**Curriculum**

Curriculum Review Process

Approximately every six years, a Dean appointed MBA Task Force, primarily composed of faculty actively teaching in the MBA program, conducts a formal review of the MBA curriculum. Most recently, an MBA Task Force was appointed in Fall 2018. The Task Force solicited feedback from a range of stakeholders, including MBA alumni, the McCoy College of Business Advisory Board, the MBA Advisory Board; current MBA students, MBA faculty, and employers supervising MBA-credentialed employees. The Task Force recommended several changes to the MBA curriculum. These changes went through the university curriculum change process and were fully implemented in Fall 2020.

Curriculum Requirements

MBA – 36 Hours for General MBA, 39 Hours for a Concentration (concentrations available in Computer Information Systems, Engineering Technology, Healthcare Administration, Human Resource Management, International Business, and Supply Chain Management.)

B A 5100: Business Professional Development Seminar (Taken three times in different terms)

B A 5351: Organizational Performance and Competitive Advantage

B A 5352: Developing the Financial Perspective of the Firm

ACC 5361: Accounting Analysis for Managerial Decision Making

ECO 5316: Managerial Economics

MGT 5313: Strategic Management

MGT 5314: Organizational Behavior and Theory

MGT 5321: Supply Chain Management

MKT 5321: Marketing Management

QMST 5334: Statistical Methods for Business

6 hours of graduate electives (9 hours for a concentration)

Curriculum learning experiences relevant to:

* Business theories and practices

Business theory and practice permeates throughout the curriculum. Many faculty participate in industry events and/or externships and infuse real world examples into their lectures. For example, several faculty participated in an externship with Rush Industries. This not only resulted in “real world” examples that were brought back to the classroom, but also led to a joint research project between Rush and several CIS/QMST faculty.

* Engagement with business practitioners

Guest speakers in class and at professional development events allows for students to engage with practitioners. Internships also give students the opportunity to engage in business activity outside of the classroom.

* Cultural norms

Study abroad opportunities are available for all MBA students. Scholarships to support study abroad are also available. In recent years, MBA students have traveled to and studied in Estonia, Finland, Peru, and Argentina. In summer 2021, since international travel is not practical, MBA students will have the opportunity to participate in four classes that will have an active international focus. They will have virtual visits with international firms and international guest speakers.

* Life-long learning
The college is currently working with the Office of Distance and Extended Learning (ODEL) to create post-graduation programming for our alum and the general public. ODEL is currently conducting a marketing study to determine which topic areas are in high demand.
* Societal impact

At this time, the MBA program participates in indiscriminate activities associated with positive societal impact. At the next formal review of the MBA program a means to more formally incorporate positive societal impact into the program will be discussed.

Information technology

Information technology is used throughout the curriculum. The specific technology used includes basic applications like Excel, to access and retrieve financial data in FactSet, to programming in MatLab, Python and R.

**Assurance of Learning**

Process for review of learning goals

A review of the learning goals is a part of the overall review process. Changes to the learning goals are voted on by all McCoy graduate faculty.

Learning goals

1. Knowledge of Fundamental Business Disciplines: Students will acquire and integrate knowledge of fundamental business disciplines to effectively manage domestic and global organizations in adynamic environment (e.g., organizational structure and culture, discipline specific knowledge in accounting, finance, management, marketing, information systems and knowledge of how the disciplines interact through enterprise information systems).
2. Integration of Information Technologies: Students will integrate appropriate information technologies for managing business data for decision making, enhancing productivity, and communicating with others.
3. Analytical Skills and Critical Thinking: Students will demonstrate analytical skills and critical thinking as applied to business decision making (e.g., analyzing economic data and determining best course of action, applying statistical techniques to business data for decision making, analyzing financial data to assess financial health of a firm).
4. Ethical Leadership: Students will evaluate the issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner (e.g., demonstrating ethical sensitivity and judgment in decision making, understanding ethical and social issues in the use of information technology in organizations).
5. Communication Skills: Students will demonstrate the ability to communicate effectively, both orally and in writing, in new and unfamiliar circumstances (e.g., class presentations (planned and impromptu), class participation, written case analyses, written marketing plan, essay questions on exams
6. Leadership Skills: Students will understand the skills needed to effectively lead and will contribute to dynamic workgroups. In order to satisfy this outcome, students must understand key leadership issues and must learn to effectively participate in structured team settings.

Process for assessment of learning goals

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Goal | Performance Target | How Assessed | Where Assessed | When Assessed | Results | Improvement Identify whether process (P) or Curriculum (C) (Date changes were made) |
| Direct Measures |
| 1 | \*See Below | \*\* See Below | ACC 5361BA 5352FIN 5387 | Every long semester | Failed to MeetMetMet | \*\*\* See Below |
| 2 | \*See Below | \*\* See Below | BA 5353CIS 5318ECO 5316QMST 5334 | Every long semester | ExceededExceededExceededExceeded | \*\*\* See Below |
| 3 | \*See Below | \*\* See Below | BA 5352ECO 5316FIN 5387QMST 5334 | Every long semester | MetExceededMetExceeded | \*\*\* See Below |
| 4 | \*See Below | \*\* See Below | BA 5351CIS 5318MKT 5321 | Every long semester | ExceededExceededExceeded | \*\*\* See Below |
| 5 | \*See Below | \*\* See Below | BA 5353ACC 5361MKT 100 | Every long semester | MetMetExceeded | \*\*\* See Below |
| 6 | \*See Below | \*\* See Below | BA 5351MGT 5314 | Every long semester | ExceededExceededExceeded | \*\*\* See Below |
| Indirect Measures |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**\* The standards of performance are:**

* Scores of 90% correct or better will indicate that the student exceeds expectations
* Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
* Scores less than 80% correct will indicate that the student failed to meet expectations.

It is expected, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome

How often are learning goals reviewed

Every six years the learning goals are reviewed in conjunction with the program and changes are made based on task force recommendations.

Indirect Measures

At this time, the MBA program does not formally incorporate indirect measures as part of its program review process. At the next formal review of the MBA program the identification and inclusion of indirect measures such as the University Graduate Alumni Survey and/or the McCoy Graduate Salary Survey into its process.

**\*\* How Learning Outcomes Are Assessed**

Learning Outcome 1: Knowledge of Fundamental Business Disciplines

In BA5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 1 is as follows. Three embedded short answer/essay exam questions throughout the semester addressing various aspects of finance will be used for assessment. The questions will be consistent across sections, but individual professors will have leeway with the specific wording of the questions. Student learning will be measured as a percentage correct on each question. Exceptional answers will demonstrate a thorough understanding of the subject and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject. In BA5352, the data gathered from the assessment for outcome1 comprises 9% of the overall course grade. That is, the weight of these assignments is 3% of the students' grade in the course.

In ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 1 is as follows. All exams during each semester will include multiple choice questions designed to test student knowledge about managerial accounting. A total of sixteen multiple choice questions over the course of the semester will be used to assess students’ acquisition of discipline-specific knowledge of managerial accounting. In ACC 5361, the data gathered from the assessment for outcome 1 comprises 9.90% of the overall course grade. That is, the weight of these assignments is 9.90% of the students' grade in the course.

In FIN 5387, Managerial Finance, the assessment technique/rubric for outcome 1 is as follows. In FIN 5387 there will be an increased emphasis on financial statements and managing working capital. There will be six parts of graded activities for this outcome to assess outcome 1: Accounting Geography, Working Capital, Capital Budgeting, Victoria Chemicals, Weighted Average Cost of Capital, and Capital Structure. The graded activities for four of these sections will be done individually, without notes, in class. The other two sections will be completed outside of class in groups assigned by the professor. All six of the sections have multiple questions or sections the students can demonstrate mastery. The Accounting Geography, Working Capital, Capital Budgeting, Weighted Average Cost of Capital, and Cost of Capital sections will consist of direct questions that will be graded according to the following guideline: 100% credit for a correct and complete answer, 70% credit for a correct, but incomplete answer, 50% credit for an incorrect answer that is on the right path, and 0% credit for an incorrect answer or no response. A similar guideline will apply for the Victoria Chemicals case; each portion of the case will be graded according to the following guideline: 100% credit for correctly identifying the problem and offering an appropriate response, 70% credit for correctly identifying the problem but failing to offer an appropriate response, 50% credit for failing to correctly identify the problem – but offering a response that is commensurate with the problem the student identified, and 0% credit for failing to identify the problem and not offering a response. In FIN 5387, the data gathered from the assessment for outcome 1 comprises 13.33% of the overall course grade. That is, the weight of these assignments is 13.33% of the students' grade in the course.

Learning Outcome 2: Integration of Information Technologies

In BA 5353, Understanding and Analyzing Organizational Problems, the assessment technique/rubric for outcome 2 is as follows. The assessment tools that will be employed for the analytics portion of BA 5353 consist of a homework set and case reports set, where students will develop mathematical models for decision making problems using the data. Each individual assignment in both the homework set and the case report set will be evaluated on a 0-100 points scale with each part of each assignment having specific points. Each assessment item (average of the homework assignments and average of the case reports) will contribute 50% to the assessment score, for a total of 100%. In BA 5353, the data gathered from the assessment for outcome 2 comprises 30% of the overall course grade. That is, the weight of these assignments is 30% of the students' grade in the course.

In CIS 5318, Information Technology in the Digital Economy, the assessment technique/rubric for outcome 2 is as follows. Outcome 2will be assessed using both class participation (20 points) and a case study write up (15 points). There is a discussion of case studies in every class period along with summary of case study write up is due every week. The rubric for grading is as follows. Class participation contribution: Outstanding = 20 pts, Good = 16, Fair = 14, None = 7, Absent = 0. The case analysis is comprised of two components: Assigned Question with outstanding analysis = 10 pts, good = 7, Fair = 5, None = 0; and Managerial Insight with outstanding insight = 5 pts, Good = 3, Fair = 1, None = 0. In CIS 5318, the data gathered from the assessment for outcome 2 comprises 4% of the overall course grade. That is, the weight of these assignments is 4% of the students' grade in the course.

In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 2 is as follows. The analytical problems will increase from four last year to eight this year. The questions will include: (1) demand and supply analysis; (2) cost-benefit analysis; (3) regression analysis; (4) analysis of elasticity; (5) time-series analysis; (6) optimization; (7) application on game theory 1; (8) application on game theory 2. Students will be given several analytical problems involving economic data that requires the use of Excel to plot diagrams, run regression analyses, perform diagnostic analyses, solve optimization problems, create worksheets, and complete real-time analysis exercises. The instructor will choose eight of these problems and compute a score for each problem according to a rubric. Excellent scores will have excellent plots and diagrams and correct use of regression tools to analyze data, as well as accurate and concise reporting of statistical outcomes from the data generated. Acceptable scores will have average quality plots and diagrams, adequate but incomplete use of regression tools to analyze the data, and accurate but incomplete reporting of statistical outcomes from the data generated. Unacceptable answers will Incomplete and/or confusing plots and diagrams, poor use of regression tools to analyze data, and inaccurate and incomplete reporting of statistical outcomes from the data generated. An average of these scores will comprise the student’s assessment score. In ECO 5316, the data gathered from the assessment for outcome 2 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

In QMST 5334, Advanced Statistical Methods for Business, the assessment technique/rubric for outcome 2 is as follows. A final project will be used to assess outcome 2. This project consists of an ongoing process throughout the semester. Each of performance area will be separately graded out of 100 points. The assessment score will consist of arithmetic average of four performance measurement areas, including but not limited to the integration of spreadsheet/statistical software and word processing to convey information as well as the effective use of statistical software. In QMST 5334, the data gathered from the assessment for outcome 2 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

Learning Outcome 3: Analytical Skills and Critical Thinking

In BA 5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 3 is as follows. Three embedded short answer/essay exam questions throughout the semester addressing various aspects of finance will be used to assess outcome3. The questions will be consistent across sections, but individual professors will have leeway with the specific wording of the questions. Student learning will be measured as a percentage correct on each question. Exceptional answers will demonstrate a thorough understanding of the subject and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject. In BA5352, the data gathered from the assessment for outcome1 comprises 9% of the overall course grade. That is, the weight of these assignments is 9% of the students' grade in the course.

In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 3 is as follows. Embedded questions within a case study that focus on the ability of the student to use demand data to critically evaluate optimal pricing outcomes will be used for assessment. Student learning will be measured as a percentage correct of the 10 embedded questions. Excellent answers will use excellent plots and diagrams, the correct use of regression tools to analyze data, provide accurate and concise reporting of statistical outcomes from the data. Acceptable answers will use average quality plots and diagrams, adequate but incomplete use of regression tools to analyze the data, and accurate but incomplete reporting of statistical outcomes from the data. Unacceptable answers will use incomplete and/or confusing plots and diagrams, poor use of regression tools to analyze the data, and inaccurate and incomplete reporting of statistical outcomes for the data. In ECO5316, the data gathered from the assessment for outcome 3 comprises 20% of the overall course grade. That is, the weight of these assignments is20% of the students' grade in the course.

In FIN 5387, Managerial Finance, the assessment technique/rubric for outcome 3 is as follows. There will be an increased emphasis on financial statements and managing working capital this year. There will be six parts of graded activities for this outcome to assess outcome 3: Optimizing Working Capital, Forecasting, Victoria Chemicals, Sensitivity Analysis, Weighted Average Cost of Capital, and Fundamental Analysis. The graded activities for half of these sections will be done in individually, without notes, in class. The other half will be completed outside of class ingroups assigned by the professor. All six of the sections have multiple problems, or a large problem with multiple sections, that require a numerical answer from the students. Each answer, or subsection of a large problem, is either correct or incorrect and no partial credit will be given. In FIN5387, the data gathered from the assessment for outcome 3 comprises 14.29% of the overall course grade. That is, the weight of these assignments is 14.29% of the students' grade in the course.

In QMST 5334, Advanced Statistical Methods for Business, the assessment technique/rubric for outcome 3 is as follows. In total, 4sets of short-answer items throughout major exams will be used to assess students’ ability to identify and apply appropriate statistical techniques to business problems. As an example, a student who exceeds expectations in any given area earns a score between 90 and 100, inclusive. All areas for an item are equally weighted. The assessment score will consist of the equally weighted mean score for all four items. In QMST 5334, the data gathered from the assessment for outcome 3 comprises 2-6% of the overall course grade. That is, the weight of these assignments is 2-6% of the students' grade in the course

Learning Outcome 4: Ethical Leadership

In BA 5351, Organizational Performance and Competitive Advantage, the assessment technique/rubric for outcome 4 is as follows. Awareness and comprehension of the importance of ethical issues in business is assessed via analysis of one or more ethical scenario (s)/vignette(s). Students will have to (individually) demonstrate understanding of ethical issues, specifically, 1) how ethical decisions and judgments are made in organizations, and 2) ethics related consequences. They will be asked to complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome. Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both existing and potential ethical issues. Meets expectations: Assumptions and underlying logic are not transparent, but evidence of ethical sensitivity is observable. Fails to meet expectations: The ethical scenario is evaluated in a superficial manner and lacks obvious/significant ethical sensitivity. In BA 5351, the data gathered from the assessment for outcome 4comprises 10-15% of the overall course grade. That is, the weight of these assignments is 10%-15% of the students' grade in the course.

In CIS 5318, Information Technology in the Digital Economy, the assessment technique/rubric for outcome 4 is as follows. Outcome4 is assessed using both class participation (20 points) and case study write-up (15 points). There is a discussion of case studies in every class period along with a summary of case study write up is due every week. The rubric for grading is provided below: The rubric for grading is as follows. Class participation contribution: Outstanding = 20 pts, Good = 16, Fair = 14, None = 7, Absent = 0. The case analysis is comprised of two components: Assigned Question with outstanding analysis = 10 pts, good = 7, Fair = 5, None = 0; and Managerial Insight with outstanding insight= 5 pts, Good = 3, Fair = 1, None = 0. In CIS 5318, the data gathered from the assessment for outcome 4 comprises 4% of the overall course grade. That is, the weight of these assignments is 4% of the students' grade in the course.

In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 4 is as follows. For assessing learning outcome 4, a case study on the importance of ethics in planning and implementing marketing strategy will be utilized. The case study includes questions that focus on why marketing ethics is a strategic consideration in organizational decisions, issues in managing marketing ethics, identifying and resolving ethical dilemma, and the relationship between ethical decisions and organizational performance. To answer the questions, students need to have a theoretical understanding of ethics in marketing decision making, make decisions demonstrating their ethical sensitivity and ethical judgment, and argue how and why their decisions support responsible marketing and a successful marketing strategy. Therefore, in evaluating student responses, (1) understanding of the ethical context, (2) theory integration in evaluating the context and proposed recommendations, and (3) quality of written responses will be used as dimensions of a scoring rubric to determine each student’s grade. In MKT 5321, the data gathered from the assessment for outcome 4 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

Learning Outcome 5: Communication Skills

In BA 5353, Understanding and Analyzing Organizational Problems, the assessment technique/rubric for outcome 5 is as follows. Students in small groups will use economic tools to write a paper analyzing a particular industry and present their findings to the class. Within a group, each student will receive the same paper score but student presentation scores may differ. A rubric will be used to evaluate performance o feach student, where student assessment scores will be measured as the percentage of total points earned out of a maximum of 150. Points are earned on the following sub-areas of the paper: Theoretical analysis, empirical analysis, article selection, grammar, punctuation, spelling, format, article summary, and overall quality/creativity. Points are earned on the following sub-areas of the presentation: Delivery and enthusiasm, visuals, response to class queries. In BA 5353, the data gathered from the assessment for outcome 5 comprises 15% of the overall course grade. That is, the weight of these assignments is 15% of the students' grade in the course.

In ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 5 is as follows. Students will write a solution to a case involving internet research on Southwest Airlines. Each student will receive a score based on the two parts of the rubric: (1) Accuracy and completeness of the case solutions/answers and (2) Effectiveness of communication including grammar, spelling, and punctuation. Scores on the first component are as follows: excellent accuracy and completeness of answer, satisfactory to good accuracy, and unsatisfactory accuracy. Scores on the second component are as follows: Excellent effectiveness of communication including grammar, spelling, and punctuation, satisfactory effectiveness, and unsatisfactory effectiveness. A simple average of these two scores will comprise the overall performance of each student on the case. In ACC 5361, the data gathered from the assessment for outcome 5 comprises 2.00% of the overall course grade. That is, the weight of these assignments is 2.00% of the students' grade in the course.

In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 5 is as follows. Assessment of this outcome requires students to integrate research on company, customer, competitor, and external environments to develop and present a marketing plan for a chosen product or service. This research-driven marketing plan should be structured in adherence with a template provided at the beginning of the semester. Mirroring their work on the marketing plan, students will be required to develop a ‘Personal Marketing Plan,’ which will document their individual marketing strategies and tactics to achieve chosen professional goals and objectives. Students’ written communication skills will be assessed based this individual marketing plan. (1) Completeness of the personal marketing plan, (2) theory integration, (3) external research, (4) overall quality of written responses will be used as dimensions of a scoring rubric to determine each student’s grade. In MKT 5321, the data gathered from the assessment for outcome 5 comprises 20% of the overall course grade. That is, the weight of these assignments is 20%of the students' grade in the course.

Learning Outcome 6: Leadership Skills

In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. Student performance on this learning outcome will be measured via an essay. The essay score will be comprised of two different sub-scores. The first sub-score is in regard to the substance of an appropriate leadership perspective or theory used in a description of a fictitious company. Excellent answers will involve one of two different correct diagnoses with example of all key elements properly described. Acceptable answers will involve the appropriate diagnosis of the leadership style described in the case problem, but not all of the key elements will be identified. An unacceptable answer will misidentify the leadership style underlying the problem and will miss most of the key elements of the problematic style. The second sub-score is in regards to style and will focus on spelling, grammar, punctuation, and overall writing style. Excellent answers will be almost entirely free from errors. Acceptable answers will have fewer than five errors. Unacceptable answers will have more than five errors. In MGT 5314, the data gathered from the assessment for outcome 6 comprises 5% of the overall course grade. That is, the weight of these assignments is 5% of the students’ grade in the course.

In BA 5351, Organizational Performance and Competitive Advantage, the assessment technique/rubric for outcome 6 is as follows. Awareness and comprehension of the importance of leadership issues in business is assessed via analysis of leadership articles/ cases/ or vignettes. Students will have to (individually) demonstrate understanding of leadership issues, specifically, 1) how leadership decisions in dynamic team settings (for example top management teams) are made in organizations, and 2) how leadership in top management teams affect strategic decisions. They will be asked to complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome. Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both leadership issues. Meets expectations: Assumptions and underlying logic are not transparent, but evidence of leadership knowledge is observable. Fails to meet expectations: The leadership scenario is evaluated in a superficial manner and lacks obvious leadership insight. In BA 5351, the data gathered from the assessment for outcome 6 comprises 10%-15% of the overall course grade. That is, the weight of these assignments is 10%-15% of the students' grade in the course.

In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. Embedded question son one multiple choice quiz on leadership and one fill-in-the-blank test on applications of leadership theories and issues will be measured as a percentage correct of the following 20 embedded quiz/test questions. On a minor quiz there are 10 questions designed to measure student learning of concepts related to leadership. These questions are definitions critical to understanding leadership. On a major exam there are 10 questions designed to measure student learning of aspects of leadership. These questions are fill-in-the-blank questions which are application-oriented and embedded randomly among approximately 60 items. In MGT 5314, the data gathered from the assessment for outcome 6 comprises 6.67% of the overall course grade. That is, the weight of these assignments is 6.67% of the students' grade in the course

**\*\*\* MBA Program Evidence of Improvement for 2019-2020**

The MBA program goal related to assessment is 80-80-80. It is expected that 80% of students will score 80% or better on 80% or more of the assessments (i.e. data points). For the year 2019-2020 the goal of 80-80-80 was accomplished. In fact, 80% or more of the students scored 80% or better on a full 95% of the assessments with only one of twenty data points missing the mark.

Three years ago, the faculty shuffled some of the outcomes assigned to certain courses to allow the faculty to assess learning outcomes more closely aligned with the content of their courses than in the past. The faculty continue to adjust their course content slightly from year to year to incorporate the latest in business issues and most recent research. The evolution of course content has consistently allowed the accomplishment of the program goal of 80-80-80.

Evidence of improvement exists in the following areas:

1. This year the course coordinators agreed to provide the weight of the assignment from which their assessment scores are gathered. The average weight was 12.94% of the overall grade with a range from 2% to 30%. Both ends of this range are perhaps inappropriate in that the former does not likely induce maximum effort and the latter seems so heavy as to suggest it is just a major assignment used as a proxy for assessment and not some imbedded measure as in the assurance of learning in the other MBA courses. Nevertheless, there was generally some consistency indicating that all faculty teaching core courses see assessment as important and have properly weighted it.

2. On half of the assessments on a course-by-course basis the percentage of students scoring above 80% actually improved from last year. On three of these data points the improvement was to a perfect 100. Last year there was no assessment on which 100% of students scored 80% or better. These improvements are impressive in spite of the COVID-19 pandemic that forced all classes to more to an online format after mid-March.

3. The MBA list of required courses will change next year, and three of the ten core courses currently used for assessment purposes this year will no longer be required courses and thus will not be used for assessment in the future. In each of these three courses, on both learning outcomes assigned to the respective course the goal of 80-80 was met. It would not have been unreasonable to expect that the assessment process would be less important in those three courses as faculty adapted to deal with the pandemic and that these three courses would no longer be used for assessment. This is a testimony to the professionalism of the faculty.

MBA Action Plan for 2020-2021

Next year there will fewer required courses in the MBA program as the new catalog sees a shortening of the program from 42 hours to 36 hours. The existing capstone course does not lend itself well to grading or assessment so it will continue to not be used for assessment in the future. Thus fewer courses will be used for assessment which results in fewer data points and a potentially more difficult path to achieving the goal of 80-80-80.

The plan for next year is to:

1. The core course coordinators committee will come to an agreement about the proper weight of assessment across the core courses to a range of 10% to 15% of the total course grade.

2. The new supply chain course and the new professional development seminars will not be used for assessment until their content stabilizes over time. Hopefully, that will be in the second year of the new catalog. The program faculty will work closely to assist in the content of the new professional development seminars to more adequately address students' weak points.

Faculty involvement in the process

The entire review process is faculty driven. Faculty collectively decide on the learning goals for the program and determine which learning goals will be assessed in which classes. Faculty that teach a particular core MBA class meet and discuss the assessment results, and make any necessary adjustments, on a regular basis.

**Learner Development**

Admission requirements

The MBA Admissions Committee takes a holistic approach when reviewing applications. If an applicant has a below average last 60 hours GPA, they will look for something to offset it, like an above average GMAT or GRE. Work experience is a more important consideration for the MBA Flex program compared to the Full Time Cohort program, which is tailored for students coming straight from an undergraduate program.

Advising

A full-time graduate academic advisor is dedicated to advising MBA students. Due to course restrictions, most students must visit with the graduate academic advisor before registering for classes.

Student intervention process

If a student’s GPA falls below 3.0, they are automatically put on academic probation by the Graduate College. The Graduate College requires that they student’s GPA equal or exceed 3.0 by the end of the next semester. When this occurs, the graduate academic advisor meets with the student to design a plan to get the student back on track. In some cases, this may require retaking one or more courses. In other cases, it may be the student takes fewer hours. In all cases, it is made clear to the student what they must do to avoid academic suspension and return to good academic standing. The Associate Dean for Graduate Programs generally reviews each probationary student’s plan.

When was the program last updated?

Fall 2021.

What changes were made?

Total hours reduced from 42 to 36 (45 to 39 for a concentration). Supply Chain Management and Professional Development courses added to the curriculum.

Describe where changes to the curriculum were due to the AoL process.

Changes to the material covered in a particular core MBA course are not uncommon. If the measured learning outcomes are not met in a particular class, the faculty will meet to discuss what changes need to be made. For example, after the 2018-2019 academic year, the faculty teaching ACC 5361 determined they needed to Increase the emphasis on job-order costing. Additional emphasis was placed on this topic during the 2019-2020 academic year. Unfortunately, this concept remains the top concept missed on exam questions. Thus, the faculty will continue to emphasize this topic in hopes of continuing to meet performance expectations for Outcome #1.

What curricular changes are planned for the future?

Supply Chain Management will be replaced with a new, broader course, Operations Management.

How does the program take action when learners have not met competency goals?

Generally, this has not been an issue. All goals are assessed in two or more core MBA courses. In the few cases where it has occurred, the faculty teaching the courses where the goals were not met will meet and discuss the issue and corrective action is taken. This may be in the form of revising how the material is taught or a revision in the assessment method.

Revised: 5/5/2021