

**Assessment Activities
Program Masters in Business Administration**

<i>Graduate School Goals (Purpose)</i>	<i>Program Outcomes</i>	<i>Assessment Procedures and Criteria</i>	<i>Assessment Results</i>	<i>Use of Assessment Results/Change</i>
1. Graduates will demonstrate the disciplinary competence and/or professional proficiency with a global perspective in service to others.	<p>Learning Goal 1: Develop fundamental concepts, skills, and knowledge of functional areas of business in a global context.</p> <p>Learning Goal 2: Develop a depth of knowledge in a specific business area or areas.</p>	<p>a) Learning Goal 1c (related to economics fundamentals) was assessed by examining results of 17 multiple choice questions administered in class. It was expected that overall 80 percent of the questions would be answered correctly.</p> <p>b) Learning Goal 1e (related to Information Technology fundamentals) was assessed by examining results of 13 multiple choice questions administered in class. It was expected that overall 80 percent of the questions would be answered correctly.</p>	<p>a) Overall 73 percent of the questions were answered correctly.</p> <p>b) Overall 70 percent of the questions were answered correctly.</p>	Results will be shared with the College's Graduate Program Committee and with the appropriate departments. We will also reassess the specific assessment instrument to assure that all questions are sufficiently well-written.
2. Graduates will demonstrate an ability to combine critical thinking, disciplined research, and effective problem-solving in their field of study.	Learning Goal 4: Apply analytical, critical, and creative thinking skills in a broad business context.	Learning Goal 4a (related to argument construction and articulation, and the proper consideration of alternate points of view) and 4b (related to generating and evaluating new ideas to develop solutions) were assessed with a rubric that was applied to a class project. It was expected that 70 percent of students would earn a score of at least 4 (6-point scale) in the rubric that included seven dimensions.	Students met the established criteria on five dimensions but failed to meet the criteria on two criteria – "Sources and Evidence" and "Diverse Perspectives."	Ask faculty to attend library workshop to enhance their presentation of how to properly cite sources, especially online sources. Emphasize the need for illustrating diverse perspectives to graduate program committee; add more effective academic honesty module to student orientation in the fall. Make faculty aware of Writing Center as resource for students.
3. Graduates will demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values.	Learning Goal 6: Develop a perspective that values ethical decision-making and social responsibility in business.			
4. Graduates will respectfully and effectively communicate information through all modes of expression.	Learning Goal 5: Demonstrate effective interpersonal communication and collaborative skills.	Learning Goal 5a (related to effective written and verbal communication) was assessed using a rubric that was applied to a course paper and an in-class oral student presentation. It was expected that the mean rating on	Ratings on all elements of the rubrics met the established standard. The elements "Use of communication aids" and "Use of non-verbal skills" scored lowest among the various criteria.	Students should be counseled to consider taking at least one of the three 1-credit hour communications seminars that specifically address presentation skills early in their programs. Ask faculty to strengthen both

		each element within the rubric would be 4 (on a 5-point scale).		verbally delivered and written assignment instruction in terms of specific expectations for use of communications aids and non-verbal skills.
5. Graduates will demonstrate deliberative reflection for lifelong personal and professional formation.	<p>Learning Goal 3: Understand and demonstrate influential strategic leadership.</p> <p>Learning Goal 4: Apply analytical, critical, and creative thinking skills in a broad business context.</p>	See above concerning Learning Goal 4.		
6. Graduates will demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.	<p>Learning Goal 3: Understand and demonstrate influential strategic leadership.</p> <p>Learning Goal 6: Develop a perspective that values ethical decision-making and social responsibility in business.</p>			

In addition to our assessment of specific learning goals, we plan to apply the following changes to our overall assessment system:

- 1) We plan to update and improve our long-run assessment calendar.
- 2) We plan to modify our procedure for initializing assessment each semester to enhance efficiency.
- 3) We plan to present an overview of our assessment procedures and needs at an upcoming faculty meeting to ensure continued awareness of our assessment system.