

University of Dayton
School of Business Administration
Assurance of Learning Report for 2007-2008
November 22, 2008

This report covers the SBA's educational outcomes assessment activities for the academic year 2007-08 for each of the two degree programs: 1) Bachelor of Science in Business Administration (UG Program) and 2) Master of Business Administration (MBA Program). This represents the normal cycle for evaluating the MBA Program but a delay of one semester for the UG program to facilitate data collection.

Both programs utilized direct measures of student performance in order to ascertain whether learning outcome objectives were being met. Student performance was evaluated by: 1) independent evaluators (those not teaching the courses where the measures are embedded), 2) panels of faculty and executives, or 3) by individual faculty teaching the courses using pre-determined, rubric-based measures in a manner consistent with AACSB guidelines. Student attitude surveys provided supplementary evidence of student satisfaction with various aspects of the programs. Both programs respective Curriculum and Assurance of Learning Committees reviewed the evidence, developed findings and recommendations for the programs, and will monitor their implementation. Please see the SBA Learning Outcomes Assessment Plan document for complete details on measures and procedures.

UG Program Results Summary

The broad learning outcomes, specific objectives, measurement approach, target achievement levels, and findings for the UG Program are summarized in Table 1 with details of the results in the accompanying Exhibits. Note that two outcomes are inactive and will be formally dropped when the current project for developing new outcomes is complete. (Please see the SBA Learning Outcomes Assessment Plan for information on this project.)

Overall, the results show that all targets were met except for one, which was very close. This indicates that students in the UG Program largely are achieving the desired learning outcomes. However, the results also indicate the need for action in a few areas but with different time horizons:

- The target for *Objective 2 (Ability to identify and capitalize on business opportunities)* was only narrowly missed. Consequently, we will monitor results for this objective for another cycle to see if intervention is needed.
- Another item to be monitored is the Eye Contact trait in the measure of *Objective 3a (Proficiency in oral communications)*. While the results of other traits of oral communications were very strong, the target for Eye Contact was barely met. The independent evaluator reported that because of resolution and magnification issues with the video recordings, it was hard to see where students were looking while they presented, making this trait difficult to evaluate. Consequently, we will arrange first for improving the recording quality. We will emphasize with students the importance of Eye Contact while presenting. If the results do not improve, we will work with Communications faculty, who deliver this portion of the curriculum, to stress this skill in their classes.

- Another recommendation for the next assessment cycle is to raise the achievement target for the measure of *Objective 3e (Proficiency in teamwork)*. This measure is based on student peer evaluations. This change reflects the belief that students tend to be lenient in their evaluation of one another.
- The focus for immediate actions for improvement will be on *Objective 3d (Proficiency in using technology to structure and retrieve data for decisions)*. Although the overall target on the measure for this objective was met, scores on three specific sub-traits dealing with the design of data tables, queries, and reports were very low with only 29%, 31%, and 21% of students, respectively, demonstrating proficiency with those skills. The Course Director of MIS 301, where these skills are taught, will coordinate actions to address this weakness. Preliminary indications are that the faculty teaching this course plan to reduce the breadth of coverage of this topic, which extends beyond the core sub-traits identified in the measure of this objective, to allow time to focus on basic skills, including the weak areas noted. Ongoing data collection will provide assessment of these improvement efforts.

In Spring/Summer 2007, the EBI Undergraduate Business Exit Survey and the EBI Undergraduate Business Alumni Survey were administered to gauge student satisfaction with various aspects of the program. Results of comparisons with our benchmark schools as well as longitudinal results are summarized in Tables 2-4. Note that results are reported in the tables only for questions relevant to learning outcomes. The results are satisfactory. Exit survey results indicate no problem areas compared to our benchmark schools and also show improvement over time. Alumni survey results, while satisfactory, are not as strong with dips since the last survey in 2001. Writing skills seem to be an area of dissatisfaction from the alumni survey. However, curricular changes have been made in the last couple of years to enhance the development of writing skills but it is too early for the effects of these to be perceived by alumni.

MBA Program Results Summary

The broad learning outcomes, specific objectives, measurement approaches, target achievement levels, and findings for the MBA Program are summarized in Table 5 with details of the results in the accompanying Exhibits.

Overall, the results show that only one major target was missed. Performance fell short of targets on some sub-items (or traits) on a couple of other objectives. Thus, targets were met fully for six (and mostly for another two) of the nine learning objectives indicating that students in the MBA Program generally are achieving the desired learning outcomes. However, the results signal the need for action in a few areas:

- Individual targets for three of eight sub-areas in *Objective 2 (Awareness of cross-functional impacts and integration of knowledge across business disciplines reflected in business decisions)* were missed very narrowly. Consequently, we will monitor results for this objective for another cycle to see if intervention is needed.
- Other items to be similarly monitored include 1) the Implementation Plan trait in *Objective 3a (Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances)* and 2) the Owners / Shareholders item in *Objective 4 (Identification of relevant stakeholders and analysis of impacts on them reflected in business decisions)*.
- A recommendation for the next assessment cycle is to raise the target for the number of students with satisfactory performance on the measure of *Objective 3b (Proficiency in oral*

communications with business leaders). This would better reflect one emphasis of the MBA program, which provides numerous opportunities for students to develop this skill. Part time students employed full time make up the majority of students in the program and require this skill to advance in their careers.

- With respect to *Objective 5 (Recognition of ethical dilemmas and analysis of ethical issues reflected in business decisions)*, the results indicate the need for curricular action. This is consistent with the findings from prior assessments, which resulted in the SBA faculty voting to approve a requirement that all MBA students take at least 3 credits (from a total of 12 credits available for electives) in the area of Ethics and Corporate Social Responsibility. The Graduate Curriculum and Assurance of Learning Committee is responsible for approving a list of courses that meet this requirement, which is effective for students entering in Fall 2008. In future assessment cycles, results for students who have completed this requirement will be examined to assess the efficacy of this curricular change.

The MBA Program Office conducts a survey of students graduating each semester to assess student satisfaction with various aspects of the program. Table 6 shows the results of this survey, which was administered at the end of each semester during academic year 2007-08. Consistent with the focus of this report on learning outcomes, the table only shows results for the subset of survey questions that pertain to such outcomes. The results are satisfactory and support the overall finding, based on the direct measures, of general success in achieving learning outcomes.

Assurance of Learning Process Evaluation Summary

The SBA Learning Outcomes Assessment Plan calls for evaluation and adjustment of assessment procedures based in part on input by process participants such as the two Curriculum and Assurance of Learning Committees. As a result of this evaluation, the following will be undertaken:

- Target levels will be reviewed and adjusted (likely raised) for certain measures. In the absence of baseline data, the target achievement level for all learning outcomes was set at a uniform 70% of the sample achieving an acceptable score on each measure (or 60% for sub-scores.) The availability of data now supports altering target achievement levels.
- Measurement procedures will be refined to incorporate greater use of independent evaluators and more relevant external benchmarks where possible, e.g., by pegging target levels on the ETS Field Test in Business to performance of peer schools, subject to budgetary considerations.

Table 1. Assurance of Learning Results: UG Program (2008)

Outcomes/Learning Goals	Learning Objectives*	Curriculum	Measurement Approach**	Satisfactory Level	Result	Status/Action
(1a) Mastery of the fundamental concepts of business in a global market place.	(1) Knowledge of core concepts in business disciplines [Knowledge, Comprehension]	All core courses except MGT 490	ETS Field Test in Business in MGT 490	Mean total score no lower than that of other institutions & mean score on sub-areas no lower than one standard deviation below other institutions	Met target (Exhibit 1)	No action required
(1b) Mastery of specialized knowledge in one or more areas of study.	(Specific to each major)					To be assessed in 2010
(2) Ability to identify and capitalize on business opportunities.	(2) Ability to identify and capitalize on business opportunities [Application, Analysis, Synthesis]	MGT 490	Faculty evaluation of decisions and results based on MGT 490 business simulation group exercise	70% of groups have a rank of 3 or better	68% of groups met target (Exhibit 2)	Track results for another cycle to determine if action is required
(3) Ability to effectively participate and/or provide leadership in solving complex business problems involving challenges such as, cross-functional issues, highly integrated systems, diverse work teams, and the broader issues of society.	(3a) Proficiency in oral communications [Application]	CMM modules	Independent evaluator evaluates recorded project presentations from MIS 301 using rubric from faculty	70% of students have a mean score of 2 or better and 60% score 2 or better on each trait	Met target but only borderline (61%) for one trait: Eye Contact (Exhibit 3)	Track results for another cycle before communicating with CMM faculty; meantime, improve video taping & emphasize skills in MIS 301 class
	(3b) Proficiency in written communications [Application]	ENG courses	MGT 201 instructors evaluate research paper on common writing rubric	70% of students score 2 or better on each trait	Met target (Exhibit 4)	No action required

Outcomes/Learning Goals	Learning Objectives*	Curriculum	Measurement Approach**	Satisfactory Level	Result	Status/Action
	(3c) Proficiency in research or information literacy skills [Application]	ENG courses	MGT 201 instructors evaluate research paper on common information literacy rubric	70% of students score 2 or better on each trait	Met target (Exhibit 5)	No action required
	(3d) Proficiency in using technology to structure and retrieve data for decisions [Application]	BAI 103L MIS 301	Parts of hands-on database test in MIS 301 scored using common checklist	70% of students have a total score of 20 or better	Met total score target but weak in some areas (Exhibit 6)	Scale back breadth of topics to focus on core skills with emphasis on areas of greatest weakness.
	(3e) Proficiency in teamwork [Application]	MGT 301	MGT 490 business simulation team peer evaluations using rubric from faculty	70% of students have a mean score of 3 or better	Met target (Exhibit 7)	Raise target for next cycle to: 80% of students have a mean score of 3.5 or better
(4) Commitment to life-long learning to maintain professional competence.						Inactive: evaluation with direct measures difficult & tenuous link to curriculum
(5) Broadly educated with an integrated understanding of science, social science, and the humanities.		Gen Ed				Inactive: evaluation provided by CAS based on indirect measures only
(6) Personal qualities which embody integrity, the principle of servant leadership, ethical decision making, desire to grow spiritually, and the ability to balance one's work, family, and societal responsibility.	(6) Recognition of ethical dilemmas and corporate social responsibility issues [Analysis]	Gen Ed PHL 313 / REL 368 Various SBA core courses	Rubric-based faculty evaluation of paper required for Walk the Talk in conjunction with MGT 490	70% of students have a total score of 10 or better	Met target (Exhibit 8)	No action required

* Bloom's taxonomy categories in parentheses

** See SBA Learning Outcomes Assessment Plan for details of measures utilized

Table 2. EBI Business Undergraduate Exit Survey (2007): Comparison with Benchmark Schools on Learning Outcome Questions

Due to EBI restrictions, results are not posted online. Results are available from the School of Business Administration.

Table 3. EBI Business Undergraduate Alumni Survey (2007): Comparison with Benchmark Schools on Learning Outcome Questions

Due to EBI restrictions, results are not posted online. Results are available from the School of Business Administration.

Table 4. EBI Business Undergraduate Surveys: Longitudinal Comparison on Learning Outcome Questions

Due to EBI restrictions, results are not posted online. Results are available from the School of Business Administration.

Table 5. Assurance of Learning Results: MBA Program (2008)

Outcomes/Learning Goals	Learning Objectives*	Curriculum	Measurement Approach**	Satisfactory Level	Result	Status/Action
(1) In-depth understanding of the functional areas of business.	(1) Knowledge of core concepts in business disciplines [Knowledge, Comprehension]	MBA foundation	Grades in MBA foundation courses	70% of sample gets course grades of B or better	Met target (Exhibit 9)	No action required
(2) Understanding of cross-functional integration in the business enterprise.	(2) Awareness of cross-functional impacts and integration of knowledge across business disciplines reflected in business decisions [Analysis, Synthesis]	MBA 691 MBA 692 MBA 693 MBA 694	EIR/faculty panel evaluate MBA 699 group project results using checklist	70% of groups score Satisfactory on each item	Met target except for three items just missed at 69% (Exhibit 10)	Track results for another cycle to determine if action is required
(3) Ability to visualize and conceptualize business opportunities and provide effective leadership in pursuit of those opportunities.	(3a) Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances [Application, Analysis, Synthesis, Evaluation]	MBA 698 MBA 699	MBA 698 faculty evaluate individual analysis of a case using rubric EIR/faculty panel evaluate MBA 699 group project results using rubric	70% of students score at least Satisfactory on each trait 70% of groups score at least Satisfactory on each trait	Met target but borderline (72%) for one trait: Implementation Plan (Exhibit 11) Met target (Exhibit 12)	Track results for another cycle; meantime, stress importance of attention to strategy implementation Raise target for next cycle to: 75% of groups score at least Satisfactory on each trait
	(3b) Proficiency in oral communications with business leaders [Application]	MBA core & capstone	EIR/faculty panel evaluate individual presentations of MBA 699 group project results using rubric	70% of groups score at least Satisfactory on each trait	Met target (Exhibit 13)	

Outcomes/Learning Goals	Learning Objectives*	Curriculum	Measurement Approach**	Satisfactory Level	Result	Status/Action
	(3c) Proficiency in written communications for business leaders [Application]	MBA core & capstone	EIR/faculty panel evaluate MBA 699 group project reports using rubric	70% of groups score at least Satisfactory on each trait	Met target (Exhibit 14)	No action required
	(3d) Demonstration of effective leadership in a business setting [Application]	MBA 693 MBA 698 MBA 699	MBA 699 peer evaluations using rubric from faculty	70% of students are rated at least Satisfactory on each trait	Met target (Exhibit 15)	No action required but raising target will be considered
(4) Understanding of the relations between a firm and its stakeholders and practice balancing their needs.	(4) Identification of relevant stakeholders and analysis of impacts on them reflected in business decisions [Analysis]	MBA core & capstone	EIR/faculty panel evaluate MBA 699 group project results using checklist	70% of groups score Satisfactory on each item	Met target except for one item at 62%: Owners / Shareholders (Exhibit 16)	Track results for another cycle to determine if action is required
(5) Understanding of and commitment to ethical decision-making.	(5) Recognition of ethical dilemmas and analysis of ethical issues reflected in business decisions [Evaluation]	MBA 692 MBA 693 CSR elective	MBA 693 faculty (or independent evaluators) evaluate negotiation exercise threaded discussion using rubric	70% of students respond to questions with 4 or better and are rated at least Satisfactory on their behavior	Met target on questions but missed (at 65%) on behavior (Exhibit 17)	Curricular change: Implemented an Ethics / Corporate Social Responsibility course requirement

* Bloom's taxonomy categories in parentheses

** See SBA Learning Outcomes Assessment Plan for details of measures utilized

Table 6. MBA Exit Survey Results (AY 2007-08): Select Questions

Item	Dec 07 (n=20) Mean	May 08 (n=40) Mean	Aug 08 (n=19) Mean
Scale: 1 - strongly disagree to 5 - strongly agree	[1-5]	[1-5]	[1-5]
The MBA program enhanced my ability to make decisions based on both theoretical and applied business knowledge.	4.30	4.08	4.32
The MBA program enhanced my ability to think critically about business issues based on both theoretical and applied business knowledge.	4.45	4.15	4.32
The MBA program increased my confidence in my leadership abilities.	4.05	4.03	4.37
The MBA program enhanced my ability to work in a team environment.	4.10	4.13	4.11
The MBA program enhanced my ability to communicate effectively in writing.	3.90	3.78	4.05
The MBA program enhanced my ability to speak effectively in both formal and informal settings.	4.15	4.00	4.05
The MBA program enhanced my ability to incorporate a global perspective when addressing issues in my work environment.	3.80	3.83	4.16
The MBA program allowed me to stay current in business knowledge and improving my business skills.	4.15	3.90	4.21
Scale: 1 – not at all, 4 – somewhat, 7 – significantly	[1-7]	[1-7]	[1-7]
To what extent did the MBA program provide you with an in-depth understanding of the functional areas of business	5.55	5.45	5.47
To what extent did the MBA program provide you with an understanding of functional integration in the business enterprise	5.45	5.33	5.95
To what extent did the MBA program provide you with an ability to visualize & conceptualize diverse business opportunities	5.45	5.38	5.42
To what extent did the MBA program prepare you to provide effective leadership in pursuit of business opportunities	5.55	5.45	5.74
From the MBA program, to what extent did you gain an understanding of the relationship between the firm and its stakeholders	5.55	5.50	5.89
In the MBA program, to what extent did you gain an understanding of and a commitment to ethical decision making	5.50	5.05	5.58
To what extent did the MBA program enhance your understanding of the relations between the firm and its stakeholders, and balancing their needs?	5.45	5.50	5.68

Note: The questions above are a subset of a larger survey and have been selected because they are pertinent to learning outcomes.

EXHIBIT 1: UG Objective 1 Results
Knowledge of core concepts in business disciplines

ETS Field Test: Business

Winter/Summer/Fall 2008

Sample size: 244 (Winter/Summer - 83; Fall - 161)

Due to ETS restrictions, results are not posted online.

Results are available from the School of Business Administration.

EXHIBIT 2: UG Objective 2 Results
Ability to identify and capitalize on business opportunities

MGT 490 Business Simulation Team Project: Students work in teams throughout the semester on their business simulation project. Teams can work toward a variety of goals (or metrics) which must include, at a minimum, cumulative profits and average stock price. Teams are evaluated based on their relative performance (rank relative to other teams) on the most heavily weighted metric of their choice.

Winter 2008
Sample: 34 teams

Rank	1	2	3	4	5	6	Total Count in Metric	% Ranked 1-3 (Target 70%)
Metric								
Cumulative profit	2	2	1	2			7 (21%)	71%
Average stock price	2	3			1	1	7 (21%)	71%
Average Return on Sales	1						1 (3%)	100%
Average Return on Assets								
Average Return on Equity			1		1		2 (6%)	50%
Average Market Share	2	2	2	1	3	1	11 (32%)	55%
Average Asset Turnover	3	1	1			1	6 (18%)	83%
Total in Rank	10 (29%)	8 (24%)	5 (15%)	3 (9%)	5 (15%)	3 (9%)		68%

**EXHIBIT 3: UG Objective 3a Results
Proficiency in oral communications**

MIS 301 Term Project Oral Presentation: Students present the results of their group term project that involves analysis, design, and development of a database-centered solution to support a business process for a real or hypothetical organization

**Winter 2008
Sample: 114 students**

Traits	Unacceptable (0)	Poor (1)	Satisfactory (2)	Good (3)	Excellent (4)	% Rated 2 or better (Target 60%)
Interest: Introduces material, creates interest & enthusiasm, projects energy & confidence	0 (0%)	3 (3%)	60 (53%)	49 (43%)	2 (2%)	97%
Eye Contact: Makes eye contact with audience, avoids reading & looking at screen	10 (9%)	34 (30%)	35 (31%)	29 (26%)	5 (4%)	61%
Speech: Speaks clearly and with appropriate volume, tone, pace	0 (0%)	3 (3%)	41 (36%)	68 (60%)	2 (2%)	97%
Mannerisms: Avoids distracting mannerisms & verbal pauses; appropriate gestures & posture	0 (0%)	2 (2%)	70 (61%)	42 (37%)	0 (0%)	98%
Visuals: Appropriate use of visual aids of good quality	0 (0%)	0 (0%)	20 (21%)	76 (79%)	0 (0%)	100%
Range for Traits' Mean	0-0.99	1.00-1.99	2.00-2.99	3.00-4.00		
Mean Trait Score	0 (0%)	11 (10%)	89 (78%)	14 (12%)		

Mean Score of 2 or better: 90% (Target 70%)

**EXHIBIT 4: UG Objective 3b Results
Proficiency in written communications**

MGT 201 Term Paper – Written Communication: Students write a persuasive, position paper that shows the impact of a law or laws on the conduct of businesses

**Fall & Winter 2007-08
Sample Size: 275 students**

Traits	Unsatisfactory (1)	Satisfactory (2)	Good (3)	% Rated 2 or 3 (Target 70%)
Provides clear introduction and background	21 (8%)	122 (44%)	132 (48%)	92%
Demonstrates knowledge and understanding of the discipline-related concepts and issues*	37 (13%)	132 (48%)	106 (39%)	87%
Uses internally consistent arguments	29 (11%)	111 (40%)	135 (49%)	89%
Organizes arguments in a logical manner	31 (11%)	113 (41%)	130 (47%)	89%
Applies law to facts appropriately*	51 (22%)	106 (45%)	80 (34%)	78%
Draws conclusions that are consistent with arguments and analysis	21 (8%)	130 (47%)	124 (45%)	92%
Uses acceptable style and grammar	32 (12%)	121 (44%)	122 (44%)	88%
Documents sources effectively	24 (9%)	126 (46%)	125 (45%)	91%

* These traits reflect substantive knowledge more than written communication skills

EXHIBIT 5: UG Objective 3c Results
Proficiency in research or information literacy skills

MGT 201 Term Paper – Information Literacy: Students demonstrate information literacy skills for a written position paper that shows the impact of a law or laws on the conduct of businesses.

Fall & Winter 2007-08
Sample Size: 275 students

Traits	Unsatisfactory (1)	Satisfactory (2)	Good (3)	% Rated 2 or 3 (Target 70%)
Framing the Research Question	36 (13%)	123 (45%)	116 (42%)	87%
Accessing Sources	48 (18%)	123 (45%)	103 (38%)	82%
Evaluating Sources and Content	41 (15%)	125 (46%)	108 (39%)	85%
Using Information for a Specific Purpose	35 (13%)	101 (37%)	139 (51%)	87%

EXHIBIT 6: UG Objective 3d Results
Proficiency in using technology to structure and retrieve data for decisions

MIS 301 Hands-on Database Test: Students apply to a new scenario their skills in creating and querying relational databases and organizing the results during a limited time, in-class exam

Fall & Winter 2007-08
Sample: 126 students

Traits	Yes (1)	No (0)
A. Data Tables & Relationships		
Creates table	123 (98%)	3 (2%)
With all fields	113 (90%)	13 (10%)
Appropriate primary key	114 (90%)	12 (10%)
All fields set to appropriate data types	115 (91%)	11 (9%)
All fields set to appropriate size	119 (94%)	7 (6%)
Creates relationships between tables on correct fields	36 (29%)	90 (71%)
Mean Sub-Total (out of 6)	4.92	
B. Forms		
Creates form and sub form	98 (78%)	28 (22%)
All appropriate fields	85 (67%)	41 (33%)
No repeated fields	81 (64%)	45 (36%)
Appropriate labels	120 (95%)	6 (5%)
Appropriate form headers	120 (95%)	6 (5%)
Appropriate form footers	119 (94%)	7 (6%)
Mean Sub-Total (out of 6)	4.94	
C. Queries		
Select correct fields	122 (97%)	4 (3%)
Display only relevant fields	85 (67%)	41 (33%)
Sort on multiple criteria	91 (72%)	35 (28%)
Perform multi-table query correctly	72 (57%)	54 (43%)
Select appropriate criteria for record selection	118 (94%)	8 (6%)
Make use of correct comparison operator in a query	119 (94%)	7 (6%)
Select records on multiple criteria (e.g. and/or)	75 (60%)	51 (40%)
Select records on pattern match criteria (e.g. like a*)	39 (31%)	87 (69%)
Use parameter query function correctly	93 (74%)	33 (26%)
Perform calculation	82 (65%)	44 (35%)
Perform aggregate function correctly	69 (55%)	57 (45%)
Mean Sub-Total (out of 11)	7.66	
D. Reports		
Creates report	121 (96%)	5 (4%)
All appropriate fields	113 (90%)	13 (10%)
No repeated fields	105 (83%)	21 (17%)
Appropriate labels	119 (94%)	7 (6%)
Appropriate report headers	113 (90%)	13 (10%)
Appropriate report footers	81 (64%)	45 (36%)
Appropriate calculated fields	26 (21%)	100 (79%)
Mean Sub-Total (out of 7)	5.38	
Mean Total (out of 30)	22.90	

Total Score of 0-14: 8 (6.3%)
15-19: 18 (14.3%)
20-24: 46 (36.5%)
25-30: 54 (42.9%)

Total Score of 20 or better: 79.4% (Target 70%)

**EXHIBIT 7: UG Objective 3e Results
Proficiency in teamwork**

MGT 490 Team Peer Evaluation: Students work in teams throughout the semester on their business simulation project. Project results affect a significant percentage of the course grade.

**Winter 2008
Sample: 159 students**

Rating Scale:*	Unacceptable (1)	Poor (2)	Satisfactory (3)	Good (4)	Excellent (5)
Mean Rating Range:**	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.49	4.50-5.00
Attendance at group meetings	2 (1%)	7 (4%)	10 (6%)	46 (29%)	94 (59%)
Came to group meetings prepared to solve the requirements of the project	2 (1%)	6 (4%)	14 (9%)	54 (34%)	83 (52%)
Exerted individual effort in getting things done as needed	2 (1%)	5 (3%)	14 (9%)	55 (35%)	83 (52%)
Has made thoughtful contributions to our team's strategies	2 (1%)	3 (2%)	20 (13%)	55 (35%)	79 (50%)
Individual contribution to the team's overall success in preparing the assignments and presentation	2 (1%)	5 (3%)	16 (10%)	50 (31%)	86 (54%)
Individual effort in getting things done as assigned	1 (1%)	6 (4%)	13 (8%)	48 (30%)	91 (57%)
Showed a willingness to listen to, and to consider, the ideas of others	1 (1%)	3 (2%)	7 (4%)	71 (45%)	77 (48%)
Tried to lead, and not to dominate, the team's decision making	2 (1%)	4 (3%)	18 (11%)	78 (49%)	57 (36%)
Understood the contents of the assignments and cases	1 (1%)	5 (3%)	11 (7%)	56 (35%)	86 (54%)
Overall contribution of this person to the team's learning experience	2 (1%)	4 (3%)	13 (8%)	55 (35%)	85 (53%)
Mean of traits above	2 (1%)	4 (3%)	15 (9%)	64 (40%)	74 (47%)

Individual Mean Trait Score in Satisfactory range (2.50-3.49) or better: 96%

Individual Mean Trait Score of 3 or better: 94% (Target 70%)

* Rating scale (1-5) used by students to rate their team members

** Range for classifying mean rating earned by an individual student based on ratings by his/her peers

EXHIBIT 8: UG Objective 6 Results
Recognition of ethical dilemmas and corporate social responsibility issues

MGT 490 “Walk the Talk” Ethics/Social Responsibility Paper: Students typically attend a lunch meeting in a small group that includes an executive to discuss a short ethics/social responsibility case. They write a paper on the case.

Winter 2008
Sample: 87 students

Trait	Poor (1)	Satisfactory (2)	Good (3)
Correctly identifies the facts and ethical issues	4 (5%)	23 (26%)	60 (69%)
Extrapolates the consequences of action to other parties.	6 (7%)	37 (42%)	44 (51%)
Looks at transactions from the perspective of other parties, including corporate	3 (3%)	32 (37%)	52 (60%)
Generates insights in developing appropriate courses of action.	12 (14%)	29 (34%)	45 (52%)
Reflection reveals insights generated by the experience.	2 (2%)	33 (38%)	52 (60%)

Total Score

5: 1 (1%)
6: 0 (0%)
7: 1 (1%)
8: 3 (3%)
9: 5 (6%)
10: 5 (6%)
11: 11 (13%)
12: 13 (15%)
13: 12 (14%)
14: 12 (14%)
15: 24 (28%)

Total Score of 10 or better: 89% (Target 70%)

**EXHIBIT 9: MBA Objective 1 Results
Knowledge of core concepts in business disciplines**

MBA Foundation course grade distribution

Sample: Grades awarded in AY2002-08 to 159 students graduated with MBA in AY2003-08

Target: 70%

Course No.	Course Title	A	A-	B+	B	B-	C	F	% \geq B
MBA 600A	Financial Accounting	19	17	14	13	1	5	1	90%
MBA 600B	Managerial Accounting	29	12	10	12	9	6	0	81%
MBA 610	Business Data Analysis	21	7	3	0	0	0	0	100%
MBA 611	Statistical Decision Analysis	42	20	11	9	0	2	0	98%
MBA 612	Mfg/Service Systems	19	30	21	22	5	1	0	94%
MBA 620	Financial Analysis & Markets	48	17	13	15	3	0	0	97%
MBA 630	Marketing Essentials	41	16	14	18	0	0	0	100%
MBA 640	Microeconomics	22	16	7	16	4	5	0	87%
MBA 641	Macroeconomics	24	11	15	14	2	3	0	93%
MBA 650	Organizations & their Environments	33	8	8	21	0	2	0	97%
MBA 660	Information Technology & Systems	36	11	5	2	1	0	0	98%
MBA 670	Org. Transformation & Strategic Leadership	11	16	21	13	2	0	0	97%

Note: Admitted students must take foundation courses to learn and demonstrate core concept knowledge unless they have earned grades of C or better on equivalent undergraduate courses within 7 years prior to admission.

EXHIBIT 10: MBA Objective 2 Results

Awareness of cross-functional impacts and integration of knowledge across business disciplines reflected in business decisions

MBA 699 Consulting Team Project Report: Student teams analyze strategic issues for a local business (representing a novel, ill-structured problem) and provide recommendations for actions. Evaluation based on consensus of faculty/executive panel.

Winter and Summer 2008

Sample: 13 teams

Analysis and recommendations reflect adequate attention to issues relevant for project:	No (Unsatisfactory)	Yes (Satisfactory) (Target 70%)
Accounting/Financial statement analysis	4 (31%)	9 (69%)
Finance/Valuation	3 (23%)	10 (77%)
Marketing/Promotion/Pricing/Segmentation	1 (8%)	12 (92%)
Operations/Logistics	1 (8%)	12 (92%)
Organization structure	4 (31%)	9 (69%)
Human resources	4 (31%)	9 (69%)
Information technology	2 (15%)	11 (85%)
Economic environment	1 (8%)	12 (92%)

EXHIBIT 11: MBA Objective 3a (Measure 1) Results
Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances

MBA 698 Individual Case Analysis: Students analyze strategic issues (as represented in typical strategic management case studies) and provide recommendations for actions. Evaluation based on consensus of faculty/executive panel.

Fall & Winter 2007-08
Sample size: 78 students

Analysis Element	Poor	Fair	Satisfactory	Very Good	% Rated at least Satisfactory (Target 70%)
Situation Description	0 (0%)	15 (19%)	53 (68%)	10 (13%)	81%
Analysis & Conclusions	0 (0%)	9 (12%)	57 (73%)	12 (15%)	88%
Issue/Alternatives/Recommendations	0 (0%)	13 (17%)	57 (73%)	8 (10%)	83%
Rationale	0 (0%)	13 (17%)	47 (60%)	18 (23%)	83%
Implementation Plan	2 (3%)	20 (26%)	48 (62%)	8 (10%)	72%

EXHIBIT 12: MBA Objective 3a (Measure 2) Results
Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances

MBA 699 Consulting Team Project Results: Student teams analyze strategic issues for a local business (representing a novel, ill-structured problem) and provide recommendations for actions. Evaluation based on consensus of faculty/executive panel.

Winter and Summer 2008
Sample: 14 teams

Traits	Poor	Fair	Satisfactory	Very Good	Excellent	% Rated at least Satisfactory (Target 70%)
A) Business and Situation Analysis						
1) Industry analysis			3 (21%)	9 (64%)	2 (14%)	100%
2) Financial analysis		2 (14%)	7 (50%)	4 (29%)	1 (7%)	86%
3) Identification / understanding of key issues facing client			5 (36%)	5 (36%)	4 (29%)	100%
4) Understanding of Client's Key Strengths & Weaknesses		2 (14%)	2 (14%)	6 (43%)	4 (29%)	86%
B) Conclusions / Recommendations / Strategic Analysis						
1) Well developed & supported w/logical fact-based rationale			6 (43%)	3 (21%)	5 (36%)	100%
2) Consideration of the organizational & financial realities		1 (7%)	6 (43%)	5 (36%)	2 (14%)	93%
3) Response to questions & challenges from client (regarding basis for recommendations)			3 (21%)	3 (21%)	8 (57%)	100%

EXHIBIT 13: MBA Objective 3b Results
Proficiency in oral communications with business leaders

MBA 699 Consulting Team Project Oral Presentation: Student teams present results to clients (typically business owners/company leaders) and faculty/executive panel. Evaluation based on consensus of faculty/executive panel.

Winter and Summer 2008
Sample: 14 teams

Traits	Poor	Fair	Satisfactory	Very Good	Excellent	% Rated at least Satisfactory (Target 70%)
1) Overall clarity / organization / logic flow		2 (14%)	2 (14%)	6 (43%)	4 (29%)	86%
2) Visuals / graphics incorporated as appropriate and necessary			1 (7%)	12 (86%)	1 (7%)	100%
3) Delivery - voice / enthusiasm / pace / language			3 (21%)	9 (64%)	2 (14%)	100%

EXHIBIT 14: MBA Objective 3c Results
Proficiency in written communications for business leaders

MBA 699 Consulting Team Project Written Report: Student teams submit reports written for clients (typically business owners/company leaders) and faculty/executive panel. Evaluation based on consensus of faculty/executive panel.

Winter and Summer 2008

Sample: 14 teams

Traits	Poor	Fair	Satisfactory	Very Good	Excellent	% Rated at least Satisfactory (Target 70%)
Clear and concise executive summary			5 (36%)	6 (43%)	3 (21%)	100%
Overall logic and organization		1 (7%)	2 (14%)	7 (50%)	4 (29%)	93%
Development of recommendations			6 (43%)	3 (21%)	5 (36%)	100%
Spelling and grammar			1 (7%)	9 (64%)	4 (29%)	100%

EXHIBIT 15: MBA Objective 3d Results
Demonstration of effective leadership in a business setting

MBA 699 Consulting Team Peer Evaluation: Student teams are self-managed allowing opportunity to display leadership behaviors on a project that involves the significant pressure typically associated with delivering high quality results to client company leaders. Students are evaluated based on the average of ratings by peers.

Winter and Summer 2008
Sample: 52 students

Original Rating Scale*	Minimal Contribution (1)	Below Expectation (2)	Satisfactory (3)	Strong / Very Good (4)	Excellent / Outstanding (5)	% Rated at least Satisfactory (Target 70%)
Traits						
Average Rating Range**	1.00-1.99	2.00-2.99	3.00-3.99	4.00-5.00		
Allowed others to contribute / open to other thoughts			2 (4%)	50 (96%)		100%
Provided thoughtful perspective / focus on issues		2 (4%)	13 (25%)	37 (71%)		96%
Helpful in integrating the team's thinking into logical, well-developed strategic recommendations	1 (2%)	2 (4%)	11 (21%)	38 (73%)		94%
Provided leadership to the team's efforts (i.e., provided direction within the group, kept team on track, dealt with team performance issues, assisted others, etc.)	1 (2%)	6 (12%)	21 (38%)	25 (48%)		87%

* Rating scale (1-5) used by students to rate their team members

** Range for classifying mean rating earned by an individual student based on ratings by his/her peers

EXHIBIT 16: MBA Objective 4 Results

Identification of relevant stakeholders and analysis of impacts on them reflected in business decisions

MBA 699 Consulting Team Project Report: Student teams analyze strategic issues for a local business (representing a novel, ill-structured problem) and provide recommendations for actions. Evaluation based on consensus of faculty/executive panel.

Winter and Summer 2008

Sample: 13 teams

Analysis and recommendations reflect adequate consideration of relevant stakeholder needs:	No (Unsatisfactory)	Yes (Satisfactory) (Target 70%)
Owners/Shareholders	5 (38%)	8 (62%)
Customers		13 (100%)
Employees		13 (100%)
Local Community	2 (15%)	11 (85%)
Suppliers	2 (15%)	11 (85%)
Government	2 (15%)	11 (85%)

EXHIBIT 17: MBA Objective 5 Results

Recognition of ethical dilemmas and analysis of ethical issues reflected in business decisions

MBA 693 Negotiation Exercise with Embedded Ethical Dilemma: Student teams use an online threaded discussion within their teams outside of class as they prepare for an in-class client-vendor negotiation role-playing exercise. At various points during the discussion period (typically two weeks), the instructors introduce ethical dilemmas (e.g., potential insider information) subtly, i.e., without drawing attention to the ethical aspects of the scenario. They monitor the discussion and evaluate the judgment, intentions, and actions of each student with respect to the ethical issue before it is overtly identified as such. Students respond to questions at the conclusion of the exercise in class after they have been made aware of the potential ethical issues.

Winter and Summer 2008

Sample: 77 students

Anonymous student response to select questions on ethical elements of exercise (N=52)		Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	% Rated 4 or 5 (Target 70%)
Q3	Expressed your feelings to your team about how/if the "insider information" should be used		2 (4%)	4 (8%)	28 (54%)	18 (35%)	88%
Q7	Initially believed there was a question of ethics associated with accessing the others email system	1 (2%)	6 (12%)	1 (2%)	20 (38%)	24 (46%)	85%
Q8	Believe it was/would be unethical to access the others email system	2 (4%)	1 (2%)	6 (12%)	20 (38%)	23 (44%)	83%
Q9	Feel your perspective of ethical considerations on business issues has been enhanced by this class		1 (2%)	6 (12%)	29 (56%)	16 (31%)	87%

Faculty assessment of individual students	Unsatisfactory (Used without hesitation)	Satisfactory (Considered ethics but decided to use)	Very Good (Considered ethics and decided not to use)	%* Rated Satisfactory or better (Target 70%)
Demonstrated student position or behavior regarding unethical use	23 (35%)	12 (18%)	30 (46%)	65%

*Responses of 12 students were inconclusive and are not included in the percentage calculation.