

**FCBE Assurance of Learning “Closing the Loop” Committee Report
Master of Business Administration**

Summary of Findings, Conclusions, and Recommendations

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This report consists of a summary of the experiences gained, lessons learned, and recommendations for future improvement. In addition, this report details specific findings, conclusions, recommendations, and comments. All data used by this committee can be found on the FCBE Assessment website: <http://www.fcbeassessment.net>. The committee was given a general charge as well as additional charges as follows:

General Charge to FCBE “Close the Loop” Committees

1. Review the assessment rubrics carefully for the degree program to assure a thorough knowledge of the goals and objectives established by faculty for the degree program.
2. Review data analysis and graphic representation for each objective to determine the degree that reasonable expectations were met. State the reason for your finding. If not met, what is needed to increase the likelihood that the objective will be met during a subsequent assessment—delete the objective, revise the objective wording, add specific assignments in courses, change in prerequisites, suggest a support activity, and so forth?
3. Include an appropriate statement for each objective to reflect findings that support your review comments so that a third reader can understand your reasoning and intentions.
4. Include specific review recommendations and/or comments for each learning goal for the rubric.
5. After all assessment data for the degree program has been reviewed. The committee should develop a team report in narrative form to summarize findings and conclusions. Be specific and relate conclusions and recommendations to specific findings.
6. Discuss the entire process with appropriate faculty in the college to assure input and that your recommendations represent faculty in the college.

Additional Charge Specific to the MBA Closing the Loop Committee

1. Review assessment rubrics established by faculty for the IMBA, EMBA, and MBA degree program within the framework of the newly implemented CDMBA degree program.
2. Determine whether or not the current MBA degree program rubrics adequately apply to the EMBA and IMBA degree programs.
3. Determine whether or not it is practical to use one set of assessment rubrics for assurance of learning in the three degree programs since the three degree programs share a common core. If not, can adjustments be implemented so that the same set of rubrics can be used for AOL purposes for the three degree programs?
4. In the event that the committee decides that one set of rubrics is appropriate for the three degree programs, determine the best course and related measurement methodology for each objective—while choosing from core courses for the three degree programs.
5. Another option is to determine that a set of rubrics (perhaps the MBA rubric) for the three degree programs will assess most, but not all, degree program objectives. Will additional objectives be needed for this situation? If so, what course and related measurements are most appropriate?

Experience Gained

As this is the first iteration of the Assessment of Learning process for the FCBE, the faculty that were involved in the creation and execution of the assessment process are beginning to gain experience with the ways in which the process is implemented. As the committee reflected on the process from its initial stages when goals and objectives were developed through to the evaluation of the results of assessment to generate recommendations for continuous improvement, it is recognized that there are as many things that were learned about how to implement the process as were learned about the MBA program itself. As a result, recommendations for improving the MBA program itself, as well as for improving the assessment process. The timing of these activities is particularly fortunate given the upcoming

launch of the revised MBA program. It is expected to have a stronger assessment process in place to ensure continuous improvement from the beginning of the implementation of the newly structured MBA program format.

Lessons Learned

Overall, the committee did not find any serious deficiencies in the MBA program. A few areas could be improved and specific recommendations were made that should result in better performance. But in general, it was found that the goals and objectives were achieved to a reasonable level.

In general, more work needs to be put in the ‘up front’ activities of the assessment process. For example, while various topics related to goals and objectives were covered in a course, these topics were not assessed specifically with assignments, quizzes, projects, or exams. Other times, some faculty found it difficult to assess individual students’ achievement of goals and objectives using the existing assessment tools within the core courses. Specific assessment tools need to be identified at the same time that goals and objectives are linked with core courses to ensure these goals and objectives are adequately assessed within the courses.

Recommendations for future improvements

Regarding the questions posed in the general charge, the committee recommends that the goals and objectives be fully reviewed by the faculty to ensure that 1) the objective is being measured in an appropriate core course, 2) the measures used are appropriate, and 3) the burden placed on the faculty making assessments within the core course is reasonable. These general recommendations emerged as the committee reviewed specific recommendations and grew out

of the evaluation of the assessment results. These specific recommendations are summarized below and detailed in the Appendix.

Regarding the questions posed in the additional charge, the committee strongly recommends that the faculty become involved and engaged in a thorough review of the goals and objectives relating to the transition to the revised MBA program that launches in Fall 2009. While the belief is that only minor revisions will be needed, the importance of the ‘up front’ work in the overall assessment process is evident. In general, it is recommended that the goals and objectives be revisited in light of the strategic focus of the revised MBA program.

It is also strongly recommended that assessment of the MBA, EMBA and IMBA programs be measured with common goals and objectives in the core courses. If the leadership in the IMBA program decides that additional goals and/or objectives are warranted, they can be measured in IMBA related courses or activities. Finally, it is recommended that all assessment of the MBA program be made consistently across the different variants in the revised program (i.e., the professional MBA, the CD MBA, EMBA, the different concentrations, etc.).

Details regarding the specific findings for each of the assessment measures can be found in the Appendix. To be consistent with the other committees that were charged with “Closing the Loop”, this committee used a benchmark of 70% in the exemplary category to identify objectives in need of improvement (highlighted in red). Specific recommendations for improving both the assessment process as well as the MBA program are listed below.

1. Objective 1.3 should not be measured in MKTG 7140.

2. Objective 1.5 should be measured with a survey question instead of the peer evaluation form in MKTG 7140.
3. Greater attentions should be placed on how leaders serve as positive role models, motivate and inspire groups and individuals, communicate a vision, and creates positive organizational change.
4. The phrase “positive organizational culture” in objective 1.5 is ambiguous and needs to be clarified. We recommend that the objective be changed to: "Leader understands how to create an ethical culture for high performance and well being."
5. In short I make the following recommendations to make our MBA students more technically competent in terms of ACCT 7080: 1) Having the students prepare tables, graphs and charts using Microsoft Excel; 2) Having the students prepare and present research papers and cases in teams of using Microsoft Powerpoint; 3) Having the students critically analyze various financial accounting standards using various articles available online and the Financial Accounting Standard Board (FASB) website.
6. Objective 2.3 should not be measured in MKTG 7140.
7. Objective 2.4 should be measured with a different instrument in MKTG 7140, preferably a survey question.
8. Objectives 2.2 and 2.4 should be assessed in the Economics for the Global Manager course in the revised MBA program. Currently, no assessments are made in economics courses.
9. Objective 2.4 should not be measured in MGMT 7160.
10. While ACCT 7080 could help students become technically efficient through various tools and techniques, it helps achieve another important goal of our MBA program: enhancing students' critical thinking skills (GOAL 5). Using various managerial accounting tools like incremental analysis (short-term decision making) and evaluating different investment choices (long-term decision making) students are taught to identify a problem business is currently facing, identify relevant alternatives, rank different alternatives and choose the best alternative which could most effectively solve the problem. Therefore, ACCT 7080 be considered as a course which helps improve students' critical thinking skills.

11. MIS 7465 (and the Fall 2009 revision renumbered MIS 7650) covers business functions, information systems issues, and strategic decisions related to IT to support critical business functions. Additional global content should be added to this course. To evaluate the Goal 3 topics more effectively, multiple courses should be involved so data will be more representative of student knowledge. In addition, many, if not all, of the objectives for this goal should be evaluated in the new Law, Governance, and Ethics course in the revised MBA program.
12. Objective 3.2 should be measured with a survey question that specifically addresses this objective instead of the marketing plan evaluation assignment in MKTG 7140.
13. Need to develop a new assessment method in MGMT 7130 or delete the objective for this course.
14. FIR 7150 Corporate governance is a finance topic highly related to ethics and essential for the understanding of practices within business organizations. A recommendation is to include corporate governance in FIR7150 curriculum.
15. Objective 3.3 should not be measured in the new MGMT 7135. Recommend additional attention be devoted to it and it be measured in MGMT 7160.
16. In the future, if these topics are considered important to the program, consideration should be given to adding specific modules on these topics in multiple core courses.
17. MKTG 7140: Because it is very difficult to distinguish differences in performance for individual students, a survey question should be used in the future that more accurately assesses objective 4.1 for each student. Also, because the specific issues that are assessed in objectives 4.2 and 4.3 are not covered in sufficient detail in this course, these objectives should not be measured in this course in the future.
18. FIR 7150: Regarding objective 4.1, an approach to apply disciplinary knowledge and skills is to engage in study projects of their companies. Possible project topics include estimation of cost of capital, and valuation of target firm for acquisition.
19. Objectives 4.1 and 4.2 should be assessed in the Economics for the Global Manager course in the revised MBA program. Currently, no assessments are made in economics courses.

20. The definition of critical thinking for this goal is too narrow. It does not include implications of making a decision or whether other points of view were considered. Need a broader conceptualization of "critical thinking."
21. Assessments for all four objectives for Goal 5 were measured with group assignments in MKTG 7140. In the future, these objectives should be measured with survey questions that assess individual achievement.
22. Achievement of objectives 5.1 and 5.4 could be improved by incorporating more case studies in the FIR 7150 course.
23. For all objectives in MGMT 7160, assessment was initially to be made through a Business Plan and Simulation. However, a case analysis was used instead. Therefore, in the future, the assessment tools listed for measuring the objectives in Goal 5 for MGMT 7160 should allow for either the business plan and simulation or case analysis.
24. Objective 5.4 should be assessed in the Economics for the Global Manager course in the revised MBA program. Currently, no assessments are made in economics courses.
25. Greater attention needs to be given to critical thinking and problem solving in MGMT 7135.

Degree Program: MBA

Goal 1: Graduates will be leaders.

Objective 1: Understands how leaders can be positive role models.

Mean: 5.93

Rubric: 57% Exemplary

Findings: Although reasonable expectations were met as shown by the mean rating of 5.93 out of 9 on the objective, only 57% of the students were rated as exemplary on the objective. Thus, greater attention should be placed on role modeling in MGMT 7135, the course that replaced MGMT 7130.

Objective 2: Understands how leaders motivate and inspire groups and individuals.

Mean: 6.01

Rubric: 56% Exemplary

Findings: Although reasonable expectations met as indicated by the mean rating of 6.01 out of 9 on the objective, only 56% of the students were rated as exemplary on the objective. Greater attention needs to be placed on motivating and inspiring individuals and groups in MGMT 7135.

Objective 3: Understands how leaders communicate a vision.

Mean: 5.94

Rubric: 66% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, the majority of assignments in this course are performed in groups and only a subset of the class communicates vision in presentations and/or documents. Therefore, this objective should not be measured in this course. Reasonable expectations were met as shown by the mean rating of 5.94 out of 9 on the objective, but 66% of the students were rated as exemplary on the objective. Additional attention should be placed on communicating a vision in MGMT 7135.

Objective 4: Understands how leaders create positive organizational change.

Mean: 6.21

Rubric: 66% Exemplary

Findings: While reasonable expectations were met as indicated by the mean rating of 5.89 out of 9 on the objective, only 52% of the students were rated as exemplary on the objective. More emphasis should be placed on how leaders create positive organizational change in MGMT 7135.

Objective 5: Understands how leaders create a positive organizational culture.

Mean: 5.89
Rubric: 52% Exemplary

Findings: The results indicate that improvement in this objective is warranted. However, the instrument used in this course to assess this objective (peer evaluation forms) may not be appropriate. In the future, a survey question should be used that more accurately assesses the objective. Reasonable expectations were met as shown by the mean rating of 6.21 out of 9 on the objective, but only 66% of the students were rated as exemplary on the objective. This could be due to ambiguity by the meaning of "positive organizational culture." Rewording of the objective may help to clarify expected outcomes.

Conclusions: There are a few concerns about boosting the amount of attention devoted to the noted objectives in the new MGMT 7135 course and the measurement of the objectives. These concerns are addressed in the Recommendations section.

Recommendations:

- Objective 1.3 should not be measured in MKTG 7140.
- Objective 1.5 should be measured with a survey question instead of the peer evaluation form in MKTG 7140.
- Greater attention should be placed on how leaders serve as positive role models, motivate and inspire groups and individuals to communicate a vision and create positive organizational change.
- The phrase "positive organizational culture" in objective 1.5 is ambiguous and needs to be clarified. It is recommended that the objective be changed to: "Leader understands how to create an ethical culture for high performance and well being to more clearly designate the expected learning outcome."

Goal 2: Graduates will be technologically competent.

Objective 1: Proficient in the use of common business application software packages.

Mean: 6.70
Rubric: 67% Exemplary

Findings: While 70% of the students were found to be exemplary in terms of achieving objective 2, 30% were rated as good. Most students achieved good or exemplary performance for this objective (score 6.70 out of possible 10). In ACCT 7110, students were required to analyze firm specific data and prepare various elements of a master Budget using Microsoft Excel. The score of 6.70 can be improved by making the students even more proficient in using Excel. An appropriate activity will be to ask students to prepare tables, graphs and charts - for example, charts, graphs or tables comparing the profitability of different organizations in addition to imposing tasks such as preparing master budgets. Graduates are competent in the use of business application software packages. This competence is documented by the two thirds of responses in the exemplary category.

Objective 2: Proficient in using the internet to accomplish common business research tasks.

Mean: 6.99

Rubric: 70% Exemplary

Findings: While 70% of the students were found to be exemplary, 30% were found to be rated as good in attaining objective 4. However, the remaining 5% were found to be rated as fair. The mean score is 6.99 (out of possible 9), indicates that overall, students were rated as exemplary in achieving objective 4. There are scopes to improve the level of students' proficiency in using internet to accomplish business research. For instance, students could write a report which critically evaluates a particular accounting standard and its application; this type of project would be more appropriate for ACCT 7080 because this course deals with financial accounting. To conduct this type of project, students would need to go to the Financial Accounting Standard Board (FASB) website and review the standard. They can review a few companies' financial reports (which are available on websites) and observe how that particular standard has been applied. They also would need to extract articles on that standard that discusses the pros and cons of that standard. This approach would enhance their ability to explore different sources of information and find out the appropriate source and information to perform business related research. The majority of graduates have utilized Internet resources to accomplish their research projects.

Objective 3: Proficient in using technology for communication and presentation.

Mean: 7.33

Rubric: 78% Exemplary

Findings: While the results indicate that students have adequately mastered this objective, the majority of assignments in this course are performed in groups and only a subset of the class participate in delivering presentations or other communications where the use of technology would be appropriate. Of the students assessed, 76% of students performed exemplary and 24% performed good in achieving objective 3. On average, the students were rated as exemplary (mean score of 7.33 out of 9). While this is a good score, the level could possibly be further enhanced by using technology for communication and presentation with students presenting cases and term papers in teams while using Microsoft PowerPoint. Currently, students are only required to present term papers - which are only individual assignments. Email communication and PowerPoint presentation are part of daily activities to utilize advances in technology. Graduates received an average score of 7.33 out of 9. Reasonable expectations were met for this objective.

Objective 4: Proficient in the use of analytical tools and their applications.

Mean: 6.18

Rubric: **65% Exemplary**

Findings: The results indicate that some improvement in this objective is warranted. However, the instrument used in this course to assess this objective (a marketing plan created by a group) can be improved. In the future, a survey question should be used that more accurately assesses the objective for each student and not groups. Sixty-five percent of graduates are found to be rated in the exemplary category. The majority of graduates are comfortable while using analytical tools. ACCT 7110 (which basically dealt with managerial accounting concepts and tools) has been replaced with ACCT 7080 (which exposes the students with both financial and managerial concepts). Sixty-seven percent of the students were rated as exemplary. Thirty-two percent of the students were rated as good; however, 1% was rated fair. On average, students are rated good (with an average score of 6.18 out of possible 9). Analytical tools such as regression analysis were taught in ACCT 7080 to segregate mixed costs into fixed and variable components. This technique was also taught in ACCT 7110. Since so much material has to be covered in ACCT 7080 and considering the time constraints, it is hard to add any other analytical tools in this course. An average score of 6.18 out of 9 is acceptable given the constraints faced in this course. Although results indicate a need for improvement, this objective can best be measured in another course.

Conclusions: While the participants in general believe that the objectives were successfully attained, adopting new state of the art techniques in ACCT 7080 could help the students to become more technologically proficient. Those techniques are discussed in the previous sections and are also summarized in the "RECOMMENDATIONS" section below.

Recommendations:

- The following recommendations are suggested to make the MBA students more technically competent and measured in ACCT 7080: 1) Having the students prepare tables, graphs and charts using Microsoft Excel; 2) Having the students prepare and present research papers and cases in teams of using Microsoft PowerPoint; 3) Having students critically analyze various financial accounting standards using various articles available online and the Financial Accounting Standard Board (FASB) website.
- Objective 2.3 should not be measured in MKTG 7140.
- Objective 2.4 should be measured with a different instrument in MKTG 7140, preferably a survey question.
- Objectives 2.2 and 2.4 should be assessed in the Economics for the Global Manager course in the revised MBA program. Currently, no assessments are made in economics courses.
- Objective 2.4 should not be measured in MGMT 7160.

Additional Comments: While it is believed that ACCT 7080 can help students become technically efficient through various tools and techniques, it helps achieve another

important goal of the MBA program: enhancing students' critical thinking skills (GOAL 5). Using various managerial accounting tools like incremental analysis (short-term decision making) and evaluating different investment choices (long-term decision making) students are taught to identify a problem business is currently facing, identify relevant alternatives, rank different alternatives and choose the best alternative which could most effectively solve the problem. Therefore, it is suggested that ACCT 7080 also be considered as a course which helps improve students' critical thinking skills.

Goal 3: Graduates will be knowledgeable of social, ethical, and multi-cultural issues and trends affecting business.

Objective 1: Understands how social, ethical, and cultural trends affect business.

Mean: 5.95

Rubric: 51% Exemplary

Findings: This objective, with 51% in the Exemplary range, was not met. Revision of the MBA degree program to include global topics in almost every course should result in improved assessment scores for this objective.

Objective 2: Understands differences across markets and customers.

Mean: 6.81

Rubric: 66% Exemplary

Findings: The results (66% Exemplary) indicate that improvement in this objective is warranted. However, it is difficult to measure the student's competency with the instrument used in this course (a critique of three marketing plans). In the future, a survey question should be used that more accurately assesses this objective.

Objective 3: Understands the role of ethical values and practices within business organizations.

Mean: 5.53

Rubric: 50% Exemplary

Findings: Scores were slightly above the middle of the Good range, suggesting considerable room for improvement. Appropriate business ethics behaviors should receive additional coverage in the MBA program. The accomplishment of the objective still has room for improvement. The response score of 5.53 is relatively low. Corporate governance is a finance topic highly related to ethics and essential for the understanding of practices within business organizations. A recommendation is to include corporate governance in the FIR7150 curriculum. In MGMT 7130 the professor did not assign a take home case with an ethical theme. There is new assessment techniques needed in this course. This objective should not be measured in the new MGMT 7135.

Objective 4: Understands how social, ethical, and multicultural issues affect organizational strategies, structures, and systems.

Mean: 4.26

Rubric: 41% Exemplary

Findings: Scores were slightly below the middle of the Good range, indicating a need for more extensive content covering these topics.

Conclusions: The topics of the goal regarding social, ethical, and multicultural issues and trends are not the primary focus of the current MIS 7465 course. Additional content regarding global issues should be added to MIS 7650, which is replacing MIS 7465 in the Fall 2009 semester.

Recommendations:

- MIS 7465 (and the Fall 2009 revision renumbered MIS 7650) covers business functions, information systems issues, and strategic decisions related to IT to support critical business functions. Additional global content should be added to this course. To evaluate the Goal 3 topics more effectively, multiple courses should be involved so data will be more representative of student knowledge. In addition, many, if not all, of the objectives for this goal should be evaluated in the new Law, Governance, and Ethics course in the revised MBA program.
- Objective 3.2 should be measured with a survey question that specifically addresses this objective instead of the marketing plan evaluation assignment in MKTG 7140.
- Need to develop a new assessment method in MGMT 7130 or delete the objective for this course.
- FIR 7150 Corporate governance is a finance topic highly related to ethics and essential for the understanding of practices within business organizations. A recommendation is to include corporate governance in FIR7150 curriculum.
- Objective 3.3 should not be measured in the new MGMT 7135. Recommend additional attention be devoted to it and it be measured in MGMT 7160.

Additional Comments: In the future, if these topics are considered important to the program, consideration should be given to adding specific modules on these topics in multiple core courses.

Goal 4: Graduates will be knowledgeable in functional areas and their integration.

Objective 1: Understand and use disciplinary knowledge and skills.

Mean: 6.37

Rubric: 59% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, the instrument used in this course to assess this objective (a marketing plan created by a group) is not appropriate because it is very difficult to distinguish differences in performance for individual students. In the future, a survey question should be used that more accurately assesses the objective for each student and not groups. Only 3% of students are rated as Exemplary 9. Few graduates fully understand disciplinary knowledge and are able to apply skills learned in the MBA program. The results indicate that graduates have learned disciplinary knowledge but not in a deep way. Most students have full time jobs and work for companies. An approach to apply disciplinary knowledge and skills is to engage in study projects of their companies. Possible project topics include estimation of cost of capital, and valuation of target firm for acquisition.

Objective 2: Demonstrate an understanding of how changes in the external and internal business environments impact the functional areas of business.

Mean: 6.24

Rubric: 54% Exemplary

Findings: The results indicate that improvement in this objective is warranted. However, the assignment that is used in this course (a marketing plan created by groups) to assess the objective does not adequately incorporate 'changes in business environments' and their impact on functional areas of business. In addition, it is very difficult to distinguish differences in performance for individual students based on a group assignment. Therefore, this objective should not be measured in this course. Reasonable expectations met as shown by the mean of 6.24 out of 9 rating on the objective and 49% of the students were rated as exemplary on the objective.

Objective 3: Integrate disciplinary expertise across functional areas.

Mean: 6.34

Rubric: 52% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, given the overwhelming emphasis on marketing decision making in the course, there is not an adequate amount of discussion of interdisciplinary integration across functional areas in the course to make a valid assessment of the objective. Therefore, this objective should not be measured in this course.

Recommendations:

- MKTG 7140: Because it is very difficult to distinguish differences in performance for individual students, a survey question should be used in the future that more accurately assesses objective 4.1 for each student. Also, because the specific issues that are assessed in objectives 4.2 and 4.3 are not covered in sufficient detail in this course, these objectives should not be measured in this course in the future.
- FIR 7150: Regarding objective 4.1, an approach to apply disciplinary knowledge and skills is to engage in study projects of their companies. Possible project topics include estimation of cost of capital, and valuation of target firm for acquisition.
- Objectives 4.1 and 4.2 should be assessed in the Economics for the Global Manager course in the revised MBA program.

Goal 5: Graduates will be critical thinkers and problem solvers.

Objective 1: Proficient in identifying and framing common organizational problems.

Mean: 6.38

Rubric: 59% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, the assignment used in this course (a group marketing plan) to assess the objective does not adequately address organizational problems to warrant a valid measurement of student learning. Few graduates were found to fully grasp the knowledge needed to identify and frame common organizational problems. More case studies might be helpful to improve performance for this objective. Greater attention should be devoted to this objective in MGMT 7135.

Objective 2: Determine the relevant decision criterion or criteria for the problem.

Mean: 6.31

Rubric: 54% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, the instrument used in this course to assess this objective (a marketing plan created by a group) is not appropriate because it is very difficult to distinguish differences in performance for individual students. In the future, a survey question should be used that more accurately assesses the objective for each student and not groups. Only 60% of the students were exemplary. Thus, additional attention should be placed on decision making in MGMT 7135.

Objective 3: Given the decision criteria, identify and analyze relevant alternatives.

Mean: 6.46

Rubric: 61% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, the instrument used in this course to assess this objective (a marketing plan created by a group) is not appropriate because it is very difficult to

distinguish differences in performance for individual students. In the future, a survey question should be used that more accurately assesses the objective for each student and not groups. Graduates are expected to be critical thinkers and problem solvers. Sixty percent of graduates are able to analyze and solve problems in alternative ways. Only 54% of students were rated as exemplary; consequently, additional attention needs to be devoted to identifying alternatives in decision making in MGMT 7135 or other courses.

Objective 4: Prioritize and choose among competing alternatives.

Mean: 6.30

Rubric: 55% Exemplary

Findings: The results indicate that some improvement in this objective is warranted. However, the instrument used in this course to assess this objective (a marketing plan created by a group) is not appropriate because it is very difficult to distinguish differences in performance for individual students. In the future, a survey question should be used that more accurately assesses the objective for each student and not groups. The results show that there is room for improvement. Case study may be helpful to achieve the objective. Because only 61% of the students rated "exemplary" on this objective, greater attention should be placed on prioritizing and choosing among alternatives in MGMT 7135.

Conclusions: The data analysis for each objective for this goal indicates that improvement in instructional opportunities is needed.

Recommendations:

- The definition of critical thinking for this goal is too narrow. It does not include implications of making a decision or whether other points of view were considered. A broader conceptualization of "critical thinking" is needed.
- Assessments for all four objectives for Goal 5 were measured with group assignments in MKTG 7140. In the future, these objectives should be measured with survey questions that assess individual achievement.
- Achievement of objectives 5.1 and 5.4 could be improved by incorporating more case studies in the FIR 7150 course.
- For all objectives in MGMT 7160, assessment was initially to be made through a Business Plan and Simulation. However, a case analysis was used instead. Therefore, in the future, the assessment tools listed for measuring the objectives in Goal 5 for MGMT 7160 should allow for either the business plan and simulation or case analysis.
- Objective 5.4 should be assessed in the Economics for the Global Manager course in the revised MBA program. Currently, no assessments are made in economics courses.
- Greater attention needs to be given to critical thinking and problem solving in MGMT 7135.