Assurance of Learning (AoL)

Processes

Handbook

CMU Website:

<http://www.cba.edu.kw/cmu>

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| **Title** | CAA1: Formulating Learning Goals and Objectives | |
| **Purpose** | Define and revise learning goals and objectives for an academic program | |
| **Scope** | A new/modified learning goal or objective will trigger Process CAA2 to design as assessment tool, and a curriculum map | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU) |
| Decision | CBA Academic Affairs Committee (CAAC)  Departmental Academic Affairs Committee (DAAC)  Associate Dean for Academic Affairs (ADAA) |

**Process**

1. CMU submits a proposal to CAAC to revise the learning goals and/or objectives for an academic program. The following events trigger an Initiation:
   1. A change in CBA’s mission and vision.
   2. A recommendation from DAACs to close a gap appeared in the AoL results
2. CAAC meets to decide whether to accept, modify, or reject the proposal.
3. CAAC communicates its decision to CMU.
4. After approval, CMU updates Document CAA1.1 Program Learning Goals and Objectives.
5. CMU requests from ADAA to form a temporary committee of selected faculty members, called the Learning Goal Temporary Committee (LGTC) to design appropriate assessment tools to measure student performance, and to revise the curriculum map.
6. ADAA forms the LGTC.

**Documents**

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| CAA 1.1 | Current programs’ learning goals and objectives (please see CMU website) |

**Revision History**

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| **Date** | **Updated by** | **Update** |
| 14/7/2016 | CMU | Initial Release |
| 18/9/2017 | CMU | Added links to documents on website |
| 05/10/2017 | CMU | Updated the attached documents |
| 17/7/2020 | CMU | Fixed numbering |

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| **Title** | CAA2: Designing Assessment Tool and Curriculum Map | |
| **Purpose** | Decide how and where student performance on a learning goal will be measured | |
| **Scope** | A new assessment tool and curriculum map needs to be communicated to the Curriculum Management Unit and faculty members. A new assessment tool and curriculum map will trigger Process CAB1 to incorporate the changes in the assessment plan. | |
| **Responsibilities** | Initiation | Learning Goal Temporary Committee (LGTC) |
| Decision | Associate Dean for Academic Affairs (ADAA)  Learning Goal Team Committee (LGTC)  CBA Academic Affairs Committee (CAAC)  Departmental Academic Affairs Committee (DAAC)  Graduate Program Counsel (GPC) |
| Facilitation | Curriculum Management Unit (CMU) |

**Process**

1. LGTC meets to do the following:
   1. Design a rubric that will measure student performance. The rubric satisfies the following criteria:
      1. Rubric should list traits that divide each learning goal into observable actions.
      2. For every trait, rubric should include statements describing student performance that (i) is below expectation, (ii) meets expectation, and (iii) exceeds expectation.
      3. A student with below-expectation performance on a trait may receive 0 or 1 point.
      4. A student with meets-expectation performance on a trait may receive 2 or 3 points.
      5. A student with exceeds-expectation performance on a trait may receive 4 or 5 points.
   2. Decide how student performance will be measured. The options may include:
      1. An open-ended written assignment, test question, or a project, graded using the rubric.
      2. An oral presentation or discussion, graded using the rubric.
      3. A set of conceptual questions measuring each trait of the rubric.
   3. Meet with DAACs and GPCs to revise the curriculum map of their respective courses. The curriculum map shows the level and type of emphasis of the learning goal in every required major class and business core class. For a learning goal to be linked to a course, students must spend at least three hours (in-class or out-of-class) working on a topic related to that learning goal, and submit a mandatory individual assignment.
   4. There are three levels of emphasis:
      * + - **High emphasis:** students spend twelve hours or more (in-class and out-of-class) working on the learning goal.
          - **Medium emphasis:** students spend between six and twelve hours (in-class and out-of-class) working on the learning goal.
          - **Low emphasis:** students spend between three and six hours (in-class and out-of-class) working on the learning goal.
          - **No emphasis:** students spend less than three hours (in-class and out-of-class) working on the learning goal.
   5. There are also three types of emphasis:
      * **Introduce:** faculty member teaches the skill and assesses students’ demonstration of that skill.
      * **Reinforce:** faculty member assumes students enroll with an introductory background of the skill, improves their mastery to a higher level, and assesses their high-level grasp of the skill.
      * **Apply:** faculty member assumes students enroll with a high-level grasp of the skill, and assess the way they apply it in a business setting.
   6. Create and update Documents CAA2.1 Standard Rubric, CAA2.2 Assessment Data Sheet, and CAA2.3 Curriculum Map.
2. LGTC submits its findings to the ADAA, who reroutes it to the CAAC.
3. CAAC approves the standard rubric and the curriculum map and circulates them to CMU.
4. CMU circulates the standard rubric and the curriculum map to faculty members.
5. LGTC dissolves.

**Documents**

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| CAA2.1 | Standard Rubric (see samples on CMU website) |
| CAA2.2 | Assessment Data Sheet (see samples on CMU website) |
| CAA2.3 | Curriculum Map (see CMU website) |

**Revision History**

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| --- | --- | --- |
| **Date** | **Updated by** | **Update** |
| 14/7/2016 | CMU | Initial Release |
| 18/9/2017 | CMU | Added links to documents on website |
| 17/7/2020 | CMU | Included GPCs to the process |

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| **Title** | CAB1: Creating an Assessment Plan | |
| **Purpose** | Decide the timeline of AoL data collection | |
| **Scope** | The assessment plan needs to be circulated to related faculty members. The assessment plan will trigger Process CAB2 Data Collection Cycle. | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU), every semester |
| Decision | Associate Dean for Academic Affairs (ADAA)  Curriculum Management Unit (CMU) |

**Process**

1. CMU updates a five-year rolling-window AoL assessment plan. The assessment plan includes:
   1. The learning goals that will be measured in each of the ten regular semesters. In each rolling window, learning goal should be measured at least twice, and its loop closed at least once.
   2. An initial set of courses where student performance will be measured.
2. CMU updates an initial five-Year AoL assessment plan (Document CAB1.1).
3. CMU prepares the final next semester AoL assessment plan. The assessment plan:
   1. Shows the learning goals that will be measured in the next semester.
   2. Shows the list of courses where each learning goal will be measured. When a course is chosen, all sections need to collect student performance data.
   3. Takes into account distributing the load fairly among faculty members, when possible.
4. CMU communicates the final next semester assessment plan with ADAA for approval.
5. ADAA approves the plan.
6. Before the end of the grades-posting period of every semester, CMU circulates the next semester assessment plan to the related faculty members, who will be teaching the classes mentioned in the next semester assessment plan.
7. Along with the next semester assessment plan, CMU prepares and circulates a customized one-page AoL deliverables guideline that explains to faculty members their expected duties towards AoL for the next semester. The document sets the timeline for submitting the documents listed in Process CAB2. It also provides a guideline for selecting an appropriate assignment to assess student performance.

**Documents**

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| CAB1.1 | Final AoL Assessment Plan (see CMU website) |

**Revision History**

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| --- | --- | --- |
| **Date** | **Updated by** | **Update** |
| 14/7/2016 | CMU | Initial Release |
| 18/9/2017 | CMU | Added links to documents on website |
| 05/10/2017 | CMU | Updated the final AoL assessment plan document |

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| **Title** | CAB2: Assessing Student Performance | |
| **Purpose** | Collect student performance data | |
| **Scope** | Related faculty members need to measure student performance in their classes and report their student-level data. The completion of data collection will trigger Process CAB3 Aggregating Data and Reporting Results | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU), every semester  Related Faculty Members (RFM) |
| Decision | Curriculum Management Unit (CMU) |

**Process**

1. During the first week of the semester, every faculty member submits a softcopy of the standard course syllabus (using Document CAB2.1) to CMU at using the CMU site (syllabus section, at http://www.cba.edu.kw/cmu/)
2. During the first week of the semester, faculty members teaching the same course need to choose among themselves a course coordinator.
3. By the end of the first week of the semester, and for every course appearing in the Final AoL Assessment Plan:

* The course coordinator submits a unified course assessment plan (using Link on website) for multi-section course. The course assessment plan (due by 3rd week) includes the following items:
  + One assignment per learning goal, henceforth referred to as “AoL assignment”. Such assignment will be used to measure student performance.
  + Description of the AoL assignment used for student performance evaluation, and its weight. The assignment must be mandatory and unified across all sections of the same course.
  + When chosen to measure student performance on a learning goal, the AoL assignment must test all the traits listed in the respective rubric.

1. During the semester, after students submit their AoL assignment, the faculty member, or the teaching assistant, assesses student performance against the respective standard rubric.
2. Once assessment is over, the faculty member submits the results using a softcopy of Document CAB2.2 Assessment Data Sheet to CMU at the following email address (cmu@cba.edu.kw).
3. During the grades-posting period, every faculty member submits of standard course report to CMU electronically using the links on the CMU website.

**Documents**

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| CAB2.1 | Standard Course Syllabus (see CMU website) |
| CAB2.2 | Sample assessment data sheet (see CMU website) |
| CAB2.3 | A visual representation of the process |
| CAB2.4 | Course Assessment Plan (see CMU website) |

**Revision History**

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| --- | --- | --- |
| **Date** | **Updated by** | **Update** |
| 14/7/2016 | CMU | Initial Release |
| 18/9/2017 | CMU | Added links to documents on website, electronic submission of course report and course assessment plan |
| 28/09/2017 | CMU | Updated the process |
| 04/10/2017 | CMU | Added a visual representation of the process |
| 12/12/2018 | CMU | Syllabus website |

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| **Title** | CAB3: Aggregating Data and Reporting Results | |
| **Purpose** | Aggregate performance data to anonymize courses, students, and faculty, and report results. | |
| **Scope** | The gaps appear in AoL results need to be addresses by the Academic Affairs Committee. The completion of data reporting will trigger Process CAC1 Closing the Loop. | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU), every semester |
| Decision | Associate Dean for Academic Affairs (ADAA)  Curriculum Management Unit (CMU), every semester |

**Process**

1. Once receiving all data from RFM according to the final assessment plan, CMU aggregates data to anonymize the identity of courses, students, and faculty members.
2. CMU uses a document similar to CAB3.1 to report AoL results by no later than third week of the regular semester following the data collection. The document mainly shows the following items:
   1. The learning goals measured in the semester and the courses where each learning goal was measured.
   2. A description of the assignment used in every class to measure student performance.
   3. Number of students (sample size), and their breakdown of overall student performance with respect to the following categories:
      1. A student performance averaging 4 and above is considered exceeding expectation (EE).
      2. A student performance averaging 2.5 and above but less than 4 is considered meeting expectation (ME).
      3. A student performance averaging below 2.5 is considered below expectation (BE).
   4. Breakdown of student performance on every trait of the rubric according to the following categories:
      1. A student scoring 4 or 5 is considered exceeding expectation (EE).
      2. A student scoring 2 or 3 is considered meeting expectation (ME).
      3. A student scoring 0 or 1 is considered below expectation (BE).
   5. The benchmark is: At least 80% of students should score ME and EE.
   6. Main weakness areas.
3. CMU reports the results to ADAA.

**Documents**

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| CAB3.1 | Sample results document (see CMU website) |

**Revision History**

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| --- | --- | --- |
| **Date** | **Updated by** | **Update** |
| 14/7/2016 | CMU | Initial Release |
| 18/9/2017 | CMU | Added links to documents on website |
| 28/09/2017 | CMU | Updated the process: removed gender/high school reports |
| 05/10/2017 | CMU | Updated results document |

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| **Title** | CAB4: Assessment schedule | |
| **Purpose** | Creating a schedule to assess skills | |
| **Scope** | Creating a schedule to organize the assessment of skills for both the undergraduate and graduate program | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU) |
| Decision | Associate Dean for Academic Affairs (ADAA)  Curriculum Management Unit (CMU), every semester |

**Process**

1. After the skills are selected, the CMU must come up with an assessment plan to assess all skills, as follows:
   1. all skills must be assessed at least twice per 5 years, and that should include closing the loop in between
2. the plan must be communicated to all departments, and uploaded on the CMU website
3. Because of the nature of the graduate programs, the assessment is done once a year, in the spring semester.

**Documents**

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| CAB4.1 | Undergraduate and graduate assessment schedule (see CMU website) |

**Revision History**

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| **Date** | **Updated by** | **Update** |
| 04/05/2019 | CMU | Initial Release |
| 04/05/2019 | CMU | Added links to documents on website |

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| **Title** | CAC1a: Closing the Loop for Undergraduate Program | |
| **Purpose** | Take remedial actions to address a shortcoming appeared in the AoL Biannual Results. | |
| **Scope** | The Academic Affairs Committee needs to respond to the AoL Results and propose actions to address shortcomings. | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU), every semester |
| Decision | Curriculum Management Unit (CMU)  Associate Dean for Academic Affairs (ADAA)  CBA Academic Affairs Committee (CAAC)  Departmental Academic Affairs Committee (DAAC) |

**Process**

1. ADAA circulates the results to DAACs
2. DAACs meet to discuss the results and propose suggestions to close the loop
3. DAACs submit their proposals to CMU
4. CMU drafts a comprehensive proposal that considers DAACs’ suggestions and raises the proposal to CAAC
5. CAAC meets to finalize the action plan, and initiates the changes needed to close the loop
6. CAAC communicates its decision and action plan with CMU

**Revision History**

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| **Date** | **Updated by** | **Update** |
| 14/7/2016 | CMU | Initial Release |
| 17/7/2020 | CMU | Split graduate and undergraduate closing the loop process |

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| **Title** | CAC1b: Closing the Loop for Graduate Programs | |
| **Purpose** | Take remedial actions to address a shortcoming appeared in the AoL Biannual Results. | |
| **Scope** | The Graduate Program Counsel needs to respond to the AoL Results and propose actions to address shortcomings. | |
| **Responsibilities** | Initiation | Curriculum Management Unit (CMU), every semester |
| Decision | Curriculum Management Unit (CMU)  Associate Dean for Academic Affairs (ADAA)  Graduate Program Counsel (GPC) |

**Process**

1. ADAA circulates the results to GPCs
2. GPCs meet to discuss the results and propose suggestions to close the loop
3. GPCs drafts a comprehensive proposal and raises the proposal to ADAA.
4. ADAA initiate the changes needed to close the loop.
5. ADAA communicates action plan to CMU.

**Revision History**

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| **Date** | **Updated by** | **Update** |
| 17/7/2020 | CMU | Initiate graduate closing the loop process |

**Document CAA 1.1**

**Undergraduate Program Objectives**

## Bachelor in Business Administration Learning Goals

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| **LG1** | **Ethical Skills** |
|  | A CBA graduate shall be able to recognize ethical issues present in business environment, analyze the tradeoffs between different ethical perspectives, and make a well-supported ethical decision. |
| **Learning Objectives** | 1.1 Identify the ethical dimensions of a business decision.  1.2 Recognize and analyze the tradeoffs created by application of competing ethical perspectives.  1.3 Formulate and defend a well-supported recommendation for the resolution of an ethical issue. |
| **Assessment Method** | Analyze a case study that involves an ethical problem.  Write a short report that covers items a. through c. above.  Present, discuss, and defend his/her decision in a classroom discussion. |

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| **LG2** | **Decision Making Skills** |
|  | A CBA graduate shall be able to recognize the extent of the implications of business decisions, evaluate different proposals based on available facts, and make a well-supported business decision. |
| **Learning Objectives** | 2.1 Recognize the implications of a proposed business decision from a variety of diverse, internal and external, stakeholder perspectives.  2.2 Evaluate the integrity of the supporting evidence and data for a given decision based on business principles.  2.3 Analyze a given business decision using integrative techniques, structures, and frameworks. |
| **Assessment Method** | Analyze a case study that requires a decision based on facts and figures.  Write a short report that covers items a. through c. above.  Present, discuss, and defend his/her decision in a classroom discussion. |

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| **LG3** | **IT and Computer Skills** |
|  | A CBA graduate shall demonstrate capabilities in using general-purpose computer applications |
| **Learning Objectives** | 3.1 Use a word-processing application to type and format a business document.  3.2 Use a data-processing application to analyze or solve a business problem.  3.3 Use a presentation-making application to prepare a slideshow for a business issue. |
| **Assessment Method** | Type and format a business document using a word-processing application.  Analyze or solve a problem using a data-processing application.  Prepare a slideshow using a presentation-making application. |

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| **LG4** | **Communication Skills** |
|  | A CBA graduate shall be able to communicate effectively in a wide variety of business settings |
| **Learning Objectives** | 4.1 Deliver clear, concise, and audience-centered presentations.  4.2 Write clear, concise, and audience-centered business documents. |
| **Assessment Method** | Present in different settings using various audio and visual media, and demonstrating effective presentation skills.  Prepare a well-written business report. |

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| **LG5** | **Analytical Skills** |
|  | A CBA graduate shall be able to apply quantitative and qualitative methods to solve business problems. |
| **Learning Objectives** | 5.1 Use appropriate tools to solve a given business problem.  5.2 Analyze business problems using suitable business theories and techniques.  5.3 Structure logic and frame quantitative analysis to solve business problems. |
| **Assessment Method** | Assignments  Exams |

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| **LG5** | **Business Knowledge** |
|  | A CBA graduate shall be able to understand basic business knowledge. |
| **Learning Objectives** | 5.1 Acquire basic knowledge of business disciplines. |
| **Assessment Method** | Capstone  Exam |

# Master in Business Administration Program Objectives

## Master in Business Administration Learning Goals

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| **LG1** | **Globalization Challenges Skills** |
|  | Our students exhibit intercultural competence in a global business environment |
| **Learning Objectives** | 1.1. Demonstrate awareness of global diversity and understanding of the global business perspectives of business problems. 1.2. Understand how to use global facts to analyze global business problems and make effective global decisions. |
| **Assessment Method** | MBA 513 Global Business Environment. |

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| **LG2** | **Analytical and Decision-Making Skills** |
|  | Our students are outstanding decision makers and apply appropriate analytical skills to solve business problems |
| **Learning Objectives** | 2.1. Apply quantitative and qualitative methods to solve business problems  2.2. Recognize the implications of business decisions, evaluate different proposals based on available facts, and make a well-supported business decision |
| **Assessment Method** | Comprehensive exam |

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| **LG3** | **Leadership Skills** |
|  | Our students will demonstrate the ability to incorporate appropriate leadership styles in pursuit of strategic goals. |
| **Learning Objectives** | 3.1. Analyze different leadership styles and assess the effectiveness of other leaders. 3.2. Demonstrate knowledge of relevant leadership situational factors. |
| **Assessment Method** | Comprehensive exam  MBA 506 Leadership & Organizational Behavior |

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| **LG4** | **Ethical Reasoning Skills** |
|  | Our students are ethically conscious |
| **Learning Objectives** | 4.1. Evaluate business decisions within an ethical framework. |
| **Assessment Method** | Comprehensive exam  MBA 506 Leadership & Organizational Behavior |

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| **LG5** | **Communication Skills** |
|  | Our students possess effective communication skills |
| **Learning Objectives** | 5.1. Write audience-centered business documents clearly, concisely, and analytically  5.2. Deliver audience-centered presentations clearly and concisely in a business context |
| **Assessment Method** | Comprehensive exam – Course-embedded assessment. |

# Master in Economics Program Objectives

## Master in Economics Learning Goals:

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| **LG1** | **Global Economic Skills** |
|  | Our students identify and solve specific problems regarding international economics. |
| **Learning Objectives** | 1.1. Demonstrate how to apply economic analysis to help both corporations and government institutions when dealing with global issues to achieve success. 1.2. Understand how to use economic foundations and problem-solving skills for the analysis of business sectors, economic policies and the broader global economy. |
| **Assessment Method** | Comprehensive exam. |

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| **LG2** | **Quantitative Reasoning Skills** |
|  | Our students apply appropriate analytical and quantitative skills to solve economic problems |
| **Learning Objectives** | 2.1. Understand how to use empirical evidence to evaluate economic argument.  2.2. Conduct appropriate statistical analysis of data using appropriate econometric software, and explain the statistical problems involved.  2.3. Interpret statistical results and understand the limitations of the analysis. |
| **Assessment Method** | Course-embedded measure (1030-504 Econometrics) |

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| **LG3** | **Economic Competency** |
|  | Our students will demonstrate competence in core economics areas. |
| **Learning Objectives** | 3.1. Demonstrate knowledge and understanding associated with microeconomic theory when solving complex economic problems.  3.2. Demonstrate knowledge and understanding associated with macroeconomic theory when solving complex economic problems. |
| **Assessment Method** | Comprehensive exam |

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| **LG4** | **Ethical Reasoning Skills** |
|  | Our students are ethically conscious. |
| **Learning Objectives** | 4.1. Evaluate economics decisions within an ethical framework. |
| **Assessment Method** | Course-embedded measure (1030-503 Applied Macroeconomics) |

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| **LG5** | **Communication Skills** |
|  | Our students possess effective communication skills |
| **Learning Objectives** | 5.1. Write audience-centered business documents clearly, concisely, and analytically.  5.2. Deliver audience-centered presentations clearly and concisely in a business context. |
| **Assessment Method** | Comprehensive exam. |

# Master in Accounting Administration Program Objectives

**Master in Accounting Learning Goals**

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| **LG1** | **Globalization Challenges Skills** |
|  | Our students exhibit intercultural competence in a global business environment |
| **Learning Objectives** | 1.1. Demonstrate awareness of global diversity and understanding of the global business perspectives of business problems. 1.2. Understand how to use global facts to analyze global business problems and make effective global decisions. |
| **Assessment Method** | Comprehensive exam |

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| **LG2** | **Analytical Skills** |
|  | Our students are outstanding decision makers and apply appropriate analytical skills to solve business problems |
| **Learning Objectives** | 2.1 Apply quantitative and qualitative methods to solve business problems  2.2 Analyze business problems using suitable business theories and techniques |
| **Assessment Method** | Comprehensive exam |

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| **LG3** | **Communication Skills** |
|  | Our students possess effective communication skills |
| **Learning Objectives** | 3.1. Write audience-centered business documents clearly, concisely, and analytically  3.2. Deliver audience-centered presentations clearly and concisely in a business context |
| **Assessment Method** | Comprehensive exam – Course-embedded assessment.  ACC 579 – Research Project in Accounting |

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| **LG4** | **Professional Ethics Skills** |
|  | Our students are ethically conscious |
| **Learning Objectives** | 4.1. Evaluate business decisions within an ethical framework. |
| **Assessment Method** | Comprehensive exam  MBA 506 Leadership & Organizational Behavior |

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| **LG5** | **Applied Problem Solving Skills** |
|  | Our students apply appropriate skills to solve business problems |
| **Learning Objectives** | 5.1. Apply quantitative and qualitative methods to solve business problems. |
| **Assessment Method** | Comprehensive exam  MBA 506 Leadership & Organizational Behavior |

**Document Cab2.3**

**Visual Representation of Assessment Process**

