

**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 for assessments measured during the Spring 2011 semester. 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 and MBA degree program within the framework of the online MBA sections.
2. Determine whether or not the current MBA degree program rubrics adequately apply to the regular MBA and IMBA degree programs.
3. Determine whether or not it is practical to use the current set of assessment rubrics for assurance of learning in the online MBA sections since the courses share a common core. If not, what adjustments are needed?

4. In the event that the committee decides that the current set of rubrics is appropriate for the online MBA courses, determine the best course and related measurement methodology for each objective.

### **Experience Gained**

Since this is the second iteration of the Assessment of Learning process for the FCBE, the faculty members involved in the creation, execution, review, and improvement of the assessment process have gained substantial experience and knowledge about how the process is implemented. As a result, recommendations continue to be discovered for improving the MBA program itself, as well as for improving the assessment process.

### **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. In general, it was found that the goals and objectives were achieved at a significant level.

In light of continuous improvement, additional effort is needed in the 'up front' activities of the assessment process. For example, provide the appropriate faculty with a document which explicitly links goals and objectives associated with measurements in a particular course. In light of possible changes in faculty teaching assignments and the passage of time, we suggest holding seminars or workshops at the beginning and end of each semester for those whose courses are being used in assessment for that semester. Also, considering the outcomes for the exemplary category from this assessment period, we recommend raising the bar by redefining exemplary from 7, 8 and 9 to 8 and 9 only. We also recommend implementing mechanisms for assessing the currency and relevancy of course assignments and materials in each MBA course. Specific recommendations for improving both the assessment process as well as the MBA program are listed below.

1. Initiate process controls for ensuring consistency of assessment data and measurement information across all web site documents with dates included.
2. Publicize the goals, benefits, and approaches required to ensure all stakeholders understand their roles and purpose in the process.
3. Offer background information with specific guidelines about goals, objectives, and measures and how they relate to the overall picture of assessment.

### **Professional MBA Program**

4. For Goal 1, all objectives, clarify student achievements for each of the three levels of exemplary rubric category. The three objectives have received 94% and above assessment results. We recommend interpreting the assessment results and understanding the implications from different distributions among the three levels of exemplary rubric category, i.e., 7, 8, and 9 individually.
5. For Goal 1, objective 3, for future improvement to meet the challenging objective, MGMT7160 may consider including case study and case presentation to help student understand how leaders communicate a vision.
6. For Goal 1, all objectives, the current assessment is based on results from MGMT7160 (Global Strategic Management) which is a capstone course for MBA program. The issue of leadership has been the focus of another management course—MGMT7135 (Seminar in Leadership). A recommendation is to consider switching the assessment course from MGMT7160 to MGMT7135.
7. For Goal 2, objective 1, it is advisable that assessment of this objective is also conducted in FIR 7155 since FIR 7155 requires utilization of business application software.
8. For Goal 2, objective 2, assessment of this objective could be conducted in MIS 7650 instead of ECON 7100 because MIS 7650 requires students to use the internet for research.
9. For Goal 2, objective 2, using the term “common” in objective 2 appears subjective. Consider revising. A possible revision could be: “Demonstrate proficiency in utilizing the internet to collect relevant business research data”.
10. For Goal 2, objective 3, it is advisable that this objective is separated into two objectives that assess proficiency in using technology for communication and using technology for presentation. Consider changing objective 3 into two separate and measurable objectives. In its current format, it is unclear what (specifically) is measured. Further, assessment of this objective can be conducted in ISDS 7110.

11. Goal 2, objective 3, consider revising objective 3: Possible revision(s) could be:
  - a. Proficient in use of current communication technologies to gather, organize, transmit and present information in a manner that enhances business processes and productivity.
12. Consider revising Goal 2 overall. Possible revisions could be:
  - a. Graduates will be competent in utilizing current information technology across business disciplines.
  - b. Graduates will be able to utilize current technology to leverage information, analyze business processes & data and communicate to enhance competitiveness.
13. For Goal 3, update measurement approaches to all of the objectives to clarify how individual-level assessment will be achieved. This will offer a more-precise measure of Goal 3. For example:
  - a. For Goal 3, objective 1 replace the measures to include: MIS 7650 – Individual Project, Individual Case, or Exam Questions.
  - b. For Goal 3, objective 2 replace the measures to include: ECON 7100 (see below suggested course change) – Individual Project, Individual Case, or Exam Questions.
  - c. For Goal 3, objective 3 replace the measures to include: MIS 7650 – Individual Project, Individual Case, or Exam Questions.
14. Consider measuring Goal 3, objective 2 in MKTG 7140 instead of ECON 7100.
15. To evaluate the Goal 3 topics, continue assessment across multiple courses which should be more representative of student knowledge.
16. For Goal 4, objective 1, MKTG 7140: Marketing disciplinary knowledge and skills should be assessed in this class via an exam, simulation, case or individual project.
17. For Goal 4, objective 1, additional disciplinary knowledge and skills should also be assessed in other disciplines such as ACCT 7080, ECON 7100, MIS 7650, FIR 7155, ISDS 7313 and/or MGMT 7610 for their respective disciplines via an exam, simulation, case or individual project. This will ensure a more complete assessment of understanding and use of disciplinary knowledge and skills across disciplines.
18. For Goal 4, objective 2, ECON 7100 and ISDS 7313: Faculty instructing these courses should review measurements utilized to make certain that the objective is appropriately addressed and that students are provided with an opportunity to integrate disciplinary expertise across functional areas.
19. For Goal 4, objective 2, in general, students should made aware of the importance of integrating disciplinary expertise across functional areas throughout the MBA program curriculum. With the

wide use of cross-functional teams and process focused organizational structures; students must be able to perform effectively outside of their functional “silos.”

20. For Goal 5, the data analysis for each objective for this goal indicates that the instruction has improved considerably.
21. For Goal 5, currently each objective is being measured in a narrow manner. They are measured in a component of one course. In general it would be a good idea to expand the avenues for measurement.
22. For Goal 5, objective 1, is being measured in FIR 7155 in a project/case. However, in the FIR 7155 syllabus online there is no information about a project or case.
23. For Goal 5, objective 2, MKTG 7140 is used to measure the second objective. However, there is wide variation in how the course is taught and assessed by each instructor. Hence measuring this objective across multiple courses may alleviate this situation.

#### **IMBA Program**

24. For Goal 6, the data analysis for each objective for this goal indicates that the instruction has led to the objective being achieved.
25. For Goal 6, currently each objective is being measured in a narrow manner. They are measured in a component of one course. In general it would be a good idea to expand the avenues for measurement to other courses as well.
26. For Goal 6, objective 1 and 2, are being measured in BA 7902 classroom presentations and discussion of situation and cases. However, the objectives are also addressed in other courses and hence may be measured in those courses as well to provide better objectivity to achievement of the objectives.
27. For Goal 6, objective 3, is measured as a difference of post and pre-program CCAI scores. However, it may be under reported if the pre-program CCAI score is high. In many cases this may lead to a ceiling effect and hence under reporting of the score for this objective. This approach should be further examined.

#### **Online MBA Program**

28. The current rubrics for the Professional MBA apply to the online MBA courses and program for all goals.
29. The course and measurement per objective as including changes recommended for the Professional MBA program apply equally to the online MBA courses and program.

**Degree Program:** MBA

**Goal 1:** Graduates will be leaders.

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

**Mean:** 7.82

**Rubric:** 94% Exemplary

**Findings:** The mean rating is 7.82 and 94% of assessment results fall in the exemplary category. MGMT7160 has done an excellent work measuring how students reach an understanding that leaders can be positive role models. The focus for the following continuous improvement process is to maintain the high rating through the improvement in course materials throughout the program.

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

**Mean:** 8.04

**Rubric:** 97% Exemplary

**Findings:** This is another example of excellent results through the MBA core course MGMT7160. The rating mean is 8.04 and 97% of assessment results fall in the exemplary category. Although most students are rated exemplary, there are three levels of exemplary ratings. The next assessment cycle should clarify student's accomplishments in each level of exemplary ratings. The clarification helps to understand the meanings of 97% exemplary assessment results. Furthermore, the clarification provides room for future improvement by achieving a larger percentage in the top level of exemplary rating.

**Objective 3:** Understands how leaders communicate a vision.

**Mean:** 7.86

**Rubric:** 94% Exemplary

**Findings:** The objective is challenging. Based on the rating mean of 7.86 and 94% assessment results fall in the exemplary category, MGMT7160 met the objective expectations. For future improvement to meet the challenging objective, MGMT7610 may consider including case study and case presentation to help student understand how leaders communicate a vision.

#### **Conclusions and Recommendations:**

- The three objectives in Goal 1 are achieved through an MBA core course MGMT7160. All three objectives have received high marks in the assessment results. The focus for the continuous improvement is to maintain the excellent assessment results. In the next assessment cycle, some recommendations are listed next.
- Clarify student achievements for each three levels of exemplary rubric category. The three objectives in goal one have received 94% and above assessment results. It is important to interpret the assessment results and understand the implications from different distributions among the three levels of exemplary rubric category.
- For Goal 1, objective 3, for future improvement to meet the challenging objective, MGMT7160 may consider including case study and case presentation to help student understand how leaders communicate a vision.

- The current assessment for goal one is based on assessment results from MGMT7160 (Global Strategic Management) which is a capstone course for MBA program. The issue of leadership has been the focus of another management course—MGMT7135 (Seminar in Leadership). A recommendation is to switch assessment course from MGMT7160 to MGMT7135.

**Goal 2: Graduates will be technologically competent.**

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

**Mean: 8.18**

**Rubric: 93% Exemplary**

**Findings:** The results suggest that the majority of students (93% in the exemplary category), have mastered this objective. This objective was assessed in ACCT 7080. It is advisable that assessment of this objective is also conducted in FIR 7155 since FIR 7155 requires utilization of business application software.

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

**Mean: 7.69**

**Rubric: 81% Exemplary**

**Findings:** Although 81% of students performed exemplary on this objective, 19% were rated in the “good” category. Assessment of this objective was conducted in ECON 7100 and FIR 7155. While the stated objectives and course assessment techniques for FIR 7155 were congruent with this objective, this was not the case for ECON 7100. There was no evidence to support assessment of this objective in ECON 7100. For example, there were no tests or projects that specifically required utilization of the internet although these measures were indicated on the rubric. Assessment of this objective could be conducted in MIS 7650 instead of ECON 7100 because MIS 7650 requires students to use the internet for research.

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

**Mean: 6.94**

**Rubric: 70% Exemplary**

**Findings:** Ameliorative steps should be taken to improve performance on this objective since only minimum expectations were achieved (70% of students performed exemplary). One plausible explanation for this result is that the objective appears ambiguous since it can be perceived as measuring two separate skills: *using technology for communication* (which could be online communication technologies such as e-mails etc.) and; *using technology for presentation* (PowerPoint presentations etc.). It is advisable that this objective is separated into two objectives that assess proficiency in using technology for communication and using technology for presentation. Further, assessment of this objective can be conducted in ISDS 7110.

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

**Mean: 7.72**

**Rubric: 88% Exemplary**



**Findings:** The results indicate that students are performing admirably on this objective since 88% are in the exemplary category. This performance can be attributed to the fact that the assessed course's (ISDS 7110) objectives and student assessment techniques were congruent with the rubric measures.

**Conclusions and Recommendations:**

- Using the term “common” in objective 2 appears subjective. Consider revising. A possible revision could be: “Demonstrate proficiency in utilizing the internet to collect relevant business research data”.
- Consider changing objective 3 into two separate and measurable objectives. In its current format, it is unclear what (specifically) is measured.
- Consider revising objective 3: Possible revision(s) could be:
  - Proficient in use of current communication technologies to gather, organize, transmit and present information in a manner that enhances business processes and productivity.
- Consider revising Goal 2 overall. Possible revisions could be:
  - Graduates will be competent in utilizing current information technology across business disciplines.
  - Graduates will be able to utilize current technology to leverage information, analyze business processes & data and communicate to enhance competitiveness.

**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:** **7.31**

**Rubric:** **79% Exemplary**

**Findings:** This objective, with 79% in the Exemplary range, was met and prior improvements are having an effect on student learning. Revision of the MBA degree program to include global topics in almost every course appears to have resulted in improved assessment scores for this objective; however, these results could be further improved upon. This assessment occurs in MIS 7650 and is measured through a Team Project or Exam. This measure should be an individual assessment. With project work, there are known free riding problems as some team members do not fully participate in project activities and hence do not necessarily receive the entire learning potential. Measuring this objective through an exam is appropriate; however, consideration should be given to removing the Team Project measure and replacing it with an individual-level Case Study measure.

**Objective 2:** **Understands differences across markets and customers.**

**Mean:** **7.62**

**Rubric:** **83% Exemplary**

**Findings:** The results (83% Exemplary) indicate that improvement in this objective appears to be met. However, additional ideas for continuous improvement should be considered with respect to how measurement is taking place. This assessment occurs in ECON 7100 and greater specification is needed on the measurement approach. For example, the Project

measurement should be an individual project and the Case measure should also be an individual-level assessment. If the measure for a Survey Question similar to an Exam question, then to be consistent, the measure should be part of an Exam. However, more importantly this objective entails an examination of learning about markets and customers (i.e., a consumer focus) which suggests a mismatch to the course goals for Econ 7100 where it is measured. While measurement can take place outside where it is taught, greater challenges in execution exist for the faculty of ECON 7100 than say MKTG 7140 to measure and assess this objective. Thus, we recommend moving the measurement of this objective to MKTG 7140.

**Objective 3: Understands how social and ethical issues affect organizational strategies, structures, and systems.**

**Mean: 7.35**

**Rubric: 79% Exemplary**

**Findings:** Scores were in the Exemplary range, indicating changes adopted have shown to be effective. This assessment occurs in MIS 7650 and is measured through a Team Project, Case, or Exam. Once again, this measure should be an individual assessment. As stated above, with project work, there are known free riding problems challenging the ability to measure an individual's learning during the activity. Thus, consideration should be given to removing the Team Project measure and replacing it with an individual-level Project or Case Study measure. Specification of individual-level is recommended.

#### **Conclusions and Recommendations:**

- The results indicate that students are performing commendably on the objective to improve graduates knowledge of social, ethical, and multi-cultural issues and trends affecting business since 79-83% are in the Exemplary category. This result represents an increase in performance over the previous assessment period. Further it appears as though improvement on this objective is across the curriculum since the results represents performance in different subject areas of economics and management information systems. However measurements could be improved upon by specifying an individual-level unit of assessment and measuring objective 3.2 in MKTG 7140 instead of ECON 7100.
- Update measurement approaches to all of the objectives to clarify how individual-level assessment will be achieved. This will offer a more-precise measure of Goal 3. For example:
  - For Goal 3, objective 1 replace the measures to include: MIS 7650 – Individual Project, Individual Case, or Exam Questions.
  - For Goal 3, objective 2 replace the measures to include: ECON 7100 (see below suggested course change) – Individual Project, Individual Case, or Exam Questions.
  - For Goal 3, objective 3 replace the measures to include: MIS 7650 – Individual Project, Individual Case, or Exam Questions.
- Consider measuring Goal 3, objective 2 in MKTG 7140 instead of ECON 7100.
- To evaluate the Goal 3 topics, continue assessment across multiple courses which should be more representative of student knowledge.

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

**Objective 1: Understand and use disciplinary knowledge and skills.**

**Mean: 7.95**

**Rubric: 95% Exemplary**

**Findings:** The results indicate that students are performing well on this objective and that significant improvement has taken place since the 2007 assessment. 95% are rated Exemplary with 36% rated as Exemplary 9. In the 2007 assessment, 59% rated Exemplary with only 3% rated as Exemplary 9. Currently, this objective is only being measured in one class, MKTG 7140, either through a survey question or an exam. MKTG 7140 is the appropriate course to assess Marketing knowledge and skills, but it is not the appropriate course to assess the knowledge and skills of other disciplines. Furthermore, the ability to effectively measure student performance on this objective through a survey question is suspect.

**Objective 2: Integrate disciplinary expertise across functional areas.**

**Mean: 7.00**

**Rubric: 72% Exemplary**

**Findings:** Performance has improved on this objective as the percentage of students rated as Exemplary has increased from 52 to 72. Students rated Exemplary 9 increased from 2% to 17%. However, the 72% Exemplary is still below the 75% target for Exemplary performance and, therefore, improvement in this objective is warranted. Currently, this objective is assessed in ISDS 7313 and Econ 7100.

#### **Conclusions and Recommendations:**

- For Goal 4, objective 1, MKTG 7140: Marketing disciplinary knowledge and skills should be assessed in this class via an exam, simulation, case or individual project.
- For Goal 4, objective 1, additional disciplinary knowledge and skills should also be assessed in other disciplines such as ACCT 7080, ECON 7100, MIS 7650, FIR 7155, ISDS 7313 and/or MGMT 7610 for their respective disciplines via an exam, simulation, case or individual project. This will ensure a more complete assessment of understanding and use of disciplinary knowledge and skills across disciplines.
- For Goal 4, objective 2, ECON 7100 and ISDS 7313: Faculty instructing these courses should review measurements utilized to make certain that the objective is appropriately addressed and that students are provided with an opportunity to integrate disciplinary expertise across functional areas.
- For Goal 4, objective 2, in general, students should be made aware of the importance of integrating disciplinary expertise across functional areas throughout the MBA program curriculum. With the wide use of cross-functional teams and process focused organizational structures; students must be able to perform effectively outside of their functional “silos.”

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

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

**Mean: 7.41**

**Rubric: 77% Exemplary**

**Findings:** There has been a substantial improvement in students achieving this objective. More than 75% of the students were evaluated in the exemplary category. Currently this objective is measured in a project/case study in FIR 7155.

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

**Mean: 8.23**

**Rubric: 100% Exemplary**

**Findings:** The students have improved significantly in this objective. It is quite possible that the ceiling has been reached on this objective and improvements may be marginal at best. This objective is being measured in a survey question or exam in MKTG 7140.

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

**Mean: 7.88**

**Rubric: 92% Exemplary**

**Findings:** The results indicate some improvement in this objective. It is quite possible that the ceiling has been reached on this objective and improvements may be marginal at best. This objective is being evaluated in MGMT 7160 in a Business Plan.

**Conclusions and Recommendations:**

- For Goal 5, the data analysis for each objective for this goal indicates that the instruction has improved considerably.
- For Goal 5, currently each objective is being measured in a narrow manner. They are measured in a component of one course. In general it would be a good idea to expand the avenues for measurement.
- For Goal 5, objective 1, is being measured in FIR 7155 in a project/case. However, in the FIR 7155 syllabus online there is no information about a project or case.
- For Goal 5, objective 2, MKTG 7140 is used to measure the second objective. However, there is wide variation in how the course is taught and assessed by each instructor. Hence measuring this objective across multiple courses may alleviate this situation.

**Degree Program: iMBA**

**Goal 6: Students will be sensitive to social, ethical, and multi-cultural issues in the international business environment.**

**Objective 1: Interpret business issue(s) in social, ethical, and multicultural contexts.**

**Mean: 7.56**

**Rubric: 91% Exemplary**

**Findings:** The results indicate that the objective was achieved to a substantial degree. Currently the objective is being measured in BA 7902. Given the emphasis on multi-method measurement, it is suggested that some component of other courses such as MKTG 7140 or MGMT 7160 be used to measure this objective.

**Objective 2: Examine cultural differences between and among IMBA track countries.**

**Mean:** 7.67

**Rubric:** 100% Exemplary

**Findings:** The results indicate that the objective has been achieved. Currently the objective is measured in scenarios/cases and situations in the BA 7902 course. Since there is a proposal to move away from track countries in the IMBA program, it is recommended that the objective be reworded to “Examine cultural differences between different world regions.” Further, this objective can be measured across multiple courses such as those listed for the Objective 1 Findings above.

**Objective 3: Demonstrate flexibility and adaptability in multi-cultural environments.**

**Mean:** 6.75

**Rubric:** 63% Exemplary

**Findings:** The results indicate that the objective has been achieved partially. Currently the objective is measured using pre- and post-test questions in CCAI by program staff. Since the score is being calculated as the difference in CCAI score post program to when they join the program, it is possible that the score is under reported. Given the nature of the IMBA program it is quite natural that a number of students come in with prior knowledge and interest in cultural and are sensitive to cultural differences. If the pre-program score is high to begin with, there is not likely to be a substantial increase due to ceiling effects. Hence, it is felt that this needs to be considered and weighted accordingly.

#### **Conclusions and Recommendations:**

- For Goal 6, the data analysis for each objective for this goal indicates that the instruction has led to the objective being achieved.
- For Goal 6, currently each objective is being measured in a narrow manner. They are measured in a component of one course. In general it would be a good idea to expand the avenues for measurement to other courses as well.
- For Goal 6, objective 1 and 2, are being measured in BA 7902 classroom presentations and discussion of situation and cases. However, the objectives are also addressed in other courses and hence may be measured in those courses as well to provide better objectivity to achievement of the objectives.
- For Goal 6, objective 3, is measured as a difference of post and pre-program CCAI scores. However, it may be underreported if the pre-program CCAI score is high. In many cases this may lead to a ceiling effect and hence under reporting of the score for this objective. This approach should be further examined.

**Appendix**

**Degree Program: MBA**

<b>GOAL</b>	<b>OBJECTIVE</b>	<b>CURRENT COURSE/METHOD</b>	<b>RECOMMENDED CHANGE OF COURSE/METHOD</b>
1. Graduates will be leaders.	1. Understands how leaders can be positive role models.  2. Understands how leaders motivate and inspire groups and individuals.  3. Understands how leaders communicate a vision.	MGMT 7160-Exam or Group Project  MGMT 7160-Group Project, Peer Evaluation, Case Study, or Exam  MGMT 7160-Group Project or Case Study	MGMT 7135 articles, exams or class presentations  MGMT 7135 articles, exams or class presentations  MGMT 7135 articles, exams or class presentations
2. Graduates will be technologically competent.	1. Proficient in the use of common business application software packages.  2. Proficient in using the internet to accomplish common business research tasks.  3. Proficient in using technology for communication and presentation.  4. Proficient in the use of analytical tools and their applications.	ACCT 7080 -Case analysis or Exam  ECON 7100-Project or Test.  FIR 7155–Financial Analysis Project or Analysis  MIS 7650-Project Presentation  ISDS 7110 – Market Research Analysis Project or Assessment of Business Operations Project	FIR 7155 in addition to ACCT 7080  MIS 7650 instead of ECON 7100  ISDS 7110  n/a

<b>GOAL</b>	<b>OBJECTIVE</b>	<b>CURRENT COURSE/ METHOD</b>	<b>RECOMMENDED CHANGE OF COURSE/ METHOD</b>
3. Graduates will be knowledgeable of social, ethical, and multi-cultural issues and trends affecting business.	<p>1. Understands how social, ethical and cultural trends affect business.</p> <p>2. Understands difference across markets and customers.</p> <p>3. Understands how social and ethical issues affect organizational strategies, structures, and systems.</p>	<p>MIS 7650 - Team Project or Exam.</p> <p>ECON 7100 - Project, Survey Question, or Case</p> <p>MIS 7650 - Team Project, Case, or Exam</p>	<p>MIS 7650 – Individual Project, Individual Case, or Exam Questions</p> <p>MKTG 7140 – Individual Project, Individual Case, or Exam Questions</p> <p>MIS 7650 – Individual Project, Individual Case, or Exam Questions</p>
4. Graduates will be knowledgeable in functional areas of their integration.	<p>1. Understand and use disciplinary knowledge and skills.</p> <p>2. Integrate disciplinary expertise across functional areas.</p>	<p>MKTG 7140- Survey Question or Exam</p> <p>ISDS 7313 – Simulation, Project or Case</p> <p>ECON 7100 - Simulation, Project, or Case</p>	<p>ACCT 7080, ECON 7100, FIR 7155, ISDS 7313, MGMT 7610 MKTG 7140 and MIS 7650, Exam, Simulation, Case or Individual Project</p> <p>ISDS 7313 – Simulation, Project or Case</p> <p>ECON 7100 - Simulation, Project, or Case</p>

<b>GOAL</b>	<b>OBJECTIVE</b>	<b>CURRENT COURSE/ METHOD</b>	<b>RECOMMENDED CHANGE OF COURSE/ METHOD</b>
5. Graduates will be critical thinkers and problem solvers.	<p>1. Proficient in identifying and framing common organizational problems.</p> <p>2. Determine the relevant decision criterion or criteria for the problem.</p> <p>3. Given the decision criteria, identify and analyze relevant alternatives.</p>	<p>FIR 7155- Project or Case Study</p> <p>MKTG 7140 - Survey Question or Exam</p> <p>MGMT 7160- Business Plan, Simulation or Case Study</p>	<p>MGMT 7160 cases</p> <p>Across Multiple Courses</p> <p>Courses with case studies such as MKTG 7140 and FIR 7155</p>
6. Students will be sensitive to social, ethical, and multi-cultural issues in the international business environment. (IMBA only)	<p>1. Interpret business issue(s) in social, ethical, and multicultural contexts.</p> <p>2. Examine cultural differences between and among IMBA track countries.</p> <p>3. Demonstrate flexibility and adaptability in multi-cultural environments.</p>	<p>BA 7902— Classroom presentation and discussion of situations and cases</p> <p>BA 7902 Scenarios/cases and situations</p> <p>Pre/Post Test Questions in CCAI by program staff</p>	<p>MKTG 7140 tests or cases</p> <p>MKTG 7140. Also, change the objective to fit existing IMBA program requirements.</p> <p>Weight prior cultural sensitivity in evaluations.</p>