

H.L. McLaughlin
Master of Business Administration
Five Year Program Review

Spring 2006



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PROPOSED ACTIONS

As part of the MBA 5-year review, the Educational Policies Committee is being asked to approve a new MBA curriculum and other program changes as detailed in this report. The new curriculum model with a summary of changes appears below and on the next page:

The New H.L. McLaughlin MBA Program at St. Ambrose University

Pre MBA courses (10 credit hours)

Students will be placed in one, two or three of these courses depending on a combination of factors, including undergraduate degree, work experience and GMAT score

MBA 501—Foundations of Business I*

MBA 502—Foundations of Business II*

MBA 503 –Math for Graduate Business Students and Business Statistics (4 credits)**

Foundation Courses (12 credit hours)

All SAU MBA students take the following courses.

MBA 605 – Business Concepts and Theories* (taken near the beginning of the program)

MBA 610 – The Environment of Business*

MBA 670 – Operations Management

MBA 800 – Strategic Management (taken at the end of the program)

Breadth Courses (15 credit hours)

Depending on a student's academic and professional background, a more advanced course in the same area may be substituted for some of these courses.

MBA 606 – Accounting for Managers*

MBA 621 –Human Behavior in Organizations

MBA 626 – Managerial Economics

MBA 675 – Financial Management

MBA 680 – Marketing Management

Course Unique to SAU (11 credit hours)

All SAU MBA students take the following courses.

MBA 600 – Introduction to Graduate Study (1 credit)*

MBA 603 – Statistical Applications in the Discipline (1 credit)*

MBA 690 – Leadership Through People Skills

MBA 615 – The Ethical and Social Responsibility of Business**

MBA 699 – Project Course*

Electives (9 credit hours)

These courses are at the discretion of the student, with the approval of the advisor. For a comprehensive list of available Electives, see Appendix A.

Program Total: 17 – 20 courses (47 – 57 credit hours)

* represents new courses to be developed

** represents courses to be modified for content (615 also has a new course number)

Summary of New Curriculum Changes

Courses to be Adapted or Combined	into	New Course
MBA 526 Macroeconomics Analysis for Business MBA 635 Legal and Social Environment of Business	→	MBA 610 The Environment of Business
MBA 506 Financial Accounting MBA 507 Managerial Accounting	→	MBA 606 Accounting for Managers
MBA 500 Mathematics for Management And Economics	→	MBA 503 Math and Business Statistics for Graduate Business Students (4 cr)
MBA 505 Statistical Methods for Decision-Making	→	MBA 603 Statistical Applications in the Discipline (1 cr)

New Courses

Leveling Courses (Pre-requisites)

- MBA 501 Foundations of Business I
- MBA 502 Foundations of Business II

Required Courses

- MBA 605 Business Concepts and Theories
- MBA 600 Introduction to Graduate Studies (1 cr)
- MBA 799 Project Course

Miscellaneous Changes

- MBA 785 (was 685) Human Resource Management shifts from requirement to elective
- MBA 615 (was 710) Business Ethics shifts from elective to requirement
- Number of elective credits increases from 6 to 9

SUMMARY OF ACTIONS TO BE TAKEN BY EDUCATIONAL POLICIES

Specifically, EPC is being requested to approve all of the following changes to the MBA program

A. Changes as Part of the New Curriculum Approval

1) **New courses** (4 point plans included) –names are subject to change pending further implementation progress:

a) **Pre-requisite Courses** for those without adequate business background:

MBA 501 Foundations of Business I

MBA 502 Foundations of Business II

MBA 503 Math for Graduate Business Students and Business Statistics (4 credits)

b) **Foundation Courses:**

MBA 605 Business Concepts and Theories

MBA 610 The Environment of Business

c) **Breadth Courses:**

MBA 606 Accounting for Managers

d) **Courses Unique to SAU:**

MBA 600 Introduction to Graduate Study (1 credit)

MBA 603 Statistical Applications in the Discipline (1 credit)

MBA 799 Project Courses

➤ **Justification:** See justification for new model in next section of this document

2) **Courses renamed:**

MBA 621 Organizational, Theory Behavior and Communication to
Human Behavior in Organizations

MBA 800 Policy Formation and Implementation to
Strategic Management

➤ **Justification:** The faculty members who teach these courses consider the new names to be more reflective of course content and intent.

3) **Course renumbered and moved from *required to elective*:**

MBA 685 to

MBA 785 Human Resource Management

- **Justification:** As this course becomes an elective in the new program (see next section of document for justification for new model), it must be renumbered. MBA electives all have 700-level designation.

4) Course **renumbered, renamed** and moved from *elective to required*:

MBA 710 to

MBA 615 Business Ethics and the Social Responsibility of Business

- **Justification:** As this course becomes required in the new program (see next section of document for justification for new model), it must be renumbered. MBA required courses have 600-level designation. The new name accurately reflects the broad scope that this course takes.

5) Courses that will be **phased out** as the new program is implemented:

MBA 500 Mathematics for Management and Economics

MBA 505 Statistical Methods for Decision-Making

MBA 506 Financial Accounting

MBA 507 Managerial Accounting

MBA 526 Macroeconomics

MBA 635 Legal and Social Environment of Business (will most likely become an elective)

- **Justification:** See justification for new model in next section of this document

- 6) **A new admissions standard is also a part of the new curriculum and subject to EPC approval.**

Admissions requirements:

1. Individuals with a bachelor's degree in any field may apply for admission to the St. Ambrose University H.L. McLaughlin MBA program.
Note: Students without a Bachelor's degree in a business field are subject to take pre-requisites. See Course Requirements section.
2. Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business.
3. Candidates for the MBA Program must submit an official score from the Graduate Management Admissions Test (GMAT). No GMAT score older than 5 years is accepted, unless a candidate has already successfully completed a business related graduate program. Candidates who have taken another graduate admissions test, such as the General Records Examination (GRE), AND who have successfully completed a graduate program, in any field, will be examined on a case-by-case basis to determine the need for a GMAT score.
4. The admission formula is calculated by multiplying the undergraduate grade point average by 200 and adding the GMAT composite score. A minimum score of 950 and a minimum composite score of 450 on the GMAT is required for admission.
5. Candidates must complete and submit a professional portfolio, which includes the following:
 - a. An essay discussing:
 - i. The professional skills you have developed to date.
 - ii. How you hope to expand on your skills and abilities while in the St. Ambrose MBA program.
 - iii. Your short-term and long-term life and career goals.
 - iv. How the St. Ambrose MBA degree will assist you in achieving your goals.
 - b. A professional resume.
6. Candidates must submit two letters of recommendation, which addresses the student's ability to be successful in graduate school.
7. A minimum TOEFL score of 550 (paper) or 213 (computer) is required for international student whose native language or undergraduate experience is not in English.

Admission decisions will be made based on a thorough review of all application materials.

Candidates who are not accepted may be considered for a limited number of conditional admission spots. In order to be considered for conditional status, a candidate must submit:

1. An essay on one of the following topics (maximum 750 words).
 - a. An organizational change effort;
 - b. A creative solution to an organizational problem;
 - c. A risk taken within an organization.

2. An additional reference who has agreed to talk to the MBA admissions committee in person. This reference must be familiar with the candidate's abilities from the most recent 2 years.

Candidates placed on conditional admission status will be granted full admission once a minimum grade point average of 3.2 has been obtained in the candidates first four 600-level MBA courses.

- **Justification:** See justification for new model in next section of this document.

B. Other Course Changes - Electives

1) New Courses, which have never been taught (4 point plans included):

- a) As part of the new *Not-for-Profit Management Concentration* (previously approved by EPC):
 - MBA 740 The Not-for-Profit Sector**
 - MBA 741 Fundraising and Resource Development**
 - MBA 742 Not-for-Profit Strategy and Governance**

- b) As part of the *Healthcare Administration Concentration* being proposed (see separate proposal, which includes 4 point plans):
 - MBA 790 The Healthcare Sector**
 - MBA 791 Informatics**
 - MBA 792 Quality and Patient Safety**

- c) As part of the revised *Human Resources Concentration* (see below):
 - MBA 765 Performance Management Systems**

- d) As part of the revised *Finance Concentration* (see below):
 - MBA 754 Topics in Finance**

2) New Courses, which have been previously taught under MBA 715, Selected Topics (4 point plans and syllabi included):

- a) As part of the revised *Human Resources Concentration* (see below):
 - MBA 764 Conflict Resolution and Negotiation**

- b) As part of the revised *Finance Concentration* (see below):
 - MBA 750 Financial Institutions Management**

- c) As part of the revised *Marketing Concentration* (see below):
 - MBA 775 Advertising**
 - MBA 776 Marketing Case Analysis**

- d) Other *MBA electives*:
 - MBA 720 Building and Strengthening Teams**
 - MBA 734 International Marketing**

3) **Additional course changes:**

- a) Course renaming as part of the revised *Human Resources Concentration* (see below):
**MBA 763 Contemporary Labor Relations and Dispute Resolutions to
Employee Relations and Workplace Mediation**
- b) Course renumbering and renaming as part of the revised *Finance Concentration* (see below):
**MBA 750 Financial Policy and Decision Making to
Financial Institutions Management**

**MBA 751 Investment and Portfolio Management to
Advanced Corporate Financial Management**

**MBA 752 Capital Resources and Return on Investment to
Investments: Security Analysis**

**MBA 753 Security Investments, Markets and Techniques to
Investments: Portfolio and Risk Management**
- c) Course discontinued as part of the revised *MIS Concentration* (see below):
MBA 780 Database Management
MBA 781 Structured Systems Analysis
MBA 782 Decision Support Systems
- d) Course renumbered due to phase out of the *MBA in Healthcare* (see separate proposal):
MBAH 527 --- **MBA 793 Economic Analysis in Healthcare Management**
MBAH 681 --- **MBA 794 Strategic Marketing in Healthcare**
MBAH 686 --- **MBA 795 Healthcare Professional Management Issues**
MBAH 758 --- **MBA 796 HealthCare Integrated Delivery Systems
Management**
MBAH 805 --- **MBA 797, Selected Issues in Healthcare Management**
- e) Course being discontinued due to the phase out of the MBA in healthcare (see separate proposal):
MBAH 636 Legal Issues in Healthcare
MBAH 670 Human Behavior in Healthcare Organizations
MBAH 706 Quality Management in Healthcare
MBAH 576 Information Systems Management in Healthcare
MBAH 799 Professional Ethics in Healthcare management
MBAH 810 Capstone Seminar in Healthcare Management

- **Justification:** The courses being discontinued cover content that is being incorporated into the new Healthcare concentration courses. These courses will be officially phased out after all of the current MBA in Healthcare students (approx 7) graduate.

C. Changes to Concentrations

Each group of disciplinary faculty met to discuss the concentration requirements. Based on these discussions, the concentrations will be revised as suggested below:

Marketing Concentration

Current Requirements

Required:

MBA 771 Ethical Issues in Marketing
 MBA 772 Advanced Marketing Research
 MBA 773 Strategic Marketing Decision Making
 MBA 774 Consumer Behavior

Revised Requirements

Required:

MBA 772
MBA 773
MBA 774

Elective (students will take one of):

MBA 771
MBA 775 Advertising*
MBA 776 Marketing Case Analysis*

Note: these courses all have the basic marketing course (MBA 680) as a prerequisite

- **Justification:** MBA 775 and 776 have been offered under the Special Topics Number (MBA 715) and have acted as substitutes for other courses in the marketing concentration. While the marketing faculty feels that these courses are important marketing topics, they do not feel that a student should be awarded a marketing concentration without the knowledge gained in MBA 772, 773, or 774. Thus, the new required/elective structure.

*Course has been taught under the Special Topics (MBA 715) and is now being converted into an official course.

Human Resource Management Concentration

Current Requirements

Required:

MBA 760 Strategic Staffing and Career Mgmt

MBA 761 Compensation and Benefits Mgmt

MBA 762 Training and Development

MBA 763 Contemporary Labor Relations
and Dispute Resolution

(note: in practice, MBA 721 Labor
Management Partnerships often
substituted for MBA 763)

Revised Requirements

*Students must take any 4 of the
following:*

MBA 760

MBA 761

MBA 762

MBA 763 with a new name and
focus: **Employee Relations and
Workplace Mediation**

**MBA 764 Conflict Resolution and
Negotiation***

**MBA 765 Performance
Management Systems****

**MBA 721 Labor Management
Partnerships**

Note: these courses all have the basic human resource course (MBA 685) as a prerequisite.

- **Justification:** The faculty feels that a student should be able to choose his/her desired focus, based on interest and background, in earning the concentration. Thus, the new elective driven structure.

*Course has been taught under the Special Topics (MBA 715) and is now being converted into an official course.

** New course

Finance Concentration

Current Requirements

Required:

MBA 750 Financial Policy and Decision Making
 MBA 751 Investment and Portfolio Management
 MBA 752 Capital Sources and Return on Investment
 MBA 753 Security Investments, Markets and
 Techniques

Revised Requirements

Required:

MBA 750 Financial Insts Mgmt*
**MBA 751 Advance Corporate Fin
 Mgmt**
**MBA 752 Investments: Security
 Analysis**

Elective (students will take one of):

**MBA 753 Investments: Portfolio
 and Risk Management**
MBA 754 Topics in Finance**

Note: these courses all have the basic finance course (MBA 675) as a prerequisite. MBA 753 will have MBA 752 (or permission of instructor) as a prerequisite.

- **Justification:** Financial Institutions Management (MBA 750) has been offered as Commercial Banking under the topics (MBA 715) number as a substitute in the concentration for the past two years. The current MBA 750 and 752 are very similar, so the new MBA 751 will collapse the material from both courses into one course, which is focused on Corporate Finance. The Investment sequence (currently MBA 751 and 753) is being renumbered and renamed in order to make more sense for sequencing and clarity. Topics in Finance (MBA 754) is a course that may be offered in any semester based on faculty and/or student interest or a particularly relevant topic at a point in time.

*Course has been taught under the Special Topics (MBA 715) and is now being converted into an official course.

** New course

Management Information Systems Concentration

Current Requirements

Required:

MBA 780 Database Management
 MBA 781 Structured Systems Analysis
 MBA 782 Decision Support Systems
 MBA 783 Data Communication

Revised Requirements

Required:

CSCI 560 Advance Database Mgmt
CSCI 600 Systems Analysis
CSCI 650 Project Management

Elective (students will take one of):

MBA 783
CSCI 630 Information Assurance
CSCI 660 Computers and Commerce
CSCI 740 Mgmt of Info Tech

Note: None of these courses have prerequisites.

- **Justification:** Collaboration and efficient use of resources is the goal here. CSCI 560 and 600 are updated versions of MBA 780 and 781. The CSCI faculty feel that CSCI 650 gives the student crucial knowledge for this concentration. The faculty feel that the elective choices are all valuable to the concentration, but not as crucial as the others. According to the faculty, MBA 782 is very outdated and not useful to a student getting the concentration.

OVERALL DESCRIPTION OF THE PROGRAM

A. Changes since the Last Program Review

- 1) Four International Management courses have been developed, offered and most recently converted into an International Management concentration.
- 2) A concentration in Not-for-Profit Management has been developed and approved to begin in Fall 2006.
- 3) The decision was made to phase out the MBA in Healthcare, which will officially occur as the remaining students (approx 7) finish their degrees. No additional students will be admitted to this program and haven't been since Fall of 2004. The proposed concentration in Healthcare Administration is in response to a desire to remain in healthcare management and administration education.
- 4) MBA 670 has been offered as a two week experience in Europe the past two summers and has been avidly received.
- 5) More and more instructors are utilizing real-life experiences in their courses, which involve community partnerships.
- 6) Various courses have been developed for and offered on the web or have been offered as web-assisted courses. The goal is for students to be able to earn some of the concentrations via a distance by utilizing web courses.
- 7) The additions of Waterloo as one of the MBA sites.
- 8) The Ottumwa site has been successfully converted to a cohort model.
- 9) The Clinton site is in the process of being phase out.
- 10) Two new cohorts of students (almost 100) have started the program at the Rock Island Arsenal.

B. A Review of the Program

The MBA curriculum has been the focus of a comprehensive college-wide review for the past two years. Specifically, this has occurred for a few reasons such as declining enrollment, increased competition in the local market and a curriculum that has been relatively static for close to 30 years. This review started during the spring semester of 2004, with an initial faculty committee holding discussion, reviewing other curricula and resulting with some potential ideas for a new curriculum. In the fall of 2004, a new committee was formed to examine these potential ideas and to do further research with the charge of presenting a new curricular model for the program, which the entire faculty in the College of business could vote on.

The goal and objectives of the revision, as developed by this second committee, were:

Goal of MBA revision:

To provide a modern, market-competitive, rigorous, mission-consistent MBA program.

Objectives of the revision:

1. Modernize the curriculum, which was established in 1977.
2. Respond to the entrance of significantly less costly MBA programs into the market
3. Bring the MBA program in line with SAU's mission and beliefs
4. Maximize the COB faculty

The changes incorporated in the new curriculum model and being presented here are the result of this second committee's work and was approved by a majority of the College of Business faculty during the Fall of 2005. The activities that led up to the vote on this particular model constitute a significant review of graduate business education and a thorough analysis of strengths, weaknesses, opportunities, and threats. These activities included the following:

- A faculty survey to identify issues of concern that a new curriculum should address;*
- A initial vote and approval on the concepts of Pre-MBA course, an MBA; orientation course and a Project course to be included as part of a new curriculum
- An alumni and student web survey;*
- Analysis of prior (to the revision process) assessment activities;*
- A review of the literature on MBA programs.

* For more details on these assessment activities, see the assessment plan, included in this document.

The resulting curriculum and admissions standard address concerns that were uncovered in the above activities by:

- Honoring the tradition of expertise and entrepreneurial spirit of original program;
- Responding to external criticisms of MBAs overall by including more integration across disciplines;
- Providing for more practical application, which brings education to life;
- Increasing curriculum flexibility by allowing for vertical substitution of breadth courses and increasing the number of program electives;
- Enhancing student commitment by adding more stringent admissions requirements;
- Enhancing image through better quality by requiring pre-requisite (pre-MBA) courses for those without business background;
- Increasing mission consistency by adding an ethics requirement;
- Responding to competitive threats with a model that is unique.

Overall, the College of Business faculty has supported this new curriculum model. The revision committee strongly feels that this new model will provide for a more meaningful and richer educational experience and make SAU a unique new player in the competitive MBA marketplace.

C. Long-range Plans for the Program

- Incorporate assessment as part of the MBA 600 experience, with pieces for mid a post-program assessment along with employer feedback.
- Keep developing concentrations courses for the web and explore offering concentrations as certificate only programs to far reaching audiences.
- Explore ideas for developing faculty student research collaboration, culminating in a research colloquium.
- Explore the possibility of a student advisory committee
- Create a means to have a project competition for the 600 projects, including employers, board members and College advisory council members as judges.
- Explore international MBA opportunities with overseas partner schools.
- Explore the use of distance learning/online modules for use in creating web-based seminars with student from international partner schools, which would be an alternative way to give students and international experience.

ASSESSMENT OF THE DEPARTMENT AND ITS PROGRAMS

March 21, 2006

A. Departmental Assessment Plan

1) Mission Statement of the H.L. McLaughlin MBA Program :

To provide broad theoretical and practical graduate level business education and skills, with an emphasis on social responsibility. Faculty focus is on student learning.

2) Program Goals

- a) Our graduates understand the fundamental of business and understand how the pieces of their graduate education fit into the wider context of business.
- b) Our graduates can solve diverse and unstructured business problems by drawing on the theories and practical knowledge from all aspects of business.
- c) Our graduates understand the ethical and social implications of business decision in order to apply ethical principles in decision-making.
- d) Our graduates communicate effectively, in both writing and speaking.
- e) Our graduates function effectively in groups, both as team leaders and team members.
- f) Our graduates choose and use business tools, both analytical and communication, efficiently and effectively.

3) Learning Objectives and Methods for Assessing

Student learning will be assessed utilizing both direct and indirect measure as detailed below. This plan includes embedded assessment, where MBA faculty evaluate assessment measures in their individual courses. MBA faculty will meet yearly to discuss results and perceptions of student learning, which is primarily derived from experiences in the classroom. Rubric results, where applicable, will also be examine and discussed at this meeting. The reliability and validity of any rubrics will be addressed as they are developed, implemented, and evaluated. Indirect measures will be gathered periodically for overall program evaluation and will also be discussed at the annual meeting of the faculty.

Learning objectives which address the individual program outcomes and related assessment methods are as follows:

Goal 1 Our graduates understand the fundamentals of business and understand how the pieces of their graduate education fit into the wider context of business.

Objective 1a: Students will exhibit a graduate-level understanding of the fundamentals of business in the areas of marketing, finance, and operations by:

- Assessment: Students show progress in each course by successful completion of examinations, papers, homework, group projects and class participation. Evaluation will be made by individual instructors.
- Assessment: Case Study Analysis—students analyze and prepare solutions to case studies, which incorporate multiple facets of business in a variety of courses. Such analyses are done either individually or in groups. Evaluation will be made by individual instructors.
- Assessment: MBA 605—A pre-post program assessment rubric will be used to assess each student’s understanding of the fundamentals of business as they start the program. The same instruments will be used to make assessments as a student exits the program (in MBA 699).
- Assessment: MBA 699 Project—students develop, write up and present a project that applies fundamental business principles to solve a specific real-world business problem or reach a specific goal. The pre-post program assessment rubric will be used to evaluate specific criteria.

Objective 1b: Students will exhibit their understanding of the wider context of business by:

- Assessment: Case Study Analysis—students analyze and prepare solutions to case studies, which incorporate multiple facets of business in a variety of courses. Such analyses are done either individually or in groups. Evaluation will be made by individual instructors.
- Assessment: MBA 605—A pre-post program assessment rubric will be used to assess each student’s understanding of the wider context of business as they start the program. The same instrument will be used to make assessments as a student exits the program (in MBA 699).
- Assessment: MBA 699 Project—students develop, write up and present a project that applies fundamental business principles to solve a specific real-world business problem or reach a specific goal. The pre-post program assessment rubric will be used to evaluate specific criteria.

- Assessment: MBA 800 final project – students finish a final project in MBA 800, which analyzes a specific, real-world problem, identifies strategies to correct the problem and suggests implementation strategies. The wider context of business must be addressed to successfully complete the project. A common rubric will be used to evaluate specific criteria.

Goal 2 Our graduates can solve diverse and unstructured business problems by drawing on the theories and practical knowledge from all aspects of business.

Objective 2a: Students will exhibit the ability to problem solve using acquired business theory by:

- Assessment: Case Study Analysis—students analyze and prepare solutions to case studies, which incorporate multiple facets of business and draw on theory, in a variety of courses. Such analyses are done either individually or in groups. Evaluation will be made by individual instructors.
- Assessment: Written Papers—students prepare written reports, which reference applicable business theory, in a variety of courses. Evaluation will be made by individual instructors.
- Assessment: MBA 605—A pre-post program assessment rubric will be used to assess each student’s ability to use theory to problem solve. The same instrument will be used to make assessments as a student exits the program (in MBA 699).
- Assessment: MBA 699 Project—students develop, write up and present a project that draws on relevant business theories to solve a specific, real-world business problem or reach a specific goal. The pre-post program assessment rubric will be used to evaluate specific criteria

Objective 2b: Students will exhibit the ability to problem solve using practical business knowledge from various areas of business by:

- Assessment: Case Study Analysis—students analyze and prepare solution to case studies, which incorporates multiple facets of business, in a variety of courses. Such analyses are done either individually or in groups. Evaluation will be made by individual instructors.
- Assessment: MBA 605—A pre-post program assessment rubric will be used to assess each student’s ability to use practical knowledge to problem solve. The same instrument will be used to make assessments as a student exits the program (in MBA 799).

- Assessment: MBA 699 Project—students develop, write up and present a project that applies practical business principles to solve a specific, real-world business problem or reach a specific goal. The pre-post program assessment rubric will be used to evaluate specific criteria.
- Assessment: MBA 800 final project – students finish a final project in MBA 800, which analyzes a specific, real-world problem, identifies strategies to correct the problem and suggests implementation strategies. Practical business principles must be addressed to successfully complete the project. A common rubric will be used to evaluate specific criteria.

Goal 3 Our graduates understand the ethical and social implications of business decision in order to apply ethical principles in decision-making.

Objective 3a: Students will exhibit that they can identify the ethical nuances of business situations by:

- Assessment: MBA 615 – students successfully complete MBA 615, Business Ethics and the Social Responsibility of Business. Individual assessment will include whether students recognized ethical dilemmas embedded in a situation.

Objective 3b: Students will exhibit their understanding of the importance of ethical behavior in all aspects of business by:

- Assessment: All courses – each course will incorporate an ethical component. Individual instructors will assess ethical understanding as part of the broader context of assignments in each course.
- Assessment: MBA 699 Project—students develop, write up and present a project that includes an ethical analysis of the business problem being address. A common rubric will be used to evaluate the ethical component of the project.

Goal 4 Our graduates communicate effectively, in both writing and speaking.

Objective 4a: Students will exhibit that they can clearly express their thoughts in writing, by:

- Assessment: Written Reports--Students compose written reports, in various courses, on relevant business topics that are audience specific concise and understandable. The pre-post program assessment rubric will be used to evaluate as student's writing in both MBA 605 (pre) and MBA 799 (post).

- Assessment: Informal Written Communication—As a part of group projects, students compose informal e-mails on a relevant issue to a group of peers in various classes. Group members will be asked to assess each other on certain criteria, including informal written communication, using a common rubric.

Objective 4b: Students will exhibit that they can clearly express themselves verbally by:

- Assessment: Oral Presentations -- Students present, in various courses, results of case studies, reports, papers and projects. Presentations must be well organized and understandable. The pre-post program assessment rubric will be used to evaluate a student's verbal communication skills in both MBA 605 (pre) and MBA 699 (post).
- Assessment: Informal Oral Communication – As a part of group projects, student communicate with other group members. Group members will be asked to assess each other on certain criteria, including clarity and effectiveness of oral communication, using a common rubric.

Goal 5 Our graduates function effectively in groups, both as team leaders and team members.

Objective 5: Students will exhibit that they have successfully participated in a team on class projects by:

- Assessment: Team evaluation – Groups members assess each other on certain criteria, including the ability of each team member to cooperate in their respective role as a team member and on the value of each member's contribution, using a common rubric.
- Assessment: Team Success Reflection—After each group experience, students will reflect upon how the group functioned as well as their particular roles within the specific group experience, using a common instrument.
- Assessment: Self evaluation – At the end of the program, students reflect on the roles they have played as team members and leaders, with specific mention of their growth as a team participant while in the program.
- Assessment: Outside Assessment—In courses where students have participated in a group project involving an outside client, the client will evaluate the results of the team, using a common instrument.

Goal 6 Our graduates choose and use business tools, both analytical and communication, efficiently and effectively.

Objective 6a: Students will be able to choose appropriate applications to solve problems as exhibited by:

- Assessment: MBA 603 –Students choose from alternative statistical applications to solve business problem presented as part of the class. Evaluation will be made by individual instructors.
- Assessment: MBA 605—A pre-post program assessment rubric will be used to assess each student’s ability to use analytical business tools in order to problem solve. The same instrument will be used to make assessments as a student exits the program (in MBA 699).
- Assessment: MBA 699 Project—students develop, write up and present a project that includes use of business tools, such as statistical application, decision making tools, and budgets to solve a specific, real-world business problem or reach a specific goal. The pre-post program assessment rubric will be used to evaluate the appropriate use of business tools, which includes performing analyses and interpreting results.

Objective 6b: Students will exhibit efficient and effective use of communication tools by:

- Assessment: Oral Presentations--Students present, in various courses, results of case studies, reports, papers and projects. Presentations must be well organized and understandable. The pre-post program assessment rubric for evaluation will be used in the last project course, MBA 799, which specifically addresses use of communication tools as contributing to the effectiveness of the presentation.

The Means of Assessment of student learning for the MBA are disbursed throughout the curriculum as indicated in the matrix below. As evidenced below, an MBA student demonstrates learning to meet the objectives in a variety of courses and get evaluated by a variety of instructors. Note: Matrix will be updated for new curriculum as new courses get developed.

Key:

A – Case Studies, which incorporate multiple facts of business

B – Case Studies, which draw on theory

C – Written reports

D – Written reports, which incorporate business theories

E – Group Projects

F – Group members assess each other

G – Individual Projects

H -- Ethical Dimensions

I —Ethical Dimensions are Assessed

J —Oral Presentations

K—Other Problem Solving Activities, which are formally assessed (a list of these include):

- Short presentations about business developments and theory application
- Web search for specific information
- Analysis and evaluation of industries/company strengths, etc. in class
- Daily problem solving activities including individual and group
- Drawing organizational charts
- Suggesting “solutions” for live organizational situations (usually drawn from current local business news, e.g., Isabel Bloom)
- Students are expected to comment on the fairness and validity of test questions
- Developing and describing and analyzing causal models
- Situation studies
- Formal homework assignments
- Judgment case at end of chapter
- Live case studies
- Group Exercises
- Questions that relate to articles and videos (In Search of Excellence)
- Students are expected to define the problems in a business situation and recommend ways to eliminate these problems.

	A	B	C	D	E	F	G	H	I	J	K
500			JVS				JVS				
505										RH	
506	RF, LB	RF, LB	RF, LB	RF	RF, LB	LB	RF, LB	RF, LB		LB	RF, LB
507	LB	LB	LB		LB	LB	LB	LB		LB	LB
526	WO	WO,BL	WO,BL	WO,BL	WO,BL	WO	WO	WO	WO	WO,BL	WO,BL
615/710	JM, RR	JM, RR	JM, RR	JM, RR	RR		JM, RR	JM, RR	JM, RR	JM, RR	JM
621	AP,SA	AP,SA	AP,SA, PH	AP,SA	AP,SA	SA	AP,SA	AP,SA, PH	SA	AP,SA	AP,SA
626	WO	WO	WO,BL	WO,BL	WO,BL	WO	WO,BL	WO	WO	WO,BL	WO,BL
635	JC	JC	JC	JC			JC	JC	JC	JC	JC
690	RR				RR	RR	RR	RR		RR	RR
670	TH, SB, XL	TH, SB, XL	TH, SB, XL	TH, SB, XL	SB	TH, SB	TH, SB, XL	TH, SB		TH, SB	TH, SB
675	AM	AM	AM	AM	AM	AM	AM	AM	AM		
680	CS, FB	CS, FB	CS, FB	CS, FB	CS, FB	CS, FB		CS, FB		CS, FB	CS, FB
685	RR	RR		RR	RR		RR	RR		RR	RR
800	AP,PH, SA, JC	AP,PH, SA, JC	AP,PH, SA, JC	AP, SA, JC	SA, JC	JC	AP,PH, JC	PH, JC	JC	AP,PH, SA, JC	AP, SA, JC

Note: Letters within this matrix represent the faculty members who teach the individual courses and the assessment methods they employ in those courses. (95% of the faculty responded to this inquiry.) The matrix reveals that students are evaluated through a variety of the stated assessment methods as they receive instruction from many different professors across the curriculum.

- 4) Documentation of Student Learning
 - a) The teaching professor assesses learning in the classroom.
 - b) The Director of the MBA program maintains the following information:
 - i. The pre-post program assessment rubric, which assesses students on the various learning objectives, both early in the program and at the end of the program.
 - ii. Common rubrics that students use to assess each other on group work
 - iii. Student's self evaluations on team work
 - iv. Student's self reflections on team work
 - v. Any evaluation from outside "clients"
 - vi. Results from surveys (see 4 and 5 below)
 - c) Learning objectives and assessment information are reviewed annually by the MBA faculty
 - d) Alumni surveys are prepared, distributed and analyzed by the MBA faculty every other year.
 - e) Employer surveys are prepared, distributed and analyzed by the MBA faculty every other year.
 - f) The College of Business Advisory Council is kept informed of assessment and evaluation results and their advice on curricular needs is periodically sought.

Rationale for selecting these indicators:

- Rubrics are an efficient way to define and assess the learning objectives being addressed. Strengths and weaknesses will easily be identified using these and other common instruments of assessment.
- The pre-post program assessment rubric will be used to assess the learning and skill development that occurs while a student is in the program, by assessing a student's skills and abilities as they enter the program in MBA 605 and these same skills and abilities as they exit the program in MBA 699.
- Students' self-evaluation and reflection pieces (on team work) will allow faculty to learn whether the students believe they are gaining abilities in working with teams (interpersonal skills) as well as how a student's own contributions affect the overall performance of the team. Strengths and weaknesses will easily be identified using common instruments for evaluation and reflection.

- Alumni surveys will let faculty know if MBA graduates believe that the program prepared them well to perform on the job and be competitive in their professional lives. Strengths and weaknesses of the overall program will be identified.
- Employer surveys will let faculty know if employers value the performance of the MBA graduate. Strengths and weakness of the overall program will be identified.

5) Use of Assessment Information to Improve Education

Assessment information will be analyzed and discussed by MBA faculty at an annual meeting. Course content and learning objectives will be adjusted as needed based on the results of this review. Program evaluation results will also be discussed at this meeting so that the adequacy of the curriculum and suggested revisions can be determined. If curricular changes are to be made, the MBA director will seek approval by the Education Policies Committee prior to implementation. Documentation of assessment and evaluation information will become part of the regular program reviews.

Provision for Feedback:

Students are provided formal and informal feedback on their academic development. Formal feedback is provided through the usual grading process. Completed rubrics will also be given to the student. Informal feedback is provided by written/oral means of communication between students/faculty in the classroom environment as well as through the advising process. Executive summaries overall assessment and evaluation results will be prepared and shared with students, if requested.

6) Evaluation of the Department Assessment Plan

This assessment plan represents a complete revision of the previous plan, which is due to new leadership in the program and the new curricular model, proposed in this review. The new program goals and learning objectives have emerged out of the research and discussions behind the curriculum revision, while new assessment methods have been developed to document achievement of the new objectives. Faculty input was also crucial in determining which assessment methods would be included in this plan.

This assessment plan will be informally reviewed and discussed at the annual meeting, previously mentioned. Incremental changes may occur as a result of these discussions. The MBA faculty will formally review the assessment plan, in order to consider official modification prior to the next program review.

B. Assessment of Teaching and Learning By Major

1) Data Which Assesses Student Learning of Program Objectives

Since the last MBA program review, the following assessment and evaluation procedures have been performed. How this data informed the curriculum revision is also indicated.

- a) In 2002, MBA alumni were surveyed. Results showed a desire for a thorough review of prerequisites, curriculum, grading criteria and admission standards. This feedback was considered during the curriculum revision activities. Of particular interest for the revision project was that only 58% answered that they frequently apply the knowledge gained in the MBA program.
- b) During the fall of 2002, a professional consultant was hired to conduct focus groups with MBA students. Some of the themes which emerged from these focus groups results and which were incorporated into the MBA revision include:
 - i. the program is not perceived as particularly strong or rigorous and does not hold students to high standards
 - ii. faculty who bring real-world experiences into the classroom are those that are most valued.
 - iii. standardization of grading is viewed as important
 - iv. several courses are taught at a level no higher than undergraduate courses.
 - v. the curriculum is in need of updating to assure that is it current, relevant, and sufficiently application-oriented
 - vi. instructors need to be held accountable for keeping up to date in their disciplines
 - vii. group projects and real-world projects are viewed as an excellent way for bringing current information into the classes.
 - viii. efforts to link the program with the business community will strengthen the program's image
- c) During the spring of 2004, College of Business Advisory Council members were consulted on their desires for an MBA graduate. The majority of them mentioned relevancy to work as a key component of any MBA curriculum.
- d) In 2004, a focus group consisting of direct supervisors of current (at the time) MBA students was held. The overall impression was that an MBA degree does increase employee job performance. These employers also indicated the desire for classroom experiences to be relevant to work.

e) The College of Business faculty was surveyed in the Fall of 2004 in order to get input on key issues that a new curriculum must address. Results included the following as the issues causing the most concern:

- We have a unique curriculum
- We have a positive community image
- High expectations for student achievement
- We focus on practical application
- We have a more selective admissions criteria
- We develop employer connections more fully

The new curriculum addresses these issues.

f) Students and Alumni were surveyed via a web survey during the spring of 2005. Results indicated that work relevancy was lacking, but desired in the current MBA.

2) The Program in Terms of Requirements, Sequencing of Courses, and Prerequisites

Program requirements have been examined in light of all of the above assessment data along with a reading of the current literature on MBA programs. The new requirements address many of the concerns and issues about MBA education, both at SAU and nationally, and respond to competitive threats by including a greater focus on practical application, more integration across the courses, enhanced standards and quality, and a mission consistent component (ethics requirement).

While the new curriculum has developed out of a thorough internal and external review, much work will be done through the implementation phase. Sequencing and prerequisites will be scrutinized during this phased. Any updates or changes that result out of the implementation phase will come before Educational Policies for approval.

REVIEW OF COURSES OFFERED---WILL BE PERSONALLY DELIVERED TO EPC MEMBERS AS A HARD COPY DOCUMENT

APPENDIX A

MBA Electives

MBA 700 Entrepreneurship and Small Business Management
MBA 715 Executive Management Seminar/Selected Topics
MBA 720 Building and Strengthening Teams
MBA 721 Labor Management Partnerships

MBA 730 International Management Environment
MBA 731 Managing Across Cultures
MBA 732 International Political Economy
MBA 733 International Strategy
MBA 734 International Marketing

MBA 740 The Not-for-Profit Sector
MBA 741 Fundraising and Resource Development
MBA 742 Not-for-Profit Strategy and Governance

MBA 750 Financial Institutions Management
MBA 751 Advanced Corporate Financial Management
MBA 752 Investments: Security Analysis
MBA 753 Investments: Portfolio and Risk Management
MBA 754 Topics in Management

MBA 760 Strategic Staffing and Career Management
MBA 761 Compensation and Benefits Management
MBA 762 Training and Development
MBA 763 Employee Relations and Workplace Mediation
MBA 764 Conflict Resolution and Negotiation
MBA 765 Performance Management Systems

MBA 771 Ethical Issues in Marketing
MBA 772 Advanced Marketing Research
MBA 773 Strategic Marketing
MBA 774 Consumer Behavior
MBA 775 Advertising
MBA 776 Marketing Case Analysis

MBA 783 Data Communication
MBA 785 Human Resource Management

MBA 790 The Healthcare Sector
MBA 791 Informatics
MBA 792 Quality and Patient Safety
MBA 793 Economic Analysis in Healthcare Management
MBA 794 Strategic Marketing in Healthcare
MBA 795 Healthcare Professional Management Issues
MBA 796 Healthcare Integrated Delivery Systems
MBA 797 Selected Issues in Healthcare Management

In addition, with approval from the academic director, students may take courses from other graduate programs to satisfy the elective requirement.