Name of the Program/Department: Masters of Business Administration

Year: 2018/2019

Name of the Preparer: Kay Lawrimore Belanger

Program Mission

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

Program Learning Outcomes

The MBA program

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

Executive Summary of IE Report

For 2018-2019 the Master of Business Administration (MBA) program had five program learning outcomes (PLO) which are; enhance the ability to identify, analyze and solve executive issues, enhance student's ability to effectively communicate to appropriate audiences in written and oral formats, teach students to think innovatively during an executive decision making process, create awareness of ethical issues and incorporate ethical perspectives within the executive decision making, and create awareness of global influences upon executive business decisions. These five PLO's translated into six student learning outcomes (SLO) where MBA graduates would:

- 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,
- demonstrate the ability to effectively communicate executive managerial issues in written form and oral format to the appropriate audience,
- demonstrate innovative thought in identifying issues, analyzing situations and developing of viable solutions,
- be able to identify ethical issues, understand the ethical implications of decisions upon stakeholders and utilize ethical standards within managerial decision making and
- be able to recognize the global influences upon business decisions and the implications of decisions upon the global environment.

During 2018-2019 the MBA faculty responded to all action items from the 2017-2018 report. Specifically, the faculty implemented the recommended instructional strategies for improving student learning.

The AOL Process Evaluation. For 2018-2019, the faculty approved process involved departmentally developed normed rubric and an attitudinal scale. Students' responses to a case required in MBA 730 Leadership and Management was evaluated using the normed rubrics. The process assessed the 14 students enrolled in the course. An email was sent to all graduating MBAs requesting his/her participation in a confidential and anonymous survey concerning the program. Six 2018-2019 graduating MBAs (46%) participated.

The involvement of faculty continued. MBA faculty members evaluated the responses using a departmentally developed normed rubric. Faculty rated the students on multiple items for each SLO on a 5-point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The average score from the evaluators was used.

It was expected that 80% of the students would meet or exceed expectations for three SLOs and 85% would meet or exceed expectations for three SLOs using the normed rubrics.

It was expected that the average rating using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0.

The recommended 2018-2019 instructional strategies for improving student learning. During 2018-2019 the MBA faculty responded to all action items from the 2018-2019 report. Specifically, the faculty implemented the recommended instructional strategies for improving student learning**.**

Actions for 2019-2020. The MBA faculty discussed the results and the process. From the discussion, action items for 2019 – 2020 were specified. The learning goals will continue to be monitored. These actions include specific instructional strategies for improving student learning, the possibility of development of two additional options for MBA 720: one-hour ethics courses and a one-hour global relationships for possible offering in Summer 2021.

Additionally, the faculty is requesting a review of the AOL evaluation process to insure:

- that the normed rubrics are appropriate
- goals are current and appropriate
- the measurement process is appropriate

Student Learning Outcomes

2018-2019 Student Learning Outcomes

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution.

Using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0 for student's rating of problem solving skills.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in written form to an appropriate audience.

Using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0 for student's rating of written communication skills.

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

Using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0 for student's rating of oral communication skills.

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions.

Using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0 for student's rating of creativity in developing responses to business problems.

SLO 5.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making.

Using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0 for student's rating of incorporation of an ethical perspective within decision making.

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

Using a scale of 1 program did not improve to 5 the program significantly improved, the mean score would be at least 3.0 for student's rating of integration of international perspectives into business solutions.

Assessment Method

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and, providing a viable solution as measured by a departmentally developed and normed rubric.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for problem solving skills will be at least 3.0.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 50%) by demonstrating the ability to effectively communicate executive managerial issues in written form to the appropriate audience as measured by a departmentally developed and normed rubric.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for written communication skills will be at least 3.0.

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

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for oral communication skills will be at least 3.0.

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 66%) by demonstrating innovative thought in identifying issues, analyzing situations and developing of viable solutions as measured by a departmentally developed and normed rubric.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for creativity in developing responses to business problems will be at least 3.0.

SLO 5.0: Eighty-five percent (80%) of MBA students will meet or exceed expectations when analyzing a business case by (baseline 25%) identifying ethical issues, understanding the ethical implications of decisions upon stakeholders and utilizing ethical standards within managerial decision making as measured by a departmentally developed and normed rubric.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for incorporation of an ethical perspective within decision making will be at least 3.0.

SLO 6.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (baseline 80%) by recognizing the global influences upon business decisions and the implications of decisions upon the global environment as measured by a departmentally developed and normed rubric.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for integration of international perspectives into business solutions will be at least 3.0.

Assessment Results 2018-2019

SLO 1.0: Ninety-three percent (93%) of MBA students met or exceeded the expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and, providing a viable solution using a departmentally developed normed rubric. Thirteen of fourteen met expectations or exceeded the expectations. The target of 80% was achieved for SLO 1.0.

The students' response to the survey. With a scale of 1 program did not improve to 5 the program significantly improved, the students rated "problem solving skills" with 4.5. The target of 3.0 was achieved for SLO 1.0.

SLO 2.0: Seventy-one percent (71%) of MBA students met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark 50%) by presenting the information in an organized manner, properly using executive managerial vocabulary, demonstrating the proper use of grammar and spelling acumen and demonstrating the ability to effectively communicate executive managerial issues in written form to the appropriate audience using a departmentally developed normed rubric. The 85% target was not achieved for SLO 2.0.

The students' response to the survey. With a scale of 1 program did not improve to 5 the program significantly improved, the students rated "written communication skills" with 4.33. One hundred percent (100%) of MBA students reported their written communication skills were greatly improved or significantly improved. The target of 3.0 was achieved for SLO 2.0.

SLO 3.0: The students' response to the survey. Eighty – three percent (83%) of MBA students reported their oral communication skills were improved, greatly improved or significantly improved when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in oral form to an appropriate audience. With a scale of 1 program did not improve to 5 the program significantly improved, the students rated "oral communication skills" with 3.83. The target of 3.0 for SLO 3.0 was achieved.

SLO 4.0: Sixty – four percent (64%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations and developing of viable solutions using a departmentally developed normed rubric. The target of 80% was not achieved for SLO 4.0.

The students' response to the survey. With a scale of 1 program did not improve to 5 the program significantly improved, the students rated "creativity in developing responses to business problems" with 4.3. One hundred percent (100%) reported their creativity skills were improved, greatly improved or significantly improved. The target of 3.0 for SLO 4.0 was achieved.

SLO 5.0 Seventy-nine percent (79%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating the identification of ethical issues, understanding the

ethical implications of decisions upon stakeholders and utilizing ethical standards within managerial decision making using a departmentally developed normed rubric. The target of 85% was not achieved for SLO 5.0.

The students' response to the survey. With a scale of 1 program did not improve to 5 the program significantly improved, the students rated "incorporation of an ethical perspective within decision making" with 4.0. One hundred percent (100%) reported their incorporation of an ethical perspective within decision making improved, greatly improved or significantly improved. The target of 3.0 for SLO 5.0 was achieved.

SLO 6.0: Twenty-nine percent (29%) of MBA students met or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating the recognition of the global influences upon business decisions and the implications of decisions upon the global environment within managerial decision making using a departmentally developed normed rubric. The target of 80% was not achieved for SLO 6.0.

The students' response to the survey. With a scale of 1 program did not improve to 5 the program significantly improved, the students rated "integration of international perspectives into business solutions" with 3.83. Sixty-six percent (66%) reported their incorporation of an ethical perspective within decision making improved, greatly improved or significantly improved. The target of 3.0 for SLO 6.0 was achieved.

Action Item

SLO 1.0: Using both the normed rubric and the student survey the goal: when analyzing a business case by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and, providing a viable solution was met.

> *The MBA faculty discussed the results of the assessment for SLO 1.0 and considered it as an improvement from the 2017-18 result of eighty percent. The faculty considered the 2018-2019 action items of continuing discussions about using information to formulate solutions and requiring students to have more experience analyzing and developing solutions did improve the performance germane to student learning outcome 1.0. The MBA faculty decided to continue the focus upon information analysis and development of a solution in MBA 710 and MBA 745 for 2019-2020. The faculty considers that the focus upon this learning outcome is effective.*

SLO 2.0 Using the normed rubric the goal: submitting a written report when analyzing a business case (benchmark 50%) by presenting the information in an organized manner, properly using executive managerial vocabulary, demonstrating the proper use of grammar and spelling acumen and demonstrating the ability to effectively communicate executive managerial issues in written form to the appropriate audience indicates that the 85% target was not achieved for SLO 2.

Using the student survey the goal of 3.0 was achieved.

> *The MBA faculty discussed the results of the assessment for SLO 2.0. The faculty expressed concern about the lower percent who met or exceeded compared to the previous year's*

(100%) evaluation.   The faculty considered the 2018-2019 action items of emphasizing writing skills in MBA 730 Leadership and Management and MBA 705 Economic Analysis should continue. The faculty also considered the students' response to the survey. The faculty considered this as indicating that the focus upon this goal has been effective but should be carefully monitored.

SLO 3.0 Using the student survey the goal: the ability to effectively communicate executive managerial issues in oral form to an appropriate audience was achieved.

The MBA faculty discussed the results of the assessment for SLO 3.0. The faculty considers the oral communication focus in MBA 725 and MBA 745 to continue for the next academic year. The faculty considers that the oral communication goal should be carefully monitored but no changes should be implemented at this time.

SLO 4.0: Using the normed rubric the goal: demonstrating innovative thought in identifying issues, analyzing situations and developing of viable solutions, the target of 80% was not achieved for SLO 4.0.

Using the students' response to the survey, the target of 3.0 for SLO 4.0 was achieved,

The MBA faculty discussed the results of the assessment for SLO 4.0. The faculty also considered the students' response to the survey. The faculty considered the results indicate that the focus upon this goal has been effective due to the increase to 64% from 37% in the previous year assessment and the students' rating. The faculty considered the 2018-2019 action items of offering a one-hour course, MBA 720 Contemporary Issues in Business: Innovation and Creative Decision Making should continue. The faulty will continue to monitor this learning objective but no changes should be implemented at this time.

SLO 5.0 Using the normed rubric the goal: the identification of ethical issues, understanding the ethical implications of decisions upon stakeholders and utilizing ethical standards within managerial decision making using a departmentally developed normed rubric, the target of 85% was not achieved for SLO 5.0.

Using the students' response to the survey, the target of 3.0 for incorporation of an ethical perspective within decision making was achieved,

The MBA faculty discussed the results of the assessment for SLO 5.0. The faculty considers this as an improvement from the previous year's 50%. The faculty considered the 2018-2019 action item of offering a two-hour course, MBA 720 Contemporary Issues in Business: Leadership and Ethics; Work Place Issues should continue. The MBA faculty determined additional emphasis upon ethical issues should continue to occur in MBA 700, Accounting Analysis, MBA 725, Applied Marketing, and MBA 745. The faculty will continue to monitor this learning objective and request the consideration of the development of a one-hour course with a focus upon ethics for summer 2021.

SLO 6.0: Using the normed rubric the goal: recognition of the global influences upon business decisions and the implications of decisions upon the global environment within managerial decision making, the target of 80% was not achieved for SLO 6.0.

Using the students' response to the survey, the target of 3.0 for incorporation of an ethical perspective within decision making was achieved.

> *The MBA faculty discussed the results of the assessment for SLO 6.0 and continues to concerned about this learning outcome. The faculty considered the 2018-2019 action items of·offering a two-hour course, MBA 720 Contemporary Issues in Business: Global Economics should continue. A review of the measurement process indicated that students continue to struggle with the identification of the international context of the situation.*

> *The faculty discussed different means of improving this concern. For 2019-2020 the MBA 730 Leadership and Management and MBA 745 Strategic Planning will continue to be used to emphasize global awareness. Both courses will continue to enhance their focus upon global issues with the continuation of course time devoted to international issues and the number of student assignments in order for the students to master knowledge of global issues.*

> *The faculty will continue to monitor this learning objective and request the consideration of the development of a one-hour course with a focus upon global perspectives for summer 2021.*

Program Learning Outcomes.

The MBA Program

1. An FMU MBA student will be able to identify, analyze and solve problems and address issues facing business executives.
2. An FMU MBA student will have the ability to effectively communicate in written format to appropriate audiences.
3. An FMU MBA student will have the ability to effectively communicate in oral format to appropriate audiences.
4. An FMU MBA student will have the ability to think innovatively during an executive decision making process
5. An FMU MBA student will have an awareness of ethical issues and display the ability to incorporate ethical perspectives within the executive decision making process.
6. An FMU MBA student have an awareness of global influences upon executive business decisions

2019-2020 Student Learning Outcomes

SLO 1.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 75%) by identifying and understanding the managerial question/issue/problem, selecting the appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution.

Attitude Survey: With a scale of 1 program did not improve to 5 the program significantly improved, the mean score for identifying and understanding the managerial question/issue/problem, selecting the

appropriate methodology for understanding and analyzing alternative solutions and providing a viable solution will be at least 3.

SLO 2.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by demonstrating the ability to effectively communicate executive managerial issues in written form to an appropriate audience.

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

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

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

SLO 4.0: Eighty percent (80%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 66%) by demonstrating innovative thought in identifying issues, analyzing situations, and developing of viable solutions.

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

SLO 5.0: Eighty-five percent (85%) of MBA students will meet or exceed expectations when analyzing a business case (benchmark 50%) by identifying ethical issues, understanding the ethical implications of decisions upon stakeholders, and applying ethical standards within managerial decision making.

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

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

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

Appendix

Rubrics for all goals.

Survey of students

Learning Goal: Problem Solving Skills

	Does Not Meet Expectations Score: 1	Score:2	Meets Expectations Score: 3	Score:4	Exceeds Expectation Score: 5
Problem Identification	Does not provide information to indicate understanding of the issue		Provides description of the basic issue		Demonstrates understanding of the complexity of the issue by providing specific details about several problems
Information Acquisition	Does not identify appropriate information or includes irrelevant information for the specific issue		Identifies the given information that is relevant for understanding the issue		Identifies information that is given and relevant to illustrate understanding of the complexity of the issues
Information Analysis	Fails to correctly prioritize and interpret information to indicate understanding of the problem		Prioritizes and interprets the major information indicating an understanding of the basic issue		Priories 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

Problem Solving		average	median
		average	**median**
12	18	17 **16**	17
8	18	10 **12**	10
16	14	10 **13**	14
12	19	9 **13**	12
20	19	14 **18**	19
17	19	13 **16**	17
16	16	14 **15**	16
12	16	15 **14**	15
8	14	13 **12**	13
16	20	14 **17**	16
8	16	12 **12**	12
10	14	8 **11**	10
16	12	14 **14**	14
20	18	19 **19**	19

at least a 12

13 of 14   13 of 14

93%

Goal: Written Communication

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

written communication		mean	median	
12	18	16	**15**	16
10	16	15	**14**	15
10	16	13	**13**	13
22	22	15	**20**	22
19	18	13	**17**	18
16	19	12	**16**	16
8	6	8	**7**	8
11	15	15	**14**	15
11	18	16	**15**	16
17	20	20	**19**	20
14	13	12	**13**	13
10	15	15	**13**	15
9	15	14	**13**	14
20	19	15	**18**	19

at least a 15

7 of 14   10 of 14

71%

Goal: Innovation

Innovation Rubric

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

innovation			mean	median
12	8	12	11	12
8	8	9	8	8
6	10	6	7	6
6	7	7	7	7
8	13	9	10	9
9	13	10	11	10
10	12	11	11	11
11	10	12	11	11
12	8	13	11	12
9	10	10	10	10
8	9	8	8	8
7	7	6	7	7
9	9	10	9	9
14	12	14	13	14

at least a 9

9 of 14   9 of 14

64%

Goal: Ethics

Ethics Rubric

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

Ethics			mean	median
14	17	8	13	14
16	15	20	17	16
16	12	10	13	12
11	8	8	9	8
12	15	9	12	12
17	16	14	16	16
14	20	10	15	14
13	16	8	12	13
10	15	4	10	10
15	12	12	13	12
9	8	8	8	8
13	11	8	11	11
14	18	12	15	14
12	12	12	12	12

at least 12

10 of 14 11 of 14

79%

Goal: Global

Global Rubric

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

Global

		average	median	
8	5	9	7	8
8	3	9	7	8
7	3	10	7	7
6	6	10	7	6
11	7	9	9	9
9	4	10	8	9
6	5	9	7	6
7	5	9	7	7
4	6	10	7	6
8	4	11	8	8
6	10	9	8	9
5	5	8	6	5
5	5	9	6	5
14	13	10	12	13

at least a 9

5 of 14   4 of 14

29%

	MBA COURSES DID NOT IMPROVE	(NO LABEL)	(NO LABEL)	(NO LABEL)	MBA COURSES SIGNIFICANTLY IMPROVED	TOTAL	WEIGHTED AVERAGE
Integration of international perspectives into business solutions	0.00% 0	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6	3.83
Analytical skills	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Problem solving skills	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50
Oral communication skills	0.00% 0	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6	3.83
Written communication skills	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Creativity in developing responses to business problems	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Incorporation of an ethical perspective within decision making	0.00% 0	0.00% 0	16.67% 1	66.67% 4	16.67% 1	6	4.00
Abiltiy to apply theory to practice	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
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

Q3 How has the FMU MBA program positively impacted your understanding and abilities?

Answered: 3   Skipped: 3

#	RESPONSES	DATE
1	The FMU MBA program has allowed me to more effectively contribute to the discussions at my work and provide creative ideas to bring business value.	5/1/2019 7:11 AM
2	I believe the FMU MBA program was well rounded and improved competency in across all fields of business.	4/29/2019 9:02 PM
3	It has given me the tools to make business focused decisions. I am now able to analyze situations and issues, interpret data and make informed decision last based on strong business principles. I	4/29/2019 3:50 PM

Q7 How has your degree impacted your career or how do you think the degree will impact?

Answered: 4   Skipped: 2

#	RESPONSES	DATE
1	Shortly after graduating, I was able to find a position as a Client Success Manager for a local tech company thanks to the knowledge gained from my MBA at FMU. I expect that going forward this will only be a launching place to show exactly how much value I bring to the company and where I can help contribute to solve business problems.	5/1/2019 7:11 AM
2	From a career standpoint I believe my MBA degree will benefit me in 3-5 years once I begin to transition out of positions for recent college graduates.	4/29/2019 9:02 PM
3	My degree has allowed me to obtain my next promotion and prepared me for the future in my field.	4/29/2019 8:20 PM
4	I believe my degree will allow me to progress to an executive level in the future.	4/29/2019 3:50 PM