

Over the last five years all learning goals have been assessed at least twice. The following tables summarize the assessment efforts for the MBA program highlighting the measures used, outcomes, and comments regarding process or continuous improvements.

MBA Assessment Summary

MBA			
Learning Goal	Assessed	Measurement Details	Essential Outcomes and Comments
Oral Communication	2014, 2015	Assessed in the MBA capstone course, BADM 693. Two evaluators evaluated presentations of individuals using the oral communications rubric.	Overall, in 2015 90% of students in the BADM 693 course were rated favorably with either Acceptable or Superior as opposed to 2014 where 97% of overall students in FIN 655 were either Acceptable or Superior. Overall, students gave high quality presentations. GPC reinforced that instructors should give the oral communications rubric in advance of presentations to set expectations.
Written Communication	2014, Spring 2017	Instructor assessed case studies in FIN 655 during Spring 2014 using the COB Written Communication Rubric	Overall, 81% of the students in the course (FIN 655) had their rating evaluated as either Acceptable or Superior. GPC discussed and felt students writing was acceptable, but emphasized the need to continue emphasis on the writing rubric and objective.
Data-driven decision making	2014, Spring 2017	2014 - The assessment was administered in the MBA FIN 655 course, Seminar in Financial Management. The evaluation used an end of the semester case analysis that was worth 17% of the students' grade. The evaluation used the critical thinking rubric.	2014 - Based on the results from the data-driven decision making assessment 63.5% of the students answers fell into the developing or mastering category, 36.5% of the students answers fell into the emerging category. GPC discussed results. Going to reinforce rubric usage and learning objective across courses.
Teamwork	2013, 2015	Individuals were assessed as part of their team project in MKTG 673, Strategic Marketing. We have consistently used the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument to assess the teamwork goal. CATME is a psychometrically verified, free web-based tool that allows individuals to evaluate their team members. Each team member is ranked on a scale between 1 and 5 with 1 representing poor performance and 5 representing high performance. We measure five dimensions: contributing to the team's work, interacting with teammates, expecting quality, keeping the team on track, having relevant knowledge, skills and abilities.	The results suggest that our MBA students work well in teams with the mean being 4.56 out of 5 across five different categories that measure teamwork effectiveness. These results show the mean has increased from the 4.09 out of 5 average in 2013. Generally, MBA students appear to have strong KSAs related to teamwork.
Ethics	2015 Spring 2017 (final report forthcoming)	2015 - Using a course-embedded case study, ethics was assessed in BADM 647, Seminar in Leadership, Global Ethics, and Corporate Social Responsibility using the MBA Ethics Rubric during Fall 2012 and Spring 2013. Two evaluators rated each essay.	Generally students did well on the assessment. Across the traits, on average, in 2015 87% of students in the course were rated as either Acceptable or Superior. GPC recommends continued use of the rubric and discussions around ethical decision-making.
Globalization	2015 Spring 2017 (final report forthcoming)	Assesed using a course-embedded case study, in BADM 647, Seminar in Leadership, Global Ethics, and Corporate Social Responsibility, using the MBA Globalization Rubric. Two evaluators rated each essay.	Overall, students in the BADM 647 course in 2015 were rated as 60% having "Limited Proficiency" The main weakness in the case study responses appears to be the identification of global factors. Faculty need to better integrate analysis of global environmental factors into discussions and weave in rubric to better set expectations.