

MBA Program Strategic Goals and Assessment Plan

College of Business Mission, Vision, and Core Values

Mission: Through our shared commitment to excellence in teaching, research, and service, we prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society.

Vision: The first choice for business education in Illinois

Core Values:

- We value excellence in instruction and enhanced student learning. The College of Business supports the Illinois State University tradition of excellence in teaching. We attempt to provide a holistic approach to learning, relying on excellent classroom teaching but reaching beyond to provide mechanisms for students to engage faculty, industry and each other through experiential learning and individualized attention.
- We value a dedication to knowledge creation. Intellectual contributions and the intellectual discipline required of high quality scholarship are directly related to excellence in the classroom and in our service activities. Most of the efforts of the faculty will fall in the area of discipline-based scholarship as currently defined, but we also value intellectual contributions in the areas of interdisciplinary research, learning and pedagogy, and contributions to practice.
- We value a commitment to citizenship in and service to our institution, state, and nation. Our commitment to a dynamic global business environment demands that we take an active role, both as individuals and as a college of business, in the institutional and public processes related to our disciplines.
- We value a culture of shared governance. We operate in an environment of shared governance and we commit ourselves to an active role in campus shared governance processes.
- We value balanced excellence in the classroom, in research and intellectual contributions, and in service to our institution, our disciplines, and to the local, state, national and international communities.
- We value high ethical standards, as embodied in our Standards of Professional Behavior and Ethical Standards. As a community of scholars and business professionals, we strive to embody the characteristics of responsibility, honesty, trust, respect, and fairness in our professional and personal lives.

Linking the Mission, Vision, Core Values, Strategic Goals and Action Steps

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our strategic goals. Our action steps are measurable and help track progress toward our strategic goals.

Strategic Goals for MBA Program

The goal of the Illinois State MBA program is to prepare students for successful careers in positions of leadership in business and other organizations competing in domestic and international markets. The Program offers an integrative curriculum designed to provide a thorough understanding of the functional areas of business, to ensure that students develop an analytical framework for evaluation and decision making, to encourage them to apply that framework with a sense of integrity, and to strengthen interpersonal, leadership, and communication skills.

The Program also strives to imbue graduates with essential learning components required in the global business environments of today and tomorrow, such as interdisciplinary learning experience, critical thinking and effective communication, technology applications, international and multicultural understanding, and ethics and sustainability implications.

Under the University's priorities defined in the Educating Illinois 2008-2014 (EI) and the College's comprehensive strategic plan, the following strategic goals and action plans are identified for the MBA Program.

Goal 1 Prepare students to become skilled business professionals who can contribute positively to organizations and society

- An integrated and responsive curriculum. (EI, G1&2)
- Build and strengthen graduate programs, including the MBA and CMBA programs.
- Explore and assess opportunities for new graduate program offerings.

Goal 2 Build a community of excellent scholars, teachers, and support staff

- Develop and retain excellent faculty and staff who meet the needs of our stakeholders. (EI, G1&2)
- Provide high quality Graduate Assistant research support to faculty. (EI, G2, S1, 2&4)

Goal 3 Promote and communicate our successes and our vision of excellence and national recognition

- Maintenance of AACSB International accreditation. (EI:G1, 2&3)
- Seek out opportunities for national rankings and recognitions for MBA programs.
- Obtain recognition for excellence through rankings and other third party information sources.

Goal 4 Create and strengthen partnerships with MBA alumni and business organizations

- An active and vibrant MBA Alumni Network.
- Increase membership and participation in LinkedIn and other social media outlets.
- Increase opportunities for alumni to reconnect and become involved the life of the college.
- Create an active alumni network involved in career networking and providing mutually supportive opportunities.

MBA Program Assessment Plan

The MBA Program of Illinois State University is committed to producing future leaders of business who can communicate, interact, collaborate, and compete with anyone in the world by providing advanced business education that is professionally relevant, ethically sound, and culturally sensitive. With such commitment and under the missions and goals of the University, the College, and the Program, the following assessment plans are devised to measure our students' assurance of learning.

Background

- Immediately following the July 16, 2004 training session entitled "Juggling, Dogs, and Assessment: The Importance of Feedback, Critical Thinking, and Punctuation," conducted by Dr. Doug Eder, Southern Illinois University, Edwardsville, Dr. Graf, then MBA Program Director, contacted Dr. Linda Showers (MKT), Dr. Masoud Hemmasi (MQM), Dr. Joe Trefzger (FIL) and Dr. Gail Russ (MQM), all who had attended Dr. Eder's session and, also, all who had taught in the MBA Program, regarding their willingness to become members of the MBA Assessment Task Force. All agreed to serve on the Task Force. The MBA Assessment Task Force held its first formal meeting on Monday, October 18, 2004.
- During the Fall 2004 term, the Task Force began work on development of a rubric for assessing Team Skills and simultaneously assembled its tentative schedule for the remainder of MBA assessment that would be carried out in future semesters. The team selected 5 skill and 5 knowledge areas that, in its collective opinion, would be most reflective of program effectiveness.
- In the Spring 2005 Semester, the Team Skills assessment rubric was utilized for the first time in the MQM 485 class, and work was initiated to develop the rubric for assessing Critical Thinking and Written Communication Skills.
- In the Fall 2005 Semester the Critical Thinking and Written Communication Skills rubric was utilized for the first time in the MBA 412 class, Team skills assessment in MQM 485 was continued, work was initiated and concluded on development of the Finance Knowledge Rubric, and the first Finance Knowledge assessment was carried out.
- During the Fall 2006 Semester reports on assessment in Team Skills, Critical Thinking Skills, Written Communication Skills, and Finance Knowledge were assembled. Assessment standards were met in all four assessment areas.
- In the Spring 2007 Semester the College adopted the Major Field Test, the knowledge-content assessment provided by ETS for assessing all area knowledge content of the MBA Program.
- Closely following the directions given by the AACSB International Business Accreditation Standards, the MBA Program, with the help of the Task Force and College-wide departmental assessment efforts, completed the development of 6 learning goals and the rubrics for the five skills-related goals by the end of the Fall 2007 Semester. The rubrics are attached at the end of this document.
- By the end of the Fall 2009 Semester the whole assessment sequence has been completed at least once for all 6 learning goal categories.

Learning Goals & Objectives for MBA Program

The MBA Program has established the following six learning goals and the related learning objectives following the institutional academic planning mechanisms and guidelines established by the Illinois Board of Higher Education (IBHE) as well as the Business Accreditation Standards of the Association to Advance Collegiate Schools of Business International, which identifies the following essential capacities for a general master's level program:

- 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

Goal 1: We want students in the MBA Program to be adequately prepared to function as a competent business manager in relevant functional areas with sufficient knowledge and understanding of contemporary business in general.

Objective 1a: Students will understand and apply content knowledge in major business functional areas (accounting, marketing, finance, and management).

Goal 2: We want students to be effective written communicators and credible and persuasive speakers so that they can develop themselves to a business executive or leader.

Objective 2a: Students will communicate clearly both verbally and in writing.

Objective 2b: Students will be effective persuasive speakers.

Goal 3: We want students to possess the ability to work in teams and function as a contributing team member and as a motivating team leader.

Objective 3a: Students will work effectively and professionally in teams.

Goal 4: We want students to be critical thinkers and effective problem solvers equipped with relevant analytical skills so that they can become insightful business leaders.

Objective 4a: Students will think critically and solve problems using appropriate reasoning and analytical skills.

Objective 4b: Students will be able to draw logical conclusions and make appropriate recommendations based on appropriate data.

Goal 5: We want students to be ethical decision makers.

Objective 5a: Students will understand ethical issues in business decision making.

Goal 6: We want students to be cognizant of the impact of culture and diversity on global business.

Objective 6a: Students will understand the impact of global and national diversity on international business.

Objective 6b: Students will understand the legal arena surrounding international organizations.

Note: Additional learning goals may be developed as the assessment plan is implemented, reviewed, and revised continuously based on the actual data collection and subsequent changes and improvements in the program delivery.

The same set of learning goals and objectives apply to both the traditional MBA Program and the weekend Corporate MBA Program as the two programs employ the common curriculum.

Assessment of Content Knowledge

- In the Spring 2007 semester after a successful pilot test of Major Field Test, the knowledge-content assessment provided by ETS, the College determined to adopt the ETS-MFT to all COB undergraduate and MBA students starting Spring 2008. The MBA Assessment Task Force subsequently agreed that the test would effectively serve the purposes of assessing the knowledge content of main functional areas as well as general business knowledge for MBA students.
- The ETS-MFT is administered in MQM 485, the required capstone course for all MBA students during the spring, summer, and the fall semesters

Assessment of Skills using the College rubrics

- The MBA Program continues to monitor and implement the previously developed rubrics and mechanisms on team skills, critical thinking, written communication skills, and ethics reasoning skills on a regular basis (although not every semester).

Data Collection Points for MBA Assessment

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|--|--------------------------------------|
| • Area Knowledge Content (Goal 1) | MQM 485 (via ETS's Major Field Test) |
| • Communication Skills (Goal 2) | MBA 412, ACC 450 |
| • Team Skills (Goal 3) | MQM 421, MQM 427, MQM 485 |
| • Critical Thinking Skills (Goal 4) | MBA 412, ACC 468, FIL 440 |
| • Ethics Reasoning Skills (Goal 5) | MBA 412, ACC 468, MKT 430 |
| • Multicultural and Global Skills (Goal 6) | MKT 430, MQM 421 |

Use of Data in Decision Making – Closing the Loop

- During the fall semester of each year the MBA Director calls a meeting for all faculty who teach the MBA core required courses to convene and review the assessment data collected during the prior academic year and discuss what action needs to be taken.
- Decisions regarding remedial changes and improvements to the program delivery are also made at this time.
- The Program maintains records of the actions and measures taken following the analysis of assessment results in a separate document (Utilization of MBA Assessment Results - “Closing the Loop”).
- The process of the implementation, review, and revision of the MBA assessment follows the following timeline and cycle.

Assessment Timeline

Every Semester	Content Knowledge (Goal 1) through ETS Test
Academic Year	Learning Goals Assessed
2008-09 2009-10	Team Skills Ethics Multicultural and Global Skills
2010-11 2011-12	Oral Communication Written Communication Critical Thinking
2012-13 2013-14	Team skills Ethics Multicultural and Global Skills
2014-15 2015-16	Oral Communication Written Communication Critical Thinking
2016 and beyond	Cycle repeats

MBA Assessment Rubrics

Goal #2 COMMUNICATION SKILLS

Goal 2: We want students to be effective written communicators and credible and persuasive speakers so that they can develop themselves to a business executive or leader.

Objective 2a: Students will communicate clearly both verbally and in writing.

Objective 2b: Students will be effective persuasive speakers.

Oral Communication Rubric

At least 80 percent of the students will be evaluated as Acceptable or Exemplary on the following criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Organization	Audience cannot understand or has trouble following presentation because student jumps around and/or there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow. There is a definite "flow" of the presentation from one topic to the next.
Subject Knowledge	Student does not have grasp of information or is uncomfortable with information. Student can only answer rudimentary questions about the subject.	Student is at ease with the information and can answer expected questions but does not elaborate or go beyond a surface-level of knowledge.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics, no graphics, or graphics/visual aids that rarely support text and presentation. The graphics or visual aids are not clear or easily interpretable.	Student's graphics or visual aids relate to the text and presentation.	Student's graphics/visual aids explain and reinforce screen text and presentation, are creative, and help to distinguish the student's presentation from other presentations.
Mechanics	Student's presentation has two or more spelling errors and/or grammatical errors.	Presentation has no more than one misspelling and/or grammatical error.	Presentation has no misspellings or grammatical errors. Sentences or phrases are clear and concise.
Eye Contact	Student reads all or majority of report; presentation is highly "canned" and rigid; minimal or no eye contact throughout presentation	Student speaks and presents without reading, although may refer to notes or presentation materials occasionally; delivery exhibits some extemporaneous characteristics; eye contact is maintained and managed with total audience the majority of the presentation time.	Student speaks with little or no reference to notes or presentation materials; presentation appears very relaxed and non-scripted; eye contact is maintained and managed with total audience throughout the presentation.
Elocution	The student's voice lacks inflection and does not project well; student often mumbles or stumbles over words; there is frequent interjection of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc.; words are mispronounced or word choice is often poor or incorrect.	The student's voice is clear and audible to all audience members and exhibits at least moderate inflection; there is minimal but some use of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc.; words are pronounced accurately and word choice is acceptable.	The student's voice is clear and audible to all audience members and exhibits a high degree of inflection and precision; word choice is appropriate for the audience, well-selected and interesting; words are pronounced correctly; use of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc. is seldom or non-existent.

Goals # 2 & 4 CRITICAL THINKING and WRITTEN COMMUNICATION SKILLS

- Goal: Students demonstrate evidence of critical thinking skills in written analyses.
- Objective: Instructors will rate students' critical thinking and/or written communication skills using the following rubric. Faculty will assess six elements of reasoning (Information, Concepts, Points of View, Assumptions, Implications, and Interpretation) on six intellectual standards (Clarity, Relevance, Depth, Breadth, Integration and Consistency), and two dimensions of written communication skills, where 1 = Did Not Meet Expectations, 2 = Met Expectations, 3 = Exceeded Expectations. At least 80 percent of the students will meet or exceed expectations on the six critical thinking elements and two written communication dimensions.
- Critical Thinking and Written Analyses Assessment Rubric¹

Written Communication Assessment					
		1 Did Not Meet Expectations	2 Met Expectations	3 Exceeded Expectations	
Writing Conventions (grammar, word use, punctuation, mechanics)		Frequent grammatical errors and misspellings inhibit readability Informal language, abbreviations and slang are used	Few grammatical errors and misspellings (e.g. three or fewer per page) Correct verb tense used Paragraphs flow from one to another Active voice pervasive	Free of grammatical errors and misspellings Effective verb tense used Uses phrases and construction that delight as well as inform the reader Primarily active voice	
Overall Effectiveness of Piece (professional appearance, expression and format)		Not formatted to specifications Lacking professional appearance.	Formatting is generally correct, acceptable professional appearance.	Assigned format followed explicitly: Exceptional professional appearance	
Scale Key: 1 = Did Not Meet Expectations 2 = Met Expectations 3 = Exceeded Expectations					
¹ . Based on <u>Critical Thinking: Basic Theory & Instructional Structures</u> , "A Critical Thinker Considers the Elements of Reasoning," Foundations for Critical Thinking, www.criticalthinking.org . ² . Refer to the rubric scale description below for each Intellectual Standard Criterion.					

Critical Thinking Assessment						
	Intellectual Standards					
Elements of Reasoning	Clarity	Relevance	Depth	Breadth	Integration of the Elements	Consistency
Information (situation analysis; important data, facts, observations for analysis and decision making)	1 ² 2 3	1 2 3	1 2 3	1 2 3	NA	NA
Concepts (theories, principles, models to be applied in the analysis/exercise)	1 2 3	1 2 3	1 2 3	1 2 3	NA	NA
Points of View (important stakeholders to consider in the analysis and resulting decision(s))	1 2 3	1 2 3	1 2 3	1 2 3	NA	NA
Assumptions (presuppositions, values or beliefs that must be explicitly stated)	1 2 3	1 2 3	1 2 3	1 2 3	NA	1 2 3
Implications (potential +/- outcomes or consequences of decisions or strategies)	1 2 3	1 2 3	1 2 3	1 2 3	NA	1 2 3
Interpretation (articulation of conclusions, interpretation, recommendations based on information, concepts, POV, Assumptions and Implications)	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
¹ . Based on <u>Critical Thinking: Basic Theory & Instructional Structures</u> , “A Critical Thinker Considers the Elements of Reasoning,” Foundations for Critical Thinking, www.criticalthinking.org . ² . Scale Key: 1 = Did Not Meet Expectations 2 = Met Expectations 3 = Exceeded Expectations						

Critical Thinking and Written Analyses Rubric – Scale Description

Criteria	Levels		
	1 Did Not Meet Expectations	2 Met Expectations	3 Exceeded Expectations
Breadth of Discussion	Omits arguments or perspectives; Misses major content areas/concepts; Presents few options	Covers the breadth of the topic without being superfluous.	Considers multiple perspectives; Thoroughly delves into the issues/questions; Thoroughly discusses facts relevant to the issues
Depth of Discussion	Ignores bias; Omits arguments Misrepresents issues; Excludes data; Includes but does not detect inconsistencies of information; Ideas contain unnecessary gaps, repetition or extraneous details; Sees no arguments and overlooks differences	Detects bias; Recognizes arguments; Categorizes content; Paraphrases data; Sufficient detail to support conclusions and/or recommendations	Analysis includes insightful questions; Refutes bias; Discusses issues thoroughly Critiques content; Values information Examines inconsistencies; Offers extensive detail to support conclusions and recommendations; Suggests solutions or implementation
Clarity	Writing is not clear. It is difficult to understand points being made. The writing lacks transitions, and few examples and/or illustrations are provided to support explanation or recommendations.	Writing is generally well organized and understood. Transitions are used to facilitate clarity. Some examples and/illustrations are used to support explanation or recommendations.	Writing is succinct, precise, effectively organized and without ambiguity. Transitions, explanation and elaboration are extensive to elucidate points. Detailed illustrations and/or examples are used to support explanation or recommendations.
Relevance	Critical issues/questions are omitted or ignored in the writing.	Most of the critical issues/questions are addressed in the writing.	All critical issues/questions are addressed completely in the writing.
Internal Consistency	There is little integration across the sections of the paper. Several inconsistencies or contradictions exist. Few of the issues, recommendations and explanations make sense and are well integrated.	Sections of the paper are generally well linked/connected. Only minor contradictions exist. Most of the issues, recommendations and explanations make sense and are well integrated.	All sections of the paper are linked. There are no contradictions in the writing. All issues, recommendations and explanations make sense and are well integrated.
Integration of all Elements of Reasoning	Fails to draw conclusions or conclusions rely on author's authority rather than strength of presentation; Draws faulty conclusions; Shows intellectual dishonesty	Formulates clear conclusions with adequate support	Assimilates and critically reviews information, uses reasonable judgment, and provides balanced, well justified conclusions

Goal #3

TEAM SKILLS ASSESSMENT RUBRIC
PEER EVALUATION ON TEAMWORK

At least 80 percent of the students will be evaluated as “2” or “3” on the following criteria.

Course: _____ Semester/Year _____ Team # _____

Please list names of all your team members and then, based on the given descriptions give each member (including yourself) the points that reflect his/her contribution to the team.

Your Name: _____ Teammates: 1 _____ 2 _____ 3 _____

		Teammates		
	You	1	2	3
ATTENDANCE:	Points: _____	_____	_____	_____

3. Attended at least 90% of the team meetings and was on-time.
2. Attended at least 80% of the team meetings and was rarely late.
1. Missed more than 20% of the team meetings and/or was often late to meetings.

PARTICIPATION:	Points: _____	_____	_____	_____
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3. Took a leadership role, came to meetings prepared and participated actively and constructively in group discussions.
2. Came to meetings prepared and participated constructively in group discussions.
1. Was mostly quiet in group meetings, or participated in an ill-informed or otherwise non-constructive manner.

EFFORT:	Points: _____	_____	_____	_____
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3. Willingly accepted his/her fair share of the team’s work and was appropriately proactive in taking on additional duties as needed.
2. Showed willingness and necessary effort to do his/her fair share of the work.
1. Ended up doing significantly less than his/her fair share of the work.

WORK QUALITY:	Points: _____	_____	_____	_____
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3. Completed tasks on-time and produced exceptional quality results that made outstanding contributions to the group’s work.
2. Completed assigned tasks in a reasonably timely fashion and produced quality results that made meaningful contributions to the group’s work.
1. Completed assigned tasks either so late and/or so lacking in quality that other group members had to do significant additional work.

INTERPERSONAL BEHAVIORS:	Points: _____	_____	_____	_____
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3. Played a key role in creating a collaborative climate that fostered productive group outcomes including effective decision making and constructive disagreement.
2. Exhibited behaviors consistent with a collaborative group climate that fostered productive group outcomes including effective decision making and constructive disagreement.
1. Exhibited a demeanor and interpersonal style that was intimidating, domineering, and/or non-supportive and, thus, detracted from the team’s ability to work collaboratively.

Goal # 5

Ethics Assessment Rubrics

At least 80 percent of the students will be evaluated as Acceptable or Exemplary on the following five ethics criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Students demonstrate an understanding of the essential points of major ethics theory and principles.	Students unable to explain the major differences between competing ethics theories (e.g., teleological vs. deontological theories)	Students show correct understanding of the different rationale and implications of ethics theories.	Students demonstrate ability to apply an understanding of explicit and implicit consequences of differing ethical principles in business setting.
Students demonstrate an understanding of the responsibility of business in society.	Students unable to explain the role of business in society. Students do not understand monetary role (profit maximization) of business in society.	Students identify and understand : direct stakeholders when explaining the role of business (treatment of employees, optimal firm value) in society. and indirect stakeholders when explaining the role of business (corporate citizenship, Stakeholders' view) in society.	Students apply an understanding of direct and indirect stakeholders when examining the role and responsibility of business in society.
Students demonstrate an understanding of ethical decision making.	Students do not recognize an ethical situation exists. Students use at most a single framework for assessing and evaluating an ethical situation.	Students explore only two frameworks for assessing and evaluating an ethical situation.	Students explore more than two frameworks for assessing and evaluating an ethical situation.
Students demonstrate moral development in ethical decision making.	Students show pre-conventional level of moral development (deferring to authority and satisfying their own needs).	Students show conventional level of moral development (stereotypical roles of people in society and how individual fits into social order).	Students show post-conventional level of moral development (morality based on "society as a whole" or "universal principles").
Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	Students unable to explain the role leaders in organization's ethical conduct.	Students recognize leaders play some role in the organization's ethical conduct.	Students recognize organization leaders' actions and policies determine the ethical tone of the organization.
Students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics.	Students unable to identify components of effective corporate governance.	Students recognize the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Students apply appropriate organization and external entity roles (code of conduct, professional codes of conduct, laws and professional codes of conduct) when evaluating corporate governance.
Students demonstrate an understanding of the difference in ethics and morality in relation to cultural setting.	Students unable to understand culture-based relativism in ethical standards and practices.	Students recognize the impacts of cultural tradition on ethics definition and awareness in different countries and regions.	Students show a clear understanding of practical importance of different ethical norms in different cultures, yet recognize the potential danger of ethical relativism as well.

Goal # 6

Globalization Awareness Rubric

At least 80 percent of the students will be evaluated as “Meets Expectations” or “Exceeds Expectations” on the following criteria.

	Is Below Expectations	Meets Expectations	Exceeds Expectations	Results Percentage		
				-	√	+
Awareness of Global Diversity	Shows no interest in global aspects of business or multicultural awareness.	Understands the growing trend of globalization, multiculturalism, and diversity in the business world.	Understands the increasing scope and influence of global business and the consequent global diversity and multiculturalism, as well as the potential side effect of globalization.			
Global Business Perspectives	Unable to understand the importance of developing and applying global perspectives in the business world.	Understands the importance of applying global perspectives to marketing, accounting, finance, and overall business strategy.	Applies the global and multicultural understanding and knowledge in business analysis and decision making.			
Global Exposure	Shows no interest in experiencing the global business world. Does not participate in international business seminars, lectures, study abroad, or international internship programs.	Makes serious efforts to know more about global diversity and experience the global business world.	Willingly and actively participates in global business programs, learns/speaks foreign languages, and/or travels abroad.			

Utilization of MBA Assessment Results - “Closing the Loop”
Measures Taken to Enhance Instructional Efficiency and Student Learning Outcome

Goal 5 – Ethics Reasoning Skills

October, 2008: Following the discussion on ethics coverage at the 2008 annual MBA assessment meeting, a devoted intranet resource drive (U-Drive) was created to collect and share ethics-related instructional materials including AACSB ethics topics summary, major ethics theories, the King Report and the Cadbury Report on Ethics, and the PRiME materials.

Goal 6 – Multicultural and Global Skills

October – November, 2008: After the 2008 annual MBA assessment meeting, several faculty members (Dr. Elango Balasubramanian, Dr. Gail Russ, and Dr. S. J. Chang) and a tech staff member (George Wiman) developed the following in-class survey measure to assess the level and extent of the student’s global exposure, awareness, and multicultural understanding.

(In-Class Survey for Goal #6)

Awareness of Global Diversity, Global Business Perspectives, and Global Exposure

One of the instructional goals of the MBA Program is that we want our MBA students to be cognizant of the impact of culture and diversity on global business. Through coursework and co-curricular activities our MBA students are to develop understanding of the globalization, cultural diversity as well as the legal arena surrounding international businesses. The following is a short survey designed to assess the students’ awareness, understanding, and commitment towards globalization and cultural diversity.

Check the most appropriate box.

1. Overall does the MBA program help you understand the implications of globalization?
 Not at All Slightly Somewhat Quite a Bit Completely
2. Overall does the MBA program help you understand the implications of diversity in the business world?
 Not at All Slightly Somewhat Quite a Bit Completely
3. Overall does the MBA program help you develop cross-cultural knowledge/skills?
 Not at All Slightly Somewhat Quite a Bit Completely

Please circle the number that most nearly represents your assessment to each statement.

4. Going through the MBA program my ability to make international business decisions has improved.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. I have the requisite cultural awareness and personal skills to accept positions with international responsibilities.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I am comfortable leading and working with people from diverse cultural backgrounds in international settings.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Finally, we would like to ask a few questions about you to help us interpret the results.

7. How many times have you traveled abroad over the last 10 years? _____
8. How many countries have you visited over the last 10 years? _____
9. How long have you stayed in foreign countries (in total)? _____ months
10. Do you think participating in international trips or conferences would be beneficial for you to develop skills to function effectively in international positions?
 _____ Yes _____ No

Goals 2, 3, 4, and 6 – Communication, Team, Critical Thinking, and Multicultural Skills

October – November, 2009: After the 2009 annual MBA assessment meeting, it was decided to create a new elective MBA seminar course to give students more opportunities to strengthen their learning in these categories.

Rationale and Purposes

As the contemporary business environments keep evolving it is imperative for future business managers to be adequately prepared for the challenges and opportunities that those changing environments present. Every day in and outside of a global corporation, many new and challenging business issues arise across a diverse spectrum of business disciplines. They may include a customer relations issue, an environmental sustainability issue, or a behavioral investment practice issue. In such an environment it is important for business professionals to have the versatility with which they can deal with those challenging issues.

The proposed course will serve this purpose by providing our MBA students with relevant learning experience in many of those new, challenging issues. It will give the students opportunities to learn about a variety of contemporary business issues that do not necessarily fit in other regular course offerings. The proposed course will also allow our students to earn credits by participating in the College-sponsored study abroad program where they can acquire much-needed first-hand international experience.

Course Description for Graduate Catalog

MBA 489 Seminar in Graduate Business Studies 3 sem. hrs.

While topics will vary with needs and interests of students and instructors, this course will cover significant issues related to the contemporary business management including, but not limited to, sustainable enterprise management, global corporate cultures and business strategy, organizational planning and leadership, business consulting and conflict management, business communication and presentation, customer relations and brand marketing, and behavioral finance and investment practice. This course will also utilize the study abroad programs offered by the College of Business. May be taken more than once if different material is covered. Offered irregularly. Open to MBA students only. Material charge optional.

Structure of the Course

- Credit Hours: Three semester hours of credit
- Open to all MBA students in the traditional MBA program who are in good standing
- Semesters Offered: Fall, Spring, or Summer
- Classes may be offered in weekday mornings or weekends.
- The student earns the credit by fulfilling the course requirements set by the instructor or by participating in the pre-arranged study abroad program.
- The credit from this course will count toward the elective requirements for the MBA degree.
- The MBA Director will coordinate the course in cooperation with the instructors chosen. The MBA Director will also consult with the Director of the College's International Business Institute to coordinate study abroad programs under this course.

Fall 2010: First offering of this new elective course was approved and implemented for the Fall 2010 semester as below. Goal 3 Team Skills and Goal 4 Critical Thinking Skills were the main learning goals addressed in the course.

MBA 489 Executive Leadership in Today's Organization
 Tuesdays, 5:00–7:50 pm, COB 132
 Instructor: Ron Thein, Assistant Vice President, State Farm
 Enrollment: 20 MBA students

Spring 2011: The second offering of MBA 489 was approved for Spring 2011. It mainly addresses Goal 2 Communication Skills.

MBA 489.01 Communication Strategies and Skills for Business Professionals
 Tuesdays, 5:00–7:50 pm, COB 132
 Instructor: Eric Hoss, Director, State Farm
 Enrollment: 20 MBA students

Fall 2012: The third offering of MBA 489 was approved for Fall 2012. It mainly addresses Goal 4 Critical Thinking Skills, Goal 5 Ethical Reasoning Skills, and Goal 6 Multicultural Skills.

MBA 489.02 Managing Real Financial, Political, and Economic Risk in a Global Environment
Mondays, 5:00–7:50 pm, COB 132
Instructor: David Magers, COUNTRY Financial
Expected Enrollment: 25 MBA students

Goal 4 – Critical Thinking (and other learning goals)

Spring – Fall 2010: Reinforcing the coverage of critical thinking in MBA 412 Contemporary Business Perspectives and Leadership Skills.

Thanks to Dr. Steve Taylor’s monumental effort, the content of MBA 412 is realigned and reinforced with particular emphasis on the Critical Thinking component. The course objectives of MBA 412, a required core course, are designed to help achieve the MBA program’s overall assurance of learning objectives:

1. Learn and practice critical thinking techniques as a key underpinning to the objectives of this course in order to achieve the highest possible stage of critical thinking acumen (MBA Learning Goal 4).
2. Undertake extensive practice in written and oral communications based upon the concepts of critical thinking, both individually and as teams (Goal 2 and Goal 3).
3. Learn to appreciate multiple perspectives across the firm, markets, and society (Goal 6).
4. Develop a defensible ethical perspective in decision-making, i.e., learn how to become moral leaders (Goal 5).
5. Develop a defensible strategic perspective in decision-making, i.e., learn to make strategically efficacious decisions (Goals 1 and 4).
6. Develop an appreciation of a variety of emerging issues in leadership (Goals 1 and 6).
7. Increase our own personal leadership potential by learning to identify, nurture, and practice development of the traits, skills, and competencies associated with leadership (Goal 1, Goal 4, Goal 5, and Goal 6).

(Dr. Taylor’s revised MBA 412 textbook can be seen in a separate [PDF file](#))

All Learning Goals

Summer 2010

Utilization of Exit Survey for Graduating MBA Students (For all learning goals)

Graduating MBA students enrolled in MQM 485 Advanced Organizational Strategy, the capstone required course, are surveyed and asked to self assess their learning experience throughout the program regarding the major content knowledge (Goal 1) and other skills categories (Goals 2–6).

Assessment Question: How has the MBA Program overall helped you in learning and developing the knowledge and skills in the following learning goals?

- 1 Content Knowledge
- 2 Communication Skills
- 3 Team Skills
- 4 Critical Thinking Skills
- 5 Ethical Reasoning Skills
- 6 Global and Multicultural Skills

Scale: Little = 1 2 3 4 5 = Very Much

Goals 2 and 3 – Communication and Team Skills

Summer 2010: A team project is developed for MQM 427 Operations and Quality Management (Dr. Farzaneh Fazel), a required MBA core course, in which students select a process within an organization, write a report, and present it to class. The project requires critical thinking and team work, and students have to write reports and make presentations to class.

The project is based on the concept of *lean management* and *Lean Solutions*, and requires constructing a value stream map for an existing process, identifying waste (muda) in the process, and making specific suggestions for improvements of that process. The project is done in teams of 3-4 students. Each team will select and visit an organization, choose a specific process within the organization, study the process, and build a value stream map or a consumption map of the current state of that process. Then, using the principles of lean management, they will make recommendations about removing/reducing waste in the system and will prepare a new value stream/ consumption map of the future state of the process. The teams will then prepare written reports of their study and will also present their analysis and recommendations to the class.

Goals 2 and 6 – Communication and Multicultural Skills

April 2010: The MBA Program established a **formal networking dinner** event for all MBA students. The purpose is to offer opportunities for the students to network and communicate with faculty, alums, business leaders, and fellow students. The event also offers a keynote speech on varying yet relevant topics such as developing effective communication skills, globalization and multicultural experiences, and technology and sustainability issues.

The first event was held on April 9, 2010 with 100 people in attendance. The overall feedback from the students was very positive in that they were able to get connected with faculty, alums, business leaders, and fellow students. Students particularly appreciated the insightful keynote speech on communication and job search skills as well as the opportunity to get exposed to people of different culture and background.

October 2010: The MBA Program has started a new event called “**MBA Connection.**” This event invites several alums and faculty members for MBA students to network with in an

informal but intimate manner. The MBA Program plans to host MBA Connection two or three times per semester in cooperation with MBAA, the MBA student organization. The purpose is again to help MBA students promote their communication and job search skills as well as the opportunity to get exposed to people of different culture and background. For the first three MBA Connection events (October 2010-February 2011), a total of 120 students, alums, faculty and staff members have attended and shared their thoughts and views.

March 2011: The MBA Program, as part of the College's 2011 Business Week event, launched the **Leadership Perspectives Dinner**. The event brought together MBA students, faculty, alumni, and industry representatives to explore topics in business leadership such as critical thinking, soft skills, and globalized views. This extracurricular program will continue as an annual event for the Business Week and feature a notable speaker addressing the relevant issues.

March 2012: The Leadership Perspectives Dinner continued as part of the College's annual Business Week event. 25 MBA students attended the event and learned from the speaker who addressed leadership thinking, communication skills, and globalized views from a big business perspective.

Goal 2 – Communication Skills

January 2012: Following the discussion at the fall 2011 assessment faculty meeting, a new communication/presentation workshop was offered at the spring 2012 orientation for the incoming MBA students. A presenter was chosen for expertise in Power Point presentation, and students were given a hands-on learning opportunity for presentation skills with a focus on the concept of mobile marketing. Information about presentation skills and an exemplary Power Point design are put on the College's intranet drive for faculty to utilize in their classes. The workshop is offered at the new student orientation every semester.

Goal 6 – Multicultural Skills

February 2012: A guest speaker was invited to speak to our MBA students about the international nature of the global financial markets. Students were presented real-world insights into the dynamics of global financial markets with a focus on similarities and differences between the U.S. and European market characteristics.