

Comprehensive Program Review Self Study

Executive Summary for the Master of Business Administration (MBA)

Major Findings of the Program's quality and Productivity

- The MBA is a viable program with a long record of attracting considerable numbers of students to the university.
- The program's quality is exceptional as the College of Business is accredited by AACSB. Further evidence of the quality is noted in the student achievements on nationally normed tests and major field assessments.
- The MBA faculty is intellectually active as demonstrated by the continuous production of research.
- The students and faculty in the MBA support the university and the local community.

List of Recommendations for Improving Program Quality

- Improve classroom technology.
- Provide faculty/student development funds to expand research efforts.

List of Recommendations for Improving Program Productivity

- Explore mechanism to improve retention rates and graduation rates.

Conclusions about the Program's Viability at CSU

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the MBA degree be expanded. This recommendation is made based on the quality of the graduate faculty, the program's productivity, and on the strong potential for continued growth in demand for the program's graduates.

Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Faculty: hire two Accounting faculty to support the new MBA concentration in Accounting.
- Teaching: funds for teaching conferences for all graduate faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance student organizations.
- Curriculum: Develop and implement a concentration in Accounting.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Faculty: Spring 2014
- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. Technology needs and funds for faculty/student development will require state funds.

Summary Recommendation and Supporting Rationale

Though the MBA program and the College have earned the highest level of accreditation afforded colleges of business, there is always room for improvement. As such, there is a need to focus efforts RPG.

MBA Program Detailed Self-Study

Section 1. Program Background and Overview

I. Brief Program Overview

Description of Program

The Turner College of Business offers a traditional on-campus Master of Business Administration (MBA) degree that is a general-purpose management degree that prepares individuals for administrative positions in business, industry, or government.

The MBA is a 30-hour program, requiring a student to complete 10 graduate courses. Full-time students can complete the program in one year by taking 12 hours during fall and spring semesters and six hours during a summer term. All MBA classes are taught in the evening. The program can also be adapted for students who wish to attend part-time. Students can enter the MBA program in spring, summer or fall semesters and have a maximum of six years from the first term of enrollment to complete all MBA degree requirements.

Program Mission and Its Relation to CSU Mission

The MBA program, while not having its own mission statement, is guided by the college's mission. The mission for all business programs is "The Turner College prepares business students to add value to their communities and to their employers in a globally competitive environment." Annually the college's Strategic Planning Committee Reviews the mission and its alignment with the University's Mission and Goals. See Attachment A for the alignment of the program to the CSU mission.

Stakeholder's Satisfaction with the Program

The college gathers input from numerous sources to insure stakeholder satisfaction. The Business Advisory Council, Student Advisory Council and other student groups, and local professional associations provide on-going feedback on the quality of our program and its graduates. To date, the MBA program is seen as a providing a strong program.

Relationship of Program to Needs of Students and Societal Demands

The MBA program is designed to prepare students for improving their skills to attain jobs in higher management. Emphasis is placed upon global business, human behavior, organizations, accounting, operations, marketing, finance, management information systems, and their impacts on managerial decision making. The program focuses on the practical application of these tools, techniques, and concepts. Teamwork, the international context of business, and the ethical dimensions of managerial decisions are stressed throughout the program. Our MBA program will allow students to gain awareness of international, multicultural, ethical, and diversity issues within today's context.

Section 2. Indicators of Program Quality

IIA. Quality of Faculty

Faculty Credentials

Over the 2008-2013 period, 14 faculty members have taught in the MBA program, all of them while employed as full-time faculty members in the Turner College of Business. All of them held Ph.D. or D.B.A.s in the appropriate field of instruction. Table 1 indicates the entire faculty qualifications using the college's AACSB approved standards.

Summary of Faculty Qualifications
Date Range: January 1, 2008 - December 31, 2013

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Intell. Contrib.	Other Prof. Activities
Rita Jones	Ph.D., 1994	8/1/2003	100.0	YES		22	Editor/Review: 3 Other: 5
Andres Jauregui	Ph.D., 2006	8/1/2006	100.0	YES		18	Editor/Review: 1 Other: 2
Carol Bishop	D.B.A., 2013	8/1/2012	100.0	YES		4	Editor/Review: 4
Franklin Mixon	Ph.D., 1992	8/1/2010	100.0	YES		43	Editor/Review: 16
Brett Cotten	Ph.D., 2005	8/1/2012	100.0	YES		7	
Jong Ha	Ph.D., 1989	8/1/2007	100.0	YES		14	Editor/Review: 1
Gisung Moon	Ph.D., 2003	8/1/2009	100.0	YES		11	
Johnny Ho	Ph.D., 1991	1/1/2006	100.0	YES		35	Editor/Review: 1
Kirk Heriot	Ph.D., 1996	8/1/2006	100.0	YES		22	Editor/Review: 9 Other: 3
Tobias Huning	Ph.D., 2009	8/1/2008	100.0	YES		18	
Robin Snipes	Ph.D., 1996	9/1/1995	100.0	YES		11	
Laurence Marsh	Ph.D., 2010	8/1/2010	100.0	YES		8	
Jennifer Pitts	Ph.D., 2006	8/1/2006	100.0	YES		13	Editor/Review: 2
Edward O'Donnell	Ph.D., 2005	8/1/2008	100.0	YES		16	

Use of Part-Time Faculty

We do not employ part-time faculty to teach any of the MBA courses.

Diversity of Faculty

Among the full-time faculty, 29% are female and 36% are from foreign origin.

Opportunities for Faculty Development

The College of Business provides internal faculty development funds for each faculty member. These funds may be used for research materials and software, academic travel, and publication costs associated with accepted peer-reviewed articles. In addition, the University offers competitive faculty development grants, which may be used for various types of faculty development.

Program Improvement Plans

The MBA program undergoes an annual assessment of its quality. Assessment is done at both the course and program level to determine the adequacy of instruction, and to enhance program quality. Student surveys of teaching quality, standardized assessment testing, and alumni surveys are used for this purpose.

IIB. Quality of Teaching

Indicators of Good Teaching

Faculty members of the MBA program are evaluated on teaching each year as part of their annual evaluation. In fact, teaching is at the top of the evaluation criteria in these reviews. Teaching forms a major part of faculty raises, teaching awards, and promotion, tenure, and post-tenure decisions.

The assessment of teaching is comprised primarily of student evaluations of faculty and of the portfolios faculty create containing evidence of their assignments, preparation, grading practices, participation in the college's assessment program (of both the overall program and the individual majors), professional development, and other examples of conscientious performance.

Indicators of Good Advising

As part of the annual evaluation, faculty members and the college administration review the importance of advising and go over any issues that may have arisen in the past year with regard to advising. Good advising is rewarded as part of the overall teaching evaluation. Advising training is afforded to faculty primarily through the Student Services Center. The Student Services Center's *DATCOB Student Handbook* is the primary resource for advising information.

Departmental Reward System

The typical reward system would involve merit increases. However, the lack of state-level funding for raises has made such a practice impossible over the last four years. The college has several awards for teaching, research and service which faculty from the department have been nominated.

Program Improvement Plans

Continuous efforts are made to improve teaching. The MBA Faculty have been and will continue to be encouraged to make use of campus and AACSB resources to improve their teaching. Funds will be made available to allow faculty to attend teaching conferences.

IIC. Quality of Research and Scholarship

Opportunity for Student Research Projects

MBA students do research projects in several of their courses. In the case of exceptional work, some faculty members take these students and their work to professional meetings.

Faculty Publications, Presentations and Grants

Summary of Intellectual Contributions
Date Range: January 1, 2008 - December 31, 2013

Faculty	Peer Reviewed Journals	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Rita Jones	15	0	4	2	0	1	5	12	5
Andres Jauregui	5	1	9	0	0	2	1	16	1
Carol Bishop	3	0	1	0	0	0	0	4	0
Franklin Mixon	41	0	0	0	0	0	7	0	36
Brett Cotten	3	0	2	0	0	2	0	3	4
Jong Ha	10	1	3	0	0	0	0	1	13
Gisung Moon	4	2	3	0	0	2	1	10	0
Johnny Ho	18	13	2	0	0	2	1	13	21
Kirk Heriot	14	5	3	0	0	2	5	15	5
Tobias Huning	4	13	0	0	0	6	2	0	21
Robin Snipes	4	6	0	0	1	2	8	5	0
Laurence Marsh	1	0	7	0	0	0	0	0	8
Jennifer Pitts	4	6	1	0	0	2	9	4	0
Edward O'Donnell	7	2	7	0	0	2	0	0	18

Program Improvement Plans

To encourage both faculty and student research efforts faculty development funds are being made available to provide research support, travel funds to professional conferences and payment of publication fees.

The volume of faculty research is sufficient to support the continuing accreditation by AACSB. However, having met this threshold a new attention to the quality research is being undertaken.

IID. Quality of Service

Activities to Enhance Program, Institution or Community

The involvement of students and faculty in student groups provides a multitude of opportunities for program enhancements. Besides the interaction of faculty and students outside of the classroom, these organizations regularly bring in speakers from the profession allowing students “real world” information. Such involvement by the community also creates a sense of involvement by these professional. The variety of organizations is also important. Recently, the graduate students in the Turner College of Business formed the Graduate Business and Computing Society, the first graduate student organization in Columbus State University.

Program Improvement Plans

The MBA faculty are committed to the continued growth of both size and diversity of the service opportunities for the program. College level funds are available to support the development of the student organizations and provide travel funds to conferences.

IIE. Quality of Faculty and Student Achievements

Faculty Honors

Carol Bishop finished in the top 15 (in the U.S.) in the AICPA Case Competition.

Student Honors

Graduate Achievements

Graduates are finding new jobs or advancing in their existing positions after completing the program.

IIF. Quality of Curriculum

Relationship Between Program's Curriculum and Its Outcomes

The student learning outcomes of the MBA program are:

1. Evaluate alternative business strategies and tactics using appropriate qualitative and quantitative tools.
2. Recognize and evaluate the impact of ethical, social, and diversity issues on business decisions.
3. Develop and assess integrated technology solutions to improve key business function performance.
4. Assess the impact of global economic environments on business decisions and strategies.
5. Apply individual critical thinking and team management skills to solve business problems across multiple business functions.

Incorporation of Technology

The students in the MBA program use significant technology to improve their class performance. As a result the curriculum exposes students to the most recent technology (software) in the field.

Utilization of Multidisciplinary Approaches

The nature of the MBA program requires students to experience multidisciplinary approaches to the curriculum. As a vital part of all business decision making, topics in accounting, finance, economics, and business management are presented throughout the curriculum.

Utilization of Multicultural Perspectives

Students in the MBA program are exposed to several topics that command multicultural perspectives. In particular, the course International Business addresses issues that business confront in several multinational scenarios.

Program Improvement Plans

The MBA program has recently approved a concentration in Accounting. Students following this concentration take two newly developed graduate level accounting courses instead of two courses from the program (Entrepreneurship and Management Information Systems). When they finish with this concentration, they would have enough credit hours and knowledge to sit for the CPA exam.

IIG. Quality of Facilities and Equipment

Availability of Classroom and Laboratory Space

In May 2003, the college moved to a new Center for Commerce and Technology that houses the university Computer Information and Networking Services Department (CINS), the TSYS School of Computer Science, and the D. Abbott Turner College of Business. The MBA program has sufficient space and resources within this building to fulfill the needs of the existing program.

The College of Business occupies approximately half the square footage of the Center for Commerce and Technology, with classrooms and offices on the second and third floors. Several different layouts accommodate various modes of classroom presentation. On the second floor are four large classrooms, as well as the department offices, dean's office, and MBA program director's office. Three of the classrooms are 1260-square-foot lecture halls, with seating for 76 students. The fourth classroom, a theater-style, 728-square-foot auditorium with seating for 105, provides the college the ability to host special presentations. All facilities have rear-screen-projection rooms.

On the third floor are six classrooms and 26 faculty offices. Four of the classrooms are large, 672-square-foot (40-seat) classrooms, and the remaining two are 528-square-foot (32-seat) classrooms. The private faculty offices all measure over 100 sq. ft. Two of the 3rd floor classrooms have been officially designated for graduate instruction.

Availability of Equipment

The classrooms are equipped with state-of-the-art instructional technology, facilitating a variety of teaching styles. All classrooms have marker boards, installed data/video projectors, instructor's stations with computer and VCR, and auxiliary inputs. A master control system allows toggling of power for all devices. Sound systems for voice amplification and program enhancements are installed in the auditorium and lecture halls. One of the graduate designated classrooms in the 3rd floor has computers for the students.

Program Improvement Plans

The development of additional classrooms and advanced technology is necessary for the future growth of the program. Expansion of the CCT building is included in the new capital fund campaign plans. If successful, new facilities would be available in AY 2016.

Section 3 Indicators of Program Productivity

IIIA. Enrollment in Program for Past 5 years

MBA Enrollment 2008-2012							
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	4-Year # Change	4-Year % Change
MBA	69	69	75	100	90	21	30.4%

IIIB. Degrees Awarded Over Past 5 Years

MBA Degrees Awarded 2008-2012						
	2007-08	2008-09	2009-10	2010-11	2011-12	5-Year Avg
MBA	12	26	25	27	54	29

IIIC. Comparison with CSU & University System of Georgia Programs

Traditional MBA programs are generally standardized throughout the USG. AACSB standards insure that degree programs are very similar.

IIID. Retention Rates

The retention rate for the MBA in 2010-11 was 81.5% and in 2011-12 was 77.8%.

IIIE. Student Learning Indicators

See Attachment B.

IIIF. Graduation Rate of Program

	Number in Fall 2006 Cohort	Fall 2006 Cohort Graduating by 2009		Number in Fall 2007 Cohort	Fall 2007 Cohort Graduating by 2010	
		Number	Rate		Number	Rate
MBA	15	9	60.00%	29	17	58.60%
<i>Total Masters in CSU</i>	238	159	66.80%	309	190	61.50%

	Number in Fall 2008 Cohort	Fall 2008 Cohort Graduating by 2011		Number in Fall 2009 Cohort	Fall 2009 Cohort Graduating by 2012	
		Number	Rate		Number	Rate
MBA	24	14	58.30%	20	11	55.00%
<i>Total Masters in CSU</i>	338	204	60.40%	362	222	61.30%

	Number in Fall 2010 Cohort	Fall 2010 Cohort Graduating by 2013	
		Number	Rate
MBA	27	19	70.40%
<i>Total Masters in CSU</i>	339	217	64.00%

Note: *The cohorts above are degree-seeking graduate students who entered a CSU graduate program in the fall (or previous summer) semester.

IIIG. Cost Effectiveness of Instructional Delivery

No data available

Section 4 Program Viability

IVA. Summary of Program's Viability

Recommendations

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the MBA degree be expanded. This recommendation is made based on the quality of the MBA program's curriculum and faculty, the program's productivity, and on the strong potential for continued growth in demand for the program's graduates. Expanding the course offerings at the graduate and undergraduate level will help to confront a growing competitive marketplace.

Timeline for Program Changes

Two new courses for the MBA concentration in accounting have been approved for AY 2014-15.

IVB. Summary of Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Faculty: 2 doctorally qualified faculty in Accounting will be hired. They are going to help expand the MBA concentration in Accounting.
- Teaching: funds for teaching conferences for all faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance the Graduate Business and Computing Society, the first graduate student organization in Columbus State University.
- Curriculum: Additional courses at graduate levels.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Faculty: Spring 2014
- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. "Faculty lines" are already in the budget for the new faculty. However, technology needs and funds for faculty/student development will require state funds.

The success of the capital funds campaign will determine our success in expanding CCT.

Attachment A
Annual Program Assessment Report
Summer 2012 – Fall 2012 – Spring 2013

Expanded Statement of Institutional Purpose				
The MBA programs provide students with advanced courses across the business curriculum designed to provide students with the foundations to advance professionally. The programs are both 30 hours. There is a traditional in-class flexible option and a two year cohort based online program that is part of the Georgia WebMBA. The student learning outcomes are assessed separately. The programs are AACSB accredited.				
Program Outcomes	Assessment Method(s)	Assessment Criteria	Assessment Results/Analysis	Use of Results
1. Increase the enrollment in the MBA programs.	Using fall semester enrollment data the faculty will review the number of majors in the programs relative to previous fall.	An increase in the number of majors will signal that the goal is met. A decrease in the number of majors will be reviewed to determine the reason and strategies for improvement.	Number of MBA students increased from 100 for AY 2011-12 to 89 for AY 2012-13. The traditional program is about 85% of the MBA student population.	Recruitment activities continue, which include a recruitment coordinator and marketing material and development. However, with the increasing emphasis being placed on graduate programs by the university and in light of national trends in fewer MBA applicants, faculty will continue to monitor this result for classroom size issues and admission standards.
2. Increase the number of graduates from the MBA programs.	Using graduation data the faculty will review the number of graduates from the programs relative to previous academic year.	An increase in the number of graduates will signal that the goal is met. A decrease in the number of graduates will be reviewed to determine	The number of MBA graduates went from 54 in 2011-12 to 39 in 2012-13. This includes both programs.	No additional action recommended. Faculty will continue to monitor full-time versus part-time students and issues with course prerequisites and student preparation.

		the reason and strategies for improvement.		
<p>3. Insure that the faculty teaching in the MBA program meet or exceed the college's Academically/Professionally Qualified standards in support of AACSB accreditation.</p>	<p>Using Digital Measures data, the academic qualifications of the faculty will be reviewed annually relative the AQ/PQ guidelines of the college.</p>	<p>To maintain AQ/PQ status faculty must have two refereed journal publications in the last 5 years and have an average of one intellectual contribution per year over the same five year period. Faculty who fail to meet this standard will be placed on a Faculty Development Plan to improve their status.</p>	<p>There were 10 full-time tenure track faculty teaching in the MBA programs. These faculty members maintained their academically qualified status as defined by the Turner College of Business.</p> <p>Three faculty members taught in both programs. CSU faculty and CSU students are not necessarily paired in cohorts in the Georgia WebMBA.</p>	<p>All CSU faculty met the minimum standards for "academically qualified" however the faculty have been encouraged to increase the overall quality of their intellectual contributions by targeting higher level journals.</p>

**Attachment B
2012-2013 Assessment Report
Program: Traditional MBA**

Objectives Summer 2012 – Fall 2012 – Spring 2013				
Student Learning Outcomes	Assessment Method(s)	Assessment Criteria	Assessment Results/Analysis	Use of Results
1. Evaluate alternative business strategies and tactics using appropriate qualitative and quantitative tools.	Fall 2012 – MBA 6117: <ul style="list-style-type: none"> • Assessment consists of five computational multiple choice questions imbedded in Exams 1, 2, and 3. 	A grade of 80% or more would meet expectations.	Results: 80.3% of students met expectations.	Instructors plan to present more discussion and examples in the class regarding concepts in which students demonstrated a need for improvement.
	Spring 2013 - MBA 6157: <ul style="list-style-type: none"> • External Funding Needs Analysis – Team Case – Performance is measured on the basis of the quality of the student’s spreadsheets, written reports, and the analysis. 	Minimum score of 80% for all students.	Results: 21 out of 30 students met the minimum standard. Analysis: The highest grade was 98.5, the lowest grade was 70, while the average was 84.	Objective satisfied. No further action at this time.

	<p>Spring 2013 – MBA 6117:</p> <ul style="list-style-type: none"> Students perform a strategic audit as part of a group to prepare them to practice and master the planning function of HRM 	<p>The goal is more than 80% average score on the strategic audit assignment performed by the student groups.</p>	<p>Results: The average grade on the audits exceeded the goal of 80%.</p>	
	<p>Spring 2013 – MBA 6070:</p> <ul style="list-style-type: none"> Students were required to write a comprehensive business plan that proposed to start a new business venture that met a real opportunity. 	<p>Greater than 80% overall score with the same standard for sub scores for the following items: Students will develop a comprehensive business plan or feasibility study for either a new startup venture, or a growth plan for the expansion of an existing small business, through a disciplined approach that integrates business functions.</p>	<p>Results: The overall average on the assignment was 87.87%.</p>	<p>Objective wholly satisfied.</p>
<p>2. Recognize and evaluate the impact of ethical, social, and diversity issues on business decisions.</p>	<p>Summer 2012 – MBA 6158:</p> <ul style="list-style-type: none"> Ethical issues: 15 multiple choice questions (from Question 61 through 75) were asked on Exam 1 to assess this goal. Social and diversity issues: another 15 multiple 	<p>More than 75% of the questions will be answered correctly by the students.</p>	<p>Results: For the ethical issues questions, the average grade for the correctly questions answered was 84% and met the expectation.</p> <p>For the social and diversity issues questions, the average grade for the correctly questions answered was 87% and met the expectation.</p>	<p>This was the first time that this goal was assessed. More evaluation in the future will determine if further action is needed.</p>

	<p>questions (from Question 16 through 30) on Exam 1 were asked to assess the goal.</p>			
	<p>Fall 2012 – MBA 6158:</p> <ul style="list-style-type: none"> Ethical issues: 15 multiple choice questions (from Question 61 through 75) were asked on Exam 1 to assess this goal. Social and diversity issues: another 15 multiple questions (from Question 16 through 30) on Exam 1 were asked to assess the goal. 	<p>More than 75% of the questions will be answered correctly by the students.</p>	<p>Results: For the ethical issues questions, the average grade for the correctly questions answered was 83.7% and met the expectation.</p> <p>For the social and diversity issues questions, the average grade for the correctly questions answered was 86.3% and met the expectation.</p>	<p>This was the second time that this goal was assessed. More evaluation in the future will determine if further action is needed.</p>
<p>3. Develop and assess integrated technology solutions to improve key business function performance.</p>	<p>Fall 2012 – MBA 6117:</p> <ul style="list-style-type: none"> Assessment consists of navigating through the Homework Manager system, Connect, completing HW (homework) and 	<p>A grade of 80% or more would meet expectations.</p>	<p>Results: 100% of the class met expectations.</p>	<p>Instructor plans to include new types of technology as it improves the class, and change or eliminate those that are not effective or have become outdated.</p>

	<p>LearnSmart assignments for each chapter covered, submitting assignments when due, and completing assessments in a timely manner. Information technology is integrated throughout this course including excel spreadsheets, word documents, and other software as needed.</p>			
	<p>Fall 2012 – MBA 6070:</p> <ul style="list-style-type: none"> Students were required use Microsoft Excel to conduct scenario analysis using pro forma budgets and examine best, worst and most likely instances within their new venture business plan or feasibility study to then develop strategies to successfully deal with them. 	<p>Greater than 80% overall score following item: Students should be able to construct a pro-forma cash budget for a proposed venture start up and then use this tool to determine strategic and tactical issues based upon scenario analysis.</p>	<p>Results: The overall average on the assignment was 88.3%.</p>	<p>Objective wholly satisfied. No further action planned</p>

	<p>Fall 2012 – MBA 6145:</p> <ul style="list-style-type: none"> Two embedded exam questions related to “propose changes to managing organizations in response to a dynamic and economic environment” and two embedded exam questions related to “propose changes to managing organization in response to a dynamic political environment”. 	<p>The goal of the assessment was an overall score of 70% on each sub-goal.</p>	<p>Results: The results were an 85% average score and an 80% average score on the two questions related to economic environment. On the questions related to political environment, the overall average scores were both 75%.</p>	<p>Goal satisfied. No further actions planned at this time.</p>
<p>4. Assess the impact of global economic environments on business decisions and strategies.</p>	<p>Summer 2012 – MBA 6158:</p> <ul style="list-style-type: none"> Students analyzed a case in which a foreign country was to be assessed to determine the impact of global economic environment on international business decisions. 	<p>Greater than 80% overall score with the same standard for sub scores for the following items:</p> <ul style="list-style-type: none"> Synopsis Company Profile Theoretical Backgrounds Country Profile Analysis 	<p>Results: The overall average on the assignment was 89% and met the expectation.</p>	<p>No further action planned. This is the first time this objective was assessed.</p>

	<p>Fall 2012 – MBA 6158:</p> <ul style="list-style-type: none"> Students analyzed a case in which a foreign country was to be assessed to determine the impact of global economic environment on international business decisions. 	<p>Greater than 80% overall score with the same standard for sub scores for the following items:</p> <ul style="list-style-type: none"> Synopsis Company Profile Theoretical Backgrounds Country Profile Analysis 	<p>Results: The overall average on the assignment was 86.7% and met the expectation.</p>	<p>No further action planned. This is the second time this objective was assessed.</p>
<p>5. Apply individual critical thinking and team management skills to solve business problems across multiple business functions.</p>	<p>Fall 2012 – MBA 6117:</p> <ul style="list-style-type: none"> Assessment consists of five computational multiple choice questions imbedded in Exams 1, 2, and 3. 	<p>A grade of 80% or more would meet expectations.</p>	<p>Results: 85.3% of students met expectations.</p>	<p>Instructor plan to require each student to submit Peer Evaluations and deduct points for late submissions.</p>
	<p>Fall 2012 – MBA 6070:</p> <ul style="list-style-type: none"> Students will 1) identify the most important opportunities/ threats in the firm's external environment. 2) identify the firm's most important internal strengths / 	<p>Greater than 80% overall score following item: Develop the plan from the initial concept through the analysis and final plan.</p>	<p>Results: The overall average on the assignment was 93.57%.</p>	<p>Objective wholly satisfied.</p>

	<p>weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case.</p>			
	<p>Spring 2013 – MBA 6165:</p> <ol style="list-style-type: none"> 1. Six homework problems (Inventory Management Topic). 2. Two exam problems (Inventory Management Topic). 3. Project (Aggregate Planning Topic). 	<p>70% or higher.</p>	<p>Results:</p> <ol style="list-style-type: none"> 1. 100% met expectations. 2. 77% met expectations. 3. 100% met expectations. <p>Analysis:</p> <ol style="list-style-type: none"> 1. 90%-100%: 70% (28/40), 80%-89%: 30% (12/40). 2. 90%-100%: 27.5% (11/40), 80%-89%: 27.5% (11/40), 70%-79%: 22.5% (9/40), below 70%: 22.5% (9/40). 3. 90%-100%: 50% (20/40), 80%-89%: 50% (20/40). 	<ol style="list-style-type: none"> 1. No further action planned. 2. Discuss more problems in class and assign more practice problems. 3. No further action planned.