

MASTER OF BUSINESS ADMINISTRATION PROGRAM GOALS, STRUCTURE AND ASSESSMENT PLAN

SECTION I: MBA - PROGRAM GOALS

- We provide a general MBA degree.
- Our primary target is part-time distance students.
- Our competitive advantage is that we offer low rates for tuition and fees.
- Our courses enhance the managerial skills of students.
- We provide classes that enable quality student and faculty interaction (the current course cap is 30 students).
- We ensure quality control within each course.
- We maintain an accredited degree program.

SECTION II: MBA - PROGRAM STRUCTURE

The Master of Business Administration degree consists of ten required courses with the following credit hours and rotation. Students must receive at least a “B” grade in all ten of these courses.

- ACCT 551 Accounting for Managers (3) (F, S)
- BUS 501 Ethics, Law & Social Responsibility (3) (F, S)
- BUS 518 Managerial Research Analysis (3) (F, S, Su)
- BUS 553 Strategic Management (2) (F, S)
- ECON 525 Managerial Economics (3) (F, S)
- FIN 541 Managerial Finance (3) (F, S)

- IS 500 Information Systems for Managers (3) (Su)
- MGT 530 Production & Operations Management (3) (F, S)
- MGT 513 Organizational Behavior & Management Theory (3) (F, S)
- MKT 517 Marketing Management (3) (F, S)

The Master of Business Administration degree also consists of one required course as a program exit requirement. A COB graduate faculty committee of three members will conduct a blind assessment of a written integrative project. Students will receive either a Pass or Fail evaluation, and they will be allowed one chance to repeat the course if they fail.

- BUS 554 Comprehensive Integrative Project in Strategic Management (1) (F, S)

The Common Professional Component for entry into the MBA program consists of the following comparable courses:

- ACCT 201 Intro to Financial Accounting);
- ACCT 202 (Intro to Managerial Accounting);
- BUS 230 (Business Law & Ethics I);
- ECON 221 (Principles of Macroeconomics)
- ECON 222 (Principles of Microeconomics);
- FIN 201 (Principles of Finance);
- MGT 201 (Principles of Management);
- MKT 201 (Principles of Marketing);
- STAT 213 (Statistical Methods I).

SECTION III: MBA - PROGRAM LEARNING OUTCOMES AND PROGRAM OBJECTIVES

Learning Outcome 1: All MBA students demonstrate a level of mastery of core business knowledge and skills.

In order to accomplish Learning Outcome 1, the COB graduate faculty will:

- 1a.** Monitor and measure student mastery of knowledge and skills in the classroom using appropriate teaching tools and techniques;
- 1b.** Provide resources, when available and appropriate, for the students to self-monitor their mastery;
- 1c.** Follow the matrix of course content in developing course learning objectives.

Learning Outcome 2: All MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.

In order to accomplish Learning Outcome 2, the COB graduate faculty will:

- 2a.** Follow the matrix of course content in developing course learning objectives;
- 2b.** Utilize, when appropriate, case studies in courses that integrate across functional areas;
- 2c.** Utilize a simulation experience in the BUS 553/554 capstone course.

Learning Outcome 3: All MBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.

In order to accomplish Learning Outcome 3, the COB graduate faculty will:

- 3a.** Develop students' analytical skills through the use of deductive logic, inductive logic, and quantitative manipulation;
- 3b.** Provide, as appropriate, opportunities for students to demonstrate their ability to collect, aggregate, and analyze data.

Learning Outcome 4: All MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.

In order to accomplish Learning Outcome 4, the COB graduate faculty will:

- 4a.** Utilize, when appropriate and practical, “writing across the curriculum” activities (e.g. case studies, research projects, homework, reflection papers, etc.);
- 4b.** Provide opportunities, when appropriate and practical, for in-class oral presentations that utilize basic technological presentation tools.

Learning Outcome 5: All MBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.

In order to accomplish Learning Outcome 7, the COB graduate faculty will:

- 5a.** Integrate the consideration of ethical issues into their course content;
- 5b.** Provide, when appropriate, opportunities for students to identify ethical dilemmas, and then consider the implications of alternative courses of action.

SECTION IV: MBA MATRIX OF COURSE CONTENT

Knowledge Content		Program Courses										Exit	per content
		ACCT 551	BUS 501	BUS 518	BUS 553	ECON 525	FIN 541	IS 500	MGT 530	MGT 513	MKT 517	BUS 554	
1	administrative principles		1							1			2
2	budgeting	1				1					1		2
3	business organizational forms/structures		1		1					1	1		4
4	business-level strategic management				1			1	1			1	4
5	capacity planning/forecasting				1				1		1	1	4
6	cash flow	1			1		1					1	3
7	company analysis				1		1	1			1	1	5
8	compensation					1							1
9	competitor analysis				1		1	1			1	1	5
10	consumer behavior			1		1					1		3
11	contracts		1										1
12	corporate-level strategic management				1							1	2
13	costs - analysis	1			1	1	1				1		4
14	costs - concepts	1			1	1	1				1		4
15	currency exchange				1	1	1				1		4
16	current events/news		1		1	1	1	1			1		6
17	decision making		1	1	1	1		1	1	1	1	1	9
18	dispute resolution		1										1
19	ethical reasoning		1	1	1		1	1		1	1		7
20	financial ratios	1			1		1					1	3
21	financial statement analysis	1			1		1					1	3
22	functional-level strategic management								1				1
23	global economics				1	1							2
24	governmental regulation/securities regulations		1										1
25	human resource law		1										1
26	human resource planning									1			1
27	industry analysis				1		1				1	1	4
28	information systems							1					1
29	international management		1		1			1			1		4
30	inventory management							1	1				2
31	leadership practices/theories		1		1					1			3
32	legal topics		1					1					2
33	marginal/incremental analysis	1			1	1	1						3
34	market demand forecasting			1					1		1	1	4
35	market segment productivity											1	1
36	market structures					1					1		2
38	marketing concept and mix			1		1					1		3
39	methods of data collection and analysis			1					1				2
40	organizational structure and culture		1						1	1			3
41	planning and evaluation			1			1	1	1			1	5
42	pricing	1			1	1	1				1	1	5
43	product life cycle								1		1		2
44	productivity					1		1	1		1		4
45	profit measurement/break even analysis	1			1	1					1	1	4
46	quality management							1	1				2
47	risk and return	1				1	1				1		3
48	risk management and liability		1			1	1	1					4
49	social responsibility		1		1			1		1	1		5
50	statistics - concepts			1			1		1				3
52	strategic management theories				1				1			1	3
53	supply and demand/elasticity					1			1		1	1	4
54	supply chain management							1	1				2
55	team/group dynamics and effectiveness		1		1					1			3
56	time value of money						1						1

57	UCC sales & commercial paper						1						1
58	valuation of assets	1				1	1						2
59	vision/mission/objectives				1			1			1	1	4
Skill Content													
60	teamwork				1			1					3
61	math skills	1			1	1	1		1			1	5
62	statistics - application			1			1		1				3
63	business software - data manipulation			1	1		1					1	4
64	business software - information presentation				1							1	2
65	business communication - writing	1	1	1	1	1	1	1	1	1	1	1	10
66	business communication - oral presentation	1			1							1	2
per course		14	17	11	32	21	24	19	19	10	26	24	

SECTION V: MBA ASSESSMENT PLAN

Assessment Plan for Program Learning Outcome #1		
Learning Outcome 1: All MBA students demonstrate a level of mastery of foundational and core business knowledge and skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
<p style="text-align: center;">Measures</p> <p>1a. Overall average percentile ranking for individual performance on the simulation.</p> <p>1b. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p>1c. Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p>	<p style="text-align: center;">Performance Criteria</p> <p>1a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>1b. There is a 100% match between specific course learning objectives and the content listed in the MBA Matrix of Course Content.</p> <p>1c. Specific question items will be developed during AY 2012-13.</p>	<p style="text-align: center;">Timeline / Population</p> <p>1a. All business students participate in the simulation as part of the BUS 553 capstone course.</p> <p>1b. Evidence provided by COB instructors at the end of academic year.</p> <p>1c. Specific question items will be developed during AY 2012-13.</p>
<p style="text-align: center;">Data Generation</p> <p>1a. BUS 553 simulation vendor.</p> <p>1b. Course syllabi and MBA Matrix of Course Content.</p> <p>1c. <i>Alumni and Employer Surveys</i> vendor.</p>	<p style="text-align: center;">Data Collection</p> <p>1a. BUS 553 instructor.</p> <p>1b. Chair of Faculty Affairs.</p> <p>1c. Assessment Coordinator.</p>	<p style="text-align: center;">Data Aggregation</p> <p>1a. BUS 553 instructor.</p> <p>1b. Chair of Faculty Affairs.</p> <p>1c. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #2		
Learning Outcome 2: All MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
Measures	Performance Criteria	Timeline / Population
<p>2a. Overall average percentile ranking for individual performance on the simulation.</p> <p>2b. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p>2c. Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>2a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>2b. There is a 100% match between specific course learning objectives and the content listed in the MBA Matrix of Course Content.</p> <p>2c. Specific question items will be developed during AY 2012-13.</p>	<p>2a. All business students participate in the simulation as part of the BUS 553 capstone course.</p> <p>2b. Evidence provided by COB instructors at the end of academic year.</p> <p>2c. Specific question items will be developed during AY 2012-13.</p>
Data Generation	Data Collection	Data Aggregation
<p>2a. BUS 553 simulation vendor.</p> <p>2b. Course syllabi and MBA Matrix of Course Content.</p> <p>2c. <i>Alumni and Employer Surveys</i> vendor.</p>	<p>2a. BUS 553 instructor.</p> <p>2b. Chair of Faculty Affairs.</p> <p>2c. Assessment Coordinator.</p>	<p>2a. BUS 553 instructor.</p> <p>2b. Chair of Faculty Affairs.</p> <p>2c. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #3		
Learning Outcome 3: All MBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
Measures	Performance Criteria	Timeline / Population
<p>3a. Overall average percentile ranking for individual performance on the simulation.</p> <p>3b. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p>3c. Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>3a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>3b. There is a 100% match between specific course learning objectives and the content listed in the MBA Matrix of Course Content.</p> <p>3c. Specific question items will be developed during AY 2012-13.</p>	<p>3a. All business students participate in the simulation as part of the BUS 553 capstone course.</p> <p>3b. Evidence provided by COB instructors at the end of academic year.</p> <p>3b. Specific question items will be developed during AY 2012-13.</p>
Data Generation	Data Collection	Data Aggregation
<p>3a. BUS 553 simulation vendor.</p> <p>3b. Course syllabi and MBA Matrix of Course Content.</p> <p>3c. <i>Alumni and Employer Surveys</i> vendor.</p>	<p>3a. BUS 553 instructor.</p> <p>3b. Chair of Faculty Affairs.</p> <p>3c. Assessment Coordinator.</p>	<p>3a. BUS 553 instructor.</p> <p>3b. Chair of Faculty Affairs.</p> <p>3c. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #4		
Learning Outcome 4: All MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
Measures	Performance Criteria	Timeline / Population
4. All COB courses support the <u>skill</u> content listed in the MBA Matrix of Course Content.	4. There is a 100% match between specific course learning objectives and the <u>skill</u> content listed in the MBA Matrix of Course Content.	4. Evidence provided by COB instructors at the end of academic year.
Data Generation	Data Collection	Data Aggregation
4. Course syllabi and MBA Matrix of Course Content.	4. Chair of Faculty Affairs.	4. Chair of Faculty Affairs.

Assessment Plan for Program Learning Outcome #5		
Learning Outcome 5: All MBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
Measures	Performance Criteria	Timeline / Population
5. COB courses will include content that considers ethics and/or social responsibility.	5. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.	5. Evidence provided by COB instructors at the end of academic year.
Data Generation	Data Collection	Data Aggregation
5. Course syllabi and MBA Matrix of Course Content.	5. Chair of Faculty Affairs.	5. Chair of Faculty Affairs.

SECTION VI: ORGANIZATIONAL LEARNING STRUCTURE AND PROCESS

COB ASSESSMENT COORDINATOR

The Assessment Coordinator of the College of Business will be appointed each academic year by the college Dean.

Duties of Assessment Coordinator: The duties of the COB Assessment Coordinator are to: (a) collect the necessary data during the academic year as per the COB Program Outcomes and Assessment Plan; (b) report to the Dean and to the Graduate Curriculum & Assessment Committee on the findings of assessment data; and (c) submit the annual *COB Assessment Report* to the university's Academic Assessment Committee.

COB GRADUATE CURRICULUM & ASSESSMENT COMMITTEE

Composition and selection process:

The Committee will consist of four members to be appointed by the COB Dean, with no more than one person from any discipline, and the Assessment Coordinator for a total of five members.

Responsibilities: To review COB curriculum for appropriateness and conformity with ACBSP standards and to make recommendations on all curriculum change proposals. Proposals will be forwarded with recommendations to the COB faculty. The COB faculty recommendations are forwarded to the Dean. If approved, proposals are forwarded to the COB representative on the University Curriculum Committee for further processing or returned with comments and recommendations for change, if disapproved. Proposals will be studied for appropriateness to COB mission, compatibility with other COB programs, adequacy of resources to implement change, and any other relevant factors.

Assessment Process: Membership on the Committee will be for a two year appointment. The Committee will have an “*off year*” and an “*on year*” which are defined:

- An “*off year*” is when a catalog is not being reviewed for changes;
- An “*on year*” is when a catalog is being reviewed for changes.

When the Curriculum & Assessment Committee is in its “*off year*” it will be required to examine the data findings provided by the Assessment Coordinator and to then write a report of suggested changes to the program curriculum. These reports will be reviewed by the COB faculty for input prior to the end of the academic year.

When the Curriculum & Assessment Committee is in its “*on year*” it will be required to review COB curriculum for appropriateness and conformity with (a) ACBSP standards and (b) the report of findings from all assessment data analyses. The Committee will then make recommendations on all curriculum change proposals as per university policies and schedule practices.

SECTION VII: RUBRICS

BUS 554: COMPREHENSIVE INTEGRATIVE PROJECT STRATEGIC ANALYSIS OUTLINE

A. Introduction
A.1. An overview of your report's content.
A.2. Introduction of the overall industry, and to your company (including your company's mission statement, and a brief history), and to your company's product lines.
B. Strategic Analysis
B.1. Discussion and analysis of your company's current strategic position as it relates to the current industry competition and market segments (i.e. external analysis).
B.2. Discussion and analysis of your company's current financial performance (i.e. Balance Sheet, Income Statement, and Statement of Cash Flow), and how these relate to your company's current strategic position.
B.3. Discussion and analysis of your company's competitive advantage (e.g. internal resources).
B.4. Presentation and discussion of your SWOT analysis on your company.
C. Strategy Formulation
C.1. Discussion of possible future strategic policies generated by your SWOT analysis.
C.2. Selection and presentation of your company's future (two to three years) strategic policies.
C.3. Presentation and discussion of your company's future performance targets (financial and non-financial targets) as they relate to each of your future strategic policies (and relate to your pro-forma documents).
C.4. Presentation and discussion of your company's future investment requirements (in relationship to your pro-forma documents) to support your company's future strategic policies.
D. Appendices
D.1. Presentation of your company's past three years of financial documents in normal format (for your Income Statement, Balance Sheet, and Statement of Cash Flow) along with common size format (for your Income Statement, and Balance Sheet).
D.2. Presentation of your company's future three years of pro-forma financial documents (i.e. Income Statement, Balance Sheet, and Statement of Cash Flow).

BUS 554: COMPREHENSIVE INTEGRATIVE PROJECT

SCORING CRITERIA

Semester: _____

Paper Number: _____

Pass or Fail: _____

Points		1	2	3	4	5	Weighted Points	
Weights	Content	No evidence	Demonstrated minimal evidence of understanding strategic analysis and the process of developing a strategic plan.	Demonstrated understanding of strategic analysis and the process of developing a strategic plan, but omitted some steps.	Demonstrated an understanding of a strategic analysis and the process of developing a strategic plan, and completed all steps.	Demonstrated a high level understanding of strategic analysis and the process of developing a strategic plan, and completed all steps.		
10	Introduction: Overview of content; company's mission, history, and product lines.							
20	Strategic Analysis: Company's current strategic position (industry competition and market segments); current financial performance relating to current strategic position; company's competitive advantage; SWOT analysis.							
35	Strategy Formulation: Connection between SWOT & future strategic policies; future strategic policies and future performance targets; future financial requirements to fund future strategic policies.							
20	Appendices: Normal format of Income Statement, Balance Sheet, and Statement of Cash Flow; Common size format of Income Statement, and Balance Sheet; three year <i>pro-forma</i> of Income Statement, Balance Sheet, and Statement of Cash Flow.							
15	Professional Presentation: Good grammar, developed paragraphs, logical and flowing style; use of headings, pagination, citation of sources, and referencing of sources; minimal typographical errors.							
[With 500 points available, a minimum of 375 points is required to pass.]							Total	

BUS 554: COMPREHENSIVE INTEGRATIVE PROJECT
PRESENTATION EVALUATION FORM

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

A. Demonstration of Strategic Analysis and Planning						
A.1. The team members provide an excellent introduction of their company's <i>mission and product lines</i> .	5	4	3	2	1	X
A.2. The team members provide an excellent analysis of their company's <i>current strategic position</i> (industry competition and market segments).	5	4	3	2	1	X
A.3. The team members provide an excellent analysis of their company's <i>current financial performance</i> relating to their current strategic position.	5	4	3	2	1	X
A.4. The team members provide an excellent analysis of their company's <i>competitive advantage</i> .	5	4	3	2	1	X
A.5. The team members provide an excellent formulation of their company's <i>future strategic policies</i> .	5	4	3	2	1	X
A.6. The team members provide an excellent formulation of their company's <i>future performance targets</i> to monitor their new strategic policies.	5	4	3	2	1	X
A.7. The team members provide an excellent formulation of their company's <i>future financial requirements</i> to implement their new strategic policies.	5	4	3	2	1	X
A.8. The team members demonstrate a clear understanding of the importance of <i>integrating all business functions</i> in order to succeed in a complex market environment.	5	4	3	2	1	X
B. Demonstration of Presentation Skills						
B.1. The team members demonstrate an exceptional level of professionalism in the textual and visual style of their electronic slides.	5	4	3	2	1	X
B.2. The team members demonstrate an exceptional level of professionalism in the quality of their numerical graphs and figures in their electronic slides.	5	4	3	2	1	X
B.3. The team members demonstrate an exceptional level of professionalism in the delivery of their presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
B.4. The team members demonstrate an exceptional level of persuasiveness in the delivery of their presentation (i.e. they made their argument well).	5	4	3	2	1	X
B.5. The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X