

**SJSU Annual Program Assessment Report  
Academic Year 2014-2015**

**Electronic Copy of Report Due June 1, 2015**

**Send to Undergraduate Studies ([academicassessment@sjsu.edu](mailto:academicassessment@sjsu.edu))  
with cc: to your College Associate Dean and College Assessment Facilitator**

**Department/Program: Master of Business Administration Program (MBA)**

**College: Lucas College and Graduate School of Business**

**Website: <http://www.sjsu.edu/cob/>; University Learning Goals:**

**Program Accreditation: AACSB International**

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**Date of Report: June 1, 2015**

## **PART A**

### **1. List of Program Learning Outcomes (PLOs)**

#### **a. Overview and Context:**

The Lucas College and Graduate School of Business (LCoB) is accredited by AACSB International. February 2011 was our last accreditation visit and we were reaccredited for another five years. Our next visit is scheduled for Spring 2016. AACSB commended the LCoB on the following strength and effective practice related to assessment: "The college has created an effective infrastructure to support assurance of learning. As a result, the current status of the assurance of learning program is well developed and efforts continue to refine goals and assessment measures. Assurance of learning is well engrained in the culture. The documentation is extensive and impressive." (AACSB Accreditation letter, April 18, 2011)

For accreditation, the LCoB is required to assess each program learning goal (PLO) at least twice during each 5-year accreditation cycle. Our last cycle was AY2005-2010 and our current cycle is AY2010-2015. For assessment planning, we use the 5-year cycle as our framework. We present PLO assessment information from the AY2005-2010 cycle (Appendix A) as a point of reference. Our current assessments are based on the AY2010-2015 cycle.

#### **b. List of PLOs:**

See Appendix B for list of PLOs

**2. Map of PLOs to University Learning Goals (ULGs)**

The MBA program learning goals (PLOs) have been mapped into the University Learning Goals (ULGs). See Appendix B for mapping.

**3. Alignment – Matrix of PLOs to Courses:**

See Appendix C for Curriculum Alignment Matrix.

**4. Planning -- Assessment Schedule:**

See Appendix D for Assessment Schedule.

**5. Student Experience:**

PLOs are communicated to students on the College website (<http://www.sjsu.edu/cobaccreditation/Goals/index.html>). Promotional materials have included bookmarkers with the PLOs listed on them.

**PART B**

**6. Graduation Rates for Total, Non URM and URM students (per program/degree)**

See Appendix E

**7. Headcounts of Program Majors and New Students (per program and degree)**

See Appendix E

**8. SFR and Average Section Size (per program)**

See Appendix E

**9. Percentage of Tenured/tenure-track Instructional Faculty (per department)See**

Appendix E

**PART C**

**10. Closing the Loop/Recommended Actions:**

The following are some “closing the loop” actions for the MBA program:

- a. To improve student learning and success, starting in 2013, the MBA director hosted one-on-one advising sessions with each newly admitted students. The meeting agenda included the following: 1) Introduction of the Lucas School and MBA program; 2) Prerequisite requirements and deadlines; 3) New Student Mandatory Orientation; 4) Curriculum advising with special emphasis on course pre-requisites – each student is given a personalized worksheet listing all the core and elective courses available, by semester, for a period of up to two years, a description of all the courses listed in the worksheet, step-by-step instructions for registration, and the Graduate Business Student Association flier; 5) Q&A and discussion of student's background and professional objectives. The MBA Director met on average with 105 students every academic year for the one-on-one admission advising sessions.
- b. The School finalized its agreement with the ExecutivEdge of Silicon Valley that resulted in the establishment of the ExecutivEdge Leadership Coaching Program at the SJSU College of Business. Four of our junior faculty members had undergone the premier personal development coaching provided by ExecutivEdge. The program was piloted on the MBA students enrolled in Bus262 Leadership course during Spring 2013. During 2013-14 two faculty members took on mentoring students on leadership skills as part of the ExecutivEdge Leadership Coaching Program. Each faculty member worked with a small group of students on self-assessment of strengths and weakness and then developed an individualized plan to improve on the weaknesses. Each faculty member then meets with the students in a group and individually on a weekly basis to work on their plans. Their progress was assessed based in initial evaluation and post-coaching exit interviews and surveys.
- c. In Spring 2014, the Graduate Business Students Association (GBSA) hosted a workshop on legal issues in Intellectual Property, and organized the following corporate headquarter visits for the graduate students: Juniper Networks, Cisco, Google, Plantronix, Chegg. In Fall 2014 The GBSA organized a corporate headquarter visit to Facebook and in Spring 2015 the student association visited Cisco, Flextronics and Google.

#### **11. Assessment Data:**

See Appendix F for Assessment Data Summary Table.

#### **12. Analysis:**

- a. Course coordinators were selected for each of the MBA core courses. The tasks for the coordinators were to: 1) revise/refresh course description; 2) revise/refresh course goals/objectives, topics and map into MBA program learning goals; 3) list of required and optional topics; 4) select common textbook (limit to no more than 3 different textbooks for one course); 5) incorporate all course changes into the MBA Syllabus Template; 6) update

MBA Curriculum Alignment Matrix; 7) provide feedback on revising/refreshing MBA program learning goals; 8) finalize course syllabus template.

### 13. Proposed Changes and Goals:

- a. Course coordinators were selected for each of the MBA core courses. The tasks for the coordinators were to: 1) revise/refresh course description; 2) revise/refresh course goals/objectives, topics and map into MBA program learning goals; 3) list of required and optional topics; 4) select common textbook (limit to no more than 3 different textbooks for one course); 5) incorporate all course changes into the MBA Syllabus Template; 6) update MBA Curriculum Alignment Matrix; 7) provide feedback on revising/refreshing MBA program learning goals; 8) finalize course syllabus template.
- b. As a result of declining enrollment in the MBA program and the increasingly competitive market for MBA programs, an MBA Curriculum Revision Task Force was formed by the Graduate Associate Dean in Spring 2013. The Task Force has worked to enhance the curriculum and to leverage our location in Silicon Valley. The Task Force will present the proposed curriculum and revised learning goals and faculty fora in Spring and Fall 2015 for possible implementation in Fall 2016. Moreover, the Task Force also focused on a change to course schedule and structure of the programs to increase flexibility and achieve better rationalization of faculty resources. The proposed changes have been presented in Fall 2014 to the Dean, the College Management Team, the MBA Curriculum Committee, and will be implemented in Fall 2015.
- c. Assessment Plans 2015-2016 Academic Year:  
The following program learning goals will be assessed:  
  
PLO #5a: Global change  
  
Additionally, an assessment plan and schedule will be developed for the next 5-year AACSB accreditation cycle (AY2015-2020)
- d. Changes to program structure and class schedule  
Starting in Fall 2015 the Lucas Graduate School of Business will offer two revamped MBA programs that vary according to the student profile targeted:
  - **Early Career MBA** (currently MBA-One and Conventional MBA): an MBA program tailored for individuals with limited professional work experience (0-5 years). This MBA program allows students to select one of three different tracks that vary in length and academic pace:

- Accelerated Track – Designed for individuals who are willing to follow a very intense academic pace and wish to complete their MBA degree in 12 months.
  - Full-Time Track – Designed for individuals who are interested in completing their MBA degree in 21-24 months. The full-time track is ideal for international students.
  - Part-Time Track – Designed for individuals who are working in full-time professional positions and are interested in completing their MBA degree in 33-36 months.
  - Each student receives a personalized study plan depending on the track-selected. If students' circumstances or academic objectives change during the program, they can be transitioned to a different Early Career MBA track and are given a new personalized study plan.
- ***MBA for Professionals*** (currently the Executive Style MBA): an MBA program tailored for individuals with extensive professional work experience (5+ years). Offering a high level of flexibility, this program accommodates students with a demanding work and life schedule. This is the most flexible program we offer where students can select their courses sequencing and are able to choose the pace in which they complete their degree. This program also offers the opportunity to take one-semester leave of absence; often an important feature for our busy professionals.

The Early Career MBA is the product of the merger of two existing MBA programs: the Conventional MBA (traditional full-time evening MBA program offered on-campus) and the MBA-One (accelerated afternoon MBA program offered off-campus). Both programs attract similar student profiles. Students in the MBA-One program currently are not offered any flexibility in the choice of elective courses. The merger of the two existing programs and the creation of the Early Career MBA aim to increase the flexibility for our students by allowing them to select the academic pace they wish to follow and increase the availability of elective courses.

Both MBA programs will follow the same schedule by offering courses during eight-week session with classes held on weekday evenings and Saturdays. The synchronization of the schedule of all our MBA programs is intended to facilitate scheduling procedure and to insure that all our courses are offered during evenings, which is optimal for working professionals. Moreover, the new schedule structure is intended to facilitate cross-registration for elective courses between programs which increases the flexibility for our students to select courses that are most appropriate to their learning objectives.

- e. Curriculum content  
Our MBA program has undergone several initiatives to enhance strategic thinking and applied knowledge. Curricular changes were enhanced the

material covering ethical awareness in the MBA program, again addressing one of the core values in our Mission. The Lucas School established the Silicon Valley Initiative to develop ways of increasing the Silicon Valley relevance and content in our graduate programs. Renewed emphasis has been placed on communication skills and career planning throughout the curriculum.

- The capstone class for all MBA students was revised to include both the mastery of knowledge and skill-enhanced focus on the implementation of strategies in addition to the application of theoretical models to business situations. Consistent with other core courses, the enhanced coordination among faculty teaching the capstone class is expected to achieve greater consistency among courses and student learning outcomes.
- In Spring 2015 the inclusion across all BUS 290 (capstone course) sections of a business simulation experience in the Early Career MBA has been presented to the MBA Strategy faculty group. The proposal has been approved and a faculty lead has been assigned to the development of the business simulation component. The business simulation would be mandatory for all Early Career MBA tracks, during the last year in the program. The Business simulation component would also include an oral presentation component to a mock-board of directors composed by Silicon Valley Professionals and alumni. The expected start date for the pilot program is Fall 2016.
- In Fall 2013 the CMBA started offering BUS 298C – Applied Business Experience Internship - a course where academic credit is granted for an approved internship entailing at least 140 hours of relevant work experience. The internship course allows student to apply the concepts learned in class and integrate in the Silicon Valley professional community. The BUS 298C course is equivalent to an elective course in the MBA curriculum. Starting in Fall 2015, the internship course will be available to students enrolled in the full-time and part-time tracks in the Early Career MBA. During the academic terms Spring 2013 – Summer 2015, twenty-seven MBA students enrolled in the BUS 298C course. In several instances, the internship experience lead to an offer for a permanent job position.
- Ethics was given greater emphasis in the curriculum through the inclusion of ethics cases in several key classes, the establishment of an ethics case competition, and application experiences with the Silicon Valley business community. The competition further highlighted the need to increase the ethics content across the program.
- The global leadership experience now includes a study abroad opportunity for MBA-One and CMBA students. This is in addition to a weeklong immersive global experience with visiting Masters students from Germany.
- The Lucas School is piloting a new effort to include assistance for writing skills across core courses. Instructors coordinate with writing tutors to offer assistance to students with their writing skills. The feedback provided by the tutor is integrated in revisions of assignments. In Spring 2015, as

part of a pilot program a writing tutor has been assigned to work with a faculty member teaching one section of BUS 290 (capstone course). The experience is set to be repeated in Spring 2016 conditional on funding availability.

- A career consultant dedicated to Lucas graduate students organizes workshops and meetings to improve the preparation of the students for job search and career changes. Events are also organized to facilitate the interactions between students, recruiters and Silicon Valley professionals.

**APPENDIX A**

**ASSESSMENT SUMMARY FOR MBA PROGRAM**

**AY2005-2010 ACCREDITATION CYCLE**



**PROGRAM: MBA (Master of Business Administration)**

<b>Student Learning Outcomes</b>	<b>Which Courses Measured, When and What Tool Used?</b>	<b>Targets for Satisfactory Performance</b>	<b>Observations of Student Performance</b>	<b>When and By Whom Were the Results Analyzed?</b>
<p><b>1. Business Concepts</b></p> <p><i>Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior</i></p>	<p>Summer 2005. MBA students: ETS-MFT exam administered.</p>		<p>Summer 2005 N=26</p> <p>Mean: 253.2 StDev:12.5 Standard Error: 2.45</p> <p>Assessment indicators - Mean % correct: Marketing: 57.8% Management: 55.3% Finance: 55.2% Managerial Accounting: 53.6% Strategic Integration: 56.9%</p>	
	<p>Fall 2006. BUS212-Management of the Total Enterprise: Embedded exam questions</p>	<p>Fall 2006: BUS212 Exceptional: Acceptable: Unacceptable:</p>	<p>Fall 2006 N=19</p> <p>BUS212 Exceptional: 8/19=44% Acceptable: 9/19=50% Unacceptable: 1/19=6%</p>	<p>Fall 2006: Results were reviewed by course faculty and reported to the graduate curriculum and assessment committees.</p>
	<p>Spring 2007. BUS 270 – Financial Management for MBA: Quiz questions, exam questions, case study and assignments</p>	<p>BUS270 Exceptional: 92-100 Acceptable: 80-91 Unacceptable: 0-79</p>	<p>BUS270 N=105</p> <p>Exceptional: 27/105 = 26% Acceptable: 64/105 = 61% Unacceptable/Fail: 14/105=13%</p>	<p>BUS270 and 213C Report prepared by Meretno Harjono, reviewed and discussed by BUS270 and 213 C instructors</p>

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
	<p>BUS 213C – Finance for Managers for MBA-One: Final exam question</p> <p>BUS220(213B)-Accounting Principles-test module</p>	<p>BUS213C: Exceptional: 93-100 Acceptable: 80-92 Unacceptable: 0-79</p> <p>BUS220(213B) Exceptional: 95-100% Acceptable: 77-94% Unacceptable: 0-76%</p>	<p>BUS213C N=41</p> <p>Objective 1: Exceptional: 27/41 = 66% Acceptable: 11/41 = 27% Unacceptable: 3/41=7%</p> <p>Objective 2: Exceptional: 24/41 = 58% Acceptable: 0/41 = 0% Unacceptable: 17/41=42%</p> <p>BUS220(213B) N=26</p> <p>Objective 1: Exceptional: 9/26=35% Acceptable: 14/26=54% Unacceptable: 3/26=11%</p> <p>Objective 2: Exceptional: 7/26=27% Acceptable: 19/26=73% Unacceptable: 0/26=0%</p>	<p>BUS220(213B) summary and report prepared by Dr. Joseph Mori</p>
	<p>Fall 2009. (10 students from each MBA Program – MBA One,</p>		<p>N=44 Mean: 253</p>	

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
	conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		StDev:11  Assessment indicators: Mean % correct/Percentile rankings: Marketing: 62%/55% Management:64%/60% Finance: 46%/50% Managerial Accounting: 52%/55% Strategic Integration: 56%/60%	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=55  Mean: 256 StDev:13  Assessment indicators - Mean % correct/Percentile rankings: Marketing: 65%/70% Management:65%/65% Finance: 49%/70% Managerial Accounting: 54%/60% Strategic Integration: 57%/65%	
<b>2. Analysis and Decision Making</b>  <i>Understanding of decision analysis methods including</i>	Fall 2006. BUS 260 – Managerial Decision Analysis: Exam questions	Exceptional: 100% Acceptable: 82-99% Unacceptable: 0-81%	N=66  Exceptional: 19/66=29% Acceptable:41/66=62% Unacceptable: 6/66=9%	

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
<i>decision trees, expected value, risk and uncertainty, and the value of information.</i>	BUS 215 – Quantitative and Qualitative Analysis: Exam questions			
	Spring 2007: BUS 213C – Finance for Managers for MBA-One: Final exam question  BUS220(213B)-Accounting Principles-test module	BUS213C: Exceptional: 93-100 Acceptable: 81-92 Unacceptable: 0-80  BUS220(213B) Exceptional: 95-100% Acceptable: 77-94% Unacceptable: 0-76%	BUS213C N=41 Objective 3: Exceptional: 16/41 = 39% Acceptable: 11/41 = 27% Unacceptable: 14/41=34%  BUS220(213B) N=26 Objective 3: CVP Exceptional: 13/26 = 50% Acceptable: 9/26 =35% Unacceptable: 4/26=15%  Mfg costs: Exceptional: 13/26 = 50% Acceptable: 6/26 =23% Unacceptable: 7/26=27%	BUS213C summary and report prepared by Dr. Joseph Mori  BUS220(213B) summary and report prepared by Dr. Joseph Mori
<b>2. Analysis and Decision Making</b>  <i>Understanding of decision analysis methods including decision trees, expected value,</i>	Fall 2009. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=44  Summary Scores from Item Report on MFT questions related to Analysis and Decision Making (Section 1 items 36,50,52,32,33,28,51,48,49,53 and	

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
<i>risk and uncertainty, and the value of information.</i>			Section 2 items 2,14,18,25,29,41,42,52,53)  <b>Average % correct 51.83%</b>	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=55  Summary Scores from Item Report on MFT questions related to Analysis and Decision Making (Section 1 items 4,5,7,9,11,13,17,20,24,26,35,40,41,44,45,54,56,58 and Section 2 items 3,4,11,13,16,22,23,26,32,33,37,38,39,42,43,54,56,60,62 )  <b>Average % correct: 55.71%</b>	
	Spring 2010. BUS260-Managerial Decision Making Test questions	Exceptional means that students demonstrated a thorough understanding of all test questions. Unacceptable means that students failed to demonstrate an understanding of at least one basic principle.	N=74 Exceptional: 25/74=34% Acceptable: 44/74=59% Unacceptable: 5/74=7%	
<b>3a. Cultural Awareness</b>  <i>An understanding of the major issues facing multinational corporations in the management of their international operations—</i>	Fall 2009. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=44  Summary Scores from Item Report on MFT questions related to Cultural Awareness (Section 1 items 27,48,49,50,52)  <b>Average % correct 66.8%</b>	

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
<i>particularly those of an intercultural nature.</i>	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered.		N=55  Summary Scores from Item Report on MFT questions related to Cultural Awareness (Section 1 items 27,48,49,50,52)  <b>Average % correct: 72.2%</b>	
<b>3b. Ethical Awareness</b>  <i>Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.</i>	Fall 2008. BUS202-Managing in the Global Economy: Case analysis	Exceptional: 9.1-10 Acceptable: 8-8.9 Unacceptable: 0-7.9	N=29  Maximum score: 10 Highest: 9.1 Lowest: 7.9 Mean: 8.56 StDev: 0.34	
	Fall 2009. BUS250-Legal and Ethical Environment of Business: Writing assignment on a case study on at-will employment relationship	E3: Good recognition and explanation of potential ethics issues with clearly demonstrated understanding. E2: Some recognition of potential ethics issues with some demonstrated understanding but unclear or unrealistic explanation. E1: Marginal recognition of potential ethics issues but little or no explanation or demonstrated understanding.	N=42  Acceptable: 3/42=7% Marginal: 5/42=12% Unacceptable: 34/42=81%  7% of the students (3 out of 42) scored at the acceptable level or better.	

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
		E0: No apparent recognition of potential ethics issues.  Acceptable: E3 Marginal: E2 Unacceptable: E1 and E0		
	Fall 2009. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered.		N=44 Summary Scores from Item Report on MFT questions related to Ethical Awareness (Section 1, item 24 and section 2, items 2,9,15,50,51) <b>Average % correct 76.83%</b>	
	Spring 2009. BUS202-Managing in the Global Economy: Case analysis		N=43 Maximum score: 10 Highest: 9.3 Lowest: 7.0 Mean: 8.57 StDev: 0.43	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered.		N=55  Summary Scores from Item Report on MFT questions related to Ethical Awareness (Section 1, item 24 and section 2, items 2,9,15,50,51)  <b>Average % correct: 74.5%</b>	
	Summer 2010. BUS202-Managing in the Global Economy: Case analysis	Exceptional: 9.1-10 Acceptable: 8-8.9 Unacceptable: 0-7.9	N=34 Maximum score: 10 Highest: 9.5 Lowest: 7.2	

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Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
			Mean: 8.47 StDev: 1.08	
<p><b>4a. Leadership</b></p> <p><i>Comprehension of the factors that contribute to effective leadership of teams.</i></p>	Fall 2006. BUS212-Management of the Total Enterprise: Embedded exam questions		N=19 Exceptional: 2/19=11% Acceptable: 11/19=61% Unacceptable: 5/19=28%	Results were reviewed by course faculty and will be reported to the graduate curriculum and assessment committees.
	Summer 2009. BUS210-Management of the Total Enterprise: Team Skills Professional Development Plan		Pre-test N=76 Mean: 58%  Post-test N=75 Mean: 76.6%	
	Fall 2009. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=44  Summary Scores from Item Report on MFT questions related to Leadership (Section 1 items 19,22,25,36,37 and Section 2 items 12,14,15,17,18,34,36,46,47,49)  <b>Average % correct 62.07%</b>	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One,		N=55  Summary Scores from Item Report on MFT questions related to Leadership	



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	conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		(Section 1 items 19,22,25,36,37 and Section 2 items 12,14,15,17,18,34,36,46,47,49)  <b>Average % correct: 64.93%</b>	
<b>4b. Team Skills</b>  <i>Understanding of the skills and behaviors necessary to be an effective team member.</i>	Fall 2006. BUS212-Management of the Total Enterprise: Embedded exam questions	Exceptional: 14-18 Acceptable: 7-13 Unacceptable 0-6	N=19  Exceptional: 2/19=11% Acceptable: 11/19=61% Unacceptable: 5/19=28%	
	Fall 2007 BUS212-Management of the Total Enterprise: Self-evaluation and action plan development	Exceptional: 14-18 Acceptable: 7-13 Unacceptable: 0-6	N=25  Exceptional: 8/25=32% Acceptable: 17/25=68% Unacceptable: 0/25=0%	
	Fall 2008. BUS210-Developing and Managing People: Situational Leadership Instrument	Exceptional: 95-100% Acceptable: 83-94% Unacceptable: 0-82%	N=36 Exceptional: 12/36=39% Acceptable: 22/36=61% Unacceptable: 0/36=0%	
<b>5. Global Change and Dynamics</b> <i>Ability to understand and adapt to global market changes and industry dynamics.</i>				
<b>5a. Global Change</b>	Spring 2007. BUS290-Strategic Thinking: Project	Exceptional: 7-9 Acceptable: 4-6 Unacceptable: 0-3	N=65 Exceptional: 21/65 = 32% Acceptable: 38/65 = 58% Unacceptable: 6/65 = 9%	Spring 2007. Summary and report prepared by Marlene Turner.
	Fall 2009.		N=44	

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	(10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		Summary Scores from Item Report on MFT questions related to Global Change and Dynamics (Section 1 items 36,50,52,32,33,28,51,48,49,53 and Section 2 items 2,14,18,25,29,41,42,52,53)  <b>Average % correct 54.68%</b>	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=55 Summary Scores from Item Report on MFT questions related to Global Change and Dynamics (Section 1 items 36,50,52,32,33,28,51,48,49,53 and Section 2 items 2,14,18,25,29,41,42,52,53)  <b>Average % correct: 60.21%</b>	
<b>5b. Strategic Integration</b>	Fall 2009. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=44  Strategic Integration Assessment Indicator (Mean % correct): 56%  <b>Percentile Ranking: 60%</b>	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE):		N=55  Strategic Integration Assessment Indicator (Mean % correct): 57%	

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	ETS-MFT exam administered		Percentile Ranking: 65%	
<p><b>6. Communication Skills</b></p> <p><i>Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.</i></p> <p><i>Demonstrate the principles and processes of effective written communications.</i></p>	Fall 2005. BUS200W-Managerial Communications: Written and oral research reports: Short papers and a Research proposal	Exceptional: 15-20 Acceptable: 7-14 Unacceptable: 0-6	N=34  Exceptional: 9/34=26% Acceptable : 23/34=68% Unacceptable: 2/34=6%	Fall 2005 Report and summary prepared by Marilyn Easter, reviewed by graduate curriculum committee and assessment committee
	Spring 2006. BUS290-Strategic Thinking: Capstone projects	Exceptional: 9-12 Acceptable: 5-8 Unacceptable: 0-4	N=41  <b>Acceptable and above: 100%</b> Exceptional: 12/41 = 30% Acceptable: 29/41 = 70% Unacceptable: 0/41 = 0%	Spring 2006 Report and summary prepared by Marlene Turner, reviewed by graduate curriculum committee and assessment committee
	Summer 2009 & 2010 BUS290-Strategic Thinking: Capstone projects and BUS202-Final case writeup	Exceptional: 19-20 Acceptable: 15-18 Unacceptable: 0-14	N=42 <b>Acceptable and above: 93%</b> Exceptional: 27/42=64% Acceptable: 12/42 = 29% Unacceptable: 3/42 =7%	
	Summer 2010. BUS262- Leadership: Leadership book review	Exceptional:9-10 Acceptable:7-8 Unacceptable: 0-6	N=47 Exceptional:31/47=66% Acceptable: 14/47=30% Unacceptable:27/47=4%	
<p><b>7. Creativity and Innovation</b></p>	Spring 2007.	Exceptional: 76-100% Acceptable: 51-75% Unacceptable: 0-50%	N=37 LP Exceptional: 18/37=49% Acceptable : 11/37=30%	Fall 2007  Report and summary

**PROGRAM: MBA (Master of Business Administration)**

Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
	BUS264- Introduction to Technology Planning and Management:  Exam problem		Unacceptable: 8/37=21%  DA Exceptional: 19/37=51% Acceptable : 13/37=35% Unacceptable: 5/37=14%	prepared by Oliver Yu, submitted to Marlene Turner, reviewed by graduate curriculum committee and assessment committee
	Fall 2009. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=44 Strategic Integration Assessment Indicator (Mean % correct): 56%  <b>Percentile Ranking: 60%</b>	
	Spring and Summer 2010. (10 students from each MBA Program – MBA One, conventional MBA, Executive Style MBA, and MBA/MSE): ETS-MFT exam administered		N=55 Strategic Integration Assessment Indicator (Mean % correct): 57%  <b>Percentile Ranking: 60%</b>	

## **APPENDIX B**

### **MBA PROGRAM LEARNING GOALS (PLOs)**

### **MAPPING OF MBA LEARNING GOALS (PLOs) TO UNIVERSITY LEARNING GOALS**

### **AY2010-2015 ACCREDITATION CYCLE**

## MBA Program Learning Goals

<b>MBA Program Learning Goals</b>
1. Conceptual grounding in business theory and practice
2. Analytic and decision-making skills
3. Cultural and ethical awareness <ul style="list-style-type: none"><li>a. Cultural awareness</li><li>b. Ethical awareness</li></ul>
4. Ability to interact effectively with teams as both leader and member <ul style="list-style-type: none"><li>a. Leadership</li><li>b. Team skills</li></ul>
5. Ability to understand and adapt to global market changes and industry dynamics <ul style="list-style-type: none"><li>a. Ability to understand and adapt to global market changes</li><li>b. Ability to understand and adapt to industry dynamics (strategic integration)</li></ul>
6. Effective oral and written communication and presentation techniques

### MBA Program Learning Goals Mapping to University Learning Goals

University Learning Goals	MBA Program Learning Goals (see table above for goal description)					
San Jose State University graduates will have developed:	1.Business Theory/Practice	2.Analytic/ Decision Making	3.Cultural/ Ethical Awareness	4.Leadership/ Teams	5.Global/ Industry Dynamics	6.Communication
<b>Specialized Knowledge:</b>						
o Depth of knowledge required for a degree, as identified by its program learning outcomes.	X					
<b>Broad Integrative Knowledge:</b>						
o Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating).		X				

o An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).		X			X	
o Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.	N/A	N/A	N/A	N/A	N/A	N/A
<b>Intellectual Skills:</b>						
o Fluency in the use of specific theories, tools, technology and graphical representation.		X				
o Skills and abilities necessary for life-long learning: critical and creative		X		X	X	X



thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities.						
<b>Applied Knowledge:</b>						
o The ability to integrate theory, practice, and problem- solving to address practical issues.	X	X				
o The ability to apply their knowledge and skills to new settings or in addressing complex problems.		X				
o The ability to work productively as individuals and in groups				X		

<b>Social and Global Responsibilities:</b>						
o The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.			X		X	
o Diverse and global perspectives through engagement with the multidimensional SJSU community.			X		X	

**APPENDIX C**

**CURRICULUM ALIGNMENT MATRIX**

## MBA Curriculum Alignment

Goal	Course									
	Bus 200w Business Research and Communi- cations	Bus 202 Managing the Global Economy	Bus 210 Developing And Managing People	Bus 220 Accounting Principles	Bus 230 Marketing Management	Bus 250 Law And Ethics	Bus 260 Managerial Decision Analysis	Bus 270 Financial Management	Bus 280 Operations & Supply Chain Manage- ment	Bus 290 Strategic Thinking
1. Conceptual grounding in business theory and practice		X	X	X	X			X	X	X
2. Analytic and decision-making skills			X	X	X		X	X	X	X
3. Cultural and ethical awareness	X	X	X			X				X
4. Ability to interact effectively with teams a both leader and member			X						X	X
5. Ability to understand and adapt to global market changes and industry dynamics		X			X	X		X	X	X
6. Effective oral and written communication	X		X							X

**APPENDIX D**

**ASSESSMENT SCHEDULE**

**AY2010-2015 ACCREDITATION CYCLE**

<b>MBA Program Learning Goals (PLOs)</b>	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015
<b>1. Business Concepts</b>	ETS	ETS		ETS BUS 270- Marco (ESMBA)			BUS 270- Marco (MBA- MSE)			ETS BUS 270- Marco (MBA-One, ESMBA)	ETS	
<b>2. Analysis and Decision Making</b>							BUS 270- Marco (MBA- MSE)			BUS 270- Marco (MBA-One, ESMBA)		
<b>3a. Cultural Awareness</b>				BUS 250- Nanette (Case)			BUS 250- Nanette (Case)					
<b>3b. Ethical Awareness</b>				BUS 250- Nanette (Case)			BUS 250- Nanette (Case)					
<b>4. Leadership and Team Skills</b>				BUS 250- Nanette (Case)			BUS 250- Nanette (Case)					
<b>5a. Global Change</b>									BUS 202- Tanvi			BUS 202- Tanvi
<b>5b. Strategic Integration</b>	ETS	ETS		ETS					BUS 202- Tanvi		ETS	BUS 202- Tanvi
<b>6a. Oral Communication Skills</b>					BUS 290- Simon /Rich						BUS 290- Simon/ Rich	
<b>6b. Written Communication Skills</b>				BUS 250- Nanette (MBA-One)			BUS 250- Nanette (CMBA)					

**APPENDIX E**  
**PART B DATA**

**#6 Graduation Rates for Total, Non URM and URM students (per program and degree)**

Academic Programs	First-Time Freshmen				Undergraduate Transfer			
	Fall 2008 Cohort: 6-Year Graduation Rate				Fall 2011 Cohort: 3-Year Graduation Rate			
	Program Cohort Size	Program Grad Rate	College Average Grad Rate - All Students Who Entered This College	University Average Grad Rate - All Students Who Entered the University	Program Cohort Size	Program Grad Rate	College Average Grad Rate - All Students Who Entered This College	University Average Grad Rate - All Students Who Entered the University
Total	0	/0	58.40%	49.70%	0	/0	63.80%	55.30%
URM	0	/0	48.10%	40.70%	0	/0	56.50%	55.20%
Non-URM	0	/0	62.60%	53.30%	0	/0	64.90%	54.90%
All others	0	/0	61.20%	52.90%	0	/0	67.20%	56.90%

**#7 Headcounts of program majors and new students (per program and degree)**

	Fall 2014			
	New Students	Continuing Students		Total
	FT Admit	Continuing	Trnst-Ugrd	
Total	45	44	2	91
MBA	45	44	2	91



**#8 SFR and average section size (per program)**

	Fall 2014					
	Subject SFR	Subject Headcount per Section	College SFR	College Headcount per Section	University SFR	University Headcount per Section
Lower Division			52.3	56.8	31	35.6
Upper Division			38.9	45.7	25.5	28
Graduate Division	28.4	25.6	28.4	25.6	20.8	15.8

**#9 Percentage of tenured/tenure-track instructional faculty (per department)**

	Fall 2014			
	Department FTEF #	Department FTEF %	College FTEF %	University FTEF %
Tenured/Tenure-track	2.5	63%	52.20%	42.80%
Not tenure-track	1.5	37%	47.80%	57.20%
Total	4	100%	100.00%	100.00%

**APPENDIX F**

**ASSESSMENT DATA SUMMARY TABLE**

**AY2010-2015 ACCREDITATION CYCLE**

**PROGRAM: MBA (Master of Business Administration)**

Student Learning Outcomes	Which Courses Measured, When and What Tool Used?	Targets for Satisfactory Performance	Observations of Student Performance	When and By Whom Were the Results Analyzed?
<p><b>1. Business Concepts</b></p> <p><i>Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior</i></p>	<p>Spring 2012. MBA students ETS-MFT exam</p>	<p>Not applicable</p>	<p>Spring 2012. N=62</p> <p>Mean: 250 StDev: 14</p> <p>Assessment Indicators: Mean % correct: Marketing: 58% Management: 60% Finance: 46% Accounting: 51%</p>	<p>ETS-MFT standardized test results</p>
	<p>Summer 2012. MBA students ETS-MFT exam</p>	<p>Not applicable</p>	<p>Summer 2012. N=10</p> <p>Mean: 247 StDev: 11</p> <p>Assessment Indicators: Mean % correct: Marketing: 57% Management: 57% Finance: 43% Accounting: 51%</p>	<p>ETS-MFT standardized test results</p>
	<p>Summer 2013. MBA students ETS-MFT exam</p>	<p>Not applicable</p>	<p>Summer 2013. N=26</p> <p>Mean: 256 StDev: 13</p>	<p>ETS-MFT standardized test results</p>

			<p>Assessment Indicators:  Mean % correct:  Marketing: 61%  Management: 64%  Finance: 51%  Accounting: 59%</p>	
	Spring 2015. MBA students ETS-MFT exam	Not applicable	<p>Spring 2015. N=38</p> <p>Mean: 248 StDev: 10</p> <p>Assessment Indicators:  Mean % correct:  Marketing: 57%  Management: 55%  Finance: 45%  Accounting: 47%</p>	ETS-MFT standardized test results
	Summer 2015. MBA students ETS-MFT exam	Not applicable	<p>Summer 2015. N=</p> <p>Mean: StDev:</p> <p>Assessment Indicators:  Mean % correct:  Marketing: %  Management: %  Finance: %  Accounting: %</p>	ETS-MFT standardized test scheduled
	Spring 2013.	BUS270 Exceptional: 92-100 Acceptable: 80-91	BUS270 N=26	Summer 2013

	BUS 270 – Financial Management for MBA: Mid-term and final exam questions	Unacceptable: 0-79	Exceptional: 4/26= 15% Acceptable: 6/26 = 23% Unacceptable: 16/26=62%	Report and analysis prepared by Professor Marco Pagani.
	Spring 2014. BUS 270 – Financial Management for MBA: Mid-term exam questions	BUS270 Exceptional: 92-100 Acceptable: 80-91 Unacceptable: 0-79	BUS270 N=17  Exceptional: 3/17 = 17% Acceptable: 7/17 = 41% Unacceptable: 7/17 = 41%	Fall 2014 Report and analysis being prepared by Professor Marco Pagani.
	Spring 2015. BUS 270- Financial Management for MBA: Mid-term exam questions	BUS270 Exceptional: 92-100 Acceptable: 80-91 Unacceptable: 0-79	BUS270 N=33  Exceptional: 8/33 = 24% Acceptable: 11/33 = 33% Unacceptable: 14/33 = 42%	Spring 2015 Report and analysis being prepared by Professor Marco Pagani.
<b>2. Analysis and Decision Making</b>  <i>Understanding of decision analysis methods including decision trees, expected value, risk and uncertainty, and the value of information.</i>	Spring 2014. BUS 270- Financial Management for MBA: Final exam questions	BUS270 Exceptional: 92-100 Acceptable: 80-91 Unacceptable: 0-79	BUS270 N=17  Exceptional: 0/17 = 0% Acceptable: 4/17 = 24% Unacceptable: 13/17 = 76%	Fall 2014 Report and analysis being prepared by Professor Marco Pagani.
	Spring 2015. BUS 270- Financial Management for MBA: Final exam questions	BUS270 Exceptional: 92-100 Acceptable: 80-91 Unacceptable: 0-79	BUS270 N=33  Exceptional: 7/33 = 21% Acceptable: 16/33 = 48% Unacceptable: 10/33 = 30%	Spring 2015 Report and analysis being prepared by Professor Marco Pagani.
<b>3a. Cultural Awareness</b>	Spring 2013 BUS 250- Law and Ethics Case analysis	BUS250 Exceptional: 5-6 Acceptable: 3-4	BUS250 N=19	Fall 2013 Report and analysis prepared by Professor

<p><i>An understanding of the major issues facing multinational corporations in the management of their global operations—particularly those of an intercultural nature.</i></p>		Unacceptable: 0-2	Exceptional: 7/19 = 37% Acceptable: 12/19 = 63% Unacceptable: 0/19 = 0 %	Nanette Clinch, and discussed with the MBA curriculum committee.
	Spring 2014 BUS 250- Law and Ethics Case analysis	BUS250 Exceptional: 5-6 Acceptable: 3-4 Unacceptable: 0-2	BUS250 N=36  Exceptional: 21/36 = 58% Acceptable: 10/36 = 28% Unacceptable: 5/36 = 14%	Fall 2014 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.
<p><b>3b. Ethical Awareness</b></p> <p><i>Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.</i></p>	Spring 2013 BUS 250- Law and Ethics Case analysis	BUS250 Exceptional: 5-6 Acceptable: 3-4 Unacceptable: 0-2	BUS250 N=19  Exceptional: 12/19 = 63% Acceptable: 5/19 = 26% Unacceptable: 2/19 = 11%	Fall 2013 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.
	Spring 2014 BUS 250- Law and Ethics Case analysis	BUS250 Exceptional: 5-6 Acceptable: 3-4 Unacceptable: 0-2	BUS250 N=36  Exceptional: 23/36 = 63% Acceptable: 10/36 = 28% Unacceptable: 3/36 = 8%	Fall 2014 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.
<p><b>4. Leadership and Team Skills</b></p> <p><i>Comprehension of the factors that contribute to effective leadership of teams and understanding of the skills and</i></p>	Spring 2013 BUS 250- Law and Ethics Case study project	BUS250 Exceptional: 5-6 Acceptable: 3-4 Unacceptable: 0-2	BUS250 N=19  Exceptional: 8/19 = 42% Acceptable: 7/19 = 37% Unacceptable: 4/19 = 21%	Fall 2013 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.

<i>behaviors necessary to be an effective team member.</i>	Spring 2014 BUS 250- Law and Ethics Case study project	BUS250 Exceptional: 5-6 Acceptable: 3-4 Unacceptable: 0-2	BUS250 N=36  Exceptional: 23/36 = 64% Acceptable: 9/36 = 25% Unacceptable: 4/36 = 11%	Fall 2014 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.
<b>5a. Global Change</b>	Fall 2014 BUS202-Managing in the Global Economy Exam questions	BUS202 Exceptional: 5 Acceptable: 3-4 Unacceptable: 0-2	BUS202 N=39  Exceptional: 30/39 = 77% Acceptable: 9/39 = 23% Unacceptable: 0/39 = 0%	Fall 2014 Results being analyzed by Professor Tanvi Kothari.
	Fall 2015 BUS202-Managing in the Global Economy Exam questions	BUS202 Exceptional: 5 Acceptable: 3-4 Unacceptable: 0-2	BUS202 N=  Exceptional: Acceptable: Unacceptable:	Fall 2015 Assessment scheduled by Professor Tanvi Kothari.
<b>5b. Strategic Integration</b>	Spring 2012. MBA students ETS-MFT exam administered	Not applicable	Spring 2012. N=62  Mean: 250 StDev: 14  Assessment Indicators: Mean % correct: Strategic Integration: 52%	ETS-MFT standardized test results
	Summer 2012. MBA students ETS-MFT exam administered	Not applicable	Summer 2012. N=10  Mean: 247	ETS-MFT standardized test results

			StDev: 11  Assessment Indicators: Mean % correct: Strategic Integration: 52%	
	Summer 2013. MBA students ETS-MFT exam administered	Not applicable	Summer 2013. N=26  Mean: 256 StDev: 13  Assessment Indicators: Mean % correct: Strategic Integration: 58%	ETS-MFT standardized test results
	Spring 2015. MBA students ETS-MFT exam administered	Not applicable	Spring 2015. N=38  Mean: 248 StDev: 10  Assessment Indicators: Mean % correct: Strategic Integration: 51%	ETS-MFT standardized test results
	Summer 2015. MBA students ETS-MFT exam administered	Not applicable	Summer 2015. N=  Mean: StDev:  Assessment Indicators: Mean % correct:	ETS-MFT standardized test scheduled



			Strategic Integration: %	
	Fall 2014 BUS202-Managing in the Global Economy Exam questions	BUS202 Exceptional: 5 Acceptable: 3-4 Unacceptable: 0-2	BUS202 N=39  Exceptional: 21/39 = 54% Acceptable: 18/39 = 46% Unacceptable: 0/39 = 0%	Spring 2014 Results being analyzed by Professor Tanvi Kothari.
	Fall 2015 BUS202-Managing in the Global Economy Exam questions	BUS202 Exceptional: 5 Acceptable: 3-4 Unacceptable: 0-2	BUS202 N=  Exceptional: Acceptable: Unacceptable:	Fall 2015 Assessment scheduled by Professor Tanvi Kothari.
<b>6. Communication Skills</b>  <b>6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.</b>	Summer 2013 Bus290 – Strategic Thinking Oral presentations (MBAOne, ESMBA)	Exceptional: score of 10 Acceptable: score of 8-9 Unacceptable: score of 7 or below	BUS290 (MBA One) N=18  Exceptional: 14/18 = 78% Acceptable: 4/18 = 22% Unacceptable: 0/18 = 0%  BUS290 (ESMBA) N=26  Exceptional: 7/26 = 27% Acceptable: 19/26 = 73% Unacceptable: 0/26 = 0%	Data has been gathered and is in the process of being summarized and analyzed by Professors Rodan and Okumoto.

	Summer 2015 Bus290 – Strategic Thinking Oral presentations	Exceptional: score of 10 Acceptable: score of 8-9 Unacceptable: score of 7 or below	BUS290 N=  Exceptional: / = % Acceptable: / = % Unacceptable: / = %	Data is being gathered by Professors Rodan and Okumoto.
<b>6b. Demonstrate the principles and processes of effective written communications.</b>	Spring 2013 BUS 250- Law and Ethics Exam questions; essay	BUS250 Exceptional: 11-12 Acceptable: 6-10 Unacceptable: 0-5	BUS250 N=19  Exceptional: 6/19 = 32% Acceptable: 12/19 = 63% Unacceptable: 1/19 = 5%	Fall 2013 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.
	Spring 2014 BUS 250- Law and Ethics Exam questions; essay	BUS250 Exceptional: 11-12 Acceptable: 6-10 Unacceptable: 0-5	BUS250 N=38  Exceptional: 15/38 = 42% Acceptable: 18/38 = 45% Unacceptable: 5/38 = 13%	Fall 2014 Report and analysis prepared by Professor Nanette Clinch, and discussed with the MBA curriculum committee.