

Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2			Identified in Criterion 4.4	
What is your goal?	What is your measurement instrument or process? <i>Do not use course grades.</i>	Goal/Benchmark <i>What is the performance target?</i>	Current Results <i>What are your current results? When were they</i>	Analysis of Results <i>What did you learn from the results?</i>	Action Taken or Improvement made <i>What did you improve or what is your next step?</i>	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

Figure 4.2 - Measurement and Analysis of Student Learning and Performance

Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2			Identified in Criterion 4.4	
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MBA Program

SLO1. Students will demonstrate their knowledge of general business and management knowledge areas.

	Direct, Summative, External - MFT in business by ETS	A goal of 248 +/- 13 (the national average) was set as a benchmark. Average student performance should achieve this level	An average score of 245.3 was achieved in the most recent results (most recent results in S17)	The benchmark was achieved; The trend shows a peak in the Fall 2015 semester (avg. score of 253); results relatively consistent otherwise (overall avg. score of 248). MBA student performance remains consistent.	Continued assessment of MBA core outcomes; currently evaluating other options in assessment of SLO1 that is more in alignment with overall program objectives. Some concerns in ineffectiveness of instrument.	
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SLO2. Students will demonstrate proficiency in leadership and related skills and abilities.

(1) written communication,	Direct, Formative, Internal - writing assignment in MBA 592	A goal of a score of 90% was set; the benchmark is for at least 80% of students to achieve that score	84.6% or 11 of 13 students scored above 90% on the written assignment (most recent results in F17).	The benchmark was achieved. The trend shows a peak in Spring 2017 (93%); results vary around 85%.	Will continue to evaluate written communication skills across an increasing number of courses using a standard form. Orientation process for new MBA students will be expanded to include writing expectations.	
(2) leadership,	Indirect, Self-Report, Internal exit survey	A goal of at least 80% of students was set; the benchmark is for at least 80% of students to agree or strongly agree with achievement of the skill area.	75% or 6 of 8 graduates feel more prepared for leadership roles as a result of the MBA Program. (most recent results in 2017-18).	The benchmark was not achieved. The trend shows a peak among the 2014 graduates (86%); results relatively consistent otherwise (around 75%); this is the first year of utilizing the exit survey and summarizing trend data.	Will continue to deploy the exit survey to collect student perceptions of program benefits; Development of distinct course in leadership (LDR 500) for 2018-19. Will use LDR 500 as a means to assess leadership moving forward.	

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What is your goal?	What is your measurement instrument or process? <i>Do not use course grades.</i>	Goal/Benchmark What is the performance target?	Current Results What are your current results? When were they	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?														
(3) verbal communication and professionalism	Direct, Formative, Internal - symposium presentation in MBA 592	A goal of a score of 90% was set; the benchmark is for at least 80% of students to achieve that score	63% or 5 of 8 students in MBA 592 scored above 90% on oral communication component of rubric. (most recent results in Spring 2018).	The benchmark was not achieved. The trend shows a peak among the Fall 2016 students (89%); a decreasing trend is observed since then.	Will continue to evaluate verbal communication skills across an increasing number of courses using a standard form. Orientation process for new MBA students will be expanded to include professionalism.	100% 0.20%	<table border="1"> <caption>Trend Data for Verbal Communication and Professionalism</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S16</td> <td>89%</td> </tr> <tr> <td>F16</td> <td>89%</td> </tr> <tr> <td>S17</td> <td>63%</td> </tr> <tr> <td>F17</td> <td>63%</td> </tr> <tr> <td>S18</td> <td>63%</td> </tr> </tbody> </table>	Term	Percentage	S16	89%	F16	89%	S17	63%	F17	63%	S18	63%
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(4) team performance	Direct, Formative, Internal - assignment in MBA 520	TBD	TBD	TBD	TBD		trend data not available												
SL03. Students will demonstrate their ability to integrate business skills into an applied problem.																			
(1) decision-making	Direct, Formative, Internal - assignment in MBA 560	A goal of a score of 90% was set; the benchmark is for at least 80% of students to achieve that score	80% (8 of 10) and 90% (9 of 10) of students scored above 90% on the associated activities (most recent results in S18).	The benchmark was achieved.	Will continue to evaluate written decision making skills across an increasing number of courses; increased developmental opportunities (through courses and coursework) will also be provided (and formalized).		trend data not available												
(2) ethics & social responsibility	Direct, Formative, Internal - assignment in MBA 580	TBD	TBD	TBD	TBD		trend data not available												