

MBA Program Assessment Report
University of Wisconsin – La Crosse
Summer 2012

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Executive Summary

The University of Wisconsin – La Crosse aims to provide students an exceptional business education that empowers them to serve organizations and communities as socially responsible citizens in a global environment. As part of this endeavor, the MBA program is assessed to determine the extent to which the students are achieving the learning objectives of the program. This report documents the efforts that took place during the 2009-2011 assessment cycle and proposes areas for improvement within the program.

The report first highlights the MBA curriculum and learning outcomes, followed by an examination of the changes made since the last assessment cycle (2006-2008). Specifically, the 2009 report proposed nine areas of improvement, which were discussed with the CBA Graduate Committee and College-wide faculty. Several changes were made and are discussed in this report.

As part of the assessment process, students complete BUS 790, Learning Outcomes Assessment, which uses direct and indirect measures to assess student learning on the seven learning outcomes. Specifically, 96 students responded to a survey about the learning objectives as well as completed a case analysis which highlighted the learning objectives. Their responses were assessed by two MBA faculty for this report.

Overall, the case-based assessment indicated that students were able to achieve the CBA Graduate Committee acceptable performance threshold of 80% for all of the learning outcomes except for the Behavioral Skills learning objective. The highest direct success ratings were reported for Social Responsibility (94.8%) and the highest indirect success rating (students' perception of learning) was communication competency (98.4%) and global responsibility (91.1%). The survey results indicated that post- MBA Program measures were higher on both Competence and Importance measures for all 25 items.

Based on the assessment results, 11 areas of improvement were identified including, but not limited to, revising the case assessment to separate the indirect and direct questions, incorporating into curriculum topics on business development planning and efficient versus effective solutions, including international student status into the survey, reconsider the BUS 790 data collection and evaluation process, review assessment rubrics, discuss the oral communication and managing information outcomes and rubrics, and require a pre-program survey.

In summary, the 2012 assessment of student learning in the MBA program at UW-La Crosse finds that the program has made several changes since the last assessment cycle to improve the program. Additionally, the students are successfully meeting all but one learning objective. Suggestions for improvements are made so continual improvements in the program can occur.

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Mission Statement

To provide students an exceptional business education that empowers them to serve organizations and communities as socially responsible citizens in a global environment.

MBA Curriculum

The College of Business Administration at UW-L introduced a completely new MBA core curriculum in Fall 2002. At the heart of the revision was the explicit recognition that narrowly defined, discipline-specific courses could not address the complexity of the challenges confronting managers in the 21st century. The business world is not a departmental world. The revised core curriculum is intended to challenge students with problems that require them to address all relevant dimensions of key decisions in a new way. At the heart of the model is an approach that requires students to integrate business knowledge across functional disciplines. In short, MBA graduates have to respond to cluttered, complex, poorly-structured problems on a routine basis and the revised MBA program reflects this reality.

The redesigned core curriculum provides students with a more fully integrated knowledge of effective management within those contexts regarded as most critical to their professional development. Approaching problem solving from a strategic perspective, students apply the concepts and tools as they are developing them within the MBA program. The core MBA courses require them to analyze opportunities and problems from a cross-functional or integrative perspective and make decisions that enhance the competitiveness of the firm. The MBA forum also provides the opportunity to develop and apply analysis and problem-solving skills within diverse business contexts. Students are challenged to address larger issues of concern, including the impact of managerial decisions on the environment, ethics and globalization. The MBA program requires completion of at least thirty (30) graduate credits, including a core curriculum and electives as presented below:

- BUS 730 Decision Framing and Decision Making in Complex Environments I – 3 cr.
- BUS 731 Decision Framing and Decision Making in Complex Environments II – 3 cr.
- BUS 735 Business Decision-Making Methodology and Research – 4 cr.
- BUS 750 Managing in an Environmentally and Socially Conscious World – 3 cr.
- BUS 755 Managing in a changing Technological Environment – 3 cr.
- BUS 760 Managing in a Global Environment – 4 cr.
- BUS 790 MBA Program Assessment – 1 cr.
- Electives (9 credits)

Included within the MBA curriculum is an assessment module (BUS790). This one-credit course consists of a comprehensive assessment survey and capstone case activity which gives students an opportunity to reflect on their MBA experience as a whole. The MBA Program Assessment (BUS 790) provides one final learning experience that will bestow a perspective of

the MBA Program as a whole while allowing the MBA faculty and administration an assessment opportunity for evaluating and continuously improving the program.

MBA Learning Outcomes

The seven learning outcomes originally identified by the CBA and repeatedly reviewed and ratified by the CBA Graduate Committee, with the most recent ratification being March 2012, are listed below.

- I. Comprehensive knowledge of the functional areas
Graduates shall have a comprehensive knowledge of the functional areas. Comprehensive knowledge shall embody an understanding of the theoretical foundations and quantitative tools of each functional area, as well as the ability to apply this knowledge to actual problems.
- II. Problem solving capabilities
Graduates shall be able to think laterally, critically, innovatively, creatively, and to make connections among diverse fields of study in analyzing problems.
- III. Global perspective
Graduates shall have a global perspective based on an understanding of both the domestic and global environments of the organizations.
- IV. Communication competency
Graduates shall be able to communicate effectively in writing and orally in ways appropriate for a variety of objectives and audiences.
- V. Ability to manage information
Graduates shall have an understanding of the progress in information technology and be able to effectively integrate this change in their decision-making processes.
- VI. Social Responsibility
Graduates shall understand the ethical and environmental ramifications of their decisions.
- VII. Behavioral Skills
Graduates shall understand human behavior in organizations. They should have the ability to utilize leadership skills effectively, interact effectively in group situations, manage in culturally diverse environments, help others develop their skills, resolve conflict effectively and act independently in low feedback environments.

Changes Made Since Previous Assessment

In summer 2009, faculty conducting the MBA assessment report identified and proposed nine areas of improvement for the MBA program and assurance of learning plan. The assessment process and report was disseminated to, and discussed with, the CBA Graduate Committee in the Spring of 2009 and to the faculty at the College-wide meeting January 2010. The proposals were

discussed and, depending on the proposal, implemented Spring 2009 through Fall 2011. The nine proposals and their follow-up are discussed below.

Proposal 1. Re-Organize the current MBA Learning Outcomes in terms of the program's primary objective, corresponding thought processes and related action processes.

- **Subsequent changes:** In November 2009 the Graduate Committee revised the learning objectives as proposed. The revision did not alter the aggregate set of objectives, but rather clarified the nature of the relationships between goals. As such, it was utilized for shaping subsequent revisions to the curriculum by the faculty, but for simplicity the original objectives were maintained on the website and in communication to students.

Proposal 2. Systematically review and revise, as needed, the BUS 790 assessment process.

- **Subsequent changes:** The CBA Graduate Committee discussed the BUS 790 assessment process at meetings each year. Additionally, the assessment process and results were disseminated and discussed with the larger faculty at the College-wide meeting in January 2010.

Proposal 3. Periodically map the MBA Learning Outcomes against the curriculum.

- **Subsequent changes:** In February 2010 a mapping of the curriculum and MBA learning outcomes was completed based on input from the current MBA faculty (Appendix 1). The results were compiled and discussed at subsequent meetings of the Graduate Committee. It was concluded that the only MBA learning outcome needing attention was that regarding "behavioral skills". It was recommended that the MBA faculty explicitly indicate the learning outcomes served by their courses on the course syllabi.

Proposal 4. Clarify the operationalization of "acceptable performance" within the context of the Case-Based Capstone Activity.

- **Subsequent changes:** The CBA Graduate Committee agreed that 80% would be the cutoff level for acceptable performance threshold for each of the direct and indirect assessment measures used in BUS790. That is, at least 80% of students must be above "unacceptable performance" for the learning outcome to be met.

Proposal 5. Formalize the process such that a regular assessment of the MBA questionnaire responses and case solutions is performed each summer. The results would be sent to the CBA Associate Dean and distributed at the first meeting of the CBA Graduate Committee in the fall.

- **Subsequent changes:** The CBA Graduate Committee agreed that the BUS 790 cases would be assessed during summers of odd-numbered years. However, due to faculty turnover the assessment was pushed back to Summer 2012.

Proposal 6. Require that students complete a pre-program questionnaire in their first MBA class regarding their ability and the perceived importance of various skills in BUS730. The same 25 items used in the BUS790 survey would be used for the post-program assessment as well. This is intended to correct for any lapse in memory that may bias the results of the pre- and post-program BUS790 questionnaire.

- **Subsequent changes:** The Graduate Committee discussed adding the pre-test survey to BUS 730 or another MBA course taken in the first semester. However, the change has not been implemented yet.

Proposal 7. Incorporate more explicit teaching and training in interpersonal behavioral skills – specifically topics in leadership.

- **Subsequent changes:** The Graduate Committee discussed ways to incorporate additional leadership training including changing instructional personnel and ways to alter existing courses to accomplish the goal.

Proposal 8. Increase the use of outside speakers to address behavioral skills and leadership topics.

- **Subsequent changes:** In January 2010, the Committee discussed ways to increase the use of guest speakers and how the incorporation of speakers could also help to increase behavioral and leadership training. Guest speakers from Gundersen Lutheran, Federated Insurance and the UWL administration participated in a variety of MBA core and elective courses to address the identified need for highlighting behavioral and leadership topics.

Proposal 9. Revision of the title of BUS 790 to Integrated Case Analysis.

- **Subsequent changes:** The Committee agreed to change the title to “Integrated Case Analysis”. However, the official title change has not been made with the university.

Direct and Indirect Assessment: Observations from the Case-Based Capstone Activity

All MBA students complete one capstone case project in the BUS-790 course, which is used for both direct and indirect assessment. Each student is randomly assigned to one of 12 selected Harvard Business Publishing cases. No more than two students in any given semester are assigned to the same case. Students are asked to evaluate their case in terms of the MBA Learning Outcomes previously identified. A copy of the assignment is provided in Appendix 2. The direct measure consists of assessing whether students taking BUS 790 can apply the identified learning outcomes in a real world case setting. The indirect aspect of this process is that students are asked to assess the extent to which the MBA curriculum has helped them complete the components of the capstone case assignment. A number of student comments are presented in Appendix 3 to illustrate student perceptions of their learning and the MBA program’s performance.

The case solutions submitted by students from Spring 2009 through Fall 2011 were evaluated in regards to the MBA Learning Outcomes. Both direct (Appendix 4) and indirect (Appendix 5) measures assessing student attainment of desired learning outcomes were made. As shown in Appendix 4, the direct measures correspond to each of the seven MBA Program Learning Outcomes. The MBA Outcome Assessment Rubric, which is furnished in Appendix 6, was used to evaluate each student case analysis across the MBA learning outcomes. In the rubric, three levels of achievement for each learning outcome are identified. Ratings at the top of the range, Rank “3,” required complete attainment of the desired outcome. Student responses graded as a “3” successfully applied the identified program learning outcome within the case context to the

greatest extent possible. The bottom of the range, earning a score of “1,” were instances wherein the student did not apply the knowledge identified in a learning outcome to answer the case. The middle-level grade, Rank “2,” was assigned in instances where students demonstrated some knowledge and understanding commensurate with the corresponding learning outcome, though the rater did not regard the student’s performance to be sufficient to earn the top rank.

Indirect measures were subjective, self-reported assessments of the MBA Program’s value as indicated by each student in helping them complete the specific case components. If the student explicitly identified a specific aspect of the curriculum in response to the question, a score of “3” was assigned. If the student discussed the value of the curriculum in a general sense when completing their program-related commentary on a given measure, a rank of “2” was assigned. If a student failed to mention the MBA Program’s contribution or was critical of their education relative to a given outcome, a rank of “1” was assigned. Within the context of this report, scores of “1” are reported as failures.

Ninety-six student responses were evaluated by two raters on all seven learning outcomes, including both direct and indirect measures for all. The raters were Peter Haried, Ph.D., and Nicole Gullekson, Ph.D. Both raters are actively involved in the Assurance of Learning Task force for the CBA and have taught courses annually in the MBA program since 2011 (Haried) and 2012 (Gullekson) respectively. The raters made their initial judgments on the case write-ups independently. There was one instance in which the raters scores were differed significantly. That is, there was one instance where one rated an answer “1” and the other “3”. These were reconciled through a joint review of the students’ work.

Each rater submitted 1334 ratings (96 students x 7 MBA Learning Outcomes x 2 types of measures (direct and indirect) for each outcome). Absolute inter-rater agreement for each rating was not required as part of the task. Table 1, found below, reports the mean rating score and the number of times each rater concluded that a response for one of the measures was insufficient relative to the assigned task (Rank = 1).

Table 1. Rater Assessment					
	Direct Assessment		Indirect Assessment		Overall Average
	Peter Haried	Nicole Gullekson	Peter Haried	Nicole Gullekson	
Average Outcome Rating	2.4	2.23	2.1	2.04	2.15
% Rating of 1	6.85	15.92	21.88	28.27	18.23

In general, there was measurement consistency between the faculty members charged with rating the capstone projects. Average rating scores were within 0.17 points for direct and 0.07 for indirect assessment measures respectively. In reviewing the “average outcome rating” component, the second rater (Nicole Gullekson) resulted in a lower outcome average rating that was highly influenced by her direct assessment of the behavioral MBA learning outcome. In her

analysis, she recorded a much higher number of “1” ratings based on her assessment that many of the students did not address the leadership component specified on the assessment rubric. Rater one (Peter Haried) considered an adequate coverage of one or the other key areas in behavior skills as sufficient and earning a typical rating of “2”. These considerations should be noted when reviewing the assessment results.

Case-based results on an individual student basis are presented in Appendix 4 (direct measures) and Appendix 5 (indirect measures). A summary of those findings is presented in Table 2. Two types of ratings are provided. Outcome Scores are the combined mean ratings assigned to each of the seven learning outcomes. Success Ratings reflect the percentage of students who successfully scored at the Rank 2 or Rank 3 level of competency on the specified learning outcome.

Table 2. 2012 Results of UW-La Crosse Learning Outcomes Assessment Based on Cases								
Learning Outcomes	Functional Tools	Problem Solving Skill	Global Perspective	Communication Competency	Information Management	Social Responsibility	Interpersonal Behavior	Average
Direct Measures								
Outcome Score	2.15	2.42	2.54	2.41	2.29	2.44	1.95	2.31
Success Rating	80.7	92.2	94.3	93.2	92.2	94.8	72.9	88.6
Indirect Measures								
Outcome Score	1.67	1.75	2.42	2.59	2.33	1.99	1.73	2.07
Success Rating	55.7	53.6	91.1	98.4	87.0	74.0	64.6	74.9

Learning Outcome Scores

The results of the Learning Outcomes Assessment from the capstone case analysis project signal significant areas of strength and additional areas for improvement. The average outcome score for all 96 students in the sample is shown in the first two lines of Table 2. The average direct measure outcome score across all seven measures was 2.31. A score of “3.0” would be an indication that students effectively addressed and applied the MBA Learning Outcomes to analyze the assigned case. The learning outcomes with the three highest direct measure scores were Global Perspective (2.54), Social Responsibility (2.44) and Communication Competency (2.41). The lowest average value for a direct learning outcome was for Behavioral Competency (1.95). The behavioral competency score as discussed earlier could be explained by how the

raters considered the parts of the learning outcome in their individual ratings. One rater considered any response not including both the managerial and leadership areas as a rating of “1”, whereas the other rater considered any analysis involving a section of the behavioral skills learning outcome as a rating of “2”. Moreover, these results were similar to the previous assessment cycle which found behavioral skills to be the weakest area. As such, we suggest that this learning objective be a focal area to strengthen in the MBA program in the upcoming years.

When asking students for their *perceptions* of the MBA program in addressing the MBA learning outcomes (indirect measures), the average outcome score falls to 2.07. Some of this decline, however, may simply be due to students neglecting to indicate how their participation in the program enhanced their understanding and achievement of a given learning outcome. Directions may not have been explicit or clear in the assignments desire for students to specifically discuss how the program contributed to their achievement of the stated learning outcomes. The lowest indirect score was on functional tools, with a 1.67 score. The highest indirect outcome scores were for the Communication Competency (2.59), Global Perspective (2.42), and Information Management (2.33).

Success Ratings

Success ratings identify the percentage of students that earned at least a rating of “2” or “3” on a given learning outcome measure. For instance, the success rating of 94.8 indicates that 94.8 percent of students earned a rating of 2 or 3 for their ability to use social responsibility skills to solve their assigned case. Overall, students were able to achieve the CBA Graduate Committee acceptable performance threshold of 80% for the direct measures of success on almost every learning outcome (see Appendix 4). The highest direct success ratings were reported for Social Responsibility (94.8%). However, one area of concern is the interpersonal behavior section where students were assessed at a 72.9%.

Indirect evaluations of success were not as prosperous in achieving the 80% threshold of success (see Appendix 5). The indirect success ratings for the MBA Learning Outcomes are lower for a number of learning outcomes, but values here should be considered with caution. In order to be rated above 1.0, students had to at least imply that their education helped them achieve the desired learning outcome. Many students provided much less input related to their coursework than others. For example, some only reflect on their UW-L graduate education in a couple paragraphs at the end of their case report, even though such summarization is not requested in the instructions. To the extent possible, the raters attempted to assign credit to the MBA Program where credit is stated, or implied by the students. However, as evident from Table 1, such assignment is not a precise science.

The MBA Program’s highest indirect success rating was assigned to the communication competency (98.4%) and global responsibility (91.1%). At the other extreme, a rating of 53.6% was obtained for the Problem Solving outcome. This may be low because students may not have clearly understood that demonstrating how the MBA program has specifically prepared them for developing their problem solving skills was requested in the case assignment. It should be highlighted that the low indirect rating for the Problem Solving outcome (53.6%) is at odds with the direct rating of (92.2%). Our findings suggest that students were able to achieve the problem learning outcome, but indirectly explaining how the MBA contributed to this achievement was not articulated by the students.

Case Based Capstone Activity Conclusions

In a review of the data, direct measures of MBA Learning Outcomes garnered much higher ratings and fewer instances of failure than indirect ratings. Stated another way, both raters felt that students were more capable of fulfilling the desired learning outcomes than they were able or willing to cite corresponding features of the curriculum that contributed to their achievement of the MBA learning outcomes. The raters have an opinion that this discrepancy may be explained, in part, to a lack of clarity in the task instructions. Students may not have fully understood that an expectation was to include how the program contributed to the achievement and coverage of the specified learning outcome. Students were able to directly demonstrate their achievement of the MBA learning outcomes, but lacked a clear articulation of specifying how the curriculum indirectly contributed to them achieving the MBA learning outcomes.

As a direct measure, the case based capstone activity provides some useful insight into student achievement. Overall, students were able to achieve the CBA Graduate Committee acceptable performance threshold of 80% for all of the learning outcomes except for the Behavioral Skills learning objective. As discussed earlier this could be more of a result of the rater differences as opposed to student performance; however this was a weak area in the previous assessment cycle as well. In comparing the direct measure performance to the 2009 MBA Assessment report (Table 3), performance scores are relatively consistent at meeting the 80% threshold. One area of significant improvement was in regards to the Communication Competency rating. In 2009, students were evaluated at a 79.2% success rate, whereas in 2012, student scores increased to 93.2%. Explanations for this improvement could be the added emphasis on case presentations in BUS-730 and BUS-731. However, performance scores for Interpersonal Behavior and Functional Area Tools, did indicate lower scores in 2012 when compared to 2009. Even though the results are lower, the overall success rating is still above the 80% threshold for Functional Area Tools. We propose that the CBA Graduate Committee review how and where students are being exposed to the various functional areas with the integrated design of the program. Additionally, the Committee should focus its attention to the Behavioral Skills learning objective.

Table 3. Comparison of 2009 vs. 2012 Case Based Direct Results								
Learning Outcomes	Functional Tools	Problem Solving Skill	Global Perspective	Communication Competency	Information Management	Social Responsibility	Interpersonal Behavior	Average
Direct Measures								
2009 Outcome Score	2.50	2.50	2.44	2.00	2.29	2.31	2.17	2.32

2012 Outcome Score	2.15	2.42	2.54	2.41	2.29	2.44	1.95	2.31
2009 Success Rating	91.7	91.7	100	79.2	83.3	95.8	91.7	90.49
2012 Success Rating	80.7	92.2	94.3	93.2	92.2	94.8	72.9	88.6

As an indirect measure, the case based capstone activity provides valuable insight into the student's perception of their learning and the MBA program's performance towards achieving the student learning outcomes. As highlighted in Table 4, rater evaluations were consistently mixed among the 2012 and 2009 report. Focusing on the success ratings, the 2012 report, a dramatic improvement can be noted in 2012 for the Global Perspective, Communication Competency and Information Management learning objectives. However, significant lower ratings were achieved in 2012 for the Functional Tools and Problem Solving Skill learning objectives. We propose that the CBA Graduate Committee review how and where students are being exposed to the various functional areas and focus on where problem solving skills are introduced within the curriculum.

Table 4. Comparison of 2009 vs. 2012 Case Based Indirect Results								
Learning Outcomes	Functional Tools	Problem Solving Skill	Global Perspective	Communication Competency	Information Management	Social Responsibility	Interpersonal Behavior	Average
Indirect Measures								
2009 Outcome Score	2.04	1.96	2.19	2.21	2.19	2.23	1.94	2.11
2012 Outcome Score	1.67	1.75	2.42	2.59	2.33	1.99	1.73	2.07
2009 Success Rating	73.0	73.0	81.2	83.3	81.2	83.3	75.0	78.57
2012 Success Rating	55.7	53.6	91.1	98.4	87.0	74.0	64.6	74.9

Indirect Assessment: Observations from the Assessment Survey

In addition to the case analysis assessment, students enrolled in BUS-790 are required to complete a comprehensive assessment questionnaire. The questionnaire requires four responses to each of 25 questions, as well as some open-ended and demographics questions (see Appendix 7).

One pair of responses to each item required students to indicate their pre-and-post MBA Program *Competence* on a wide range of factors aligning with the learning objectives: critical thinking skills, the application of models to problem solving, social responsibility, globalization and effective communication. In addition to the self-assessment measures on competence, each student was also required to indicate any change in the perceived *Importance* attached to each of these topics on a pair of pre-and-post program measures. Responses to both the competence and importance measures are scored by students on a one-to-five point scale. For the competence measures, a response of one indicated no significant competence and five indicated substantial competence. For the importance measures, a response of one indicated that the student attached no “real world” importance to the item and a response of five indicated substantial real world importance.

A summary of the mean responses to each item is provided in Appendix 8. The most encouraging outcome from the analysis of these responses is that post- MBA Program measures were higher on both Competence and Importance measures for all 25 items. Indeed, a paired-samples t-test was run on the perceived pre-post program changes and all were statistically significant ($p < .05$) indicating that students responded with higher competence ratings and real world importance ratings after completing the MBA program. Moreover, all of the average Competence ratings were above a 3.5 on the 5-point scale and all of the Importance ratings were above a 4.0 on the 5-point scale. Thus, the students perceived they were both competent in the topics and perceived the topics were important in the real world.

Competence: High and Low Items

As can be seen in Appendix 7, student responses indicated that their perceived level of competence was highest on the following items:

4.	<i>Be productive in multi-functional teams.</i>	4.485
6.	<i>Understand the ethical issues associated with the social responsibility of a business operating in a global environment.</i>	4.423
17.	<i>Be comfortable using all the tools at your disposal including the Web.</i>	4.381

In contrast, student responses indicated that their perceived level of competence was the lowest in their ability on the following items:

16.	<i>Develop a comprehensive business plan.</i>	3.856
24.	<i>Know when to develop effective solutions versus efficient</i>	3.701

	<i>solutions to problems.</i>	
25.	<i>Explain the interdependence between quality and innovation and the integration of the functional areas of a business organization.</i>	3.845

Competence: Pre and Post Program Differences

The three items which demonstrated the greatest perceived pre-and-post program difference in terms of *Competence* were:

21.	Explain the impact of different aspects of globalization on the organization	1.649
10.	Recommend and implement a choice of strategy for an organization	1.598
3.	Apply contemporary business models in solving problems	1.598

The three items which demonstrated the least change in terms of *Competence* were:

12.	Engage in lifelong learning to remain current in your chosen profession	1.062
17.	Be comfortable using all the tools at your disposal including the Web	.845
18.	Analyze firms based on objective criteria such as accounting or finance data	1.052

Importance: High and Low Items

As can be seen in Appendix 7, student responses indicated that their perceived level of Importance to the “Real World” was highest on the following items:

4.	Be productive in multi-functional teams.	4.667
17.	Be comfortable using all the tools at your disposal including the Web	4.647
23.	Effectively communicate your positions using both oral and written presentations.	4.765

Student responses indicated that their perceived level of *Importance to the “Real World”* was lowest on the following items:

15.	Plan and execute complex projects using project management tools.	4.294
22..	Differentiate between policy and strategy decisions both domestically and internationally.	4.078
23.	Explain the interdependence between quality and innovation and the integration of functional areas of business.	3.97

Importance: Pre and Post Program Differences

The items which demonstrated the greatest perceived pre-and-post program difference in terms of *Importance to the “Real World”* were:

7.	Effectively communicate from a multiple-functional and global perspective.	1.166
19.	Recommend and implement a choice of strategy for an organization	1.082
9.	Develop alternative strategies for a business from multiple sources.	1.062
14.	Interpret business issues from a stakeholder’s perspective.	1.062

The three items which demonstrated the least perceived pre-and-post program difference in terms of *Importance to the “Real World”* were:

17.	Be comfortable using all the tools at your disposal including the Web	.484
4.	Be productive in multi-functional teams.	.629
12.	Engage in lifelong learning to remain current in your profession.	.670

Survey Conclusions

As an indirect measure, the survey results provide some useful insight into students’ perception of their learning and the MBA program’s performance towards achieving the student learning outcomes. As indicated above and in Appendix 8, students’ responses indicated that the pre-and-post program difference in their perceived level of competence was greatest on Item 21: *Explain the impact of different aspects of globalization on the organization* and, although not one of the top three, Item 20: *Understand the impact that different cultures have on international enterprise*, also demonstrated a large change in competence levels. In the 2006-2008 assessment,

this Global Perspective was a weaker area for graduates and one of the recommended areas of improvement. In the following two years, many students took the International Business course in an earlier time frame and more global issues were discussed in other courses such as the Social Responsibility course. As a result, and in line with the Global Perspective learning outcome, students now report larger increases in their understanding of the domestic and global environments of business.

Items 10 (*recommend and implement a choice of strategy for an organization*) and 3 (*apply contemporary business models in solving problems*) also show high levels of change in terms of students' self-assessment of their competence levels. This is consistent with the 2006-2008 (see Appendix 9) assessment and thus suggests that students may perceive themselves as becoming better problems solvers, which is a key component of the redesigned curriculum. Case studies involving problem solving and decision making are used in many of the core courses (e.g., BUS 730 and 731, Decision Framing I and II, respectively). However, when we look only at the post-program results, two of the lowest competence ratings were in developing a comprehensive business plan (item 16) and know when to develop effective solutions versus efficient solutions to problems (Item 24). Thus, although student may perceive high competence in analyzing and making recommendations on business problems, they do not rate themselves as competent on knowing when to develop different solutions and how to develop business plans. Consequently, these items may be specific areas which the program could improve on moving forward.

Similar to the 2006-2008 assessment, items 12 and 17 (i.e., *engage in lifelong learning... be comfortable using all the tools at your disposal including the web*) show relatively little change in terms of students' self-assessment on both the Competence and Importance measures. However, students' assessment of their competence prior to the MBA was initially in the higher on these two items at the outset than on most other items (see Appendix 9). The same effect holds for measures of importance where these two items were initially scored among the top three. The apparent lack of substantive improvement on these two factors may be due in large part to a ceiling effect. That is, having been initially assessed at a relatively high level on the rating scale, there is simply less room at the top to indicate significant improvement. This "ceiling effect" may also account for the presence of Item 4 (*be productive in multi-functional teams*) in the category of least change in terms of perceived importance.

In examining the means for all 25 of the measures assessed in this questionnaire, Item 24 stands out as a potential problem area in need of improvement in the MBA program. Item 24 relates to knowing when to develop effective solutions versus efficient solutions to problems. Considering the MBA program is designed around problem solving, this item represents a critical issue and one that is closely related to the Problem Solving goal of the program. Students indicate that they initially have low to moderate competence on this topic prior to enrolling in the MBA program. However, the completion of the program does not seem to provide as much value-added on this issue as it does to other issues. Thus, the program could make a concerted effort to improve upon students' competency in this area.

A second area that could be improved on is the development of business plans. Responses indicate that students perceive their competence in this area as low when they enter the program and, despite some improvement, it still ranks as one of the lowest items in perceived competence upon completion of the program. Moreover, this finding existed in the 2006-2008 assessment

cycle as well. Thus, moving forward, the program may benefit from incorporating more business development planning into the curriculum.

Section II of the questionnaire asks only the question: “How do you overall rate your satisfaction with the MBA program (Scale of 1-5, 1 = Poor, 5= Outstanding).” The mean response to this item was 3.92 over the period from Spring 2009 to Fall 2011. As with the other items using response scales, we regard these results as positive and very encouraging. This finding is consistent with the student responses to the open-ended questions at the close of the survey, which were generally positive as well (see Appendix 9). However, there is one area that the survey did not touch upon, perceptions of Behavioral Skills (Learning Objective 7), and this was one area of improvement that was commented on relatively consistently by students in the open-ended portion of the assessment. Consequently, the assessment survey should be adapted to include perceptions of competence and importance in Behavioral Skills. Moreover, the program should continue to strengthen this area of the MBA program.

Proposed Revisions

With the large number of MBA Programs available, and growth of online MBA programs, the only way for UW-La Crosse’s MBA program to stand out is to make the optimal use of its available resources. In order to assess the meaning of the term “optimal,” continued analysis of the learning objectives, program, and assessment process is necessary. Listed below are our suggestions in each one of these areas.

Proposal 1. We recommend clearly separating and articulating the direct and indirect measure requests. That is, students should evaluate the cases using questions which align to the learning objectives and separately students should respond to questions about their perceptions on how the program contributed to the achievement of the MBA learning outcomes. Doing so will eliminate potential confounds in the assessment and make it easier for evaluators to assess the extent to which the students met the learning objective directly and indirectly. Alternatively an attitudinal survey on their perceptions may also suffice.

Proposal 2. Based on the survey results, faculty could facilitate students’ learning surrounding knowing when to develop effective solutions versus efficient solutions to problems. Thus, it is recommended that discussions revolving around the difference between effective and efficient should be communicated by faculty.

Proposal 3. According to the survey results, students struggled with business development planning. It is recommended that faculty incorporate more business development planning into the curriculum and course content. However, this survey item does not appear to align with an MBA learning outcome, and it’s inclusion in the survey should be re-evaluated. It is possible that this item should be removed completely from the assessment. Further examination is recommended.

Proposal 4. We recommend that the demographics area of the survey be expanded to include an indicator of international student status. The MBA program has undergone a dramatic shift in the makeup of the MBA program. Interesting results in future assessment reports may emerge based on the classification and categorization of student status.

Proposal 5. We propose that data collection and evaluation should be a continuous process. Data should be evaluated at the end of each semester or year – numbers only, not interpretation.

We recommend that the MBA Graduate Committee continue to have an evaluation team who then combines the results and analyzes the data to complete the 2-year review report. Parsing out the data collection and evaluation as the data is generated will allow faculty resources to focus on the analysis when generating the 2 year review report. Additionally, having the data available every semester will allow faculty to make changes to their courses in a more timely manner and/or see the results of changes they have made to their courses.

Proposal 6. We recommend that the rubrics used for assessing the MBA learning outcomes be reviewed. At times, the rubrics do not clearly align with the learning outcome or case question asked of the students. A valuable first step would be to re-evaluate the wording of the case questions to parse out the direct and indirect requirements.

Proposal 7. Oral communication is included in the MBA learning objectives, but is not assessed in BUS-790. We recommend that a process is developed to assess oral communication skills if it is to remain a learning objective. One possible technique would be to require students to video record themselves presenting their case recommendations, which could then be rated by each evaluator.

Proposal 8. We recommend that the Managing Information section of the rubric be re-written to align with the corresponding MBA learning objective. In its current form it is unclear how the rubric captures the MBA learning objective. The learning objective is written to focus more on the topic of information systems and technology, but the rubric appears to be focused on data collection. A reevaluation is highly encouraged.

Proposal 9. We propose that the BUS-790 assessment process be systematically reviewed and revised as needed. The CBA Graduate Committee should periodically review the processes employed in BUS-790. Issues to be addressed by the Committee should include the articulation of program learning outcomes, the priority assigned to specific outcomes and the appropriateness of the assessment rubric. Current students, recent graduates and members of the business community should be consulted for their feedback and potentially valuable contributions to the process. In addition, part of the review process should include the opportunity for Graduate faculty within the CBA to comment on the Learning Outcomes and assessment processes.

Proposal 10. We suggest that the MBA learning outcomes be mapped to the curriculum. The CBA Graduate Committee should work with all faculty who have recently taught in the MBA program to map the programmatic learning objectives against the current curriculum. Of concern is how each of the core classes are designed to deliver content related to the program's objectives (direct assessment) and faculty perceptions of how their instruction complies with the MBA Learning Objectives (indirect assessment).

Proposal 11. Require that students complete a pre-program questionnaire regarding their ability and the perceived importance of various skills in BUS730 ... the first MBA class taken by most students. The same 25 items used in the BUS790 survey would be used for this task. This is intended to correct for any lapse in memory that may bias the results of the pre- and post-program BUS790 questionnaire.

Appendix 1

Mapping of MBA Core Courses versus MBA Learning Outcomes					
BUS 730	BUS 731	BUS 735	BUS 750	BUS 755	BUS 760
Decision Framing and Making in Complex Environments I	Decision Framing and Making in Complex Environments II	Business Decision-Making Methodology and Research	Managing in an Environmentally and Socially Conscious World	Managing in a Changing Technological Environment	Managing in a Global Environment
Primary Objective:					
<p>Graduates shall be able to think laterally, critically, innovatively, and make connections among diverse fields of study in analyzing problems.</p>					
Thought Processes					
1. Comprehensive Knowledge of Functional Area					
✓	✓		✓		
2. Global Perspective					
✓				✓	✓
3. Social Responsibility					
	✓	✓			
Action Processes					
1. Communication Competency					
✓	✓	✓		✓	✓
2. Ability to Manage Information					
	✓	✓		✓	✓
3. Behavioral Skills					
	✓				

APPENDIX 1

BUS 790 MBA Program Assessment

1. You will be assigned a case study to analyze.
2. The MBA program has seven programmatic learning outcomes

- A. Comprehensive knowledge of the functional areas of business
- B. Problem framing and solving capabilities
- C. Global perspective
- D. Communication competency
- E. Ability to manage information
- F. Social responsibility
- G. Behavioral skills

3. Using the case study you've been assigned, supplemented by experiences you have had in the MBA program, demonstrate your competence in each of the seven areas listed above and identify how each of these outcomes have been addressed within the MBA program. You should be aware that your responses to these assessment tasks must meet the following criteria.

They must be realistic and honest

They will require judgment and creative/innovate thinking

They require that you do something or recommend action

They replicate or simulate real world contexts

They assess your ability to use a wide variety of skills and knowledge

They allow opportunities to perform, be evaluated and refine performances or products

As part of this exercise, you will also have the opportunity to indicate if any of the learning outcomes have not been addressed. Please be candid in your assessments.

This is a pass/fail class, but your ability and willingness to address each of the above concerns will impact heavily on this evaluation.

6. Case Analysis Format. In the first paragraph of your paper, identify the case you've been assigned and provide a brief abstract of the company and the situation it is confronting within the context of the case. The format of your responses to the case should be organized according to the seven program goals listed in #2 above. Each goal should be used as a separate section heading. Your paper should conclude with a summary evaluation of the MBA Program and your experiences relative to the program's objectives.

A general outline of the required paper is provided on the next page.

Sample Outline of BUS790 Case Analysis

Shanghai Volkswagen: Time for a Radical Shift of Gears
(Your Name Here)
BUS790

Shanghai Volkswagen (SVW) finds itself caught in swiftly changing external and internal environments. Factors that have been critical to its past success are either no longer relevant or quickly vanishing from the competitive marketplace. Although taking first-mover risks has rewarded Volkswagen with a dominant market position and high profitability, such dominance and profitability might not be sustainable in the long run as the competitive landscape is transformed. The central strategic issue confronting SVW is the value of first-mover advantages and disadvantages in global expansion, especially into emerging markets. This issue will shape the strategic positioning of the brand for many years to come. In addition, the case examines several other globalization issues including: localization vs. technology transfer, local partnership and governmental relations, and the effect of local industry policies on corporate performance and strategies.

Comprehensive knowledge of the functional areas of business.

Using the assigned case as a frame of reference, provide a thorough analysis which illustrates how the comprehensive knowledge of the functional areas of business that you've acquired in the MBA program enhances your understanding of the problems facing SVW and provides the means to identify a solution.

Problem framing and solving capabilities.

Using the assigned case as a frame of reference, provide a thorough analysis which illustrates how the problem framing and solving capabilities that you've acquired in the MBA program can be used to diagnose the problem(s) facing SVW and provide the means to identify a solution.

Global perspective.

How has the MBA program enhanced your perspective on global business and how does this relate to the challenges facing SVW?

Communication competency.

Explain how your professional communications skills have been enhanced in the MBA program and illustrate how this relates to your written analysis of this case.

Ability to manage information.

Explain how your ability to manage information has improved as the result of your involvement in the program and use the case to provide a concrete example, if possible.

Social responsibility.

What elements of social responsibility are relevant to this case? How do these issues relate to your experience with comparable issues within the context of the MBA curriculum?

Behavioral skills.

Examine the behavioral dimensions of this case. How do these issues relate to your experience with comparable issues within the context of the MBA curriculum?

Conclusion.

Provide a summary evaluation of the MBA Program and your experiences relative to the program's objectives.

As you develop your responses to this task, please keep our objectives in mind. We want to *see* the linkages between goals and outcomes. We want to be able to discern how the curriculum has enhanced your analytical and decision making abilities. So ... PLEASE be very transparent in explaining specifically how your experiences within the program have informed the analysis of the case study that you've been assigned.

This exercise is unlike any other you've encountered within the program. It is asking you to synthesize your unique evaluation of the MBA program with your analysis of a specific case study. We realize that this is not an easy task. At times, you'll rely on what you've learned within the program to inform your analysis of the case. At other times, you will need to utilize the case study to illustrate what you've learned in the program. There will certainly be times when the case has no obvious linkages that are directly related to one or more of the program goals we've asked you to address. This is intentional. This type of challenging, loosely defined problem is characteristic of those you will encounter most frequently throughout your professional lives.

It is very unlikely that the case you've been assigned *explicitly* addresses each of the seven programmatic learning outcomes that provide the centerpiece for the MBA curriculum. Consequently, you will need to extend your thinking and your analysis beyond the domain of the case per se. This represents the most frustrating and potentially the most valuable dimension of this assessment exercise. The way in which you're able to adapt and extend the range of your abilities to accomplish this type of task is another dimension of your abilities that we're endeavoring to measure. Problem solving is the heart of the MBA program. As stated above, this type of ambiguously defined problem is typical of those you will encounter most frequently throughout your professional lives.

And ... there may be times where you feel that you have not learned anything within the MBA program that has direct relevance to one of the MBA program's seven programmatic learning outcomes. Be honest and thorough in providing an explanation, if you feel that this is the case.

Paper Guidelines

Papers should be submitted electronically as Word documents. Submit them via email to: finch.jame@uwlax.edu. Please use 12-point type and single space each paragraph, double-spacing between paragraphs. Your name should appear on the first page of the paper only. Use your own judgment when formatting tables, graphs, references, etc. There isn't a preferred page length for this task. Thorough responses to the seven goal sections can typically be confined to two pages each.

Grading

This is a pass/fail class, but your ability and willingness to address each of the above concerns will impact heavily on this evaluation. Your paper may be judged by more than one member of the faculty. All papers receiving a failing grade will be reviewed by two or more faculty before a failing grade is officially recorded.

APPENDIX 2

Student MBA Program Comments

The students made a variety of worthy comments about the program. However, those comments did not appear to fit well into the body of this report. Hence, each rater chose several comments which we feel best describe students observations about the program.

Overall Value of MBA Education

I feel the MBA program did an outstanding job in this area. The presentation of cases in front of classrooms challenges one to create relevant and interesting material to present to the class, as well as making one more comfortable speaking in front of groups. As leaders in the business world, it should be expected that we should be able to develop and communicate our ideas to groups and then defend those ideas. The amount of writing that is done by students, although staggering at times, was effective in improving writing skills. Ability to communicate via written word, along with presentations, is a key skill for managers and executives who must communicate their thoughts and plans to their organizations. The use of the online classes added another dimension to this part of the program. Groups were spread across the United States, adding a similarity to multi-location companies. Use of the online chat rooms, email and phone conversation mimicked that currently are in use in the business environment (Brad Dobbs, Spring 2009).

In the MBA program, I have learned how to frame a problem effectively, and have also learned to evaluate solutions with a wide perspective. Prior to this program, when approaching a problem/solution, I tended to weigh heavily on cost/profit impact and operational impact (since I am an Operations Manager). Thru the program, I am now more keenly aware of all the stakeholders' interests: the customers, the employees, management, stockholders and society. I also look at problems/solutions with more of a "long term" perspective, in addition to the immediate impact of the decision. (i.e.: how will this decision affect the brand in the long term?) (John Hoefl, Summer 2011).

Comprehensive knowledge of the Functional Areas

Before my experience in the UW-La Crosse MBA program, I feel as if we were typically forced to analyze only one functional area at a time, rather than observe how they were linked together. Many of the group projects/presentations we were assigned throughout the program forced us to evaluate all the different functional areas, and then decipher which required the most weight in the decision making process and plan of action (Jamie Stobbe Summer 2010).

Through the MBA program, the knowledge I have of all the functional areas of business and how they work together with each other has been enhanced greatly. Each course within the program focused directly on one, or two if a split course, area of business and the decision making process within that area of business (Mony Mohr, Summer 2009).

I think the MBA program did address all seven programmatic learning outcomes that were discussed in this paper. Some of them were covered in more depth than others or were covered in multiple courses. It was very encouraging for me to see the seven programmatic learning outcomes and to realize what the purpose of the MBA program is (Mark Tierney, Fall 2011).

Problems Solving Capabilities

The MBA program has greatly improved my ability to recognize the environmental conditions that may positively or adversely affect a business. The program has given me the ability and the confidence to identify conditions that myself and a company can take advantage of or help prepare for the future (Erich Wetzel, Spring 2009).

These core concepts also coincide with how problem-framing and-solving capabilities were strengthened. Not only did most classes involve case studies that directly involved defining a problem and picking an alternative, but often required solving capabilities involving people. The program required working with students from all different backgrounds, specialties, career paths, as well as personal lives (Katie Krause, Summer 2009).

The MBA program has done an excellent job in teaching me problem framing and solving skills. Most classes have utilized real world cases to illustrate that businesses face problems that aren't easy to distinguish from their symptoms. While before the program I was apt to focus on the symptoms, I now look deeper to root out the actual problems. Based on what I have learned in the program I have already noticed a big difference in how I approach problems at work. I now take the time to fully understand what the true problem is and devote my resources to fixing it instead of chasing symptoms (Brad Williams, Summer 2010).

Global Perspectives

There are two areas within the MBA program that I feel helped me grow most as a business professional, and one of those areas was understanding business in a global perspective...During the course of the program we were challenged to understand how all businesses must consider how their organization will be perceived and received in other nations...The second of those areas was understanding social responsibility and how that effects business operations (Michael Skroch Spring 2012).

Two of the areas in which I feel that I have learned the most about during my coursework in the MBA program are social responsibility and the impacts of a company going global. Both are areas in which I had not been overly exposed to in my undergraduate program or through my work experience (Jessica Nelson, Spring 2010).

The MBA program opened my eyes to global business. I feel I took a lot of information from this class. My background is in public accounting and the work I have done has been for small, local businesses. I had no idea of the depth of expanding globally (Molly Griffith Spring 2011).

Not only has the MBA program helped through coursework to enhance my perspective on global business by having students use more real world examples and experiences, but also through

computer simulations letting the students put their knowledge to work, and expanding it (Mony Mohr, Summer 2009).

The instructors' unique international experiences also added global perspective. I specifically remember Dr. Wen discussing his many experiences with Chinese students and businesses and how they correlated with the today's experiences of doing business globally. (Kadanne Dunn, Spring 2010)

I believe that today everybody should think globally and the MBA program has helped me to understand the best ways to deal with globalization. Every person (both professors and students) that I encountered in my classes gave me something unique and helped me to become more aware about the surrounding global environment. (Claudia Canavesi, Fall 2010).

After completing the MBA program I feel that I have a greater understanding of the demands of a global business. The diverse market conditions are just the start of the considerations of global business decisions. Legal, political, cultural and ethical issues must be considered in international business. The class that I found to be the most interesting, BUS 750, made me think about the cultural aspects of business and the significant differences that occur around the world (Ryan O'Neill, Spring 2011).

I also look at problems/solutions with more of a "long term" perspective, in addition to the immediate impact of the decision. (i.e.: how will this decision affect the brand in the long term?) (John Hoeft, Summer 2011).

Communication Competencies

I feel the MBA program did an outstanding job in this area. The presentation of cases in front of classrooms challenges one to create relevant and interesting material to present to the class, as well as making one more comfortable speaking in front of groups. As leaders in the business world, it should be expected that we should be able to develop and communicate our ideas to groups and then defend those ideas. The amount of writing that is done by students, although staggering at times, was effective in improving writing skills. Ability to communicate via written word, along with presentations, is a key skill for managers and executives who must communicate their thoughts and plans to their organizations. The use of the online classes added another dimension to this part of the program. Groups were spread across the United States, adding a similarity to multi-location companies. Use of the online chat rooms, email and phone conversation mimicked that currently are in use in the business environment (Brad Dobbs, Spring 2009)

The M.B.A program substantially improved my communication competency when it comes to interpersonal communication and professional written and verbal skills. As an international student, I personally feel that my oral English and written English competency has been tremendously improved. Reading ability is also way much better than I used to be (Mengyang Wang, Spring 2010).

One of the areas I struggled with at the beginning of the MBA program was my ability to speak up during class discussions. I was self-conscious and was often afraid that what I had to say would not make sense or did not have merit. However, I slowly became more confident in speaking up when I would hear other students share similar thoughts or when I knew that they were missing something that should be discussed...I have been grateful for the opportunity to participate in class discussions. I have found that it has helped to improve my confidence in the workplace as well (Jessica Nelson, Spring 2010).

As an international student, I personally feel that my oral English and written English competency has been tremendously improved. Reading ability is also way much better than I used to be (Tony Ye Fall 2010).

My communication skills have been enhanced in three ways in the MBA program. First, it has enhanced my ability to give professional presentations. In almost every class I have been asked to give an oral presentation on a wide range of subjects and in many formats. Presentations of cases were especially applicable to my future career goals as they not only helped in my public speaking skills more importantly they gave me a better understanding of the structure and content of a professional presentation in a problem-solution format (Ryan O'Neill, Spring 2011).

Ability to Manage Information

One of the best things that I have gained from the MBA program is a solid understanding of Information Management and Technologies. BUS 755 was one of the most useful classes in this program. The instructor, the text, guest speakers and the case studies in the class gave me a lasting understanding of Information management elements that were unknown to me prior to the program (Deb Suchla, Fall 2009).

My ability to manage information has improved greatly throughout the course of the MBA program. This is apparent in simply understanding, aggregating and applying large amounts of information to business situations as well as being able to apply more quantitative and qualitative tools in the decision making process (Ryan O'Neill Spring 2011).

I believe that my ability to manage information has significantly improved since my involvement in the MBA program. The program provided us with a numerous methods for collecting data and disseminating the processed information (Sofiya Akhmedova Summer 2011).

As the result of my involvement in the MBA program, I found that my ability to manage information qualitatively or quantitatively has improved to a higher level (Hu Sha, Summer 2010).

Social Responsibility

One area I had very little understanding of was the area of social responsibility. My experience with this program objective was exceptional. Having a class dedicated to social responsibility was invaluable (Erich Wetzel, Spring 2009).

The MBA curriculum really opened my eyes to the role that social responsibility can play in an organization (Jessica Nelson, Spring 2010).

The MBA program at UWL has taught me that business is part of a society and as such has a responsibility to act ethically and in the best interest of society. While there was one main class that emphasized ethical behavior, it was an underlying theme in virtually every class (Brad Williams, Summer 2010).

Many classes highlighted the social responsibility aspects of business, which is obviously very important in today's business world. Most fortune 500 companies today issue a social responsibility report along with their annual financial statements. We have seen many examples of the media reporting on the actions of MNC's in foreign countries. This has led to companies being more accountable for their actions on a global scale. The MBA program also covers the importance of being ethical in business. Throughout the program, examples were used from the media on several large business cases where corruption and poor decision making has led to law suits, large fines and jail time for many business executives (John Hoeft, Summer 2011).

Behavioral Skills

An additional area that I believe should be addressed is leadership. I consider myself a student of leadership (Brad Dobbs, Spring 2009).

The overall emphasis of teamwork is undoubtedly the most important lesson I could have taken away from my graduate educational experience at UW- La Crosse. In life, we will always need to function as a group in some capacity, and be able to work well with others and effectively lead when called upon (Erik Arveson, Fall 2009).

I feel that behavioral science wasn't collectively covered properly throughout the MBA program. I thought that there was a lack of useful and viable information on behavioral science in the core classes. I felt that the concept was scattered throughout the courses and materials, but the information wasn't intuitively helpful. I feel that the classes tried, but the integration wasn't successful in providing added-value information to my understanding of behaviors related to the business realm (Lindsay Wahl, Summer 2009).

The behavioral aspect of business is one area of the MBA program that I thought was lacking. One class, BUS 731, covered the basics of organizational behavior however without a broader understanding I found it difficult to apply it to a business environment (Ryan O'Neill, Spring 2011).

Honestly, this is something I wish we had focused more on in the MBA curriculum. While, organizational behavior was discussed in BUS 731, I believe it could have been discussed more. I am not sure if there is an HR elective offered, or not, but that could have been interesting (Daniel Gaspar, Summer 2011).

Overall Comments

Overall I am greatly satisfied with my learning experiences at UW-La Crosse. I felt that my time spent here resulted in a solid improvement in many skills that will be necessary in my future career. I would recommend the program to others, and would like to see this program grow (Brad Dobbs, Spring 2009).

The UW-La Crosse MBA program seemed like it was an international MBA program with an emphasis in Marketing (Josh Mauer, Summer 2009).

After taking MBA required classes and core courses for two years, I have to admit that I have learned a great deal as a foreign student. As I mentioned before in this paper, my previous education in my country did not encourage students to have critical thinking and the courage to speak out loud our own answers no matter it is right or wrong. ...What else I have learned from the program is being more confident to speak out my idea through presentation, more organized, having more independent thoughts, having better communication skills, and turning others' knowledge into my own one (Szu-Ying Wu, Summer 2009)

To be completely honest, I think there are several issues that have to be addressed concerning the MBA Program at UW-L:

- The classes should be more challenging. Except for BUS730/731, the program was way too easy. Perhaps I feel this way because I have a business background. Unfortunately, I have heard the same complains from many of my classmates.
- I thought the MBA program was made a way so that we can learn from the professors but also from the classmates. Unfortunately, too many of the classmates are barely able to understand and speak English. I don't know how students are being selected but I suggest that for the years to come the selection to be better done.
- I suppose that every university experiences the same problem. Every professor is highly knowledgeable but some of them don't have the ability to teach. Some of them don't even look happy to teach. I completely understand that it is not an easy profession but for the price we have to pay, I was expecting more enthusiasm and professionalism from some of the professors (Adrien Desventes Spring 2010).

Leadership skills would have been great to learn more about....The program did not do very well for teaching the concept of social responsibility. A few of the courses touched upon this idea but it could have been taught more extensively. The behavioral skills needed for management were not explicitly taught in the course but they were an undertone in most of the cases and readings for all of the classes; at the end of the day, the program advanced my skills in most of the objective areas but it could use some improvement in the structure and the core curriculum (Jared Brefczynski Summer 2010).

The MBA program at UWL is outstanding. Through every class I was able to actually see what I was learning. When I would go to work the next day, I would see many examples of topics we had just discussed in class the night before. Things I had overlooked before because I didn't understand them now make sense to me (Brad Williams, Summer 2010).

The MBA program provides a well rounded educational experience which expands on any educational experience which is already been undertaken, and also work experiences which have

been had in the past. There is a well rounded curriculum within the MBA program which has allowed me to gain knowledge and experiences on areas of business which I may not have learned elsewhere (Mony Mohr, Summer 2009).

This program clearly defines each class objectives/goals and students could easily follow the distinct course schedules and requirements within the small class settings so that everybody can easily get involved and participate. Most important of all, this program allows me to know a bunch of smart classmates who have knowledge, capability and ambition. Since they are coming from different major, background and nationality, we could always see culture shock and differences in the class (Hu Sha, Summer 2010).

Regarding the seven programmatic learning outcomes, I believe that they were all relatively well covered. While I can't say that I have a comprehensive knowledge of all of the functional areas of business I know that I have a deeper knowledge than when I came into the program. Problem framing and solving was definitely well covered in the program. I have a wealth of problem solving tools at my disposal that come at a problem from a variety of different angles that I didn't have before (Ryan O'Neill, Spring 2011).

One of the unique things about UW-L's MBA program is that it is made up of diversified students. There are students of all ages, backgrounds, and nationalities. I think there were some real positives and negatives to this. This diversification helped me to learn about other people's cultures and see things from different people's point of view. It was good to see how others approached the MBA program and to view the different styles of learning and working as part of a group. The frustrating part of this is that many students in the MBA program were not comfortable speaking in class. Because of this, the class conversations were usually dominated by the same handful of people. I really enjoyed hearing real life examples of how the things we learn in class apply in the real business world. (Mark Tierney, Fall 2011).

Recommendations

The MBA program could do a few more things to enhance the professional communication skills of the students. The first weakness I see is the failure to stress the importance of efficient and effective communication to a business. My experience in the program was that instructors did a good job communicating weaknesses in papers and presentations, but did little to show the impact on business of well communicated ideas. I believe that it needs to be emphasized that poor communication can cost a company large amounts of money and introduce large inefficiencies. Another weakness I see in the program is the lack of training to write memos or business emails. While written reports are valuable in business, the majority of communication is through memos or email. Teaching student strategies to effectively write business memos and emails would be invaluable to their careers (Erich Wetzal, Spring 2009).

Human resources was not effectively discussed as a core aspect of business during any of the foundation courses nor the graduate phase requirements. Even within industry, it is a much dismissed area. I would find it useful to have a better understanding of human resources and its functions. Along the same lines, I found that the behavioral skills objective was only significantly met by an elective that was offered this past semester (Francis Holicky, Fall 2009).

Practical situations and solutions from actual local managers is an additional factor I would have enjoyed. This would allow students to network with local managers. Again, I would only want this in a very small dose; maybe a lecture 1-credit class that would focus on this opportunity would suffice (Kadanne Dunn, Spring 2010).

The objective of MBA program is at least to make people more comfortable to speak in public. If there are 30 students listening then to speak in public is even harder. My suggestion will be if program director is absolutely have to enroll 30 students in the class than instructor of the class need to encourage students to speak in the class. I know cold calling is not favorite thing to do in the class but in this case instructors are absolutely had to call students to participate. It works. All student participation in the class makes class more interesting for everyone because in many case we learn more from each other (Roman Yeskov, Summer 2010).

The only doubts that I have about the program is that sometimes I felt that what we were doing in class was very general and too broad. All the classes tried to provide students a general picture of different topics and I am wondering if it was maybe better to focus on fewer subjects and study them deeply. In addition, sometimes I felt that professors did not have enough time to explain everything they wanted to teach us. Finally, my last consideration is about the elective classes. I really did not have a lot of choices and I ended up taking two almost identical classes in order to graduate. I know that a lot of classes are offered online but as an international student I could not take them (Claudia Canavesi, Fall 2010).

Francis Holicky	2	2	2	2	2	2	2	2	3	2	2	2	2	2	XM Satellite Radio
Binh Thuy Nguyen	2	1	3	2	3	2	2	2	3	2	3	2	2	1	Anheuser-Busch
Jeremy Tan	1	1	2	2	1	1	2	1	2	1	1	1	1	1	Robert Mondavi
Erik Arveson	2	2	2	1	3	2	2	2	2	1	2	2	2	1	Coke and Pepsi
Thi Luu	3	3	2	1	2	1	2	2	1	2	3	2	2	1	Wal-Mart
Stephen Woessner	3	3	2	2	2	1	3	2	3	2	2	1	2	1	Shanghai General Motors
Wade Hackbarth	3	3	2	2	3	3	3	3	3	3	3	3	2	2	Apple
Deb Suchla	2	2	3	3	3	2	2	2	3	3	3	2	2	1	Dell
Spring 2010															
Peter Gaffaney	1	1	2	1	2	2	2	2	2	2	2	2	3	3	Proctor & Gamble
Mikolaj Krzeminski	3	3	3	3	3	3	3	3	2	3	3	3	2	1	Phillips vs. Matsushita
Gamze Randolph	2	2	3	3	2	2	3	2	3	2	3	3	3	2	XM Satellite Radio
Jacek Dziura	3	2	3	3	1	2	2	2	2	2	2	2	2	2	Wal-Mart
Kadanne H. Dunn	1	1	2	2	3	3	3	3	3	2	3	3	3	3	Ice-Fili
Jessica Nelson	2	2	2	2	3	3	3	3	3	2	3	3	3	3	Coke and Pepsi
Adrien Desventes	3	3	2	2	3	3	3	3	3	3	3	3	3	2	Phillips vs. Matsushita
Michael Skroch	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Starbucks
Lukasz Zagórski	2	2	3	2	2	3	2	2	2	2	3	3	2	1	Shanghai General Motors
Mengyang Wang	2	2	3	3	3	3	3	2	2	3	2	1	2	1	Robert Mondavi
Maksim Varabyeu	2	2	2	2	2	2	1	1	2	2	2	2	2	1	Dell
Malgorzata Parczewska-Palka	2	2	3	3	2	2	3	2	3	3	3	3	2	2	Apple
Summer 2010															
Jamie Stobbe	2	2	2	2	3	3	3	2	2	2	3	3	2	2	Anheuser-Busch
Steven Carnesi	3	3	3	3	3	3	3	3	3	3	3	3	3	2	Wal-Mart
Tsung-Yu Wang	1	1	3	3	2	2	2	2	2	2	2	2	2	1	Dell
Chih-Shu Shih	3	3	2	2	2	2	2	2	3	2	2	2	2	3	Starbucks
Hu Sha	2	2	3	3	3	3	3	3	2	2	2	3	3	3	Apple
Hung-Hui Yu	1	1	3	3	3	3	2	2	3	2	3	3	2	2	Robert Mondavi
Chou, Hung-Te	2	2	2	2	3	3	3	2	2	2	2	2	3	3	Phillips vs. Matsushita

Khanh N Nguyen	2	3	3	3	3	3	3	3	3	3	3	3	2	1	Shanghai General Motors
Brad Williams	3	3	2	2	3	3	3	3	2	2	3	3	3	2	Dell
Jared Brefczynski	2	2	2	2	3	3	3	3	3	3	3	3	2	1	Ice-Fili
Nan Chang Chiu	1	1	2	2	2	2	2	1	2	1	2	2	2	1	Proctor & Gamble
Guo, Mao-Lin	1	2	2	2	3	3	2	2	3	2	2	2	2	2	Coke and Pepsi
Khalima Alimbayeva	3	3	3	3	3	3	2	2	2	2	2	2	2	1	Ice-Fili
Mike Keith	2	2	3	3	2	2	2	2	2	2	2	2	2	1	XM Satellite Radio
Chien-I Chen	1	1	2	2	2	3	1	1	2	2	2	2	2	3	Wal-Mart
Vu Hoan Nguyen	2	2	2	2	3	3	3	3	3	3	3	3	3	1	Shanghai General Motors
Roman Yeskov	2	2	3	3	3	3	3	2	2	2	2	2	2	1	Robert Mondavi
Jameson Childs	2	2	2	2	3	3	3	3	2	2	3	3	3	2	Proctor & Gamble
Yu-Cheng Tsao	2	2	2	2	2	2	3	2	2	2	3	3	2	1	Anheuser-Busch
Lindsey Lotte	3	3	2	2	3	3	3	3	3	3	2	3	2	2	Apple
Fall 2010															
YI-JUI CHEN	2	2	2	3	3	3	2	2	2	2	2	2	2	2	Proctor & Gamble
Ying-Chen Lai	1	1	1	1	1	1	2	1	1	1	1	1	1	1	Phillips vs. Matsushita
Tong Ye	2	2	1	1	2	2	2	2	2	2	2	2	2	1	Apple
Claudia Canavesi	3	3	3	3	3	3	3	3	3	3	3	3	3	2	Wal-Mart
Robert Buck	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Ice-Fili
Yu-Chen Liu	2	1	2	2	2	2	2	2	3	2	2	2	2	2	Coke and Pepsi
Spring 2011															
Nolan Schmidt	2	2	2	2	3	3	3	3	2	2	2	2	2	1	Anheuser-Busch
Patricia A. Brice	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Shanghai General Motors
Ryan O'Neill	3	3	3	3	3	3	3	3	3	3	3	3	2	2	Dell
Wen-Feng Tsai	2	3	2	2	3	2	3	2	2	2	3	3	2	2	XM Satellite Radio
Molly Griffith	2	3	2	2	1	2	2	2	2	2	2	2	2	2	Robert Mondavi
Wen-Yu Tsai	2	2	2	2	2	3	2	2	2	2	3	3	2	2	Starbucks
Summer 2011															
CHIA-AN CHEN	2	2	3	3	3	2	3	2	2	2	3	2	2	1	Wal-Mart

Sofiya Akhmedova	3	3	3	3	3	3	3	3	3	3	3	3	3	2	Ice-Fili
Huan Q. Tran	2	2	3	3	2	1	1	1	2	2	2	2	1	1	Robert Mondavi
Daniel Gaspar	2	2	3	3	3	3	3	3	2	2	3	3	3	3	Phillips vs. Matsushita
Katie Gamroth	1	2	2	2	3	3	2	3	2	2	2	2	2	1	Proctor & Gamble
Kristina Lewitzke	2	3	3	2	3	3	3	3	3	3	3	3	3	2	Apple
Irina Pe	3	3	3	3	3	3	3	3	3	3	3	3	3	2	Anheuser-Busch
Qian Gao	2	3	3	3	3	3	2	3	2	2	3	3	2	2	Phillips vs. Matsushita
Hsin Heng Wang	2	2	3	3	3	3	3	3	2	2	3	3	2	1	Shanghai General Motors
Eugenie Gendre	3	3	3	3	2	2	3	2	3	2	3	3	2	1	Coke and Pepsi
John Hoeft	2	1	2	2	3	2	2	2	3	2	2	2	2	1	Coke and Pepsi
Daniel O'Brien	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Starbucks
Hieu Manh Nguyen	1	1	3	2	2	2	2	2	2	2	1	1	1	1	XM Satellite Radio
Qian Cai	1	1	3	3	3	3	3	3	3	3	3	3	2	1	Wal-Mart
Fall 2011															
Chunkao Su	1	1	2	2	2	2	2	2	2	2	2	2	2	1	Coke and Pepsi
Mark Tierney	2	2	3	3	3	3	3	3	2	3	3	3	2	3	Starbucks
Michelle Noronha	3	3	3	3	3	3	3	3	2	3	3	3	2	1	Phillips vs. Matsushita
Clinton Torp	3	3	3	2	3	3	3	3	3	3	3	3	3	2	Anheuser-Busch
Wen-Chiao Wang	2	2	2	2	2	2	2	2	1	1	2	2	1	1	Robert Mondavi
Ziyu Deng	1	2	3	3	3	3	2	2	2	2	2	2	2	1	Ice-Fili
Cheryl Lin	1	1	1	1	2	2	2	2	2	2	2	2	2	2	Wal-Mart
Kyle Loing	2	2	2	2	3	2	3	3	2	2	3	2	2	2	Proctor & Gamble
Ruixing Tang	2	2	2	2	3	3	2	2	3	2	2	2	2	2	Apple
Lijuan Wang	3	3	3	3	3	3	3	3	2	3	3	3	3	2	Dell
Esther K. Tierney	2	3	3	3	3	3	3	3	3	3	3	3	3	3	XM Satellite Radio
Average	2.14	2.16	2.49	2.34	2.59	2.48	2.50	2.32	2.36	2.21	2.47	2.41	2.23	1.68	
Objective Score	2.15		2.42		2.54		2.41		2.29		2.44		1.95		

Failures(1s)	18	19	4	11	4	7	4	9	6	9	3	7	7	45	
Satisfactory Level (2s)	47	43	41	41	31	36	40	47	49	58	45	43	60	37	
Extroidinary Level (3s)	31	34	51	44	61	53	52	40	41	29	48	46	29	14	
Success Rating (2 & 3)	0.81	0.80	0.96	0.89	0.96	0.93	0.96	0.91	0.94	0.91	0.97	0.93	0.93	0.53	
Overall Success Rating	80.7%		92.2%		94.3%		93.2%		92.2%		94.8%		72.9%		

Appendix 4: Case Based Capstone Activity - Indirect Measure Assessment of MBA Program

	Indirect Measures														Case
	Comprehensive Knowledge of Functional Area		Problem Solving Capability		Global Perspective		Communication Competency		Ability to Manage Information		Social Responsibility		Behavioral (Leadership, Management) Skills		
	PH	NG	PH	NG	PH	NG	PH	NG	PH	NG	PH	NG	PH	NG	
Spring 2009															
Scott Peloquin	2	2	2	2	3	3	3	3	2	2	3	3	2	2	Starbucks
Angela Salsman	2	2	1	1	3	3	2	2	2	2	1	1	1	1	Anheuser-Busch
Jessica Hagen	2	2	1	1	3	3	3	3	3	3	2	2	2	2	Coke and Pepsi
Dwight Lenz	3	2	2	3	3	3	2	2	2	2	2	2	2	2	XM Satellite Radio
Sarah Sime	2	2	3	2	3	3	2	3	2	3	2	2	1	1	Dell
Erich Wetzel	3	3	3	3	2	2	3	3	3	3	1	1	2	2	Robert Mondavi
Brad Dobbs	1	1	3	3	3	3	3	3	2	1	1	1	2	2	Phillips vs. Matsushita
Summer 2009															
Wei-Chuan Hsu	2	1	1	1	2	1	3	3	1	1	1	1	1	1	Coke and Pepsi
Lindsay Wahl	2	2	2	2	3	3	3	3	3	3	2	2	1	1	Starbucks
Mony Mohr	2	3	3	3	3	3	3	3	3	3	2	2	2	2	XM Satellite Radio
Gregory Drusch	2	2	2	2	1	1	3	2	3	3	2	1	2	1	Proctor & Gamble
Yu-Mei, Lai	2	1	1	1	2	2	3	3	3	3	3	3	3	2	Wal-Mart
Ting-Chun Yang	1	1	1	1	2	2	2	2	2	2	2	2	3	2	Robert Mondavi
Alan J. DeBauche	3	2	1	1	2	2	3	3	2	2	3	3	2	2	Ice-Fili
Katie Krause	2	2	2	3	2	3	3	3	3	3	3	3	1	1	Apple
Josh Maurer	2	2	2	2	3	3	3	3	3	3	2	2	2	3	Shanghai General Motors
Ross Wilhelm	2	2	2	2	3	3	3	3	3	3	2	2	2	2	Anheuser-Busch
Tony Errthum	2	2	3	2	3	3	2	3	2	3	2	2	2	2	Phillips vs. Matsushita
Szu-Ying Wu	1	1	1	1	1	1	3	2	3	3	3	2	2	1	Dell

Fall 2009															
Francis Holicky	3	2	2	2	3	3	3	3	3	3	2	2	1	1	XM Satellite Radio
Binh Thuy Nguyen	2	1	3	3	3	3	3	3	3	3	2	2	2	2	Anheuser-Busch
Jeremy Tan	1	2	3	2	2	1	3	2	2	2	2	2	2	1	Robert Mondavi
Erik Arveson	2	2	1	1	1	2	2	2	2	2	2	2	2	2	Coke and Pepsi
Thi Luu	1	1	1	1	1	2	2	2	3	3	2	2	2	2	Wal-Mart
Stephen Woessner	1	1	2	1	2	3	2	3	2	2	2	2	2	1	Shanghai General Motors
Wade Hackbarth	2	2	3	3	2	3	3	3	3	3	3	2	1	1	Apple
Deb Suchla	3	2	1	1	2	2	3	2	3	3	3	2	2	1	Dell
Spring 2010															
Peter Gaffaney	1	1	1	1	2	2	3	3	1	1	3	3	2	2	Proctor & Gamble
Mikolaj Krzeminski	2	2	1	1	3	3	2	2	1	1	3	2	3	2	Phillips vs. Matsushita
Gamze Randolph	1	1	2	1	2	2	3	3	2	3	2	2	2	2	XM Satellite Radio
Jacek Dziura	2	1	2	1	2	2	2	2	2	2	1	1	2	1	Wal-Mart
Kadanne H. Dunn	1	1	1	1	3	3	3	3	3	3	1	1	1	1	Ice-Fili
Jessica Nelson	1	2	3	3	2	3	3	3	2	2	2	3	2	2	Coke and Pepsi
Adrien Desventes	2	1	1	1	3	3	3	3	3	3	2	2	2	2	Phillips vs. Matsushita
Michael Skroch	2	1	2	2	3	3	3	2	2	2	2	3	3	2	Starbucks
Lukasz Zagórski	1	1	1	1	3	2	2	2	1	1	1	1	2	2	Shanghai General Motors
Mengyang Wang	2	2	2	2	3	2	2	3	2	3	2	3	2	3	Robert Mondavi
Maksim Varabyeu	1	1	1	1	2	2	2	2	3	2	2	2	2	1	Dell
Malgorzata Parczewska-Palka	1	1	1	1	3	3	3	3	2	1	1	1	1	1	Apple
Summer 2010															
Jamie Stobbe	2	3	2	1	2	3	2	2	2	2	2	3	2	2	Anheuser-Busch
Steven Carnesi	3	3	3	2	2	2	3	3	2	1	1	1	1	1	Wal-Mart
Tsung-Yu Wang	2	1	1	1	3	2	2	2	2	2	1	1	2	1	Dell
Chih-Shu Shih	2	2	2	2	3	2	3	2	2	2	2	2	2	2	Starbucks

Hu Sha	1	1	1	1	2	3	2	2	3	3	1	1	3	3	Apple
Hung-Hui Yu	1	1	1	1	3	2	2	3	2	2	2	2	2	1	Robert Mondavi
Chou, Hung-Te	1	1	1	1	2	2	3	3	2	2	2	2	2	2	Phillips vs. Matsushita
Khanh N Nguyen	2	2	2	2	3	3	3	3	3	3	2	2	1	1	Shanghai General Motors
Brad Williams	2	2	2	3	3	3	3	3	3	3	2	3	3	3	Dell
Jared Brefczynski	2	2	3	3	3	3	3	3	3	3	1	1	1	1	Ice-Fili
Nan Chang Chiu	1	1	3	2	2	2	2	2	3	2	1	1	1	1	Proctor & Gamble
Guo, Mao-Lin	1	1	2	2	2	2	2	2	3	3	1	2	2	2	Coke and Pepsi
Khalima Alimbayeva	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Ice-Fili
Mike Keith	2	2	2	1	2	2	3	3	3	3	2	2	3	3	XM Satellite Radio
Chien-I Chen	2	1	1	1	2	1	2	1	2	1	1	1	2	1	Wal-Mart
Vu Hoan Nguyen	3	3	3	3	2	3	3	3	3	3	2	2	2	2	Shanghai General Motors
Roman Yeskov	3	2	3	3	3	3	3	3	2	2	2	3	2	2	Robert Mondavi
Jameson Childs	1	1	1	1	3	3	2	2	3	3	2	2	2	1	Proctor & Gamble
Yu-Cheng Tsao	1	1	2	2	2	2	2	2	2	2	2	2	1	1	Anheuser-Busch
Lindsey Lotte	2	3	2	2	3	3	2	3	3	3	2	2	2	2	Apple
Fall 2010															
YI-JUI CHEN	1	1	1	1	2	2	2	2	1	1	1	1	2	2	Proctor & Gamble
Ying-Chen Lai	1	1	1	1	1	1	3	3	2	2	1	1	2	1	Phillips vs. Matsushita
Tong Ye	1	1	1	1	2	2	3	3	2	2	2	3	2	2	Apple
Claudia Canavesi	2	1	3	3	3	3	3	3	3	2	3	3	3	3	Wal-Mart
Robert Buck	1	1	3	2	3	3	3	3	1	1	2	1	2	2	Ice-Fili
Yu-Chen Liu	2	2	2	2	3	3	2	2	1	1	2	1	2	2	Coke and Pepsi
Spring 2011															
Nolan Schmidt	1	1	2	2	3	3	3	3	3	3	3	3	3	3	Anheuser-Busch
Patricia A. Brice	2	3	3	3	2	3	2	3	3	3	2	2	2	2	Shanghai General Motors
Ryan O'Neill	2	2	3	3	3	3	3	3	3	3	3	3	1	1	Dell

Wen-Feng Tsai	2	1	1	1	3	3	3	3	3	3	3	3	1	1	XM Satellite Radio
Molly Griffith	1	1	1	1	3	3	2	3	2	2	1	1	1	1	Robert Mondavi
Wen-Yu Tsai	1	2	1	1	2	2	3	3	3	3	2	3	2	2	Starbucks
Summer 2011															
CHIA-AN CHEN	2	1	1	1	3	3	3	3	3	3	2	2	2	2	Wal-Mart
Sofiya Akhmedova	3	2	2	2	3	3	3	2	3	3	2	2	2	1	Ice-Fili
Huan Q. Tran	2	1	2	1	2	2	3	2	2	1	1	1	2	2	Robert Mondavi
Daniel Gaspar	2	2	3	3	3	3	2	3	3	3	3	3	2	2	Phillips vs. Matsushita
Katie Gamroth	1	1	1	1	1	2	2	2	2	2	2	2	2	2	Proctor & Gamble
Kristina Lewitzke	1	1	1	1	2	3	3	3	3	3	1	1	1	1	Apple
Irina Pe	2	1	1	1	3	3	3	3	3	3	3	3	2	2	Anheuser-Busch
Qian Gao	1	1	2	2	3	2	3	3	3	3	2	2	2	2	Phillips vs. Matsushita
Hsin Heng Wang	2	1	2	2	2	2	3	3	3	3	1	1	2	2	Shanghai General Motors
Eugenie Gendre	2	2	3	3	3	3	2	2	2	2	3	3	2	2	Coke and Pepsi
John Hoeft	3	3	3	3	3	3	3	3	3	2	3	3	1	1	Coke and Pepsi
Daniel O'Brien	2	2	2	2	3	3	3	3	1	1	2	2	2	2	Starbucks
Hieu Manh Nguyen	1	1	1	1	2	2	3	3	2	2	2	2	1	1	XM Satellite Radio
Qian Cai	1	1	1	1	2	2	2	2	2	2	2	2	2	1	Wal-Mart
Fall 2011															
Chunkao Su	1	1	1	1	2	2	2	2	2	2	2	2	1	1	Coke and Pepsi
Mark Tierney	2	3	2	2	2	2	2	2	2	2	3	3	2	1	Starbucks
Michelle Noronha	3	2	3	2	3	3	2	2	2	2	2	2	2	1	Phillips vs. Matsushita
Clinton Torp	2	2	3	2	2	3	3	3	3	3	3	2	1	1	Anheuser-Busch
Wen-Chiao Wang	3	2	2	1	2	2	3	2	2	2	1	1	1	1	Robert Mondavi
Ziyu Deng	1	1	1	1	3	3	2	2	1	1	3	3	2	2	Ice-Fili
Cheryl Lin	1	1	1	1	2	1	2	2	2	2	3	3	1	1	Wal-Mart
Kyle Loing	2	2	2	2	1	1	2	2	2	2	2	2	2	2	Proctor & Gamble

Ruixing Tang	1	1	1	1	2	3	3	3	2	2	1	1	1	1	Apple
Lijuan Wang	2	3	2	2	2	2	3	3	3	3	3	3	2	2	Dell
Esther K. Tierney	2	2	1	1	2	3	3	3	2	2	3	3	2	2	XM Satellite Radio
Average	1.74	1.60	1.81	1.69	2.40	2.45	2.59	2.58	2.35	2.30	1.99	2.00	1.82	1.64	
Objective Score	1.67		1.75		2.42		2.59		2.33		1.99		1.73		
Failures(1s)	37	48	41	48	8	9	1	2	10	15	24	26	26	42	
Satisfactory Level (2s)	47	38	32	30	42	35	37	36	42	37	49	44	61	47	
Extroidinary Level (3s)	12	10	23	18	46	52	58	58	44	44	23	26	9	7	
Success Rating	0.61	0.50	0.57	0.50	0.92	0.91	0.99	0.98	0.90	0.84	0.75	0.73	0.73	0.56	
Overall Success Rating	55.7%		53.6%		91.1%		98.4%		87.0%		74.0%		64.6%		