

Graduate Program – Continuous Improvement Actions

Learning Goal	Learning Objective	T1 Data Collection	T2 Data Collection
Goal 3: Decision Making Skill: Our graduates will demonstrate Analytical Skills.	Decision Making: Students will be able to gather, analyze, and integrate relevant information to make appropriate business decisions.	When Assessed: Fall 2013 Where Assessed: MGT 585 How Assessed: Rubric	When Assessed: Fall 2015 Where Assessed: MGT 585 How Assessed: Rubric Actions Taken: N/A Actions Taken: 1) A business case was introduced in Fall 2014 that emphasized identifying, discussing, and resolving a business issue to align with the student learning objective.

		<p>Results: Standard of 80% not met in 'developing alternatives' and 'recommendations and 'action plan development.'</p>	<p>Results: Standard of 80% not met (identification, analysis, alternative & recommendations, action plan development).</p>
		<p>Continuous Improvement Actions: Actions: Develop a business case that will demonstrate the student's ability to identify, discuss, and resolve business issues to align with the student-learning objective.</p>	<p>Continuous Improvement Actions: The faculty panel deemed the rubric for the assignment adequate despite expressing disappointment with the results. The following recommendations were provided relating to the assignment:</p> <ol style="list-style-type: none"> 1. Using the same instrument to assess decision-making and leadership is not appropriate given that leaders make multiple decisions on a daily basis and also engage in many other tasks as well. Therefore, there should be separate assignments to assess these two functions. 2. Using case analysis as the assessment instrument for this SLO3 is too subjective and open for interpretation for both students and assessors using a rigid rubric. The panel suggests using a more objective, clear, and concise instrument. 3. This assessment instrument should be administered towards the end of the semester and not early in the term. This particular assessment was conducted in early October, just a month into the semester. It was the very first case analysis that students were required to do and, therefore, they were not fully aware of the

			expectations, approach, and methodology employed in case analysis.
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