

**Name of the Program/Department: Master of Business Administration**

**Year: 2020/2021**

**Name of the Preparer: Kay Lawrimore Belanger**

## **Master of Business Administration (MBA) 2020-21 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

## **2020-21 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 effectively communicate executive managerial issues to appropriate audiences in written form and oral form.
3. An MBA Student at FMU will develop and enhance the ability to think innovatively during the 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

## 2020-21 Student Learning Outcomes

These five Program Learning Objectives (PLO) translated into five student learning outcomes (SLO) where MBA graduates will:

- 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.

## 2020-21 Method

**Measures:** All SLOs are measured using a direct and an indirect measure. The measurement process has been consistent for the past 5 years.

**Direct Measure:** Teams of two or three faculty members have consistently assessed a specific SLO for several years. Faculty assigned to the specific SLO independently rate the student's submission on multiple items for the SLO using a 5-point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The sum score for each student determines if a student is below, meets or exceeds expectations. Each team member provides the scores for the SLO dimension and the number of students meeting or exceeding expectations to the Director of the MBA program. Please refer to the appendix for the rubrics and example of scores.

**Indirect Measure.** In Spring 2021 an email was sent to all MBAs who graduated in December 2020 or planned to graduate in Spring 2021 requesting the participation in a confidential and anonymous survey concerning the program. Please refer to the appendix for data.

**Method for Analysis:** The Director of the MBA program determines the percent of students who met or exceeded expectations for each SLO by using the median of the different team

members for the direct measure. For the indirect, the survey measure is the mean for the responses to the attitude question concerning the specific SLO. This information is provided to the 2020-21 MBA faculty for analysis, discussion, and recommendations.

***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.***

**Assessment Method:**

Direct Measure - Students' submissions

**Procedure:** The assignment was a required assignment in Spring 2021 MBA 730 Leadership and Management.

*Read the case and analyze it. Provide response to the following: Identify the problem situation(s) in this case and describe the issues and implications for the situation(s). Provide a solution.*

The 14 students' submissions were evaluated using normed rubrics by 3 MBA faculty members. A score of 12 meets expectations.

Baseline: 78% of MBAs met or exceeded expectation (previous – mean of 75%, 80%, 80%, 90%, 70%)

Benchmark: 80% of MBA will meet or exceed expectations

Target: 85% of MBAs will meet or exceed expectations

Indirect Measure - Survey

**Procedure.** The survey included the following question and requested the rating of no improvement (1) to significantly improved (5).

*Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities concerning problem solving skills*

Baseline: 4.0 (based upon previous year)

Benchmark: 4.0

Target: 4.5

***SLO 2A: An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences. -- Written***

Direct Measure - Students' submissions

**Procedure:** The assignment was a written essay response in Spring 2021 MBA 730 Leadership and Management.

*Read the case and analyze it. Provide response to the following: Identify the ethical issue(s) in the case. Who is impacted by these issues? Explain how they are impacted. Given your analysis of the ethical situation(s), provide recommendations to address these ethical dilemma(s).*

The 14 students' submissions were evaluated using normed rubric for written communication by 2 MBA faculty members. A score of 24 meets expectations.

Baseline: 87% of MBAs met or exceeded expectation (previous-75%, 100%, 100%, 88%, 70%)

Benchmark: 87% of MBA will meet or exceed expectations

Future: 90% of MBAs will meet or exceed expectations

Indirect Measure - Survey

**Procedure.** The survey included the following question and requested the rating of no improvement (1) to significantly improved (5).

*Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities concerning written communication skills.*

Baseline: 4.1 (based upon previous year)

Benchmark: 4.0

Target: 4.5

**LO 2: An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences. -- Oral**

Direct Measure - Students' submissions

**Procedure:** The assignment was a presentation requirement in Spring 2021 MBA 710 Business Analytics which had 14 students.

*Provide the class with your model for responding to the issue.*

The 14 students' oral submissions were evaluated using normed rubric for oral communication by 2 MBA faculty members. A score of 24 meets expectations

Baseline: 80% of MBAs met or exceeded expectation (previous; 75%, 85%)

Benchmark: 80% of MBA will meet or exceed expectations

Future: 85% of MBAs will meet or exceed expectations

Indirect Measure - Survey

**Procedure.** The survey included the following question and requested the rating of no improvement (1) to significantly improved (5).

*Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities concerning oral communication skills.*

Baseline: 3.8 (based upon previous year)

Benchmark: 4.0

Target: 4.5

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

Direct Measure - Students' submissions

**Procedure:** The assignment was a requirement in Spring 2021 MBA 730 Leadership and Management.

*Read the case and analyze it. Provide response to the following: Provide a "new" solution to a situation identified in question 1. Support your recommendation*

The 14 students' submissions were evaluated using normed rubrics by 3 MBA faculty members. A score of 9 meets expectations

Baseline: 79% of MBAs meet or exceed expectation (previous 75%, 80%, 80%, 90%, 70%)

Benchmark: 80% of MBA will meet or exceed expectations

Target: 85% of MBAs will meet or exceed expectations

Indirect Measure - Survey

**Procedure.** The survey included the following question and requested the rating of no improvement (1) to significantly improved (5).

*Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities in creativity in developing responses to business problems*

Baseline: 4.0 (based upon previous year)

Benchmark: 4.0

Target: 4.5

**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.**

Direct Measure - Students' submissions

**Procedure:** The assignment was a requirement in Spring 2021 MBA 730 Leadership and Management.

*Read the case and analyze it. Provide response to the following: Identify the ethical issue(s) in the case. Who is impacted by these issues? Explain how they are impacted. Given your analysis of the ethical situation(s), provide recommendations to address these ethical dilemma(s).*

The 14 students' submissions were evaluated using normed rubrics by 2 MBA faculty members. A score of 12 meets expectations

Baseline: 60% of MBAs meet or exceed expectation (previous 50%, 70%, 37%, 64%, 80%)

Benchmark: 85% of MBA will meet or exceed expectations

Target: 85% of MBAs will meet or exceed expectations

Indirect Measure - Survey

**Procedure.** The survey included the following question and requested the rating of no improvement (1) to significantly improved (5).

*Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities concerning: Incorporation of an ethical perspective within decision makings*

Baseline: 3.8 (based upon previous year)

Benchmark: 4.0

Target: 4.0

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

**Assessment Method:**

Direct Measure - Students' submissions

**Procedure:** The assignment was a requirement in Spring 2021 MBA 730 Leadership and Management.

*Read the case and analyze it. Provide response to the following: Identify and provide the global implications of a situation identified in question 1.*

The 14 students' submissions were evaluated using normed rubrics by 2 MBA faculty members. A score of 6 meets expectations

Baseline: 54% of MBAs meet or exceed expectation (previous 50%, 80%, 39%, 29%, 70%)

Benchmark: 80% of MBA will meet or exceed expectations

Target: 80% of MBAs will meet or exceed expectations

Indirect Measure - Survey

**Procedure.** The survey included the following question and requested the rating of no improvement (1) to significantly improved (5).

*Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities Integration of international perspectives into business solutions*

Baseline: 3.7 (based upon several years)

Benchmark: 4.0

Target: 4.0

# 2020 -21 Assessment Results

MBA Enrollment	<i>MBA Enrollment</i>
<i>Fall 2020</i>	52
<i>Spring 2021</i>	53

**Direct Measure:** 14 students in one course for 4 SLOs and 14 in another course for one SLO. – 24 individual students total for direct measurement process (about 47% of the enrolled students participated in direct measure process)

**Indirect Measures** 6 of 11 graduates -- 54% of the graduating seniors participated in the indirect measure process. Note: no student participated in both direct and indirect measure process.

**Results**

**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.**

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 14 students	2020-21 Indirect Measure Finding 6 students
<b>Baseline</b>	78% of MBAs meet or exceed expectation	4.3	86% meet or exceed expectation  <i>Improves baseline meets benchmark</i>	4.5
<b>Benchmark</b>	80% of MBA meet or exceed expectations	4.0		<i>Improves baseline Exceeds benchmark</i>
<b>Target</b>	85% of MBAs meet or exceed expectations	4.5		
			Both measures indicate meeting the benchmarks and improving baselines	

**SLO 2A: An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences. -- Written**

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 14 students	2020-21 Indirect Measure Finding 6 students
<b>Baseline</b>	87% of MBAs meet or exceed expectation	4.1	86% meet or exceed expectation  <i>Does not meet baseline or benchmark</i>	3.3  <i>Does not meet baseline or benchmark</i>
<b>Benchmark</b>	87% of MBA meet or exceed expectations	4.0		
<b>Target</b>	85% of MBAs meet or exceed expectations	4.5		
			Both measures indicate no improvement in baselines or meeting benchmarks	

**SLO 2B: An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences. – Oral**

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 14 students	2020-21 Indirect Measure Finding 6 students
<b>Baseline</b>	80% of MBAs meet or exceed expectation	3.8	86% meet or exceed expectations  <i>Improves baseline and exceeds benchmark</i>	3.3  <i>Does not meet baseline or benchmark</i>
<b>Benchmark</b>	80% of MBA meet or exceed expectations	4.0		
<b>Target</b>	85% of MBAs meet or exceed expectations	4.5		
			The two measures are not consistent. Direct measure indicates improvement-exceeding benchmark, improving baseline. The students' opinion does not meet benchmark or improve baseline.	

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

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 14 students	2020-21 Indirect Measure Finding 6 students
<b>Baseline</b>	79% of MBAs meet or exceed expectation	4.0	93% meet or exceed expectations  <i>Improves baseline</i> <i>Exceeds benchmark</i> <i>Exceeds target.</i>	4.0
<b>Benchmark</b>	80% of MBA meet or exceed expectations	4.0		<i>Meets baseline</i> <i>Meets benchmark</i> <i>Meets target</i>
<b>Target</b>	85% of MBAs meet or exceed expectations	4.0		
			Both measures indicate improvement in baselines, meeting or exceeding benchmarks and meeting target.	

**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.**

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 14 students	2020-21 Indirect Measure Finding 6 students
<b>Baseline</b>	60% of MBAs meet or exceed expectation	3.8	72% meet or exceed expectations  <i>Improves baseline</i> <i>Does not meet benchmark</i>	3.3
<b>Benchmark</b>	85% of MBA meet or exceed expectations	4.0		<i>Does not improve baseline</i>
<b>Target</b>	85% of MBAs meet or exceed expectations	4.0		

				<i>Does not meet benchmark</i>
			Measures are not consistent. Direct measure indicates improvement in baseline but does not meet benchmark. Indirect does not indicate improvement in baseline or meeting of benchmark.	

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

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 14 students	2020-21 Indirect Measure Finding 5 students
<b>Baseline</b>	70% of MBAs meet or exceed expectation	3.7	93% meet or exceed expectations  <i>Improves baseline, Exceeds benchmark</i>	3.3
<b>Benchmark</b>	80% of MBA meet or exceed expectations	4.0		<i>Does not improve baseline Does not meet benchmark</i>
<b>Target</b>	85% of MBAs meet or exceed expectations	4.0		
			Measures are not consistent. Direct measure indicates significant improvement in baseline and exceeding of the benchmark and target. The indirect does not improve baseline or meet benchmark.	

# **Action Items -- Planned Improvements Based on Assessment Results**

The 2020-21 MBA Faculty held extensive discussions concerning the MBA program during the fall and spring semesters. The faculty gathered information from the School of Business Advisory Board, our peers, and our students. The faculty reviewed the current curriculum and the needs of our current business environment. The faculty considered the assessment results from the previous years and the 20-21 year.

The faculty analysis indicated progress for all our learning objectives and overall, the program is advancing our goals. However, the faculty concluded that several program learning outcomes and student learning outcomes were not reflective of the needs of our students, our employers and did not reflect the current business environment.

In April 2021, the MBA faculty approved a new mission statement, new program learning objectives and new student learning objectives for 2021- 25. This section provides the new mission statement, analysis of 2020-21 student learning objectives, the 2021-25 program learning outcomes the 2021-25 student learning outcomes and specific actions.

## **2021- 2025 MBA Mission**

To meet the needs of our region and beyond by offering a high-quality Master of Business Administration (MBA) program. Our student-focused comprehensive educational experience develops the executive decision-making competencies needed to successfully meet the current and future challenges of local, national, and global organizations.

## Linkage: School of Business and MBA Mission

SOB 2019 – 25 Mission	2021 – 25 MBA Mission	Implementation
To serve our region by offering high-quality educational programs at the undergraduate, graduate	high-quality Master of Business Administration (MBA) program	Accredited by AACSB-International
To serve our region by offering high-quality educational programs at the undergraduate, graduate	to meet the needs of our region.  meet the current and future challenges of local, national, and global organizations.	General MBA degree a concentration in Healthcare Executive Management
prepare individuals to compete on a regional, national, and global level	local, national, and global organizations.	Graduates employed by local, national, and global for-profit, non-profit, and governmental organizations
We engage in student-focused education experiences	student-focused	Class size of 25 or less Career related assignments
develop a comprehensive foundation,	a comprehensive educational experience	10 discipline courses
craft for themselves fulfilling successful careers and lives.	develops the executive decision-making competencies needed to successfully meet the current and future challenges of local, national, and global organizations.	Program learning goals

## Specific 2020-21 SLO Analysis

**PLO 1: An MBA Student at FMU will develop the ability to identify, analyze and solve problems and address issues facing business executives**

***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.***

The faculty considers the MBA program has been effective in developing the ability to identify, analyze and solve problems and address issues facing business executives. The target of 85% has been achieved. The faculty will continue the program requirements for this student learning competency. The program learning outcome is discontinued.

**PLO 2: An MBA Student at FMU will effectively communicate executive managerial issues to appropriate audiences in written form and oral form.**

***SLO 2A 2B: An MBA Student at FMU will develop and enhance the ability to effectively communicate to appropriate audiences. – Written/Oral***

The measures indicate that the program has not continuously improved communication skills. All MBA faculty are requested to provide feedback to students concerning communication skills. (Note: the MBA faculty recognized that the graduate students enter with effective communication skills and to improve them requires specific feedback. Each faculty member is requested to provide feedback concerning writing skills, not just content. Each faculty member is requested to have an oral communication requirement and to provide specific feedback about the communication not just the content. The program learning goal is continued.

**PLO 3: An MBA Student at FMU will develop and enhance the ability to think innovatively during the executive decision-making process**

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

The faculty considers the MBA program has been effective in improving the students' innovative thought in identifying issues, analyzing situations, and developing of viable solutions. The target has been reached. The faculty will continue the program requirements for this student learning competency. The offering of a one-hour course, MBA 720 Contemporary Issues in Business: Innovation and Creative Decision Making will continue. The program learning outcome is discontinued.

**PLO 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.**

***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 faculty is pleased that the direct measure indicates improvement but is concerned that the student's do not consider significant improvement. The faculty considered the 2020-21 action item of offering a two-hour course, MBA 720 Contemporary Issues in Business: Leadership and Ethics: Work-Place Issues should continue for summer 2021. The MBA faculty determined additional emphasis upon ethical issues should be a focus

for all faculty, thus each course should have an ethics requirement. Each course must include information and student submissions relating to the specific ethical issues of the discipline. The program learning outcome is continued.

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

The direct measure indicates student continuous improvement. The faculty will continue the program requirements for this student learning competency. However, the faculty concluded that a focus of the MBA program must evolve with more consideration of diversity and cultural awareness. These concepts relate to sustainability principles. The program learning outcome is discontinued.

## 2021 - 25 Program Learning Outcomes

PLO 1: Graduates will be evidence-based problem-solvers.

PLO 2: Graduates will be professional communicators.

PLO 3: Graduates will be ethical decision-makers.

PLO 4: Graduates will value sustainability.

## 2021- 25 Student Learning Outcomes

SLO 1: Students will apply an integrated evidenced-based approach for executive decision-making.

SLO 2: Students will communicate effectively in the professional environment.

SLO 3: Students will integrate appropriate business policies and practices with the guiding principles of honesty and concern for the benefit to all stakeholders.

SLO 4: Students will integrate sustainability principles in the executive decision-making process.

Program (MBA) Competency Goal: (What do we aim to achieve?)	(MBA Student)) Learning Objective: (tasks to be accomplished to meet goal)	Traits (what we will measure with a rubric and with indirect measure)
<b>Graduates will be evidence-based problem-solvers.</b>	Students will apply an integrated evidenced-based approach for executive decision-making.	Students will:  (a) Identify elements, relationships, and underlying principles of a managerial issue/question/problem

		<ul style="list-style-type: none"> <li>(b) Select and Apply appropriate Methodology</li> <li>(c) Interpret information</li> <li>(d) Provide evidence-based rationale for decisions</li> </ul>
<b>Graduates will be professional communicators.</b>	Students will communicate effectively in the professional environment	<p>Students will verbally and in writing</p> <ul style="list-style-type: none"> <li>(a) Organize information</li> <li>(b) Provide relevant information</li> <li>(c) Utilize correct grammar</li> <li>(d) Use appropriate vocabulary</li> <li>(e) Utilize effective presentation format</li> <li>(f) Enhance audience/receiver understanding</li> </ul>
<b>Graduates will be ethical decision-makers.</b>	Students will integrate appropriate business policies and practices with the guiding principles of honesty and concern for the benefit to all stakeholders.	<p>Students will:</p> <ul style="list-style-type: none"> <li>(a) Recognize ethical dilemmas</li> <li>(b) Assess the ethical implications of alternative courses of action</li> <li>(c) Provide rationale for decisions which indicates ethical concerns</li> </ul>
<b>Graduates will value sustainability</b>	Students will integrate sustainability principles in the executive decision-making process	<p>Students will</p> <ul style="list-style-type: none"> <li>(a) Recognize the ever-changing business environment</li> <li>(b) Seek, integrate, and value different stakeholders' perspectives (<i>diversity</i>)</li> <li>(c) Recognize decision's sustainability impact upon ecological, social, and economic dimensions</li> <li>(d) Recommend actions which have long-term value and exhibit appropriate sustainable practices</li> </ul>

## Benchmarks and Targets

**2021-22 SLO1: *Students will apply an integrated evidenced-based approach for executive decision-making.***

All MBA faculty are requested to have student requirements with focus upon problem solving with evidence-based rationale for decisions.

<i>integrated evidenced-based approach</i>	<b>2021-22 Benchmark</b>	<b>Target 2022- 23</b>	<b>Target 2023- 24</b>	<b>Target 2024- 25</b>
<b>Direct Measure</b>	70% of MBA will meet or exceed expectations	75% of MBAs will meet or exceed expectations	80% of MBAs will meet or exceed expectations	85% of MBAs will meet or exceed expectations
<b>Indirect Measure (scale of 1 to 5)</b>	3.0	3.5	3.8	4.0

**2021-22 SLO2: *Students will communicate effectively in the professional environment.***

(Note: modification of wording of 2020-21 SLO)

<b>Written</b>	<b>2021-22 Benchmark</b>	<b>Target 2022- 23</b>	<b>Target 2023- 24</b>	<b>Target 2024- 25</b>
<b>Direct Measure</b>	87% of MBA will meet or exceed expectations	90% of MBAs will meet or exceed expectations	90% of MBAs will meet or exceed expectations	95% of MBAs will meet or exceed expectations
<b>Indirect Measure (scale of 1 to 5)</b>	4.0	4.3	4,3	4.5

Oral	2021-22 Benchmark	Target 2022- 23	Target 2023- 24	Target 2024- 25
Direct Measure	80% of MBA will meet or exceed expectations	83% of MBAs will meet or exceed expectations	85% of MBAs will meet or exceed expectations	90% of MBAs will meet or exceed expectations
Indirect Measure (scale of 1 to 5)	4.0	4.3	4.3	4.5

**2021- 25 SLO 3: Students will integrate appropriate business policies and practices with the guiding principles of honesty and concern for the benefit to all stakeholders.**

(Note: modification of wording of 2020-21 SLO)

Ethics	2021-22 Benchmark	Target 2022- 23	Target 2023- 24	Target 2024- 25
Direct Measure	85% of MBA will meet or exceed expectations	85% of MBAs will meet or exceed expectations	85% of MBAs will meet or exceed expectations	90% of MBAs will meet or exceed expectations
Indirect Measure (scale of 1 to 5)	4.0	4.3	4,3	4.5

**2021 – 25 SLO 4: Students will integrate sustainability principles in the executive decision-making process.**

All MBA faculty are requested to have content and student requirements with focus upon:

- Recognition of the ever-changing business environment
- Seeking, integration, and valuing different stakeholders’ perspectives (*diversity*)
- Recognition of decision’s sustainability impact upon ecological, social, and economic dimensions
- Recommendation of actions which have long-term value and exhibit appropriate sustainable practices

<i>integrate sustainability principles</i>	<b>2021-22 Benchmark</b>	<b>Target 2022- 23</b>	<b>Target 2023- 24</b>	<b>Target 2024- 25</b>
<b>Direct Measure</b>	75% of MBA will meet or exceed expectations	80% of MBAs will meet or exceed expectations	85% of MBAs will meet or exceed expectations	90% of MBAs will meet or exceed expectations
<b>Indirect Measure (scale of 1 to 5)</b>	3.0	3.5	4.0	4.5

**Other Specific Actions**

The Director of the MBA Program has been registered for a three-day virtual seminar concerning assurance of learning provided by the School of Business accreditation association (AACSB).

The Director is charged with:

1. Developing the measuring process for 2021-22. The measuring process for 2021-22 should include two direct measures and an indirect measure for each SLO.
2. The measurement process is to be provided to the faculty for discussion during August and approved by September 30.
3. Direct measures and indirect measures to be implemented in Fall 2021 and Spring 2022.

Each MBA faculty member has been requested to:

Modify student requirements in all classes to reflect the new student learning objectives.

The mapping of the Program Learning Outcomes and Student Learning Objectives must indicate that each course significantly contributes to the program quality.

MBA faculty are requested to modify their specific course for assignments and feedback to the students. This form will be completed and evaluated by all MBA Faculty for consistency.

<b>Mapping of Program Learning Outcomes</b>										
<b>MBA Courses</b>	<b>700</b>	<b>705</b>	<b>710</b>	<b>715</b>	<b>720</b>	<b>725</b>	<b>730</b>	<b>735</b>	<b>740</b>	<b>745</b>
<b>Graduates will be evidence-based problem-solvers.</b>										

Has at least one assignment using this competency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Value of assignment(s) (% of final grade)										
Feedback about the competency is provided										
<b>Graduates will be professional communicators</b>										
Has at least one assignment using this competency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Value of assignment(s) (% of final grade)										
Feedback about the competency is provided										
<b>Graduates will be ethical decision-makers</b>										
Has at least one assignment using this competency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Value of assignment(s) (% of final grade)										
Feedback about the competency is provided										
<b>Graduates will value sustainability</b>										
Has at least one assignment using this competency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Value of assignment(s) (% of final grade)										
Feedback about the competency is provided										

Note: The concepts of problem solving, communication, ethical behavior and integrating sustainable principles will be the focus for our MBA program. The wording of the program learning objectives, student learning objective with the traits may be modified during the summer 2021.

Faculty discussions and analysis of student learning outcomes for the past few years led to the recognition that the MBA curriculum needed to reflect a more current perspective.

The MBA faculty concludes that this AOL process has been beneficial to the program and has improved the student learning.

## Summary

The mission, program learning outcomes, student learning outcomes for the MBA program were not modified for the 2020-2021 year. The process for assessment included direct and indirect measures. Faculty continued to be involved with the direct method of using rubrics to assess student submissions.

The assessment occurred during the Spring 2020 semester. About 50% of the enrolled MBAs were involved in the assessment process.

### 2020-21 Program Learning Outcomes

1. An MBA Student at FMU will develop the ability to identify, analyze and solve problems and address issues facing business executives
  - Both direct and indirect measures improvement of baseline and meeting of target and benchmark.
2. An MBA Student at FMU will effectively communicate executive managerial issues to appropriate audiences in written form and oral form.
  - The measures indicate that the program has not continuously improved communication
3. An MBA Student at FMU will develop and enhance the ability to think innovatively during the executive decision-making process.
  - Both direct and indirect measures improvement of baseline and meeting of target and benchmark
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.
  - The direct measure indicates improvement but the indirect measure does not consider significant improvement.
5. An MBA Student at FMU will develop and enhance an awareness of global influences upon executive business decisions.
  - The direct measure indicates student continuous improvement.

The action items for 2021-22 include:

- New mission statement
- Discontinuing of 2 program learning outcomes
- Modifying the wording of two program learning outcomes
- Implementing two new program learning outcomes
- Requesting modification of measurement process
- All faculty to provide more in-depth feedback concerning written communication
- All faculty to include one oral communication requirement

- Offer a one-hour course, MBA 720 Contemporary Issues in Business: Innovation and Creative Decision Making
- Offer a two-hour course, MBA 720 Contemporary Issues in Business: Leadership and Ethics; Work-Place Issues
- Emphasis upon ethical issues by all faculty for all courses

## Appendix

Rubrics for all 2020-21 Learning Outcomes.

Example of scores

Survey question and results for 2020 – 21 graduating MBAs

**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.**

	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 2021 \_\_\_\_\_ Semester

Evaluator: \_\_\_\_\_ 2 \_\_\_\_\_

<b>Student</b>	<b>Problem Identification</b>	<b>Information Acquisition</b>	<b>Information Analysis</b>	<b>Development of Solution</b>	<b>Student Summary Score</b>
1	5	5	5	4	19
2	5	3	3	3	14
3	5	4	4	4	17
4	5	5	5	4	19
5	5	5	4	3	17
6	5	4	4	4	17
7	3	3	2	2	10
8	3	3	3	2	11
9	5	4	4	3	16
10	2	2	2	2	8
11	5	4	4	5	18
12	5	4	4	4	17
13	5	4	4	3	16
14	5	4	4	5	18

Written communication

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
	4	5	
Purpose	Purpose of communication is not obvious	Purpose of the communication is obvious	Purpose of the communication is clear and well-defined
Information organization	Lacks linkages between concepts which distracts from the objective of the communication	Linkages between concepts (organization of concepts) allows for ease of following the purpose of the communication	All information is exceptionally organized and enhances the ease of linking concepts to the purpose of the communication
Overall Audience understanding	The communication leads the audience to confusion or possibly misunderstanding of the communication purpose	The communication purpose is achieved	The audience's comprehension of the communicator's perspective is understood and leads to enhanced understanding of the communication's purpose
Documentation of information (providing sources of information)	The recognition of when to document and the method of document is not evident	If documentation is needed -- Most of the information that needs documentation is cited	All information that needs documentation is cited correctly or with minor errors. Recognition of the need to document information is correct
Grammar / Paragraph/ Sentence structure	Contains grammatical/paragraph/sentence errors that <b>significantly</b> distract from the overall objective of the communication	Has some grammatical/paragraph/sentence structure errors <b>Negligibly</b> distract from the overall objective of the communication	No or very minor grammatical/paragraph/sentence errors and <b>do not distract</b> from the target audience's understanding
Vocabulary	Incorrect/inappropriate word choice which often interferes with communication	Vocabulary is appropriate for context and subject matter.	Uses vocabulary in a manner that indicates depth and breadth of knowledge and understanding of the context and subject matter.
Format	Multiple errors in format such as proper spacing or margins which distracts from the communication objective.	Writer uses appropriate format for the communication purpose. Minor errors in utilization of appropriate document style/format which do not distract	Format such as spacing, margins, headings enhance reader's understanding and improves readability
Graphic Tools	Graphic tools were needed but not provided or	Use of graphics, tables or images does supports the communication's objective	Visuals -- Graphics, tables and or images significantly enhance

	if provided distracts from the objective of the communication	The absence of graphics, tables or images does not distract from the audience's understanding	target audience's understanding
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***SLO 3: Demonstrate innovative thought in identifying issues, analyzing situations, and developing of viable solutions.***

<b>Criteria</b>	<b>Does not meet expectations Score: 1</b>	<b>Score: 2</b>	<b>Meets Expectations Score: 3</b>	<b>Score: 4</b>	<b>Exceeds Expectations Score:5</b>
<b>Recommendation</b>	Fails to provide a recommendation		Provides a well-defined recommendation to the obvious problem/issue		Provides a solution that integrates concern for several problems/issues
<b>Originality</b>	Executive would respond "This recommendation is similar to what I have heard before."		Executive would respond "That's a recommendation that only a few would think of."		Executive would respond "I would never have thought of that!"  Response indicates insight into the linkages of elements that most people would not connect
<b>Implementation/innovation</b>	Executive would respond "Your recommendation will require significant change and will be <b>resisted</b> by most of management."		Executive would respond "This recommendation will require some change and management will have questions."		Executive would respond "This recommendation will greatly benefit, will not require change in current strategy and will be quickly accepted by management."

**Student Score Form**

**Goal: Creativity and Innovation**

\_\_\_\_\_ Spring 2021 \_\_\_\_\_ Semester

Evaluator: \_\_\_\_\_ 1 \_\_\_\_\_

<b>Student</b>	<b>Recommendation</b>	<b>Originality</b>	<b>Implementation/ Innovation</b>	<b>Student Summary Score</b>
1	3	3	3	9
2	4	3	4	11
3	3	3	3	9
4	4	3	3	10
5	5	3	3	11
6	5	3	4	12
7	2	3	4	9
8	2	4	5	11
9	3	3	4	10
10	2	3	4	9
11	5	3	2	10
12	4	4	5	13
13	2	2	5	9
14	5	4	3	12

**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.**

	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations
	1	2	3	4	5
Identifies stakeholders	Only identifies one obvious direct/major stakeholder Unsure of who should be a stakeholder		Identifies several obvious direct/major stakeholders		Identifies multiple obvious stakeholders and less-obvious stakeholders
Recognizes effects of activities/actions/decisions upon various stakeholders	Recognizes only one major stakeholder's perspective		Acknowledges the perspectives of each obvious direct/major stakeholders		Recognizes the differences in perspectives among the obvious stakeholders and the less-obvious stakeholders
Identifies the ethical concerns	Is unsure or vague about the ethical issue or why it is an ethical dilemma or does not identify the potential unethical behavior		Identifies the apparent ethical concerns associated with the situation		Recognizes the complexity of the relationship among the stakeholders to distinctly identify the ethical issues and possible unethical behavior
Rationale for solving situation	Integrates concern for only the one direct/ major stakeholder or Uses personal ethical standards without regard of appropriate business policies or principles or Does not provide a recommendation		Recommendation indicates: understanding of appropriate ethical policies and practices or concern for minimizing the negative impact upon direct/major stakeholders		Integrates appropriate business policies and practices with the guiding principles of honesty and concern for all stakeholders' benefits and indicates understanding of the complexity of the relationships among all the stakeholders

**Student Score Form**

**Goal: Ethics**

\_\_\_\_\_Spring 2021\_\_\_\_\_ Semester

Evaluator: \_\_\_\_\_

<b>Student</b>	<b>Identifies stakeholders</b>	<b>Recognizes effects of activities/actions/decisions upon various stakeholders</b>	<b>Identifies the ethical concerns</b>	<b>Rationale for solving situation</b>	<b>Student summary score</b>
1	5	5	4	3	17
2	4	4	4	4	16
3	3	4	3	4	14
4	3	3	3	3	12
5	2	2	3	2	9
6	3	3	3	3	12
7	2	2	3	2	9
8	1	2	2	2	7
9	2	2	2	2	8
10	1	2	2	1	6
11	3	4	4	5	16
12	3	3	3	3	12
13	4	4	5	4	17
14	2	2	2	2	8

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

<b>Criteria</b>	<b>Does Not Meet Expectations Score: 1</b>	<b>score:2</b>	<b>Meets Expectations Score:3</b>	<b>score:4</b>	<b>Exceeds Expectations Score:5</b>
<b>Identifies the international context of the business decision</b>	Does not identify the situation as having global context		Identifies the obvious connection of various global stakeholders		Identifies the complexity of global relationships
<b>Recognizes global dimensions</b>	Identifies no dimensions of the situation (cultural, economic, political, legal, technological, natural) in the global context		Distinguishes at least one dimension of the situation (cultural, economic, political, legal, technological, natural) in the global context		Recognizes the interrelationship of multiple dimensions (cultural, economic, political, legal, technological, natural) influences upon the business situation

**Student Score Form**

**Goal: Global**

\_\_\_\_\_ Spring 2021 \_\_\_\_\_ Semester

Evaluator: \_\_\_\_\_ 1 \_\_\_\_\_

<b>Student</b>	<b>Identifies the international context of the business decision</b>	<b>Recognizes global dimensions</b>	<b>Student summary score</b>
1	2	2	4
2	1	2	3
3	3	3	6
4	3	3	6
5	3	3	6
6	2	2	4
7	2	2	4
8	1	2	3
9	2	3	5
10	2	2	4
11	2	2	4
12	2	2	4
13	4	4	8
14	3	3	6

Q5 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...

■ NO Improvement  
 ■ (no label)  
 ■ (no label)  
 ■ (no label)  
 ■ Significant Improvement

	NO IMPROVEMENT	(NO LABEL)	(NO LABEL)	(NO LABEL)	SIGNIFICANT IMPROVEMENT	TOTAL	WEIGHTED AVERAGE
Integration of international perspectives into business solutions	16.67% 1	0.00% 0	33.33% 2	33.33% 2	16.67% 1	6	3.33
Analytical skills	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50
Problem solving skills	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Oral communication skills	0.00% 0	33.33% 2	16.67% 1	33.33% 2	16.67% 1	6	3.33
Written communication skills	0.00% 0	16.67% 1	33.33% 2	50.00% 3	0.00% 0	6	3.33
Creativity in developing responses to business problems	0.00% 0	16.67% 1	16.67% 1	16.67% 1	50.00% 3	6	4.00
Incorporation of an ethical perspective within decision making	16.67% 1	0.00% 0	33.33% 2	33.33% 2	16.67% 1	6	3.33
Ability to apply theory to practice	0.00% 0	0.00% 0	0.00% 0	16.67% 1	83.33% 5	6	4.83
Knowledge and understanding of the core subjects of business	0.00% 0	0.00% 0	0.00% 0	16.67% 1	83.33% 5	6	4.83

## Q7 What do you like best about the program?

Answered: 6 Skipped: 0

#	RESPONSES
1	The cost and the awesome professors!
2	Challenging but fair
3	It works around a full-time job schedule.
4	Projects were the best learning tool. Course content and design very applicable to my job. Course content similar to Harvard and Stanford including text books. Gained most of the learning available from an Ivy school without the expense, travel etc.
5	Online instruction
6	The hybrid method of content delivery

## Q8 What do you dislike the most about the progr

Answered: 5 Skipped: 1

#	RESPONSES
1	Group projects were terrible!! Many of the students would leave me to do the work, and they would often have very different visions for the project or no vision at all. We all we're annoyed by them...wish the projects had been on a per person basis.
2	Professors don't have enough real-world experience. Too much emphasis on Fortune 500 companies when most of us work for small businesses
3	Some professors take to long to give feedback.
4	Use of out of date texts in Accounting.
5	Not all classes were set up for students who held fulltime jobs

## Q9 Do you have any comments or suggestions that would assist us in continuing to improve the MBA program?

Answered: 5 Skipped: 1

## RESPONSES

Keep it up and please change the group projects to somehow ensure accountability for each member!

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Place more focus on the importance of relationship building. Place more focus on the power of GOOGLE in today's marketing environment.

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None

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Suggest each course be structured around a project or a series of case studies. Projects are close to the real world application of the subject matter. That is how I best remember the subject matter...and perhaps how other students remember too. Additionally, the MBA program has an outstanding faculty. Now is the time to start taking the steps necessary to raise the ranking/rating of the program per USNews, AACSB or whatever. Because of its mission FMU is unlikely to attract super star undergrads. However, the MBA program is different and can attract higher quality students via a combination of program quality and price.

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After Covid I suggest holding more after exam meet and greets like Dr. Hari did just before Covid