Faculty:…………….   **Quarter:…………………**

Course:………………..

MBA Program Assessment

1. Creating a Curriculum Map

A curriculum map is a way to show how program-learning outcomes are developed across the *entire* curriculum. To develop your map:

1. Use the University's curriculum map template (word) to list the program outcomes across the top of a table and all *required* program courses (in the order in which they are generally taken) down the left-hand side of the table.
2. As a faculty, examine each outcome in the context of each course to determine if the course addresses the outcome in a meaningful way. There are 3 ways a course might be related to an outcome:
3. ***Introduce (I):*** Students first learn about key ideas, concepts or skills related to the outcome. This usually happens at a general or very basic level, such as learning one idea or concept related to the broader outcome.
4. ***Practiced (P):*** Students gain additional information related to the outcome. They may start to synthesize key ideas or skills and are expected to demonstrate their knowledge or ability at increasingly proficient levels.
5. ***Reinforced (R):*** Students are expected to be able to demonstrate their ability to perform the outcome with a reasonably high level of independence and sophistication.

In building your map, place an I, P, R in the table cell for each course that *meaningfully assesses* something related to the outcome at one of those levels. Simply touching on a topic is not sufficient; the topic related to the outcome should be covered in some depth and assessed (e.g., by assignment, discussion, presentation) in some way in the class.

Once you've created your map, take a moment to assess the overall alignment of your curriculum with your learning outcomes. A "healthy" map looks like the following:

• Each learning outcome (each column) is introduced, practiced and reinforced at least once across multiple courses. Note: 1) if every cell in the column is filled, it suggests you might be over-covering that outcome in your curriculum; 2) if few cells are filled or you are missing an I, P, or R, it suggests the curriculum might not be covering the outcome as completely as faculty would like.
• Each course (each row) supports at least one and ideally more than one learning outcome. Meaningfully addressing all learning outcomes in a single course is difficult, unless it is at an introductory level in a survey course. If a required course does not seem related to any program learning outcomes, you might ask whether the course still should be required or whether an important learning outcome has been missed

Program learning outcomes (PLOs):

Upon completing the program, the student will be able to:
1. Understand and apply core business knowledge to make strategic and tactical decisions.
2. Critically assess information, data, and technology.
3. Make effective managerial decisions and solve organizational problems.
4. Communicate to an audience professionally and effectively in written and oral forms.
5. Become aware of globalization and its impacts on people, culture, businesses, and the economy.
6. Identify, analyze, and respond to ethical issues related to business practice and standards.
7. Understand and apply quantitative techniques and methods in the analysis of real-world business situations.

Course #	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7

I = Introduced   **P= Practiced**   **R= Reinforced**

a. Select the Program learning outcome(PLO) that you wish to assess this term:

	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
Course		**X**					

b. For each outcome that was selected, you will need to complete the required fields with new assessment measure.

2. Creating an Assessment Plan:

Please check the following examples to help you complete your assessment plan

Example one:

Measure title: Capstone writing project

Measure type/ method: Direct –Student artifact

Measure level: Program level

Details/Description: the capstone paper calls for the students to select a debated topic in the field and select 5- 7 articles on each major position taken and advocate for their own position based on the existing literature- the paper is reviewed with a rubric that assesses the content and the use of disciplinary conventions and formatting in the work.

Acceptable Target:

70% demonstrate advanced understanding (a score of 9 or better on a 10 point rubric)
20% will demonstrate acceptable understanding (a score of 6 -8 on a 10 point rubric)
5% will needs Improvement (a score of 3 -5 on a 10 point rubric)
5% will demonstrate unacceptable (a score of 0 -2 on a 10 point rubric)

Ideal Target: the ideal target will be that 80% of students receive a rating of competent or higher on each dimension of the rubric

Implementation Plan: the paper is assignment each fall in our capstone course so the next assessment period will be fall

Key/ responsible person: the department assessment committee will review the student papers. The capstone course instructor will present the assignment to the student s and provides the feedback on drafts of the works and then forward electronic copies to the review committee.

Supporting attachment: Final paper rubric

Example Two:

Measure title: Exam that captures students statistical skills

Measure type/ method: Direct –exam

Measure level: Program level

Details/Description: Exam that captures students statistical skills

Acceptable Target:

70% demonstrate advanced understanding (a score of 9 or better on a 10 point rubric)
20% will demonstrate acceptable understanding (a score of 6 -8 on a 10 point rubric)
5% will needs Improvement (a score of 3 -5 on a 10 point rubric)
5% will demonstrate unacceptable (a score of 0 -2 on a 10 point rubric)

Ideal Target: 75% of students will pass the exam

Implementation Plan: the exam will deployed in the capstone course in the fall 2018 and 2018

Key/ responsible person: capstone instructors and assessment committee's members

Example Three:

Measure: Factor analysis SPSS Exercise

Program level: Direct –exam

Details/Description: students will use the data set provided to run a principle component factor analysis. They will be asked to interpret the results focusing on defining and then defining and answer to how many factor underlie the variables VAR001 –VAR025

The second step will be to use their conclusions and apply the factors to a new set of data, calculus, and factor score and interpret them, they will need to run standard descriptive statistics along with a test of the factor structure to see if it fits the data

Acceptable Target: 70% demonstrate advanced understanding (a score of 9 or better on a 10 point rubric) 20% will demonstrate acceptable understanding (a score of 6 -8 on a 10 point rubric)
5% will needs Improvement (a score of 3 -5 on a 10 point rubric)
5% will demonstrate unacceptable (a score of 0 -2 on a 10 point rubric

Ideal Target: 80% of students will pass this test at the competent level as rated by the related rubric.

Implementation Plan: the tasks will be given to the students in the last two weeks of the semester as part of the last course project. They will turn in the results as part of a paper in lieu of a final exam

Key/ responsible person: course instructors and assessment committee's members

Now fill out the table with your course assessment:

Measure title :	
Measure type/ method : Please select one :	

Direct :		
	Student artifact	
	Exam	
	Portfolio	
	Other	
Indirect		
	survey	
	Focus group	
	Interview	
	Other	

Measure level:	
Details/Description:	
Acceptable Target:	
Ideal Target	
Implementation Plan	

c. After you enter the seven aspects that form the description of your measure. You have the option of uploading supportive documents (assignment instructions, rubrics, etc) to the area connected to your assessment measure.

3. Program Assessment Results:

Example:

Assessment finding per measures

Summary of Findings: The results of the review indicated that students were able to run the process correctly. The interpretation of the results of the factor analysis were lacking specially in terms of understanding how many factors were present and describe what indicators or methods were used to identify the factors.

Recommendations:

Results: benchmark, target achieved: not met

Now fill out the table with your Finding:

Assessment finding per measures

Findings						
Summary of Findings:						
Recommendations :						
Reflections/Notes :						
Acceptable Target Achievement:	Not Met		Met		Exceeded	
Ideal Target Achievement:	Not Met		Met		Exceeded	

4. Creating an Operational Plan:

Action details:	
Implementation Plan (timeline):	
Key/Responsible Personnel:	
Measures:	
Budget approval required? (describe):	
Budget request amount:	
Priority:	