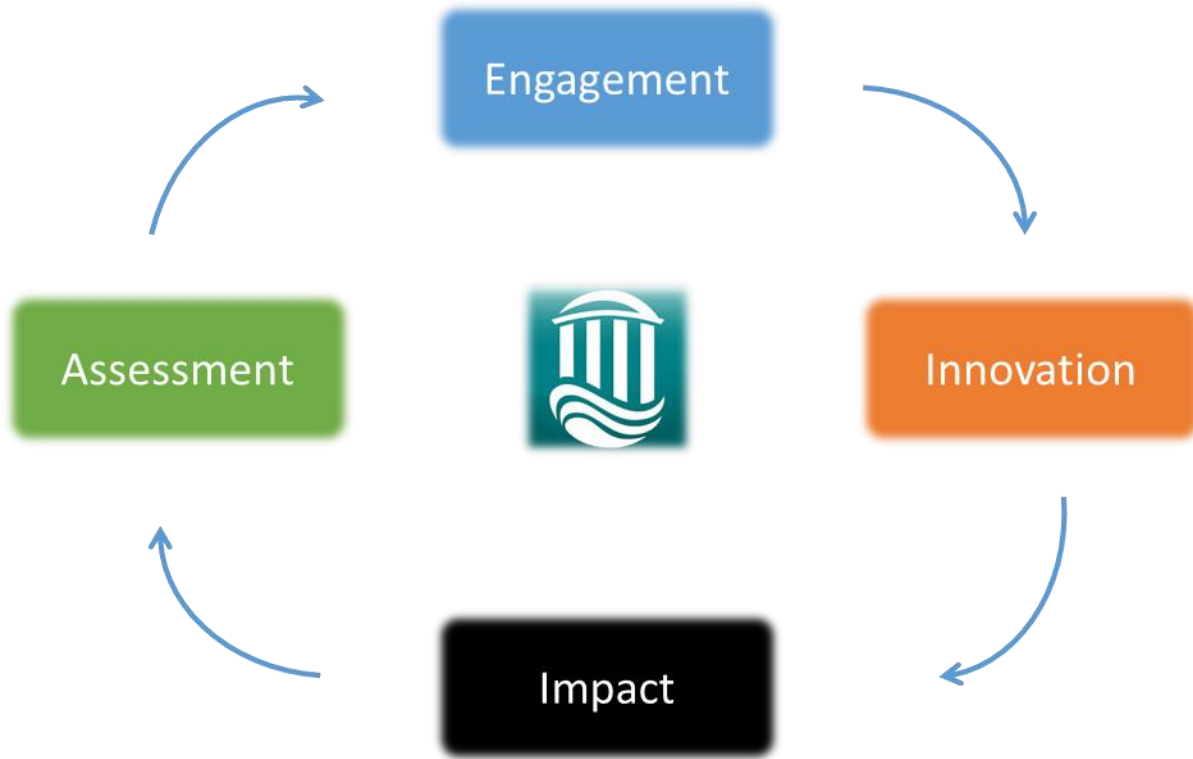


**E. Craig Wall, Sr. College of Business**  
**MBA Programs Assessment Plan**  
**2016-17**



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## Assessment and Assurance of Learning

The Association to Advance Collegiate Schools of Business (AACSB) Assurance of Learning Standards (Standards 8–12) clearly acknowledge assessment of student learning as part of the curriculum management process. The standards call for schools to define learning goals, assess student achievement toward these goals, and utilize what is learned through assessment to continually improve curricular programs. AACSB expectations regarding Assurance of Learning Standards include:

- Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.
- A curriculum maps out how the school facilitates achievement of program learning goals. It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning). A curriculum is also influenced by the mission, values, and culture of the school.
- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.
- Curricula management refers to the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

*<http://www.aacsb.edu/~media/AACSB/Docs/Accreditation/Standards/2013-bus-standards-update-tracked-changed.ashx> (Page 30)*

A detailed description of the assessment program in the E. Craig Wall Sr. College of Business is provided in the pages that follow. You will see that we have carefully defined our learning goals as related to the mission of the College of Business, we systematically assess these goals, analyze the data, and report it to the faculty for curriculum planning and improvement. The assessment program in place is faculty-driven. All faculty members are committed to creating an environment and a curriculum that maximizes the student's ability to learn.

## Mission Statement

The mission of the E. Craig Wall Sr. College of Business Administration is to guide and educate each student in the development of valuable skills for a successful career in a globally competitive and diverse environment. With particular focus on four critical components in order to sustain and enact this mission, the Wall College will:

1. Educate STUDENTS in critical thinking, communication, and professionalism through applied and experiential learning using a variety of teaching techniques and innovative technologies.
2. Develop, maintain, and execute a CURRICULUM emphasizing the integration of business functions in order to provide students with a complete and unified understanding of business.
3. Develop FACULTY intellectual capital by creating a portfolio of diversified intellectual contributions in applied, basic/discovery, integrative/interdisciplinary, and pedagogical (teaching and learning) scholarship.
4. Offer service to the larger COMMUNITY that utilizes and further enhances faculty expertise. Such efforts will, in turn, expand and enhance opportunities for students through cooperative research, internships, or improved course and curriculum design.

As members of the Wall College community of teachers-scholars, we value:

1. People. We value the people who work diligently to achieve (or to help us achieve) our common goals. We recognize that our success is dependent upon a team effort, and is built upon the tireless efforts of committed individuals working together. We treat all people with care, respect, and collegiality even when we disagree.
2. Integrity. We value truthfulness, honest, and transparency in all interactions.
3. Excellence. We value diligence and quality in all of our efforts and strive to progress and advance continuously.
4. Innovation. We value creativity, originality, flexibility, and adaptability in response to an evolving and ever-changing world while never failing to recognize and honor our history and the traditions upon which our college was built.
5. Collaboration. We value synergy and commonality in our effort to achieve a common goal. In such efforts, we commit to disregard self-interest in order to advance the college's objectives.
6. Diversity. We value individual differences and celebrate uniqueness, and we demonstrate this commitment by promoting a safe environment for expression of different perspectives. The application of these values to our daily interactions means that we:
  - Ensure that everyone participates, and no one dominates.
  - Listen to others respectfully without interruption.
  - Are able to disagree without being rude or offensive toward another.

- Recognize that all ideas have the potential to be of value, consequently, we refrain from quick judgement, and maintain objectivity and receptivity.

## **Purpose of the Program**

The Master of Business Administration (MBA) degree provides students with the opportunity to study business administration at the graduate level. The purpose of the MBA is to prepare graduates for careers in a broad spectrum of business activities.

## **Wall College of Business Assessment Responsibilities**

### **From the Wall College Business Bylaws**

#### **Dean**

2.3 Maintain active awareness of policies for continuing accreditation by AACSB, PGA, and SACS and engage appropriate actions and decision making to support maintenance of accreditation by both bodies.

#### **Associate Dean for Learning Assurance**

2.4 Coordinate the assurance of learning and learning assessment processes for the college with appropriate university and outside bodies.

#### **Office of Graduate Programs**

2.8.1 The Office of Graduate Programs provides oversight and assessment of all the current graduate programs and review of any potential graduate programs in the college. Current graduate programs within the college include:

2.8.1.1 The Master of Business Administration (MBA) program – This degree program is designed to improve a participant’s ability to lead people and manage resources within a globally diverse environment through the development of business knowledge and skills, critical thinking, and adaptive behaviors in the context of personal ethics and social responsibility.

#### **The MBA Advisory Committee**

2.7.1. Charge – The MBA Advisory Committee is tasked with oversight of the Master of Business Administration (MBA) program, including assessment implementation and oversight, curriculum development, entrance requirements and general program oversight.

2.7.2. Membership – Voting membership on the MBA Advisory Committee consists of one (1) faculty member from the Finance and Economics department, two (2) faculty from the Marketing, Resort Tourism and Law department, and two (2) faculty from the Management and Decision Sciences department. Each representative must hold graduate faculty status. Representation that reflects a combination of assistant professors, associate professors and professors is encouraged where practical. The graduate director is a voting member.

#### **Committee Membership and Terms of Service**

3.1 Membership

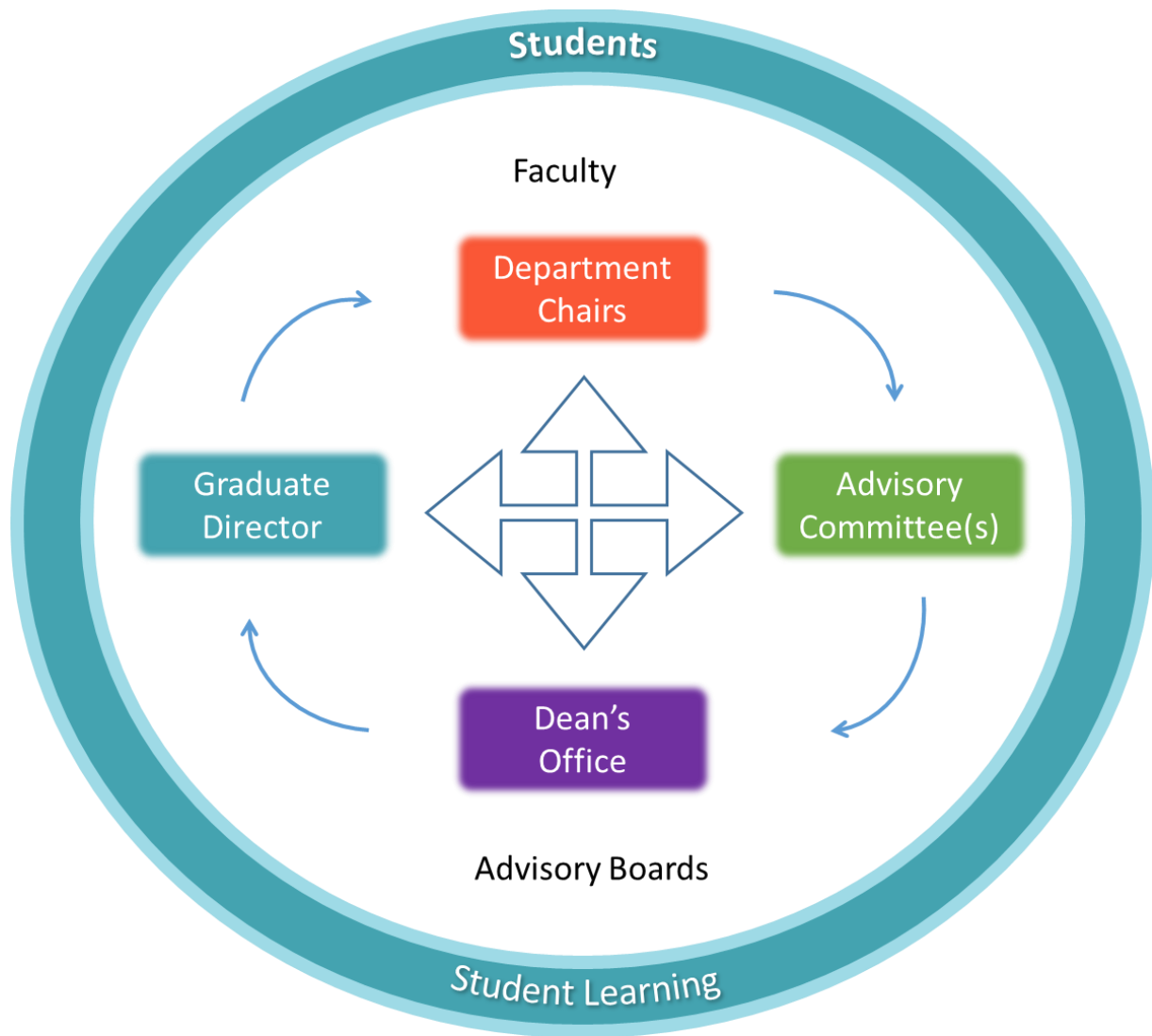
3.1.1. All eligible faculty members may be elected for service on committees, providing that they teach a minimum of six (6) credit hours per semester. The term “eligible” means that members are “faculty” as defined by the Coastal Carolina University Faculty Manual.

3.1.2. Faculty may not serve on more than two of the standing college committees in any given year. A faculty member who has been elected or appointed to serve on two standing committees within the college is ineligible to be nominated for election to serve on a third college standing committee.

3.1.3. A faculty member cannot serve as chair of more than one of the permanent standing college committees in any given year. Once a faculty member has served one three-year elected term, he or she must wait one year before serving on that same committee again.

3.1.4. In the event there are no faculty members available or willing to serve, an eligible faculty member who is a member of two standing committees may agree to be nominated and serve on a third committee.

3.2 Terms of Service: Committees will be composed of members serving three-year staggered terms, with one or two terms expiring each year based upon total committee membership as defined by each standing committee’s membership above.



## **AACSB Assessment Processes**

As seen in the figure above, the Graduate Director is charged with assisting other faculty and Administration in developing graduate assessment plans that include learning goals which are aligned with the college and university mission and with supporting accountability and continuous improvement efforts within the college. The Graduate Director works closely with faculty, Department Chairs, the Associate Dean and the Dean to ensure information is communicated fully. The Graduate Director chairs the MBA advisory committees.

### **WCOB AACSB Standard 8 Assessment Processes:**

- Annual Assessment Data Collection Plan and Reporting (Fall 16 for academic year 2015-16 and May 15 for academic year 2016-17):
  - Important Dates:
    - Oct 14, 2016: 2015-16 MBA assessment results presented to the respective advisory committees.
    - December 2, 2016: 2015-16 assessment results presented to the faculty.
    - TBA: 2016-17 Assessment Plan data entry (after Campus Labs training).
    - Mar 31, 2017: 2017-18 Assessment Plan entered into Campus Labs.
    - May 15, 2017: Data Collection for Assessment Year 2016-17.
  - The Graduate Director:
    - Coordinate with faculty members with graduate assessment responsibilities.
    - Collects and archives assessment data. They use the data to provide reports to the Associate Dean for Assessment. The Associate Dean communicates the resulting recommendations to the Dean.
    - They discuss the prior year assessment results (closes the loop) with their respective advisory committees and then, with the full WCOB faculty, in a special meeting held in the fall of each academic year.
    - Based on the discussion with the full faculty, the advisory committees discuss continuous improvement and change during assessment plan development.
- Annual Assessment Plan Development (Spring):
  - The Graduate Director, Accounting Chair and Advisory Committee Members:
    - Annually reviews the undergraduate assessment plan.
    - Proposes LGs, rubrics defined values.
    - Identifies courses for LG assessment.
    - Coordinates all proposed changes with the Associate Dean for Assessment.
  - The Associate Dean for Assessment and External Engagement:
    - Coordinates curriculum review and development with advisory board members and other external stakeholders.
    - Presents all assessment proposals with the Dean's Council.
    - Approved proposals brought before the entire faculty for approval.
- Support information that is typically collected:
  - Syllabus, rubric, defined value and assessment instrument
  - Results, analysis of results, and use of assessment results for continuous improvement



## AACSB Standard 9:

- The Graduate Director works with faculty to create a curriculum map that shows where learning goals are being taught and measured.
  - The assessment committee assesses the adequacy of LG coverage in WCOB courses. Shortfalls in in assessment coverage are addressed during the annual assessment plan development (See discussion above in AACSB Standard 8).

## 2016-17 MBA AACSB Learning Goals: Where Learning Goals are assessed

	MBA 600: Project Management	MBA 601: Managing Quality	MBA 610: Leading People	MBA 611: Leading Organizations	MBA 620: Financial Management	MBA 621: Value Management	MBA 630: Service Marketing	MBA 631: Marketing Strategy	MBA 640: Creativity and Innovation	MBA 650: Managerial Responsibility and the Law	MBA 655: Sustainability and Social Responsibility	MBA 690: Strategic Implementation	MBA 699: Graduate Business Skills Portfolio
<b>LEARNING GOALS</b>													
<b>LG1 Business Knowledge.</b>	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>		X <sup>E</sup>		X <sup>A</sup>		X <sup>A</sup>	
<b>LG2 Ethical Decision-making.</b>		X <sup>A</sup>		X <sup>R</sup>		X <sup>R</sup>	X <sup>A</sup>	X <sup>E</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>E</sup>
<b>LG3 Critical Thinking.</b>	X <sup>E</sup>	X <sup>A</sup>	X <sup>I</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>E</sup>	X <sup>A</sup>	X <sup>E</sup>	X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>
<b>LG 4 Leadership.</b>	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>		X <sup>R</sup>	X <sup>A</sup>	X <sup>E</sup>		X <sup>A</sup>		X <sup>A</sup>	
<b>LG 5 Professional Communications.</b>	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>	X <sup>E</sup>	X <sup>R</sup>	X <sup>A</sup>	X <sup>E</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>E</sup>
<b>GENERAL SKILLS AREAS</b>													
Information Technology	X <sup>E</sup>	X <sup>A</sup>		X <sup>R</sup>	X <sup>I</sup>		X <sup>R</sup>		X <sup>A</sup>	X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>
Interpersonal Relations and Teamwork	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>		X <sup>E</sup>	X <sup>I</sup>	X <sup>E</sup>	X <sup>A</sup>			X <sup>A</sup>	
Diverse and Multicultural Work Environments		X <sup>A</sup>	X <sup>I</sup>	X <sup>A</sup>						X <sup>A</sup>		X <sup>A</sup>	X <sup>R</sup>
Reflective Thinking		X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>		X <sup>I</sup>	X <sup>E</sup>		X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>
Application of Knowledge	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>	X <sup>A</sup>	X <sup>E</sup>		X <sup>A</sup>		X <sup>A</sup>	X <sup>E</sup>
<b>GENERAL BUSINESS AND MANAGEMENT KNOWLEDGE AREAS</b>													
Economic, Political, Regulatory, Legal, Technological, and Social Contexts of Organizations	X <sup>E</sup>	X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>	X <sup>I</sup>			X <sup>A</sup>		X <sup>A</sup>	X <sup>I</sup>
Social Responsibility, including Sustainability, and Ethical Behavior and approaches to Management		X <sup>A</sup>		X <sup>A</sup>		X <sup>R</sup>	X <sup>I</sup>			X <sup>A</sup>		X <sup>A</sup>	
Financial Theories, Analysis, Reporting, and Markets		X <sup>A</sup>		X <sup>A</sup>	X <sup>A</sup>	X <sup>R</sup>	X <sup>I</sup>			X <sup>A</sup>		X <sup>A</sup>	
Systems and Processes in Organizations, including Planning and Design, Production/Operations, Supply Chains, Marketing and Distribution	X <sup>E</sup>	X <sup>A</sup>	X <sup>I</sup>	X <sup>A</sup>								X <sup>A</sup>	
Group and Individual Behaviors in Society	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>				X <sup>I</sup>					X <sup>A</sup>	X <sup>I</sup>
Information Technology and Statistics / Quantitative Methods Impacts on Business Practices to include Data Creation, Data (Sharing, Analytics, Mining, Reporting, and Storage) Between and Across Entities	X <sup>E</sup>	X <sup>A</sup>			X <sup>A</sup>					X <sup>A</sup>		X <sup>A</sup>	
<b>GENERAL BUSINESS MASTER'S DEGREE PROGRAMS</b>													
Thinking Creatively	X <sup>E</sup>			X <sup>A</sup>					X <sup>A</sup>			X <sup>A</sup>	X <sup>A</sup>
Making Sound Decisions and Exercising Good Judgement under uncertainty		X <sup>A</sup>		X <sup>A</sup>		X <sup>R</sup>	X <sup>A</sup>	X <sup>E</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>A</sup>	X <sup>E</sup>

LG = Assessed Learning Goal  
 A = Graded Assignment  
 E = Emphasized  
 R = Reinforced  
 I = Introduced

## **AACSB MBA Learning Goals:**

### **LG 1: Business Knowledge**

- **Method of Assessment:** This SLO will be assessed using a strategy simulation delivered in MBA 690 (Strategic Implementation). The actual assessment mechanism is embedded in a vendor-supplied simulation that is managed by the Instructor of record.
- **Defined Value:** We define success as 90% of our students having an average score on the assessment of 70% of higher.
- **Course:** MBA 690
- **Instructor:** David Fink
- **Assessment Instrument:** Student knowledge will be assessed using a strategy simulation, where students were required to construct a balanced scorecard. The balanced scorecard is used extensively in business and is the most important measure of a student's total performance in making strategic decisions. The assessment instrument captures important aspects of strategic management for assessing total business performance and includes financial performance, market performance, marketing effectiveness, investment in the future, and wealth and asset management.
- **Term:** Spring 17

### **LG 2: Ethical Decision Making**

- **Method of Assessment:** Ethical decision-making will be assessed in the MBA 655 (Sustainability and Social Responsibility) course. We assess ethical decision-making in a series of mini-cases that provides ethical dilemmas for students to demonstrate their ability to make ethical decisions.
- **Defined Value:** We define success as 90% of our students having an average score across the assessment items of 70% of higher.
- **Course:** MBA 655
- **Instructor:** Kay Keels
- **Assessment Instrument:** The ethical decision making student learning outcome will be assessed with a series of mini-cases that address ethical dilemma. The ethics cases focus on the following topics: (1) ethics in the global economy, (2) advertising to children, (3) product safety and consumer protection, (4) stakeholder theory, and (5) ethics frameworks and managerial decision-making. Students will evaluate the organizational dilemmas and the outcomes associated with their course of action. They conducted a series of assignments that allowed them to make ethical decisions and then assessed the impact to the organization. The student's ability to engage in ethical decision-making was assessed by the final score on the assignment and a managerial reflection to provide a rationale for the decisions.
- **Term:** Fall 16

### **LG 3: Critical Thinking**

- Method of Assessment: Critical thinking will be assessed using course embedded exercises in MBA 655 (Sustainability and Social Responsibility) course. Students will complete a series of exercises that assess their critical thinking in business environments.
- Defined Value: We define success as 90% of our students having an average score across the assessment items of 70% of higher.
- Course: MBA 655
- Instructor: Kay Keels
- Assessment Instrument: Critical thinking was assessed in a series of exercises that reflect issues occurring in organizations and determining how to reach an optimal solution. Students are presented with mini-cases that detail the issues occurring in the organization and make evaluation that includes: identification of the key issues, connections to corporate responsibility and sustainability, and key lessons learned.
- Term: Fall 16

### **LG 4: Leadership**

- Method of Assessment: Leadership skills will be assessed in the MBA 610 (Leading People) course. The assessment mechanism is case study where each student will serve as the leader and provide initiatives for change or improvement in the organization.
- Defined Value: We define success as 90% of our students having an average score on the assessment of 70% of higher
- Course: MBA 610
- Instructor: Arlise McKinney
- Assessment Instrument: The assessment mechanism was a management case, where students assumed the role of the leader of a workgroup to diagnose and address leadership challenges and performance management. The case involves identification organizational issues and developing recommendations based on best practices drawn from the readings and research in the course.
- Term: Spring 17

### **LG 5(a): Professional Communications (written)**

- Method of Assessment: Written communication will be assessed using course embedded assessment tools in the MBA 650 (Management and the Law) course. Written communication is assessed using the grade on multiple writing assignments in the course. Grading rubrics have been designed for assessing the quality of student written assignments.
- Defined Value: We define success as 90% of our students having an average score across the assessment items of 70% of higher.
- Course: MBA 650

- Instructor: Henry Lowenstein
- Assessment Instrument: Written communication is assessed using the grade of a legal case analysis. The assessment requires students to write a 10-page evaluation of a specific business topic from legal case rulings and their application for managers in organizational contexts. The scale for assessing written communications is the following: 1) The ability to identify key legal issues in dispute to be decided by the court in the case, 2) Identify the key points of a decision and basis of the decision by the court in the case, 3) The identify the impact and implications of the court's ruling to future business decisions and practices in the industry, and 4) The student evaluation of the pros and cons of the court's decision to demonstrate critical reasoning.
- Term: Fall 16

### **LG 5(b): Professional Communications (oral)**

- Method of Assessment: Oral communication will be assessed in MBA 640 (Creativity and Innovation) using rubric-based evaluation of student performance in oral presentations. Grading rubrics have been designed for assessing the quality of student oral assignments.
- Defined Value: We define success as 90% of our students having an average score across the assessment items of 70% or higher.
- Course: MBA 640
- Assessment Instrument: Oral communication was assessed using the grade on an oral presentation involving an innovative project idea and evaluated based on a grading rubric. Student presentations were based on a case analysis where they assessed innovation in the organization and presented new ideas for innovation. Presentations were conducted using PowerPoint and/or Prezi methods and evaluated based on quality of presentation materials and oral delivery
- Instructor: Leann Mischel
- Term: Fall 16