MBA ASSESSMENT MEETING

			March 5, 2012
			11:00 am
			Alston 260
Meeting called by:	Kim Campbell (Assoc Dean)	**Type of meeting:**	Program Assessment Orientation
Facilitator:	Kim	**Note taker:**	Lauren Ward
Attendees:	Linda Parsons (AC), Shane Underwood (EFLS), Denise McManus (ISM), James King (MM), Brian Gray (Assoc Dean)		
Please read:	E/MBA Program Assessment Data Report 2010-11		

- Understanding role of assessment in accreditation
- XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
- Reviewing data from past cycle (2010 results)
    - Learning goals
        - Noted these are the same as previous cycle. Can be changed by this committee if desires.
        - Noted these are similar to the undergrad. The rubrics for assessing undergrad and MBA are slightly different because the standards are slightly different .
        - Noted area tagged for improvement in previous cycle was professional development.
    - Measures
        - what happened in the past is almost the same as we are doing now: measures from mgt 542, required stats class, and required accounting class
        - We don't have to be married to those measures either even if we decide to keep the same learning goals
        - pg. 4 at bottom overall interpretation: no results from 2011 because we only collect every other year (last in 2010)
        - in report: improvement actions: determined by task force 2 years ago
        - systems thinking outcome: one of the things the task force felt was important was making sure the students had the opportunity to do more professional development reflective activities. MGT 517 was targeted. (King not present to address this). Not easy to figure out how to build this into the curriculum. Used to be a one hour course devoted to professional development taught by Lonnie.
        - This group no longer handles both EMBA and MBA (had to be addressed separately)
        - Linda: Systems is objective? Think about it in a MGT class. I don't see the connection
        - ST and AC are in first year so finding a way to measure them at the end of their internship experience?
        - 542 can be used because it is in second year after internships are completed
        - One of the things the previous group wanted to do was rearrange the first year. Not much room to change things around.
        - Brian: This is why the 1-hour course got cut. Decided to incorporate professional development activities as we went along.
        - Linda: Could be course imbedded but we would have to change the course.
        - 542 is more open-ended assignment. ST and AC can be right and wrong but they also include gradations. Group needs to think aboiut the potential for measuring differently in the future. Maybe how to work something into IBA course last semester.
        - Denise: What if we include it as a course in the sense of we get rid of a course and add another course
        - Brian: Many constraints to this problem. 5-5 because students complained about 4-4 setup. Wanted to have spreadsheet modeling and concentration class before the start of internships. Could consider changing some modules
        - Linda: We could say we need to give them context in their first year courses.
    - Results
        - XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX