

STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: TERRY LONG

DATE:

 BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:
 PRIMARILY PAPER AND ELECTRONIC DOCUMENTS IN MBA DIRECTOR'S OFFICE

EXECUTIVE SUMMARY

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Year of Next Planned Assessment*
1. Devise viable strategies to solve complex business problems	13-14	16-17
2. Assess ethical and social implications of business decisions	13-14	16-17
3. Work and communicate effectively with others	13-14	
4. Demonstrate leadership by effectively working with others		16-17
5. Effectively articulate and defend ideas and proposals		16-17
<ul style="list-style-type: none"> • Received permission for two year cycle beginning AY '15-'16 		

Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:

The MBA learning outcomes are derived from the mission and goals of the program - "*The MBA prepares graduates for management responsibilities in today's competitive **global** business environment by **integrating the theory and practice of management**. Its graduates will identify and solve complex business problems using multiple business disciplines, work and communicate effectively with others and identify and resolve ethical business issues.*" These learning objectives directly support the overall MU SBA Mission – "The MU SBA educates and prepares students to become *ethical* business professionals who *think critically and communicate effectively* in a diverse, dynamic and *global* environment." The learning objectives also support the following components of the SBA commitments:

1. A quality graduate education that through an advanced program of study *add to their knowledge base, hones their analytical skills, reinforces ethical values* and augments their academic and professional development.
2. A student focused learning environment where the *curriculum is set in both the scholarly world and the real world of business activities*.

3. *A respect for ethical responsibilities in how we teach, what we teach, and how we work.*
4. *Graduates who understand the changing complexities and globalization of the world market place and the social responsibilities these create.*

These learning objectives directly support the University Mission by emphasizing *academic excellence, promoting the intellectual and moral growth of each individual* where *scholarship, leadership, service, and ethics* are hallmarks. These learning objectives also directly support the University's 2013 – 2018 Strategic Plan in terms of *promoting our students' academic and personal development by offering a **rigorous, cohesive integrated MBA program** that produces superior graduates able to succeed in their positions and communities and foster students' **global perspective***

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

Each Summer and Fall semesters the Director of the MBA (with input from graduate faculty members) analyzes the results of the previous academic year's learning outcomes, writes the Outcomes Assessment Report and designs the Outcomes Assessment Plan for the current academic year.

For all three learning outcomes, a panel assessment of the group project in the capstone course (MBA 526) was added as a direct assessment tool seven years ago. The panel is comprised of the Dean, Associate Dean, the MBA Director and at least one external business leader. This tool was administered in the capstone course during at least one semester of the academic year for the first two years. Due to faculty turnover in the capstone course it was not administered the following two years. The panel's assessment instrument was revised three years ago to more closely align with the both the course and program learning objectives and has been used for three assessment cycles. The original performance standard, 90% of the teams produce an acceptable, workable business plan, was retained. An additional performance standard, 50% of the teams produce a well-formulated business plan, was added. The instrument is more fully described in the section on Learning Outcome 1. (See end of the report for the instrument.)

For all three learning outcomes, one indirect assessment tool (Graduating Student Survey) is also administered at Spring graduation. As a second indirect assessment tool, the Alumni survey includes questions similar to the relevant questions on the GSS. The Alumni survey results provide evidence of student learning as a reflective assessment by students who have now had the opportunity to utilize their learning. The performance standards align with the University and SBA performance standards. (University and SBA results range from 75-85%.)

Prior to the '12-'13 assessment cycle the ETS/MBA field exam was also used for Learning Outcome 1. The exam "evaluates students' abilities to analyze and solve problems, understand relationships and interpret material. A unique feature of the ETS/MBA is that all of the questions on the test measure critical thinking ability..."¹ and provides national comparative data. The exam was generally administered during the Spring semester in the capstone course (MBA 526). Sample size is dependent on the course enrollment which has varied from 7 to 25 students. The exam results are not incorporated in the MBA 526 course grade so this outcome measurement relied on the course instructors' presentation of the importance of the results to the program and the students'

¹ ETS Major Field Tests – How can you take your MBA program to the next level?

good-will. Given these weaknesses, a turnover in the teaching faculty in the capstone course and the MBA rebuilding in progress during the last assessment cycle, this assessment tool was not administered during the previous two cycles. Therefore no individual student direct assessment tool has been used during these cycles. During Spring 2015 and Summer 2015, the ETS/MBA field exam was administered in the MBA 523 Business Problem-Solving course (not the capstone course as previously). As this course more directly deals with problem-solving decisions and the capstone with strategic decisions, the faculty determined MBA 523 the more appropriate course for the field exam and MBA 626 (capstone) the appropriate course for the panel assessment tool.

Since the panel assessment of the capstone project and the GSS are to be administered every year, the MBA assessment process has two consistent assessment tools (one direct and one indirect) to provide a meaningful data and several years of data to identify on-going program strengths and weaknesses. However neither of these two instruments provides comparative data with other MBA programs.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
1. Devise viable strategies to solve complex business problems	To address this learning outcome the new MBA curriculum includes a required “Integrative” core; courses that integrate the knowledge and practice of managerial decisions across the functional areas of business. This core is comprised of three courses. These courses focus on the business as an entity and develop managerial knowledge and skills in critical thinking, problem-solving, effective communication and team-work and ethical decision-making. The first course will be completed the first semester, the second course after a set of knowledge focused courses and the third as the capstone course. By introducing and then reinforcing managerial problem-solving in	The first two integrative courses were implemented during the '13-'14 academic year. During the '14 summer a team of faculty reviewed the two courses to more closely coordinate the learning objectives, content and assignments with the two courses and with the third integrative course that was implemented during the Fall '14 semester. The second and third integrative courses also identified the program learning objectives measurement tools for each course. A new full time faculty member responsible for teaching and coordinating the capstone course was hired and participated in the review of the three integrative courses. This should provide some on-going consistency in the delivery of these courses and result in improved student learning.

	<p>a sequence of courses students' level of learning should improve. In addition critical thinking and problem-solving are to be integrated into a subset of the business functional (knowledge) courses. Reinforcement throughout the curriculum should improve student learning</p>	
<p>2. Assess ethical and social implications of business decisions</p>	<p>In the rebuilt MBA curriculum, ethical decision-making is a critical managerial skill in each of the three integrative courses (described in learning outcome 1). In addition ethical dilemmas are to be integrated into a subset of the business functional (knowledge) courses. By reinforcing ethical decision-making throughout the curriculum student learning should improve.</p>	<p>The third integrative course (capstone) now specifically incorporates an ethics component in the team project to assist in assessing this learning outcome. A review of course syllabi finds that 10 of 12 required courses include an ethics module.</p>
<p>3. Effectively articulate and defend ideas and proposals</p>	<p>As part of the rebuilt MBA curriculum, effective communication and leadership are critical management skills embedded in the three integrative core courses. A subset of the core knowledge courses will also reinforce these skills. In addition the new curriculum includes a new course on leadership. The combination of a more intentional focus and embedded reinforcement of these skills should improve student learning.</p>	<p>A review of course syllabi finds that 10 of the 12 required courses include communication and teamwork assignments. The SBA also utilized the new category of faculty to create a "communications" mentor for students. The first year MBA faculty had the option to refer students with communication deficiencies to the mentor for assistance. How to further incorporate this "mentorship" is currently being studied.</p>

4. Demonstrate leadership by effectively working with others	Recognizing that effective communication and leadership are two different but related skills, the previous learning outcome “work and communicate effectively with others” was divided into two separate learning outcomes.	The required course in leading in organizations was implemented during the Spring '14 semester. It has now been offered three times. An individual case analysis project (Leader in Action) from this course will be added as a direct assessment tool.
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Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:
(List each recommendation and provide a specific response to each).

There were no recommendations for this year’s assessment process.

Outcome and Past Assessment

Learning Outcome 1: Devise viable strategies to solve complex business problems

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

'05-'06 assessment with only the MFT exam for baseline performance on direct measurements (34.6% mean score and 233 total score); indirect measure met standard

'06-'07 assessment: 88% of students scored above 50% on the critical thinking exam; scores on MFT/MBA were 48% and 42% (above performance standard) with total scores of 245 and 242; GSS indirect measure did not meet standard while 2006 Alum survey indirect measure (89%) marginally met performance standard

'07-'08 assessment: Scores on MFT/MBA were 39% and 49% (above standard) with total scores of 239 and 247; GSS response 85.7% responded excellent and good and did not meet standard

'08-'09 assessment: Scores on MFT/MBA was 44% with total score of 243; GSS response 62% (significant decline), Alum survey 80%, business plan 100% (new direct measure)

'09-'10 assessment: Scores on MFT/MBA 47% with total score of 242; GSS response 76.9%, business plan 30%

'10-'11 assessment: Scores on the MFT/MBA with a total score 242 (same as previous year); GSS response 72% (slightly lower than previous year); Alum survey responses 73%

'11-12 assessment; MFT/MBA total score o 241 (same as previous year); GSS response 68.4% (lower than previous year); Alum survey 64% (significantly lower than previous year)

'12-'13 assessment: MFT/MBA not administered; Panel assessment 100% met minimum score of 3 and 57% met sore of 4+; GSS response 94.7% response (significantly higher than previous year); Alum survey 86.9% (significantly higher than previous year)

'13-'14 assessment; Panel assessment 88% met minimum score of 3 and 75% met score of 4+; GSS response 81% (lower than previous year; Alum survey 74% (lower than previous year)

Assessment Activity

<u>Outcome Measures</u>	<u>Performance Standard</u>	<u>Data Collection</u>	<u>Analysis</u>
Explain how student learning will be measured and indicate whether it is direct or indirect.	Define and explain acceptable level of student performance.	Discuss the data collected and student population	1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.

<p>Panel assessment of team business plan; Constructing a business plan requires using cross-functional business knowledge to solve a business problem. Assessing the viability of the business plan directly measures the team's ability to effectively solve a complex business problem using appropriate information, decision-making processes and analytical tools (direct)</p>	<p>90% of teams assessed at level of workable or well-formulated business plan (min score of 3 out of 5) and 50% at well-formulated and viable business plan (score of 4 or above)</p>	<p>Fall '14 semester 3 team presentations, Spring '15 5 team presentations</p>	<p>1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards 2) 100% scored 3 and above, 87.5% (7/8) scored 4 and above</p> <p>Meets performance standard and higher than previous year.</p>
<p>Graduating Student Survey question "solve problems in your field using your knowledge and skills" (Indirect)</p>	<p>85% respond excellent and good</p>	<p>Spring '15 survey 15 respondents</p>	<p>93.3% responses were excellent and good. This is significantly higher than the previous year (80.8%)</p> <p>Meets performance standard</p>
<p>Alum Survey question "My degree provided me with useful problem-solving skills" (Indirect)</p>	<p>85% respond strongly agree or agree</p>	<p>Spring '15 survey 32 respondents</p>	<p>81% responses were strongly agree or agree. This is higher than the previous year (74%) but did not meet standard.</p>
<p>ETS/MBA field exam score (direct)</p>	<p>Average overall score of 240</p>	<p>Spring'15 11 students Summer '15 5 students</p>	<p>Average score 238 and 242 for an overall average of 240</p> <p>Establishes a baseline score as exam is now</p>

			administered in non-capstone course. Overall average score just meets standard
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Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results):*

The results of the learning outcomes measurements are mixed. The results based on one current student direct performance (panel assessment) and indirect perception of learning demonstrate both an acceptable performance standard and an improvement from previous years. However the results based on alum perceptions of learning do not meet the standard but are improved from previous year. The ETS/MBA field exam score is lower than the last time it was administered (245) three years ago. However at that time it was administered in the capstone course so slightly lower score is not surprising.

Program strengths and opportunities for improvement relative to assessment of outcome:

The revised MBA curriculum emphasizing the integration of critical thinking across the curriculum as well as a required course in business problem-solving was implemented during the last assessment cycle. This assessment cycle includes students that transitioned from the old MBA program to the new program so provides some data for students completing this revised curriculum. The improvement in measured student learning suggestions the revised curriculum has strengthened student outcomes. By the '16-'17 assessment cycle the majority of graduates will have completed the revised curriculum. And the results should provide more information about the program's effectiveness.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. The continued use of a full-time faculty member whose primary teaching assignments will be the problem-solving and capstone course.
2. The ETS/MBA exam will be a required component of the second integrative course with a performance incentive. This will provide a direct measurement of individual student learning outcomes that also have a data base for comparing learning outcomes across MBA programs.

Outcome and Past Assessment

Learning Outcome 2: Assess ethical and social implications of business decisions

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

'05-'06 assessment used only indirect measure of Graduating Student Survey questions with results meeting performance standard
 '06-'07 assessment used only indirect measures of GSS with results (69%) below performance standard and '06 Alum Survey with results (77%) below performance standard

'07-'08 assessment indirect measures (90.5% and 85.7%) met and slightly lower than standard

'08-'09 assessment: GSS response 53.8%, 66.7% (significant decline), Alum survey response 88%, 63%, business plan 100% (new direct measure)

'09-'10 assessment: GSS response 84.6%, 76.9% (significant improvement), business plan 30% (significant decline)

'10-'11 assessment: GSS response 72% (decline from previous year); Alum survey response 73%

'11-'12 assessment; GSS response (63%, 85%); Alum survey response 60% (down significantly from previous year)

'12-'13 assessment; GSS response 90.9% and 86.4%; Alum survey response 79.2%; Panel assessment 71% and 43%

'13-'14 assessment; GSS response 81%; Alum survey response 70%, Panel assessment 100% and 75%

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Graduating Student Survey – questions “determine the most ethically appropriate response and understand the major ethical dilemmas in your field”	85% of respondents report excellent and good	Spring '15 survey 15 respondents	80% reported excellent and good to ethically appropriate and 86.7% to understand dilemmas. This is the same as previous year for first question and slightly higher for second question. Response to first question does not meet performance standard but response to second

(Indirect)			question does met standard.
Alum Survey question “My degree prepared me to determine the most ethically appropriate response to business situation.” (Indirect)	85% of respondents report excellent and good	Spring '15 survey 32 respondents	84% reported strongly agree and agree and significantly higher than previous year (70%). Only 1% below standard.
Panel assessment of team business plan: A viable business plan includes an assessment of its ethical and corporate responsibility elements. (direct)	90% of teams' business plans include an acceptable ethical and corporate responsibility component (minimum score of 3) and 50% are assessed as excellent or good (score of 4 and above)	Fall '14 semester 3 team presentations, Spring '15 5 team presentations	<ol style="list-style-type: none"> 1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards 2) 100% (8/8) received a minimum score of 3 or above and 75% (6/8) received a score of 4 or above. <p>This is the same as last year and exceeds performance standard.</p>

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results):*

As with the results of the first learning outcome the results are mixed. The direct assessment demonstrates acceptable learning in terms of student teams' ability to identify and address ethical issues. The two indirect assessment results indicate a learning gap in terms of individual student's and alum's assessment of their learning. However both

results demonstrate some improvement providing at least initial evidence that the revised curriculum is more effective in terms of focusing on ethical topics.

Program strengths and opportunities for improvement relative to assessment of outcome:

With the revised program curriculum more fully established, faculty members will have the opportunity to reflect on opportunities to improve the ethical component of each course.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. A faculty discussion of incorporating several identified ethics components and assignments in specific courses to provide a direct assessment of individual student's learning outcomes.

Outcome and Past Assessment

Learning Outcome 3: Effectively articulate and defend ideas and proposals

Is this outcome being reexamined? X Yes No

This learning standard was revised from “work and communicate effectively with others” and learning outcome 4 was added to separately assess the communications and effective leadership program goals.

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

'06-'07 assessment used both a direct and indirect measure. Results of direct (course presentation) met performance standard and results of indirect (GSS) were below standard for written (79%) and met standard (90%) for oral, and results of '06 Alum survey for written (77%) are below standard while for oral (92%) met standard

“07-'08 assessment used only indirect measure. Results (79% and 90%) met standard for oral communication but below standard for written communication.

'08-'09 assessment: business plan 100% (new direct measure): GSS 54%, 62% (significantly lower than previous); Alum survey 83%

'09-'10 assessment: business plan 100%, GSS 69%, 79% (significantly higher than previous year)

'10-'11 assessment: GSS on communication 60% & 67% (lower than previous year), on team work 84% (new measure), Alum survey on communication 82% (same as previous year), on team work 72% (new measure)

'11-'12 GSS score 58% (communication) and 64% (team work) {significantly lower than previous year}, Alum survey 68% (both) also significantly lower than previous year

'12-'13 Panel assessment 100% minimum performance standard, 71% above minimum; GSS 90.9%; Alum survey 91%

'13-'14 Panel assessment 100% minimum, 75% above minimum, GSS 73%/92% for presentations, 80.8% team work, Alum survey 78% presentation, 73% teamwork

Assessment Activity

<u>Outcome Measures</u>	<u>Performance Standard</u>	<u>Data Collection</u>	<u>Analysis</u>
<i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<i>Define and explain acceptable level of student performance.</i>	<i>Discuss the data collected and student population</i>	1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.

<p>Panel assessment of team business plan presentation; delivery, organization and content (direct)</p>	<p>90% of teams assessed at effectively presented (minimum score of 3 out of 5) and 50% presentations are good and excellent</p>	<p>Fall '14 semester 3 team presentations, Spring '15 5 team presentations</p>	<p>1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards. Spring and Summer '12 semester</p> <p>2) a. 100% of the teams scored at least 3 with 87% (7/8) scored 4 or above on delivery.</p> <p>b. 100% of the teams scored at least 3 with 87% (7/8) scored 4 or above on organization and content</p> <p>Meets performance standard and higher than the previous year</p>
<p>Responses to GSS questions "develop a coherent written argument" and deliver a coherent oral presentation" (indirect)</p> <p>Alum Survey question "My degree provided me with the communication skills to</p>	<p>85% respond excellent and good</p> <p>85% respond strongly agree or agree</p>	<p>Spring 2015 survey 15 responses</p> <p>2014 survey 32 responses</p>	<p>93% (written) and 100% (oral) reported strongly agree and agree.</p> <p>Meets standard</p> <p>78% responded excellent and good.</p> <p>Below standard but comparable to most previous</p>

develop and deliver a coherent presentation.” (indirect)			years.
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Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results):*

As with learning outcomes 1 the results are mixed. The direct assessment of current student teams' and indirect assessment of current students perceptions of learning demonstrate effective learning. The students' assessment of learning has improved from the previous year. The indirect assessment results of previous students (alums) demonstrate a lower level of learning but is comparable with previous years.

Program strengths and opportunities for improvement relative to assessment of outcome:

The revised MBA program objectives were expanded from three to four by separating effective communication and effective leadership. Demonstrating the ability to effectively communicate is part of the first integrative course and integrated across the curriculum. As these students move to graduating and alum status the indirect results may improve.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. Further discussion/implementation of “communications mentor” workshops.

Outcome and Past Assessment

Learning Outcome 4: Demonstrate leadership by effectively working with others

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program. This learning outcome was added this year to reflect the additional goal of the revised MBA program.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Panel assessment of team business plan presentation; groups balance with participation of all members (direct)	90% of teams demonstrate effective participation of all team member at minimum score of 3 (out of 5) and 50% presentations are good and excellent (score of 4 and above)	Fall '14 semester 3 team presentations, Spring '15 5 team presentations	1) A team of 4 or 5 faculty and business individuals use an assessment rubric on a scale of 1(poor) to 5 (excellent) to assess student teams' capstone course business plans. An average score for each team is calculated. These average team scores are then used to determine the percentage of teams that met performance standards. Spring and Summer '12 semester 2) 100% score of 3 or better; 87.5% score of 4+ Meets performance standard and provides base year measurement

<p>Responses to GSS questions “work as part of a team” and “lead a team” (indirect)</p>	<p>85% respond excellent and good</p>	<p>Spring 2015 survey 15 responses</p>	<p>93.3% (work) and 86.7% (lead) reported strongly agree and agree. Meets standard and provides base year measurement</p>
<p>Alum survey (indirect) a. Response to question “My degree prepared me to work effectively as part of a team”</p>	<p>85% respond strongly agree or agree</p>	<p>2014 survey 32 responses</p>	<p>90% reported strongly agree and agree for team work Meets standard and provides base year measurement</p>
<p>b. Response to question “My degree prepared me for a leadership role in business (First year this question used)</p>	<p>85% respond strongly agree or agree</p>		<p>70% responded agree/strongly agree Below standard and provides baseline response</p>
<p>“leader in action” case analysis includes component for analysis and synthesis of findings with leader theories with instructor designed assessment rubric</p>	<p>90% demonstrate moderate and substantial analysis and synthesis 50% demonstrate substnatial</p>	<p>41 individual student assignments from AY '14-'15</p>	<p>95% (39/41) performed at moderate and substantial level and 73% (30/41) performed at the substantial level Meets standard and provides a base year measurement</p>

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results):*

Current students perceptions of learning (indirect) and panel assessments (direct) of current student learning demonstrates an acceptable level of leadership competencies. However, as with the other learning objectives, alums assessment of learning falls to meet the standard for leadership role (but meets the standards for effective team work).

Program strengths and opportunities for improvement relative to assessment of outcome:

The revised MBA program objectives were expanded from three to four by separating effective communication and effective leadership. The revised MBA curriculum includes a new required course in leading in organizations. This course was delivered for the first time during the Spring '14 semester. As these students move to alum status the indirect results may improve.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. Continue use of "leader in action" project from the leadership course as a direct measurement of student learning to provide an ongoing assessment tool for the new learning objective #4

A complete student learning assessment report includes appendix of rubrics, survey questions, or other relevant documents and information.

**MARYMOUNT UNIVERSITY
MBA Program
2012 Alumni Survey**

Please respond to the following items as they relate to your experience as a School of Business Administration graduate. All specific data collected on this questionnaire are confidential and results will be presented in aggregated form. Thank you for sharing your thoughts on Marymount University.

For each of the following, please respond to the following items by checking the box indicating your response.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Does Not Apply</u>
In general, I am satisfied with the <u>graduate</u> education I received at Marymount University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My program's curriculum enhanced my overall career preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, I am satisfied with my career progress since completing my degree program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Marymount degree is well-regarded in the business, government and non-profit communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My degree prepared me for a leadership role in business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My degree provided me with useful problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My degree prepared me to determine the most ethically appropriate response to a business situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My degree provided me with the communication skills to develop and deliver a coherent presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My degree prepared me to work effectively as part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following School of Business Administration alumni opportunities would be of interest to you? *(Please check all that apply.)*

- Alumni social or networking event
 Auditing graduate courses



Academic Year : '14-'15

Program: MBA

- Career placement assistance
- On-line job bulletin board
- Other: _____
- Conferences, seminars or workshops
- Non-credit courses at the post-graduate level

Did your internship prepare you for your current career?

- Yes
- No
- Does not apply

Did your level of professional responsibility increase as a result of completing your graduate degree?

- Yes
- No

Did your salary increase as a result of completing your graduate degree?

- Yes
- No

How many years had you worked prior to completing your graduate degree?

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- More than 10 years
- Other: _____

MBA 626
Presentation Evaluation

Date _____

Team _____

Reviewer _____

Rate Each Category: Poor/ Fair/ Average/ Good / Excellent	P	F	A	G	E
Viability (whether I would invest in this team's Business Plan)	1	2	3	4	5
Delivery (poise, confidence, eye contact, enthusiasm)	1	2	3	4	5
Elocution (word choice, umm/err, interesting, creative)	1	2	3	4	5
Group balance/ participation	1	2	3	4	5
Content organization (clear, logical, complete, summarized)	1	2	3	4	5
Content knowledge (truth, examples, data, support)	1	2	3	4	5
Content depth	1	2	3	4	5
This team effectively demonstrated advanced knowledge of:					
Marketing	1	2	3	4	5
Operations	1	2	3	4	5
Human Resources	1	2	3	4	5
Finance	1	2	3	4	5
Ethics/ Corporate Social Responsibility	1	2	3	4	5
Globality	1	2	3	4	5

Leader in Action Case Rubric

2nd category – Analysis & Synthesis (includes organizational culture) 50%

Minimally Developed

- 2.1 Vague discussion of detail
- 2.2 Compare/contrast with leader theories absent
- 2.3 Little insight analysis; that which is provided is conventional or underdeveloped

Moderately Developed

- 2.4 Adequate discussion of detail
- 2.5 Compare/contrast with leader theories demonstrates application and understanding
- 2.6 Adequate depth of insight and analysis

Substantially Developed

- 2.7 Excellent discussion of detail
- 2.8 Compare/contrast with leader theories demonstrates substantial application and understanding
- 2.9 Impressive depth of insight and analysis

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