

Name of the Program/Department: Master of Business Administration

Year: 2021/2022

Name of the Preparer: Kay Lawrimore Belanger

Summary

In April 2021, the MBA faculty approved a new mission statement, new program learning objectives and new student learning objectives for 2021- 25. These changes were reported in the 2020-21 report.

During Summer 2021 and Fall 2022, three MBA faculty participated in assessment training provided by AACSB, the School of Business accreditation. This training initiated more discussions. The faculty decided to modify the program learning outcomes, student learning outcomes and the measurement process. Thus, the program learning outcomes and student learning outcomes reported in the MBA 2020-21 Institutional Effectiveness report were modified by the faculty to reflect the training, discussions, and our mission.

The MBA Program Learning Outcomes for 2021-22

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

PLO 2: Graduates will be influential communicators.

PLO 3: Graduates will be ethical decision-makers.

PLO 4: Graduates will value sustainability.

The program learning outcomes for 2021-22, findings and results are provided in this report. In summary, the assessment of all programs learning outcomes indicates the need for improvements. This did not surprise the faculty due to the change in the program learning outcomes and student learning outcomes accepted by the faculty in the fall 2021.

The faculty made specific recommendations for improvement: (1)two new courses, (2) changes in course content and (3) changes in feedback. These recommendations are to be implemented in the Summer 2022, Fall 2022 and Spring 2023.

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

Master of Business Administration (MBA)

2021-22 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

2021 – 22 MBA Mission	Implementation
high-quality Master of Business Administration (MBA) program	Accredited by AACSB-International
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
local, national, and global organizations.	Graduates employed by local, national, and global for-profit, non-profit, and governmental organizations
student-focused	Class size of 25 or less Career related assignments
a comprehensive educational experience	10 discipline courses
develops the executive decision-making competencies needed to successfully meet the current and future challenges of local, national, and global organizations.	Program learning outcomes: <ul style="list-style-type: none"> ✓ Evidence-based decisions ✓ Persuasive communication ✓ Ethical ✓ Sustainable

2021-22

Program Learning Outcomes

Student Learning Outcomes

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

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

PLO 2: Graduates will be influential communicators.

- SLO 2A: Students will communicate persuasively in the professional environment. (written)
- SLO 2A: Students will communicate persuasively in the professional environment. (verbally)

PLO 3: Graduates will be ethical decision-makers.

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

PLO 4: Graduates will value sustainability.

- 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 will be measured)
Graduates will be evidence-based problem-solvers.	Students will apply an integrated evidenced-based approach for executive decision-making.	Students will: <ul style="list-style-type: none"> (a) Identify elements, relationships, and underlying principles of a managerial issue/question/problem (b) Select and Apply appropriate Methodology (c) Interpret information (d) Provide evidence-based rationale for decisions
Graduates will be influential communicators.	Students will communicate persuasively in the professional environment	Students will verbally and in writing <ul style="list-style-type: none"> (a) Organize information (b) Provide relevant information (c) Explain and use evidence-based concepts (d) Anticipate disagreements (e) Utilize correct grammar (f) Use appropriate vocabulary (g) Utilize effective presentation format (h) Enhance audience/receiver understanding
Graduates will be ethical decision-makers.	Students will integrate appropriate business policies and practices with the guiding principles of honesty and concern for the benefit to all stakeholders.	Students will: <ul style="list-style-type: none"> (a) Recognize ethical dilemmas (b) Assess the ethical implications of alternative courses of action (c) Provide rationale for decisions which indicates ethical concerns
Graduates will value sustainability	Students will integrate sustainability principles in the executive decision-making process	Students will <ul style="list-style-type: none"> (a) Recognize the ever-changing business environment (b) Seek, integrate, and value different stakeholders' perspectives (<i>diversity</i>)

		<ul style="list-style-type: none"> (c) Recognize decision's sustainability impact upon ecological, social, and economic dimensions (d) Recommend actions which have long-term value and exhibit appropriate sustainable practices
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2021-22 Assessment Method

Measures: All SLOs are measured using a direct and an indirect measure. The measurement process has been consistent for the past 5 years. All faculty (7) who taught an MBA course for 2021-22 was involved with the assessment process.

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. Please refer to the appendix for the rubrics and example of scores.

For 2021-22, 18 students (about 42% of the enrolled MBA students) participated in direct measure process for each of the student learning outcomes.

Indirect Measure. In December 2021, an email was sent to all MBAs who graduated in December 2021 and in May 2022 an email was sent to all MBAs who graduated in Spring 2022 requesting the participation in a confidential and anonymous survey concerning the program. Please refer to the appendix for survey and data. The survey requested a rating of their perceived improvement for each student learning outcome and requested their opinions concerning the program.

For 2021-22, 10 of 14 graduates -- 72% of the graduating seniors participated in the indirect measure process.

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' scores for the direct measure. For the indirect, the measure is the mean for the responses to the attitude question concerning the specific SLO.

Results: Summary information concerning the percent of students who met or exceeded expectations and the specific traits that scored the lowest is provided to the 2021-22 MBA faculty for analysis, discussion, and recommendations.

2021 – 22 Measures, Results and Actions for Each Program Learning Outcome

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

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

Background: This PLO is modification of previous PLO relating to problem solving. The traits to measure using the rubric are modification of the previous but now has more focus upon the explanation and support for the decision. The mean for the previous year's results is the baseline.

Assessment Method: Direct Measure of Students' Submissions

Procedure: A required assignment in Spring 2022 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.*

Students' submissions were evaluated using normed rubrics by MBA faculty members. A score of 18 meets expectations. For 2021-22, 18 students (about 42% of the enrolled MBA students) participated in direct measure process for this PLO.

Indirect Measure - Survey

Procedure. The survey included the following question and requested the rating of no improvement (1) to significantly improved (5). The mean is the measure. For 2021-22, 10 of 14 graduates -- 72% of the graduating seniors participated in the indirect measure process.

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

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Results

Graduates will be evidence-based problem-solvers	Direct Measure	Indirect Measure (mean)	2021-22 Direct Measure Finding 18 students	2021-22 Indirect Measure Finding 10 graduates
Baseline	79% of MBAs meet or exceed expectation*	4.3	62% meet or exceed expectation <i>Does not Improve baseline</i> <i>Does not meet benchmark</i>	4.6
Benchmark	80% of MBA meet or exceed expectations	4.0		<i>Improves baseline</i> <i>Exceeds benchmark and target</i>
Target	85% of MBAs meet or exceed expectations	4.5		

Discussion

The low percentage of students meeting, or exceeding expectations is a surprise to the faculty. It is thought that the courses have been focused upon problem solving. The faculty considers that the high percentage not meeting expectations could be the result of the weakness in the students' abilities to provide explanation and details supporting the decisions. The decision is appropriate, but the support is not adequate. The faculty made two recommendations.

Recommendation for Action

Faculty are requested:

- to modify assignments to include specific requirements of the use of theory/data to support decisions.
- to provide feedback to students concerning the support of the decision, not just the appropriateness of the decision

PLO 2: Graduates will be influential communicators.

SLO 2A: Students will communicate persuasively in the professional environment. - written

Background: This PLO is a modification of previous PLO relating to communication. The traits to measure using the rubric are modification of the previous but now has more focus upon persuasion, not informing. The mean of previous year's written communication results is the baseline.

Direct Measure - Students' submissions

Procedure: The assignment was a written essay response in Spring 2022 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).*

Eighteen students' submissions were evaluated using normed rubric for written communication by 2 MBA faculty members. A score of 39 meets expectations. For 2021-22, 18 students (about 42% of the enrolled MBA students) participated in direct measure process for this PLO.

Indirect Measure - Survey

Procedure. The survey included the following question and requested the rating of no improvement (1) to significantly improved (5). The mean is the measure. For 2021-22, 10 of 14 graduates -- 72% of the graduating seniors participated in the indirect measure process.

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

Results

PLO 2A: Graduates will be influential communicators (written)	Direct Measure	Indirect Measure (mean)	2021-22 Direct Measure Finding 18 students	2021-22 Indirect Measure Finding 10 graduates
Baseline*	87% of MBAs meet or exceed expectation	4.1	39% meet or exceed expectation <i>Does not meet baseline, benchmark, or target</i>	4.1
Benchmark	70% of MBA meet or exceed expectations	4.0		<i>Meet baseline and benchmark but not target</i>
Target	85% of MBAs meet or exceed expectations	4.5		
* Based upon previous PLO results concerning written communication				

Discussion

The low percentage of students meeting, or exceeding expectations is the result of the change from informing to persuasive communication. Faculty recognizes the difference between informing and persuasion has not been a focus in the program. The survey indicates that the students perceive improvement. Faculty made three recommendations.

Recommendation for Action

Faculty are requested:

- to modify assignments to include written persuasive communication, not just information
- to provide feedback to students concerning persuasive communication
- to create and schedule a one-hour MBA 720 Contemporary Issues – Leadership and Communication to be offered in the summer and fall

PLO 2: Graduates will be influential communicators.

SLO 2: Students will communicate persuasively in the professional environment. - Oral

Background: This PLO is a modification of previous PLO relating to verbal communication. The traits to measure using the rubric are modification of the previous but now has more focus upon persuasion, not informing. The mean previous years' verbal communication results is the baseline.

Direct Measure - Students' submissions

Procedure: The assignment was a presentation requirement in Spring 2022 MBA 730 Leadership and Management

The 18 students' oral submissions were evaluated using normed rubric for oral communication by 2 MBA faculty members. A score of 39 meets expectations. For 2021-22, 18 students (about 42% of the enrolled MBA students) participated in direct measure process for this PLO.

Indirect Measure - Survey

Procedure. The survey included the following question and requested the rating of no improvement (1) to significantly improved (5). The mean is used as the measure. For 2021-22, 10 of 14 graduates -- 72% of the graduating seniors participated in the indirect measure process.

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

Results

PLO 2B: Graduates will be influential communicators (oral)	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 18 students	2020-21 Indirect Measure Finding 10 graduates
Baseline	80% of MBAs meet or exceed expectation	3.8	50% meet or exceed expectations <i>Does not meet baseline, benchmark, or target</i>	4.0 <i>Meets baseline, benchmark but not target</i>
Benchmark	80% of MBA meet or exceed expectations	4.0		
Target	85% of MBAs meet or exceed expectations	4.5		

Discussion

The low percentage of students meeting, or exceeding expectations is the result of the change from informing to persuasive communication. Faculty recognizes the difference between informing and persuasion has not been a focus in the program. The survey indicates that the students perceive improvement. Faculty made three recommendations.

Recommendation for Action

Faculty are requested:

- to modify assignments to include verbal persuasive communication, not just information
- to provide feedback to students concerning persuasive communication, not just content
- to create and schedule a one-hour MBA 720 Contemporary Issues – Leadership and Communication to be offered in the summer and fall
- to require a verbal presentation in each course

PLO 3: Graduates will be ethical decision-makers.

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

Background: This PLO is a modification of previous PLO relating to ethics. The traits to measure using the rubric are modification of the previous but now has more focus upon using business policies and analysis of stakeholders in the decision-process. The mean previous years' ethics results is the baseline.

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 18 students' submissions were evaluated using normed rubrics by MBA faculty members. A score of 18 meets expectations. For 2021-22, 18 students (about 42% of the enrolled MBA students) participated in direct measure process for this PLO.

Indirect Measure - Survey

Procedure. The survey included the following question and requested the rating of no improvement (1) to significantly improved (5). The mean is the measure. For 2021-22, 10 of 14 graduates -- 72% of the graduating seniors participated in the indirect measure process.

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

Results

PLO 3: Graduates will be ethical decision- makers.	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 18 students	2020-21 Indirect Measure Finding 10 graduates
Baseline	60% of MBAs meet or exceed expectation	3.8	55% meet or exceed expectations	4.5 <i>Improves baseline</i>
Benchmark	85% of MBA meet or exceed expectations	4.0	<i>Does not Improve baseline</i>	<i>Meets benchmark</i>
Target	85% of MBAs meet or exceed expectations	4.0	<i>Does not meet benchmark or target</i>	<i>and target</i>

Discussion

The low percentage of students meeting, or exceeding expectations is the result of the change in the focus upon the ethical dimensions. Faculty recognizes the various dimensions of ethical issues had not been a focus in the program. The survey indicates that the students perceive improvement. Faculty made three recommendations.

Recommendation for Action

Faculty are requested:

- to modify assignments to include the use of discipline's ethical policies for supporting decisions, not just information about ethics
- to provide feedback to students concerning the use of ethical policies
- to create and schedule a one-hour MBA 720 Contemporary Issues – Ethics to be offered in the summer

PLO 4: Graduates will value sustainability.

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

Background: This PLO is new.

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:
What are the long-term implications of your solution(s), and are there some sustainability issues?*

The 18 students' submissions were evaluated using normed rubrics by 2 MBA faculty members. A score of 15 meets expectations. For 2021-22, 18 students (about 42% of the enrolled MBA students) participated in direct measure process for this PLO.

Indirect Measure - Survey

Procedure. The survey included the following question and requested the rating of no improvement (1) to significantly improved (5). The mean is the measure. For 2021-22, 10 of 14 graduates -- 72% of the graduating seniors participated in the indirect measure process.

Thinking about your FMU MBA courses, please rate the impact upon your understanding and abilities Integration of sustainability within decision making.

Results

	Direct Measure	Indirect Measure (mean)	2020-21 Direct Measure Finding 18 students	2020-21 Indirect Measure Finding 10 graduates
Baseline	NA	NA	30% meet or exceed expectations <i>Does not meet benchmark or target</i>	4.5 <i>Meets benchmark and target</i>
Benchmark	70% of MBA meet or exceed expectations	4.0		
Target	90% of MBAs meet or exceed expectations	4.5		

Discussion

The low percentage of students meeting, or exceeding expectations does not surprise the faculty for the direct measure. Sustainability has not been a focus in all courses. The indirect measure (students' perception) is a surprise. It is thought that the students are still considering only the natural resources/environmental issues. Faculty made two recommendations.

Recommendation for Action

Faculty are requested:

- to modify assignments in all courses to include issues of sustainability such as economic and social
- to create and schedule a one-hour MBA 720 Contemporary Issues – Sustainability to be offered in the summer 2023

Appendix

Rubrics for all 2021 – 22 Learning Outcomes.

Survey question and results for 2021 – 22 graduating MBAs

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

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

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2 3	4 5
Identification of elements, relationships and / or underlying principles of a managerial issue/question/ problem	Significant omissions or inaccuracies identifying the major concern of the managerial issue/question/ problem	Interprets most of the information correctly to identify elements, relationships and / or underlying principles of the major concern of the managerial issue/question/ problem	Interprets information correctly to identify the multi-dimensions of the situation. Indicates understanding of the complexity of elements, relationships and / or underlying principles of the managerial issue/question/ problem recognizes the implications of the problem
Selection of methodology for analysis (methodology is defined as theory/tool relevant to the situation and to the discipline)	Does not select appropriate methodology (Technique/model / framework/theory)	Selection of the technique/model/ framework/theory is correct for the basic issue and indicates knowledge of the relevance to the managerial issue/question/problem	Selection of the technique/model/ framework/theory indicates understanding of the complexity of the managerial issue/question/problem
Application of the methodology for analysis (methodology is defined as theory/tool relevant to the situation and to the discipline)	Linkage is not correct Or Including irrelevant information for the specific issue	Application is mostly correct in linking the methodology to major concern of the managerial issue/question/ problem	Prioritization of information and linkage of methodologies to the managerial issue/question/ problem indicates advance abilities to apply theory/tool relevant to the situation and to the discipline
Interpretation of Analysis	Interpretation has errors in judgment or the incorrect analysis of the linkages	Correct interpretation of the linkage of the methodology and the major concern	Correct interpretation of information relating the multi-dimensions of the situation
Recommendation	No recommendation for the major concern or	Recommendation is clear and is specific to the major concern of the managerial issue/question/ problem	Recommendation(s) indicates the understanding of the multi-dimensions of the situation

	Unclear or inconsistent recommendation		
Rationale for Recommendation	Recommendation is not based on or only superficially based upon the information obtained from the application of the technique/model/framework/theory	Information from the application of the technique/model/framework work is clearly linked to the recommendation for the major concern of the managerial issue/question/problem	Recommendation linkage to methodology is clear and interrelates the multi-dimensions of the managerial issue/question/problem

PLO 2: Graduates will be influential communicators.

SLO 2A: Students will communicate persuasively in the professional environment. - written

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
	4	5	
Purpose of Communication	Purpose of communication is not clear	Purpose of the communication is clear	Introduction clearly state purpose of the communication
Information organization	lacks logical sequence which leads to audience confusion	Majority of the information follows a logical sequence of flow	All information follows a logical flow
Linkage between concepts	Linkages between concepts distracts from the objective of the communication	Clear and coherent linkage of most of the differing information	Exceptionally linkage of differing concepts. Audience can easily follow the connection among the differing information
Information relevance	Some information is not relevant to the communication objective or Insufficient explanation of how the information supports the purpose	The information is relevant to the major communication objective and obviously needed to ensure audience understanding of the major purpose	Information is relevant to the communication objective and allows the audience to understand the various dimensions/complexity of the topic
Explanation	Multiple examples of lack or incorrect documentation of information when needed	Adequate explanation of key concepts and how the information supports purpose of communication Most of the information that needs documentation is cited correctly	Excellent explanation of key concepts and theories; the communication enhances the target audience's understanding of the how the information supports the purpose of the communication All information that needs documentation is cited correctly facts are precise and explicit
Evidence – based	Uses minimal evidence to support opinion	Most information supports thesis and is evidence-based with facts	Expertly advances argument with well-researched evidence and documentation Obvious that possible arguments/objections to the thesis had been considered

Grammar	Contains numerous grammatical errors that distract from the overall objective of the communication	Grammatical errors are negligible and do not distract from the overall objective of the communication	No grammatical errors
Vocabulary	Incorrect/inappropriate word choice which often interferes with communication	Vocabulary is appropriate for context and subject matter.	Vocabulary indicates understanding of the executive managerial issue and vocabulary of an executive or Uses vocabulary in a manner that indicates depth and breadth of knowledge and understanding of the context and subject matter.
Visual Tools	The use of visuals (charts and tables) to communicate information distracted from the effectiveness of the objective or the lack of visuals (charts and tables) to communicate information distracted from the effectiveness of the objective	Minor errors in use of visuals (charts and tables) to communicate information Or the lack of visuals (charts and tables) to communicate information did not distract from the persuasiveness of the communication	The use or not use of (visuals) charts and tables indicated awareness of the audience's need for clarification
Scorer's Holistic Judgement	The communication leads to more questions, confusion or misunderstanding for the audience	The communication most likely enhanced the audience's understanding	The audience's opinions and understanding of the information is greatly enhanced and influenced
Format	Multiple errors in format (spacing, margins, headings) distracts reader's understanding	Minor errors in utilization of appropriate document style/format which do not distract Format allows for ease of reading	Writer uses Spacing, margins, headings, visuals (graphics, tables, or images) enhance reader's understanding
Paragraph structure	Incorrect use of different topics within one paragraph	Information in most paragraphs is specific and relevant to a topic	All paragraphs have information that is specific to the purpose of the specific paragraph
Sentence structure	Multiple sentence structure distracts from reader's understanding	Minor errors in sentence structure which do not distract	Writer uses complex and correct sentence structures

PLO 2: Graduates will be influential communicators.

SLO 2A: Students will communicate persuasively in the professional environment. – oral

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
	4		5
Purpose of Communication	Purpose of communication is not clear	Purpose of the communication is clear	Introduction clearly state purpose of the communication
Information organization	lacks logical sequence which leads to audience confusion	Majority of the information follows a logical sequence of flow	All information follows a logical flow
Linkage between concepts	Linkages between concepts distracts from the objective of the communication	Clear and coherent linkage of most of the differing information	Exceptionally linkage of differing concepts. Audience can easily follow the connection among the differing information
Information relevance	Some information is not relevant to the communication objective or Insufficient explanation of how the information supports the purpose	The information is relevant to the major communication objective and obviously needed to ensure audience understanding of the major purpose	Information is relevant to the communication objective and allows the audience to understand the various dimensions/complexity of the topic
Explanation	Multiple examples of lack or incorrect documentation of information when needed	Adequate explanation of key concepts and how the information supports purpose of communication Most of the information that needs documentation is cited correctly	Excellent explanation of key concepts and theories; the communication enhances the target audience’s understanding of the how the information supports the purpose of the communication All information that needs documentation is cited correctly facts are precise and explicit
Evidence – based	Uses minimal evidence to support opinion	Most information supports thesis and is evidence-based with facts	Expertly advances argument with well-researched evidence and documentation Obvious that possible arguments/objections to the thesis had been considered
Grammar	Contains numerous grammatical errors that distract from the overall objective of the communication	Grammatical errors are negligible and do not distract from the overall objective of the communication	No grammatical errors

Vocabulary	Incorrect/inappropriate word choice which often interferes with communication	Vocabulary is appropriate for context and subject matter.	Vocabulary indicates understanding of the executive managerial issue and vocabulary of an executive or Uses vocabulary in a manner that indicates depth and breadth of knowledge and understanding of the context and subject matter.
Visual Tools	The use of visuals (charts and tables) to communicate information distracted from the effectiveness of the objective or the lack of visuals charts and tables) to communicate information distracted from the effectiveness of the objective	Minor errors in use of visuals (charts and tables) to communicate information Or the lack of visuals charts and tables) to communicate information did not distract from the persuasiveness of the communication	The use or not use of (visuals) charts and tables indicated awareness of the audience's need for clarification
Scorer's Holistic Judgement	The communication leads to more questions, confusion or misunderstanding for the audience	The communication most likely enhanced the audience's understanding	The audience's opinions and understanding of the information is greatly enhanced and influenced
oral communication			
Non-verbal communication	Speaker utilizes little to no audience eye contact; hand gestures are rarely used; little body movement and few facial expressions. Use of notes is distracting to audience	Speaker demonstrates acceptable posture, hand gestures, body movements, facial expressions, eye contact. Use of notes is not distracting to audience	Speaker demonstrates exceptional posture, hand gestures, body movement, facial expressions, eye contact
Elocution	Speaker exhibits many vocal disfluencies; has multiple errors in pronunciation; pace, volume, or pitch which detract from quality of presentation.	Vocals are acceptable in pace, volume, or pitch,	Vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance message.
Audience questions	Speaker does not adequately respond to audience questions/comments	Speaker responds appropriately to all audience interactions	Obvious that the speaker was prepared to answer and respond to all audience's comments/questions

PLO 3: Graduates will be ethical decision-makers.

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

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
			4
			5
Identify ethical issues	Does not recognize the ethical issue	Recognizes the basic ethical issue	Recognizes the complexity of the ethical issues
Ethical principles	No indication of the discipline-related ethical principles	Explains the basic issue in regard to discipline-related ethical principles	Indicate in-depth understanding of the ethical issues and possible unethical behavior in regard to the discipline-related ethical principles
Identifies stakeholders	Only recognizes the major stakeholder or Unsure of who is a stakeholder	Recognize the major stakeholders	identifies obvious and less obvious stakeholders
Recognizes the impact upon stakeholders	Does not recognize the negative consequences upon a stakeholder	Identifies the major stakeholders' perspectives	Details the differences in viewpoints to clearly identify the ethical implication of the issue for all stakeholders
Solution	Solution indicates lack of concern for minimizing the negative impact upon a stakeholder or for using ethical principles Or of valuing different perspectives	Solution benefits most of the stakeholders and indicates ethical reasoning by identification and consideration of concerns from multiple stakeholders	Solution integrates appropriate business policies, practices, and ethical principles to benefit individual persons, the group, the organization, and the broader community

PLO 4: Graduates will value sustainability.

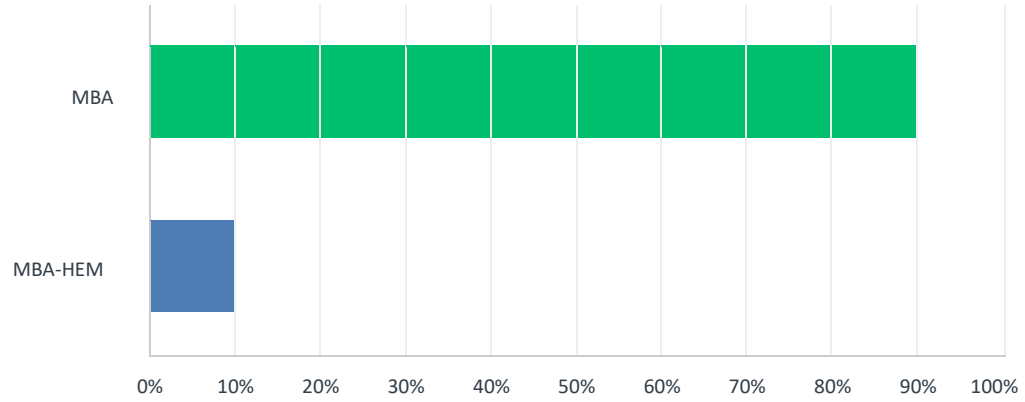
SLO 4: Students will integrate sustainability principles in the executive decision-making process

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
	4	5	
role of sustainability	No indication of the discipline-related sustainability principles	Explains the basic issue in regard to discipline-related sustainability principles	Application of the ethical principles indicates in-depth understanding of the ethical issues /unethical behavior
Analyze managerial situations	Minimum interconnection among perspectives identified	Recognize various interconnection among perspectives	Details the interconnections among political , ecological, social, and economic
Solution	Minimum concern for long-term value, focus is upon the short-term	Solution indicates consideration of long-term value	Solution indicates consideration of long-term value and reflects integrating organizational resources to achieve long-term value

Survey

Q1 Program of study:

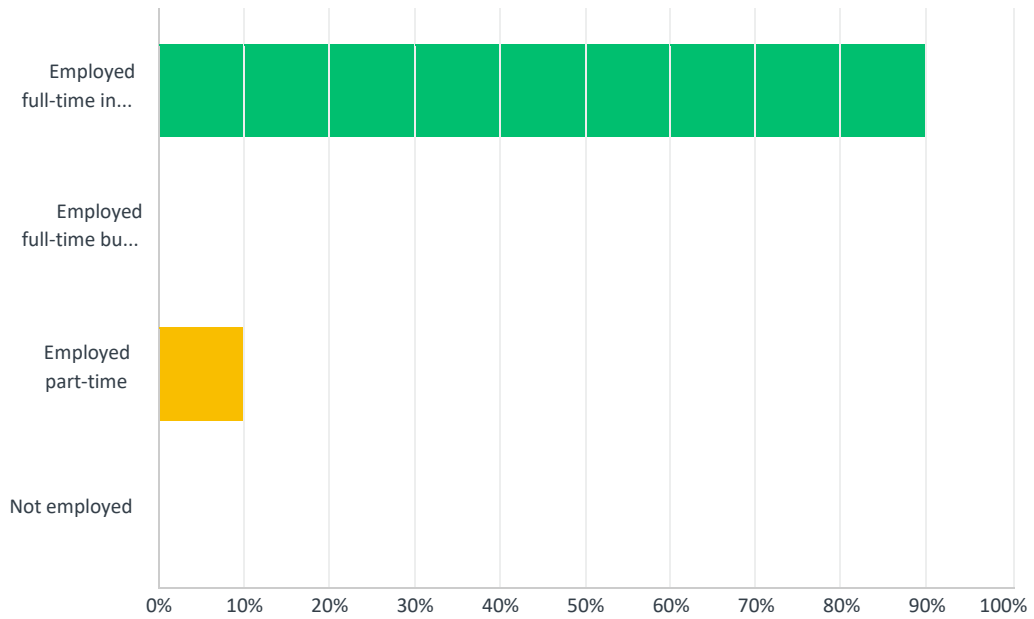
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
MBA	90.00%	9
MBA-HEM	10.00%	1
TOTAL		10

Q2 Employment:

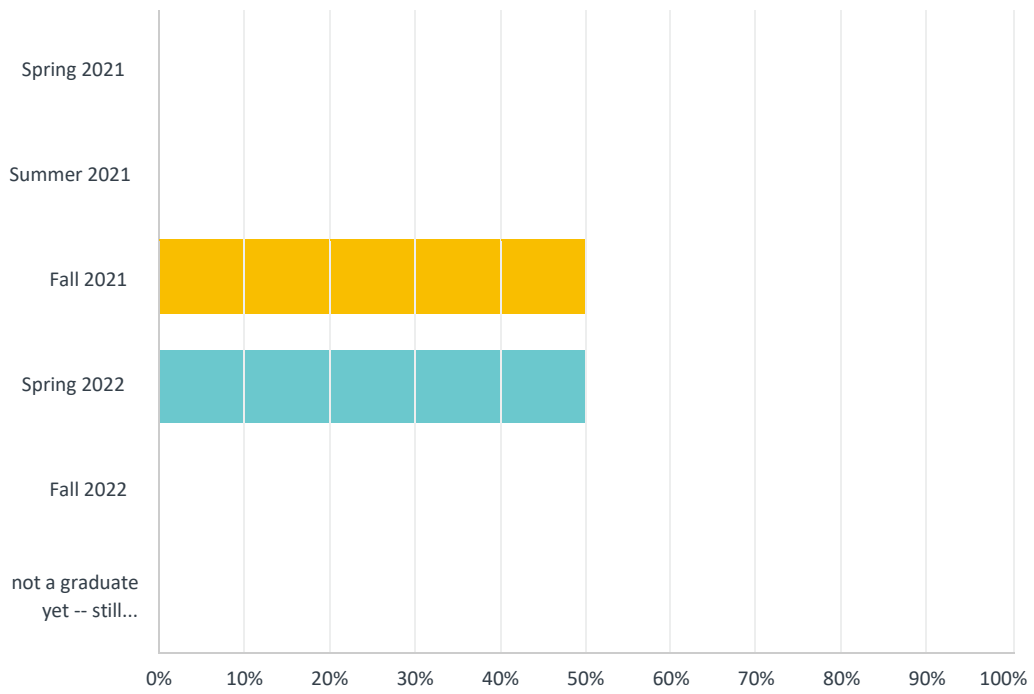
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Employed full-time in my career	90.00%	9
Employed full-time but not in my chosen career	0.00%	0
Employed part-time	10.00%	1
Not employed	0.00%	0
TOTAL		10

Q3 Graduation Date

Answered: 10 Skipped: 0

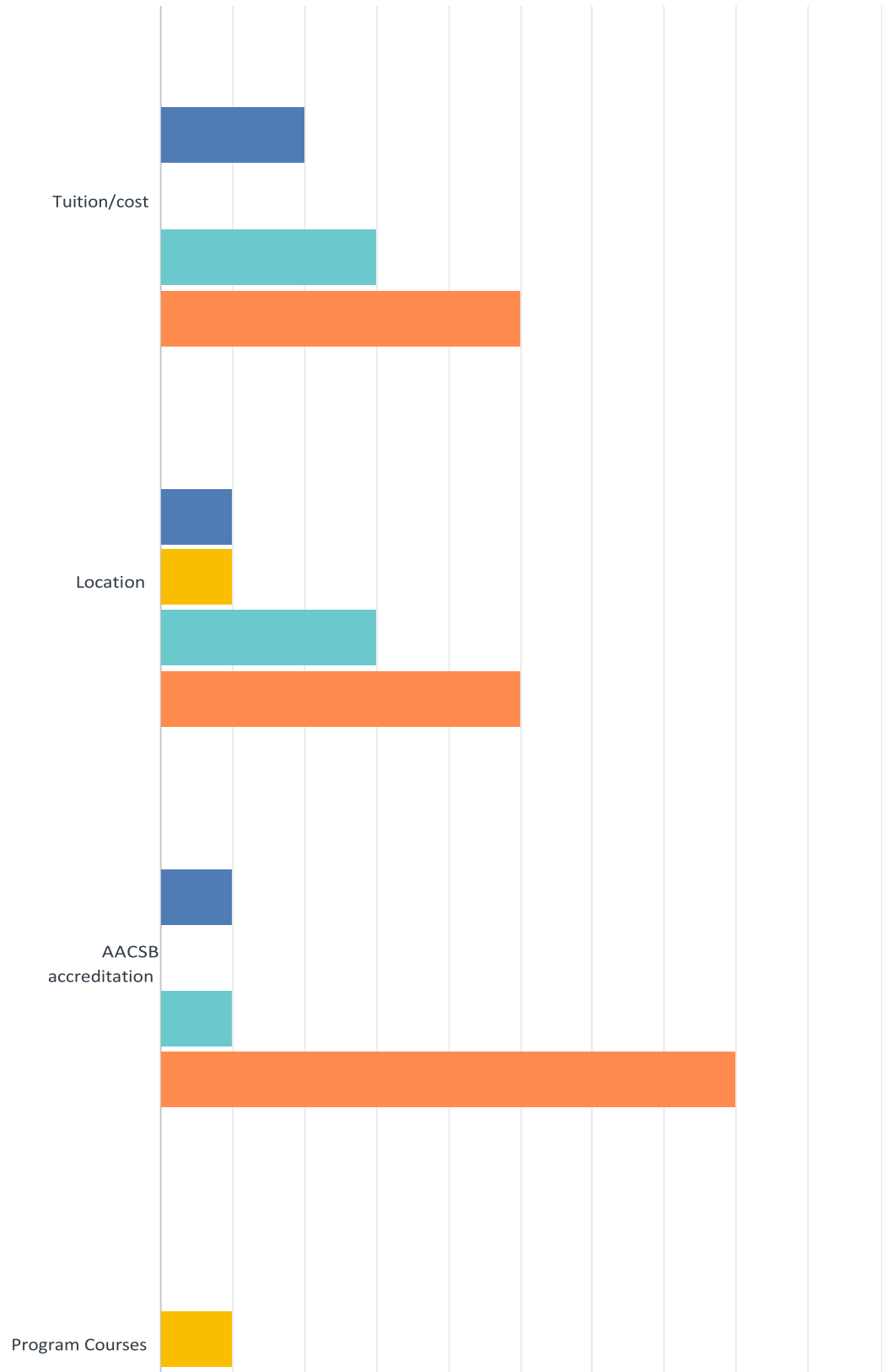


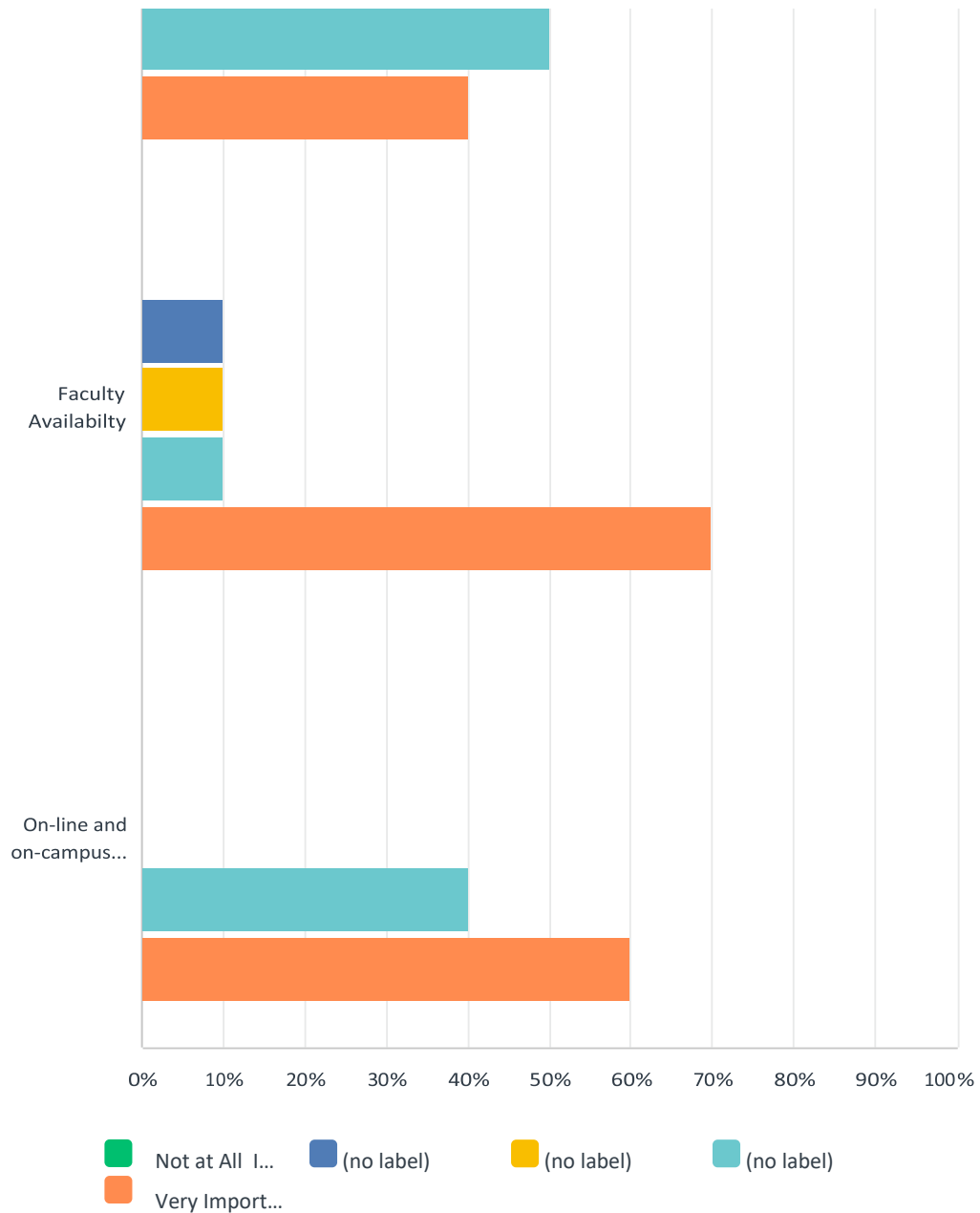
ANSWER CHOICES	RESPONSES
Spring 2021	0.00% 0
Summer 2021	0.00% 0
Fall 2021	50.00% 5
Spring 2022	50.00% 5
Fall 2022	0.00% 0
not a graduate yet -- still a student	0.00% 0
TOTAL	10

Q4 Please rate the following as to the importance of each factor concerning your decision to seek the MBA from Francis Marion University.

Answered: 10

Skipped: 0



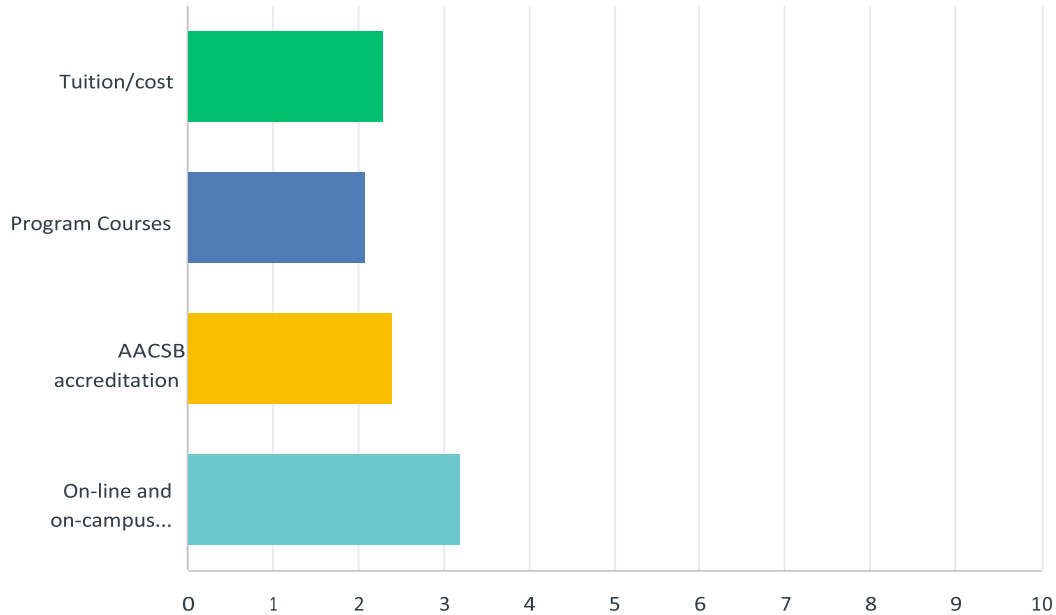


	NOT AT ALL IMPORTANT	(NO LABEL)	(NO LABEL)	(NO LABEL)	VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
Tuition/cost	0.00% 0	20.00% 2	0.00% 0	30.00% 3	50.00% 5	10	4.10
Location	0.00% 0	10.00% 1	10.00% 1	30.00% 3	50.00% 5	10	4.20
AACSB accreditation	0.00% 0	10.00% 1	0.00% 0	10.00% 1	80.00% 8	10	4.60
Program Courses	0.00% 0	0.00% 0	10.00% 1	50.00% 5	40.00% 4	10	4.30

Faculty Availability	0.00% 0	10.00% 1	10.00% 1	10.00% 1	70.00% 7	10	4.40
On-line and on-campus program	0.00% 0	0.00% 0	0.00% 0	40.00% 4	60.00% 6	10	4.60

Q5 Please rank from 1 to 4 with 1 as most important these factors concerning your decision to seek the MBA from Francis Marion University.

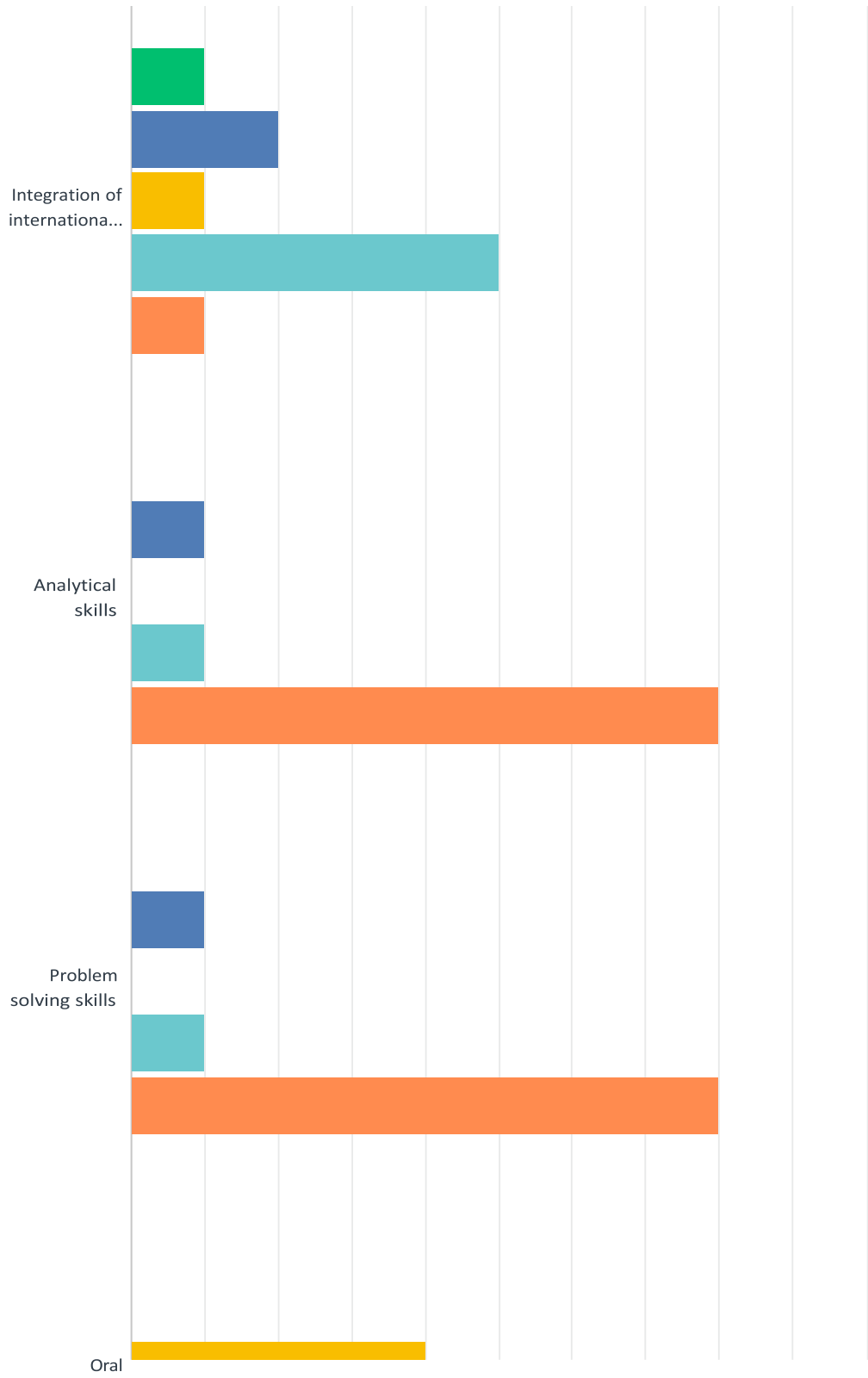
Answered: 10 Skipped: 0



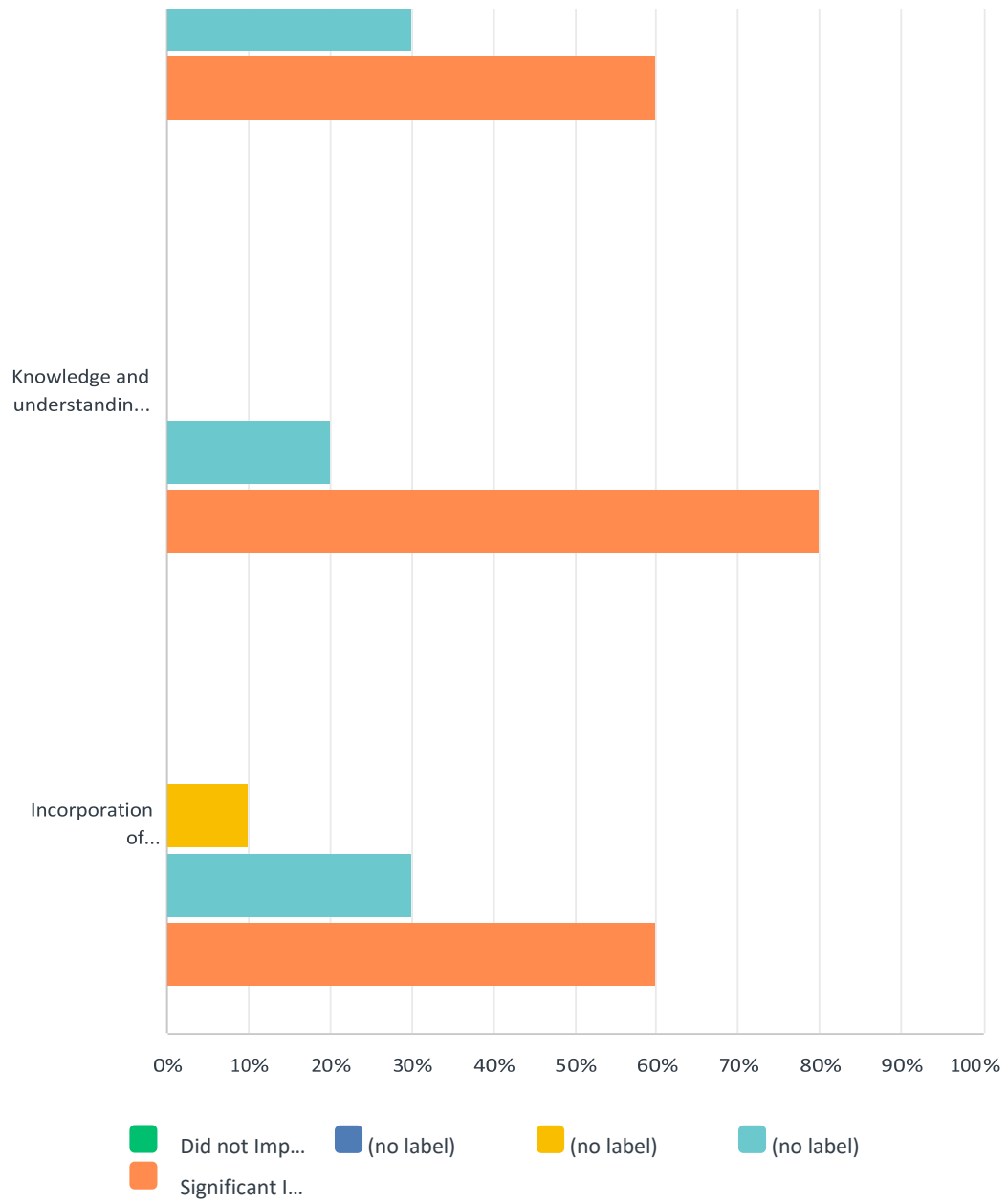
	1	2	3	4	TOTAL	SCORE
Tuition/cost	30.00% 3	20.00% 2	0.00% 0	50.00% 5	10	2.30
Program Courses	10.00% 1	20.00% 2	40.00% 4	30.00% 3	10	2.10
AACSB accreditation	20.00% 2	20.00% 2	40.00% 4	20.00% 2	10	2.40
On-line and on-campus program	40.00% 4	40.00% 4	20.00% 2	0.00% 0	10	3.20

Q6 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: 10 Skipped: 0





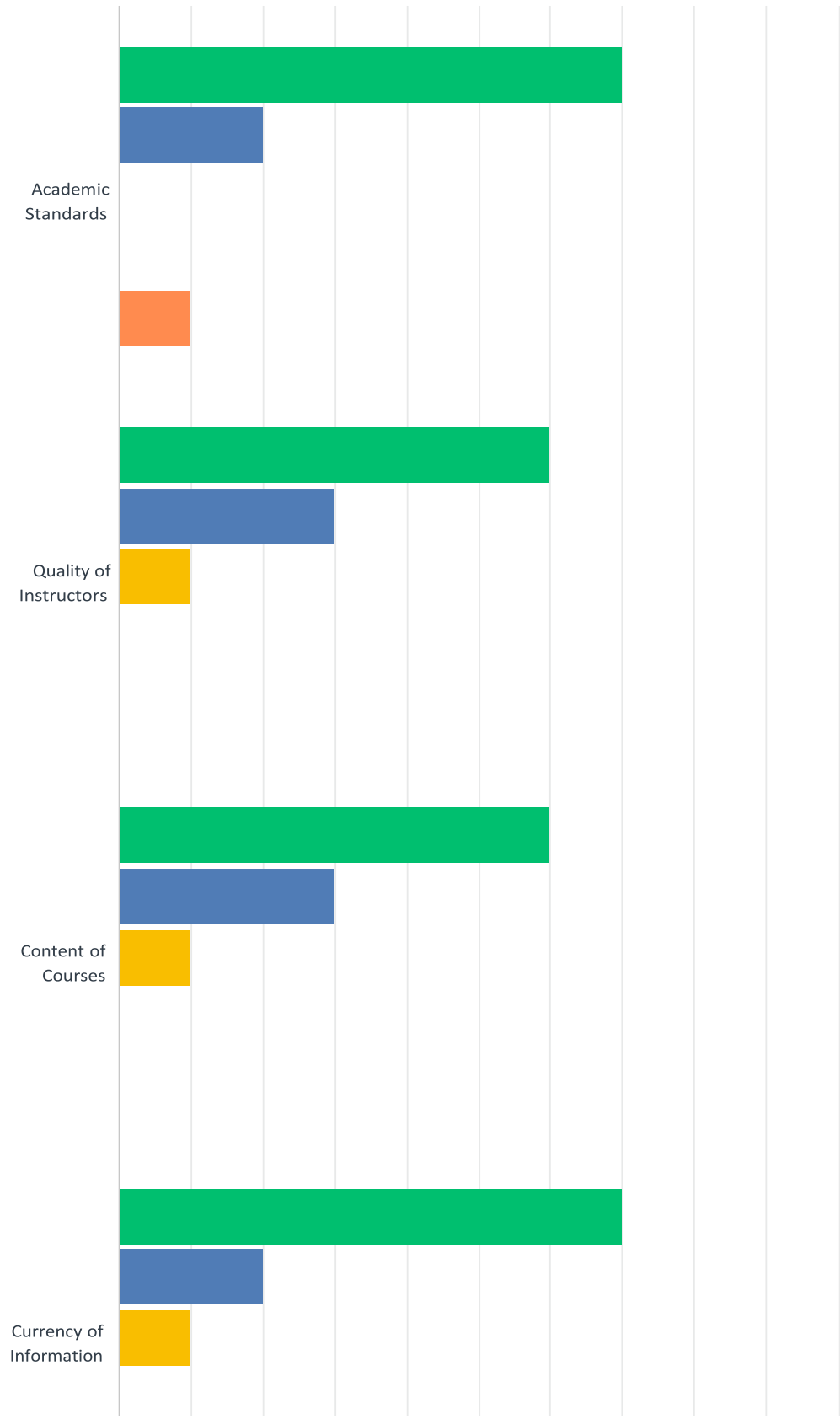


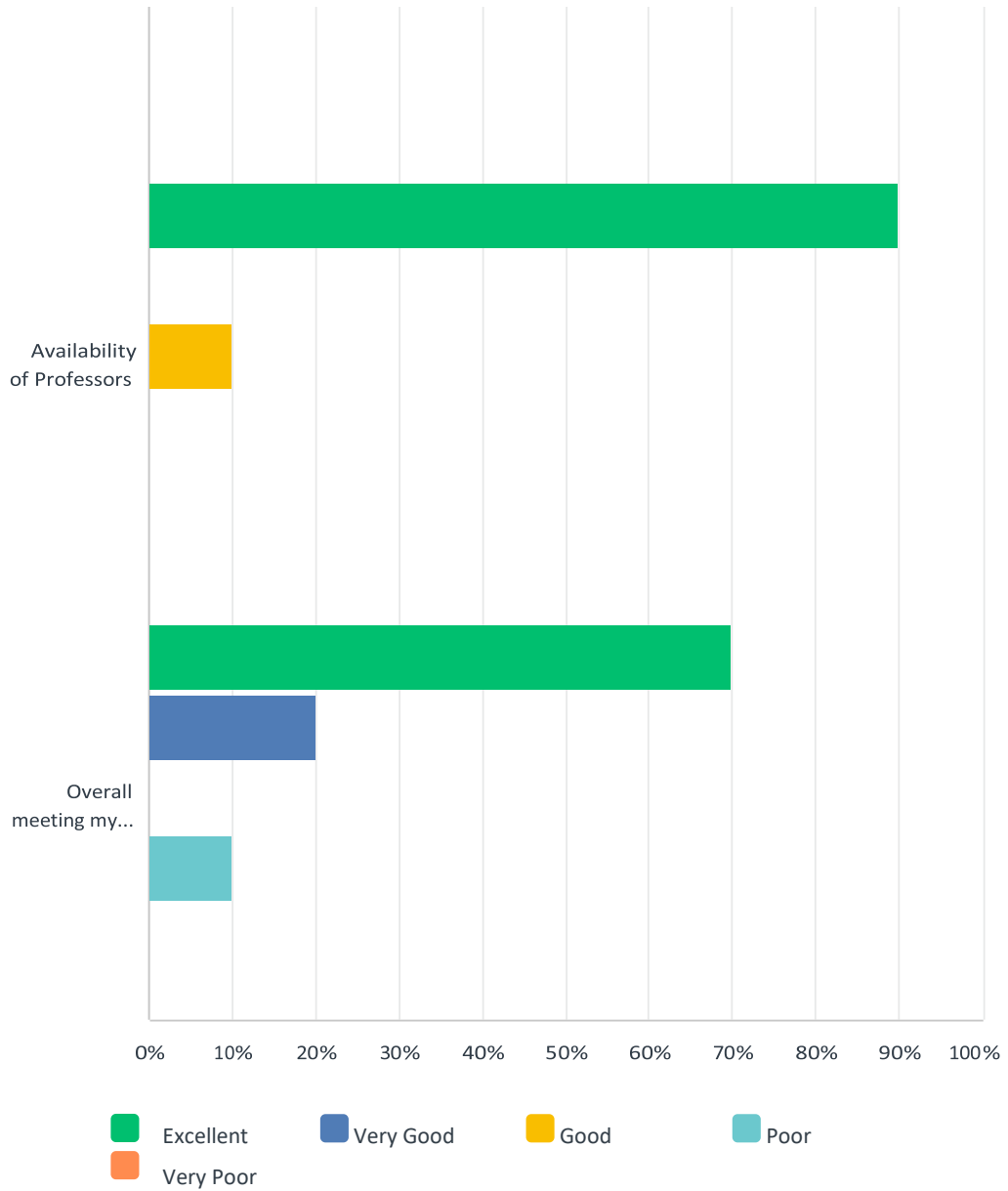
	DID NOT IMPROVE	(NO LABEL)	(NO LABEL)	(NO LABEL)	SIGNIFICANT IMPROVEMENT	TOTAL	WEIGHTED AVERAGE
Integration of international perspectives into business solutions	10.00% 1	20.00% 2	10.00% 1	50.00% 5	10.00% 1	10	3.30
Analytical skills	0.00% 0	10.00% 1	0.00% 0	10.00% 1	80.00% 8	10	4.60
Problem solving skills	0.00% 0	10.00% 1	0.00% 0	10.00% 1	80.00% 8	10	4.60

Oral communication skills	0.00% 0	0.00% 0	40.00% 4	20.00% 2	40.00% 4	10	4.00
Written communication skills	10.00% 1	0.00% 0	10.00% 1	30.00% 3	50.00% 5	10	4.10
Creativity in developing responses to business problems	0.00% 0	0.00% 0	0.00% 0	20.00% 2	80.00% 8	10	4.80
Incorporation of an ethical perspective within decision making	0.00% 0	10.00% 1	0.00% 0	20.00% 2	70.00% 7	10	4.50
Ability to apply theory to practice	0.00% 0	10.00% 1	0.00% 0	30.00% 3	60.00% 6	10	4.40
Knowledge and understanding of the core subjects of business	0.00% 0	0.00% 0	0.00% 0	20.00% 2	80.00% 8	10	4.80
Incorporation of sustainability within decision making	0.00% 0	0.00% 0	10.00% 1	30.00% 3	60.00% 6	10	4.50

Q7 Please rate the MBA Program:

Answered: 10 Skipped: 0



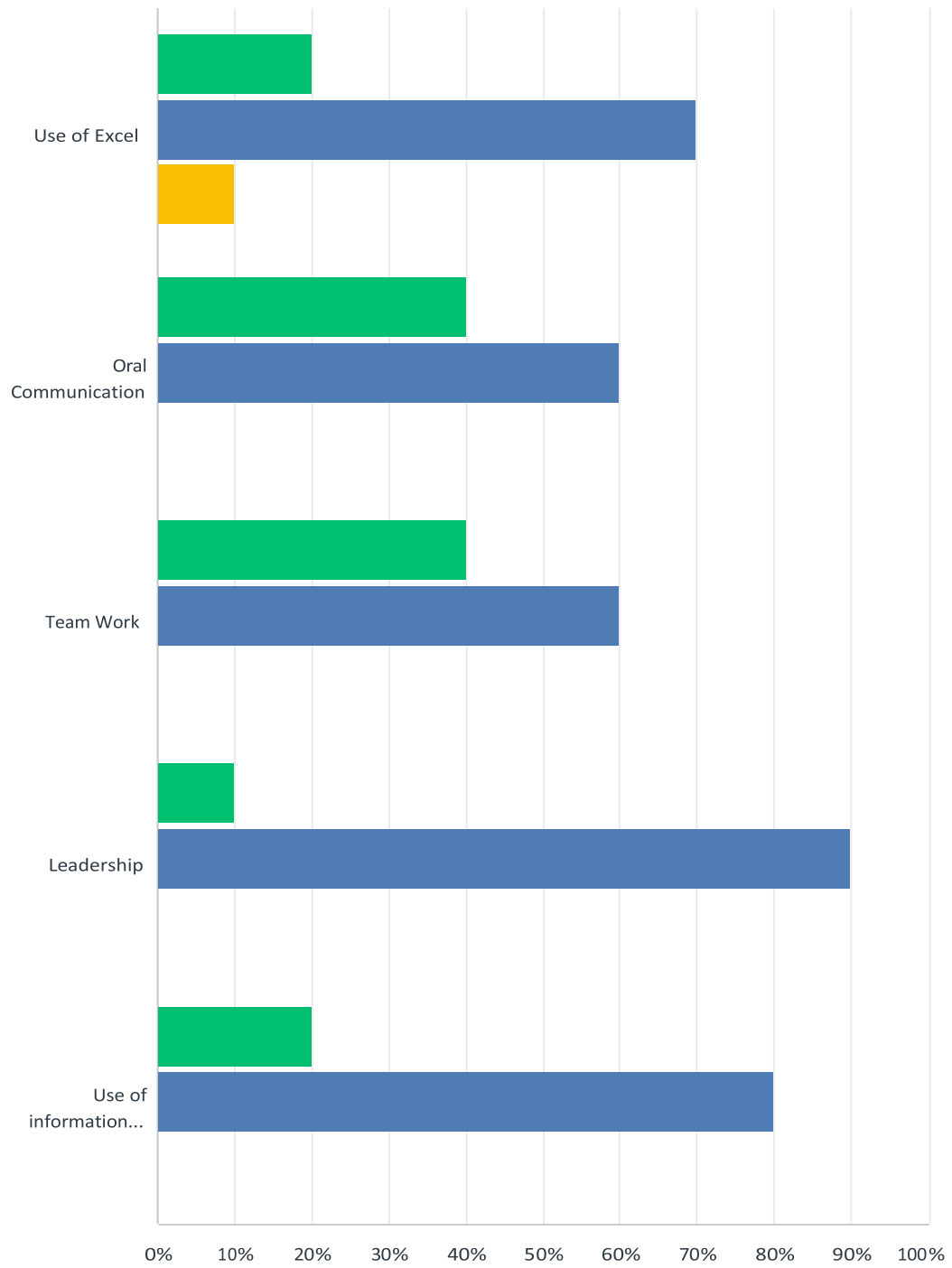


	EXCELLENT	VERY GOOD	GOOD	POOR	VERY POOR	TOTAL	WEIGHTED AVERAGE
Academic Standards	70.00% 7	20.00% 2	0.00% 0	0.00% 0	10.00% 1	10	1.60
Quality of Instructors	60.00% 6	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10	1.50
Content of Courses	60.00% 6	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10	1.50
Currency of Information	70.00% 7	20.00% 2	10.00% 1	0.00% 0	0.00% 0	10	1.40

Availability of Professors	90.00% 9	0.00% 0	10.00% 1	0.00% 0	0.00% 0	10	1.20
Overall meeting my needs for my career	70.00% 7	20.00% 2	0.00% 0	10.00% 1	0.00% 0	10	1.50

Q8 How would you rate the focus upon each of the following skills

Answered: 10 Skipped: 0



■ Not enough...
 ■ Just the rig...
 ■ To much fo...

	NOT ENOUGH FOCUS	JUST THE RIGHT AMOUNT	TO MUCH FOCUS	TOTAL	WEIGHTED AVERAGE
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Use of Excel	20.00%	70.00%	10.00%	10	2.80
	2	7	1		
Oral Communication	40.00%	60.00%	0.00%	10	2.20
	4	6	0		
Team Work	40.00%	60.00%	0.00%	10	2.20
	4	6	0		
Leadership	10.00%	90.00%	0.00%	10	2.80
	1	9	0		
Use of information (tools) to make decisions	20.00%	80.00%	0.00%	10	2.60
	2	8	0		

#	COMMENT?	DATE
1	Felt like each class is it's own little thing with little continuity between classes with the program at large. Doesn't seem like anyone has stepped back and really asked "how do we want this program to prepare the students and for what?" Everything we are tested on should be purposeful in making the students better decision makers and prepping for career. Was tested on an acronyms multiple times. That is not helpful information for me to store in my brain versus understand methodology behind it.	5/4/2022 12:18 PM
2	Limited team projects...Respondus does not allow the use of excel	12/30/2021 9:36 AM

Q9 What do you like best about the program?

Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	the availability of all professors and their willingness to assist with help; the knowledge I have gained from assignments that required applying the study materials to practice	5/4/2022 2:29 PM
2	Close to home. Known in the area. Cheap.	5/4/2022 12:18 PM
3	It is mostly online. This makes it easier for me to go to school and work my 8am-5:30pm job.	5/2/2022 7:22 PM
4	Range of subjects addressed	5/2/2022 5:25 PM
5	Course projects	5/2/2022 2:47 PM
6	The professors were outstanding	2/18/2022 11:50 AM
7	Class size was just right	12/30/2021 9:36 AM
8	That the professors were willing to help you succeed as long as you put in the work	12/21/2021 11:35 AM
9	The opportunity to meet professors and course mates in person twice a semester.	12/20/2021 8:24 PM
10	The focus on decision making in all disciplines.	12/20/2021 4:55 PM

Q10 What do you dislike the most about the program?

Answered: 8 Skipped: 2

#	RESPONSES	DATE
1	Standards are not high but I understand this comes with the lack of applicants. Was told there would be exit interviews to help relay this information instead I was given this survey and I don't think surveys are truly effective for people trying to get better.	5/4/2022 12:18 PM
2	N/A	5/2/2022 7:22 PM
3	The less one on one experiences with the professors	5/2/2022 5:25 PM
4	Wish there was more focus on big data/data analytics	2/18/2022 11:50 AM
5	Technology limitations of lock down browser.	12/30/2021 9:36 AM
6	Getting information about administrative items like classes beginning soon	12/21/2021 11:35 AM
7	The campus exams is just like any other and not useful to me.	12/20/2021 8:24 PM
8	There was a lot of variety in things that could be standardized, like communication of class	12/20/2021 4:55 PM

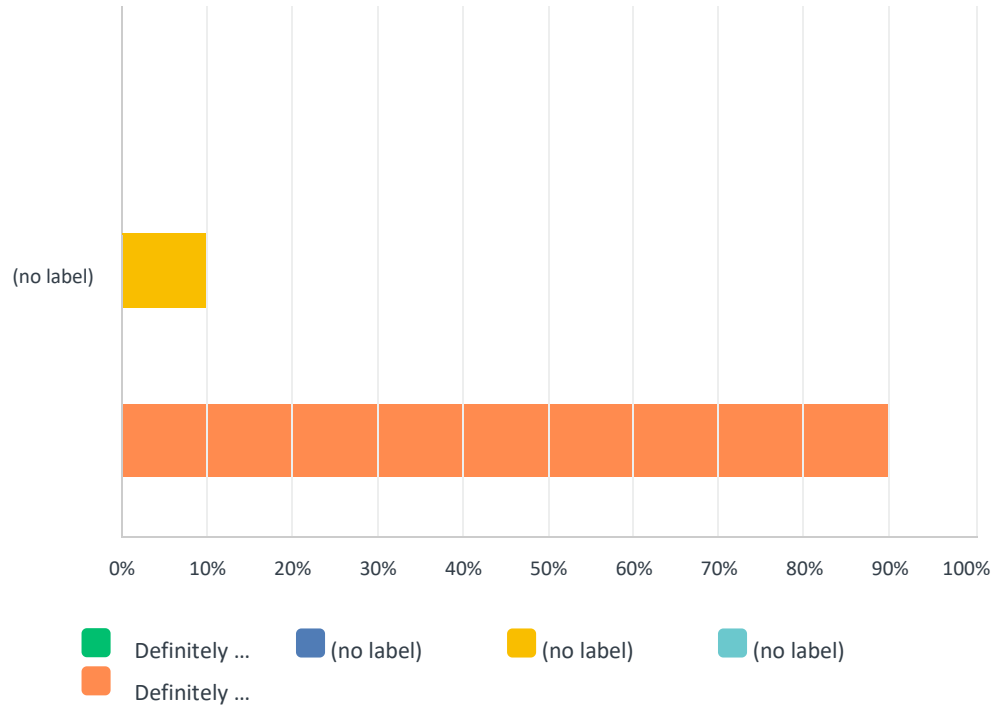
Q11 Do you have any suggestions that would assist us in continuing to improve the MBA program?

Answered: 6 Skipped: 4

#	RESPONSES	DATE
1	Include more study assignments revolving around team work	5/4/2022 2:29 PM
2	This is tough as I don't like to point out flaws without potential improvements. My biggest heartache at times was it felt like many students in the program were just doing it to get the degree which means they don't truly engage and this deteriorates the experience for those that do. But my guess is due to overall attendance it is challenging to weed those people. Sorry that I don't have a better suggestion for how to do that.	5/4/2022 12:18 PM
3	N/A	5/2/2022 7:22 PM
4	More real world application by using technology like excel instead of your calculator and some sort of speaking or presentation course as a possible elective.	12/30/2021 9:36 AM
5	The campus meeting should be geared towards interactive learning such as presentation on selected topics. I found what Dr. Sharer did during our on campus day much more useful than coming to write exams.	12/20/2021 8:24 PM
6	Excel is very powerful and could probably be practically introduced in an Business Tools of the MBA class.	12/20/2021 4:55 PM

Q12 Would you recommend the program to others?

Answered: 10 Skipped: 0



	DEFINITELY WOULD NOT	(NO LABEL)	(NO LABEL)	(NO LABEL)	DEFINITELY WOULD RECOMMEND	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	10.00% 1	0.00% 0	90.00% 9	10	4.80