

Name of the Program/Department: Masters of Business Administration

Year: 2019/2020

Name of the Preparer: Kay Lawrimore Belanger

Summary

The mission, program learning outcomes, student learning outcomes for the MBA program were not modified for the 2019-2020 year. The process for assessment included direct and indirect measures. Faculty approved changes in the indirect method (survey) and continued to be involved with the direct method of using rubrics to assess student submissions.

The assessment occurred during the Spring 2020 semester. The indirect assessment, a survey to students, indicated that all learning outcomes were achieved. The direct assessment, use of rubrics, indicated that the expectations are not being met for all learning outcomes. Three learning outcomes (ethics, global and innovation) which have been a focus of concern do indicate improvement. The faculty are pleased with the improvements. The faculty is concerned about not meeting the expectations for all the outcomes and have recommended action items.

The action items for 2020-21 include:

- Emphasizing writing skills in MBA 730 Leadership and Management and MBA 705 Economic Analysis
- Recommended to include oral presentation requirements on-line for all courses
- Offering a one-hour course, MBA 720 Contemporary Issues in Business: Innovation and Creative Decision Making
- Offering two-hour course, MBA 720 Contemporary Issues in Business: Leadership and Ethics; Work-Place Issues
- Emphasis upon ethical issues should continue to occur in MBA 700, Accounting Analysis, MBA 725, Applied Marketing, and MBA 745 Strategic Planning
- Offering two-hour course, MBA 720 Contemporary Issues in Business: Global Economics

The appendix includes rubrics, examples of assessment scores and survey results. The survey results also include comments from students.

Program Mission

The Master of Business Administration (MBA) program at Francis Marion University (FMU) seeks students of all ages and ethnic backgrounds with undergraduate degrees in any major. Accredited by AACSB-International, the School of Business at FMU has a graduate faculty dedicated to providing outstanding teaching, research, and service. Primarily online, the FMU MBA program offers a general MBA degree, a concentration in Healthcare Executive Management, and a certificate in Strategic Planning. Our small class environment promotes experiential learning and relationship-building among students and faculty. We teach students to think logically, communicate effectively, appreciate innovative thought, incorporate high ethical standards, and understand the global influences upon business so that they can develop the executive decision making skills required of successful leaders

Program Learning Outcomes

The MBA Program

1. An MBA Student at FMU will develop the ability to identify, analyze and solve problems and address issues facing business executives
2. An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences.
3. An MBA Student at FMU will develop and enhance the ability to think innovatively during the an executive decision-making process.
4. An MBA Student at FMU will develop and enhance an awareness of ethical issues and display the ability to incorporate ethical perspectives within the executive decision-making process.
5. An MBA Student at FMU will develop and enhance an awareness of global influences upon executive business decisions

Student Learning Outcomes. These five PLO's translated into five student learning outcomes (SLO) where MBA graduates would:

- SLO 1: demonstrate the ability to: (a) identify and understand the managerial question/issue/problem, (b) select the appropriate methodology for understanding and analyzing alternative solutions and (c) provide a viable solution,
- SLO 2: demonstrate the ability to effectively communicate executive managerial issues in written form and oral format to the appropriate audience,
- SLO 3: demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions,
- SLO 4: demonstrate the ability to: (a) identify ethical issues and the ethical implications of decisions upon stakeholders and (b) utilize ethical standards within managerial decision making,
 - SLO 5: demonstrate the ability to (a) recognize global influences and (b) global implications of business decisions upon the global environment.

The AOL Process

For 2019-2020 the faculty approved AOL process included direct and indirect measures.

Direct Measures. Students' submissions to an assignment were evaluated using normed rubrics. The assignment was a requirement in MBA 730 Leadership and Management. The assignment involved responding to questions concerning a case. A random sample of the students was selected for 50% of the class. Faculty rated the students on multiple items for each SLO on a 5-point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The average score from the evaluators was used. Please see the appendix for the rubrics, score forms and example of assessment.

Additionally, the first semester students enrolled in BUS 605, a foundation course required for some students, were assessed for written communication skills.

Indirect Measures. An email was sent to all MBAs requesting the participation in a confidential and anonymous survey concerning the program. The survey requested the rating of the program for improving each of the learning outcomes and allowed for comments. Please see the appendix for the survey. About 60% of the MBA students participated.

2019 – 2020 Direct Measures of SLO -- Expectations and Assessment

- **Expectation -- SLO 1.0:** Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 93%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution.
 - **Assessment** – Seventy percent (70%) met or exceeded the expectations. This is below the previous years results and does not meet expectations.

- **Expectation -- SLO 2.0:** Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 71%) by demonstrating the ability to effectively communicate executive managerial issues in written form to an appropriate audience.
 - **Assessment** – Seventy percent (70%) met or exceeded the expectations. This is below the previous year's results and does not meet expectations. Oral communication was not assessed due to cancellation of on-campus classes.
 - **Assessment of first-semester students:** One hundred percent (100%) met or exceeded the expectations for written communication.

- **Expectation -- SLO 3.0:** Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 64%) by demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions
 - **Assessment** – Seventy percent (70%) met or exceeded the expectations. This is below the desired expectations but an improvement from the previous year.
- **Expectation -- SLO 4.0:** Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 79%) by identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making.
 - **Assessment** – Eighty percent (80%) met or exceeded the expectations. This is below the desired expectations but is a slight improvement from the previous year.
- **Expectation -- SLO 5.0:** Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 29%) by recognizing the global influences upon business decisions and the implications of decisions upon the global environment.
 - **Assessment** –Seventy percent (70%) met or exceeded the expectations. This is below the desired expectations but an improvement from the previous year.

2019 – 2020 Direct Measures of SLO -- Expectations and Assessment

- **Expectation -- SLO 1.0:** The mean for improvement would be at least 3.0 with a benchmark of 4.5 for improving “problem solving skills”.
 - **Assessment** -- The students’ response to the survey indicated a rating of 4.33. The target of 3.0 was achieved.
- **Expectation -- SLO 2.0:** The mean for improvement would be at least 3.0 with a benchmark of 4.3 for improving “written communication kills” and the mean for improvement of “oral communication skills” would be at least 3.0 with a benchmark of 3.8.
 - **Assessment** -- The students’ response to the survey indicated a rating of 4.1 for written skills and a 3.85 for oral communication skills. The target of 3.0 was achieved.
- **Expectation -- SLO 3.0:** The mean for improvement would be at least 3.0 with a benchmark of 4.3 for “creativity in developing responses to business problems”.

- **Assessment** -- The students' response to the survey indicated a rating of 4. The target of 3.0 was achieved.
- **Expectation -- SLO 4.0:** The mean for improvement would be at least 3.0 with a benchmark of 4.0 for “incorporation of an ethical perspective within decision making”
 - **Assessment** -- The students' response to the survey indicated a rating of 3.8. The target of 3.0 was achieved.
- **Expectation -- SLO 5.0:** The mean for improvement would be at least 3.0 with a benchmark of 3.8 for “integration of international perspectives into business solutions”
 - **Assessment** -- The students' response to the survey indicated a rating of 3.7. The target of 3.0 was achieved.

Action Item

SLO 1.0 -- Demonstrate the ability to: (a) identify and understand the managerial question/issue/problem, (b) select the appropriate methodology for understanding and analyzing alternative solutions and (c) provide a viable solution

The MBA faculty discussed the results of the assessment for SLO 1.0 and are concerned. The faculty will continue to monitor this SLO. The MBA faculty decided to continue the focus upon information analysis and development of a solution in MBA 710 and MBA 745 for 2020-2021. The faculty also considered the students' response to the survey. The faculty considered this as indicating that the focus upon this goal has been effective but should be carefully monitored.

SLO 2.0 -- Demonstrate the ability to effectively communicate executive managerial issues in written form and oral format to the appropriate audience,

The MBA faculty discussed the results of the assessment for SLO 2.0. The faculty expressed concern about the low percent who met or exceeded. The faculty considered the 2019-2020 action items of emphasizing writing skills in MBA 730 Leadership and Management and MBA 705 Economic Analysis should continue. The faculty also considered the students' response to the survey. The faculty considered this as indicating that the focus upon this goal has been effective but should be carefully monitored. The faculty considered the results from the first-year students as indicating a positive trend.

The faculty also is recommended to include oral presentation requirements on-line.

SLO 3: -- Demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions

The MBA faculty discussed the results of the assessment for SLO 3.0. The faculty also considered the students' response to the survey. The faculty considered the results indicate that the focus upon this goal has been effective due to the increase to 70% from 64% in the previous year and the low 37% in the 2017-2018 assessment. The faculty considered the 2019-2020 action items of offering a one-hour course, MBA 720 Contemporary Issues in Business: Innovation and Creative Decision Making should continue. The faculty will continue to monitor this learning objective but no changes should be implemented at this time.

SLO 4: -- Demonstrate the ability to: (a) identify ethical issues and the ethical implications of decisions upon stakeholders and (b) utilize ethical standards within managerial decision making

The MBA faculty discussed the results of the assessment for SLO 4.0. The faculty considers this as acceptable progress. The faculty considered the action item of offering a two-hour course, MBA 720 Contemporary Issues in Business: Leadership and Ethics; Work Place Issues should continue. The MBA faculty determined additional emphasis upon ethical issues should continue to occur in MBA 700, Accounting Analysis, MBA 725, Applied Marketing, and MBA 745, Strategic Planning.. The faculty will continue to monitor this learning objective and request the consideration of the development of a one-hour course with a focus upon ethics for summer 2022.

SLO 5: Demonstrate the ability to (a) recognize global influences and (b) global implications of business decisions upon the global environment

The MBA faculty discussed the results of the assessment for SLO 5.0 and are pleased at the improvement. The faculty considered the 2019-2020 action items of offering a two-hour course, MBA 720 Contemporary Issues in Business: Global Economics should continue. The faculty considers the recommended changes for 2019-2020 were effective and should continue. This involved: For 2020-2021 the MBA 730 Leadership and Management and MBA 745 Strategic Planning will continue to be used to emphasize global awareness. Both courses will continue to enhance their focus upon global issues with the continuation of course time devoted to international issues and the number of student assignments in order for the students to master knowledge of global issues.

2020-2021 Program Learning Outcomes

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3. An MBA Student at FMU will develop and enhance the ability to think innovatively during the an executive decision-making process.
4. An MBA Student at FMU will develop and enhance an awareness of ethical issues and display the ability to incorporate ethical perspectives within the executive decision-making process.
5. An MBA Student at FMU will develop and enhance an awareness of global influences upon executive business decisions

2020-2021 Student Learning Outcomes

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 70%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution will be at least 3.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 70%) demonstrating the ability to effectively communicate executive managerial issues in written form to an appropriate audience.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for the ability to effectively communicate executive managerial issues in written form to an appropriate audience will be at least a 3.

SLO 3.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in oral form to an appropriate audience.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for the ability to effectively communicate executive managerial issues in oral form to an appropriate audience will be at least a 3.

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 70%) by demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions will be at least a 3.

SLO 5.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 80%) by identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making will be at least a 3.

SLO 6.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 70%) by recognizing the global influences upon business decisions and the implications of decisions upon the global environment.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for recognizing the global influences upon business decisions and the implications of decisions upon the global environment will be at least a 3.

Appendix

Score forms and rubrics for all Learning Outcomes to explain the process

Examples of instructors's assessment

Survey of students

Problem Solving

Learning Goal: Problem Solving Skills

	Does Not Meet Expectations Score: 1	Score:2	Meets Expectations Score: 3	Score:4	Exceeds Expectation Score: 5
Problem Identification	Does not provide information to indicate understanding of the issue		Provides description of the basic issue		Demonstrates understanding of the complexity of the issue by providing specific details about several problems
Information Acquisition	Does not identify appropriate information or includes irrelevant information for the specific issue		Identifies the given information that is relevant for understanding the issue		Identifies information that is given and relevant to illustrate understanding of the complexity of the issues
Information Analysis	Fails to correctly prioritize and interpret information to indicate understanding of the problem		Prioritizes and interprets the major information indicating an understanding of the basic issue		Priorities and interprets information that clearly indicates understanding of the complexity of the issues
Development of Solution	Fails to use the information acquisition and analysis to support a solution		Uses the information acquisition and analysis to provide an acceptable response to the basic executive managerial problem		Response to the executive managerial problem indicates understanding of the implications to all the issues

Student Score Form

Goal: Problem Solving Skills

_____ Spring 2020 _____ Semester

Evaluator: _____

Artifact: Student submission of case

Student	Problem Identification	Information Acquisition	Information Analysis	Development of Solution	Student summary score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Goal: Written Communication

Criteria	Does not meet expectations score:1	score:2	Meets Expectations Score: 3	score:4	Exceeds Expectations Score: 5
Use of vocabulary	Uses slang or inappropriate vocabulary		Uses vocabulary relevant to the subject and information is readily understood by the reader		Vocabulary indicates understanding of the executive managerial issue and vocabulary of an executive
Sentence Structure	Multiple examples of sentences that are not concise or wordy		Most sentences are concise and not wordy		All sentences are concise, not wordy and vary in structure
Grammar	More than 3 grammar errors and/or misspelling		Less than 3 grammar errors and/or misspelling		Free of grammatical errors and misspellings
Organization	Writing lacks logical sequence, lack of linkage between concepts which causes the reader to become confused		Presents information in a logical sequence which reader can understand and easily follow		Definite flow of information with focus and linkage of sections/information
Depth of Discussion	Paragraphs have insufficient support and explanation		Most of the issues, recommendations and/or explanations are relevant and are supported		All issues, recommendations and/or explanations are well integrated, relevant and supported

Students Score Form

Written Communication

_____ Spring 2020 _____ Semester

Artifact: Graduating Student submission AOL case

Evaluator: _____

Student	Use of vocabulary	Sentence Structure	Grammar	Organization	Depth of Discussion	Student summary score
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Goal: Innovation

Goal: Innovation

Innovation Rubric

Criteria	Does not meet expectations Score: 1	Score: 2	Meets Expectations Score: 3	Score: 4	Exceeds Expectations Score:5
Identification of the executive managerial question/issue /problem	Fails to provide sufficient information to indicate understanding of the current situation		Provides sufficient information that indicates understanding of the stated situation		Identifies elements that indicates a different implication of the current situation
Originality	<p>Response to the question/problem/issue is a minor change to current situation – could be perceived as continuing the current policy</p> <p>Executive would respond “This recommendation is similar to most .”</p>		<p>Response to the question/problem/issue reflects a solution that requires some changes in current actions but easily expected</p> <p>Executive would respond “That’s a recommendation that only a few would think of.”</p>		<p>Response to the question/problem/issue indicates a new / unique perspective to the solution and would surprise the organization</p> <p>Executive would respond “I would never have thought of that!”</p>
Implementation	<p>Executive would respond “This recommendation will not require much change in current thinking.”</p> <p>or no details provided about how to implement the recommendation</p>		<p>support for recommendation identify multiple changes in the current behavior/decisions</p> <p>Executive would respond “This recommendation will require some change in current thinking.”</p>		<p>support details indicate the recognition of different aspects of the situation or</p> <p>Executive would respond “This recommendation will require our thinking/approach to change and may be resisted.”</p> <p>or</p> <p>Response indicates insight into the linkages of elements that most people would not connect</p>

Goal: Innovation

Students Score Form

Innovation

___ Spring 2020 _____ Semester

Artifact: Graduating Student submission case

Evaluator: Hubert Setzler

Student	Identification of managerial/ question/issue/problem	Originality	Implementation	Student summary score
1	4	4	4	12
2	5	3	3	11
3	5	4	4	13
4	4	3	3	10
5	5	3	4	12
6	3	2	3	8
7	3	2	2	7
8	3	2	2	7
9	5	4	4	13
10	4	4	3	11

Goal: Innovation

Students Score Form

Innovation

Spring 2020 Semester

Artifact: Graduating Student submission case

Evaluator: _____

Student	Identification of managerial/ question/issue/problem	Originality	Implementation	Student summary score
1	5	5	5	15
2	3	3	3	9
3	4	4	4	12
4	2	1	2	5
5	2	2	2	6
6	1	1	1	3
7	3	3	3	9
8	4	3	3	10
9	3	3	3	9
10	2	1	1	4

Problem Solving

Learning Goal: Problem Solving Skills

	Does Not Meet Expectations Score: 1	Score:2	Meets Expectations Score: 3	Score:4	Exceeds Expectation Score: 5
Problem Identification	Does not provide information to indicate understanding of the issue		Provides description of the basic issue		Demonstrates understanding of the complexity of the issue by providing specific details about several problems
Information Acquisition	Does not identify appropriate information or includes irrelevant information for the specific issue		Identifies the given information that is relevant for understanding the issue		Identifies information that is given and relevant to illustrate understanding of the complexity of the issues
Information Analysis	Fails to correctly prioritize and interpret information to indicate understanding of the problem		Prioritizes and interprets the major information indicating an understanding of the basic issue		Priorities and interprets information that clearly indicates understanding of the complexity of the issues
Development of Solution	Fails to use the information acquisition and analysis to support a solution		Uses the information acquisition and analysis to provide an acceptable response to the basic executive managerial problem		Response to the executive managerial problem indicates understanding of the implications to all the issues

Student Score Form

Goal: Problem Solving Skills

_____Spring 2020_____ Semester

Evaluator: Hubert Setzler

Artifact: Student submission of case

Student	Problem Identification	Information Acquisition	Information Analysis	Development of Solution	Student summary score
1	4	5	5	4	18
2	5	5	5	3	18
3	5	4	5	4	18
4	4	4	4	3	15
5	5	3	4	3	15
6	3	3	2	2	10
7	3	2	2	2	9
8	3	2	2	2	9
9	5	4	4	5	18
10	4	3	3	3	13

Student Score Form

Goal: Problem Solving Skills

Spring 2020 Semester

Evaluator: Sharer

Artifact: Student submission of case

Student	Problem Identification	Information Acquisition	Information Analysis	Development of Solution	Student summary score
1	5	5	5	5	20
2	5	4	4	2	15
3	2	2	2	1	7
4	2	2	3	3	10
5	2	2	2	2	8
6	2	3	3	2	10
7	3	2	3	1	9
8	4	4	4	5	17
9	3	2	2	2	9
10	1	1	1	1	4

Goal: Innovation

Students Score Form

Innovation

Spring 2020 Semester

Artifact: Graduating Student submission case

Evaluator: _____

Student	Identification of managerial/ question/issue/problem	Originality	Implementation	Student summary score
1	5	5	5	15
2	3	3	3	9
3	4	4	4	12
4	2	1	2	5
5	2	2	2	6
6	1	1	1	3
7	3	3	3	9
8	4	3	3	10
9	3	3	3	9
10	2	1	1	4

Goal: Ethics

Ethics Rubric

Criteria	Does Not Meet Expectations Score: 1	Score: 2	Meets Expectations Score: 3	Score: 4	Exceeds Expectations Score:5
Identifies the situation	Issue is not correctly identified as a dilemma		Issue is identified and explained as a dilemma		Identifies multiple elements of the issue(s) and specifically identifies the dilemma of the decision maker
Identifies critical stakeholders	Identifies none of the critical stakeholders		Identifies most of the critical stakeholders		Identifies and explains the relationship among direct and indirect stakeholders
Identifies implications of decision	Does not identify the positive and negative consequences of the decision		Identifies the positive and negative consequences of the issue for all of the identified stakeholders		Identifies the positive and negative consequences of the issue by explaining the implications to all direct and indirect stakeholders
Recommended response to the situation	Does not indicate understanding of the ethical issues		Indicates understanding of the ethical issues with identification of positive and negative implications to the primary decision maker		Recommended response clearly indicates the desire to minimize the negative consequences of the recommendation to the direct and indirect stakeholders

Goal: Global

Global Rubric

Criteria	Does Not Meet Expectations Score: 1	score:2	Meets Expectations Score:3	score:4	Exceeds Expectations Score:5
Identifies the international context of the business decision	Does not identify the situation as having global context		Demonstrates basic understanding of the global context of the decision		Identifies the major and minor global parties and demonstrates understanding of the relationships among the various parties
Identifies similarities and differences among the parties relating to the global context	Identifies none of the similarities and differences of the major party and another party due to global factors relating to cultural values, ethics and beliefs, economic, political, legal or technological		Demonstrates basic understanding of the similarities and differences of the major party and another party due to global factors relating to cultural values, ethics and beliefs, economic, political, legal or technological		Recognizes the interrelationship of the cultural, economic, political, legal and technological environment influences of the management business decision by identifying major and minor differences among the parties
Understand the implications of business decision upon global environment	Unable to recognize an implication upon one international partner in regard to one global influence		Demonstrates basic understanding of the relationship of the global influence of the executive management business decision for both the U.S. company and the primary international partner		Identifies and demonstrates in-depth understanding of the interrelationship of global influences of the executive management business decision for the U.S. company, the primary international partner and other global parties

Q2 Your progress

Answered: 33 Skipped: 1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

ANSWER CHOICES	RESPONSES	
Completed my first semester!	24.24%	8
Completed my first 4 courses!	30.30%	10
I am in my second year!	30.30%	10
Graduated!	15.15%	5
TOTAL		33

Q7 The MBA program has learning goals for all students. Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities concerning...

Answered: 34 Skipped: 0

	NO IMPROVEMENT	(NO LABEL)	(NO LABEL)	(NO LABEL)	SIGNIFICANT IMPROVEMENT	TOTAL	WEIGHTED AVERAGE
Integration of international perspectives into business solutions	0.00% 0	17.65% 6	17.65% 6	38.24% 13	26.47% 9	34	3.74
Analytical skills	0.00% 0	0.00% 0	8.82% 3	29.41% 10	61.76% 21	34	4.53
Problem solving skills	0.00% 0	3.03% 1	9.09% 3	42.42% 14	45.45% 15	33	4.30
Oral communication skills	0.00% 0	5.88% 2	32.35% 11	32.35% 11	29.41% 10	34	3.85
Written communication skills	0.00% 0	3.03% 1	27.27% 9	30.30% 10	39.39% 13	33	4.06
Creativity in developing responses to business problems	0.00% 0	2.94% 1	11.76% 4	41.18% 14	44.12% 15	34	4.26
Incorporation of an ethical perspective within decision making	2.94% 1	8.82% 3	20.59% 7	35.29% 12	32.35% 11	34	3.85
Ability to apply theory to practice	0.00% 0	0.00% 0	14.71% 5	47.06% 16	38.24% 13	34	4.24
Knowledge and understanding of the core subjects of business	0.00% 0	0.00% 0	5.88% 2	35.29% 12	58.82% 20	34	4.53

Q8 Please rate the MBA Program:

Answered: 34 Skipped: 0

	NOT AT ALL APPROPRIATE	(NO LABEL)	(NO LABEL)	(NO LABEL)	VERY APPROPRIATE	TOTAL	WEIGHTED AVERAGE
Academic Standards	0.00% 0	0.00% 0	0.00% 0	29.41% 10	70.59% 24	34	4.71
Quality of Instructors	0.00% 0	0.00% 0	8.82% 3	29.41% 10	61.76% 21	34	4.53
Content of Courses	0.00% 0	0.00% 0	8.82% 3	47.06% 16	44.12% 15	34	4.35
Currency of Information	0.00% 0	0.00% 0	8.82% 3	41.18% 14	50.00% 17	34	4.41
Availability of Professors	0.00% 0	0.00% 0	8.82% 3	20.59% 7	70.59% 24	34	4.62
Overall meeting my needs for my career	0.00% 0	0.00% 0	5.88% 2	35.29% 12	58.82% 20	34	4.53

Q9 What do you like best about the program?

Answered: 28 Skipped: 6

I like the versatility of the program so I have more flexibility in exploring future opportunities and options.

Online and on campus

I enjoyed the flexible of online instruction with the ability to interact with professors and students among microsoft teams, blackboard, and other online applications.

I like that the majority of the classes offer YouTube videos for lectures. This allows me to watch lectures when it is convenient for my work schedule, as well as pause, rewind, and rewatch lectures as needed.

Dr. Hari

I like that the program offers a variety of business courses that gives the students knowledge in many different areas. The knowledge acquired from the MBA program can be used in management positions for many types of jobs.

the openers

Since the program is mostly online, I'm able to complete school work around my job schedule. I have more flexibility than with an on campus course.

Flexibility to go at my own pace

That it is on line.

Condensed material

The ability to come in and see a teacher face to face or phone call, depending on needs.

It is very personal.

I enjoy the analytical classes and most of the content.

The challenges it gives and how overcoming it can be very rewarding.

Helpfulness of professors, willingness of professors to put in effort to help one succeed, class content is relevant

At your own pace with deadlines

The availability of professors and thorough courseload

The feeling of an in person class, even though it is online. Instructor knowledge.

The online aspect. The quality and experience of the professors.

It being online and allowing me to work and get my degree.

I learned a lot. I feel the courses and course assignments were relevant and will greatly help me in achieving my goals.

The availability of my professors. Nearly every professor I have studied under in the MBA program has provided me with their personal cell phone number along with several other lines of communication. I am only two classes (included the one I am taking this semester) away from graduation. In the MBA program it has been very evident that the professors care and want me to succeed in life, my career and my education.

The professors are very helpful

The online and in person. It's the perfect combo. I also love that it integrates healthcare and business

It is mostly online so that I can work a full time job and pursue my MBA.

The quality of the professors, but small class sizes is also a plus

I really like that the program offers the accelerated option. Furthermore, I love the cost of the program!
