameworks | | Exam | | Exam questions | X | | | | | X | |

APPENDIX MBA-C(1) PRACTICUM PLAN

The Practicum is the capstone in the MBA Curriculum. Students have an opportunity to synthesize and draw upon material and competencies gained through their courses and complete an independent research project. This project should incorporate investigative methods and approaches used in organizational research and managerial practice.

Process – How do I begin?

A typical practicum should follow this process:

1. You have a general idea of something you want to do and you meet with the Director to discuss it.
2. You meet with a supervisor at your place of work and see if it is of interest to your employer.
3. You develop a 1-2 page draft **practicum project plan** of action and show it to the Director. (See “Practicum Project Plan” and “Project Plan Rubric/Assessment”)
4. The Director identifies 1 MBA **faculty** for you to **consult** with prior to the project and during the project.
5. Your detailed practicum project plan is approved by the Director and faculty consultant.
6. You are added to the Practicum course MNGT 710 (2 credits).
7. About halfway through the project you check in with the Director and the faculty consultant.
8. You develop your product and present it to someone
 - A. Employer/Supervisor
 - B. Group of MBA faculty and students
9. You develop a well-written, properly footnoted practicum report.
10. The Director seeks a judgment of quality from your MBA faculty adviser.
11. You meet with the Director.
12. Grade is assigned.

Of course, modification of the above is allowed to meet your individual circumstance.

Requirements - The following objectives must be met

- o The practicum must demonstrate the ability of the student to use knowledge gained in the MBA program to improve an organizational decision process.
- o The practicum must have *an approved, detailed plan of action*. The Director of the MBA program must approve the detailed plan of action after it is approved by the faculty member assigned to the practicum.
- o The practicum must have a well-written report submitted that provides a detailed description of the practicum research, activities and product. The research *must include a review of existing literature on the topic*. What is in the academic (and maybe practitioner) literature? This should set up solid reasons for your project.
- o The practicum report and product will be presented in one of the following ways:
 - a. A presentation of the product to an appropriate audience.
 - b. A presentation to College of Business & Economics faculty and students.

The deliverable – What do I have to hand in?

You provide TWO copies of a black or white 3- ring binder (with title and name of author on the spine) that includes:

- o The approved practicum plan.
- o A well written and **properly footnoted** practicum report.

- Properly footnoted presentation of research used to develop the practicum product.
- Well written narrative that describes, in detail, the process you followed to develop the practicum product. This includes a time line of actions, consultations, and research.
- A properly structured reference list using a style available at our library (APA preferred). <http://owl.english.purdue.edu/owl/resource/560/18/>
<http://www.uwrf.edu/library/reference/#citation>.
- A paper copy of the practicum product.
- A paper copy of the slides that were used in the presentation (if relevant).
- A CD copy of the 4 things mentioned above.
- **Your employer or other appropriate audience provides a note regarding the presentation.** (Not an evaluation but Proof of presentation.)
- A program/self assessment that is a clear statement (1 – 2 pages) of how knowledge gained in the MBA program helped you to develop the practicum product. This may be done by looking at specific courses and how content contributed to the practicum.
- A clear and detailed table of contents.

The practicum is experiential. You are asked to demonstrate the application of things you have learned in the MBA program to an organizational decision making process. If you have a job that allows this, it should concern some managerial decision process at your place of work. If a practicum project at your place of employment is not possible, work with the director of the MBA to develop an alternative structure.

NOTE if you are interviewing or surveying individuals:

Exemption for survey or interview procedures. Research involving survey or interview procedures is exempted from review by the Human Subjects University Committee unless (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. This exemption does **not** apply to research using minors.

APPENDIX MBA-C(2): MBA PRACTICUM RUBRIC

| Name: | Title of Practicum: | | Faculty Consultant: | Submission Date: |
|--|--|--|--|------------------|
| | | | | |
| | Unacceptable - 1 | Competent - 2 | Exemplary - 3 | Score |
| Practicum Charter/project synchronization | Practicum project omits significant components of the charter. | Practicum project includes most components of the charter. | Practicum project includes all components of the charter. | |
| Demonstration of achievement of program competencies | Practicum project does not demonstrate achievement of any program competencies | Practicum project demonstrates significant achievement of one or more program competencies | Practicum project demonstrates mastery of one or more program competencies | |
| Quality of Practicum Project | The project quality is low. | The project is acceptable and may be useful for an organizational decision making process. | The project is creative and highly demonstrates MBA competencies in an organizational decision making process. | |
| Research | No or little evidence of research completed. | The review of the literature is adequate but incomplete. | There is a complete review of the literature regarding the processes included in the project. | |
| Practicum Report (a complete description of research, practicum activities, and the practicum product) | Report does not include a complete description of research, practicum activities, and the practicum product. | The report adequately describes practicum research, activities, and the practicum product with some errors in grammar, spelling, and/or incorrect in documenting/citing sources. | The report is complete; is focused, correctly documents and cites sources; is free from errors in grammar, punctuation, word choice, and spelling. | |
| Presentation of Practicum Project | No presentation done. | Presentation completed but there is no independent verification or there is no documentation of the presentation. | Presentation is well documented and completed as evidenced by a letter from an organizational leader. | |
| Self-Assessment | Practicum report does not document how knowledge gained in the MBA program helped with the project. | There is an adequate statement regarding how the courses in the MBA program helped with the project. | There is a clear, compelling statement regarding the student's self assessment of how knowledge gained in the MBA program helped with the project. | |
| General Organization of Practicum | Documentation/report of the practicum was not submitted or organized according to guidelines. | Documentation/report is adequate, but there are significant weaknesses in organization and presentation. | Documentation/report is extremely well organized; easy to read with useful table of contents, pagination, and reference list. | |
| Score | | | | |

APPENDIX MBA-D –RUBRICS

Rubric 1 – *Interpersonal Dynamics (MNGT 700)* The rubric serves as a general guide for assessing the assignment and MBA Learning Outcome #1.

| Characteristic | Well Developed | Developed | Undeveloped |
|--------------------------------|---|--|--|
| Analytical Focus | Analysis effectively addressed actions of all of the players in the case. The aggregate analysis was used to explain the situational dynamics and their impact on key protagonists. | Analysis focused on primary protagonist and one other player in the case. Analysis used to explain the impact on key protagonist. Analysis included how this person's actions contributed to the situation. Overall analysis was good, some key dynamics were missing. | Analysis focused exclusively on key protagonist. Limited to no consideration of the action of others. No focus on how this person's actions helped to create the dynamics. Very limited analysis. |
| Application of course concepts | Excellent application of material from all chapters and class material. Some individual application was included but most of the application linked concepts to explain the dynamics presented in the case. Application of the concepts was correct for the situation in case. A substantive amount of relevant material from non-textbook material, class handouts and discussions was used. | Good application of concepts from at least three of the chapters. Application used the substance of most of the concepts though some general level application was used. Some theories presented from a 'stand alone' analysis. Application of the concepts was generally correct though some minor 'inaccuracy' were included that did not detract significantly from the overall final analysis. Some relevant non-textbook material was used. | Limited application of concepts. Concepts from one chapter used or, if from several chapters, the application was very general & at the 'surface' level. Application contained inaccurate use of concepts that significantly detracted from the overall analysis. Application was not appropriate given the person/situation. No or only limited non-textbook material was used. Not all of the material used was relevant to the situation in the case. |
| Integration of course concepts | Excellent integration of OB theories, concepts and ideas. Integration of concepts from five or more chapters. Very good integration of concepts from course articles, handouts, and lectures with textbook concepts. Linkages were accurate. | Good integration of some of the OB theories. Integration of concepts from three or four chapters. Good integration of concepts from course articles, handouts and lectures with textbook concepts. Some inaccurate linkage may be present. | Limited [or no] integration of OB theories, concepts and ideas. Or, if present were inaccurate. No or limited integration of concepts from course articles, handouts, and lectures with textbook concepts. |
| Recommended course of action | Multiple [5 or more] specific recommendations are provided. The recommendations are clearly stated. The narrative provides significant insight on the affect that the recommendations [individually and in aggregate] will have for key protagonist and the organization. Course concepts are integrated to show the validity of the recommendations in light of the situation. | Two to four recommendations are provided. Recommendations are general in nature though there may be some details. The narrative provides some insight on the affect that the recommendations will have for the key protagonist and/or the organization. Most are presented individually. Some course concepts are used to support the validity of the recommendations in light of the situation. | One or no recommendations were provided. For the recommendation[s] provided, there is lack of clarity and are very broad. No or only limited course concepts are used to support the recommendations. Situational context is absent or very limited. |
| Written presentation | Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Develops concise standard English sentences, balances a variety of sentence structures effectively. Professional terms/language is used correctly. The writing is essentially error-free in terms of spelling and grammar. The writer's | Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall professional organization relating most ideas together. Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. Professional terms are generally used correctly. While there may be minor errors, the writing follows | Does not develop ideas cogently, uneven and ineffective overall professional organization. Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting. Professional terms misused. Writing contains frequent spelling and grammar errors |

| Characteristic | Well Developed | Developed | Undeveloped |
|----------------|---|---|---|
| | <p>decision about focus, audience, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece. Overall, the presentation does not detract from the writer's ability to effectively communicate their ideas.</p> | <p>normal conventions of spelling a grammar throughout and has been carefully proofread. The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing. Conveys a sense of audience.</p> | <p>which interfere with comprehension. The purpose and focus of the writing are not clear to the reader. Unfocused sense of audience.</p> |

Rubric- Decision Making/Problem Solving (MNGT 703)

| | Well Developed | Developed | Undeveloped |
|----------------|---|---|---|
| Identification | Clearly identifies and summarized the organizational challenge/opportunity. | Challenge/opportunity is identified but is somewhat unclear and summarization is basic. | Fails to identify the issue or identifies the issue but is not clear and the summarization lacks focus. |
| Application | Applies structure throughout the decision making process. Reflects an in-depth understanding of the situation; brings an unexpected appropriate depth of knowledge to justification. | Apply some structure to the decision making process. Process reflects good understanding of the situation and decision making process. | Fails to apply a decision making structure or only uses one or two criterion. |
| Acquisition | Gathers optimal information from a variety of quality electronic and print sources. Evaluates and selects only the best sources for usefulness and quality. Uses the information effectively to draw appropriate conclusions to optimally make the decision. | Gathers good information appropriate to the decision. Uses a variety of sources. Does a good job of evaluating the quality and usefulness of the sources. Uses the information to draw appropriate conclusions. | Gathers no appropriate information. Uses a limited number of sources or inappropriate ones. Does not evaluate the information obtained. Fails to use the information that is collected. |
| Reflection | Creates, integrates, & evaluates information/ideas across a range of contexts, cultures and areas of knowledge when appropriate. Examines attitudes, values & assumptions & assesses their implications in a variety of context. Integrates experience, reason, & information to make meaningful choices. | Integrates and analyzes information/ideas in several contexts. Examines assumptions, attitudes, and values with awareness of their implications. Uses experience, knowledge, reason and information to make conclusions, judgments, products. | Responds to information/ideas using immediate context or existing knowledge. No or limited awareness that assumptions, attitudes & values affect thinking and the presentation of information. No or limited use of experience and knowledge to reach conclusion. |
| Solution | Develops an appropriate solution in line with organizational "best practices" and includes reference to relevant federal, state, case law. | Solution(s) is appropriate and usable but attention is lacking to some relevant law or org'l practice. | Solution is not appropriate and/or doesn't address issues that should have been discovered during research. |

Rubric – *Integrated Organizational Decision Making* (MNGT 720) How well is the student able to apply the following to decision making in organizations?

| | Well-Developed | Developed | Undeveloped |
|--|--|--|---|
| Management | Recognizes several management issues; refers to several management theories to support decision making | Recognizes a management issue; refers to a specific management theory | Does not recognize a management issue. |
| Marketing | Recognizes several marketing issues; refers to several marketing theories | Recognizes a marketing issue; refers to a specific marketing theory | Does not recognize a marketing issue. |
| Finance | Recognizes several finance issues; is able to apply finance to decision making | Recognizes a finance issue; is able to do some financial analysis, but still has difficulty applying finance to decision making | Does not recognize a finance issue; is not able to apply finance to decision making |
| Research | Is able to research an issue using multiple, valid sources; applies new information appropriately to decision making | Researches an issue from a couple of sources; sources are valid; is somewhat able to apply new information into decision making | Researches an issue from one source; does not discern valid sources of information; is not able to apply new information into decision making |
| Statistical | Able to apply statistics to decision making; sophisticated presentation of statistics to persuade and support decision making | Somewhat able to apply statistics to decision making; presents simple statistics to persuade and support decision making | Unable to apply statistics to decision making; unable to present statistics to persuade and support decision making |
| HRM | Recognizes several HRM issues; refers to several HRM theories to support decision making | Recognizes one HRM issues; refers to more than one HRM theories to support decision making | Does not recognize HRM issues; refers to no HRM theories to support decision making |
| Leadership | Recognizes several leadership issues; refers to several leadership theories to support decision making | Recognizes one leadership issues; refers to more than one leadership theories to support decision making | Does not recognize leadership issues; refers to no leadership theories to support decision making |
| Ethics | Recognizes several ethical issues; refers to several ethics theories | Recognizes an ethical issue; refers to a specific ethics theory | Does not recognize an ethical issue. |
| Legal | Recognizes several legal issues | Recognizes a legal issue; | Does not recognize a legal issue. |
| Analysis of business situations and integration of business decisions. | Uses appropriate level of analysis to generate considerable additional insight; provides excellent integration across disciplines in making decisions. | Uses appropriate level of analysis to generate some additional insights; provides some integration across disciplines in making decisions. | Provides only superficial Analysis; generates no or few new insights; does not integrate insights from different disciplines in making decisions. |

APPENDIX MBA-E: Courses Supporting the MBA Learning Outcomes

| MBA Course Learning Objectives | LO 1: Apply management, marketing, & finance principles | LO 2: Apply appropriate research & statistical procedures | LO 3: Apply effective HR management & leadership principles | LO 4: Understanding of ethical & legal frameworks |
|--|--|--|--|--|
| MNGT 700 Organizational Theory & Behavior (1) Major theories of motivation. (2) Impact of individual and group behaviors. (3) Impact of an organization's culture. (4) Concepts related to change, stress and employee well-being in the workplace. | X X X X | | | |
| MNGT 701 Leadership & Ethics (1) Identify and understand various conceptions and theories of leadership, both historical and current. (2) Apply leadership theories and approaches to case studies, video and real life examples. (3) Assess your own leadership skills and ethical competency. (4) Develop and articulate your own philosophy of leadership including ethical dimensions. | | | X X X X | X X X |
| MKTG 702 Strategic Marketing Management Students will develop strategic marketing decision-making skills and apply these skills to: (1) strategic marketing planning; (2) market opportunity analysis and targeting; (3) marketing mix decisions; and (4) ethical issues. | X X X X | | | X |
| MNGT 703 Human Resource Management (1) Students will demonstrate an understanding and knowledge about the attraction, selection, retention, development, and utilization of individuals in organizations. (2) Students will apply, analyze, and evaluate Human Resource Management material to case studies, video and real life examples. (3) Students will practice team work skills by solving a Human Resource issue by defining objectives, seeking out resources, synthesizing information, and presenting to the class. | X | | X X X | |

| MBA Course Learning Objectives | LO 1: Apply management, marketing, & finance principles | LO 2: Apply appropriate research & statistical procedures | LO 3: Apply effective HR management & leadership principles | LO 4: Understanding of ethical & legal frameworks |
|---|--|--|--|--|
| MNGT 704 Fundamentals of Business Law (1) Become familiar with the basic elements of contracts, (2) How to read and interpret many types of contractual agreements, (3) Learn about employment regulations affecting both the unionized and non-unionized workplace. | | | | X X X |
| MNGT 705 Operations, Project, and Quality Mgt (1) Students will learn the importance of operations strategy and how operations strategy should fit with corporate strategy. (2) Students will learn the basics of lean manufacturing and be able to contrast it with the traditional approach to manufacturing (3) Students will demonstrate an understanding of the human/political side of project management. (4) Students will know what work functions are necessary for a successful project. (5) Students will be able to calculate task early start, early finish, late start, and late finish times; cost and schedule variances; and project cost given desired completion dates (CPM) | X X X X | X | | |
| MNGT 706 Financial Management (1) Learn application of financial management theories and concepts through case analysis and use of financial tools including computer spreadsheets and financial calculators. (2) Learn to evaluate financial performance of a firm, perform discounted cash flow analysis, retrieve financial information from Internet sources, and communicate the results effectively. (3) Understand financial statements, their interrelationships, and gain and ability to make quantitative/quantitative assessments. (4) Understand the application of the basic capital budgeting techniques & the estimation of project cash flows to evaluate alternative investment projects. (5) Learn the various sources and cost of capital available to the firms for investment analysis and decisions. (6) Understand how a company determines its optimal capital structure and capital budget. | X X X X X X | | | |

| MBA Course Learning Objectives | LO 1: Apply management, marketing, & finance principles | LO 2: Apply appropriate research & statistical procedures | LO 3: Apply effective HR management & leadership principles | LO 4: Understanding of ethical & legal frameworks |
|--|--|--|--|--|
| MNGT 709 Statistics (1) Students will have the ability to collect data from published or unpublished sources, a database, or with surveys. (2) Students will be able to organize and summarize data. (3) Students will be able to make sense out of data and pass this information on to others. (4) Students will have general knowledge of inferential statistics using techniques such as ANOVA, Chi-Square Tests, and Regression. (5) Students will be able to use common statistical techniques. (6) Students will understand how statistical analysis may be used by decision makers. | | X X X X X X | | |
| MNGT 710 Practicum The practicum must demonstrate the ability of the student to use knowledge gained in the MBA program to improve an organizational decision process. Students will: (1) Use investigative methods and approaches, (2) Synthesize information, (3) Present in a professional manner. | X | X | | |
| MNGT 720 Strategy and Organizational Performance (1) Relate the strategic management planning process to the overall firm's objectives. (2) Compare and synthesize two approaches to strategic management: I/O Economic perspective and Resources Based View of the firm. (3) Analyze a firm's environment and create strategies that leverage a firm's competencies and capabilities. (4) Appraise a firm's strategies for the potential to create a sustainable competitive advantage. (5) Discuss organizational challenges and barriers to creating a firm's competitive advantage. | X X X X X | X X X X X | X X X X X | X X X X X |
| MNGT 789 Electives | X | X | X | X |

**APPENDIX MBA-F(1)
GRADUATE EXIT SURVEY**

Name:

Date:

Master of Business Administration Competencies : Exit Interview Assessment

For each of the four program competencies, please indicate the extent to which the MBA program helped to provide you with this ability. Also, please indicate how the MBA program might be improved with respect to this program competency.

- 1. Students will be able to apply management, marketing, finance, and communication principles in the organization's decision making process.**

helped a great deal + + + some help + + + did not help at all

suggestions:

- 2. Students will be able to apply appropriate research and statistical procedures in the organization's decision making process.**

helped a great deal + + + some help + + + did not help at all

suggestions:

- 3. Students will be able to apply effective human resource management and leadership principles in the organization's decision making process.**

helped a great deal + + + some help + + + did not help at all

suggestions:

- 4. Students will be able to apply an understanding of ethical and legal frameworks in organization's decision making process.**

helped a great deal + + + helped some + + + did not help at all

suggestions

APPENDIX MBA-F(2)

New Student Survey

(Date)

(Name/Address Block)

Dear __ (First Name) _____,

First we want to thank you for enrolling in our MBA Program. We know you had several choices and it's a major life commitment.

A crucial part of attracting students to the Master of Business Administration program is to understand what motivated you to apply and enroll in our program. Enclosed is a very short asking for your feedback.

Your answers will be of great value to us and to the growth of the MBA program.

Please return the survey in the enclosed, self-stamped envelope.

Sincerely,

Claire McCarty Kilian, Ph.D.

Director, Master of Business Administration

MBA SURVEY

1. Why did you decide to undertake a Master's degree?
 - Career change
 - Career advancement
 - Higher remuneration
 - Recommendation from supervisor
 - Recommendation from co-worker
 - Other _____

2. How did you hear of the Master of Business Administration program?
 - CBE Website
 - Other Website/Link
 - Co-worker
 - Family
 - Friend
 - Newspaper Advertisement
 - Master's program graduate or current MBA student
 - Other _____

3. What were the most important factors influencing your decision to apply to the MBA program? (Check all that apply.)
 - Tuition
 - Small classes
 - Close to home
 - Close to work
 - Classes meet one night per week
 - Curriculum
 - Reputation of the school
 - Quality of the degree program
 - Reference: from a friend or colleague
 - Other _____

4. As a new student, what do you consider the most attractive feature of the program?

5. Where should we be advertising the program?

6. How important is it that classmates have work experience?

Of little importance -----Of great importance