

Graduate Program – Continuous Improvement Actions

Learning Goal	Learning Objective	T2 Data Collection	T3 Data Collection
	<p><u>Global</u>: Students will analyze the local and global impact of business decisions.</p>	<p>When Assessed: Spring 2015</p> <hr/> <p>Where Assessed: MGT 527 Two sections (F2F & online)</p> <hr/> <p>How Assessed: Rubric</p> <hr/> <p>Actions Taken:</p> <ol style="list-style-type: none"> 1. The artifact from the previous assessment cycle was utilized. 	<p>When Assessed: Spring 2017</p> <hr/> <p>Where Assessed: MKT 521 Two sections (F2F & online)</p> <hr/> <p>How Assessed: Rubric</p> <hr/> <p>Actions Taken:</p> <ol style="list-style-type: none"> 1) Revisions were made to the common goals & rubrics to align with the COB's mission and be consistent with the recommendations made by AACSB consultant, Dr. Karen Tarnoff. 2) Minimum standard raised to 90%. 3) Due to the revisions in #1, a pilot case assignment was initiated in Fall, 2016. A pilot case was utilized in MKT 521 to insure that the artifact was aligned with the student learning objective. 4) To give students exposure to the relevant global factors affecting marketing practices,

			<p>chapter, article and case discussions were conducted.</p> <p>5) Case analysis questions were provided to reflect the student learning objective.</p>
		<p>Results: Standard of 80% was not met in all criteria. It was noted that the results on the criteria on 'application of analysis to business situation' was very low (only 15.15% met criteria).</p>	<p>Results: Using the new standard of success (90%), both F2F and online students did not meet the criteria on global concepts using PEST analysis.</p>
		<p>Continuous Improvement Actions:</p> <ol style="list-style-type: none"> 1. The artifact chosen did not align with the global competency rubric. Suggestions include standardizing the requirements, content, and student guidelines. 	<p>Continuous Improvement Actions:</p> <ol style="list-style-type: none"> 1. To address the issue noted above, the faculty suggested that it may be necessary for instructors to provide specific example relating to each element of PEST otherwise known as market environmental analysis. This will familiarize students to

			<p>the different applications of PEST for various case scenarios.</p> <p>2. Additional explanations are needed in class from the instructors regarding how to apply the PEST Analysis to global issues. Either cite the page in the textbook or include the PEST model in the instructions.</p>
--	--	--	---

