

MBA Core Assessment Progress Report  
Calendar Year 2016

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Report to the Faculty  
April, 2017

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Lenita Davis (Marketing)  
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**Assurance of Learning Plan 2016-2017**  
**College of Business**  
**MBA**

Goals	Learning Outcomes (LO)	Assessment Methodology
<b>GOAL ONE:</b> Students will understand the strategically interrelated functional areas of business.	1.1 Students will demonstrate knowledge of the functional areas of business.	The ETS Major Fields Test results used to assess the two learning objectives related to Goal One. The exam is administered to all MBA Students each semester. Results of assessment are found in Appendix A.
	1.2 Students will use effective reasoning and synthesis skills to demonstrate the interrelated functional areas of business.	
<b>GOAL TWO:</b> Students will understand the impact of diversity and global issues in business.	2.1 Students will analyze the impact of cultural diversity issues on management situations.	Assessed in MGMT 7310, using case analysis, fall 2017.
	2.2 Students will analyze the impact of global issues on business decisions.	Assessed in MKTG 7311, using case analysis, fall 2016.
<b>GOAL THREE:</b> Students will evaluate ethical complexities in business decision making.	3.1 Students will identify an ethical dilemma and the impact on identified stakeholders.	Assessed in ACCT 7304, using case analysis, fall 2017.
	3.2 Students will analyze alternative actions and consequences based on an identified Ethical Rule or Model.	Assessed in ACCT 7304, using case analysis, fall 2017.
<b>GOAL FOUR:</b> Students will display effective teamwork, critical thinking, and presentation skills.	4.1 Students will demonstrate ability to collaborate in collective tasks.	Assessed throughout the MBA program (pretest to exit skill development).
	4.2 Students will demonstrate rational thinking when confronting complex business problems.	Assessed throughout the MBA program (pretest to exit skill development).
	4.3 Students will demonstrate ability to design and deliver persuasive oral presentations.	Assessed throughout the MBA program (pretest to exit skill development).

**Assurance of Learning Plan 2017-2018**  
**College of Business**  
**MBA**

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## Curriculum Management Implication and Actions

### Curriculum Mapping

The Graduate Assessment Committee updated the MBA Core Mapping developed in 2014-2015 to correspond to changes in assessment goals/objectives:

- Learning Outcome
- Objective Emphasis
  - No Emphasis
  - Limited Emphasis: incorporation into coverage of other topics with no direct focus or activities
  - Moderate Emphasis: distinct topic for some discussion and/or limited activities
  - Substantial Emphasis: focal point of course coverage including significant assignments and/or testing
- Student Behavior
  - Remember/Recall information (tell, list, define)
  - Explain/Describe concepts (discuss, compare, demonstrate)
  - Apply in a new context (solve, interpret)
  - Identify component ideas or alternatives (examine, compare, differentiate)
  - Justify/Defend an application/decision based on evidence (assess, critique, defend, justify)
  - Participate in collaborative task completed in team
  - Design/deliver persuasive oral presentation
  - Develop written document
- Example Content Coverage
- Learning Activity/Student Deliverable

These documents are being used by the Graduate Committee and departments for curriculum evaluation and identification of curriculum overlaps.

The detailed curriculum mapping/analysis has been received for all core courses (Appendix K, curriculum mapping; Appendix L, sample detailed content analysis).

### Major Field Exam Focus

Beginning 2016 the MFT exam counts 10 percent of the grade in MGMT 7280. Faculty reviewed the content of the MFT as a guide for content analysis in core courses and to provide review materials for students in MGMT 7280.

### 2016 Assessment Results

1. Global Perspectives evaluation reflected the goal of  $\geq 75\%$  scoring acceptable or exemplary was met.
2. Evaluators noted students displayed analytical thinking and identified strong rationale in their analysis.
3. The major weaknesses were (a) the lack of depth in analysis, ignoring important factors and (b) difficulty in handling soft factors such as culture.

4. Goals met on student performance on behavior skill development:
  - a. Teamwork: On a scale of 1-7, the mean score for each of the 9 behaviors continue to meet the goal of  $\geq 4.5$ ; all means have increased except for Affect Management.
    - i. Faculty are encouraged to ensure class projects are advanced in teams; teams should avoid breaking projects into pieces and developing the pieces individually.
    - ii. Faculty should create more opportunities for teamwork in class.
  - b. Critical Thinking: On a scale of 1-7, the mean score for 4 of the 5 behaviors meets the goal of mean  $\geq 4.5$ ; establishing assumptions remains the weakest factor. An increase in scores, though, has increased for all behaviors.
    - i. Faculty are encouraged to emphasize critical thinking in class projects as defined through the five assessed behaviors. The Rational Thinking Metric can help students improve these behaviors.
    - ii. Faculty should reinforce the need to state the assumptions expressively when decisions are made.
  - c. Presentation Skills: On a scale of 1-7, the mean score for each of the 5 behaviors meets the goal of  $\geq 4.5$ ; development has occurred on all behaviors. The weakest factor is Deliver and Audience Engagement.
    - i. Faculty are encouraged to increase the number of opportunities for students to present in class.
    - ii. Opportunities should be made available to ensure engagement with audience.
    - iii. To validate peer evaluation, a faculty team evaluated presentations near the end of their program. The goal of  $\geq 75\%$  achieving acceptable/exemplary was met. Interestingly, "Deliver" was the lowest rated factor, confirming the validity of the development program. The evaluators recommend that students receive direct feedback on their presentations with opportunities to self-evaluate and present after revision. Use of the Business Skills Lab should be considered.
5. Demonstrate Competence in each of the Functional Areas of Business
  - a. The performance goal of achieving a mean score on each functional area within one standard deviation of the national mean was met.
  - b. 2016 scores were significantly higher than in 2013, validating the MBA curriculum revision. Percentiles increased (Marketing, Management, and Accounting above the 50<sup>th</sup> percentile); scores for Marketing, Management, Accounting were above the national mean. The lowest percentile score was for Strategic Integration, 40<sup>th</sup> percentile.
  - c. The overall exam mean was above the national mean, at a 53<sup>rd</sup> percentile (an increase from 24<sup>th</sup> in 2013).

### **Curricular Recommendations**

1. Faculty should participate in a training session that identifies ways to integrate into the curriculum the following instructional metrics: Making Effective Presentations, Writing Effective Reports, Using Analytical Thinking in Problem Solving, and Principles of Ethical Decision Making.
2. A Global Dashboard should be developed to assist students in identifying variables that impact the attractiveness of a new market.
3. Soft skill development should be further integrated into the curriculum.
  - a. After a team-based class, a session should be conducted in which the students debrief their team experiences and develop a plan for team project work in the next course.

- b. Prior to team presentations in an advanced class, a session is presented reviewing design and delivery of effective persuasive presentations.
  - c. Prior to the assignment of a major case analysis, a session should be presented reviewing develop of the case analysis (written report) and needed analytical thinking.
4. Use the revised curriculum mapping and heat map to evaluate MBA content and skill development scaffolding of the curriculum.

**Recommended Curriculum Management Practices:**

1. Manage curriculum based on mapping analysis—assure reinforcement without “dark” periods.
  - a. Focus on integrated learning (integrate, transfer, synthesis). Show “High Quality” as emphasized throughout Standard 4 of Accreditation Standards.
2. Identify indicators of program success.
  - a. Implement curricular innovations.

**College MBA Assessment Teams**  
Spring 2017

**MBA Global**

David Gilliam (chair)  
Naeem Bajwa  
Mark Funk  
Gaurav Kumar  
Karen Leonard  
Ashvin Vibhakar

**Graduate Speaking (assessed in fall semester)**

Sarah Clements (chair)  
Roger Dorsey  
David Gilliam  
Sung-kwan Kim  
Karen Leonard  
Andy Terry

**Appendix A**  
**Results for LO 1.1 and 1.2 (MFT)**

The ETS Major Fields Test (MFT) is administered to students in MGMT 7280. The MBA version of the MFT covers five Assessment Indicators (AI) and provides the Mean Percent Correct.

The Spring 2013 administration was to students graduating under the MBA prior to the major curriculum revision. The 2016 data combines students graduating under the revised curriculum.

Mean percentage correct is denoted by M%; National Mean is denoted by NM%.

Assessment Indicator	2013			2016			2017		2018	
	M%	NM%	% Below	M%	NM %	% Below	M%	M%	M%	NM%
Marketing	53	58.2	19	59	57.1	53				
Management	52	59.3	10	60	58.3	51				
Finance	40	43.4	26	43	43.7	42				
Accounting	48	49.0	38	48	46.1	59				
Strategic Integration	44	52.2	10	51	51.1	40				
	n=25			n=33						

The following table presents a comparison of the Institutional Means Total Scores which ***can be used to assess reasoning and critical thinking skills (L. O. 1.2)***:

Exam	Mean	Standard Deviation	% Below UALR Mean
Spring 2013 Total Test Scaled Score	243	15	24%
All 301 Institutions (2013)	248.4	8.3	
Spring/Fall 2016 Total Test Scaled Score	250	13	53%
All 261 Institutions (2016)	248.4	8.3	

Significant increases in percentile rankings achieved in 2016 (new MBA curriculum), as indicated by mean percentiles (% Below national data).

**APPENDIX B**  
**LO 2.1**  
**Cultural Diversity**

Date: Fall 2015  
Course: MGMT 7310  
Students: 24/26

Cultural Assimilator—a standard procedure to assessing multicultural competencies—was used to assess multicultural-diversity management. The assessment evaluates the extent to which students are: (a) aware of cultural gaps, (b) able to understand specific cultural dimensions, and (c) capable to point out proper behavioral responses in multicultural interactions. Conceptually, the assessment targets: meta-cognitive (part a above), cognitive (part b) and behavioral (part c) competencies. The assessment was applied during the multicultural-diversity session.

Two short cases involving Saudi Arabian and American cultures were applied. Students were asked to choose a course of action consistent with the standards of another culture.

A practice case was first evaluate to assure reviewers understood the process and to increase reliability of ratings.

**Evaluation:**

Criteria	Unacceptable (0-1 pt.)	Acceptable (2-3 pts.)	Exemplary (4-5 pts.)
Awareness	Demonstrates scant understanding of the complexity of elements important to members of another culture	Demonstrates adequate understanding of the complexity of elements important to members of another culture	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture
Results F2014 F2016	3/28=11% 5/24=21%	13/28=46% 10/24=41%	12/28=43% 9/24=38%
Implications	Is unable to choose course of actions consistent with the standards of members of another culture	Is able to choose adequate course of actions consistent with the standards of members of another culture	Is able to choose sophisticated course of actions consistent with the standards of members of another culture
Results F2014 F2016	4/28=14% 7/24=29%	10/28=36% 12/24=50%	14/28=50% 5/24=21%

The goal of  $\geq 75\%$  scoring Acceptable or Exemplary was met on factor 1: Awareness of culture elements; not met for implications (choose course of action consistent with cultural standards).

### **Team Evaluation/Recommendation**

Major weakness: Analyses lacked needed detail among a significant number of students—justification/rationale for specific action should be strengthened.

Suggestions for Curricular/Instruction Revision:

Increase emphasis on identifying specific elements of cultural diversity.

Provide students more examples of cultural diversity from around the globe.

(When assessing this LO, directly ask students to justify their decisions, discuss implications of their decisions.)

The evaluation team recommends a more involved case study for assessment—involving analysis of multiple cultures, such as India, South American, and China. A one-culture analysis is simplistic. In talking to Dr. Varela, we discovered he devotes 2.5 hours to cultures and cannot in current curriculum incorporate a more involved case study or a focus on multiple cultures.

The Assessment Committee recommends that the international coverage in the MBA be evaluated. Considering the lack of international experience by the majority of MBA students, a strengthening of the curriculum in this area is recommended.

**APPENDIX C**  
**LO 2.2**  
**Global Perspective Rubric**

Date: Fall 2016  
 Course: MKTG 7311 (13 cases)  
 Students: 11/12

Students conducted a case analysis of See’s Candies and its exploration of expanding to Indonesia. The analysis involved describing relevant economic, demographic, social, and other trends in Indonesia. The students were also asked to discuss the difficulties, particularly with regard to brand building, a company like See’s Candies might experience in expanding to Indonesia. Finally, the students were instructed to point out the pros and cons of three different options for See’s international expansion and to recommend the best alternative.

Evaluation:

<b>TRAIT</b>	<b>Unacceptable (0 – 1 pt.)</b>	<b>Acceptable (2 – 3 pts.)</b>	<b>Exemplary (4 – 5 pts.)</b>
Identification and description of relevant factors and trends to consider in international expansion  Results F2014 F2016	No or incomplete identification and description of some or all of the following relevant factors and trends: economic, demographic, competitive, social/cultural, political/legal, technological  0/11 = 0% 1/12 = 8%	Some identification and description of most of the relevant factors and trends  7/11 = 64% 5/12 = 42%	Complete and detailed identification and description of relevant factors and trends  4/11 = 36% 6/12 = 50%
Identification and discussion of international growth difficulties  Results F2014 F2016	No, incomplete, or inaccurate identification and discussion of international growth difficulties, particularly with regard to brand building  0/11 = 0% 1/12 = 8%	Some identification and discussion of relevant difficulties related to international growth and brand building; some inaccuracies in analysis  8/11 = 73% 7/12=59%	Complete, accurate, and detailed identification and discussion of relevant difficulties related to international growth and brand building  3/11 = 27% 4/12= 33%
Analysis of international expansion alternatives & selection and justification of “best” option  Results F2014 F2016	No, incomplete, or inaccurate analysis of alternatives; unsatisfactory recommendation and rationale  0/11 = 0% 1/12 = 8%	Some analysis of alternatives; somewhat satisfactory recommendation and rationale  6/11 = 55% 4/12 =33%	Thorough analysis of alternatives; very satisfactory recommendation and rationale  5/11 = 45% 7/12 = 59%

## **Overall Analysis:**

**The goal of  $\geq 75\%$  scoring acceptable or exemplary was met.**

Students have a very acceptable understanding of relevant global factors, growth difficulties, and expansion alternatives. Specific strengths and weaknesses and suggested curricular/instructional revisions and process changes follow:

### **Student strengths**

1. Capable use of information sources
2. Good reporting of hard data such as income, population growth, etc.
3. Strong rationale for selection of best business model for company to use
4. Good analytical thinking

### **Student weaknesses**

1. Lack of breadth of answers, i.e. ignoring important factors
2. Lack of depth of answers, i.e. reporting facts without deeper analysis
3. Getting stuck on one idea and applying it everywhere even where inappropriate
4. Difficulty handling soft factors such as culture

### **Recommended curricular changes**

1. Create of a Global Dashboard for use in MKTG 7311 to foster a holistic approach to address weakness number 1 and 3 above, i.e. lack of breadth
2. Incorporate exercises in MKTG 7311 where students move beyond knowing what facts are important to actual application to address weakness number 2 above, i.e. lack of depth
3. Increase emphasis in MKTG 7311 on Hofstede's cultural dimensions model or other aspects of cultural/social analysis to address weakness number 4, i.e. handling soft factors

**APPENDIX D**  
**LO 2.3**  
**Ethical Considerations Rubric**

Date: Fall 2015  
 Course: ACCT 7304  
 Students: 20/20

Ethical Considerations was assessed through a case assignment. Explanation of the ethics case assignment administered in ACCT 7304 Accounting for Decision Making was presented. The committee assessed a practice case to promote consistency in ratings.

Evaluation:

<b>TRAIT</b>	<b>Unacceptable (0-1 pt.)</b>	<b>Acceptable (2-3 pts.)</b>	<b>Exemplary (4-5 pts.)</b>
<b>Identifies Dilemma</b>  Results F2014 F2015	Has a vague idea of what the dilemma is and is uncertain what must be decided  5/17 = 30% 1/20 = 5%	Identifies the dilemma, including pertinent facts, and ascertains what must be decided  6/17 = 35% 5/20 = 25%	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided  6/17 = 35% 14/20 = 70%
<b>Identifies Stakeholders and How Dilemma Impacts Them</b>  Results F2014 F2015	Is unsure which stakeholders are involved and/or impacted  8/17 = 47% 1/20 = 5%	Identifies some stakeholders and how they are involved in and/or impacted by the dilemma  5/17 = 30% 6/20 = 30%	Identifies most stakeholders and explains in detail how they are involved in and/or impacted by the dilemma  4/17 = 23% 13/20 = 65%
<b>Analyzes Alternatives and Consequences</b>  Results F2014 F2015	Begins to appraise the relevant facts and assumptions and identifies some alternatives.  6/17 = 35% 2/20 = 10%	Clarifies at least two alternatives and predicts their associated consequences  7/17 = 42% 8/20 = 40%	Clarifies alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders, possibly bringing in outside experiences/knowledge to bear on the problem.  4/17 = 23% 10/20 = 50%

<b>Chooses an Action</b>	Has difficulty identifying an appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action
Results F2014	5/17 = 30%	6/17 = 35%	6/17 = 35%
F2015	2/20 = 10%	6/20 = 30%	12/20 = 60%

**Goal of >=75% scoring Acceptable or Exemplary was met for each factor.**

**Average Ratings:**

Identifies Dilemma	3.80
Identifies Stakeholder Impact	3.75
Analyzes Alternatives	3.25
Chooses Action	2.25

**Analysis/Recommendations:**

Overall reactions of reviewers:

- When analyzing alternatives, students need to apply more information/experience beyond facts of the case—strengthen critical thinking.
- When analyzing potential alternatives, students should make selection based on benefits and risks; course of action should be justified.

**APPENDIX E**  
**LO 3.1**  
**Teamwork**

DATE: Through Fall 2016

Students: 80

Throughout the MBA, students exhibit teamwork skills in courses that ask for collective tasks. We use these courses to assess the skill throughout the entire program. The assessment of teamwork addresses nine behaviors as follows:

1. Involvement in defining team mission
2. Participation in strategy formulation
3. Tracking progress of team task
4. Backing up and assisting team members
5. Orchestrating collective task with others
6. Managing conflict in teams
7. Motivating others and maintaining team spirit
8. Affect management in team settings
9. Maintaining fluent and productive communications

The Teamwork Skills inventory, displayed in Appendix H, is used for data collection.

**Goal: Demonstrate ability to collaborate in collective tasks**

The nine dimensions associated with teamwork behaviors:

1. Mission Analysis: Interpretation and evaluation of the team's mission, including identification of its main tasks as well as the operative environmental conditions and team resources available for mission execution.
2. Strategy formulation: Development of alternative courses of action for mission accomplishment.
3. Monitoring: Tracking task and progress toward mission accomplishment, interpreting system information in terms of what needs to be accomplished for goal attainment, and transmitting progress to team members.
4. Backing up: Assisting team members to perform their tasks. Assistance may occur by (1) providing a teammate verbal feedback or coaching, (2) helping a teammate behaviorally in carrying out actions, or (3) assuming and completing a task for a teammate.
5. Coordinating: Orchestrating the sequence and timing of interdependent actions.
6. Conflict management: Establishing conditions to prevent, control, or guide team conflict before it occurs.
7. Motivating team spirit: Generating and preserving a sense of collective confidence, motivation, and task-based cohesion with regard to mission accomplishment.
8. Affect Management: Regulating member emotions during mission accomplishment, including (but not limited to) social cohesion, frustration, and excitement
9. Communicating: Maintaining fruitful conversation. Avoid monopolizing and blocking others from participating.

The table below shows assessment of the nine teamwork behaviors ( $N = 80$ ). The term “semester 1” in the table, typically corresponds to the first semester of the MBA and “semester 2” to the last one. Assessments are conducted in courses that require team projects. The data reported reflect peer assessments.

<b>Behavior</b>	<b>Mean Semester 1</b>	<b>Mean Semester 2</b>
<b>Involvement in team mission</b>	6.01 (0.77)	6.08 (0.89)
<b>Participation in strategy formulation</b>	5.45 (1.06)	5.89 (0.93)
<b>Tracking progress of task</b>	5.32 (0.90)	5.57 (1.17)
<b>Backing up and assisting other members</b>	5.08 (1.05)	5.40 (1.22)
<b>Orchestrating collective task with others</b>	5.55 (0.93)	5.67 (0.95)
<b>Appropriate conflict management</b>	5.47 (0.90)	5.72 (1.01)
<b>Motivating others and maintaining team spirit</b>	5.56 (0.99)	5.78 (1.01)
<b>Affect management in team settings</b>	6.19 (0.91)	6.17 (1.03)
<b>Maintaining productive communications</b>	6.15 (0.74)	6.23 (0.74)

*Note.* Standard deviation in parentheses. Scale 1-7

#### **Results:**

1. With the exception of Affect Management, teamwork behaviors show development.
2. Out of the three skills (oral presentation, teamwork, & critical thinking), teamwork is the one exhibiting the highest scores.

#### **Recommendations:**

1. Ensure class projects are advanced in teams. Participants indicate that most projects are broken into pieces and developed individually.
2. Create more opportunities for team work in class.

Co-worker rating (for students currently employed) will be integrated into the evaluation next year.

**APPENDIX F**  
**LO 3.2**  
**Critical Thinking**

DATE: Through Fall 2016  
Students: 102

Throughout the MBA program, students must exhibit an ability to think rationally when confronting complex business problems. We evaluate the skill at the beginning of the program and track its progress throughout. Critical thinking is subdivided into five behaviors as follows:

1. Identifying the problem
2. Generating alternative solutions
3. Proper management of concepts and ideas
4. Establishing assumptions
5. Logic of conclusions

The Critical Thinking Skills inventory, displayed in Appendix I, is used for data collection.

**Goal: Demonstrate rational thinking when confronting complex business problems**

The survey addresses five dimensions associated with teamwork rational thinking:

1. Identifying problem: Indicates a clear understanding of the problem or situation to be resolved and the reason(s) why this situation merits a solution
2. Generating Alternatives: Represents the capability of actively seeking and weighting distinct points of view.
3. Use of conceptual ideas: Indicates an understanding of the conceptual ideas underlying the problem
4. Assumptions Management: Captures conscious effort to avoiding biased information processing.
5. Decision Making: Represents the ability to reach logical and unbiased conclusions.

The table below shows assessment of the five behaviors in a population of students ( $N = 102$ ) which has been assessed during two distinct semesters. We coordinate with faculty the projects wherein critical thinking is assessed. Typically, the second assessment is conducted two semesters after the first assessment.

<b>Behavior</b>	<b>Mean Semester 1</b>	<b>Mean Semester 2</b>
<b>Identifying the problem</b>	4.21 (1.32)	4.77 (1.20)
<b>Generating alternative solutions</b>	4.77 (1.21)	5.36 (0.90)
<b>Proper management of concepts and ideas</b>	4.47 (1.29)	5.01 (1.00)
<b>Establishing assumptions</b>	3.50 (1.35)	4.28 (1.14)
<b>Logic of conclusions</b>	4.47 (1.18)	5.24 (0.87)

Note. Standard deviation in parentheses. Scale 1-7

**Results:**

1. Development occurs across all five behaviors.
2. Of the three skills (teamwork, oral presentation, & critical thinking), critical thinking is the one showing the strongest development.
3. Establishing assumptions remains as the weakest factor.

**Recommendations:**

1. Emphasize the steps of critical thinking in class projects/papers as defined through the five behaviors above.
2. Reinforce the need to state the assumptions expressively when decisions are made.

**APPENDIX G**  
**LO 3.3**  
**Presentation Skills**

DATE: Through spring 2016  
Students: 93

Validation of Process: Team assessed

Throughout the MBA program, students demonstrate their ability to design and deliver persuasive oral presentations. This skill is evaluated at the beginning of the program and tracked throughout. Presentation skills involves the following behaviors:

1. Establishing Credibility.
2. Content and structure of presentation.
3. Clarity of communication.
4. Presentational aid support.
5. Delivery and audience engagement.

The Presentations Skills inventory, displayed in Appendix K, is used for data collection.

**Goal: Demonstrate ability to design and deliver persuasive oral presentation.**

The survey addresses five dimensions of effective presentations:

1. Establishing Credibility: Behaviors that assist in building the audience's perceptions of the speaker's credibility.
2. Content and Structure: Use of logical flow to communicate a concise and well-supported message.
3. Clarity of Communication Use of appropriate vocabulary, word pacing, and explaining jargon when necessary
4. Presentational Aid Support Use of presentational aid to facilitate, rather than distract, communication of the central idea.
5. Delivery Use of voice and body during presentation to connect the content and central idea of the speech to the audience.

The table below shows assessment of the five dimensions of oral presentations from a population of MBA students ( $N = 93$ ) which has been assessed during two distinct semesters. To conduct assessments, we record presentations in courses that ask students to present class projects. Although self and peer evaluations are collected; for accreditation purposes, only peer data are reported. Typically, second assessment is conducted two semesters after the first one.

<b>Behavior</b>	<b>Mean Semester 1</b>	<b>Mean Semester 2</b>
<b>Establishing Credibility</b>	5.08 (1.01)	5.60 (0.83)
<b>Content and structure</b>	5.24 (1.05)	5.71 (0.71)
<b>Clarity of communication</b>	5.72 (0.94)	6.11 (0.65)
<b>Presentation aid support</b>	5.52 (0.90)	5.76 (0.86)
<b>Delivery and audience engagement</b>	5.03 (1.39)	5.43 (1.09)

Note. Standard deviation in parentheses. Scale 1-7

#### **Results:**

1. Development occurs across all behaviors (no inferential test conducted).
2. Delivery and audience engagement is the weakest factor.
3. Clarity of communication is the strongest factor.

#### **Recommendations:**

1. Increase number of opportunities for students to present in class.
2. Emphasize strategies to ensure engagement of audience.

Comment: To validate peer evaluations, a faculty team will evaluate the final presentations in 2016-2017.

#### **Evaluation of Presentations**

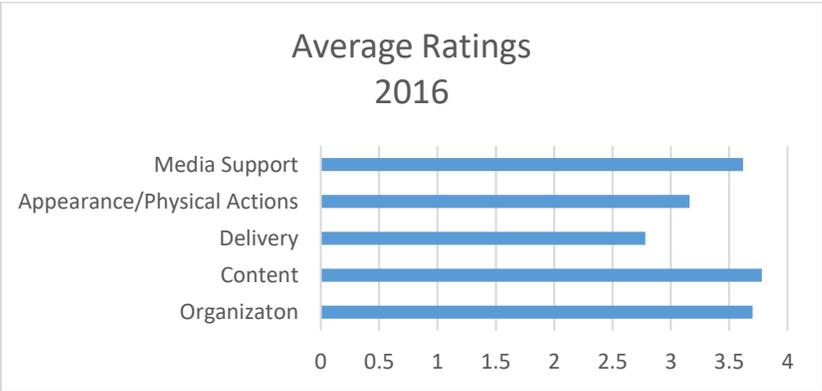
Presentations involving 29 students were evaluated, with each speaker being evaluated. Analysis is shown in the following table.

Criteria	Unacceptable (0-1 pt)	Acceptable (2-3 pts)	Exemplary (4-5 pts)
Organization	Unfocused and loosely connected sequence of presentation. No clear objective and poor transitions between parts. Details unorganized.	Limited incidences of lack of logical flow. Purpose not always clear, with only a few minor incidences of incomplete or confusing information. Some transitions lacking	Topic well developed, with logical and effective sequence. Defined introduction (gained attention and interest) and conclusion with appropriate transitions between parts & adapted to audience.
Results F2016		13/29 = 45%	16/29 = 55%
Content	Problem/objective poorly developed, with no identification of sources. Business content lacking, indicating unclear understanding of topic and audience.	Problem/objective evident in presentation with some identification of sources. Limited inclusion of business content, with lack of adequate detail and/or relevance. Content rushed for time limit.	Problem/objective clearly stated and developed throughout the presentation. Appropriate identification of sources and relevant inclusion of business content, indicating clear understanding of topic. Content appropriate for time limit.
Results F2016		11/29 = 38%	18/29 = 62%
Delivery	Presentation appears unrehearsed, with limited enthusiasm/confidence. Excessive dependence on notes/script. Distracting use of non-words; speaking style lacks variation in pitch and speed and exhibits poor enunciation. Excessive grammatical errors. No audience engagement and weak and inaccurate responses to audience	Proficient presentation, with few grammatical errors. Occasional use of non-words (uh, ok, ums) and limited variation in pitch and speed. Dependence upon notes. Transitions between sections clear. Limited audience engagement, with acceptable responses to questions.	Grammatically correct language used with enthusiasm and confidence. Effective speaking style, including clear enunciation, varied pitch and speed, and use of effective pauses. Transitions between sections very clear. Speaks directly to audience for a minute or more without reliance on script. Effectively engages audience and responds to questions accurately and effectively.
Results F2016	4/29 = 14%	18/29 = 62%	7/29 = 24%

Appearance and Physical Actions	Distracting physical movements, such as excessive gestures, poor posture, and minimal or no eye contact. Unprofessional attire.	Eye contact, gestures, and physical movements sometimes distracting. Physical appearance generally appropriate for audience.	Eye contact, gestures, and physical movements effectively incorporated into the delivery. Appropriate professional attire, with overall credible demeanor.
Results F2016	2/29 = 7%	18/29 = 62%	9/29 = 31%
Media Support	Media design poor and not used effectively to integrate parts of presentation; visuals unclear and unreadable, with many grammatical and spelling errors. Technical problems without evidence of an alternative plan.	Media design acceptable yet media does not effectively supplement oral content; visuals difficult to read, having cluttered slides, poor coloration, and/or minimal contrast. Free of spelling errors and having no more than two grammatical errors. Limited technical problems, including annoying sound	Media professional designed and integrated appropriately to supplement and reinforce presentation. Clear, readable, and free of all grammatical and spelling errors. Technical problems nonexistent
Results F2016		15/29 = 52%	14/29 = 48%

Average Ratings on Criteria:

Organization	3.70
Content	3.78
Delivery	2.78
Appearance/Physical Actions	3.16
Media Support	3.62



Goal of  $\geq 75\%$  Acceptable/Exemplary met.

#### Identified Strengths of Speakers:

1. Content was good. Topics interesting.
2. Appropriate introduction of team members.
3. PowerPoint slide colors were good.
4. Presentations were professional.
5. Some students were natural speakers.
6. Good referencing of visual aids.
7. Good use of video in presentations.
8. Nice appearance.

#### Identified Weaknesses of Speakers:

1. Need to know material better.
2. Rely less on notes and PowerPoint to increase eye contact.
3. Be consistent with introductions.
4. Begin speech with an appropriate attention getter.
5. Avoid "filler words."
6. Use Smart Art and images on PowerPoint and less text.
7. Show some enthusiasm.
8. Move away from podium; move around appropriately.
9. Group members should focus on speaker when not presenting.

#### Suggested Curricular Revisions:

1. Allow students to present twice with feedback for improvement.
2. Require a self-evaluation of presentations.
3. Use business skills lab to record practice sessions.
4. Map speaking projects and coordinate practices.
5. Develop an incentive to present well (% of grade).

Appendix H  
Teamwork Skills Inventory



***Teamwork Skills  
Survey***

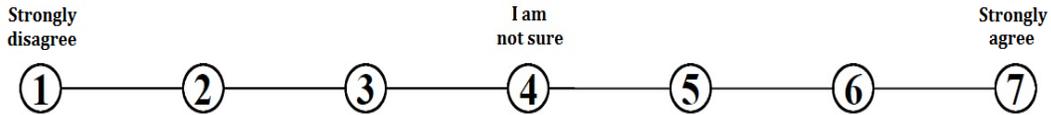








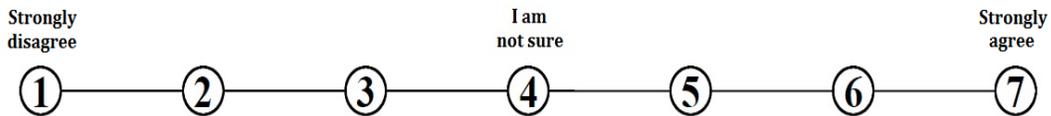
9. This teammate considers alternative actions towards mission accomplishment.



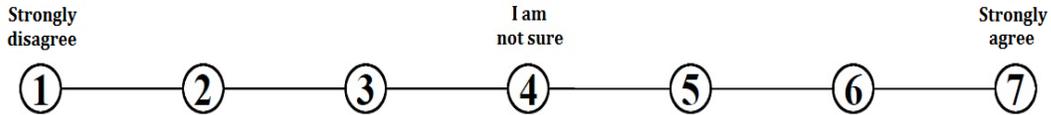
## II. Action Behaviors

<b>A. Situation Monitoring</b>	<b>Tracking task and progress toward mission accomplishment, interpreting system information in terms of what needs to be accomplished for goal attainment, and transmitting progress to team members.</b>
--------------------------------	--

10. This teammate often tracks where the team stands in relation to its goals.



11. This teammate monitors the contributions of each team member towards goal accomplishment.



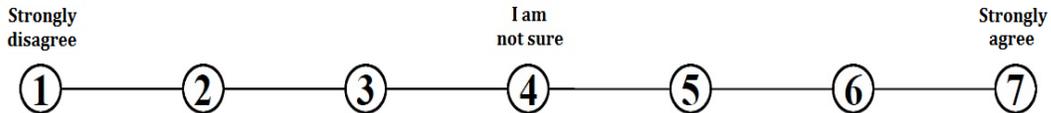
12. This teammate is aware of the task that needs to be completed towards achieving the team's general goal.



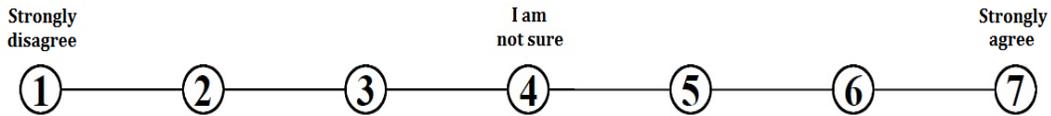
**B. Backup behaviors**

**Assisting team members to perform their tasks. Assistance may occur by (1) providing a teammate verbal feedback or coaching, (2) helping a teammate behaviorally in carrying out actions, or (3) assuming and completing a task for a teammate.**

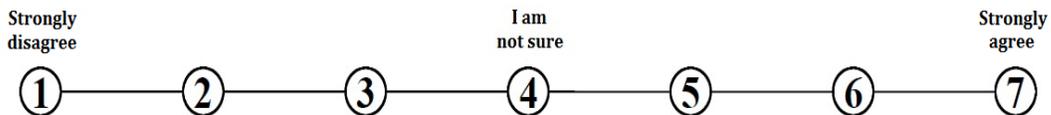
13. This teammate strives to provide verbal feedback to teammates and, when necessary, coaches them to facilitate their tasks.



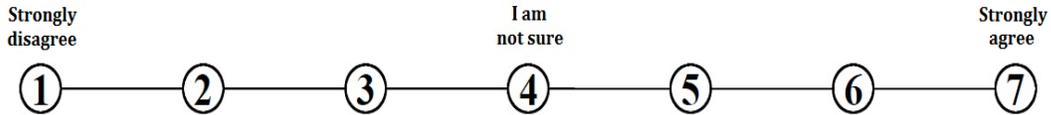
14. This teammate often assists other teammates in carrying out their actions.



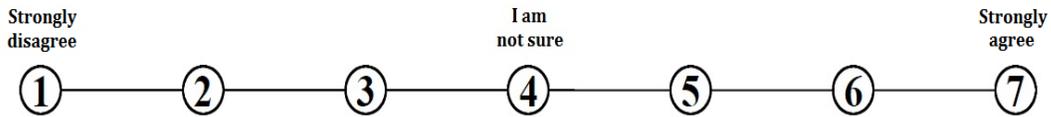
15. This teammate is willing to assume and complete a task for a teammate.



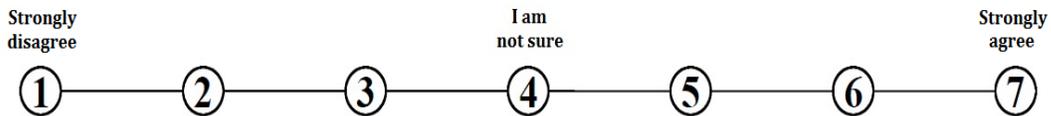




20. This teammate finds ways to work through interpersonal disagreements among team members.

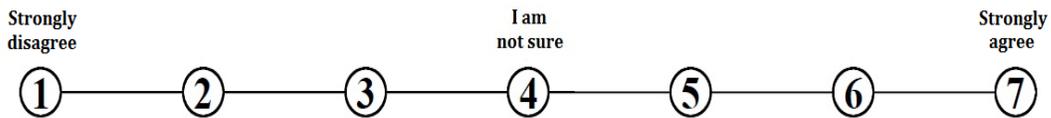


21. This teammate gets involved when conflicts might represent a threat to team's goals.

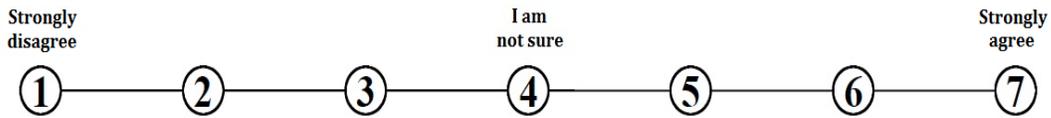


**B. Motivation** **Generating and preserving a sense of collective confidence, motivation, and task-based cohesion with regard to mission accomplishment.**

22. This teammate encourages team members to do their best and boost their confidence level.



23. This teammate publicly praises the achievements of other teammates.



24. This teammate energizes other teammates towards achieving their tasks.





Appendix I  
Critical Thinking Skills Inventory



***Critical Thinking  
Skills Survey***



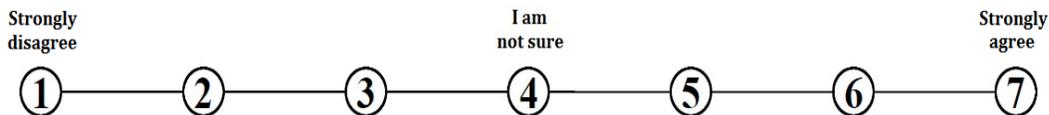
## STEPS OF CRITICAL THINKING

**A. Identifying Problem** Indicates a clear understanding of the problem or situation to be resolved and the reason(s) why this situation merits a solution.

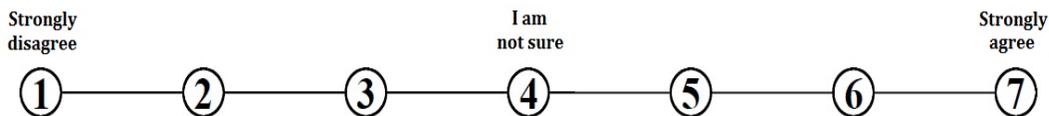
### *Purposes*

When dealing with a situation/problem:

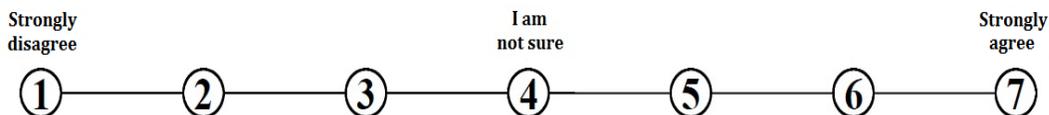
1. This teammate makes clear why the problem merits attention.



2. This teammate establishes the ultimate goal of dealing with the problem.

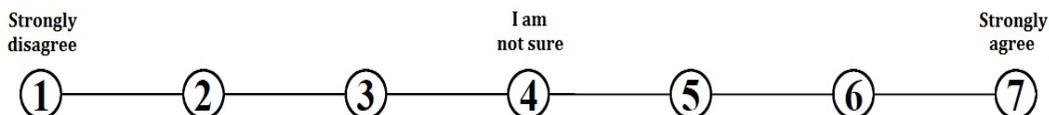


3. This teammate illustrates what the end result would be, should the problem is (or not) properly handled.

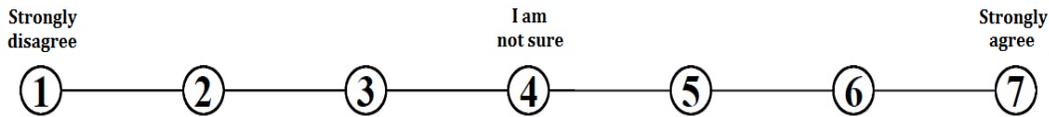


### *Problems*

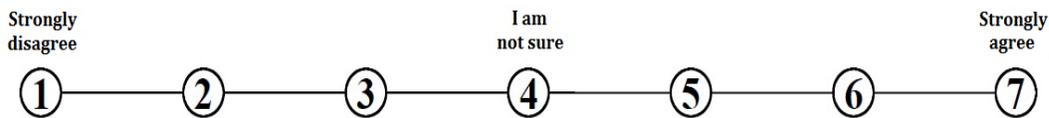
4. This teammate clearly determines the boundaries of the problem he/she is dealing with.



5. This teammate is able to express the problem into his/her own words and even formulate sub-problems that derive from the main issue.



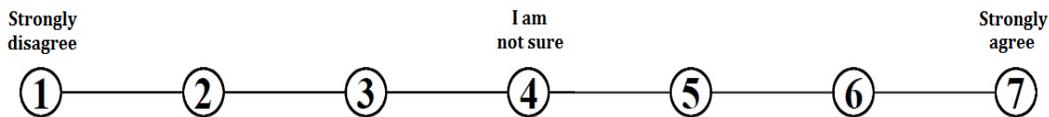
6. This teammate fails in establishing the meaning and scope of the problem.



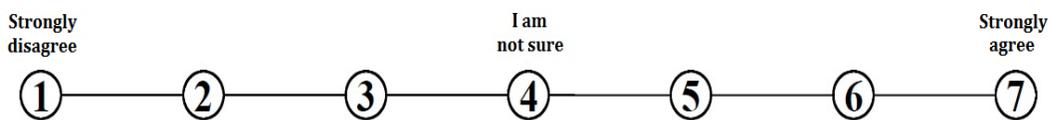
**B. Generating Alternatives** Represents the capability of actively seeking distinct points of view.

When dealing with a situation/problem:

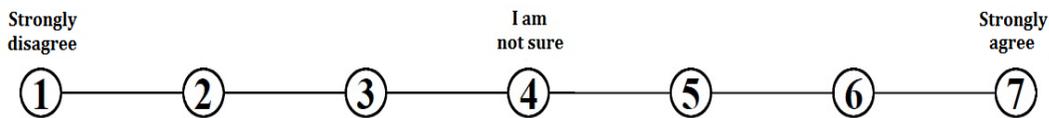
7. This teammate is open to consider others' points of view.



8. This teammate indicates alternative solutions expressively.



9. This teammate bases decisions exclusively on his/her own perceptions.



**C. Evaluating Solutions** Captures the ability of weighting advantages and disadvantages of feasible alternatives on the basis of specified criteria.

**Information**





APPENDIX J  
Presentation Skills Inventory



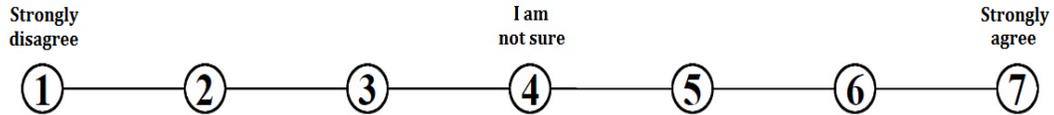
***Presentation  
Skills Survey***







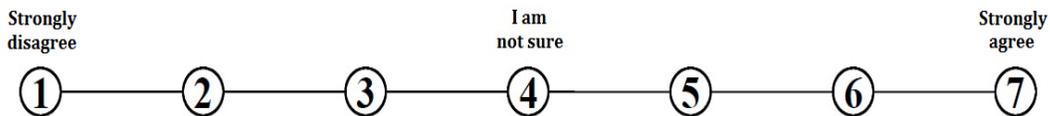




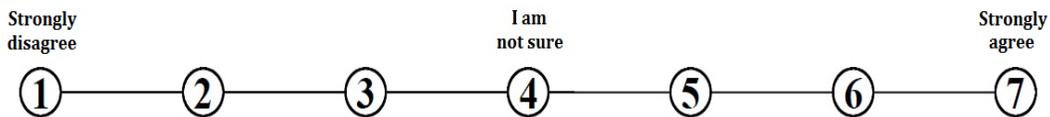
**D. Delivery**

**Use of voice and body during presentation to connect the content and central idea of the speech to the audience.**

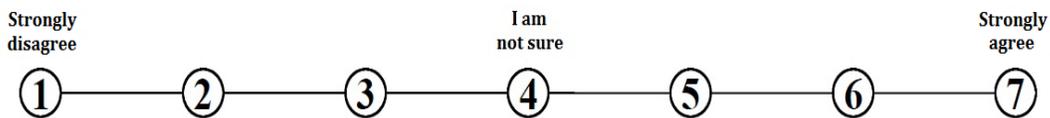
19. This teammate uses an elevated conversational style to draw the audience into the speech as well as emphasizes key information.



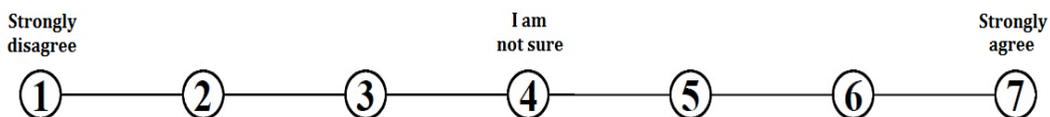
20. This teammate uses gestures and appropriate facial expressions to draw the audience into the speech as well as emphasizes key information.



21. This teammate maintains meaningful eye contact during the presentation.



22. This teammate uses purposeful movement to ensure the audience follows the message.



**APPENDIX K**

**MBA Core Mapping with Identification of Competency Depth**

<b>Course Coverage of Learning Objectives MBA Core – Survey Completed January 2012</b>				
<b>Learning Objectives (LO)</b>	<b>No emphasis</b>	<b>Some emphasis – incorporated into discussion of other subjects</b>	<b>Moderate emphasis – treated as a distinct topic in the course</b>	<b>Substantial emphasis – focal point for assignments, classroom discussion, and/or exam questions</b>
1.1 Students will demonstrate knowledge of the functional areas of business.		ECON7313(2) MGMT7310 FINC7311(2) MGMT7350(2)		ACCT7304 MKTG7311 MGMT7380
1.2 Students will use effective reasoning and critical thinking skills to demonstrate the interrelated functional areas of business.		MGMT7310 FINC7311(1)	ACCT7304 MKTG7311 MGMT7350(1)	ECON7313(2) FINC7311(1) MGMT7350(1) MGMT7380
2.1 Students will use a systematic approach to solve business problems.		MGMT7310 MKTG7311		ACCT7304 ECON7313(2) FINC7311(2) MGMT7350(2) MGMT7380
2.2 Students will evaluate financial statements and documents to support business decisions.	ECON7313(1) MGMT7310 MKTG7311 MGMT7350(1)	ECON7313(1)		ACCT7304 FINC7311(2) MGMT7350(1) MGMT7380
2.3 Students will use appropriate technologies in analyzing data relevant to managerial decision-making.	ECON7313(1) MGMT7310 MKTG7311	ACCT7304 ECON7313(1) FINC7311(2) MGMT7350(1) MGMT7380		MGMT7350(1)
3.1 Students will analyze the impact of cultural diversity issues on management situations.	ECON7313(1) MKTG7311 FINC7311(2) MGMT7350(1)	ACCT7304 ECON7313(1) MGMT7350(1)	MGMT7380	MGMT7310
3.2 Students will analyze the impact of global issues on business.	ACCT7304 MKTG7311	ECON7313(1) FINC7311(2) MGMT7350(1)	ECON7313(1) MGMT7310 MGMT7350(1) MGMT7380	

<b>Course Coverage of Learning Objectives MBA Core – Survey Completed January 2012</b>				
<b>Learning Objectives (LO)</b>	<b>No emphasis</b>	<b>Some emphasis – incorporated into discussion of other subjects</b>	<b>Moderate emphasis – treated as a distinct topic in the course</b>	<b>Substantial emphasis – focal point for assignments, classroom discussion, and/or exam questions</b>
3.3 Students will evaluate business decisions within an ethical framework.	ECON7313(1)	ACCT7304 ECON7313(1) MGMT7310 MKTG7311 FINC7311(1) MGMT7350(1)		FINC7311(1) MGMT7350(1) MGMT7380
4.1 Each graduate will use team building and high-performance management behaviors resulting in effective team performance.	ACCT7304 ECON7313(1)	ECON7313(1) FINC7311(1) MGMT7350(1)	MGMT7310 MKTG7311 MGMT7350(1)	FINC7311(1) MGMT7380
4.2 Students will demonstrate effective written skills.	ACCT7304	MGMT7310	FINC7311(2) MGMT7350(1)	ECON7313(2) MKTG7311 MGMT7350(1) MGMT7380
4.3 Students will demonstrate effective oral and presentation skills.	ACCT7304 ECON7313(2)	MGMT7310	MGMT7350(1)	MKTG7311 FINC7311(2) MGMT7350(1) MGMT7380

**APPENDIX L**  
**MBA Core Detailed Mapping Examples**

**Program Objective Coverage**

**Course: Business Information Systems 7250**

**Strategic Management of Information Systems and Technology**

Learning Outcome	Objective Emphasis*	Student Behavior**	Content Coverage	Learning Activity/ Student Deliverable
1.1: Demonstrate knowledge of the functional areas of business	Substantial Emphasis	2	Explain the use of or impact of IT as an organization's business model evolves	Report explaining the evolution of the Amazon business model focusing on different functional areas of business
1.2: Use effective reasoning and synthesis skills to demonstrate the interrelated functional areas of business	Moderate Emphasis	2	Identify the correct IT governance archetype for different categories of IT decisions (management, finance, information systems)	Identification of archetypes with example for varied decision categories based on article (exam question).
		5	Defend the role of IT investments in impacting the competitive position of an organization within its industry	Written position paper that critiques the competitive impact of IT on positioning within an industry and defending the position with examples (Carr article).
		4	Map the process of linking customer preferences to product designs to manufacturing to distribution	Written case analysis (Zara) that applies IT system design to support sales, manufacturing, marketing systems.
2.1: Analyze the impact of cultural diversity issues on management situations	Moderate Emphasis	2	Describe cultural conflicts that may arise when implementing IT systems and identify solutions based on specific contexts	Team discussion of "Resolving IT-Culture Conflict" article.
4.1: Demonstrate ability to collaborate in collective tasks	Substantial Emphasis	C	Justify the implementation of an emerging technology to solve a business problem or produce a quantifiable results (assessing impact on	Collaborative project requiring a project proposal and presentation, with team self-critique.

			architecture/infrastructure, business processes, costs)	
4.2: Demonstrate rational thinking when confronting complex business problems	Substantial Emphasis	5	Justify the implementation of an emerging technology to solve a business problem or produce a quantifiable results (assessing impact on architecture/infrastructure, business processes, costs)	Collaborative project requiring a project proposal and presentation, with team self-critique.
3.3: Demonstrate ability to design and deliver persuasive oral presentations	Substantial Emphasis	S	Justify the implementation of an emerging technology to solve a business problem or produce a quantifiable results (assessing impact on architecture/infrastructure, business processes, costs)	Collaborative project requiring a project proposal and presentation, with team self-critique.

### **\*Objective Emphasis Level (breadth of emphasis in course)**

No Emphasis

Limited Emphasis: incorporation into coverage of other topics with no direct focus or activities

Moderate Emphasis: distinct topic for some discussion and/or limited activities

Substantial Emphasis: focal point of course coverage including significant assignments and/or testing

### **\*\*Student Behavior/Skill Development**

- 1 **Remember/Recall** information (tell, list, define)
  - 2 **Explain/Describe** concepts (discuss, compare, demonstrate)
  - 3 **Apply** in a new context (solve, interpret)
  - 4 **Identify** component ideas or alternatives (examine, compare, differentiate)
  - 5 **Justify/Defend** an application/decision based on evidence (assess, critique, defend, justify)
- C Participate in collaborative task completed in team
- S Design/deliver persuasive oral presentation

## Program Objective Coverage

Course: ECON 7200

Learning Outcome	Objective Emphasis*	Student Behavior**	Content Coverage	Learning Activity/ Student Deliverable
1.1: Demonstrate knowledge of the functional areas of business	ME	3	Most of the tools and skills learned in this class are applicable to different functional areas and business contexts. Students learn how to apply concepts/ tools in different situations.	In class exercises, HW assignments, case studies. Exams
1.2: Use effective reasoning and synthesis skills to demonstrate the interrelated functional areas of business	ME	5	Students address multiple problems that cover coordination between operations, marketing, HR, and finance functions.	In class exercises, case study Exams
2.1: Analyze the impact of cultural diversity issues on management situations	LE	2	Focus here is on organizational culture	Case study, Class discussions
2.2: Analyze the impact of global issues on business	NE	1	N/A	N/A
3.1/3.2: Identify an ethical dilemma and the impact on identified stakeholders.  Analyze alternative actions and consequences based on an Ethical Rule or Model	ME	2	Discussion of impact of business decisions on stakeholders including customers, employees, shareholders and the environment.	Case analysis, Class discussions

3.1: Demonstrate ability to collaborate in collective tasks	ME	3	Students work in groups and present their findings to the class.	Group exercises / relevant news articles
3.2: Demonstrate rational thinking when confronting complex business problems	SE	5, C	Analyze and evaluate business issues in different contexts and apply analytical tools & methods to solve the problems.	Typically 5 -7 case studies are used during the course. HW assignments, Exams
4.3: Demonstrate ability to design and deliver persuasive oral presentations	ME	5, S	Students are required to apply the course knowledge to an industry/business problem and present their analysis and recommendations.	Individual presentations

### **\*Objective Emphasis Level (breadth of emphasis in course)**

No Emphasis

Limited Emphasis: incorporation into coverage of other topics with no direct focus or activities

Moderate Emphasis: distinct topic for some discussion and/or limited activities

Substantial Emphasis: focal point of course coverage including significant assignments and/or testing

### **\*\*Student Behavior/Skill Development**

- 1 **Remember/Recall** information (tell, list, define)
  - 2 **Explain/Describe** concepts (discuss, compare, demonstrate)
  - 3 **Apply** in a new context (solve, interpret)
  - 4 **Identify** component ideas or alternatives (examine, compare, differentiate)
  - 5 **Justify/Defend** an application/decision based on evidence (assess, critique, defend, justify)
- C Participate in collaborative task completed in team
- S Design/deliver persuasive oral presentation