



April 28, 2019

TO: Rick Muma, Provost
Kay Monk-Morgan, Assistant Vice-President for Academic Affairs

From: Anand S. Desai, Dean, W. Frank Barton School of Business *Anand S. Desai*

Cc: Khawaja Saeed, Associate Dean for Graduate Programs in Business and Professor

RE: Master of Business Administration (MBA) and Executive Master of Business Administration (EMBA) Program Review

Both the MBA and EMBA degrees prepare students for lifelong learning and success in the global marketplace, advance the knowledge and practice of business, and support economic growth through research, outreach and knowledge transfer. The programs offer intellectual and professional advancement opportunities for professionals working at various organizations in Kansas. The programs are interdisciplinary and courses are taught by faculty in the Barton School's various departments. Some concentration courses are taught by faculty outside the Barton School.

The average GPA of students admitted to these programs is 0.1 lower than the University average. Students are admitted to the MBA program either based on their GMAT/GRE scores or through documented managerial exemptions. Performance in the program is not statistically significantly different between the two admission groups. Enrollment in the MBA program has been rising in this review cycle. Introduction of the online MBA, and revisions to the nature of the hybrid format have helped enrollment. The EMBA program is cohort based, and recruiting sufficient students to financially sustain the program has been a challenge. The EMBA was suspended for one cohort, and a redesigned EMBA is planned for a fall 2019 launch.

Assessment of MBA and EMBA program learning outcomes is mature and robust. While most goals are attained, appropriate interventions have been introduced when a need for improvement is identified. Employer and student feedback is sought regularly, and incorporated where feasible and appropriate. Placement rates are very high.

The GEM plan is clear and financial resources and metrics have been clearly identified. Recommendations from the last review cycle have been addressed adequately.

Both degree programs continue to be fully accredited by AACSB and the next AACSB Continuous Improvement Review will take place in spring 2023.



Academic unit: **MBA & Executive MBA** _____ College: **Barton School of Business**

Date of last review **2016-2017** Date of last accreditation report (if relevant):

Triggered Programs **NONE (2018)**

List all degrees described in this report (add lines as necessary)

Degree: Master – Business Administration _____ CIP* code: 52.0201

Degree: Executive Master – Business Administration _____ CIP code: 520201

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Certificate (s): _____

Faculty of the academic unit (add lines as necessary)

As interdisciplinary programs, the MBA & EMBA programs do not have department faculty. Faculty are drawn as needed from departments to teach MBA & EMBA courses.

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK

Submitted by: _____
(Name and title)

Date _____
(Date)

In yellow highlighted areas,
data will be provided

Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Recommendation	Activity	Outcome
The MBA demonstrates the quality of the program using data, but the number of actual students evaluated is missing. Target criteria for the learning outcomes needs to be better defined.	The tables in the assurance of learning report attached as appendices has information on the number of students that were evaluated for each learning outcome. The target is 80% or higher in the acceptable and exemplary categories and is stated in the program assessment section in this document.	The recommendation was addressed.
It is important to document services to other departments by data	Include the information from table 16 from the BIPM report.	The recommendation was addressed.
Although there were no program goals, during the last review, it is important to list some initiatives which led changes in the program as a result of feedback through different means such as program assessment, industry feedback, etc.	The assurance of learning process includes information collected directly through student feedback sessions and periodic feedback that we solicit from industry partners and alumni. The student feedback and input from industry partners is attached as an appendix.	The recommendation was addressed.
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	The faculty reside in the departments, so we believe it is better that the assessment of scholarship based on UNISCOPE is done at the department level.	Suggest that the implementation of this recommendation is done at the department level.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	The GEM plan includes information on how the initiatives align with the university's strategic enrollment plan.	The recommendation was addressed.

Part 2: Departmental Purpose and Relationship to the University Mission

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (Explain in 1-2 concise paragraphs)

- a. Program Mission (if more than one program, list each mission):
The Master of Business Administration and Executive Master of Business Administration degrees prepare students for lifelong learning and success in the global marketplace, advance the knowledge and practice of business, and support economic growth through research, outreach and knowledge transfer.
- b. The role of the program (s) and relationship to the University mission:
The programs offer intellectual and professional advancement opportunities for professionals working at various organizations in Kansas.
- c. Has the mission of the Program (s) changed since last review? Yes No
i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Mission for the degree program is the same. There have been changes in the curricula of both degrees within the last several years.
- d. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review? Yes No

MBA Description

The MBA is a management-based program that requires 36 to 51 hours of study, depending on a student's undergraduate background. It provides working professionals the opportunity to gain management skills and prepares them for career advancement. The program learning goals are as follows:

Learning Goals - Master of Business Administration

1. Demonstrate skills in effective communication and teamwork
2. Demonstrate skills in use and management of technology
3. Demonstrate knowledge of effective management and leadership
4. Demonstrate skills in critical thinking and problem solving
5. Be exposed to and given assistance in understanding ethical business practices

EMBA Description

The Executive MBA is a leadership-based program that imparts a strategic perspective to develop leadership skills. It provides mid-level managers the opportunity to develop an integrated perspective of business and prepares them to take on more complex challenges at their organizations. The program learning goals are as follows:

Learning Goals - Executive Master of Business Administration

1. Develop the ability to identify and solve business problems and pursue opportunities
2. Acquire and enhance skills to lead teams and organizations
3. Demonstrate effective communication skills
4. Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function

Part 3: Faculty Quality

Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

What standards, if any, are in place for your college/department for the following areas? N/A

Departmental Standards																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

Departmental Standards										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	***	Juried	****	Juried	Non-Juried			

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

Narrative: Faculty from all departments teach in the MBA and Executive MBA programs, so the intellectual activities of the faculty of the entire college are relevant.

Please use the tables below to share information about your departmental scholarly outputs.

Departmental Outputs																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA
2013-2014																				
2014-2015																				
2015-2016																				
2016-2017																				

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

Departmental Outputs										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	** *	Juried	*** *	Juried	Non-Juried			
2013-2014										
2014-2015										
2015-2016										
2016-2017										

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance.

****Commissioned or included in a collection.

Narrative:

Faculty from all departments teach in the MBA and Executive MBA programs, so the intellectual activities of the faculty of the entire college are relevant.

Part 4: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

Narrative: a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here: N/A

Narrative: b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here: The average GPA for students admitted to the programs has not changed over the years. The average GPA is a bit lower than the average university level GPA.

MBA Program

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥ 54 hr reported) By FY	
		GPA of those Admitted	University GPA
2014→	65	3.40	3.50
2015→	79	3.40	3.50
2016→	130	3.40	3.50
2017→	122	3.40	3.50

EMBA Program

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥ 54 hr reported) By FY	
		GPA of those Admitted	University GPA
2014→	0		
2015→	15	3.40	3.50
2016→	0		
2017→	0		

In the following table provide program level information. You may add an appendix to provide more explanation/details.

The summary of the program assessment is provided in the following tables. Detailed assessment reports are included as appendices.

MBA Program Assessment (2014 – 2017)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Demonstrate skills in effective communication and teamwork	Group project / Management simulation team project Executive memo assignment (MGMT 885: Strategic Management)	80% or above will be in the acceptable and exemplary categories	95% in acceptable and exemplary categories for teamwork 100% in acceptable and exemplary categories for communication	Continue with the executive memo intervention for communication skills Collect additional data on teamwork based on the same rubric from another class if possible
Demonstrate skills in use and management of technology	Multiple choice questions (MIS 874: Management Information Systems)	80% or above will be in the acceptable and exemplary categories	96% in acceptable and exemplary categories	Continue with the intervention implemented in the last review
Demonstrate knowledge of effective management and leadership	Review a classic film, TWELVE O'CLOCK HIGH and complete an assessment form (MGMT 862: Organizational Behavior)	80% or above will be in the acceptable and exemplary categories	100% in acceptable and exemplary categories	Revised the wording of the goal. Introduce an assignment /case study on performance evaluation approaches
Demonstrate skills in critical thinking and problem solving	Consulting project that requires research design data gathering, analysis, and reporting (MKT 803 / MGMT 803: Marketing Research / Decision Making Analysis)	80% or above will be in the acceptable and exemplary categories	87% in acceptable and exemplary categories	Introduce an assignment on information analysis and assessment in FIN 850
Be exposed to and given assistance in understanding ethical business practices	Ethics case scenario essay (BLAW 810: Business Law and Ehtics)	80% or above will be in the acceptable and exemplary categories	74% in acceptable and exemplary categories.	Due to multiple changes in the ethics case study intervention, more time needs to be given to assess the results

EMBA Program Assessment

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Develop the ability to identify and solve business problems and pursue opportunities	Tool: Case study & presentation (EMBA 802: (Strategic Marketing; EMBA 804: Operations and Supply Chain Management; EMBA 807: Corporate Finance)	80% or above will be in the acceptable and exemplary categories	Exemplary + Acceptable: 100% across all criteria	No changes suggested
Acquire and enhance skills to lead teams and organizations	Assessed independently in different classes through CATME tool EMBA 800: Decision Making Analysis EMBA 804: Strategic Marketing; EMBA 812: Business Law and Ethics for Executives Tool: Indirect Evidence Survey on course objectives (EMBA 890C: Negotiations; EMBA 890E: Leadership)	80% or above will be in the acceptable and exemplary categories	2 Teams with conflict - Teams switched in July 2016 EMBA 804 & 812 - No teams displaying conflict 80% in acceptable and exemplary category	Reshuffling of the team based on DISC assessment mid program worked well. This practice should continue for future cohorts
Demonstrate effective communication skills	Written: Tool: Case Study (EMBA 802: Strategic Marketing) EMBA 812: Business Law and Ethics for Executives Oral: Presentation EMBA: 807: Corporate Finance EMBA 800: Decision Making and Analytics	80% or above will be in the acceptable and exemplary categories	Exemplary + Acceptable: 100% across all criteria Exemplary + Acceptable: 100% across all criteria Exemplary + Acceptable: 87% across all criteria 100% Engagement, Analytical, Confidence, 93%	No changes suggested

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function	<p>Global sub goal tool: Assignment EMBA 805: Global Business and Competitiveness</p> <p>IT sub goal tool: Quiz EMBA 809: Strategic Information Technology)</p> <p>Ethics sub goal tool: Essay EMBA 812: Business Law and Ethics for Executives</p> <p>Innovation sub goal tools: Assignments EMBA 890 G: Corporate Entrepreneurship; EMBA 890 K: Innovation Management; EMBA 890 M: New Product Development</p>	80% or above will be in the acceptable and exemplary categories	<p>Exemplary + Acceptable: 100%</p> <p>Exemplary + Acceptable: 93%</p> <p>Exemplary + Acceptable: 87%</p> <p>Exemplary + Acceptable: 100%</p>	Explore ways to introduce content on innovation and creativity earlier in the curriculum

Definitions:

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Narrative:

Provide assessment here: Summary reports for MBA and EMBA are presented here. Detailed reports are attached as an appendices.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1				
2				
3				

Narrative:

The MBA and EMBA programs do not have a comprehensive examination.

MBA Program

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher		
Year		Result (e.g., 4.5 on scale of 1-5, where 5 highest)
	N	Percentage
2015	47	88.6%
2016	50	85.2%
2017	53	75.4%

EMBA Program

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher		
Year		Result (e.g., 4.5 on scale of 1-5, where 5 highest)
	N	Percentage
2015	0	
2016	0	
2017	13	70%

Provide assessment here: The student satisfaction declined from 2016 to 2017. We believe it is a temporary decline due to structural changes (implementation of the hybrid class structure) made to the MBA program. We will monitor this information and take corrective actions if the decline persists.

Does your program support the university General Education program?

Yes No

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> Have acquired knowledge in the arts, humanities, and natural and social sciences Think critically and independently Write and speak effectively Employ analytical reasoning and problem solving techniques 		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

Narrative:

N/A

Provide assessment here: N/A

Concurrent Enrollment - Does the program offer concurrent enrollment courses? Yes No

No

If no, skip to next question.

Narrative: N/A

Provide assessment here: N/A

Accreditation – Is the program accredited by a specialty accreditation body? Yes No

Narrative:

- g. If yes, please note the name of the body, the next review date and concerns from the last review.
- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide assessment here: AACSB visit was in February 2018. No concerns were raised related to the MBA and EMBA programs. Sample syllabus language for assignment of credit hours (along with ADA, academic honesty, and email policies) are distributed to faculty prior to the start of every semester for inclusion in the syllabus. Periodic review of syllabi show that language is actually included in syllabi. Sample syllabi are in departmental reports.

Credit hour determination – How does the department assign credit hours to courses?

Narrative: Credit hours determination is based three elements. Number of hours students have to spend on class preparation, in-class contact time / online preparation time, and faculty's assessment of the material to be covered in the class.

Provide assessment here: Credit hours is based on university policy. Assessment is conducted based on periodic review of the syllabi.


Overall Assessment – Define the Overall quality of the academic program.

Provide assessment here: Student performance in both the MBA and the Executive MBA programs is at par with other graduate programs. We have put in place an assurance of learning process which requires that data on student learning outcomes is collected on a regular basis and used to make improvements in the curriculum. These processes also includes information from student feedback sessions that we conduct every semester for the MBA program.

Part 5: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the [WSU Program Review document](#) for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							Projected growth from BLS** Current year only. 
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	
2013-14	\$54,588	100%	54%	42%	4%		
2014-15	\$63,186	86%	63%	37%	0%		
2015-16	\$65,809	96%	59%	34%	7%		
2016-17	\$63,880	94%	80%	17%	3%	Management Analyst (14%) Sales Manager (7%) Financial Analyst (7%) Marketing Manager (10%)	

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

Narrative: Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred. AND provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here: The applicants admitted to the MBA program have increased over the last four year from 54 to 114. The average salary for the MBA graduates in the last four years was \$61,865 and 94% of our graduate are employed in the state of Kansas. We believe that another strenght of the program is that 64% of the graduates are employed in a field directly related to their studies because MBA is a general management degree. We have experienced some challenges with the Executive MBA program. Significant changes to the curriculum have been made based on a structured process and feedback from various stakeholders. Some challenges that have impacted the desirability of the program are changes to sponoring organization's education reimbrusement policies and desire for shorter and more focus programs.

Part 6: Program and Faculty Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate (refer to instructions in the [WSU Program Review document for more information on completing this section](#)).

Narrative: Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here: The SCH analysis (table below) shows that the MBA program provides extensive services to non-program majors. The program also includes 3 preparatory classes that non-business undergraduates have to take before they can enroll in most of the core MBA classes. These 3 preparatory classes are also core classes for the Master of Engineering Management program offered by the Industrial, Systems, and Manufacturing Engineering Department at the College of Engineering.

Year	Undergraduates – Majors	Graduates – Majors	Non Program Graduates
2014	260	57	1360
2015	252	160	1347
2016	265	114	1313

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

Narrative:

- Program name:
- In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
- Discuss how graduate assistantships are being used to advance the GEM goals.
- Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
- Summarize how the GEM plan is being updated going forward based on the findings above.

Program Name: Master of Business Administration

Program Aspirations:

- Enrollment Growth: 225 students by 2020
- Add concentrations: Supply chain management / Cybersecurity concentrations
- Career development: Enhance career development opportunities for students
- Professional development: Enhance professional development opportunities

Summary of Enrollment History:

Year	2013	2014	2015	2016	2017
Students	183	159	185	195	206

Summary of Prior Investments into the program (2017):

Items	Investment	Remarks
Marketing	\$ 27,000	Prospect Cloud Email List, SHRM Email Blast, Wichita Business Journal, Airport Display, Digital, Veterans initiative, Young Professionals of Wichita, Information Sessions (7 events a year, we do trivia with gifts), Graduate School Fairs, Visit to Undergraduate Business Classes to Promote the MBA program.
Berlin Program Scholarship	\$ 4,000	Students were given subsidies for travel to berlin to participate in the berlin experience based on financial need
360 Assessment	\$ 15,000	MBA and EMBA 360 programs
MBA Orientation	\$ 500	Twice a year. Pizza for the students.
Student Engagement Sessions	\$ 350 Faculty & Staff time	We conduct a student meet and greet and two student feedback sessions every semester. Pizza for students.
Online Content Development	\$ 10,000	Funded the video content development of two courses in the MBA program
MBA Concentration Videos	\$ 4,000	Developed five video on MBA concentrations: https://www.wichita.edu/academics/business/mba/concentrations.php

Challenges: The key challenges to the program are higher interested in specialized program and desirability of shorter programs such as certificates and mini-masters.

Assistantships: This program does not receive assistantships from the graduate school.

Steps to achieve the aspirations (objective, actions, assessment schedule, metrics, budget and source of budget):

Aspirations	Actions	Yearly Budget	Source	Metrics	Assess. Schedule	SEM Plan
Enrollment Growth	Marketing / Information Sessions / Graduate Recruitment Fairs, etc.	\$26,000	Barton School / Graduate School/Office of Online Learning	Enrollment target	Academic Year	Goal 1, Goal 4, & Goal 7
	Content Development for Online Classes	\$ 15,000 \$7,000	Office of Online Learning Barton School	Video Content Development for 3 Courses Award		
	Berlin Experience					
Concentrations	Explore MBA concentrations SCM & Cybersecurity	Faculty and staff time	Barton School / College of Engineering	Program change	Academic Year	Goal 6
Career Development	Invite CDC to orientation and 360 facilitation session	Faculty and staff time	Barton School	Events	Academic Year	Goal 6
Professional Development	MBA 360	\$15,000	Barton School	MBA 360 program in operation	Academic Year	Goal 1 & Goal 6
	Promote graduate school professional development series	Staff time	Barton School	Events / Facebook posts		
	VMOCK and ALYSS Tools	\$ 2,500	Barton School	VMOCK and ALYSS available to students		
	Staff members attend conference on graduate education	\$2,000	Barton School	Conference attendance		

Program Name: Executive Master of Business Administration

Program Aspirations:

- Enrollment growth: 15 students on average per cohort
- Program reconfiguration: The program was reconfigured and the new structure will be offered in August 2019

Summary of Enrollment History:

Year	2013	2014	2015	2016	2017
Students	0	0	15	0	0

Summary of Prior Investments into the program:

Items	Investment	Remarks
Marketing	\$ 20,400	Prospect Cloud Email List, SHRM Email Blast, KMUW, Wichita Business Journal, Airport Display, and Digital
Orientation	\$ 5,500	WSU Leadership Academy
360 Assessment	\$ 10,000	MBA and EMBA 360 programs
EMBA for a Day	Faculty and Staff time + Lunch	Students are invited to experience the program for a day.
MBA/EMBA Roundtable	\$ 180 for food and gifts Faculty and staff time	MBA / EMBA update and feedback session with employers in Wichita

Challenges: Some challenges that have impacted the desirability of the program are changes to sponsoring organization's education reimbursement policies and desire for shorter and more focus programs.

Assistantships: This program does not receive assistantships from the graduate school.

Steps to achieve the aspirations (objective, actions, assessment schedule, metrics, budget and source of budget):

Aspirations	Actions	Yearly Budget	Source	Metrics	Assess. Schedule	SEM Plan
Enrollment Growth	Marketing / Information Sessions	\$21,000	EMBA program / Barton School	Enrollment target	Each cohort	Goal 1 & Goal 4
	EMBA Professional Development	\$17,000	Barton School	Events		
	4 Information Sessions	Faculty and staff time	Barton School	Events		
Program Reconfiguration	Changes in Courses (Business Analytics & Digital Transformation)	Faculty and staff time	Barton School	Changes in the program	Each cohort	Goal 7
	Offer Program Management Focus	\$15,000	Barton School	Availability of program focus		

Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

Narrative:

- Program name:
- In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
- Discuss how faculty have been engaged in recruitment and retention activities.
- Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here: N/A

Part 9: Program Goals from Last Review

Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate ([refer to instructions in the WSU Program Review document for more information on completing this section](#)).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Transition to a Hybrid MBA program that utilizes online and face to face instructional delivery methods effectively.	We have transitioned all but three classes in the MBA program to the hybrid online format.	Two of the three classes that were not transition to hybrid online format are available in the online format.
	Add another concentration to the MBA program based on demand.	Marketing concentration is now available to students in the MBA program.	Complete.
	Explore certificates options.	New certificate in business analytics is available to students.	Complete.

Part 10: Summary

Narrative: a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e).

Provide assessment here: The MBA and Executive MBA programs are AACSB accredited and offer quality education at extremely competitive costs. These programs are facing much higher competition from universities offering online programs, specialized programs, and private organization offering short skills based programs. We need to keep innovating in the areas of curriculum and professional development so that our programs are offering skills that employers need. These services need to be available through various delivery modes (traditional, hybrid, and online).

Part 11: Forward-facing goals

Narrative: b. Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)**.

List goals here:

1. Add another concentration to the MBA program based on demand by 2021.
2. Add another program focus to the EMBA program based on demand by 2019.
3. Enhance professional development program available to MBA and EMBA students by 2021.

TABLE 1: ASSURANCE OF LEARNING SUMMARY – MBA PROGRAM

Learning Goal	Assessment Strategy	Assessment Schedule	Learning Outcome	Actions
Demonstrate skills in effective communication and teamwork	Group project / Management simulation team project Executive memo assignment (MGMT 885)	Data: Spring 2016 – Spring 2017 Review: Fall 2018	If possible collect additional data for teamwork Results are in the expected range for communication skills	Continue with the executive memo intervention for communication skills Collect additional data on teamwork based on the same rubric from another class if possible
Demonstrate skills in use and management of technology	Multiple choice questions (MIS 874)	Data: Spring 2016 – Spring 2017 Review: Fall 2018	The results are in the expected range	Continue with the executive memo intervention implemented in the last review
Demonstrate knowledge of effective management and leadership	Review a classic film, TWELVE O’CLOCK HIGH and complete an assessment form (MGMT 862)	Data: Fall 2016 2016 – Fall 2018 Review: Spring 2018	The results are in the expected range for both in-class and online classes.	Continue with the assignment /case study on performance evaluation approaches introduced as an intervention in the last review
Demonstrate skills in critical thinking and problem solving	Consulting project that requires research design data gathering, analysis, and reporting (MKT 803 / MGMT 803)	Data: Fall 2016 2016 – Fall 2018 Review: Spring 2018	Sub-goal 2 may be a concern, but more data need to be collected to validate the trend	Continue with assignment on information analysis and assessment in FIN 850 recommended in the last review
Be exposed to and given assistance in understanding ethical business practices and the concept of social responsibility	Ethics case scenario essay (BLAW 810)	Data: Spring 2016 – Spring 2017 Review: Fall 2018	Some improvement over time is visible	Due to multiple changes in the ethics case study intervention, more time needs to be given to assess the results

TABLE 2: ASSURANCE OF LEARNING SCHEDULE TILL 2023

Objectives	Review	Closing the loop / Intervention / Data Collection	Review	Closing the loop / Intervention / Data Collection	Review
Teamwork / Communication	Fall 2018	Spring 2019 / Fall 2019 / Spring 2020	Fall 2020	Spring 2021/ Fall 2021 / Spring 2022	Fall 2022
Use and Management of Technology	Fall 2018	Spring 2019/ Fall 2019 / Spring 2020	Fall 2020	Spring 2021/ Fall 2021 / Spring 2022	Fall 2022
Ethical Practices and Corporate Social Responsibility	Fall 2018	Spring 2019/ Fall 2019 / Spring 2020	Fall 2020	Spring 2021/ Fall 2021 / Spring 2022	Fall 2022
Problem Solving / Critical Thinking	Spring 2019	Fall 2019/ Spring 2020 / Fall 2020	Spring 2021	Fall 2021 / Spring 2022 / Fall 2022	Spring 2023
Leadership	Spring 2019	Fall 2019/ Spring 2020 / Fall 2020	Spring 2021	Fall 2021 / Spring 2022 / Fall 2022	Spring 2023

MBA Learning Goal 1: Demonstrate skills in effective communication and teamwork

This learning goal is evaluated by the instructor in the MBA capstone course MGMT 885, Advanced Strategic Management. Student ratings are used on project / simulation to get the assessment scores.

Teamwork:

Organizational Ability

Organizational Ability	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	58%	40%	2%
Spring 2017	41	56%	44%	0%
Fall 2016	21	84%	16%	0%
Spring 2016	8	38%	62%	0%
Spring 2016	26	62%	27%	4%

Cooperativeness

Cooperativeness	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	65%	30%	5%
Spring 2017	41	63%	37%	0%
Fall 2016	21	94%	6%	0%
Spring 2016	8	38%	50%	12%
Spring 2016	26	69%	35%	4%

Originality or Creativity

Originality or Creativity	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	35%	58%	7%
Spring 2017	41	54%	41%	5%
Fall 2016	21	65%	30%	5%
Spring 2016	8	13%	87%	0%
Spring 2016	26	62%	35%	4%

Analytical Contribution

Analytical Contribution	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	61%	37%	2%
Spring 2017	41	63%	32%	5%
Fall 2016	21	68%	30%	2%
Spring 2016	8	50%	50%	0%
Spring 2016	26	58%	38%	4%

Dependability

Dependability	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	75%	21%	4%
Spring 2017	41	68%	27%	5%
Fall 2016	21	84%	14%	2%
Spring 2016	8	38%	50%	12%
Spring 2016	26	65%	27%	8%

Work Quantity Contribution

Work quantity contribution	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	61%	33%	7%
Spring 2017	41	68%	25%	7%
Fall 2016	21	81%	17%	2%
Spring 2016	8	38%	50%	12%
Spring 2016	26	58%	35%	8%

Work Quality Contribution

Work quality contribution	N	Exemplary	Acceptable	Unacceptable
Spring 2017	10	61%	33%	7%
Spring 2017	41	59%	41%	0%
Fall 2016	21	79%	16%	5%
Spring 2016	8	50%	50%	0%
Spring 2016	26	62%	35%	4%

Analysis: No issues were identified by the committee. The merits of collecting assessment data from another class was discussed. It was suggested that if additional data based on the same rubric is available it will be good to include it in the next review.

Communication: Ability to present persuasive arguments, organize communication, and present compelling logic to support the position.

Written Communication

Ability to present persuasive arguments	N	Exemplary	Acceptable	Unacceptable
Spring 2018	31	100%	0%	0%
Spring 2017	10	40%	60%	0%
Spring 2017	41	100%	0%	0%
Fall 2016	21	10%	71%	19%
Spring 2016	8	50%	50%	0%
Spring 2016	26	50%	42%	8%

Analysis: The interventions are working and the results are within the expected range.

MBA Learning Goal 2: Demonstrate skills in use and management of technology

Sub-Goal 1: Develop the ability to assess risks and advantages associated with contemporary information systems (IS)

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	29	52%	38%	10%
Spring 2017	35	57%	31%	11%
Fall 2016	28	43%	39%	18%
Spring 2016	20	25%	75%	0%

Sub-Goal 2: Understand the issues associated with configuring and managing information systems

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	29	55%	31%	14%
Spring 2017	35	60%	26%	14%
Fall 2016	28	39%	43%	18%
Spring 2016	20	70%	30%	0%

Sub-Goal 3: Understand the issues associated with developing and sourcing of information systems

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	29	52%	38%	10%
Spring 2017	35	63%	29%	9%
Fall 2016	28	50%	36%	14%
Spring 2016	20	80%	20%	0%

Analysis: No issues were identified. The committee recommended that the intervention suggested in the last review should continue.

MBA Learning Goal 3: Demonstrate knowledge of effective management and leadership

Sub-Goal 1: Demonstrate understanding of different leadership styles

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	39	87%	8%	2%
Fall 2018(H)	24	87%	13%	0%
Spring 2018	35	88%	12%	0%
Spring 2017	39	92%	8%	0%
Fall 2016	43	95%	5%	0%

Sub-Goal 2: Demonstrate understanding of effective leadership practices

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	39	79%	16%	2%
Fall 2018(H)	24	96%	4%	0%
Spring 2018	35	86%	14%	0%
Spring 2017	39	87%	13%	0%
Fall 2016	43	91%	9%	0%

Sub-Goal 3: Demonstrate understanding of motivational techniques

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	39	77%	18%	2%
Fall 2018(H)	24	83%	17%	0%
Spring 2018	35	94%	6%	0%
Spring 2017	39	90%	10%	0%
Fall 2016	43	93%	7%	0%

Sub-Goal 4: Demonstrate understanding of performance evaluation approaches

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	39	82%	13%	5%
Fall 2018(H)	24	79%	21%	0%
Spring 2018	35	86%	14%	0%
Spring 2017	39	87%	13%	0%
Fall 2016	43	88%	12%	0%

Analysis: The professor indicated the preference to continue with the assessment approach. The committee was satisfied with the assessment results and did not recommend any intervention. They did highlight that more data needs to be collected to understand the trend for the online class.

MBA Learning Goal 4: Demonstrate skills in critical thinking and problem solving

Sub-Goal 1: Statement of Issues / Problems / Opportunities

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	35	29%	57%	14%
Fall 2018(H)	27	48%	41%	11%
Spring 2018	29	38%	42%	20%
Spring 2017	35	40%	40%	20%
Fall 2016	32	25%	75%	0%
Spring 2016	33	55%	45%	0%
Fall 2015	38	42%	42%	16%
Spring 2015	25	44%	56%	0%

Sub-Goal 2: Issue / Problem / Opportunity Analysis

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	35	0%	91%	9%
Fall 2018(H)	27	41%	37%	22%
Spring 2018	29	28%	55%	17%
Spring 2017	35	43%	49%	8%
Fall 2016	32	25%	75%	0%
Spring 2016	33	42%	58%	0%
Fall 2015	38	34%	42%	24%
Spring 2015	25	40%	60%	0%

Sub-Goal 3: Construct Hypotheses and Support Arguments

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	35	0	89%	11%
Fall 2018(H)	27	33%	60%	7%
Spring 2018	29	24%	62%	14%
Spring 2017	35	37%	57%	6%
Fall 2016	32	6%	94%	0%
Spring 2016	33	42%	58%	0%
Fall 2015	38	37%	47%	16%
Spring 2015	25	28%	60%	12%

Sub-Goal 4: Conclusions / Implications / Consequences

Term	N	Exemplary	Acceptable	Unacceptable
Fall 2018 (O)	35	14%	74%	12%
Fall 2018(H)	27	48%	40%	11%
Spring 2018	29	28%	55%	17%
Spring 2017	35	51%	32%	17%
Fall 2016	32	0%	100%	0%
Spring 2016	33	45%	55%	0%
Fall 2015	38	40%	45%	15%
Spring 2015	25	20%	68%	12%

Comments:

For the questionnaire design, the students mostly, and in some cases entirely, wrote items that addressed the research objectives. However, none of them used any established scales, which called the validity of the scales into question. This is a failure to apply information from the course. A few did a poorer job of designing the survey.

The study was exploratory instead of conclusive. Students did a nice job of summarizing qualitative information and linking it back to the research objectives. However, only a few of them looked at more revealing combinations of the data (e.g. cross tabs of data). Additionally, there were a few scales in the survey that should have been summed for the analysis, but no one did that. A few did not analyze an acceptable amount of data.

Analysis:

The sections in Fall 2018 were offered by different professors. The results for the unacceptable category are below the 20% target except for sub-goal 2 in Fall 2018 (in-class section). It was decided that more data need to be gathered to evaluate the trend in results related to sub-goal 2. The additional data will help in determining if an intervention is needed.

MBA Learning Goal 5: Be exposed to and given assistance in understanding ethical business practices

The “Law and Ethics for Business” course was included in the MBA program in Fall 2013. The course assessment consists of quizzes and tests, but for the most part the assessment is based on written essays and research projects. In particular, the students are required to write several analytical essays about ethical issues and applying ethical principles to practical ethical dilemmas.

Sub-Goal 1: Use critical thinking to identify ethical issues in business situations.

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	49	63%	25%	11%
Spring 2017	40	18.4%	63.2%	18.4%
Fall 2016	43	18.4%	52.7%	28.9%
Spring 2016	44	23.3%	44.2%	32.5%

Sub-Goal 2: Use strategic thinking to identify the available alternatives in ethical decision making.

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	49	63%	25%	11%
Spring 2017	40	18.4%	60.5%	21.1%
Fall 2016	43	18.4%	52.6%	28.9%
Spring 2016	44	18.6%	30.2%	51.2%

Sub-Goal 3: Use analytical thinking to weigh ethical alternatives through a range of ethical theories and processes.

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	49	63%	25%	11%
Spring 2017	40	18.4%	44.7%	36.9%
Fall 2016	43	15.8%	50.0%	34.2%
Spring 2016	44	18.6%	48.8%	32.6%

Sub-Goal 4: Identify the stakeholders who will be impacted by ethical decisions.

Term	N	Exemplary	Acceptable	Unacceptable
Spring 2018	49	63%	25%	11%
Spring 2017	40	18.4%	60.5%	21.1%
Fall 2016	43	18.4%	47.4%	24.2%
Spring 2016	44	11.6%	67.4%	21%

Analysis: The results show some improvement over time. The ethics case study intervention has change multiple times. The committee concluded that more time needs to be allowed to correctly assess the impact of the previous intervention.

TABLE 4: EMBA ASSURANCE OF LEARNING SUMMARY

Learning Goal	Assessment Strategy	Assessment Schedule	Learning Outcome	Actions
Develop the ability to identify and solve business problems and pursue opportunities	<p>EMBA 802 (Strategic Marketing) (Brian Rawson) Tool: Case Study</p> <p>EMBA 804 (Operations and Supply Chain Management) (Sue Abdinour)</p> <p>EMBA 807 (Corporate Finance) (Tim Craft). Tool: Case study+presentation final</p>	<p>Data: Fall 2015 – Fall 2016</p> <p>Review: Spring 2017</p> <p>Actions: Fall 2017 onwards</p>	<p>Exemplary + Acceptable: 100% across all criteria</p> <p>50% Exemplary + 50% Acceptable: “Analyze business problems” 100% Acceptable on “Apply Knowledge”</p> <p>Exemplary + Acceptable: Analyze: 93% Apply Knowledge: 87%</p>	No changes suggested
Acquire and enhance skills to lead teams and organizations	<p>Will be assessed independently in a class this semester and in a class in Fall 2016</p> <p>EMBA 800 CATME EMBA 804 CATME EMBA 812 CATME</p> <p>EMBA 890C (Negotiations) + EMBA 890E (Leadership) Tool: Indirect Evidence Survey on Course objectives EMBA 890E Tool: Assignment-Assessment of Leadership Styles</p>	<p>Data: Fall 2015 – Fall 2016</p> <p>Review: Spring 2017</p> <p>Actions: Fall 2017 onwards</p>	<p>2 Teams with conflict Following team switch in July ‘16: EMBA 804- No teams displaying conflict EMBA 812 - No teams displaying conflict</p> <p>Scale of 1 to 7 (Strongly Agree) 79% rate ≥ 5</p> <p>Assignment results provided below</p>	<p>Reshuffling of the team based on DISC assessment mid problem worked well. This practice should continue for future cohorts.</p>
Demonstrate effective communication skills	<p>Written: EMBA 802 (Strategic Marketing) (Brian Rawson) Tool: Case Study EMBA 812 (Larry Spurgeon)</p> <p>Oral: EMBA 807 (Corporate Finance) (Tim Craft) Tool: Case study presentation EMBA 800 (Decision Making and Analytics) (Kate Kung-McIntyre) Tool: Case Study+Presentation Final</p>	<p>Data: Fall 2015 – Fall 2016</p> <p>Review: Spring 2017</p> <p>Actions: Fall 2017 onwards</p>	<p>Exemplary + Acceptable: 100% across all criteria for Written Communication</p> <p>Exemplary + Acceptable: 100% across all criteria</p> <p>Exemplary + Acceptable: ≥ 87% across all criteria</p> <p>100% Engagement, Analytical, Confidence, 93% Acceptable/Exemplary for Enthusiasm, Preparation, Delivery</p>	No changes suggested

TABLE 4: EMBA ASSURANCE OF LEARNING SUMMARY

Learning Goal	Assessment Strategy	Assessment Schedule	Learning Outcome	Actions
<p>Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function</p>	<p>Global sub goal: EMBA 805 (Global Business and Competitiveness) (Masud Chand)</p> <p>IT sub goal: EMBA 809 (Strategic Information Technology) (Khawaja Saeed)</p> <p>Ethics sub goal: EMBA 812 (Business Law and Ethics for Executives) (Larry Spurgeon)</p> <p>Innovation sub goal: EMBA 890 G (Corporate Entrepreneurship) , EMBA 890 K (Innovation Management), EMBA 890 M (New Product Development)</p>	<p>Data: Fall 2015 – Fall 2016 Review: Spring 2017 Actions: Fall 2017 onwards</p>	<p>Exemplary + Acceptable: 100%</p> <p>Exemplary + Acceptable: 93%</p> <p>Exemplary + Acceptable: 87%</p> <p>Exemplary + Acceptable: 100%</p>	<p>Explore ways to introduce content on innovation and creativity earlier in the curriculum.</p>

EMBA Learning Goal 1:

Develop the ability to identify and solve business problems and pursue opportunities.

- a. Analyze business problems and opportunities through integration of knowledge across business disciplines.
- b. Apply knowledge and skills to solve business problems.

This learning goal was evaluated by the instructors in:

- EMBA 802 (Strategic Marketing) (Brian Rawson)
- EMBA 804 (Operations and Supply Chain Management) (Sue Abdinnour),
- EMBA 807 (Corporate Finance) (Tim Craft).

Note: Both sub-goals were assessed in all classes.

Data below show the assessment results for classes in 2016

Problem Solving:

EMBA 802 Strategic Marketing Tool: Case Study

		Analyze Business Problems	Apply Knowledge
Unacceptable	1	0%	0%
Acceptable	2	33%	47%
Exemplary	3	67%	53%
Acceptable + Exemplary		100%	100%

Comments:

EMBA 804 Operations and Supply Chain Management Tool: Case Study

		Analyze Business Problems	Apply Knowledge
Unacceptable	1	0%	0%
Acceptable	2	50%	100%
Exemplary	3	50%	0%
Acceptable + Exemplary		100%	100%

Comments:

EMBA 807 Corporate Finance Tool: Case Study

		Analyze Business Problems	Apply Knowledge
Unacceptable	1	7%	13%
Acceptable	2	53%	53%
Exemplary	3	40%	33%
Acceptable + Exemplary		93%	87%

Comments:

Given the results of the assessment, with 93% and 87% acceptable or exemplary, no changes are needed to the current case assessment.

EMBA Learning Goal 2:

Acquire and enhance skills to lead teams and organizations

- Awareness of different leadership styles
- Ability to effectively work in a team

This learning goal was assessed independently in the following classes in FA15 and SU16

- EMBA 800 (Decision Making & Analytics) (Kate Kung-McIntyre) Tool: CATME SU16
- EMBA 804 (Operations & Supply Chain) (Sue Abdinnour) Tool: CATME FA16
- EMBA 890C (Negotiations) + EMBA 890E (Leadership) Tool (Gerald Graham): Indirect Evidence Survey on Course objectives (see results below) SP15
EMBA 890E Assignment: Assessment of Leadership Styles SP15

EMBA 800 (Decision Making & Analytics) CATME Teamwork Evaluation

Student	Team ID	Contrib. to Team	Interact w/ Team	Keeping on Track	Expect Quality	Having KSAs	Adj Factor (w/ Self)	Adj Factor (w/o Self)	Note
Bajracharya, M.	1	2.7	4	2.3	3.3	2.7	1	0.83	
Cunningham, B.	1	3	4.3	1.7	2.7	2.7	0.91	0.84	
Gillespie, J.	1	4.3	4.7	2.7	3	3	1.05	1.05	Conf
Goebel, M.	2	1.7	2.3	2.3	2.7	3	0.72	0.63	
McGuire, D.	2	4	4	3	4	4	1.05	1.03	Conf
Patwardhan, R.	2	3	4	3.7	4	4	1.05	1.05	
Ciecko, R.	3	4.3	4.7	4.3	5	5	1	1	
Kim, T.	3	5	4.7	4.7	5	4.7	1.01	1.04	
Steele, S.	3	4.7	4.7	5	5	4.7	1.01	1.03	
Hebsur, S.	4	3.5	4.5	4.5	4	4	1	1	
Reed, J.	4	4.5	4.5	4.5	4	4	1.02	1.05	
Soldan, R.	4	4	4.5	4.5	4	4	1	1	
Belyamani, B.	5	5	5	5	5	5	1		
Frazey, D.	5	5	5	5	5	5	1	1	
Welch, C.	5	5	5	5	5	5	1	1	

EMBA 804 (Operations & Supply Chain Management) CATME Teamwork Evaluation Following Team Switch in July, 2016

Student	Team ID	Rater #	C	I	K	E	H	C	I	K	E	H	C	I	K	E	H	Adj Factor	Adj Factor	Note	
Kim, Tim	1	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	
McGuire, D.	1	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	
Reed, Jasc	1	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	
Bajracharya	2	1	3	4	5	5	4	4	5	4	5	4	4	5	5	5	5	5	1	1	
Ciecko, R	2	2	5	5	5	5	5	4	5	4	4	4	4	5	5	5	5	5	1.01	1.05	
Welch, Ch	2	3	5	5	5	5	5	4	5	4	5	4	4	5	5	5	5	5	1.02	1.01	
Belyamani	3	1	5	5	5	5	5	3	4	4	4	4	4	5	5	5	5	5	1	1	
Goebel, M	3	2	5	5	5	5	5	3	4	3	4	4	5	5	5	5	5	5	1	1.05	Under
Hebsur, S	3	3	5	5	5	5	5	3	4	5	5	4	5	5	5	5	5	5	1.02	1	
Frazey, D	4	1	4	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	1	1.04	
Gillespie,	4	2	4	4	4	4	4	5	4	5	4	4	4	5	5	5	5	5	1	1.01	
Soldan, R	4	3	4	4	4	4	5	4	4	5	4	5	5	5	5	5	5	5	1.01	1	
Cunningh	5	1	4	4	4	4	4	4	5	5	5	5	5	5	4	3	5	4	4	1	1
Patwardh	5	2	4	4	4	4	4	4	5	5	5	5	5	5	5	5	4	4	1.01	1	
Steele, Sc	5	3	4	4	4	4	4	4	5	5	5	5	5	5	5	5	4	4	1.01	1.01	

EMBA 890C + E Negotiations & Leadership Indirect Survey

EMBA Assessment of Learning									
Goal Number 2: Acquire and enhance skills to lead teams and organizations									
Sub-Goal 2a: Awareness of different leadership styles									
Indirect Evidence									
Course Survey: Essential Negotiation Skills (EMBA 890C) and Executive Leadership (EMBA 890E) Seminar Topic Course Objectives									
	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
	1	2	3	4	5	6	7	5 or >	6 or >
I am more aware of negotiating opportunities.	0%	0%	7%	20%	33%	20%	20%	73%	40%
I understand better how to make negotiating styles work more effectively.	0%	0%	0%	7%	53%	13%	27%	93%	40%
I am able to describe “principled negotiations”.	0%	0%	0%	7%	20%	47%	27%	93%	73%
I understand the importance of addressing all parties’ interests.	0%	0%	7%	0%	13%	47%	33%	93%	80%
I more often stress alternatives for mutual gain.	0%	7%	0%	0%	47%	33%	13%	93%	47%
I am more confident in dealing with other parties’ dirty tricks.	0%	0%	7%	7%	13%	53%	20%	87%	73%
I have more insight about my unique leadership style.	0%	0%	0%	7%	40%	27%	27%	93%	53%
I have a better understanding of a leader’s role regarding vision and mission.	0%	0%	0%	0%	27%	33%	40%	100%	73%
I understand how effective leaders set expectations.	0%	0%	0%	0%	40%	33%	27%	100%	60%
I am more aware of practical ways to improve communication and decision making.	0%	0%	0%	7%	47%	27%	20%	93%	47%
I am able to more effectively coach and motivate staff.	0%	0%	0%	7%	43%	29%	21%	93%	50%
I understand better now to negotiate change and manage conflict.	0%	0%	0%	7%	50%	29%	14%	93%	43%
I am able to increase my zone of influence.	0%	0%	0%	21%	29%	29%	21%	79%	50%
I am able to improve morale and attitudes.	0%	0%	0%	21%	29%	29%	21%	79%	50%
I am more confident with employee discipline.	0%	0%	0%	21%	29%	43%	7%	79%	50%
Notes:									
Student Comment: Belt's class was A+ - in response to questions 11 through 15									
One student didn't complete questions 11 to 15									

Comments (KW):

- Survey questions: Please note that questions 1 to 6 were related to the Negotiations course objectives. The remaining questions were related to the Executive Leadership course objectives.
- Note: One student commented on Dr. Belt’s class when answering questions 11 to 16, so others may also feel that these topic areas were presented in that class as well. If you decide to “map” the assessment, this could inform that process.

EMBA 890E, FA16 Assignment

Instructions. After viewing assigned segments of the film TWELVE O’CLOCK HIGH, answer the following questions. Column 1 records the “correct”* response. Column 3 reports the actual answers and Column 4 records the percentage of accurate answers.

Ans.	Questions	Students	%
A	1. How would you assess the performance of Davenport’s crew? a. far below expectations b. below expectations but improving c. meets expectations d. exceeds expectations	8 6 0 1	53% 40% 0% 6%
A	2. How would you assess the morale of Davenport’s crew? a. disappointing b. low but improving c. meets expectations d. exceeds expectations	12 2 0 1	80% 13% 0% 6%
D	3. Rate Davenport on the attached Structure/Consideration Matrix and record your score. a. 27 or higher b. between 21 and 26 c. between 15 and 20 d. 15 or lower	0 0 6 9	0% 0% 40% 60%
C	4. Which of the following best describes Davenport’s leadership style? a. directing b. coaching c. supporting d. empowering	0 0 15 0	0% 0% 100% 0%
C	5. How would you assess the performance of Savage’s crew? a. far below expectations b. below expectations but improving c. meets expectations d. exceeds expectations	0 3 9 3	0% 20% 60% 20%
D	6. How would you assess the morale of Savage’s crew? a. disappointing b. low but improving c. meets expectations d. exceeds expectations	1 4 3 7	6% 27% 20% 47%
C	7. Rate Savage on the attached Structure/Consideration Matrix and record your score. a. 27 or higher b. between 21 and 26 c. between 15 and 20 d. 15 or lower	15 0 0 0	100% 0% 0% 0%
B	8. 4. Which of the following best describes Savage’s leadership style? a. directing b. coaching c. supporting d. empowering	**	

*“Correct responses” have been determined as a result of inputs from several hundred management executives. **Savage’s style evolved over a period of time. While I did not capture a direct answer to this statement from Fall, 2016 EMBA 890E students, the “C” response in Item 7 is consistent with the “coaching” leadership style.

EMBA Learning Goal 3:

Demonstrative effective communication skills

- a. Write effective reports
- b. Make high quality oral presentations

This learning goal was evaluated by the instructors in:

Written Communication:

EMBA 802 (Strategic Marketing) (Brian Rawson) Tool: Case Study

		Clarity	Mechanics	Organization	Topic	Recommendation	"Made the Case"	Overall Quality
Unacceptable	1	0%	0%	0%	0%	0%	0%	0%
Acceptable	2	47%	47%	40%	33%	13%	60%	53%
Exemplary	3	53%	53%	60%	67%	87%	40%	47%
Acceptable + Exemplary		100%	100%	100%	100%	100%	100%	100%

Comments:

EMBA 812 (Larry Spurgeon) Essay Assignment

		Clarity	Mechanics	Organization	Topic	Recommendation	"Made the Case"	Overall Quality
Unacceptable	1	0%	0%	0%	0%	0%	0%	0%
Acceptable	2	47%	47%	47%	67%	67%	67%	67%
Exemplary	3	53%	53%	53%	33%	33%	33%	33%
Acceptable + Exemplary		100%	100%	100%	100%	100%	100%	100%

Comments:

Oral Communication:

EMBA 807 (Corporate Finance) (Tim Craft) Tool: Case Study + Presentation

		Engagement	Enthusiasm	Preparation	Analytical	Confidence	Delivery
Unacceptable	1	7%	0%	0%	0%	13%	0%
Acceptable	2	80%	73%	100%	87%	73%	87%
Exemplary	3	13%	20%	0%	13%	13%	13%
Acceptable + Exemplary		93%	93%	100%	100%	87%	100%

Comments:

Learning Sub-Goal #3: Given the results of the assessment, with scores ranging between 87% and 100% acceptable or exemplary, no changes are needed to the current assessment.

EMBA 800 (Decision Making and Analytics) (Kate Kung-McIntyre) Tool: Case Study+Presentation

		Engagement	Enthusiasm	Preparation	Analytical	Confidence	Delivery
Unacceptable	1	0%	7%	7%	0%	0%	7%
Acceptable	2	53%	47%	33%	40%	40%	33%
Exemplary	3	47%	47%	60%	60%	60%	60%
Acceptable + Exemplary		100%	93%	93%	100%	100%	93%

Comments:

This course is designed to provide application tools to utilize data and information rather than a theoretical textbook approach. The class is not intended to make you a statistician or analyst. The focus is on understanding, connecting, and translating everyday information in order to facilitate business decision process. Students should also be able to demonstrate effective communication of these skills with a high quality oral presentation. The rubric data shows more than 93% proficiency in all categories measured. No recommended actions or changes in the assessment tool is required this time.

EMBA Learning Goal 4:

Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function.

- a. Comprehend the impact of information technology and product innovations on organizational competitiveness
- b. Develop an understanding of opportunities and challenges in managing a global organization
- c. Identify and analyze legal and **ethical** business issues

This learning goal was evaluated by the instructors in:

Global sub goal: EMBA 805 (Global Business and Competitiveness) (Masud Chand)

Assessment Tool:

The assessment was based on a combination of written case analysis, case presentation, and class participation.

Learning Outcomes:

100 % of students rated as either acceptable or exemplary.

Comments:

- Have at least one class session after coming back from overseas trip
- Have a student assistant noting student comments in class to help grade class participation.

IT sub goal: EMBA 809 (Strategic Information Technology) (Khawaja Saeed)

Assessment Tool:

Assessment was done through quizzes.

Learning Outcomes:

EMBA IT Assessment

Categories	Percentage
Unacceptable	7%
Acceptable	33%
Exemplary	60%

EMBA Learning Goal 4 (continued):

Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function.

- c. Identify and analyze legal and ethical business issues

Ethics sub goal: EMBA 812 (Business Law and Ethics for Executives) (Larry Spurgeon Ethics portion only)

Assessment Tool:

The assessment tool was an essay assignment. The purpose of the assignment is to have students apply the principles of the “big three” ethical philosophies discussed in class. For this essay students were required to read, analyze, and apply the content from three articles from the Stanford Encyclopedia of Philosophy: (1) Kant’s Moral Philosophy (Duty Ethics), (2) Aristotle’s Ethics (Virtue Ethics), and (3) Utilitarianism.

Learning Outcomes:

A rubric was adapted to assess the learning outcomes. The rubric and responses are provided below.

Rating Scale

Identify and analyze ethical business issues

Unacceptable	1	13%
Acceptable	2	60%
Exemplary	3	27%
Acceptable + Exemplary		87%

Comments:

I teach the same course to MBA students and have used the same assessment tool recently there. The results for this EMBA course are somewhat better than the MBA results, though I see the same patterns. Some students demonstrate excellent critical thinking skills in terms of identifying ethical issues and applying ethical decision making principles to a business situation. And a notable percentage of students score Unacceptable for those skills. As with the MBA course, it is difficult to determine how much of the poor performance for some students is due to effort as compared to critical thinking ability. One possible change that might help in that determination is to make this essay project worth a larger percentage of the overall grade. But overall, the results were above the desired level for these students.

EMBA Learning Goal 4:

Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function.

- a. Comprehend the impact of information technology and product innovations on organizational competitiveness

Innovation sub goal: EMBA 890 K (Innovation Management - Jim Wolff), EMBA 890 M (New Product Development – Chris Broberg)

Assessment Tool:

The final project for EMBA 890K & M was designed to give students an applied experience to increase their comprehension of the impact that information technology and product innovations have on organizational competitiveness as stated in learning goal 4a. As part of the project, students were required to identify a new product or service idea, validate the idea through customer interviews, and determine how they could actually develop the idea. Specifically, students were tasked to apply product development and innovation management concepts to the development of their own product idea. In this effort, students defined the key milestones and identified the resources necessary to successfully develop their product idea as well as developed marketing and financial plans for the new product idea.

Learning Outcomes:

Based on the final grades received in both seminar topic classes, 100% of the students rated as acceptable or exemplary (scored at or above 80%) on the class requirements.

The grade allocation for the final project was distributed across the two course sections (EMBA 890 K & M). There were eight parts to the project. Three parts were from Dr. Wolff's Innovation Management (890 K) course and five parts were from Dr. Broberg's New Product Management (890 M) course.

Outcomes: 100% of the students were Exemplary or Acceptable

EMBA 890K Innovation Management (Wolff)

<i>Name</i>	<i>ID</i>	<i>Class Contribution</i>	<i>Project</i>	<i>Overall Grade</i>
Bajracharya, Manish	k272y683	B+	B	B+
Cieko, Robert	m953c447	A	A-	A
Cunningham, Brian	u957w759	A	A	A
Eilts, Brittany	a238h687	A	A-	A
Frazey, David	f238h944	A	B+	A-
Gillespie, Jacob	f927f737	A-	B+	A-
Goebel, Matthew	z626w389	A	A-	A
Hebsur, Shailendra	d949e474	A-	A-	A-
Kim, Timothy	z287m856	A	A	A
McGuire, Dusty	g724w823	A	A	A
Patwardhan, Ranjit	n228p244	A	A	A
Reed, Jason	n647f893	A	A	A
Soldan, Rafael	c424r665	A	A-	A
Steele, Scott	p786e635	A	B+	A-
Welch, Charles	v229b582	A	A-	A

Weighting: In-class discussion and contribution 60%; project 40%.

EMBA 890 M New Product Management (Broberg)

Last Name	First Name	Four Products & Metabical Cases	Clean Edge Case	Final Project - Intro	Final Project - Validation Interviews	Final Project - Positioning Strategy	Final Project - "Sticky" Marketing Message	Final Project - Pro Form Income Statement			
Bajracharya	Manish	0	50	10	25	15	2	20	122	81.3%	B-
Ciecko	Robert	25	50	10	20	15	5	30	130	86.7%	B
Cunningham	Brian	0	50	10	25	13	5	30	133	88.7%	B+
Eilts	Brittany	0	50	10	25	15	16	27	143	95.3%	A
Frazezy	David	50	50	10	3	15	16	26	120	80.0%	B-
Gillespie	Jacob	50	50	10	25	10	15	27	137	91.3%	A-
Goebel	Matthew	0	50	10	25	15	12	27	139	92.7%	A-
Hebsur	Shailendra	50	50	10	25	14	20	27	146	97.3%	A
Kim	Tim	50	50	10	25	15	20	30	150	100.0%	A
McGuire	Dusty	50	50	10	25	15	20	27	147	98.0%	A
Patwardhan	Ranjit	0	50	10	25	15	18	25	143	95.3%	A
Reed	Jason	50	50	10	25	13	20	26	144	96.0%	A
Soldan	Rafael	25	50	10	25	15	15	27	142	94.7%	A
Steele	Scott	50	50	8	20	15	15	20	128	85.3%	B
Welch	Chuck	0	50	10	25	13	10	22	130	86.7%	B
		Not Scored							Grade Summary		
									60%	90% or above	
									100%	80% or above	

Actions:

- We recommend adjusting learning goal 4a to better fit the applied nature of EMBA 890 K & M and the final project. These two courses and the final project aim to cultivate skill among students in innovation management and product development through an applied learning experience.
- We also suggest introducing the topic of creativity, innovation, and entrepreneurship earlier in the EMBA curriculum. This could be accomplished through a half day class session. Training EMBA students how to think creatively and entrepreneurially early in the program will likely facilitate more innovative thought among students in all their course work but will particularly prepare them for the final project in EMBA 890 K & M. By reflecting on and practicing these skills earlier in the program, EMBA students stand to cultivate greater innovative and entrepreneurially capabilities when they graduate the program.

EMBA Assessment Analysis

Observations:

Across all EMBA learning goals and sub-goals, overall learning outcomes were at least 87% Exemplary or Acceptable.

Closing the Loop:

360 Evaluation

To support the EMBA program focus/theme of innovation and leadership, the introduction of a 360 evaluation is planned for the next cohort. A 360 assessment has been developed and will be provided to the current EMBA cohort in SP17. In addition to a customized assessment report, students will also have a half day facilitation session to review results.

Suggestions:

New Seminar Topic: Market-Based Management

Based on feedback from an upcoming MBM guest speaker session, a new seminar topic could be added to the curriculum.

Early Introduction of Strategy and Innovation Concepts

Current assessment feedback and program alumni have recommended the introduction of strategy and innovation concepts earlier in the program. This could be accomplished with a simulation or session during orientation and also support the Competitive Strategy capstone project.

Rubric for Problem Solving:

Sub-Goals	1 (Unacceptable)	2 (Acceptable)	3 (Exemplary)
Analyze business problems and opportunities through integration of knowledge across business disciplines.	Little or no identification of the main issues, problems, or opportunities / identifies different or inappropriate issues, problems, or opportunities.	Appropriately identifies some main issues, problems, or opportunities but not others.	Appropriate identification of all (for this course, three) main issues, problems, or opportunities.
Analyze business problems and opportunities through integration of knowledge across business disciplines.	Unable to analyze information specific to the situation, or analysis is incomplete, or analysis is based on the wrong information. Infrequent, inconsistent, or inappropriate application of deductive and inductive reasoning and problem-solving skills to the issues / problems / opportunities identified.	Appropriately analyzes some of the key information, questions, and problems specific to the situation. Uses deductive and inductive reasoning and problem-solving skills for some of the issues / problems / opportunities identified.	Insightful and thorough analysis (within specified length limits of the assignment) of the key information, questions, and problems specific to the situation. Consistent and appropriate use of deductive and inductive reasoning and problem-solving skills to the issues / problems / opportunities identified.
Apply knowledge and skills to solve business problems.	Hypotheses or suppositions are not clear or testable, or choices are inappropriate, or the hypotheses / suppositions do not utilize course information appropriately.	Some hypotheses or suppositions are clear and testable, and some choices are appropriate. Some hypotheses / suppositions appropriately utilize available course information.	Hypotheses or suppositions are clear and testable, and choices are appropriate. Hypotheses / suppositions utilize available course information in an insightful way.
Apply knowledge and skills to solve business problems.	Conclusions, implications, or consequences are not reported or are inappropriate; little or no correspondence of these with the supporting analysis.	Some appropriate conclusions, implications, and consequences are provided, with some correspondence to the supporting analysis.	Clearly and insightfully identifies and discusses appropriate conclusions, implications, and consequences, with high correspondence to the supporting analysis.

Rating Scale:

Unacceptable

Acceptable

Exemplary

Rubric for Oral Communication:

TRAIT:	1 (Unacceptable)	2 (Acceptable)	3 (Exemplary)
Engagement	A listener; rarely engages in discussion; timid or unassertive; unwilling to engage; rarely contributes in very limited ways	Is a contributor, comfortable in formal and informal settings, adds value to discussion or presentation	Willingly contributes to discussion; relaxed in formal settings; “connects” with listeners, Assertive but not aggressive
Enthusiasm	“In a shell”; obviously uncomfortable	Accepts the role willingly	Embraces the role
Preparation	Reads from notes or script; deflects when called upon; one word or very short responses;	Will rarely rely on notes, slides, or material; is familiar with concepts and their application	Fully and completely prepared for any opportunity to discuss or present
Analytical Contribution	Understanding and application of analytical tools or methods is absent or deficient	Generally capable regarding understanding and application of analytical tools or methods	Skilled and knowledgeable use of appropriate analytical tools or methods
Confidence	Not at all; timid; very uncertain of capabilities	Certain of abilities and comfortable in a speaking role	Very certain and very confident
Delivery mannerisms and habits	Major ‘ahs’ and ‘ums’; lack of eye contact; back to audience; poor voice volume; excessively nervous or other distraction	Few distractions evident, nerves not a major problem, has a “presence” that says “listen to what I have to say”	Clear and articulate with strong voice; commanding presence

Rating Scale:

Unacceptable

Acceptable

Exemplary

Rubric for Written Communication:

Element:	1 (Unacceptable)	2 (Acceptable)	3 (Exemplary)
Clarity (clear, easily understood sentences & paragraphs)	Message confused and not at all clear, sentences incomplete, word usage poor	Minor problems with readability, word usage, and sentence structure	Very readable and easily understood
Mechanics (spelling, grammar, punctuation)	Major errors affecting readability and understandability present	Few and minor errors apparent in the document	No obvious errors made
Organization (sentences form cohesive paragraphs and “story”)	Disorganized, underdeveloped, confusing, no transitions or conclusions/closure	Structure is adequate, transitions and conclusions effective	Strong beginning, middle, and end with clear transitions and conclusions
Topic (clearly specified and justified with logic or analytical evidence)	Purpose and topic not clear	Topic is stated and justified regarding importance	Lead paragraph/sentence specifies the issue(s) and why it matters to reader
Recommendation (clearly specified and justified with logic or analytical evidence)	Unrelated to topic or purpose of the communication	Clearly linked to topic or purpose with some logic and evidence use to make the connection	Logically flows from the discussion presented with no room for interpretation
“Made the case” (persuasive)	Unsupported assertions, limited use of evidence, data, or logic to persuade.	Arguments effectively made based on logic and evidence with some room for challenge and questions.	Cogent arguments, appropriate use of analysis, logical evidence, and conclusions leaving little room for challenge.
Overall quality	Poor, of little value	Solid communication	Exceptional

Rating Scale:

Unacceptable

Acceptable

Exemplary

Rubric adapted for the “Identify and Analyze Ethical Business Issues” for EMBA 812 (Ethics Portion) AoL Assessment

Learning Goal:

4. Develop awareness of domestic and global economic, legal, ethical, and technological environments in which organizations function.
 - c. Identify and analyze legal and ethical business issues

Sub-Goals	1 (Unacceptable)	2 (Acceptable)	3 (Exemplary)
Identify and analyze ethical issues	<p>Unable to analyze information specific to the situation, or analysis is incomplete, or analysis is based on the wrong information. Infrequent, inconsistent, or inappropriate application of deductive and inductive reasoning and problem-solving skills to the issues / problems / opportunities identified.</p> <p>Conclusions, implications, or consequences are not reported or are inappropriate; little or no correspondence of these with the supporting analysis.</p>	<p>Appropriately analyzes some of the key information, questions, and problems specific to the situation. Uses deductive and inductive reasoning and problem-solving skills for some of the issues / problems / opportunities identified.</p> <p>Some appropriate conclusions, implications, and consequences are provided, with some correspondence to the supporting analysis.</p>	<p>Insightful and thorough analysis (within specified length limits of the assignment) of the key information, questions, and problems specific to the situation. Consistent and appropriate use of deductive and inductive reasoning and problem-solving skills to the issues / problems / opportunities identified.</p> <p>Clearly and insightfully identifies and discusses appropriate conclusions, implications, and consequences, with high correspondence to the supporting analysis.</p>

Rating Scale:

Unacceptable
Acceptable
Exemplary

Employer Feedback Sessions

Comments from employer feedback sessions are provided below, grouped by topic.

Delivery structure

In-person contact is important. Explore way to assist graduate students improve “professionalism”.

Millennials are more used to online, but need to learn how to interact with others. Selection of courses that are conducive to online learning. For executive MBA, it may be a good idea to go to 2 Saturdays a month rather than 3.

New Areas

Supply chain is an up and coming field. It is hard to find and hire people with this degree. We hire supply chain degreed people across all business functions. Analytics is huge right now and it is applicable across industries. Other schools may be heading to full degrees in this area. Companies have data architects. The EMBA curriculum is good. The addition of the HR component is great. HR is a huge part of business. Leadership development is important. I am interested in a Sales Certificate. Local businesses are interested in shorter term programs/certificates.

Skills and Knowledge

You are not going to automatically get hired/promoted because you have/get an MBA. It wasn't about getting a promotion when I got my MBA. At Textron, an MBA is not enough. You have to catalyze what you have learned and demonstrate why you are better at your job with or without one. Economic thinking is part of every decision at Koch no matter the department. It boils down to every corporation being different. You have to learn how to influence decisions with or without authority and communicate effectively. I think the curriculum is awesome and well rounded.

The value of an MBA

You could contact the Koch college recruiting group and possibly set up a table. We have employee organizations like LEAD who put on Lunch and Learn sessions. It would be a no-brainer to have you come in and talk at a session on the programs and certificates. Certificates in analytics and supply chain would be a great focus. Deliver information on certificates with MBA information to employers. Most people aren't thinking about continued education, but certificates would be a way to do something new without the time and investment of a degree. The MBA program is great. There is nothing comparable in Wichita and I promote it constantly.

Feedback Session 2-27-2019

- Provide a list of software programs that are used and what classes they are used in
- Would like to see more applied learning across classes
- There should be in- class versions of the preparatory classes
- Online ECON 804 needs a lecture component.
- Promotional flyer should include information about careers held by MBA graduates.
- There should be a “Meet the Firms” event for MBA students since the career events tend to be more for undergraduates.
- There should be a listing of publications that are considered industry standard reading related to the different concentrations.

Feedback Session 3/15/2018

- Curriculum ideas such as process mapping, project management, integrated master planning, and earned value
- More standardization across classes in terms of content delivery (videos)
- Expand the number of classes that include applied project from local companies

Feedback Session October 2, 2017

- A program like Professional Edge for graduate students
- MBA students need more opportunities for networking, perhaps through in-class projects
- Consider an integrated event with MBA students and YPW
- It would be helpful if the feedback sessions and other meeting for MBA students were done virtually allowing more students to attend
- Have an Alumni Spotlight where MBA graduates can talk about their experiences after graduation
- Have a Professor for a Day where people from industry come and teach a class
- Consider events where hiring managers can network with students

Student Feedback Session 4/18/2017

- Not enough classes offered during the first 8 weeks
- Would like more family-friendly events (able to bring kids) and events with alumni
- Better communication through Facebook page, text messaging, or student/alumni listserv
- Computer Lab in Clinton not working