

Degree Program Title

Master's of Business Administration

Completed by: Dr. Robert Pellegrino and Dr. Kimberly Pellegrino

I. Degree Program Mission Statement

All organizations, whether private or public, manufacturing or service, for profit or non-profit, are increasingly in need of effective managers and group leaders at all levels. The rise of professionalism, combined with advances in technology, is creating increasing demand for effective management and leadership skills. The Master's in Business Administration program provides the conceptual foundations and the behavioral skills needed to lead successfully in today's changing and increasingly complex organizational environment. MBA graduates will be prepared to assume positions of leadership and contribute immediately to the improved performance of their organizations.

II. Use of Results from Last Assessment Cycle

What changes did you make to your program?

1. Increased emphasis on problem solving and analytical skills. Special emphasis was placed on presenting MBA students with challenging and ambiguous application oriented problems and questions to build confidence and skill. Students were presented with challenging ethical scenarios based on real world examples and asked to work their way through them. Their performance was assessed based on how well they analyzed and solved the problem. Assessment measures were created for these exercises that included a measure of how thoroughly MBA students immersed themselves in these challenging and ambiguous issues. The Baird Decision Making process was utilized again with new and challenging ethical dilemmas. Each one builds on the others as a participant discerns the real problem, identifies the values in tension, and chooses the best action.

- **Be attentive** – Gather all of the relevant data. Identify the person who is making the decision.
 - **Be intelligent** – Organize and contextualize the data. Identify values in tension.
 - **Be reasonable** – Analyze the data using the criteria of the four ethical lenses.
 - **Be responsible** – Choose to act with courage as you seek the highest good.
 - **Return to awareness** – Reflect on the decision process and your own core values
- Additional ethical decisions were also incorporated into the Capstone simulation in BUS 510.

2. Students were assigned redesigned reflection papers in both BUS 503 and BUS 510. The redesigned reflection papers were created to more fully explore course content and integration.

3. Additional emphasis was placed on the Preferred ethical lens. The new classroom emphasis included expanded class discussion and presenting class results to the entire

class in graph form. The preferred ethical lens was separated and fully analyzed BEFORE any ethical dilemmas were undertaken. These revisions allowed for a more thorough exploration of the various lenses and showed students that this style can and does vary by individual.

3. An expanded ethical component was added to the Capstone course, BUS 510. An expanded emphasis on ethical decision making was incorporated into the Capstone course. Students made four ethical decisions based on real-world examples.
4. A team work emphasis was added to the Capstone course/simulation.
5. Break-even analysis eliminated from ECO . Professor indicated that "they get that in the undergraduate program." Not all MBA students have an undergraduate business degree.
6. An more experienced marketing professor with recent publications in the field was scheduled to teach the Marketing Strategy graduate course.
7. Previously in BUS 501 gave a term project themed "Defense against the Dark Arts" looking at bad behavior in organizational settings and how to defeat such behavior. Taken from the Harry Potter movie Order of the Phoenix, this themed project was a blend of the movie, text, Sutton's *No Asshole Rule* book and other readings and group discussions. Many students refused to embrace this concept, however, and stayed stuck in the idea that the movie is a "kid" movie. This time in the OB class, BUS 501, the defense against the darks arts assignment was replaced with multiple essays specifically written such that the text provided some content, but the real "meat" was in the articles and/or other readings assigned requiring students to stretch their critical thinking, reasoning and problem solving skills.
8. Increased emphasis on emotional intelligence in BUS 503. Enhanced discussions and additional exercises designed to more fully cover emotional intelligence. Additional research articles were covered and extra emphasis was also placed on emotional intelligence as it pertained to current research articles.
9. Student were given two new cases, instead of one, on the Balanced Scorecard in Accounting 501, entitled the Game Stop which emphasized the billing function and Alliance Healthcare Network which emphasized using the Balanced Scorecard to motivate change.

III. Assessment Report

Goals:

Goal 1: Effective Business Management Skills

Goal 2: Leadership Skills

Goal 3: Interpersonal and Collaborative Skills

Goal 4: Analytical Management Skills

Student Learning Outcomes Assessment (SLOs)

SLO 1/(G1): Students will exhibit problem-solving skills reflecting an integration of

functional perspectives. Students will have the capacity to apply this knowledge and skill in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

Means of Assessment and Criteria for Success:

- **Assessment measure #1:** Comp-XM Percentile Ranking on the Balanced Scorecard and Total Points Scored. The Balanced Scorecard measures organizational performance from a comprehensive perspective using financial and non-financial measurements in four perspectives: financial, customer, internal process, and learning and growth. Many businesses have adopted this effective management approach which results in quick and marked improvement in organizational performance. The Balanced Scorecard was created because financial measurements alone had become insufficient for contemporary organizations. Comp-XM is an experiential learning tool that requires each student to run a company of their own over the course of four years while faced with three strong competitors. This experiential learning tool requires management decisions across all areas of the business and scores organizational performance through the Balanced Scorecard.

Criteria for Success: The average percentile ranking for exiting students on the Comp-XM Balanced Scorecard will be higher than the average score for entering students on the GMAT. (Note: This comparison is appropriate because both measures are designed for graduate business (MBA) students) "Using Benchmarks in the Assessment of an MBA Program" K. Pellegrino, R. Pellegrino, C. Lee and A. Entessari, *Proceedings of the American Society of Business and Behavioral Sciences*, Volume 17, Number 1, February 2010

Business Knowledge: as measured by Board of Director's Queries (A customized set of application questions related specifically to the organization each student runs over the course of four years on an individualized basis. This experiential learning tool requires management decisions across all areas of the business. The Board of Directors then questions each manager about each year of performance.

Criteria for Success (Part 2): The average national percentile for exiting students on Comp-XM Board of Directors Queries will be higher than the average score for entering students on the GMAT. (Note: This comparison is appropriate because both measures are designed for graduate business students) "Using

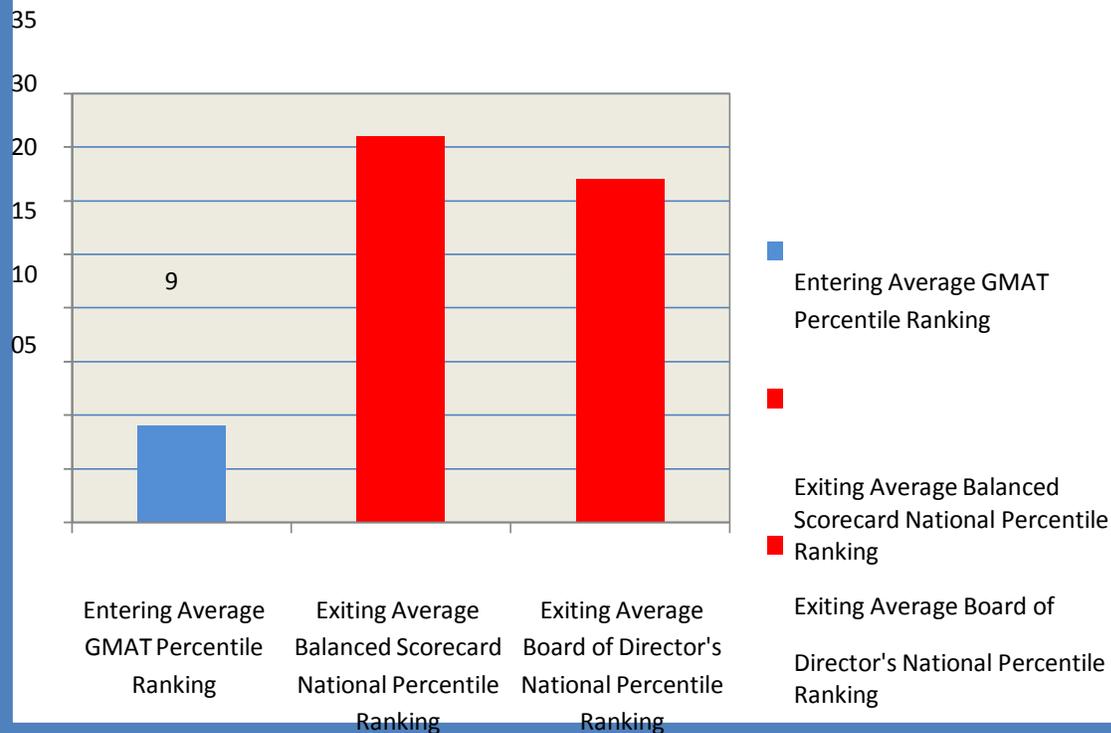
Benchmarks in the Assessment of an MBA Program” K.
Pellegrino, R. Pellegrino, C. Lee and A. Entessari, *Proceedings of
the American Society of Business and Behavioral Sciences*,
Volume 17, Number 1, February 2010

- **Assessment measure #2:** Comp-XM Percent Correct on the Board Queries and on the Balanced Scorecard.
- **Criteria for Success: Students will be able to achieve an average of 60% of the possible points on both the Balanced Scorecard and the Board of Director’s Queries.**
- **Assessment measure #3:** Balanced Scorecard Case Analysis: Harvard Business Case Assignment on the Balanced Scorecard. The Boston Lyric Opera was the fastest growing opera company in North America during the 1990s. Having successfully completed a move to a larger facility in 1999, the board and general director recognize the need to develop a formal strategic planning and governance process to guide the company into the future. Board members, senior managers, and artistic leaders use the Balanced Scorecard (BSC) as the focus of a multi-month strategic planning process that develops a strategy map and objectives in the four BSC perspectives for three core strategic themes. This case describes the high-level scorecard development, its cascading down to departments and individuals and the directors' interactions--using the Balanced Scorecard--with the artistic leaders and board of directors.
Criteria for Success: Students will achieve an average score of 90% or better on this case analysis.

Courses in which SLO is assessed: ACC 501 and BUS 510

Results:

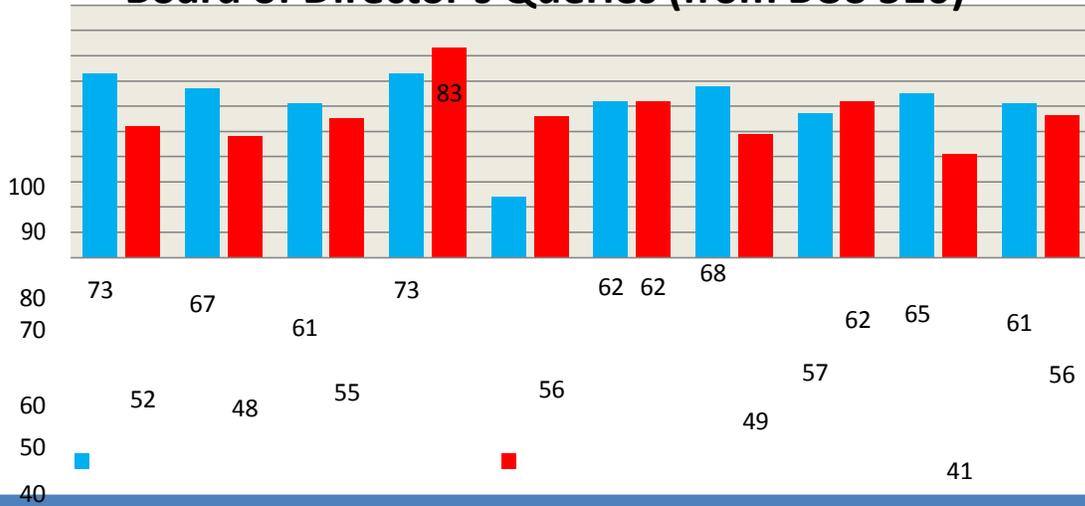
National Percentile Rankings: Start of Program and End of Program



The national percentile rankings at the end of the program increased significantly over last year with the national percentile ranking for the Board of Director questions on the comprehensive exam, in particular, jumping from 10% to 32%. It should be noted that these national percentile rankings are included **ONLY** to show progress from the beginning to the end of the program and from one year to the next. The actual percentile number by itself is **NOT** meaningful and inherently biased because it ignores a program's unique mission and areas of focus and implies that all MBA programs are the same. Simulation results from each program's data pool may be used consistently to measure and document student outcomes over time for its assessment purposes, as this data is relative to the school's own progress (www.capsim.com/exams/benchingthebenchmark).

Examination of the discipline specific knowledge contained in SLO 6 at the end of this report is the more valid benchmark comparison to external institutions and is included in this report.

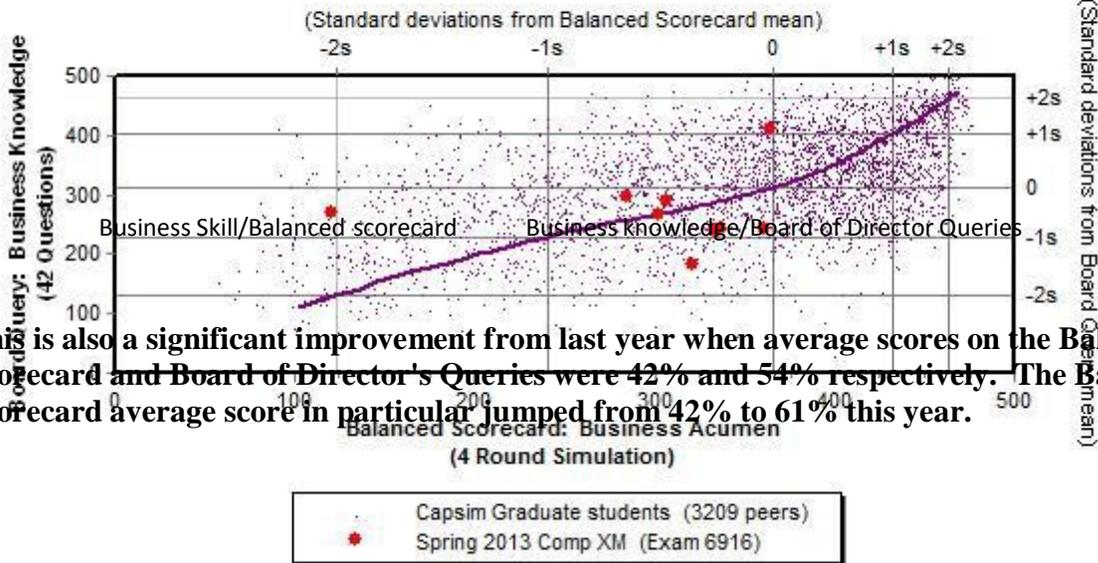
Percent Score on Balanced Scorecard and Board of Director's Queries (from BUS 510)



30
20
10
0

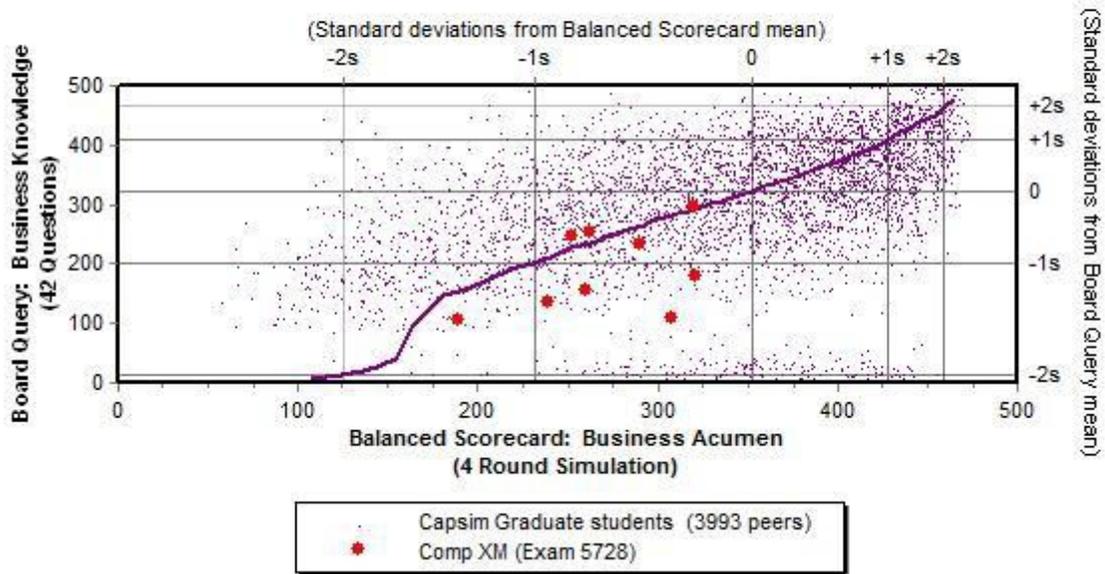
Spring 2013 Comp XM Florida Memorial University - Kimberly Pellegrino

Student Student Student Student Student Student Student Student Student Average
1 2 3 4 5 6 7 8 9



This is also a significant improvement from last year when average scores on the Balanced Scorecard and Board of Director's Queries were 42% and 54% respectively. The Balanced Scorecard average score in particular jumped from 42% to 61% this year.

Comp XM
Florida Memorial University - Kimberly Pellegrino
Capsim Comp-XM Comparative Standings



As can be seen from the two charts above, students were much better prepared and closer as a group in comparison to their peer groups this year as opposed to last year when examining the standard deviations from the Balanced Scorecard mean.

	Game Stop	Alliance Healthcare
Student 1	93	83
Student 2	90	83
Student 3	93	87
Student 4	90	87
Student 5	93	93
Student 6	90	87
Student 7	93	90
Student 8	93	90
Student 9	90	80
Student 10	93	93
Student 11	93	93
Student 12	93	83
Average	92	87

Students achieved the criteria for success on case one but not case two.

Use of Results/Action Plan:

1. Use of results to improve program: National percentile rankings at the end of the program improved significantly over last year. Last year, students spent significantly less time on CompXM than they have in previous years. This had a substantial negative impact on their scores in CompXM. Students indicated that they were given additional assignments in their other class after the class was over. The days immediately following the capstone course are set aside for CompXM and all classes have officially ended. This year the exam was scheduled and completed without any interference from the concurrent course. Scores, as predicted, jumped back up to more than acceptable levels and class percentiles clearly moved back in the right direction as the comparative standing charts for the last two years indicate. The average percent correct on the Balanced Scorecard was 61% and the average on the Board Queries was 54%. Examination of the scores indicates one outlier, a student that of his own choosing rushed through the exam, not taking it seriously as the chart above also indicates. When his score is removed, the average on the Board Queries jumps to 59%. Although students did not achieve an average score of 90% on both cases, they did on one of them and the use of two cases on the Balanced Scorecard indicate better learning outcomes on the Balanced Scorecard portion of the CompXM exam.
2. Changes in assessment: Faculty should be instructed that additional assignments during the CompXM testing period will not be tolerated because these additional assignments prevent an accurate and reliable assessment of student learning throughout the entire program. A comprehensive exam is a requirement for the program and it is unfair to both students and faculty when the comprehensive exam process is not adhered to.

SLO 2/(G2): Students will understand leadership concepts and be able to assume positions of leadership.

Means of Assessment and Criteria for Success:

- **Assessment measure #1:** Emotional Intelligence Score and instructor assessment of student emotional intelligence when participating in controversial and emotional ad-hoc discussions: The Schutte Self Report Emotional Intelligence Test (SSEIT) is a 33 item self-report measure of emotional intelligence developed by Schutte et al. (1998). The SREIS has been designed to map onto the Salovey and Mayer (1990) model of EI. Items of the test relate to the three aspects of EI: (1) appraisal and expression of emotion, (2) regulation of emotion and (3) utilization of emotion. Emotional intelligence has been extensively researched in workplace settings. It has been related to increased success among those who hold leadership positions.

Criteria for Success: According to new research from the book entitled, "Assessing Leadership Effectiveness: An exploratory study examining the relationship between emotional intelligence and leadership effectiveness," (Legier, 2011), the average score for supervisors and managers on the Schutte scale was 123. The maximum score was 142. Therefore, the average class score on this scale should be 123 and all students should also exhibit emotional intelligence when subjected to an ad hoc emotional discussion of a volatile subject.

- **Assessment measure #2:** Peer evaluation of leadership skill on the Capstone Project
Criteria for Success: Students will score a 4.5 out of 5 (90%) when evaluated by their peers on Leadership as defined by the following constructs: provided some type of direction in project, capacity to solve project problems and attitude towards the project

Course in which SLO is assessed: BUS 503 and BUS 510

Results:

	2012 Emotional Intelligence Score (Schutte Scale)	2013 Emotional Intelligence Score (Schutte Scale)	2012 Ability to control emotion in volatile discussion	2013 Ability to control emotion in volatile discussion
Student #1	126	112	Yes	Yes
Student #2	114	122	No	Yes
Student #3	122	141	Yes	Yes
Student #4	125	124	Yes	Yes
Student #5	128	122	No	Yes
Student #6	155	120	No	Yes
Student #7	135	131	Yes	No
Student #8	129	109	No	No
Student #9	143	125	No	Yes
Average	131	123	NO	YES

Student Name	Question			Score
	Problem solving	Attitude	Direction	
Student 1	4.0	5.0	4.5	4.5 (90%)
Student 2	5.0	5.0	5.0	5.0 (100%)
Student 3	5.0	5.0	5.0	5.0 (100%)
Student 4	4.5	4.5	4.5	4.5 (90%)
Student 5	5.0	5.0	5.0	5.0 (100%)
Student 6	5.0	5.0	5.0	5.0 (100%)
Student 7	3.0	4.0	3.0	3.33 (67%)
Student 8	5.0	5.0	5.0	5.0 (100%)
Student 9	5.0	5.0	5.0	5.0 (100%)

Use of Results/Action Plan:

Use of results to improve program: Additional readings and emphasis was placed on the "how to" steps associated with successful leaders and, in particular, the importance of emotional intelligence. Additional team building exercises were included in the capstone course. Schutte's Emotional Intelligence scale does not seem to provide a great measure of emotional intelligence for our students. This self report bias is a known weakness of this scale (Schutte et al, 1997). Goleman (1998), a Harvard researcher and the founder of the research on emotional intelligence and leadership, notes clearly in his foundational work that everyone believes their level of emotional intelligence is much higher than it is and the emotional intelligence measures remained about the same. The emotional intelligence self reported scores, on average, were about the same last year as this year and met the criteria for success. Having said that, levels of emotional intelligence when measured by instructor assessment did increase substantially from last year when students were placed in controversial, emotional discussions. All but two students were able to

successfully illustrate emotional intelligence (78% as opposed to 44% last year). It should be noted that one of the two students that did not exhibit the requisite level of emotional intelligence had to be suspended from the program. It is hoped that if he returns, this suspension may have had an effect on his emotional intelligence. Evaluation by peers on leadership skills such as problem solving capacities, providing direction and presenting the right attitude also increased significantly with all but one student receiving a 90% score from his or her peers.

1. Rationale/Emotional Intelligence: Goleman (1998), in his pivotal Harvard Business Review article entitled, "What Makes a Leader" stated, "*The most effective leaders are alike in one crucial way: They all have a high degree of what has come to be known as emotional intelligence. It's not that IQ and technical skills are irrelevant. They do matter, but mainly as "threshold capabilities"; that is, they are entry-level requirements for executive positions. But my research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader ... Research and practice clearly demonstrate that emotional intelligence can be learned. ... It's important to emphasize that building one's emotional intelligence cannot – will not – happen without sincere desire and concerted effort.*" Recent discussions with David Caruso, one of the co-authors of the MSCEIT (Mayer, Salovey and Caruso Emotional Intelligence Test), revealed that this test immerses students in emotional intelligence and its tasks and he advises that "people are often surprised at their results." This test also provides a detailed summary report that will provide the students with detailed information about their own strengths and weaknesses in emotional intelligence as well as ways to start addressing them.

2. Changes in assessment: The MSCEIT should be added to BUS 503 and possibly again in BUS 510 as a pretest and a post-test. The MSCEIT is an ability test of emotional intelligence as opposed to a self reported measure. It is designed for adult ages 17 years and older. Normative data are from a sample of 5,000 individuals.

The MSCEIT asks test takers to:

Identify the emotions expressed by a face or in designs.

Generate a mood and solve problems with that mood.

Define the causes of different emotions. Understand the progression of emotions.

Determine how to best include emotion in our thinking in situations that involve ourselves or other people.

This assessment measure would be much more useful for students as they become more self aware. It should be added to the Leadership course.

SLO 3/(G2): Students will be able to analyze complex business issues and situations that require coping with unforeseen events and managing in unpredictable environments.

Means of Assessment and Criteria for Success:

- **Assessment measure #1:** Debrief exercise on the Capstone Project
Criteria for Success: Students will exhibit a growing awareness of their problem solving abilities along with increased confidence in their ability to maneuver in new and unfamiliar circumstances on the narrative capstone debrief.
- **Assessment measure #2:** Learning and Growth Score on the Comp-XM exam.
Criteria for Success: The mean learning and growth score on Comp-XM will increase as students work through four years of business decisions. This score measures good work habits, time management, self discipline and the benefits of learning by experience (evaluating results and adjusting decisions as a result).

Course in which SLO is assessed: BUS 510

Results:

Discuss how you felt about the simulation at the beginning of the semester

1. At the beginning of the simulation the entire process seemed overwhelming. All the sernumbers seemed obscure and confusing. Even identifying the problem was difficult.
2. I didn't like the simulation at the beginning. I found it complicated and unfamiliar and I just didn't see the point.
3. The thought of the unknown challenge produced an inner thrill although fear attempted to cloud my view.
4. I became overwhelmed after going through the tutorial and reading the strategy guide, but I still wanted to challenge myself.
5. My initial introduction to Capstone was exciting and I was ready to step in to the simulation but once we made the second decision the excitement went south as we lost so much money we couldn't recover.
6. I felt the game was going to be easy and laid back. I honestly felt it was going to be a waste of time.
7. I was hopeful that there was some significant value that I would walk away with.
8. In class it sounded easy to have a strategy but it turned out to be very difficult once the simulation started.
9. I had lots of reservations about capstone only because of what I heard from former grad students which made me a bit frightened. My feelings were negative at first. I had no confidence in my abilities and the simulation was difficult and hard to understand.

Discuss how your feelings about the simulation changed over the course of the semester.

1. My perception of the simulation changed as my understanding grew. The decision making seemed much clearer to me and I was beginning to see how each section of the decision making affected all the others.
2. My feelings about the simulation changed because we were making mistakes and every time we found our mistakes and shared ideas about how to fix them it made me realize that the simulation was not meant to be about who is the best team but it was actually designed to make mistakes and learn how to fix them.
3. Overall my feelings during the course of the semester were very consistent. I was interested in whether we were doing well or not.
4. Over the course of the simulation, my instincts were questioned and tested. As a team we

began to discover the mistakes and solve them.

5. Capstone challenged me to think about the overall picture. As the semester moved forward, I started changing my concept from a "reactor" to a "prospector".
6. After the first few rounds I realized that this would take time and a deep understanding. I was surprised at how I was humbled by this game.
7. I think capstone has potential but it is not quite there yet.
8. Since my group was not doing well, I felt discouraged.
9. My feelings went from negative to positive. After I discovered where I went wrong, through additional reading and exploration, I was able to overcome mistakes and move forward.

Student	Round 1: Learning and Growth score (Percentage)	Round 4 Learning and Growth Score (Percentage)
#1	33%	83%
#2	35%	80%
#3	47%	69%
#4	30%	69%
#5	38%	56%
#6	65%	81%
#7	24%	66%
#8	20%	80%
#9	34%	65%
Average	36%	72%

Use of Results/Action Plan:

1. Use of results to improve program:

Most students exhibited a growing awareness of their problem solving abilities along with increased confidence in their ability to maneuver in new and unfamiliar circumstances on the reflective capstone debrief. Some students, however, did seem to have a lot of excuses in their reflections as to why they didn't do as well as they thought they should, blaming the game itself or how the game was structured or even the game interface. This was a bit disturbing in an MBA graduate. New exercises about self leadership, not making excuses and taking responsibility will be added to the leadership course and reemphasized in the capstone next year. The average score on the Learning and Growth component in Comp-XM also increased substantially from 36% at the beginning to 72% at the end. This measure indicates increased learning outcomes surrounding good work habits, time management, self discipline and the benefits of learning by experience - all crucial elements of effective problem solving abilities. The scores measures their ability to learn and adjust as the environment and results are assessed. These percentage scores exceeded last year's scores on

both beginning and ending scores, indicating students both started and finished CompXM with greater problem solving abilities. Assessment measures point towards increased confidence and competence in complex problem solving.

SLO 4/(G2): Students will be able to understand and utilize ethical reasoning.

Means of Assessment and Criteria for Success:

- **Assessment Measure #1:** Ethical Reasoning Simulation

Criteria for Success: Students will be able to effectively maneuver through, immerse themselves in, and resolve an ethical dilemma by scoring a “B” or better based on normative scoring procedures incorporated into the ethical reasoning simulation and analyzing real world ethical dilemmas through the various ethical lenses.

- **Assessment Measure #2:** Ethical Capsule in the Capstone simulation

Criteria for Success: Students will demonstrate an ability to make the ethical choice even when there may be real costs involved. Class average scores on each scenario will be at least 3 out of 4.

Courses in which SLO is assessed: BUS 503 and BUS 510

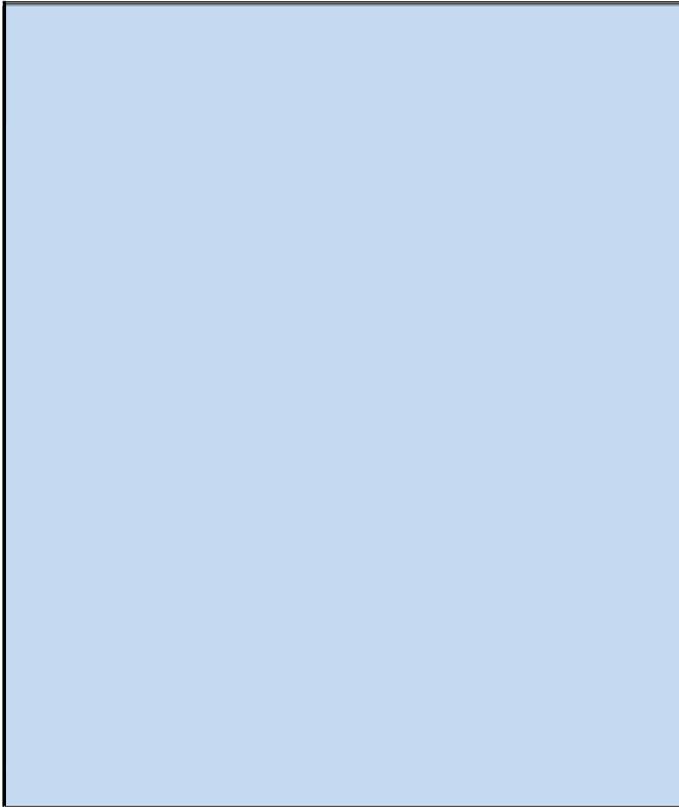
Results:

Ethical Reasoning Simulation Results

	Dilemma #1 Engagement Score	Dilemma #2 Engagement score	Dilemma #3 Engagement Score	Dilemma #4 Engagement score	National Ranking/Dilemma #1& #2	National Ranking/Dilemma #3
Student #1	12,000	11925	12,175	12,975	B	B+
Student #2	9,050	12625	12,775	11,375	C+	B
Student #3	12,800	11575	13,700	11,900	B+	A-
Student #4	10,425	11450	12,750	10,800	B-	B
Student #5	12,300	13050	13,725	11,500	A-	B+
Student #6	13,120	11845	9,242	9,430	B+	C-
Student #7	12,975	11925	11,650	13,200	B+	B+
Student #8	9,475	12900	11,900	12,281	B-	B
Student #9	12,425	12475	13,075	9,700	B+	B-
Student #10	8,575	11286	10,792	11,069	C	B-
Student #11	8,598	12473	12,875	13,075	C+	A-
Average	11068	12139	12242	11573		

All students were able to achieve a grade of B or better on at least one set of ethical dilemmas when a second set of ethical dilemmas were added to the course. Added a second set of dilemmas also increased the overall student engagement score.

Ethical capsule from Capstone:



Courses of action have real and unknown costs to students in terms of their company profitability and, therefore, grades.

Students are given four choices in each scenario ranging from unethical to ethical with the most unethical choice having a value of 1 and the most ethical choice having a value of 4.

Capstone Scenarios	Scenario #1	Scenario #2	Scenario #3	Scenario #4
Student #1	3	3	4	3
Student #2	2	3	4	2
Student #3	2	3	4	2
Student #4	3	3	4	3
Student #5	3	3	2	3
Student #6	2	3	2	4
Student #7	2	3	2	4
Student #8	3	3	4	3
Student #9	2	3	2	4
Average	2.44	3	3.11	3.11

Significant learning seems to have taken place in ethical reasoning. Even when students were faced with potential costs similar to the real world profit motive, most students made an ethical choice and no student chose the least ethical choice in any of the scenarios despite the real costs to grades that might have been incurred. Only Scenario #1 failed to meet the average score of 3 or better.

Use of Results/Action Plan:

- 1. Use of results to improve program:** The ethical reasoning simulation with a follow up on ethical decisions in the Capstone appears have a significant impact on ethical reasoning and ethical decision making. Due to the significant emphasis today on creating an ethical business environment and demanding ethical behavior from our

business leaders, it is strongly recommended that both of these ethical components continue to be an integral part of the MBA program. Assessment results show that there really is a way to teach ethics. This will provide our MBA graduates with a competitive advantage over other MBA graduates.

SLO 5/(G3): Students will understand and value individual differences, facilitating an understanding of group dynamics and effective teamwork.

Course in which SLO is assessed: BUS 501 and BUS 510

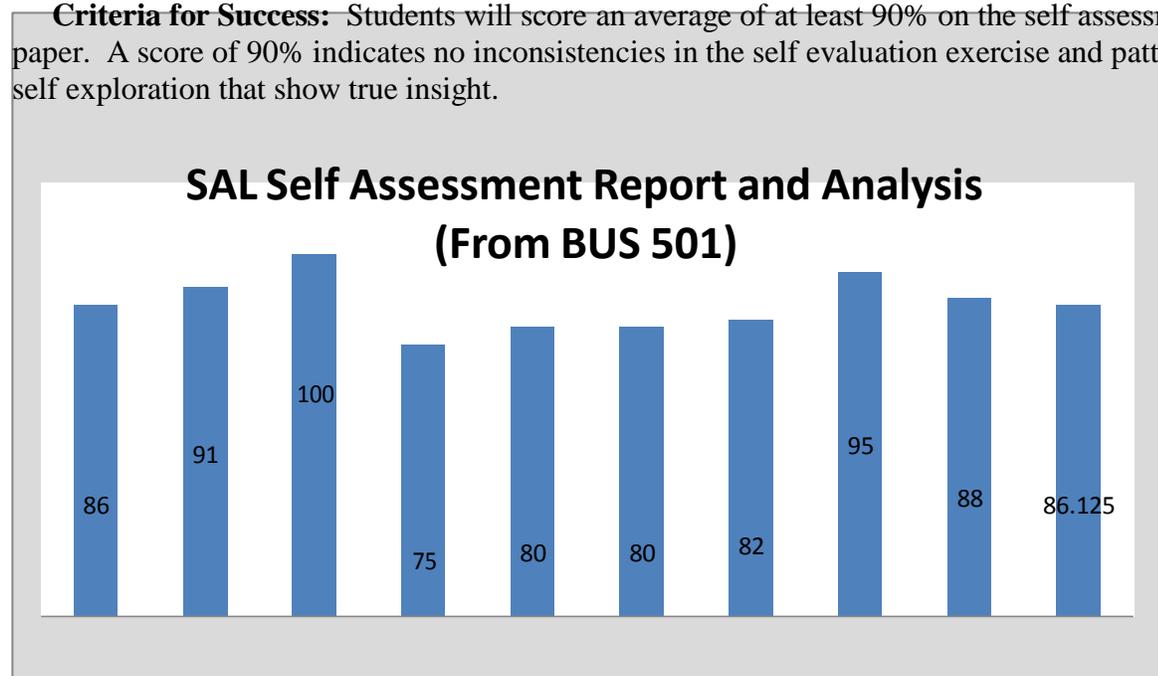
Results:

Means of Assessment and Criteria for Success:

Assessment measure #1: SAL Self Assessment Report and Analysis Paper – both quantitative

and qualitative assessment. SAL includes self assessments of personality measures, job satisfaction measures, diversity, motivation, achievement, confidence, procrastination, entrepreneurial spirit, communication style, listening skills, leadership styles, power orientations, political skills, conflict management skills, response to change, delegation skills, narcissism, and decision-making skills.

Criteria for Success: Students will score an average of at least 90% on the self assessment paper. A score of 90% indicates no inconsistencies in the self evaluation exercise and patterns of self exploration that show true insight.



Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 9 Average

Assessment measure #2: Team Formation and View of Teams Exercise from Capstone Comprehensive Team Project

Criteria for Success: Students will demonstrate a respect for individual differences and the ability to work successfully in a team environment.

What was the most difficult aspect of working with your team this semester? How did you try to overcome this difficulty?

1. We usually had disagreements and the meetings would last 3 to 4 hours but we were very democratic in our approach and we compromised and used the successes and failures of previous rounds to make decisions.
2. Some of us were too eager to beat the simulation but we used this to give us more drive to perform.
3. One minor altercation was the lack of compromise at the first meeting. We came to understand we would have to compromise. We also had disagreements that were fair fights.
4. Scheduling conflicts were the most difficult aspect that caused us to meet at extreme times, late in the evening before decision due dates or even meeting over the phone or just in pairs.
5. Making a final decision was the most difficult aspect. After decisions were made, one team member would try to change things or even make changes without the group's permission. This drove me crazy! We moved past this challenge by finalizing decisions as a team.
6. One of the most difficult aspects was restraining myself from trying to take over and dominate the decision making. I was able to overcome it by applying what I have learned over the past year about working with others through cooperation, honesty and feedback.
7. All members of the team seemed to be working different shifts and we couldn't meet personally. We overcame this by using web meetings between midnight and 2 AM.
8. We had a collaborative environment. If one person said something the other members did not agree with, we asked the person to clarify and we discussed it then laughed over our disagreements.
9. Everyone in the group came in blind at first. We each thought the others knew what to do and no one wanted to take a leadership role. Once we started to take a little advice from each other, we all became leaders. Soon the tension was gone and it was smooth sailing from then on.

1. Overall opinion of this person's contribution to the effort of the group.
2. Came to group meetings prepared to solve the requirements of the project.
3. Capacity to solve project problems.
4. Willingness to cooperate with others (if not at meetings then cooperation would be difficult).
5. Willingness to listen to others.
6. Attendance at group meetings.
7. Attitude towards project.
8. Leadership, i.e. provided some type of direction in project.
9. Individual effort in getting things done as assigned.
10. Contribution of time to overall group project.

Only one student scored less than 4.5 (90%) out of 5 on the peer evaluations. This indicates the addition of teamwork exercises to the program improved teamwork skills.

Use of Results/Action Plan:

1. Use of results to improve program:

This SLO assessed the student's ability to understand and value individual differences, which, in turn, facilitates an understanding of group dynamics and effective teamwork. Students did not meet the criteria for the SAL assignment but they were successfully participating in their groups by the end of the program and indicated good self awareness on the reflection paper. This is a significant improvement from last year.

SLO 6/(G4): Students will be able to use a strong base of business knowledge and reasoning ability to analyze discipline specific qualitative and quantitative data to solve problems and make effective management decisions.

Means of Assessment and Criteria for Success:

Assessment measure #1: Financial Analysis Exercise

Criteria for Success: Students will score 80% or better on average on financial statement analysis, knowledge of financial accounting and financial analysis of a real world company.

Assessment measure #2: Break-even analysis: Two exercises involving the quantitative calculation of when a company breaks even. Analysis involves costs, price and profitability.

Criteria for Success: Students will score at least four out of seven on both exercises.
(Professor did not complete the assessment)

Assessment measure #3: Accounting, Finance, Marketing and Strategy Board Queries on Comp-XM (comprehensive exam).

Criteria for Success: Students will have an average score of 50% or greater on Accounting, Finance and Marketing Board Queries

Course in which SLO is assessed: FIN 501, ECO 501, BUS 510

Results:

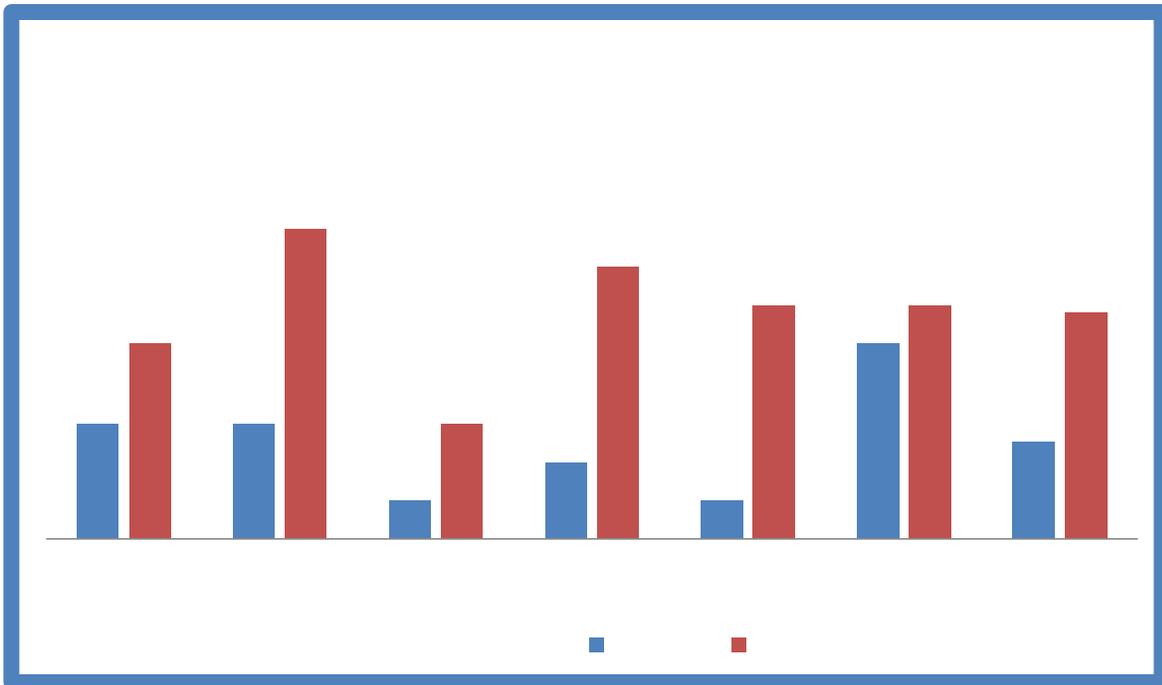
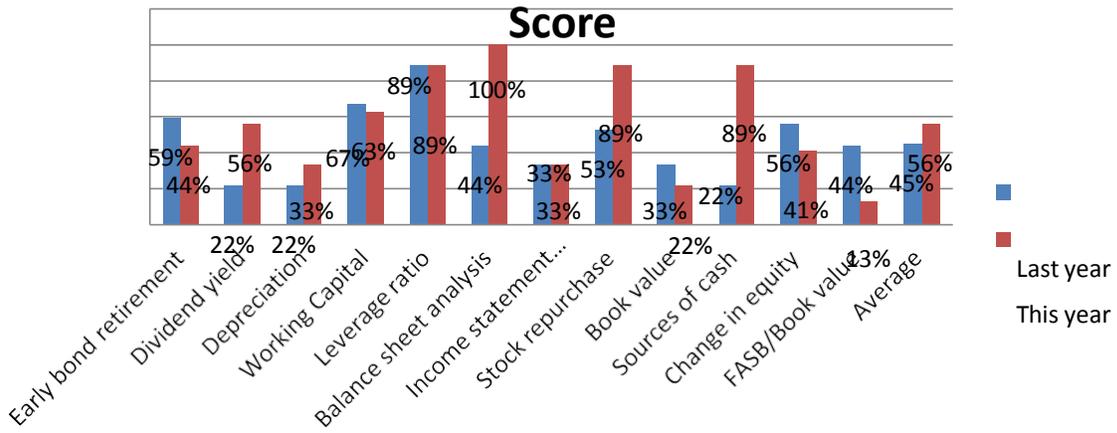
Financial Analysis Exercise

	Knowledge of Financial Accounting	Knowledge of Financial Statement Analysis	Financial Analysis of a Real World Company
Students 1	100	82	83
Students 2	95	64	80
Students 3	97	94	97
Students 4	85	37	75
Students 5	92	88	85
Students 6	90	70	85
Students 7	100	82	95
Students 8	83	67	88
Median	94	76	85

1. Knowledge of financial accounting:
100% of students scored better than 80%
2. Knowledge of financial statement analysis
50% of students scored better than 80%
3. Financial analysis of a real world company
88% of students scored better than 80%

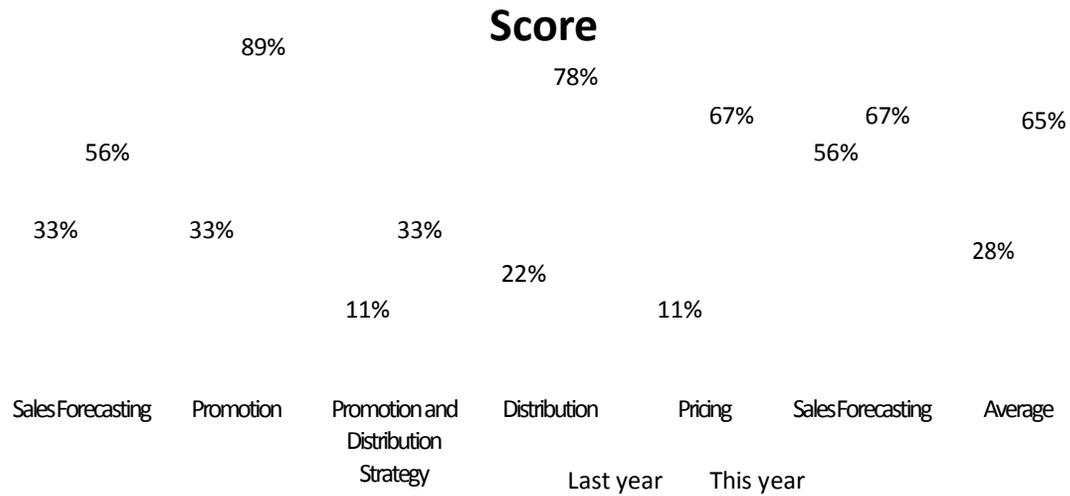
As always, students did not perform well in the test of Knowledge of Financial Statement Analysis. One reason may be that we have only a limited time to cover this area. Students are required to go beyond just calculating various ratios and understand the relationship among variables thoroughly. This is beyond the scope of the text book.

Board of Directors Finance and Accounting Queries (from BUS 510) Mean Percentage



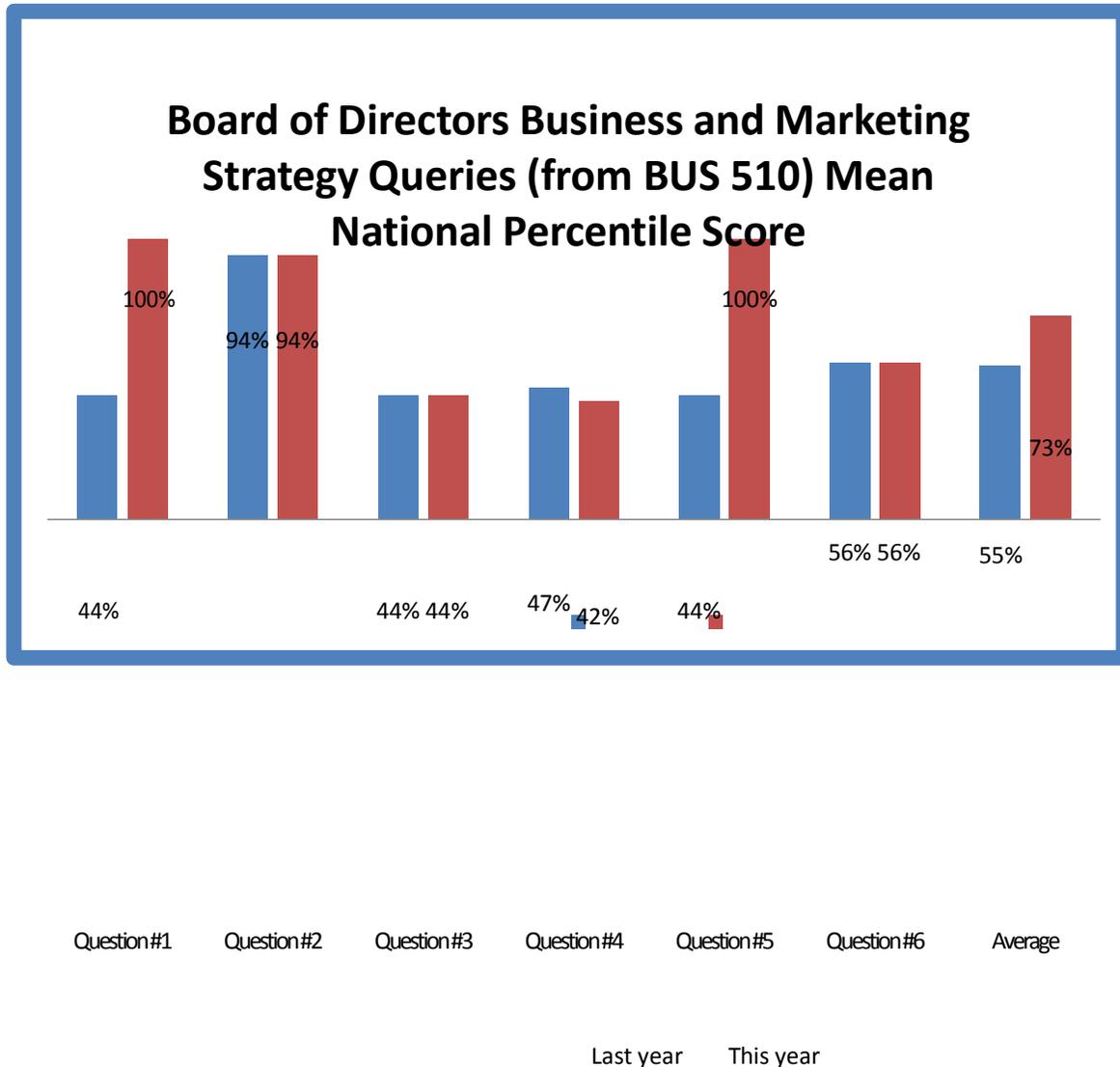
Our MBA students scored lower than comparative students in their peer group by a statistically significant amount on Financial Accounting Standards, income statement analysis, and book value. Our MBA students scored better than comparative students in their peer group by a statistically significant amount on leverage and balance sheet analysis. An indication of excellent student learning outcomes in these two areas.

Board of Directors Marketing Queries (from BUS 510) Mean National Percentile



Our MBA students scored comparably with the overall average of their peers across ALL

marketing questions as opposed to last year when students scored lower by a statistically significant amount on four of the six questions. This is a significant improvement when compared with their peers at other institutions.



Significant improvement in discipline specific strategy knowledge was also seen. Last year student scores across all questions were not statistically significant from their peer group. This year, our students scored significantly better than the average for their peer group on two of the six questions. Our students scored comparably to their peer group on all of the other four. This indicates excellent learning outcomes in the strategy knowledge of our graduates.

Use of Results/Action Plan:

Use of results to improve program: Improvement occurred in finance and strategy

knowledge. SIGNIFICANT improvement occurred in marketing knowledge. The assessment clearly shows that only the most qualified and experienced professors should be scheduled to teach in the master's program. The change in learning outcomes was extremely large when compared with last year with the mean percentile increasing from 28% to 65%.

FIN 501 covers three areas: Financial Accounting, Financial Statement Analysis, and Financial Management. Study sessions are conducted every week outside of regular classes in order to cover these three areas. This amounts to practically two courses according to the professor teaching the course. Further, only 50% of the finance and accounting mean score board queries met the criteria for success indicating that changes to the program are necessary. There was improvement over last year, however, and the mean overall score met the criteria for success at 56%.

It is strongly suggested that we offer separate courses to teach these areas. One way to

do so would be to add an additional accounting course to the program. Another way would be to redesign the current accounting course to include financial statement analysis. The course was originally designed to accommodate an accounting specialization that we have not offered in some time. Therefore, a redesign is a possibility that could be explored.

There was a significant drop in the marketing knowledge exhibited through the board queries last year. Students were only able to achieve the criteria for success on one of the marketing board queries. Reviewing past reports, these were the lowest scores for the marketing board queries that we have had since the program's inception. Scheduling a more qualified and experienced professor to teach the course had a significant positive effect on learning outcomes. Students this year met and greatly exceeded the criteria for success across ALL marketing questions except for one and the average marketing score increased from 28% to 65%.

Additional resources/budget required: An additional accounting faculty member is required in order to add an additional course to the MBA program or to redesign the Accounting course. Currently this course is being taught by an adjunct and it is not possible to even redesign it.

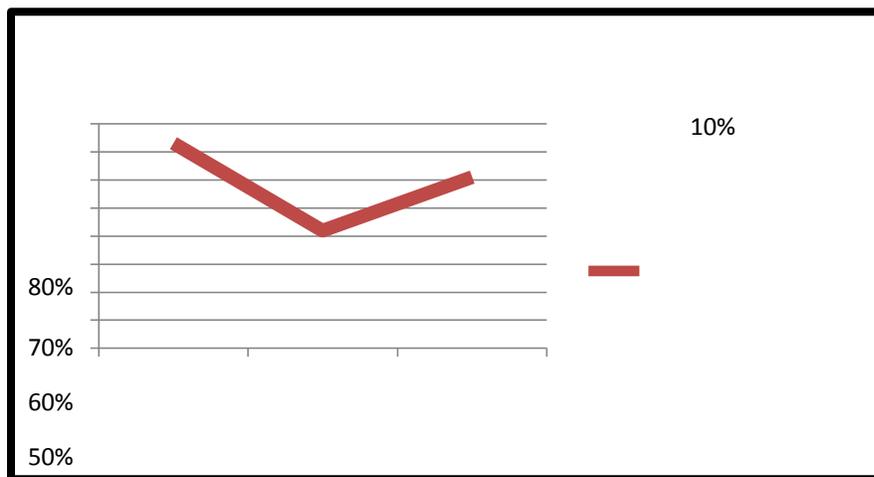
IV. Program Highlights

Narrative summary of results

- **SLO 1: Students will exhibit problem-solving skills reflecting an integration of functional perspectives. Students will have the capacity to apply this knowledge and skill in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines and SLO 6: Students will be able to use a strong base of business knowledge and reasoning ability to analyze discipline specific qualitative and quantitative data to solve problems and make effective management decisions.**

A significant increase occurred in the students' demonstrated problem-solving skills, which reflect an integration of functional perspectives and their ability to apply this knowledge and skill in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

Scores on the Balanced Scorecard and Board of Directors questions on the comprehensive exam fell significantly last year. Students started much later than usual last year on the comprehensive, multiple day, self-paced exam and finished too quickly due to the "extra" assignments in another class even though that particular class had already ended. These inappropriate assignments were eliminated this year by placing a more experienced professor in the marketing course that runs concurrently with the capstone and, as expected, scores on the comprehensive exam moved up to normal levels comparable to previous years. Two years ago, the average score was 73%, last year it was down to 42% and this year it moved back up to 61%.



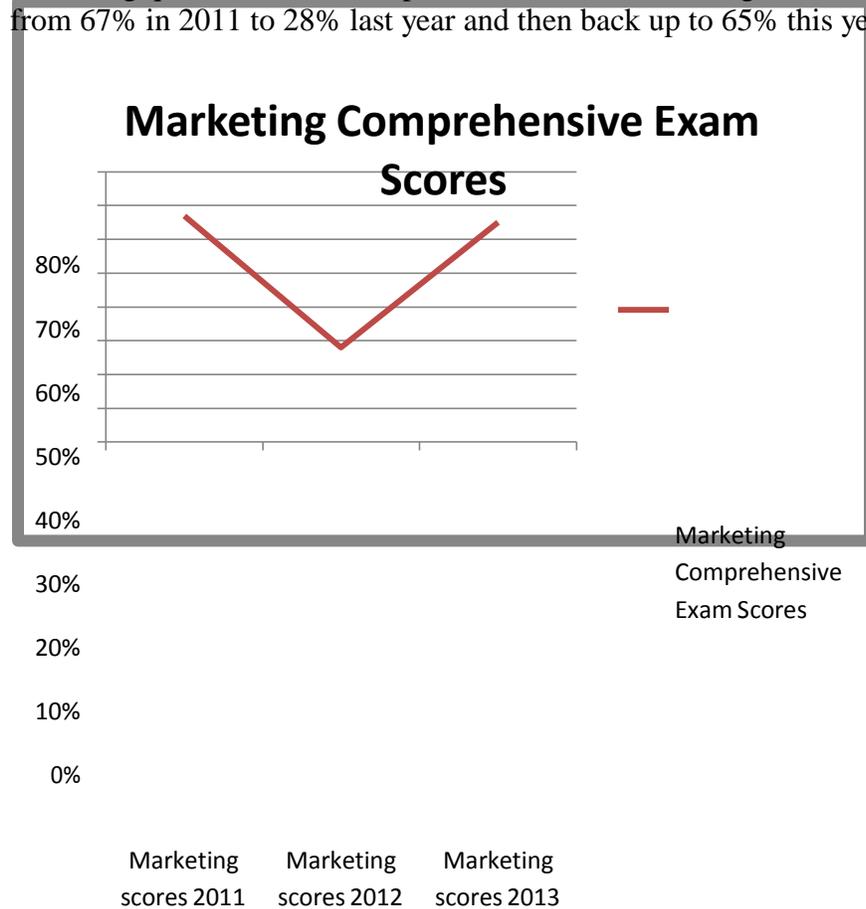
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B al a nc e d Sc or

ecard Over Time			Balanced Scorecard Over Time
Balanced Scorecard 2011	Balanced Scorecard 2012	Balanced Scorecard 2013	

Faculty should be instructed that additional assignments cannot be made during the comprehensive exam testing period. All faculty teaching in the MBA program should be committed to the assessment plan in place. The assessment objectively illustrates the destructive effects on student learning of doing otherwise or at least the destructive effects on the measurement of student learning. It is not known if student learning was actually as low as was indicated because the measurement process itself did not proceed smoothly.

The most significant increase in actual student learning occurred in business knowledge and reasoning ability when analyzing discipline specific qualitative and quantitative data to solve problems and make effective management decisions. A large and significant increase in student learning occurred in the marketing discipline and the students' abilities to build this knowledge and apply this knowledge in making effective management decisions. Last year, there was a statistically significant difference on our students scores when compared with their peer group on 67% of the marketing questions on the comprehensive exam. This year, there was no statistically significant difference when comparing our students with their peer group on any marketing question on the comprehensive exam. Learning outcomes in the marketing area went from 67% in 2011 to 28% last year and then back up to 65% this year.



All efforts should be made to schedule ONLY professors committed to program assessment plans and processes to teach in our MBA program. The marketing scores provide objective data on the significant effects faculty commitment to not only the assessment plan but the resultant student learning that takes place.

F IN 501 covers three areas: Financial Accounting, Financial Statement Analysis, and Financial

Management. Study sessions are conducted every week outside of regular classes in order to cover these three areas. This amounts to practically two courses according to the professor teaching the course. Further, only 50% of the finance and accounting mean score board queries met the criteria for success indicating that changes to the program are necessary. There was improvement over last year, however, and the mean overall score met the criteria for success at 56%.

As was the case last year, it is strongly suggested that we offer separate courses to teach these areas. One way to do so would be to add an additional accounting course to the program. Should funding ever become available to support student learning outcomes in the MBA program, another faculty member is the best possible solution. Another way would be to redesign the current accounting course to include financial statement analysis. The course was originally designed to accommodate an accounting specialization that we have not offered in some time. Therefore, a redesign is a possibility that could be explored but this is also extremely

difficult without a full time accounting professor teaching the course. Currently an adjunct teaches this course. **It is recommended that a full time Accounting professor be hired to teach in the MBA program.**

Significant improvement in discipline specific strategy knowledge was also seen. Last year student scores across all questions were not statistically significant from their peer group, indicating a very good result. **This year, our students scored significantly better than the average for their peer group on two of the six business/marketing strategy questions.** Our students scored comparably to their peer group on ALL of the other four. **On one third of the strategy questions on the comprehensive exam, our graduate students scored significantly better than 2,308 of their graduate business student peers and they scored comparably with their peers on ALL other questions.** This is an indication of excellence in student learning in our MBA program in the business/marketing strategy field.

- **SLO 2: Students will understand leadership concepts and be able to assume positions of leadership.**

It is vital that student's have emotional intelligence as MBA graduates. Assessment measures indicate that this is a skill our students need to develop more fully. Research on leadership indicates that it may be the most crucial ability successful leaders have and the mission of the MBA program is to "provide the conceptual foundations and the behavioral skills needed to lead successfully in today's changing and increasingly complex organizational environment. MBA graduates will be prepared to assume positions of leadership and contribute immediately to the improved performance of their organizations."

Schutte's Emotional Intelligence scale does not seem to provide an informative measure of emotional intelligence for our students. Although self reported levels of emotional intelligence remained about the same as last year and did meet the criteria for success, levels of emotional intelligence when measured by instructor assessment did increase substantially from last year when students were placed in controversial, emotional discussions. All but two students were able to successfully illustrate emotional intelligence (78% as opposed to 44% last year). It should be noted that one of the two students that did not exhibit the requisite level of emotional intelligence had to be suspended from the program. Students must need to know their weaknesses in emotional intelligence before they can begin to address them. Evaluation by peers on leadership skills such as problem solving capacities, providing direction and presenting the right attitude also increased significantly with all but one student receiving a 90% score on these items from his or her peers. Additional emphasis was placed on self awareness in BUS 503, BUS 501 and BUS 510. Learning outcomes were improved as a result. **It is still recommended, however, that the MSCEIT be incorporated into the MBA program is there are ever any funds available to improve student learning outcomes in the program.** This test

provides a detailed summary report that will give MBA students detailed information about their own strengths and weaknesses in emotional intelligence as well as ways to start addressing them.

- **SLO 4: Students will be able to understand and utilize ethical reasoning.**

An ethical reasoning simulation was introduced into the program in response to external demands for a more ethical approach to business education. The Aspen Institute Center for

Business Education, reports that the number of programs requiring courses in ethics has increased from 34% in 2001 to 69% in 2009 amongst schools responding to their surveys. Business schools have taken seriously the responsibility to promote ethical behavior. We seem to have had some success in our MBA program at doing just that. Students completed two additional ethical dilemmas in BUS 503 this year and made three additional ethical decisions in the capstone course (BUS 510). Significant learning seems to have taken place in ethical reasoning. All students were able to achieve a grade of B or better when a second set of ethical dilemmas were added to the course. Added a second set of dilemmas also increased the overall student engagement score. Even when students were faced with potential costs similar to the real world profit motive, most students made an ethical choice and no student chose the least ethical choice in any of the scenarios despite the real costs to grades that might have been incurred. Only Scenario #1 failed to meet the average score of 3 or better.

- **SLO 5: Students will understand and value individual differences, facilitating an understanding of group dynamics and effective teamwork.**

Team work and group dynamics are critical to executive success. "Very few people work by themselves and achieve results by themselves...Most people work with others and are effective with other people" Peter F. Drucker. Last year, troubling statements such as "I could never be a follower" and "I can't work under anybody" appeared in the capstone reflection paper and the results of the peer evaluation were also disappointing as the groups seemed to have some trouble working together to successfully complete their capstone project. Team building exercises were implemented in the capstone course. In addition, a greater appreciation for individual differences was also developed in BUS 501, BUS 503 and BUS 510. Students still did not meet the self awareness criteria for the SAL assessment but by the end of the program they were successfully participating in their groups and exhibiting a much greater sense of self awareness. This is a significant improvement from last year.

- **SLO 3: Students will be able to analyze complex business issues and situations that require coping with unforeseen events and managing in unpredictable environments.**

Most students exhibited a growing awareness of their problem solving abilities along with increased confidence in their ability to maneuver in new and unfamiliar circumstances on the reflective capstone debrief. Some students, however, did seem to have a lot of excuses in their reflections as to why they didn't do as well as they thought they should, blaming the game itself or how the game was structured or even the game interface. This was a bit disturbing in an MBA graduate. **New exercises about self leadership, not making excuses and taking responsibility will be added to the leadership course and reemphasized in the capstone next year.** The average score on the Learning and Growth component in Comp-XM also increased substantially from 36% at the beginning to 72% at the end. This measure indicates increased learning

outcomes surrounding good work habits, time management, self discipline and the benefits of learning by experience - all crucial elements of effective problem solving abilities. The scores measures their ability to learn and adjust as the environment and results are assessed. These percentage scores exceeded last year's scores on both beginning and ending scores, indicating

students both started and finished CompXM with greater problem solving abilities. Assessment measures point towards increased co