

## Assurance of Learning Report Technical Competencies

<b>Semester &amp; Year:</b> Fall 2024	<b>Degree Program Name:</b> Walton Full-Time MBA
<b>Course Name:</b> Business Analytics	<b>Course Number:</b> ISYS 5363
<b>Faculty Name:</b> Dr. Kevin Harmon	<b>Number of Students Assessed:</b> 47
<p><b>Assessment Method:</b> Final exam questions were used. Students were asked to determine probability based off a new software tool implementation and time spent at work. Students were asked to review budget balance (surplus and deficit) and create a scatterplot, forecast 3 years out, run regression, reviewing trends over time, and predicted values for regression. Students were asked to determine the probability of bottling plant filling by looking at the mean of ounces and the standard deviation. The last competency was looking at employee productivity and running a multiple linear regression to assess what factors impact productivity and then forecasting new predictions based on the results.</p> <p><b>Assessment Criteria:</b> Probability based off employee work time, budget balance based on scatterplot and regression, probability calculation based off standard deviation, and assessment of employee productivity patterns and forecasting future productivity with given values.</p>	
<p><b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b></p>	

**Assessment Results\* (see sample results on next page):**

<b>Technical Competency (Rubric for final exam)</b>	<b>Meet Expectation (got answer correct)</b>	<b>Fail to Meet Expectation (did not get answer correct)</b>
<i><b>Goal:</b> 80% or greater Meet or Exceed Expectations in Overall results</i>		
Calculated Probability of Employees Struggling w/ Software Implementation	41 (87%)	6 (13%)
Budget Balance	44 (94%)	3 (6%)
Probability Based Off Standard Deviation	44 (94%)	3 (6%)
Assessing and Forecasting Productivity	40 (85%)	7 (15%)
<i>Overall Technical Learning Goal Result (average of all assessed questions)</i>	42 (90%)	5 (10%)

## Assurance of Learning Report Technical Competency

<b>Semester &amp; Year:</b> Fall 2024	<b>Degree Program Name:</b> Walton Executive MBA
<b>Course Name:</b> Business Analytics	<b>Course Number:</b> ISYS 5363
<b>Faculty Name:</b> Dr. Kevin Harmon	<b>Number of Students Assessed:</b> 136
<p><b>Assessment Method:</b> Final exam questions were used. Students were asked to determine probability based off a new software tool implementation and time spent at work. Students were asked to review budget balance (surplus and deficit) and create a scatterplot, forecast 3 years out, run regression, reviewing trends over time, and predicted values for regression. Students were asked to determine the probability of bottling plant filling by looking at the mean of ounces and the standard deviation. The last competency was looking at employee productivity and running a multiple linear regression to assess what factors impact productivity and then forecasting new predictions based on the results.</p> <p><b>Assessment Criteria:</b> Probability based off employee work time, budget balance based on scatterplot and regression, probability calculation based off standard deviation, and assessment of employee productivity patterns and forecasting future productivity with given values.</p>	
<p><b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b></p>	

### Assessment Results\* (see sample results on next page):

<b>Technical Competency (Rubric for final exam)</b>	<b>Meet Expectation (got answer correct)</b>	<b>Fail to Meet Expectation (did not get answer correct)</b>
<i><b>Goal:</b> 80% or greater Meet or Exceed Expectations in Overall results</i>		
Calculated Probability of Employees Struggling w/ Software Implementation	122 (90%)	14 (10%)
Budget Balance	126 (93%)	10 (7%)
Probability Based Off Standard Deviation	126 (93%)	10 (7%)
Assessing and Forecasting Productivity	131 (96%)	5 (4%)
<i>Overall Technical Learning Goal Result (average of all assessed questions)</i>	126 (93%)	10 (7%)

**Assurance of Learning Report  
Written Communication**

<b>Semester &amp; Year:</b>  Fall Semester 2024	<b>Degree Program Name:</b>  Full-Time MBA
<b>Course Name:</b>  Introduction to Marketing - Foundations	<b>Course Number:</b>  MKTG 51003
<b>Faculty Name:</b>  Dr. Jeff B. Murray	<b>Number of Students Assessed:</b>  42 students
<b>Assessment Method:</b>  <p>Introduction to Marketing – Foundations is fundamentally based on improving the written communication skills of full-time MBA students. Four key assignments developed these skills. The first two assignments were helping the students learn how to write under pressure; here, two essay exams were given where students were required to answer ten questions over a two-hour period. Students prepared for these exams through multiple review sessions and practice questions. All of the students took this very seriously and did well. The third assignment was to work on a glossary summarizing the language of marketing over the fifteen-week semester. This involved describing and explaining over 200 key concepts. Again, there were multiple help sessions and reviews of their work throughout the semester; students did very well. The final assignment, which is the one used in this assurance of learning report was a short story. This story assignment was developed gradually over the semester helping the students learn the importance of storytelling, as a communication strategy, in marketing. There were a number of parts to this assignment: first, students were asked to reflect on a story premise; second, students read a number of articles on the process of character development; third, students were asked to use their imaginations to develop location and scenes; fourth, students developed and described the action streams; fifth, students wrote out the message of the story; this was followed by the development of a specific plot structure; and finally, students were taught how to develop twists and turns in storytelling to structure into the discourse surprises. After this process was complete, students developed rough drafts of their story, and eventually the final draft. Every student did well on this earning the total 100 points. In fact, some students learned so much, they enjoyed the process beyond expectations and have completed novels and have shared these with me over time.</p>	
<b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b>  <p>This is not applicable since all students excelled on the assignment above 80%</p>	

**Assurance of Learning Report  
Written Communication**

<b>Semester &amp; Year:</b>  Fall 2024	<b>Degree Program Name:</b>  Walton Executive MBA
<b>Course Name:</b>  Marketing	<b>Course Number:</b>  52203
<b>Faculty Name:</b>  Dr. Jeff Murray	<b>Number of Students Assessed:</b>  135
<p><b>Assessment Method:</b> Essay question on the book Blink. Students were asked to select a topic from the book and analyze that topic based on class discussion. The goal for the essay is to encourage students to process a topic more deeply and try to connect the analysis to personal or professional experience.</p> <p><b>Assessment Criteria:</b> Audience, Purpose &amp; Context, Content Development, Genre Development, Grammar and Usage, Punctuation and Syntax, Sources and Evidence</p>	
<p><b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b></p>  <p>NA – results are above 80%</p>	

**Assessment Results\* (see sample results on next page): Assessment Results:**

Written Communication Competency (Rubric for essay) Goal: 80% or greater Meet or Exceed Expectations in Overall results	Exceed Expectation	Meet Expectation	Fail to Meet Expectation
Overall Written Communication Learning Goal Result (average of all assessed criteria)	106 (79%)	29 (21%)	0 (0%)

**Assurance of Learning Report  
Oral Communications Competencies**

<b>Semester &amp; Year:</b> Fall 2024	<b>Degree Program Name:</b> Walton Full-Time MBA
<b>Course Name:</b> Business Leadership & Ethics	<b>Course Number:</b> MGMT 5223
<b>Faculty Name:</b> Dr. Adam Stoverink	<b>Number of Students Assessed:</b>
<b>Assessment Method:</b>  <b>Method:</b> Do Good Project Presentation  <b>Criteria:</b> Content, Language/Word Choice, Physical Delivery, Vocal Delivery, and Visual Aids	
<b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b>	

**Assessment Results\* (see sample results on next page):**

Oral Communication Competency (Rubric for presentation) <i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>	Exceed Expectation	Meet Expectation	Fail to Meet Expectation
Content	39 (95%)	2 (5%)	0 (0%)
Language	31 (75.5%)	9 (22%)	1 (2.5%)
Physical delivery	20 (49%)	18 (44%)	3 (7%)
<u>Vocal delivery</u>	19 (46%)	20 (49%)	2 (5%)
Visual aids	23 (56%)	12 (29%)	6 (15%)
<u>Overall Oral Communication Learning Goal Result (average of all assessed criteria)</u>	<u>26.5 (64%)</u>	<u>12 (30%)</u>	<u>2.5 (6%)</u>

**Assurance of Learning Report  
Critical Thinking/Problem Solving**

<b>Semester &amp; Year: Summer 2024</b>	<b>Degree Program Name:</b> Executive MBA
<b>Course Name:</b> Strategic Management	<b>Course Number:</b> SEVI 5313
<b>Faculty Name:</b> Dr. Oleg Petrenko	<b>Number of Students Assessed:</b> 37
<b>Assessment Method:</b>  <b>In class case discussion and group presentations. Students discussed cases and provided their assessment of the major problem faced in each case, alternative solutions (with critical evaluations of each) and made a recommendation. The instructor provided critical feedback challenging students to which they responded and defended their positions.</b>  <b>The Grades were: Above 90% - 67% of the class. 80% - 90% - 33% of the class.</b>	
<b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b>  Improve on critical conversations and defending position using data and logical arguments.	

**Assessment Results\* (see sample results on next page):**

***Sample of Assessment Results 1:***

<b>Ethics Competency (Rubric for essay)</b> <i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>	<b>Exceed Expectation</b>	<b>Meet Expectation</b>	<b>Fail to Meet Expectation</b>
a) Recognize ethical problems	25 (50%)	23 (46%)	2 (4%)
b) Identify alternatives and make appropriate ethical choices	23 (46%)	25 (50%)	2 (4%)
<u>Overall Ethics Learning Goal Result (average of all assessed questions)</u>	<u>24 (48%)</u>	<u>24 (48%)</u>	<u>2 (4%)</u>

***Sample of Assessment Results 2:***

<b>Global Knowledge Competency (M/C Exam Questions)</b> <i>Goal: 80% or greater in Overall results</i>	<b>Percent Correct</b>	<b>Number Correct</b>
1. Which of the following is included in international trade flow?	90%	38/42
2. A country's service exports include:	74%	31/42
3. The United States-China bilateral trade balance may overstate the trade gap if:	86%	36/42
<u>Overall Global Knowledge Competency Assessment Result (average of all assessed questions)</u>	<u>83.33%</u>	<u>35/42</u>

***Sample of Assessment Results 3:***

<b>Marketing Knowledge Assessment Indicator</b> <i>Goal: 80% or greater in Overall results.</i>	<b>Percent Correct</b>	<b>Number Correct</b>
Knowing the customer	83%	21
Setting goals	87%	22
Marketing mix plan	95%	24
<u>Overall Marketing Knowledge Assessment Result (average of all assessed questions)</u>	<u>89%</u>	<u>23</u>

**Assurance of Learning Report  
Ethical Awareness**

<b>Semester &amp; Year:</b> Fall 2024	<b>Degree Program Name:</b> Walton Full-Time MBA
<b>Course Name:</b> Business Leadership & Ethics	<b>Course Number:</b> MGMT 52203
<b>Faculty Name:</b> Dr. Adam Stoverink	<b>Number of Students Assessed:</b> 41
<p><b>Assessment Method:</b> Ethical Dilemma Assignment that requires students to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different perspectives might be applied to dilemmas and consider the ramifications of alternate actions.</p> <p><b>Assessment Criteria:</b> Ethical Self-Awareness, Understanding Different Ethical Perspectives, Ethical Issue Recognition, Application of Ethical Perspectives, and Evaluation of Different Ethical Perspectives.</p> <p><b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b></p>	

**Assessment Results:**

<b>Ethics Competency (Rubric for assignment)</b>	<b>Exceed Expectation</b>	<b>Meet Expectation</b>	<b>Fail to Meet Expectation</b>
<i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>			
<u>Overall Ethics Learning Goal Result (average of all assessed criteria)</u>	<u>34 (83%)</u>	<u>4 (10%)</u>	<u>3 (7%)</u>



**Assurance of Learning Report  
Ethical Awareness**

<b>Semester &amp; Year:</b> Summer 2024	<b>Degree Program Name:</b> EMBA
<b>Course Name:</b> Leadership and Organizational Behavior	<b>Course Number:</b> MGMT 5613
<b>Faculty Name:</b> John Delery	<b>Number of Students Assessed:</b> 92
<b>Assessment Method:</b> Students prepared a written response to a case. Specifically they were asked to do the following: <ol style="list-style-type: none"> <li>1. Create an exhaustive list of all possible actions.</li> <li>2. Identify all potential stakeholders.</li> <li>3. Engage in all three lines of moral reasoning:             <ol style="list-style-type: none"> <li>a. Outcome-based</li> <li>b. Action-based</li> <li>c. Care-based</li> </ol> </li> <li>4. Based on the information in steps 2 and 3, complete a pro/con analysis of each option identified in step 1.</li> <li>5. Chose the option that is “most right.”</li> </ol>	
<b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b>       	

**Assessment Results\*** (see sample results on next page):

**Assessment Results:**

Ethics Competency (Rubric for essay) <i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>	Exceed Expectation (10 out of 10)	Meet Expectation (8 or 9 out of 10)	Fail to Meet Expectation (less than 8 out of 10)
	79 (86%)	11 (12%)	2 (2%)
<u>Overall Ethics Learning Goal Result</u> <u>(average of all assessed questions)</u>	<u>79 (86%)</u>	<u>11 (12%)</u>	<u>2 (2%)</u>

***Sample of Assessment Results 1:***

<b>Ethics Competency (Rubric for essay)</b> <i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>	<b>Exceed Expectation</b>	<b>Meet Expectation</b>	<b>Fail to Meet Expectation</b>
a) Recognize ethical problems	25 (50%)	23 (46%)	2 (4%)
b) Identify alternatives and make appropriate ethical choices	23 (46%)	25 (50%)	2 (4%)
<u>Overall Ethics Learning Goal Result (average of all assessed questions)</u>	<u>24 (48%)</u>	<u>24 (48%)</u>	<u>2 (4%)</u>

***Sample of Assessment Results 2:***

<b>Global Knowledge Competency (M/C Exam Questions)</b> <i>Goal: 80% or greater in Overall results</i>	<b>Percent Correct</b>	<b>Number Correct</b>
1. Which of the following is included in international trade flow?	90%	38/42
2. A country's service exports include:	74%	31/42
3. The United States-China bilateral trade balance may overstate the trade gap if:	86%	36/42
<u>Overall Global Knowledge Competency Assessment Result (average of all assessed questions)</u>	<u>83.33%</u>	<u>35/42</u>

***Sample of Assessment Results 3:***

<b>Marketing Knowledge Assessment Indicator</b> <i>Goal: 80% or greater in Overall results.</i>	<b>Percent Correct</b>	<b>Number Correct</b>
Knowing the customer	83%	21
Setting goals	87%	22
Marketing mix plan	95%	24
<u>Overall Marketing Knowledge Assessment Result (average of all assessed questions)</u>	<u>89%</u>	<u>23</u>

**Assurance of Learning Report  
Global Awareness**

<b>Semester &amp; Year:</b> Summer 2024	<b>Degree Program Name:</b> Master of Business Administration
<b>Course Name:</b> Global Immersion – Indonesia	<b>Course Number:</b> BADM 5533
<b>Faculty Name:</b> Meredith Adkins	<b>Number of Students Assessed:</b> 11
<b>Assessment Method:</b> Journals and Essay (Team Project)	
<b>Improvement Activities, Suggestions, Plans (required if results are below 80%, encourage all other times):</b> The students as a whole did particularly well with comparative analysis between the specified global destination and the U.S. context, including economic and cultural differences in the new venture environment. The final essay was done as a group assignment, which makes it more difficult to assess individual competencies rather than the small group of students in the team assignment holistically, although it has other benefits for students to learn to work and produce work as part of a collaborative team. In the future, a project management assignment will be added that requires assessment of each individual team member's contribution to the final project. Additionally, an essay rubric will be added for the team project.	

**Assessment Results 1\*:**

<b>Global Knowledge Competency (Journal)</b> <i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>	<b>Exceed Expectation</b>	<b>Meet Expectation</b>	<b>Fail to Meet Expectation</b>
a) Explain key elements of the economic, political and cultural circumstances that permeate the business and trade ecosystem of global economies.	0 (0%)	11 (100%)	0 (0%)
b) Explain how these circumstances affect the global market and its ability to foster businesses.	0 (0%)	11 (100%)	0 (0%)
c) Account for aspects related to sustainability, innovation, human development, or the protection of the environment or	0 (0%)	11 (100%)	0 (0%)

human rights, in our evaluation of global markets.			
<u>Overall Global Knowledge Learning Goal Result (average of all assessed questions)</u>	<u>0 (0%)</u>	<u>11 (100%)</u>	<u>0 (0%)</u>

**Assessment Results 2\*\*:**

<b>Global Knowledge Competency (Essay, Team Project)</b> <i>Goal: 80% or greater Meet or Exceed Expectations in Overall results</i>	<b>Exceed Expectation</b>	<b>Meet Expectation</b>	<b>Fail to Meet Expectation</b>
a) Evaluate the competitive environment in the region and establish how this aspect fosters (or not) a more sustainable business climate.	4 (36%)	7 (64%)	0 (0%)
b) Describe the key historical, political, and economic factors that have shaped the global market for a specific country.	4 (36%)	7 (64%)	0 (0%)
c) Describe cultural, political and economic differences between the U.S. and a specific country, and how they impact the business climate, including the development of new ventures, particularly those with social or environmental impact.	4 (36%)	7 (64%)	0 (0%)
d) Identify potential opportunities for the improvement of a business or economic issue, taking into consideration the interconnected and interdependent nature of the global market.	4 (36%)	7 (64%)	0 (0%)

e) Identify potential learning opportunities for U.S. businesses, start-up ecosystems and social ventures, from the experience and know-how of entrepreneurs in emerging markets.	4 (36%)	7 (64%)	0 (0%)
<i><u>Overall Global Knowledge Learning Goal Result (average of all assessed questions)</u></i>	<u>4 (36%)</u>	<u>7 (64%)</u>	<u>0 (0%)</u>

### **\*Assessment Questions 1 (Journals)**

1. Reflect on one or more of the community partners we meet in Jakarta and Bali.
2. Reflect on some evidence of the economic, social, cultural or political circumstances discussed in class or course material, that permeate the experience of local organizations, managers or entrepreneurs.
3. Reflect on the global macroeconomic forces impacting the business climate, and the new venture development ecosystem in Indonesia.
4. Reflect on the social and environmental challenges of Indonesia and the world, and how they permeate the businesses, organizations and initiatives we visit.
5. Your fifth and final journal entry **MUST** be an **Individual Reflection/Retrospect**. Students are invited to reflect on the content of the course and the impact this course has had on their academic career and their decision to explore business strategies to foster positive social or environmental outcomes through business practices, or other ways in which course learnings may affect future business leadership decisions.

### **\*\*Assessment Question 2 (Essay)**

This is an 8-10 pages paper (double spaced—exclusive of charts, exhibits, or appendices (such as interview protocols) that summarizes project findings. The purpose of this project is to learn from successful start-ups or accelerators, social ventures or social innovation initiatives overseas and inform on best practices and procedures to improve or inspire initiatives at home. As students explore successful social innovations and social businesses in Indonesia from the pool of partners we'll visit during the trip, they will be responsible to identify key practices and procedures pertinent to one specific business or initiative, relevant to our local entrepreneurial or social venture ecosystem. Students traveling to Indonesia are expected to choose one of our community partners in Indonesia as a case study and conduct an analysis of their operational and

strategic management decisions, evaluating the way they assess impact and highlighting key aspects that allow them to balance profit and purpose.

Students will investigate procedures and best practices related to the design, implementation, and impact assessment on one of the business accelerators, social innovation or social business initiatives we'll visit in Indonesia. Students will report on the work of these partners, highlighting the viability, sustainability and scalability of specific initiatives related to the strategies and best practices adopted by the selected organization.

Projects must include a detailed agenda including meeting schedules (remote or in-person) and information and data collection on at least one of our community partners in Indonesia (or a new one if it's accessible to you), whether a social business, a start-up or business accelerator, or a multisector collaboration. If applicable, students must submit documents such as surveys, questionnaires, and a written protocol for all team members on how they organized to collect this information.

The objective is to produce a report on the best practices and procedures of social businesses and social innovation strategies, addressing specific cultural, economic, and sociopolitical circumstances, and defining the viability and sustainability of these initiatives despite chronic limitations in infrastructure and resources. Students also will identify a parallel experience in NWA and make recommendations based on the lessons learned from the experience in Indonesia. The idea is to feature successful business models of existing business accelerators, incubators or social ventures, and produce a best practices report, or help existing initiatives learn from each other's experiences, so they can optimize resources, and fulfill their mission in a more efficient and cost-effective way.

We expect key stakeholders in our region and beyond, interested in the focus of your paper, to review the concept and provide feedback as part of your process.

**Assurance of Learning Report  
Indirect Measures**

<b>Semester &amp; Year:</b> Fall 2024	<b>Degree Program Name:</b> Walton Full-Time and Executive MBA
<b>Indirect Measure Name:</b> Alumni Advisory Board Meeting	<b>Number of Alumni in Attendance:</b> 40
<b>Topics Discussed:</b> Walton College Updates, Walton MBA Program Updates, Board Engagement topic – Walton EMBA Dallas	

**Assurance of Learning Report  
Indirect Measures**

<b>Semester &amp; Year:</b> Spring 2025	<b>Degree Program Name:</b> Walton Full-Time and Executive MBA
<b>Indirect Measure Name:</b> Alumni Advisory Board Meeting	<b>Number of Alumni in Attendance:</b> 38
<b>Topics Discussed:</b> Walton College updates, Walton MBA Program updates, Board Engagement topic – Full-time MBA Curriculum Changes	

**Assurance of Learning Report  
Indirect Measures**

<b>Semester &amp; Year:</b> Fall 2024 & Spring 2025	<b>Degree Program Name:</b> Walton Full-Time MBA
<b>Indirect Measure Name:</b> 2025 Cohort Student Advisory Board Meeting	<b>Number of Students in Attendance:</b> 5 students at each meeting
<b>Topics Discussed:</b> 5 students were elected (by peers) to serve on the Student Advisory Board. The SAB meets with program staff twice a semester to discuss current classes, program events, and provide overall program feedback from the other students in the 2025 cohort.	

**Assurance of Learning Report  
Indirect Measures**

<b>Semester &amp; Year:</b> Fall 2024 & Spring 2025	<b>Degree Program Name:</b> Walton Full-Time MBA
<b>Indirect Measure Name:</b> 2026 Cohort Student Advisory Board Meeting	<b>Number of Students in Attendance:</b> 5 students at each meeting
<b>Topics Discussed:</b> 5 students were elected (by peers) to serve on the Student Advisory Board. The SAB meets with program staff twice a semester to discuss current classes, program events, and provide overall program feedback from the other students in the 2026 cohort.	

**Assurance of Learning Report  
Indirect Measures**

<b>Semester &amp; Year:</b> Fall 2024 & Spring 2025	<b>Degree Program Name:</b> Walton Executive MBA
<b>Indirect Measure Name:</b> 2025 Cohort Student Advisory Board Meeting	<b>Number of Students in Attendance:</b> 15 students at each meeting
<b>Topics Discussed:</b> 15 students were elected (by peers) to serve on the Student Advisory Board. The SAB meets with program staff twice a semester to discuss current classes, program events, and provide overall program feedback from the other students in the 2025 cohort.	

**Assurance of Learning Report  
Indirect Measures**

<b>Semester &amp; Year:</b> Fall 2024 & Spring 2025	<b>Degree Program Name:</b> Walton Executive MBA
<b>Indirect Measure Name:</b> 2026 Cohort Student Advisory Board Meeting	<b>Number of Students in Attendance:</b> 13 students at each meeting
<b>Topics Discussed:</b> 13 students were elected (by peers) to serve on the Student Advisory Board. The SAB meets with program staff twice a semester to discuss current classes, program events, and provide overall program feedback from the other students in the 2026 cohort.	