



Annual Report – Accredited Member

Institution:	<u>University of Maryland University College</u>
Academic Business Unit:	<u>MBA Program</u>
Academic Year:	<u>2013-14</u>

IACBE ANNUAL REPORT
For Academic Year: 2013-14

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: University of Maryland University College

Institution's Address: 3501 University Boulevard East

City and State or Country: Adelphi, Md Adelphi, Md Adelphi, Md

Name of Submitter: Anna Seferian, PhD

Title: Vice Dean, Business and Management Department

Your Email Address: Anna.seferian@umuc.edu

Telephone (with country code if outside of the United States): 240-684-2417

Type of Institution: Public Private Nonprofit Private For-Profit

Date of Submission: December 1, 2014

Total Headcount Enrollment of the Institution for 2013-14: 83,077

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Javier Miyares

Title: President

Highest Earned Degree: MS Email: Javier.miyares@umuc.edu

Telephone (with country code if outside of the United States): 301-985-7077 Fax (with country code if outside of the United States): _____

____ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Marie Cini

Title: Provost and Chief Academic Office

Highest Earned Degree: PhD Email: Marie.Cini@umuc.edu

Telephone (with country code if outside of the United States): 301-985-7174 Fax (with country code if outside of the United States): _____

____ Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Aric Krause

Title: Vice Provost & Dean of the Graduate School

Highest Earned Degree: PhD Email: aric.krause@umuc.edu

Telephone (with country code if outside of the United States): 240-684-2406 Fax (with country code if outside of the United States): _____

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Anna Seferian

Title: Vice Dean, Business and Management Department

Highest Earned Degree: PhD Email: Anna.seferian@umuc.edu

Telephone (with country code if outside of the United States): 240-684-2483 Fax (with country code if outside of the United States): 240-684-2404

_____ Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Rosemary Hartigan

Title: Associate Vice Dean, Business and Management Department

Highest Earned Degree: JD Email: Rosemary.hartigan@umuc.edu

Telephone (with country code if outside of the United States): 240-684-2484 Fax (with country code if outside of the United States): 240-684-2404

_____ Check here if this represents a change from the previous year.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? Spring 2016 Year

2. When is your next reaffirmation of IACBE accreditation site visit? Latest – Sep 2014 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Start at www.umuc.edu
2. Click Visitors and Media (top menu)
3. Click on About UMUC (left side menu)
4. Click on Accreditation (left side menu)
5. Click on Additional Program Accreditations (towards the middle of the page)
6. _____
7. _____
8. _____
9. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Start at www.umuc.edu
2. Click Visitors and Media (top menu)
3. Click on About UMUC (left side menu)
4. Click on Facts About UMUC (left side menu)
5. Click on Accreditation (left side menu)
6. Click on Additional Program Accreditations (towards the middle of the page)
7. Click on Master of Business Administration
8. Click on Annual Report to IACBE
9. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned
The program is currently in the process of re-accreditation review		
Request was made, in 2004, for an Outcomes Assessment Plan to be developed and written, per IACBE requirement, and submitted.	A revised Outcomes Assessment Plan is submitted annually to IACBE.	

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
AMBA	1131	598
CMBA	22	18
DMBA	428	372
Totals for All Programs Combined (In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	1581	986

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)
MBA program (online)	Worldwide	

3. Did you terminate any IACBE-accredited business programs during the reporting year?

No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)**

No.

Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: _____

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit’s current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

- The program has been going through re-accreditation process – site visit was conducted in September 2014.
- As indicated in our self-study MBA program is currently going through a re-design process with the objective of creating an innovative program that requires students to demonstrate the knowledge, skills and dispositions used in their disciplines in activities that are real world-oriented and that closely align with the work they will perform in their professions. MBA program has already developed extensive and finely articulated competency profile that describes the knowledge, skills and dispositions required of professionals in the discipline. Currently the program is developing appropriate assessments to measure the identified competencies. In light of these upcoming changes, no major current program adjustments (except for maintainence for currency and relevancy) are being considered. The outcomes assessment activities are continued as initially planned; however some of the new rubrics and processes are being tested.
- CMBA program has been discontinued and is currently in the teach-out mode. Last cohort will graduate in Summer 2015.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

<i>MBA Program UMUC</i>	
Student Learning Assessment for <i>AMBA, CMBA, DMBA</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Written Communication: Demonstrate competence in effective written communication	
2. Information Literacy: Demonstrate the ability to use libraries and other information resources to effectively locate, select, and evaluate needed information	
3. Program Content Knowledge: Demonstrate the ability to apply the disciplinary knowledge and skills appropriate for the chosen field of study/program	
4. Technology Fluency: Demonstrate an understanding of technology broadly enough to apply technology productively to academic studies, work, and everyday life.	
5. Critical Thinking: Demonstrate the use of analytical skills and reflective processing of information	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: AMBA	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>Direct Measure 1</i></p> <p>Capstone Project – the project is intended to serve as an integrative semester long experience for students at the completion of their MBA program. The project incorporates all the previously covered areas and content and requires application of all program competencies. The capstone project is a team assignment.</p> <p>General Program ISLOs - 1-5</p>	<p>All students in the AMBA program are required to complete this project as a requirement in the last capstone course of the program.</p> <p>At least 90% of students will score 80% or better on this assignment.</p>
<p>2. <i>Direct Measure 2</i></p> <p>Common Essay – administered to all students in The Graduate School including AMBA 670 students. The students will complete this individual assignment in Week 2 of the course.</p>	<p>This assessment is administered to all students in AMBA 670 course (as part of the The Graduate School overall assessment plan) in Spring 2014 semester. The rubric used to grade this assignment combines assessing the elements of Critical Thinking, Information Literacy, Written Communication and Technology Fluency. This rubric was developed from research</p>

<p>General Program ISLOs - 1-5</p>	<p>conducted in UMUC's Graduate School. The rubric articulates fundamental criteria for each Student Learning Expectation (SLE) with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for program-level use in evaluating and discussing student learning.</p> <p>At least 80% of students will score <i>competent (B level)</i> or <i>exemplary (A level)</i> on all the criteria.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: AMBA</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>Indirect Measure 1</i> End-of- the Program Survey General Program ISLOs - 1-5</p>	<p>This survey examines students' perceptions of how their learning helped them to achieve success in the workplace. For question #1, 90% of students will report that they have accomplished one or more of the listed objectives. For question #7, students will rate themselves on a 5-point Likert scale indicating their level of proficiency in defined MBA competencies. Students will rate themselves, on average, at the level of 4.0 or "very proficient" on all 10 MBA defined competencies.</p>
<p>2. <i>Course Evaluations for the last course AMBA 670</i></p>	<p>Overall course evaluations by students will be on average a 4.0 or better on a 5-point Likert scale.</p>
<p style="text-align: center;">Assessment Results: AMBA</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. <i>Summary of Results for Direct Measure 1 Every student enrolled in AMBA 670 participated in capstone project. For this report results of three semester assessments (Winter, Spring and Summer of 2014) were reviewed. As detailed results students demonstrate very high level of competency on this team project.</i></p>	
<p>2. <i>Summary of Results for Direct Measure 2 – The table below presents detailed results for each of the Program Learning Outcomes – Mean and Standard Deviation). Results of seventy seven student essays in the AMBA 670 course were analyzed as part of our Outcomes Assessment process in Spring 2014. The rubric used to grade this assignment combines assessing the elements of Critical Thinking, Information Literacy, Written Communication and Technology Fluency. This rubric was developed from research conducted in UMUC's Graduate School. The rubric articulates fundamental criteria for each Student Learning Expectation (SLE) with performance descriptors demonstrating progressively more sophisticated levels of attainment. Detailed description and explanation of this C2 assessment model was recently presented to IACBE as part of MBA program's response to site visit team's feedback. As detailed results of this assessment indicate MBA program scored on or above target on four out of five learning outcomes. Program Content Knowledge Learning Outcome is slightly below the expected target. The submeasures allow us to zoom on specific areas that need more attention –Knowledge Integration. Our course chairs are now working closely to improve the integration of knowledge throughout this curriculum for the next year; certain adjustments have already been made for Winter 2015 semester. Knowledge integration is also a central point in our new re-designed MBA program.</i></p>	

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1 – The results indicate that students achieved one or more objective they they set as they started MBA program. Also their self-reported proficiency for all MBA competencies is on or above ‘competent’ level. We will continue using this indirect measure of student learning, taking into account specific feedback and comments we received.*
2. *Summary of Results for Indirect Measure 2 – The results indicate that course and instructor evaluations were above the set target. We will continue using this as a indirect measure. There will be slight adjustment made to the process of collection of evaluations to ensure higher response rate.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures			
General Program ISLOs	Direct Measure 1	Direct Measure 2	Indirect Measure 1	Indirect Measure 2
	Performance Target Was 90% of students will score on competent level	Performance Target Was 90% will score B or better (i.e. 3 and above) on each of the Learning Outcomes	Performance Target Was A) 90% and B) 4 and above	Performance Target Was 4 or above
1. <i>Program Learning Outcome 1</i>	The analysis of the results indicate that In Winter 2014 almost all of the students (99.99%) demonstrated appropriate competence level (score 80 or above 80) on this assignment. Seventy-eight percent scored on highest competency level (scored above 90)	<i>Written Communication</i> –Mean - 3.23 SD – 0.62	A) The following data indicates the percentage of students who indicated that they achieved one or more of the objectives that they set as they started the MBA program. - Fall 2013 - 96.67% of respondents (RR=57%) - Winter 2014 - 95.59% of respondents (RR=43%) - Spring 2014 - 96.34% of respondents (RR=68%) - Summer 2014 - 92.93% of respondents (RR=61%) B) The following data indicates the average of students’ self-reported level of proficiency for all	Course evaluations for AMBA 670 – last course in the program (average across all sections) are the following: Fall 2013 – 4.17 Winter 2014 – 4.07 Spring 2014 – 4.17 Summer 2014 – 4.11 Instructor evaluations for AMBA 670 – last course in the program
2. <i>Program Learning Outcome 2</i>		<i>Information Literacy</i> – Mean 3.20 SD - 0.54		
3. <i>Program Learning Outcome 3</i>		<i>Program Content Knowledge</i> Mean – 8.97/12; SD 1.8 Within this measure we distinguish three submeasures: Conceptual Understanding (Mean 3.13, SD=.73) Theory Application (Mean=2.99, SD= .70), Knowledge Integration (Mean 2.86, SD = 1.8).		
4. <i>Program Learning Outcome 4</i>		<i>Technology Fluency</i> Mean 3.17 SD = 0.91		
5. <i>Program Learning Outcome 5</i>		<i>Critical Thinking</i> Within this measure we distinguish four submeasures:		

	<p>(score 80 or above 80) on this assignment. Seventy-six percent scored on highest competency level (scored above 90).</p> <p>In Summer 2014 most of the students (97%) demonstrated appropriate competence level (score 80 or above 80) on this assignment. Seventy-eight percent scored on highest competency level (scored above 90).</p>	<p>Conceptualization (Mean 3.18, SD=0.55) Analysis (Mean = 3.15, SD 0.51) Synthesis/Support (Mean 3.21, SD = 0.55) Conclusions (Mean = 3.02, SD = 0.42)</p>	<p>MBA program competencies.</p> <ul style="list-style-type: none"> - Fall 2013 - 4.35 (ratings for individual competencies were all above 4.0) - Winter 2014 - 4.16 (ratings for all individual competencies, except one were all above 4.0. The one below 4 was 3.98) - Spring 2014 - 4.36 (ratings for individual competencies were all above 4.0) - Summer 2014 - 4.37 (ratings for individual competencies were all above 4.0) 	<p>(average across all sections) are the following:</p> <p>Fall 2013 – 4.34 Winter 2014 – 4.17 Spring 2014 – 4.14 Summer 2014 – 4.15</p>
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Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: CMBA	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>Direct Measure 1</i></p> <p>Project in CMBA 685: – Individual Term Paper This assessment incorporates all the previously covered areas and content and requires application of all program competencies. This course is at the end of the CMBA program. General Program ISLOs - 1-5</p>	<p>At least 90% of students will score 80% (competent) or better on this assignment.</p>
<p>2. <i>Direct Measure 2</i></p> <p>Project CMBA 697 Business Practicum: Students apply an organization diagnostic tool to develop a written assessment of</p>	<p>At least 90% of students will score 80% (competent) or better on this assignment.</p>

<p>their organization. This assessment incorporates all the previously covered areas and content and requires application of all program competencies. This course is at the end of the CMBA program. General Program ISLOs - 1-5*</p>	
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: CMBA</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>Indirect Measure 1</i> End-of- the Program Survey General Program ISLOs - 1-5*</p>	<p>This survey examines students’ perceptions of how their learning helped them to achieve success in the workplace. For question #1, 90% of students will report that they have accomplished one or more of the listed objectives. For question #7, students will rate themselves on a 5-point Likert scale indicating their level of proficiency in defined MBA competencies. Students will rate themselves, on average, at the level of 4.0 or “very proficient” on all 10 MBA defined competencies.</p>
<p>2. <i>Program wide course evaluations</i></p>	<p>Average “course overall” rating for each course in program is 4.0 or higher. Average “course overall rating for all courses in the program is 4.0 or higher.</p>
<p style="text-align: center;">Assessment Results: CMBA</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. <i>Summary of Results for Direct Measure 1 –Both cohorts scores below the intended target. In Fall 2013, 80% of students scored on or above ‘competent’ level (80%). In Summer 2014 – 33% scored above competent level. In both cases the cohorts were small – 10 and 6 respectively. The program is being discontinued and it is currently in the teach-out mode to be completed in Summer 2015. Appropriate minor adjustments are made to ensure relevancy and currency of the material, but no major changes are done.</i></p>	
<p>2. <i>Summary of Results for Direct Measure 2 – In Fall 2013 100% of students scored on or above ‘competent’ level. In Summer 2014 83% scored on or above 90% (5 out of 6). Fall 2013 cohort had 10 students, Summer 2014 cohort had 6. The program is being discontinued and it is currently in the teach-out mode to be completed in Summer 2015. Appropriate minor adjustments are made to ensure relevancy and currency of the material, but no major changes are done.</i></p>	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	
<p>1. <i>Summary of Results for Indirect Measure 1 – The results indicate that students achieved one or more objective they they set as they started MBA program. Also their self-reported proficiency for all MBA competencies is on or above ‘competent’ level . We will continue using this indirect measure of Student Learning for the teach-out.</i></p>	
<p>2. <i>Summary of Results for Indirect Measure 2 – Average course and instructor evaluations were above the set target. We will continue using this</i></p>	

indirect measure of Student Learning for the teach-out.

Summary of Achievement of Intended Student Learning Outcomes: CMBA

Intended Student Learning Outcomes	Learning Assessment Measures			
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was 90%	Performance Target Was 90%	Performance Target Was A) 90% and B) on or above 4	Performance Target Was 4 or higher
<i>Program Learning Outcome 1-5 *</i>	In Fall 2013, 80% of students scored on or above 'competent' level (80%). In Summer 2014 – 33% scored above competent level. In both cases the cohorts were small – 10 and 6 respectively.	In Fall 2013 100% of students scored on or above 'competent' level. In Summer 2014 83% scored on or above 90% (5 out of 6). Fall 2013 cohort had 10 students, Summer 2014 cohort had 6.	<p>A)The following data indicates the percentage of students who indicated that they achieved one or more of the objectives that they set as they started the MBA program.</p> <p>Fall 2013 – 100% (RR-40%) Summer 2014 – 100% (RR - 33%)</p> <p>B) The following data indicates the average of students' self-reported level of proficiency for all MBA program competencies.</p> <p>Fall 2013 4.12 Summer 2014 – 3.8 (2 students out of 6 responded to survey)</p>	Average program wide course evaluations for CMBA for all the AY 2013 -2014 - 4.30. Average instructor evaluations were 4.5

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: DMBA	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>Direct Measure 1</i></p> <p>DMBA 630 – Capstone Strategy Project Team project that integrates and applies the concepts and frameworks of global business, marketing and strategic management. This assessment is designed to measure all of the program competencies.</p> <p>General Program ISLOs - 1-5</p>	At least 90% of students will score 80% (competent) or better on this assignment.

<p>2. <i>Direct Measure 2</i> Capstone Individual Project: Each individual analyzes the opportunities and risks presented by two different country market entries for team-selected publicly traded companies. This assessment is designed to measure all of the program competencies. General Program ISLOs - 1-5</p>	<p>At least 90% of students will score 80% (competent) or better on this assignment.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: DMBA</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>Indirect Measure 1</i> End-of- the Program Survey General Program ISLOs - 1-5</p>	<p>This survey examines how students’ perceptions on how their learning helped them to achieve success in the workplace. Students will rate themselves on a 5-point Likert scale indicating their level of <i>improvement</i> in defined MBA competencies.</p>
<p>2. <i>Indirect Measure 2</i> Course Evaluations for the last course – DMBA 630</p>	<p>Average “course overall rating is 4.0 on or higher on 5.0 scale</p>
<p style="text-align: center;">Assessment Results: DMBA</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. <i>Summary of Results for Direct Measure 1</i> Capstone Strategy Project Team project - the target measure was for at least 90% of students to achieve 80% or better on this team assessment that integrates and applies the concepts and frameworks of global business, marketing and strategic management. This assessment is designed to measure all of the program competencies. During this assessment period 98% of students scored 80 or above this assessment. The results indicate that this team assignment continues to serve as effective tool for the capstone project. In the future specific rubrics that address each of the Learning Outcomes specifically will be used to ensure better feedback loop for learning outcomes.</p>	
<p>2. <i>Summary of Results for Direct Measure 2</i> - Capstone Individual Project - The target measure was for at least 90% of students to achieve 80% or better on this individual assignment that analyzes the opportunities and risks presented by two different country market entries for a team-selected publicly traded companies. This assessment is designed to measure all of the program competencies. During the assessment period on average 85% of students scored on or above target.</p>	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	
<p>1. <i>Summary of Results for Indirect Measure 1 – End of the Program survey for DMBA measures not proficiency but improvement in proficiency. Given the fact that in this program we have students who already completed one masters degree, it’s reasonable to assume that their improvement on major competencies would not be that drastic, and maybe it should be expected to be lower. Only 8 students (cumulatively in three semesters) indicated that their level of proficiency hasn’t improved at all.</i></p>	

2. *Summary of Results for Indirect Measure 2 – Results indicate the course and instructor evaluations objectives were met in one out of 3 semesters. The objectives were not met only for course-related evaluations in 2 semesters (3.92 and 3.98). Average course evaluations for AY 2013-2014 were on target. We will continue using this tool as indirect measure of student learning. We will continue using this indirect measure of student learning, taking into account specific feedback and comments we received.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures			
General Program ISLOs	Direct Measure 1	Direct Measure 2	Indirect Measure 1	Indirect Measure 2
	Performance Target Was 90% of students achieve score of 80	Performance Target Was...	Performance Target Was 4 or above	Performance Target Was 4 or above
<p>1. <i>Program Learning Outcome 1-5*</i></p>	<p>The analysis of grades for this individual project indicate that</p> <p>In Fall 2013 100% of students achieved competent level on this assessment</p> <p>In Spring 2014 100% of students achieved achieved competent level on this assessment</p> <p>In Summer 2014 97% of students achieved the score of 80 or above on this assessment.</p>	<p>The analysis of grades for this individual project indicate that</p> <p>In Fall 2013 80% of students achieved the score of 80 or above on this project.</p> <p>In Spring 2014 87% of students achieved the score of 80 or above.</p> <p>In Summer 2014 84% of students achieved the score of 80 or above.</p>	<p>The following data indicates the average of students' self-reported level of improvement for all MBA program competencies.</p> <p>- Fall 2013 - 3.66 (RR 34%)</p> <p>- Spring 2014 - 4.23 (ratings for individual competencies were all above 4.0). (RR 11%)</p> <p>- Summer 2014 - 3.80 (RR 29%)</p>	<p>Course evaluations for DMBA 630 – last course in the program (average across all sections) are the following:</p> <p>Fall 2013 – 3.92 Spring 2014 – 4.13 Summer 2014 – 3.98</p> <p>Instructor evaluations for DMBA 630– last course in the program (average across all sections) are the following:</p> <p>Fall 2013 – 4.02 Spring 2014 – 4.22 Summer 2014 – 4.06</p>

* New template for annual report requires presentation of assessment results for each Program Learning Outcomes separately. At this point, only one direct assessment (AMBA Direct Assessment 2) is designed to provide this level of details. In fact that's the set of rubrics that will be used as a model for the rest of the assignments as MBA program moves through the re-design program. Detailed results and additional information for this rubric has been recently presented to IACBE as part of MBA program response to site visit team.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

<i>Name of Academic Business Unit</i>	
Operational Assessment	
Intended Operational Outcomes:	
1. <i>Intended Operational Outcome 1</i>	
2. <i>Intended Operational Outcome 2</i>	
3. <i>Intended Operational Outcome 3</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
8. <i>Intended Operational Outcome 8</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Operational Assessment Measure/Method 1</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 1</i>
2. <i>Operational Assessment Measure/Method 2</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 2</i>
3. <i>Operational Assessment Measure/Method 3</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 3</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure:	<i>Objective (Target/Criterion) for Measure/Method 4</i>

<i>Outcomes List</i>								
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>		<i>Objective (Target/Criterion) for Measure/Method 5</i>						
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>		<i>Objective (Target/Criterion) for Measure/Method 6</i>						
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>		<i>Objective (Target/Criterion) for Measure/Method 7</i>						
8. <i>Operational Assessment Measure/Method 8</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>		<i>Objective (Target/Criterion) for Measure/Method 8</i>						
Summary of Results from Implementing Operational Assessment Measures/Methods:								
1. <i>Summary of Results for Measure/Method 1</i>								
2. <i>Summary of Results for Measure/Method 2</i>								
3. <i>Summary of Results for Measure/Method 3</i>								
4. <i>Summary of Results for Measure/Method 4</i>								
5. <i>Summary of Results for Measure/Method 5</i>								
6. <i>Summary of Results for Measure/Method 6</i>								
7. <i>Summary of Results for Measure/Method 7</i>								
8. <i>Summary of Results for Measure/Method 8</i>								
Summary of Achievement of Intended Operational Outcomes:								
Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...

1. <i>Intended Operational Outcome 1</i>								
2. <i>Intended Operational Outcome 2</i>								
3. <i>Intended Operational Outcome 3</i>								
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								
8. <i>Intended Operational Outcome 8</i>								
Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:								
1. <i>Course of Action 1</i>								
2. <i>Course of Action 2</i>								
3. <i>Course of Action 3</i>								
4. <i>Course of Action 4</i>								