Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Because AACSB requires assessment of student learning only by degree program and all of our MBAs (including both EMBA programs in Tuscaloosa and Huntsville) earn the same degree, we did not begin measuring learning separately until 2011. EMBA student performance was comparable to or better than traditional MBA student performance on all learning measures in 2011. However, 2013-14 assessment data for oral communication will show a significant difference in quality between the two measures. Performance on the previously used measure in MGT 542 (Management Communication) met the faculty-established target, but performance on the newly adopted measure in IBA 550 (International Business), which was captured during the joint international trip with both EMBA student groups in April did not meet targets. The EMBA faculty committee will meet early in fall of 2014 to discuss these results and plan improvement efforts.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Systems Thinking & Logical Analysis
Students will dissect business issues using logic while also thinking holistically and recognizing interrelations between and among business system components.

Related Measures

M 1: ST 509 Exam Questions
Exam questions from ST 509 collected for 100% of EMBA students in 2011.

Source of Evidence: Academic direct measure of learning - other

Target:
75% must meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

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Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 5: Program Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 4: AACSB Accreditation
1. Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance College Schools of Business (AACSB).
   Source of Evidence: Professional standards
   Target: Maintenance of accreditation by AACSB (Association to Advance Collegiate Schools of Business).

OthOtcn 6: Enrollment Levels & Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 5: OIRA Enrollment Data
1. The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments
   Source of Evidence: Existing data
   Target: Optimum enrollment in Tuscaloosa cohort of 25 and in Huntsville cohort of 25.

OthOtcn 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 6: Job Placements
Placements of students in the program.
   Source of Evidence: Job placement data, esp. for career/tech areas
   Target: Job placement is not an appropriate measure for this program as all students are already employed.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Measurement Timing
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later in the students' program of study. They will meet to determine options for the next cycle of measurement.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
<table>
<thead>
<tr>
<th>Measure</th>
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</tr>
</thead>
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Projected Completion Date: 02/2014
Responsible Person/Group: Associate Dean, Kim Campbell

New Standards
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain
appropriate for both the MBA and are appropriate for the EMBA. To identify areas of potential weakness, the group adopted a performance standard of 75%: when less than that percentage of students is rated as fails-to-meet-expectations, the identified learning goals will be investigated as potential weaknesses. Based on the 2011-12 results, the EMBA Committee identified no student learning weaknesses in part because there is no historical data for this group of students.

**Established in Cycle:** 2011-2012
**Implementation Status:** Finished
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** GBA 525 Case Presentation | **Outcome/Objective:** Communication
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Detailed Assessment Report  
2012-2013 EMBA  
As of: 7/14/2014 03:17 PM CENTRAL

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Source of Evidence: Professional standards

Target:
Maintenance of accreditation by AACSB (Association to Advance Collegiate Schools of Business).

Finding (2012-2013) - Target: Met
This program was included in maintenance of AACSB accreditation in March 2013.

OthOtcn 6: Enrollment Levels & Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 5: OIRA Enrollment Data
1. The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments

Source of Evidence: Existing data

Target:
Optimum enrollment in Tuscaloosa cohort of 25 and in Huntsville cohort of 25.

Finding (2012-2013) - Target: Met

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<th>Cohorts Included</th>
<th>EMBA Graduates</th>
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</tr>
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OthOtcn 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 6: Exit Survey**
Survey of graduating students.

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
Job placement is not an appropriate measure for this program as all students are already employed. An exit survey with an 85% satisfaction rate for the program is an appropriate measure of program value.

**Finding (2012-2013) - Target: Met**
Surveys of the two cohorts of EMBA students in 2013 showed 33 out of 34 (97%) believed the value of the program was satisfactory or excellent.

HEMBA (15 graduates - all responded)

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<th>Poor</th>
<th>Unsatisfactory</th>
<th>Neutral</th>
<th>Satisfactory</th>
<th>Excellent</th>
<th>Total Responses</th>
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<td>Value of the program overall</td>
<td>0</td>
<td>0</td>
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<td>5</td>
<td>Compatibility of class schedule with your work demands</td>
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<td>0</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>15</td>
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<td>6</td>
<td>Time required to complete the degree</td>
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<td>0</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>15</td>
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TEMBA (24 graduates - 19 responded)

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<th>5</th>
<th>9</th>
<th>3</th>
<th>19</th>
<th>3.68</th>
</tr>
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</table>

5. **Compatibility of class schedule with your work demands**

|  | 0 | 0 | 2 | 9 | 8 | 19 | 4.32 |

6. **Time required to complete the degree**

|  | 0 | 0 | 0 | 10 | 9 | 19 | 4.47 |

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Measurement Timing

After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later in the students’ program of study. They will meet to determine options for the next cycle of measurement.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** GBA 525 Case Presentation | **Outcome/Objective:** Communication
- **Measure:** Decision Making & Implementation | Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis

- **Measure:** MGT 542 Case Analysis | **Outcome/Objective:** Communication
- **Measure:** Decision Making & Implementation | Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis

- **Measure:** ST 509 Exam Questions | **Outcome/Objective:** Decision Making & Implementation
- **Measure:** Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis

**Projected Completion Date:** 02/2013

**Responsible Person/Group:** Associate Dean, Kim Campbell

### New Standards

After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for both the MBA and are appropriate for the EMBA. To identify areas of potential weakness, the group adopted a performance standard of 75%; when less than that percentage of students is rated as fails-to-meet-expectations, the identified learning goals will be investigated as potential weaknesses. Based on the 2011-12 results, the EMBA Committee identified no student learning weaknesses in part because there is no historical data for this group of students.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** GBA 525 Case Presentation | **Outcome/Objective:** Communication
- **Measure:** Decision Making & Implementation | Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis

- **Measure:** MGT 542 Case Analysis | **Outcome/Objective:** Communication
- **Measure:** Decision Making & Implementation | Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis

- **Measure:** ST 509 Exam Questions | **Outcome/Objective:** Decision Making & Implementation
- **Measure:** Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis
Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Systems Thinking & Logical Analysis
Students will dissect business issues using logic while also thinking holistically and recognizing interrelations between and among business system components.

Related Measures

M 1: ST 509 Exam Questions
Exam questions from ST 509 collected for 100% of EMBA students in 2011.
Source of Evidence: Academic direct measure of learning - other
Target:
75% must meet or exceed expectations.
Finding (2011-2012) - Target: Met
More than 90% of EMBA students met or exceeded expectations. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

M 2: GBA 525 Case Presentation
Case presentation oral assignment ratings on faculty approved rubric in GBA 525 collected from 100% EMBA students in 2011-12.
Source of Evidence: Academic direct measure of learning - other
Target:
75% must meet or exceed expectations.
Finding (2011-2012) - Target: Met
More than 90% of EMBA students met or exceeded expectations. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

M 3: MGT 542 Case Analysis
Case analysis written assignment in MGT 542 collected from 100% EMBA students in 2011-12.
Source of Evidence: Academic direct measure of learning - other
Target:
75% must meet or exceed expectations.
Finding (2011-2012) - Target: Met
More than 90% of EMBA students met or exceeded expectations. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

**SLO 2: Problem Definition & Opportunity Recognition**
Students will diagnose business problems and recognize means of capitalizing on business opportunities.

**Related Measures**

**M 1: ST 509 Exam Questions**
Exam questions from ST 509 collected for 100% of EMBA students in 2011.
Source of Evidence: Academic direct measure of learning - other

**Target:**
75% must meet or exceed expectations.

**Finding (2011-2012) - Target: Met**
More than 90% of EMBA students met or exceeded expectations. Better performance than MBA students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Measurement Timing**
*Established in Cycle: 2011-2012*

After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

**New Standards**
*Established in Cycle: 2011-2012*
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

**M 2: GBA 525 Case Presentation**
Case presentation oral assignment ratings on faculty approved rubric in GBA 525 collected from 100% EMBA students in 2011-12.
Source of Evidence: Academic direct measure of learning - other

**Target:**
75% must meet or exceed expectations.

**Finding (2011-2012) - Target: Met**
More than 90% of EMBA students met or exceeded expectations. Better performance than MBA students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Measurement Timing**
*Established in Cycle: 2011-2012*

After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

**New Standards**
*Established in Cycle: 2011-2012*
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

**M 3: MGT 542 Case Analysis**
Case analysis written assignment in MGT 542 collected from 100% EMBA students in 2011-12.
Source of Evidence: Academic direct measure of learning - other

**Target:**
75% must meet or exceed expectations.

**Finding (2011-2012) - Target: Met**
More than 90% of EMBA students met or exceeded expectations. Better performance than MBA students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Measurement Timing**
*Established in Cycle: 2011-2012*

After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

**New Standards**
*Established in Cycle: 2011-2012*
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

**M 4: Delete**
This entry should be deleted.

Source of Evidence: Academic direct measure of learning - other

**M 5: Delete**
This entry should be deleted.
SLO 3: Decision Making & Implementation
Students will make justifiable business decisions and know how to implement them.

Related Measures

M 1: ST 509 Exam Questions
Exam questions from ST 509 collected for 100% of EMBA students in 2011.
Source of Evidence: Academic direct measure of learning - other

Target:
75% must meet or exceed expectations.
Finding (2011-2012) - Target: Met
A total of 88% of EMBA students met or exceeded expectations. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based
assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals
remain appropriate for ...

M 2: GBA 525 Case Presentation
Case presentation oral assignment ratings on faculty approved rubric in GBA 525 collected from 100% EMBA
students in 2011-12.
Source of Evidence: Academic direct measure of learning - other

Target:
75% must meet or exceed expectations.
Finding (2011-2012) - Target: Met
A total of 85% of EMBA students met or exceeded expectations. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based
assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals
remain appropriate for ...

M 3: MGT 542 Case Analysis
Case analysis written assignment in MGT 542 collected from 100% EMBA students in 2011-12.
Source of Evidence: Academic direct measure of learning - other

Target:
75% must meet or exceed expectations.
Finding (2011-2012) - Target: Met
A total of 88% of EMBA students met or exceeded expectations. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based
assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals
remain appropriate for ...

SLO 4: Communication
Students will construct written and oral messages that are professionally and strategically appropriate for a variety of
business contexts.
Related Measures

M 2: GBA 525 Case Presentation
Case presentation oral assignment ratings on faculty approved rubric in GBA 525 collected from 100% EMBA students in 2011-12.

Source of Evidence: Academic direct measure of learning - other

Target:
75% must meet or exceed expectations.

Finding (2011-2012) - Target: Met
100% of EMBA students met or exceeded expectations for written communication. Comparable to MBA students. More than 90% of EMBA students met or exceeded expectations for oral communication. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

M 3: MGT 542 Case Analysis
Case analysis written assignment in MGT 542 collected from 100% EMBA students in 2011-12.

Source of Evidence: Academic direct measure of learning - other

Target:
75% must meet or exceed expectations.

Finding (2011-2012) - Target: Met
100% of EMBA students met or exceeded expectations for written communication. Comparable to MBA students. More than 90% of EMBA students met or exceeded expectations for oral communication. Better performance than MBA students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measurement Timing
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later i...

New Standards
Established in Cycle: 2011-2012
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for ...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Measurement Timing
After studying the data in 2012, the EMBA Program Committee recommended that course-based assessment data be collected later in the students' program of study. They will meet to determine options for the next cycle of measurement.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: GBA 525 Case Presentation | Outcome/Objective: Communication
| Decision Making & Implementation | Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis
Measure: MGT 542 Case Analysis | Outcome/Objective: Communication
| Decision Making & Implementation | Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis
Measure: ST 509 Exam Questions | Outcome/Objective: Decision Making & Implementation
| Problem Definition & Opportunity Recognition | Systems Thinking & Logical Analysis

Projected Completion Date: 11/2012
Responsible Person/Group: Associate Dean, Kim Campbell

New Standards
After studying the data in 2012, the EMBA Program Committee agreed that the established learning goals remain appropriate for both the MBA and are appropriate for the EMBA. To identify areas of potential weakness, the group adopted a performance standard of 75%; when less than that percentage of students is rated as fails-to-meet-expectations, the identified learning goals will be investigated as potential weaknesses. Based on the 2011-12 results, the EMBA Committee identified no student learning weaknesses in part because there is no historical data for this group of students.

Established in Cycle: 2011-2012
Implementation Status: Finished
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