During the 2015-2016 academic year, student performance on the following learning outcomes was evaluated. Faculty team reviewed artifacts from common courses to evaluate learning outcomes 1-4.

1. MBA Graduates will be able to apply an integrative, evidence-based approach to decision making.
2. MBA Graduates will be able to evaluate a global business environment to support strategic decision making.
3. MBA Graduates will be able to apply ethical reasoning to decision making.
4. MBA Graduates will be able to effectively communicate in a business context.
5. MBA Graduates will be able to demonstrate general business knowledge as measured by the ETS MBA Field Exam.

The faculty also adopted a new Assurance of Learning process. The AoL process is grounded in direct assessment of artifacts collected in common courses. Rubrics were developed to measure performance for learning outcomes 1-4. Faculty teams were trained on how to evaluate artifacts. The first set of reviews were conducted in Fall 2014 for learning outcomes 1, 2, and 4. Artifacts for learning outcomes 1-4 were collected in Spring 2015 and will be evaluated at the beginning of the next academic year.

A Dashboard design was used to measure and report performance. The following table illustrates the performance indicators:

| Green ‘Light’ | Indicates that 80% or more of the performance was assessed to be in the ‘developed’ or ‘well developed’ category. |
| Yellow ‘Light’ | Indicates that 50% to 79% of the performance was assessed to be in the ‘developed’ or ‘well developed’ category. |
| Red ‘Light’   | Indicates that 49% or less of the performance was assessed to be in the ‘developed’ or ‘well developed’ category. |

The findings from the evaluations completed during the academic year indicated that student performance met expectations for all of the rubric elements associated with learning outcomes 1-4 with the exception of writing mechanics and oral presentation mechanics. There were mixed results for both of these. To improve the mixed results, faculty have added additional assignments that require oral presentation, provide a handout developed by the college’s AACSB AoL Assessment Committee on how to deliver an oral presentation, provide additional feedback on presentations, and shared examples from consulting work.

The high percentage of “green lights” was viewed as positive and no actions to improve the results were identified, rather the program will continue to engage in the current pedagogy approaches. The “yellow lights” for written and oral will be reassessed following evaluation of the Spring 2016 artifacts.

The Educational Testing Services’ MBA Field Test was administered in both the Fall and Spring Semesters. The test has a maximum of 300. The aggregate mean for the CBE MBA students was 251 which is at are exceed the normed data mean. This meets the benchmark set by the college’s AACSB AoL Assessment Committee.

Indirect feedback from graduating students was collected that measured the student’s perception of their ability to do what the learning outcomes identify. With the exception of ‘to evaluate a global business environment’ 100 percent of the students agreed. For the exception, 94% agreed.