University of North Alabama

Academic Department Program Review

2. Five-Year Departmental Enrollment and Faculty Data.

A careful review of MBA Five-Year statistical data reveals that MBA student enrollment has increased significantly from five years ago. Total student enrollment increased from 438 in 2004-2005 to 1,128 in 2008-09. Similarly, student credit hours generated by the MBA program has more than been tripled, from 3,864 in 2004-05 to 14,258. MBA degree awarded has been increased from 62 in 2004-05 to 420 in 2008-09. The average number of full-time faculty members (fall semester) in the College of Business for the past five year

- Curriculum addresses ethics and social issues
- Advising
- Program office services
- Facilities and computing resources
- Fellow students
- Course availability
- Learning outcomes: effective communication and team work
- Learning outcomes: use and manage technology
- Learning outcomes: effective management and leadership skills
-

The mission of the College is directed in large measure to contributions to practice in both the learning expectations for our students and in the research efforts that are specifically encouraged. Practice-based research accounts for 55% of the intellectual contributions produced during the last 5 years. The balance of the research is directed toward discipline based research and learning and pedagogical research.

Service

College of Business faculty members actively participate in university committees and professional organizations' committees and provide services to local community through consulting and contractual work.

Faculty development plans

Faculty members are to remain current in their relevant teaching fields through continuous scholarship and professional development. They are required to meet the academic and/or professional qualification status according to accreditation standards. Each academic year, faculty members propose their annual goals, are assessed and reviewed by the department chairs based on their goals and student evaluations. Each faculty member maintains and updates a faculty development plan each year. The plans are reviewed and approved by the department chair.

5. Assess the Department as It Relates to Facilities and Resources

Library

The MBA program aims to prepare students to become successful professionals capable of leading organizations in a diverse, dynamic global economy. For students to be successful in their careers, UNA provides sufficient holdings in books, journals, and database in the fields of business administration. Electronic databases are deemed sufficient to support the online MBA program.

Laboratories

In addition to the library, UNA provides computer labs in the library, Academic Resources Center, and labs in Keller-Raburn Hall. There are sufficient computer stations with various softwares in these labs.

Equipment

With the soon-to-be completed Keller Hall renovation, all classrooms in the College of Business are smart classrooms. Faculty members all have adequate equipments and appropriate software.

Space

After Keller Hall renovation, faculty members will all move back to Keller Hall. There is adequate classrooms and office space.

Support personnel

MBA program has appropriate support personnel. That includes Coordinator for Student Services, MBA Coordinator, International Student Admission Specialist, Coordinator for Quality Assurance and Outcome Assessment, Secretary, Graduate and undergraduate student workers. The staff works as a team in support of the MBA program.

6. List Any Notable Achievements by the Department

Departmental achievements:

The MBA is a multidisciplinary major within the College of Business and not associated with a specific department, rather, it is supported by each of the four departments within the College. A brief highlight of significant departmental accomplishments over the past five years reveals the following:

- The Department of Accounting and Business Law has substantially upgraded the academic strength of its faculty, has started a new ‘accounting scholars’ program section classes in a successful effort to improve student engagement and to improve the academic experience of students in large section a

Itemize each major recommendation and state the response

Summarize how previous program review results have been used to inform any of the following that apply: The refinement of mission and goals/ objectives; program planning, development and improvement; and budgeting decisions.

8. State the Vision and Plans for the Future of the Department

Provide a vision statement of where the department would like to be in five years; assuming only costs to continue, with no additional state resources.

The vision of the College of Business (and the MBA program) is to become a recognized leader among regional universities in the South for providing high value professional business education to undergraduates and mid-career professionals. Both undergraduate and graduate programs will stress quality, currency, relevancy, practical application, accessibility and affordability.

A key component of this vision is to provide high value management education that enhances practical application. As such, the curriculum of the MBA program will include application cases, computer simulations, and consulting experiences that provide students with an opportunity to experience strategic decision-making, not just discuss the topic.

Assuming the same funding level as currently being received, the College of Business sees the MBA program as remaining stable in enrollment and in program services. A number of useful experiential initiatives will have to be deferred unless additional funding sources are identified.

Provide a vision statement of where the department would like to be in five years, if additional state resources are available.

With additional resources, the vision identified above will be extended to include providing an opportunity for MBA students to include a study abroad experience, especially in Asia. Also, a significant orientation experience that builds a cohort of study teams will be developed for the MBA program. Additional experiential and mentoring opportunities will also be developed.

9. Program Overview

- **Brief overview/history of program:**

The University of North Alabama College of Business has offered a highly successful MBA program for almost 40 years. Primarily a 33 semester hour traditional, part-time program, until recently the target audience was working adults within a fifty mile radius of campus. Approximately fifteen years ago, a weekend program was added and students from approximately a 75-mile radius were enrolled. Approximately ten years ago an on-line program was added and this proved highly popular. The weekend program was phased out as the working adult target audience preferred the convenience and flexibility of the on-line offering. Currently on-line students are enrolled from over twenty states. As the on-line program was beginning the College of Business contracted with two student recruiting organizations in Taiwan and began offering the MBA in Asia.

The graduate program enrollment flour

1.

The MBA Admissions Committee consists of the members la.Collegeers ts

For the traditional MBA, students must complete the 33-semester hour program with a 3.0 grade point average or higher. In the past, no more than 2 grades of C or lower can be earned in the MBA program. Following an extensive review of the MBA program during the 2009-2010 academic year, the program was increased to 34-semester hours with a core of eight courses, three elective and a new one semester-hour MBA skills and outcomes orientation that must be taken during the first two months of enrolling in the program. Students still must maintain a 3.0 grade point average to graduate but the requirement of no more than 2 C's has been dropped.

The requirements to graduate in the MBA-Executive Option are the same as for the traditional MBA program. The program is a structured 31 semester hours, however, with no electives or concentrations available. The program does include a required capstone project.

- **Curriculum** (including common prerequisites)

Curriculum of the Traditional MBA Program:

- MG 601 – MBA Skills and Outcomes (Orientation) (1 hour)
- AC 626 – Accounting for Decision Analysis and Control (3 hours)
- CIS 625 – Enterprise Systems Analysis and Design (3 hours)
- EC 650 – Managerial Economics (3 hours)
- FI 630 – Managerial Finance (3 hours)
- MK 660 – Marketing Strategy (3 hours)
- MG 624 – Organizational Behavior and Teambuilding (3 hours)
- QM 670 – Decision Theory(3 hours)
- MG 640 – Management Policy(3 hours)
- Elective (3 hours)
- Elective (3 hours)
- Elective (3 hours)

Curriculum for the MBA – Executive Option (effective fall, 2010)

- EMB 601 – MBA Skills and Outcomes (Orientation) (1 hour)
- EMB 630 – Accounting for Decision Making (3 hours)
- EMB 610 – Information Systems for Decision Making (3 hours)
- EMB 620 – Organizational Behavior and Leadership (3 hours)
- EMB 650 – Economics for Managerial Decision Making (3 hours)
- EMB 660 – Finance for Managerial Decision Making (3 hours)
- EMB 670 – Marketing Strategy in a Global Economy (3 hours)
- EMB 640 – Quantitative Techniques for Decision Making (3 hours)
- EMB 690 – Management Policy and Strategic Planning (3 hours)
- EMB 695 – Career Planning and Development (3 hours)

program. Several recommendations were made for slight modifications to the mission statement and statement of learning objectives. Each recommendation

[redacted] College of Business have initiated a
e-year program review process for each program
College.
anning initiatives are a part of the College of
planning process. These initiatives focus on
variety of areas, including strategic management,
and program quality.

esult of the continuous improvement plan includes:

MBA curriculum (addition of an orientation course)
arger classes and the use of CTAs to assure student
gh quality educational experience and
on the MBA-Asia programs.

f the grade distribution patterns of courses and
r improvement where appropriate.

stitutional Research, Planning and Assessment
2009 academic year, the majority of students
graduate level courses earned Grades A or B
a small fraction of students earned a failing grade
n results seem reasonable. There will be no action
grade distribution by each graduate level course,
I.

siness C[redacted]du Level Course Grades

[redacted]	B	[redacted]	[redacted]	F	I	W	Total
[redacted]		[redacted]	[redacted]				

- Identify recommendations for improvement of the program.

  a) Recommendations for changes, which are within the control of the program, including curricular changes if appropriate
  b) Recommendations for changes that require action at the Dean, Provost, or higher levels

For improvement of the MBA program, College of business will:

- Assess and monitor recent changes as mentioned early in this report (e.g., admission requirements, the addition of orientation course for MBA Executive Option, etc.)
- Separate Asia and online programs and monitor these programs more closely.
- Explore and monitor program growth.
- Continue implementation of assurance of learning of each program.
- Explore the use of graduate assistance in the future if funding is available.
- Initiate study abroad opportunities for MBA students.
- Develop more experiential case consulting opportunities for MBA students.

Appendix A

Five-Year Department Evaluation Data

DEPARTMENT: ***MBA***

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)

Master	***2004-05***	***2005-06***	***2006-07***	***2007-08***	***2008-09***	***Average***
Status						
Full-Time	78	134	185	374	386	231.40
Part-Time	360	531	723	780	742	627.20
Total	438	665	908	1154	1128	858.60
FTE Students	198.00	311.00	426.00	634.00	633.33	440.47

**Includes MBA (does not include EMBA)

2. Number of Degrees Conferred

Master	***2004-05***	***2005-06***	***2006-07***	***2007-08***	***2008-09***	***Average***
Degrees Awarded	62	127	255	321	420	237.00

3. Majors/Degrees Conferred Ratio

Master	***2004-05***	***2005-06***	***2006-07***	***2007-08***	***2008-09***	***Average***
Ratio	7.06	5.24	3.56	3.60	2.69	3.62

4. Student Credit Hours (Summer, Fall, and Spring Semesters Combined)

Level	***2004-05***	***2005-06***	***2006-07***	***2007-08***	***2008-09***	***Average***
Graduate	3864	6138	8367	15219	14258	9,569.20

6. Number of Faculty (Fall Semester)

Faculty	***2004-05***	***2005-06***	***2006-07***	***2007-08***	***2008-09***	***Average***
Full-Time	37	40	40	40	42	39.80
Part-Time	12	12	13	21	7	13.00
Total	49	52	53	61	49	52.80
FTE Faculty	41.00	44.00	44.33	47.00	44.33	44.13

ADMISSION

Successful graduate study in business requires a combination of verbal skills, quantitative and analytical skills, conscientiousness and conceptual [illegible] and [illegible]. Students should have or commit to develop an acceptable level of strength in each of these areas in order to be successful in graduate study. Admission standards are established to accept students who possess these skills and traits and thus have a fair probability of success and to encourage those without appropriate academic preparation to pursue developmental work before undertaking graduate study in business. Students may be admitted unconditionally or conditionally for graduate study (see **Table 2**).

Conditionally admitted students must earn unconditional admission status by the time they have completed their fourth graduate course. The student must maintain a **B** average or higher in the first four courses (with no more than one grade of **C** or below) as well as satisfy any other conditions [illegible] listed on the admission sum[illegible] [illegible] graduate work will be automatically dismissed from the MBA program.

ADVISEMENT

[illegible]

24-27 [illegible] MK 660 [illegible]

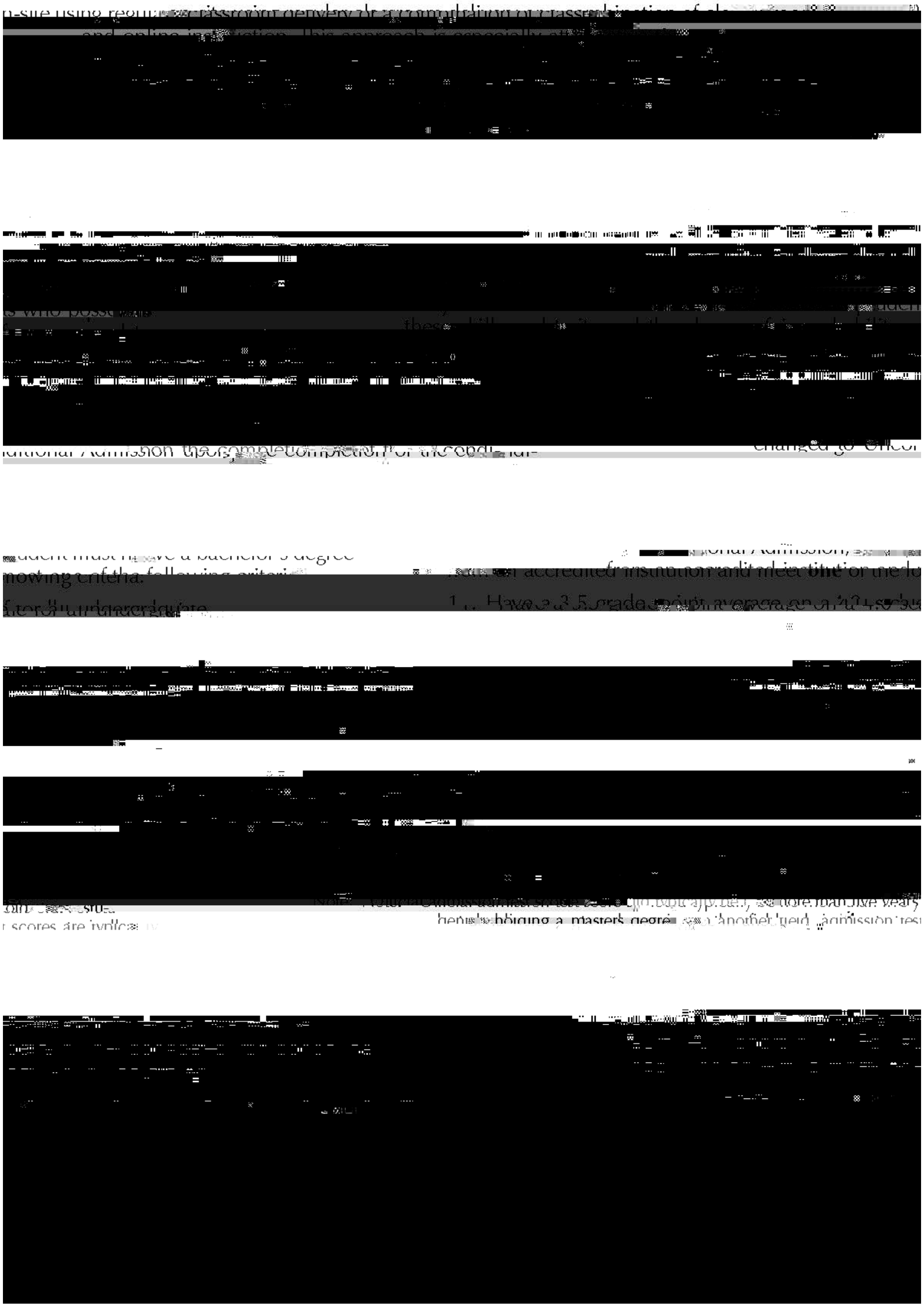
[illegible] Business Law [illegible] exam candidates are required to have completed a business law course focusing on the Uniform Commercial Code [illegible] profit accounting.

---

*No more than one 700-level course may be applied toward an MBA degree. (Also, EMBA 700-level prerequisites are not acceptable as elective credit.)

TABLE 2: Admission Status Requirements

Appendix C: 2007-08 Graduate Catalog



n-site using regular classroom delivery or a combination of classroom

and online instruction. This approach is especially at

[redacted]

s who possess

these skills

[redacted]

ditional Admission upon the completion of the condi

changed to Uncon

udent must have a bachelor's degree

nowing criteria.

ate for all undergraduate

onal Admission,

from an accredited institution and meet **one** of the fo

1. Have a 3.5 grade point average on a 4.0 scale

[redacted]

[redacted]

[redacted]

and

t scores are typically

Note: official admission test score typically no more than five years

being holding a masters degree in another field, admission test

[redacted]

Appendix D:

UNA 2009

Peer Reviewed Journals [1]

Research Monographs [2]

Books [3]

Chapters [4]

I = Introduced
R = Reinforced
A = Advanced

1.A.	I	R, A		A	R	R		I, R	8
1.B.			I	A	R	R	I	R	6
1.C.	R			I, R	R	R	R	R	7
2.A.									

Appendix H: College of Business MBA Program Goal and Assessment Status

MBA: Goal 1: To be able to identify, analyze, and solve business related problems and make effective decisions.

Learning Outcome	**Coverage Courses**	**Indirect Measures**	**Direct Measures**	**Year of First Assessment**	**Completion Status as of 06/30/2010**	**Actions Taken**	**Next Assessment**
1. Gather, validate, and structure information, leveraging technology, in support of decision making.	AC 626, CIS 625, EC 650, FI 630, MG 624, MG 640, QM 670	TBD – Fall 2010	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014
2. Identify, analyze, and propose solutions to complex problems occurring in a dynamic business environment, while also recognizing intended and							

MBA Goal 3: To be able to demonstrate qualities of leadership and teamwork.

Learning Outcome	**Coverage Courses**	**Indirect Measures**	**Direct Measures**	**Year of First Assessment**	**Completion Status as of 06/30/2009**	**Actions Taken**	**Next Assessment**
1. Recognize and comprehend common leadership models.	CIS 625, MG 624	EBI	MG 624	2010	Rubrics in Progress	NA	2013
2. Recognize, develop, and display behavior consistent with effective teamwork.	CIS 625, EC 650, MG 624, QM 670	EBI	MG 624	2009	External Reviews Complete	1. Implement a COB MBA resource-sharing repository. 2. Create an MBA Angel library module. 3. Revamped QM 670 to incorporate an assessable teamwork component.	2012

consequences, and select the best course of action to follow.	660, QM 670						

MBA Goal 5: To be able to function effectively in a diverse, dynamic global economic environment.

Learning Outcome	**Coverage Courses**	**Indirect Measures**	**Direct Measures**	**Year of First Assessment**	**Completion Status as of 07/10/2009**	**Actions Taken**	**Next Assessment**
1. Analyze the opportunities and challenges associated with global business expansion.	EC 650, FI 630, MG 640	EBI	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014
2. Demonstrate the ability to adjust business goals to global changes.	EC 650, MG 640, MK 660	EBI	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014
3. Analyze how this adjustment affects each of the major business functions when moving from a domestic operation to a global operation.	MK 660	EBI	TBD – Fall 2010	2011	Rubrics in Progress	NA	2014

Appendix I: 2009 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	D	F	I	IP	W	WP	Total
AC581										
AC625										
AC626										
AC674										
AC675										
AC680										
AC681										
AC694										
AC697										
AC698										
CIS545										
CIS556										
CIS615										
CIS625										
CIS645										
CIS660										
CIS680										
CIS685										
CIS688										
EC563										
EC650										
EC698										
FI563										
FI581										
FI630										
FI635										
FI680										
FI681										
FI688										
FI698										
MG500										
MG610										
MG620										
MG624										
MG640										
MG648										
MG651										
MG665										
MG675										
MG680										
MG691										
MG695										
MG698										
MK615										
MK660										
MK665										
MK670										
MK671										
MK680										
MK691										
QM670										
Total										
Percent	57%	34%	3%	0%	1%	1%	0%	4%	1%	100%

Appendix J: 2008 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	D	F	I	IP	W	WD	WF	WP	Total
AC581												
AC625												
AC626												
AC627												
AC674												
AC675												
AC681												
AC686												
AC697												
CIS556												
CIS575												
CIS615												
CIS625												
CIS627												
CIS645												
CIS651												
CIS660												
CIS680												
CIS685												
EC563												
EC650												
FI563												
FI630												
FI635												
FI651												
FI652												
FI681												
FI685												
FI698												
MG593												
MG610												
MG620												
MG622												
MG623												
MG624												
MG627												
MG640												
MG648												
MG651												
MG652												
MG680												
MG691												
MG695												
MK615												
MK616												
MK627												
MK651												
MK652												
MK660												
MK670												
MK671												
MK680												
MK691												
MK698												
QM670												
Total												
Percent	51%	39%	3%	0%	1%	0%	0%	4%	0%	0%	1%	100%

Subject	A	B	C	D	F	I	IP	W	WD	Total
AC625										
AC626										
AC627										
AC651										
AC674										
AC675										
AC681										
AC694										
AC697										
AC698										
CIS556										
CIS575										
CIS602										
CIS603										
CIS615										
CIS625										
CIS627										
CIS651										
CIS685										
EC563										
EC650										
EC698										
FI563										

Subject	A	B	C	F	W	WD	Total
AC625							
AC626							
AC627							
AC651							
AC674							
AC675							
AC686							
AC697							
AC698							
CIS575							
CIS595							
CIS601							
CIS602							
CIS603							
CIS625							
CIS627							
CIS651							
CIS685							

Appendix M: 2005 College of Business Graduate Level Course Grades Distribution

Subject	A	B	C	F	W	Total
AC625						
AC626						
AC627						
AC674						
AC675						
AC694						
AC697						
AC698						
CIS575						
CIS595						
CIS601						
CIS602						
CIS603						
CIS625						
CIS627						
CIS651						
CIS685						
EC528						
EC650						
EC655						
EC656						
EC698						
FI630						
FI698						
MG610						
MG620						
MG622						
MG623						
MG627						
MG640						
MG642						
MG651						
MG652						
MG698						
MK615						
MK616						
MK635						
MK651						
MK652						
MK660						
MK698						
QM670						
Total						
Percent	57%	31%	4%	2%	6%	100%

ADDENDUM

EXECUTIVE MBA Program Learning Goals Assessment
April- 2011 (Asia Cohorts)

Program Learning Goal # 1:
Students should demonstrate the ability to COMMUNICATE EFFECTIVELY**.**

- Coherent and persuasive written and oral reports; effective interpersonal and organizational communications.

Direct Assessment

(Panel rating of presentation)		Rated 2-5 (5 point rubric scale). **Meets – Exceeds Expectations**.
Assignment: Industry Analysis & Presentation. (Panel rating of analysis and presentation)		Rated 2-5 (5 point rubric scale). Organization (2-5); Presentation (2-5). **Meets – Exceeds Expectations**.

Case Presentation: Seven

Overall Evaluation of Learning Goal # 1:

The COMMUNICATION learning goal is being successfully met for the MBA-Executive Option program delivered in Asia.

It is noted that the assessment has given relatively marginal attention to writing skills. This area should receive a more focused evaluation in upcoming evaluation cycles.

The MBA-Asia program students are strong on organization of reports and presentations, eye contact, and interpersonal communication.

Listening skills were not evaluated. This area should receive attention in future evaluation cycles, due to the importance of listening to effective communication.

Performance on the two communication sections on the MBA Assessment (exit) exam was deemed to be marginal. The following recommendation is provided: Communication theory should receive additional attention in the MG 624 – Organizational Behavior and Leadership core course.

Program Learning Goal # 2:

Students should demonstrate Leadership and Teamwork Skills.

- Develop a Leadership Action Plan; Demonstrate ability to analyze leadership situations & select best course of action.

Direct Assessment	Indirect Assessment	Results
(1) MBA – Exit Assessment Exam (2 sections)		(a) 72% - marginal; (b) 33% - Inadequate – knowledge of situational leadership model **Does NOT meet Expectations**.
(2) Developed Leadership Action Plan		95% of all students completed satisfactory Leadership Action Plan with all Required Components. **Exceeds Expectations**.
(3) Assignment: The Well Paid Receptionist. (Panel Evaluation)		Teamwork (4-5 rubric rating on 5 point scale); Leadership (4-5 rubric rating on 5 point scale). **Exceeds Expectations.**
(4) Assignment: Industry Analysis – Presentation. (Panel Evaluation)		Teamwork (3-5 rating); Leadership 3-5 rating). **Meets – Exceeds Expectations.**
(5) Assignment: Case Analysis & Presentation. (Panel Evaluation)		Teamwork (4-5) **Exceeds Expectations.**
(6) Assignment: Develop Presentation – Six Steps to Effective Leadership (Panel Evaluation)		Teamwork (3-5 rating) Leadership (4-5 rating); **Meets – Exceeds Expectations.**
	(7) MBA Survey of Student Experience in Teams	Rated 4.0 on 5.0 scale (overall). **Exceeds Expectations.**

Assessment of Program Learning Outcome # 3:

Students should demonstrate an understanding of Ethical and Professional expectations.

- Demonstrate personal and b**usiness etiquette;**
-

Luncheon/Dinner (Panel Observation)		keen awareness of business etiquette at lunch and dinner session. **Meets/Exceeds Expectations.**
	Self-Rating of Ethical Beliefs/Practices	Overall rating of 2.25 (where 1 = Overly Ethical: 2 = Ethical; 3 = Somewhat Ethical; 4 = Somewhat unethical; 5 = Overly Unethical). Students clearly perceive themselves as having a high standard of ethics. **Meets – Exceeds Expectations.**

Overall Evaluation of Program Learning Goal # 3:

- Overall ethics/etiquette learning outcome has been met.
- More robust evaluation of etiquette component is needed in future evaluation cycle.
- Discussion of cultural differences between MBA-Asia and MBA-traditional is recommended. MBA – Asia cohort was much more inclined to consider local practice into ethical decision than expected.
- Results of assessment will be factored into changes in new EMBA course that is being added to the curriculum (EMB 604 – Legal, Social, Ethical Environment of Global Business)

Assessment of Learning Outcome for Program Goal # 4:

Students should demonstrate an ability to conduct management functions in a diverse, dynamic global economic environment.

- Analyze opportunities/challenges in global environment;
- Ability to adjust goals/strategies for global change;
- Understand impact of global change on domestic operations;
- Outline enterprise strategic plan go respond to global marketplace.

Direct Assessment	Indirect Assessment	Results
MBA Exit Assessment Exam		• Overall Score = 85% • Strategy Questions = 77%-92% • Global Questions = 39% • **Meets Minimum Expectations**
Case Analysis: George Williams in Thailand (Panel Review) **Mee**		

Review)		**Expectations.**

Overall Evaluation of Program Learning Goal # 4:

- Program Learning Goal # 4 has been successfully met.
- Results of MBA Exit Assessment indicate a weakness in identifying certain aspects of international strategy.
- A more robust assessment of global issues is recommended for future assessment cycle;
- Global issues are covered in a number of courses in the MBA-Executive program at present; given the importance of the topic, it is recommended that one course be devoted entirely to the topic. A new course has been developed and approved to accomplish this recommendation and is being implemented in the fall, 2011: EMB 605 – International Business Dynamics.

Assessment of Program Learning Outcome # 5:

Students should demonstrate an ability to make effective decision making across disciplines:

- Able to gather & structure information to support decision-making;
- Able to identify problems; propose solutions recognizing consequences of decisions;
- Able to integrate knowledge across business functions to make sound decisions.

Direct Assessment	Indirect Assessment	Results
MBA Exit Assessment Exam		• Overall Exam Results = 77% • Collecting information to support Decision Making = 79% • Integrating knowledge from different disciplines = 64% **Overall = Meets Expectations.**
Assignment; Red Team/Blue Team Negotiating Exercise (Panel Review)		3-5 rubric rating; *** Meets Minimum Expectations.**
Case: Analysis of Business Failures (Panel Evaluation)		• Analysis (3-4 scale of 5); • Use of diverse information (4 – 5 scale) **Overall – meets – exceeds Expectations.**

Case: Analysis of Business Failures (case); (Panel Evaluation of Presentation)		• Quality of Decision-Making (3-4 on 5 scale); Meets – Exceeds Expectations; • Uses diverse information (4 on 5 scale) – Exceeds Expectations. **Overall – Meets – Exceeds Expectations.**
Case: The Well-Paid Receptionist (Panel Evaluation of Analysis ad Decisions)		• Synthesis of material (3-5 on 5 point scale); • Stakeholder – consequences of decision (2-5 on 5 point scale) • Decision-making – overall consequences of decision (3-5 on 5 point scale. **Overall – Meets – Exceeds Expectations**
Case: George Williams in Thailand (Panel Evaluation)		• Decision-Making (2-4 on 5 point scale) **Overall – Meets Expectations**
Assignment: Industry Analysis (Panel Review of Results/Presentation)		• Synthesis of Information (3-5 on 5 point scale); • Use multiple disciplines for decisions (3-

Strategy (Panel Review0		• 4-5 on 5 point scale; **Meets – Exceeds Expectations.**
MBA Assessment Exit Examination.		• Managing Change (92%) • Managing Change Globally (77%) • Decision Making Theory (71%) • Strategy (64%) • Strategic Analysis (79%) **Overall : Meets Expectations**

Overall Evaluation of Program Learning Goal # 5:

- Program Learning Goal Number 5 has been met.
- Variability exists in exit exam results reflecting integration of discipline knowledge;
- Recommend inclusion of more integrated casework in various core courses...to better achieve integration of interdisciplinary content.
- Develop and implement a new capstone course requiring interdisciplinary decision-making: EMB 698 – MBA Capstone Project. New course has been approved for implementation in the fall, 2011 curriculum.