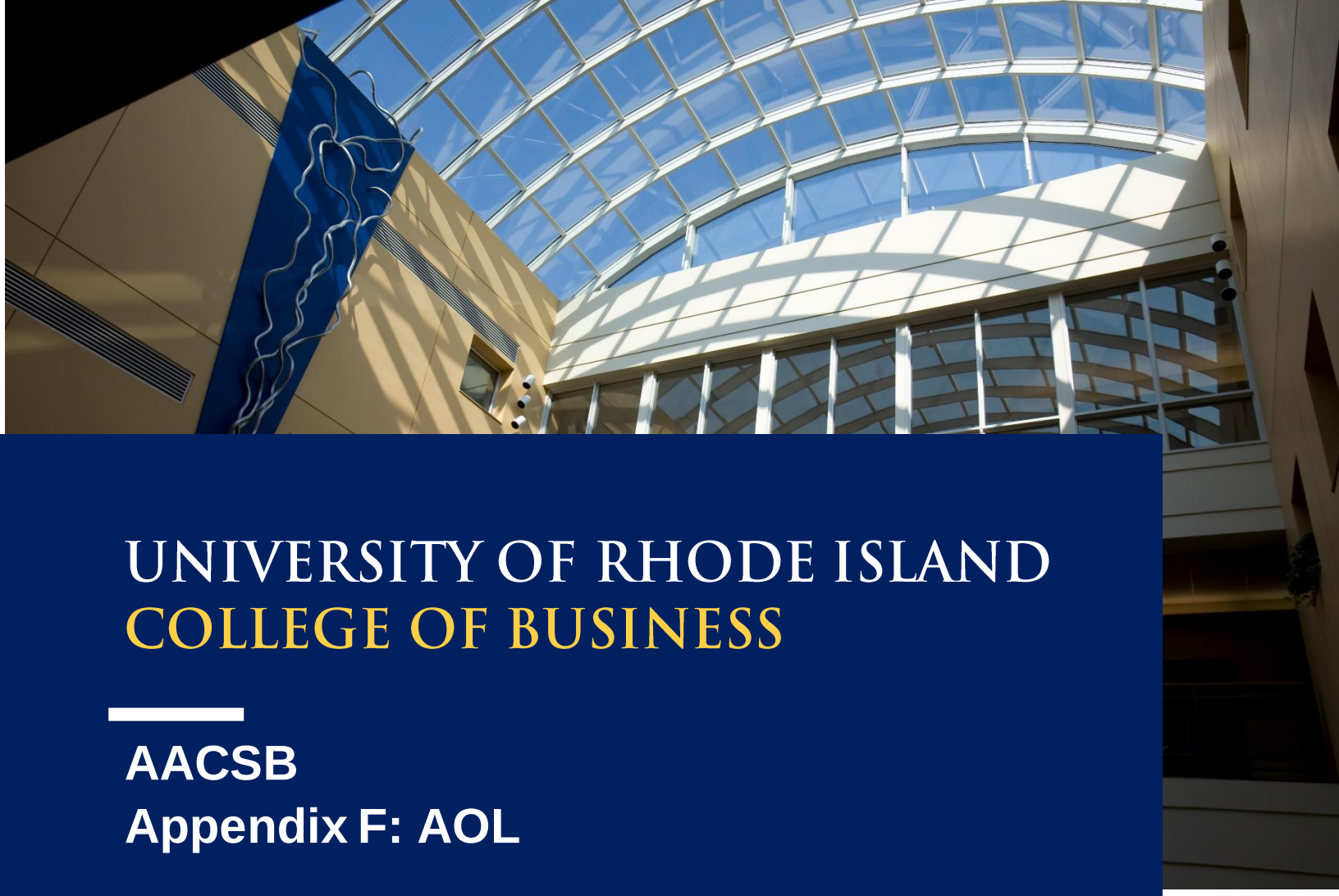


UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS

AACSB
Appendix F: AOL

2013-2018

THINK BIG WE DO™

AoL 85% GOAL	Fall 2013 - Spring 2014 Task	Results	Action
WRITING		**Not Met/Met/Exceed Expectations in %**	
FRESHMEN	Assessment on 435 Freshmen. *There are only assessed in Fall of each year for new incomming Freshmen declaring business.	**13/63/24**	87% met expectation so the assignment was reviewed for difficulty. A review by faculty in the Writing Dept. was requested by business faculty.
SOPHOMORE	All 321 sophomore business students took WRT 227. This is a course dsigned for business students.	Appx. 90% of students made a C grade or higher, but the college's assessment is not delviered at this level.	Meetings between the Associate Dean and the Writing Dept. to discuss writing requirements, because of business faculty concerns.
JUNIORS	Assessment on a sample of 35 junior students.	**00/73/27**	Business faculty agreed that the standards are too low. Requested a review by Writing Dept. faculty.

SENIORS	Assessment on 259 senior business students.	**20/67/11**	Business faculty agreed to be stricter in grading writing assignments to include grammar, structure, etc... in the grade.

AoL	**Fall 2013 - Spring 2014**		
85% GOAL	**Task**	**Results**	**Action**
CRITICAL THINKING		**Not Met/Met/Exceed Expectations in %**	
JUNIORS	CT was not assessed on junior students during this assessment cycle.		

SENIORS	Assessed 371 seniors in Spring 2014.	**12/78/10**	Despite meeting expectations, the UCAC committee decided to ask the faculty to be more intentional about explaining the rubic to students and introducing CT earlier in the curriculum. The rubirc needs simplifying to match similar AACSB schools. Recommended to include CT in sophomore BUS 210 courses beginning Fall 2017.

AoL	**Fall 2013 - Spring 2014**		
85% GOAL	**Task**	**Results**	**Action**
ORAL COMMUNICATION		**Not Met/Met/Exceed Expectations in %**	
JUNIORS	Course-based assessment by course instructor. Based on recommendations from the CIR visit, the PLO was changed from Speech Effectiveness to Oral Communication with independent assessors.		

SENIORS

AoL 85% GOAL	Fall 2013 - Spring 2014 Task	Results	Action
TEAM WORK		**Not Met/Met/Exceed Expectations in %**	
JUNIORS Assessed using CAPSIM Tool TEAMMATE in a course that all juniors take.	A sample of 80 junior students were assessed across a course that all juniors take.	**14/69/17**	The ratings were based on a scale of 1-5 for four team outcomes. Ratings of 1 -2 are considered not meeting expectation. Ratings of 3-4 are considered meeting expectation. Above 4 on all scales is considered exceeding expectations.
SENIORS Assessed using CAPSIM Tool TEAMMATE in a course that all seniors take.	As sample of 96 senior students were assessed across the Capstone course that all students take.	**8/80/12**	The ratings were based on a scale of 1-5 for four team outcomes. Ratings of 1 -2 are considered not meeting expectation. Ratings of 3-4 are considered meeting expectation. Above 4 on all scales is considered exceeding expectations.

AoL 85% GOAL	Fall 2013 - Spring 2014 Task	Results	Action
INTEGRATIVE KNOWLEDGE		**Not Met/Met/Exceed Expectations in %**	
JUNIORS Are Not Assessed on Integrative Knowledge because they haven't taken all applicable courses.		**NA**	
SENIORS Assessed using CAPSIM Tool TEAMMATE in a course that all seniors take.	A sample of 46 seniors assessed on knowledge that is course-based, not program-based. The assessment results this year are based on course knowledge.	**11/28/61**	The UCAC committee began work on developing a program-based knowledge assessment for seniors in the Capstone course that all students take.

AoL 85% GOAL	Fall 2013 - Spring 2014 Task	Results	Action
GLOBAL KNOWLEDGE		**Not Met/Met/Exceed Expectations in %**	
JUNIORS Are Not Assessed on Integrative Knowledge because their exposure to global begins in their junior courses.		**NA**	

SENIORS Assessed using an Online Case analysis developed by a mix of international faculty.	Global knowldge was not a PLO during this year.	**NA**

Fall 2014 - Spring 2015			Fall 2015 - Spring
Task	**Results**	**Action**	**Task**
	Not Met/Met/Exceed		
*Assessment on 411 Freshmen	**13/64/23**	Writing faculty recommended revisions to the rubric that increased standards, but not in time for Fall 2014. The new rubric was approved for Fall 2015.	Assessment on Freshmen was not conducted this Fall.
289 Sophomore business students took WRT 227.	Appx. 90% of students made a C grade or higher, but the college's assessment is not delviered at this level.	Meetings between the Associate Dean and the Writing Dept. to discuss business writing requirements because of business faculty concerns.	311 Sophomore business students took WRT 227 for the first time ONLN.
Assessment of a sample of 24 junior students.	**13/82/5**	Writing faculty recommended revisions to the rubric. New rubric to be tested next year. They were stricter this year on assessing writing.	Assessment of 403 junior students using the new rubric on two assignments.

Assessment on a small sample of 15 senior students to see if stricter grading improved assessment performance.	**26/74/0**	Business faculty discussed how the stricter grading on writing assignments has resulted in more students not meeting expectations.They deciided to continue the same process for another year to see what a larger sample will yield.	Assessment of a sample of 64 seniors using the Writing Dept faculty to score the results.

Fall 2014 - Spring 2015			**Fall 2015 - Spring**
Task	**Results**	**Action**	**Task**
	Not Met/Met/Exceed		

Assessed 67 seniors in Spring 2015.	**25/40/35**	The UCAC committee tested a new CT rubric was surprised to find that 25% did not meet expectations. The faculty decided to continue the rubric on the next measurement cycle on a larger sample.

Fall 2014 - Spring 2015			**Fall 2015 - Spring**
Task	**Results**	**Action**	**Task**
	Not Met/Met/Exceed		
			Assessed 114 juniors on a new process of having independent faculty assess presentations instead of instructors.

Fall 2014 - Spring 2015			Fall 2015 - Spring
Task	**Results**	**Action**	**Task**
	Not Met/Met/Exceed		
Assessed a sample of 31 junior students.	**0/100/0**	The UCAC committee recognized that while the college's goals were met, Team Conflict resoltuion was was weak. Conflict resolution is to be emphasized in future classes.	Assessed 51 junior students in a course that all juniors take.

Fall 2014 - Spring 2015			Fall 2015 - Spring
Task	**Results**	**Action**	**Task**
	Not Met/Met/Exceed		
	NA		
A pilot test of exam-embedded questions designed to test integrative knowledge was administered to one class of 32 seniors.	**16/12.5/71.5**	The results indicate that the questions are measuring integrative knowledge but the goal of 85% is not being met. The UCAC decided to test this instrument on a larger sample of seniors next year.	A larger test of the new integratrive knowledge exam-embedded questions were administerd to a sample of 68 seniors.

Fall 2014 - Spring 2015			Fall 2015 - Spring
Task	**Results**	**Action**	**Task**
	Not Met/Met/Exceed		
	NA		

Global knowldge was not a PLO during this year.	**NA**	The University started an initiative to increase the global knowledge of our students. The UCAC committee investigated some rubrics and assessments used by other universities.

2016		Fall 2016 - Spring 2017	
Results	**Action**	**Task**	**Results**
Not Met/Met/Exceed			**Not Met/Met/Exceed**
NA	There were several administrative changes taking place that inhibited the Freshmen Assessment being delivered.	*New Assessment and rubric piloted on a sample of 36 Freshmen.	**30/52/19**
Appx. 90% of students made a C grade or higher, but the college's assessment is not delviered at this level.	Writing Dept faculty worked with the Associate Dean to develop a new rubric.	301 Sophomore business students took WRT 227 for the first time ONLN.	Appx. 90% of students made a C grade or higher, but the college's assessment is not delviered at this level.
11/76/10	Business faculty discussed how the position distribtuion in assessment writing scores don't relflect how students are writing on class assignments. They request that the Writing Dept score all assessments for juniors.	Assessment of a sample of 202 junior students using the new rubric on two different assignments.	**40/55/5**

26/62/12	An improvement in writing performance was noted since more students exceeded expectations. The faculty agreed to continue the assessment with a larger smaple next year. Although there was no improvement in students not meeting expectations.	This year, assessment was only performed on Freshmen and Juniors (see above).	**NA**

2016		**Fall 2016 - Spring 2017**	
Results	**Action**	**Task**	**Results**
Not Met/Met/Exceed			**Not Met/Met/Exceed**

2016		Fall 2016 - Spring 2017	
Results	**Action**	**Task**	**Results**
Not Met/Met/Exceed			**Not Met/Met/Exceed**
9/35/56	The results indicate that the raters may have been easy or the rubric needs evaluation. The UCAC committee recommends continutation of the new process before making any revisions.	Assessed a sample of 89 juniors across all sections of required junior-level course.	**9/60/31**

		Assessed 69 senior students.	**9/71/21**

2016		**Fall 2016 - Spring 2017**	
Results	**Action**	**Task**	**Results**
Not Met/Met/Exceed			**Not Met/Met/Exceed**
0/100/0	The faculty chose to continue the current assessment process.	Assessed 218 junior students.	**15/85/0**
		Assessed a sample of 37 senior students.	**14/76/10**

2016		Fall 2016 - Spring 2017	
Results	**Action**	**Task**	**Results**
Not Met/Met/Exceed			**Not Met/Met/Exceed**
NA			**NA**
10/12/78	The results indicate that seniors are learning how to use the knowledge across their core courses to solve problems.	The integrative knowledge questions were administered to a sample of 37 seniors.	**14/76/10**

2016		Fall 2016 - Spring 2017	
Results	**Action**	**Task**	**Results**
Not Met/Met/Exceed			**Not Met/Met/Exceed**
NA			**NA**

NA	There were small-scale tests of various assessments this year, but the faculty idi not vote to adopt a standard assessment.	The Supply Chain Management Area volunteered to develop a rubric and assessment tool to test in 2017-2018.	**NA**

Fall 2017 - Spring 2018

Action	Task	Results	Action
		Not Met/Met/Exceed	
These assessments were scored by faculty in the Writing Dept. using the new rubric. The results are more in-line with what is expected from Freshmen. Business faculty agreed to continuing rubric.	*Assessment was conducted on a sample of 40 Freshmen.	**22/69/9**	Based on the results, the Writing Dept rcommended a further revision to the rubric simplifying the 6 item rubric to 4 items. Approved by business Faculty.
Based business faculty reports on class assignments on the 2015 results, it appears that WRT 227 is not improving business student writing skills. Business faculty adopted a writing guide .	Sophomore business students took WRT 227 ONLN.	Appx. 90% of students made a C grade or higher, but the college's assessment is not delviered at this level.	Meeting between the business Career Development staff and Ariting Dept to discuss how to increase emphasis on business writing skills in WRT 227.
A faculty discussion on the drop in scores idenitifed the tougher standards as the reason for 40% not meet expectations. Agreed to be stricter on grading writing style and structure in addition to context for class assignments.	Assessment of a sample of 39 juniors on the same assignment.	**35/51/14**	The results will be discussed at the retreat oin August 2018. This approach should reduce some of the methods bias creating much of the variance in the results.

Assessment will be conducted on a large sample of seniors next year.	For the first time, a sample of 156 senior students was administered the same assignment and new rubric developed by the Writing Dept. faculty. However, they were scroed by a business faculty with instructions from writing, and 88 were co-assessed with a writing faculty. The IRR for this was .82.	**26/54/20**	These results will be presented at the faculty retreat in August. The results have less variablity suggesting that the methods bias is likley minimized. They noted that more students are exceeding expectations, but the not-met category is still not at 85%.

Fall 2017 - Spring 2018

Action	Task	Results	Action
		Not Met/Met/Exceed	

	Faculty developed and approved a rubric for assessing sophomores in BUS 210. Agreed to discuss the rubric and the importance of CT in class. Assessed 260 seniors in 2018.	**16.5/51.5/32**	These results will be discussed in the Faculty Advance in August 2018. Note that unlike 2015, the 2018 results show that students are generally meeting expectations.

Fall 2017 - Spring 2018

Action	Task	Results	Action
		Not Met/Met/Exceed	
The results indicate that 91% of junior students are meeting expectations. No change is recommended.	Assessed 76 junior students. Intro to Marketing junior-level course instructors had to be changed last-minute due to an emergency so it wasn't practical to randomly sample all juniors this year.	**0/50/50**	Results will be discused at the Faculty Advance in August. The plan to sample across all junior sections of BUS 365 could not be accomplished because the instructors had to be changed, last-minute. It appears that more presentations at the sophomore level are improving performance. Or the raters were too easy.

The results indicate that students are improving on their OC from their junior to senior year. No changes were made.	Assessed 49 senior students.	**0/50/50**	Results will be discussed at the Faculty Advance meeting in August 2018. New raters appeared to be too easy.

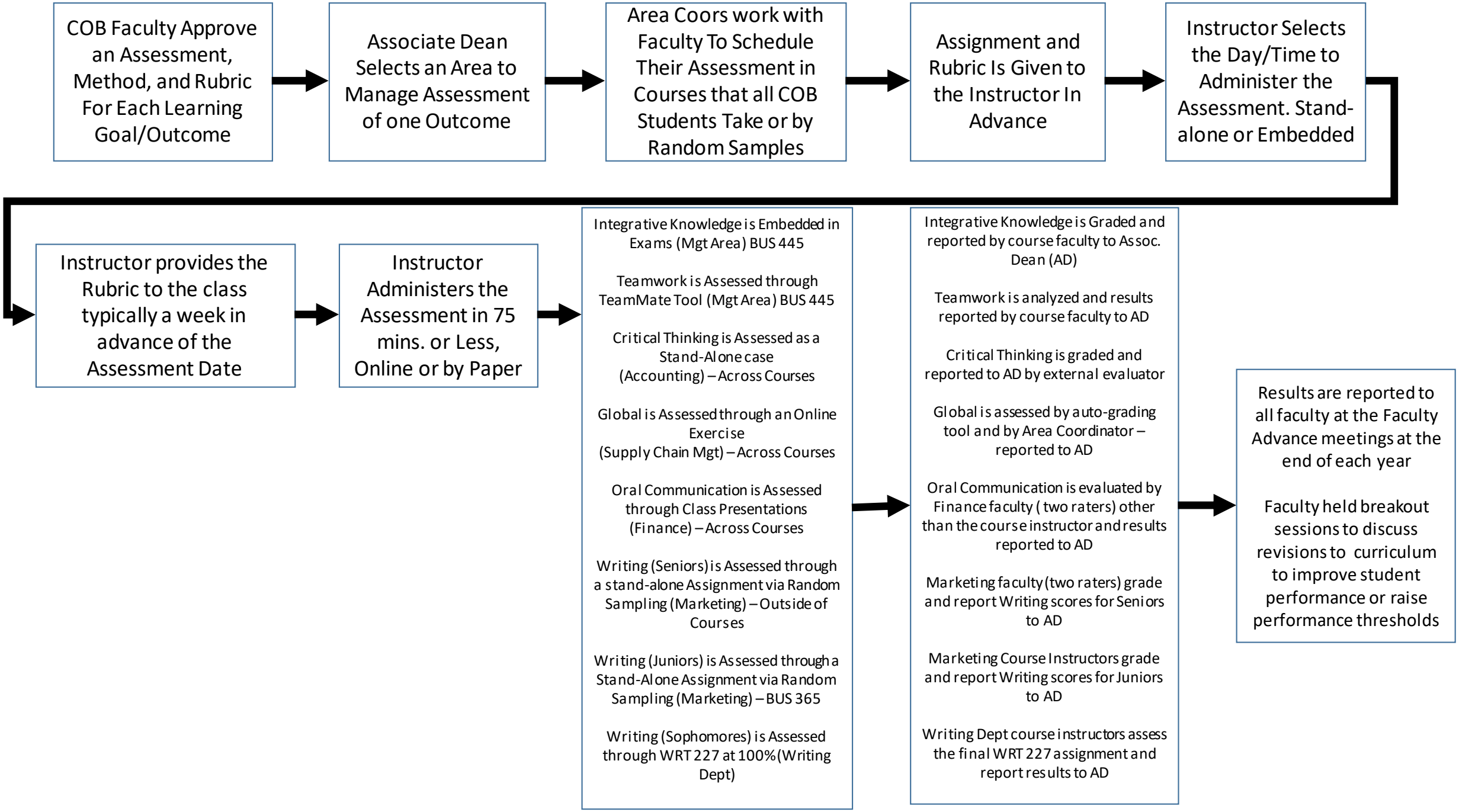
Fall 2017 - Spring 2018

Action	Task	Results	Action
		Not Met/Met/Exceed	
The college's goal of 85% is being met at the junior level. A discussion at the Faculty Advance indicated that this relfected their experinece in the classroom where students appear to wotk-out team issues. No change was made to the assessment.			
The results show that seniors are performing at the same level as they did in their junior year, but the faculty report that the Capstone project is much more difficult that the junior team projects and therefore the results are considered positive. No change was made to the assessment.			

Action	Fall 2017 - Spring 2018 Task	Results	Action
		Not Met/Met/Exceed	
		NA	
No change was made to the assessment. Faculty were satisifed with student performance.	The assesement was administered to a sample of 101 seniors.	**5/30/65**	These results will be presented to the faculty at the Faculty Advance in August 2018.

Action	Fall 2017 - Spring 2018 Task	Results	Action
		Not Met/Met/Exceed	
		NA	

Faculty voted to add a PLO for Global.	The faculty approved a test of a PLO assessment for Global Knowledge developed by the SCM faculty. The assessment was administered to 190 students.	**2.5/37.5/60**	These results will be presented to the faculty at the Faculty Advance in August 2018.


COB Faculty Approve an Assessment, Method, and Rubric For Each Learning Goal/Outcome
Associate Dean Selects an Area to Manage Assessment of one Outcome
Area Coors work with Faculty To Schedule Their Assessment in Courses that all COB Students Take or by Random Samples
Assignment and Rubric Is Given to the Instructor In Advance
Instructor Selects the Day/Time to Administer the Assessment. Stand-alone or Embedded
Instructor provides the Rubric to the class typically a week in advance of the Assessment Date
Instructor Administers the Assessment in 75 mins. or Less, Online or by Paper
Integrative Knowledge is Embedded in Exams (Mgt Area) BUS 445
Teamwork is Assessed through TeamMate Tool (Mgt Area) BUS 445
Critical Thinking is Assessed as a Stand-Alone case (Accounting) – Across Courses
Global is Assessed through an Online Exercise (Supply Chain Mgt) – Across Courses
Oral Communication is Assessed through Class Presentations (Finance) – Across Courses
Writing (Seniors) is Assessed through a stand-alone Assignment via Random Sampling (Marketing) – Outside of Courses
Writing (Juniors) is Assessed through a Stand-Alone Assignment via Random Sampling (Marketing) – BUS 365
Writing (Sophomores) is Assessed through WRT 227 at 100% (Writing Dept)
Integrative Knowledge is Graded and reported by course faculty to Assoc. Dean (AD)
Teamwork is analyzed and results reported by course faculty to AD
Critical Thinking is graded and reported to AD by external evaluator
Global is assessed by auto-grading tool and by Area Coordinator – reported to AD
Oral Communication is evaluated by Finance faculty (two raters) other than the course instructor and results reported to AD
Marketing faculty (two raters) grade and report Writing scores for Seniors to AD
Marketing Course Instructors grade and report Writing scores for Juniors to AD
Writing Dept course instructors assess the final WRT 227 assignment and report results to AD
Results are reported to all faculty at the Faculty Advance meetings at the end of each year
Faculty held breakout sessions to discuss revisions to curriculum to improve student performance or raise performance thresholds

Assurance of Learning for AACSB COB Graduate Programs

Faculty drive Assurance of Learning (AoL) in College of Business graduate programs. The Graduate Curriculum and Assessment Committee (GCAC) includes one representative from each area, the Graduate Directors of each graduate program, and the Associate Dean for Graduate Programs and Research (ADGPR). The GCAC will have primary responsibility for the continuous improvement process.

- The Dean is in charge of the AoL process because he makes sure the AoL recommendations line up with the strategic plan of the college and the university.
- The ADGPR ensures the graduate degree programs at the College of Business (COB) maintain a continuous improvement plan through AoL.
- Area representatives on the GCAC are responsible for implementing the AoL process at the area level, including involving faculty in the development of program goals and assessment processes.
- Faculty are responsible for conducting embedded assessments that fill the AoL requirements agreed on by the faculty and the GCAC and provide the artifacts to the GCAC or report back to the GCAC (depending on the nature of the artifacts).
- Moving forward, the GCAC will discuss the results as a committee, area representatives discuss the results with the areas, and feedback and changes from the areas (and individual instructors) will come back to the committee to close the feedback loop.
- The GCAC is responsible for the review of the assurance of learning process and outcomes for the MBA, MS, and PhD programs.
    - A five-year plan detailing the goals and objectives to be measured in each upcoming semester is developed and approved by the GCAC. This plan is given to the faculty, ADGPR, and the Dean. The learning goals are measured at least twice during a five-year period.
    - Each semester the Graduate Curriculum and Assessment Committee will notify each area which goal(s) is/are to be measured and provide any materials.
    - The learning goals are assessed using direct and indirect measures, which include: case studies, embedded test questions, alumni surveys, presentations, and projects.
    - When case studies and videos are used to measure a goal, the GCAC re-examines the current rubric for that goal and makes sure the rubric is still an appropriate measure.
    - At least two members of the GCAC evaluate the goal and report the results to the GCAC. The GCAC then discusses the results and reports them back to the faculty.
    - In consultation with the faculty, a recommendation for closing the loop is considered by the faculty and the GCAC.
- Faculty members who conduct the assessment are expected to have a process in place for closing the loop and making changes. This process involves the area faculty and the area coordinator.
- Once the data collection is completed, results are sent to the GCAC.
- The GCAC may make further recommendations for closing the loop activities.
- The GCAC forwards the results and recommendations the faculty and the administration.

The MS in Accounting is managed internally within the Accounting Area.

Contents

Part-Time Masters of Business Administration (PMBA) 3
Full-Time Masters of Business Administration: Strategic Innovation MBA (SIMBA) 13
PhD in Business Administration 23

Part-Time Masters of Business Administration (PMBA)

I. Identification of student learning outcomes

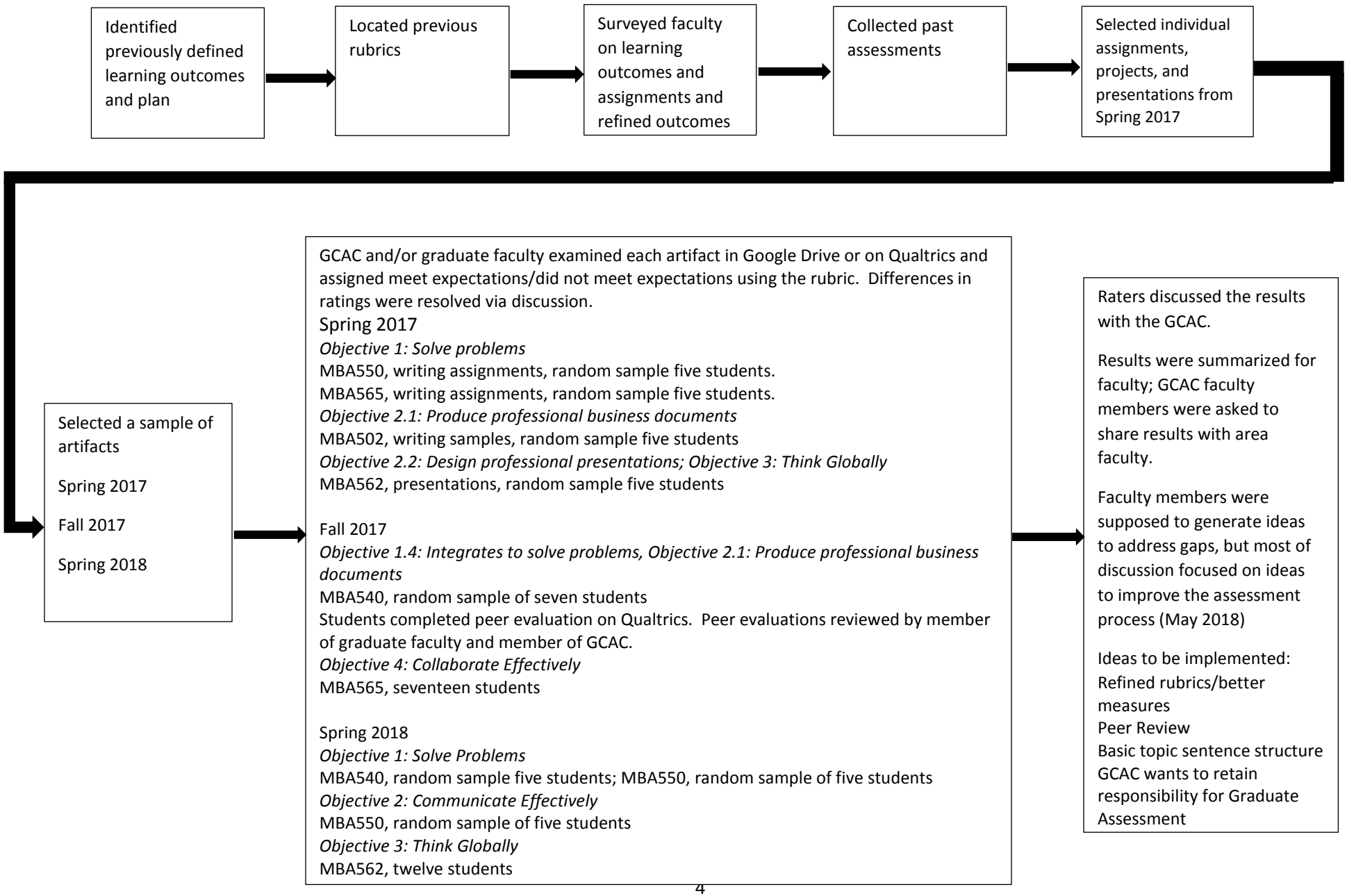
The Evening MBA is designed to emphasize conceptual, analytical, technical, and interpersonal skills. The curriculum allows for breadth in such topics, including six new courses that allow you to focus on healthcare management. Material for this non-thesis program is presented through lectures, discussions, case studies, and individual and group projects. The Evening MBA program does not require previous instruction in business administration.

There was a gap in the graduate assessment process for the part-time MBA program. A separate Graduate Assessment Committee, which was independent from the Graduate Curriculum Committee, met until Fall 2015. Program level assessment was proposed and a calendar was developed, but the proposed process was not followed. The Graduate Curriculum Committee (GCC) met from Spring 2015 to Spring 2017. Curriculum development efforts continued during that time period, including the approval of the MS in Finance courses.

When the group convened in Spring 2017 as the Graduate Curriculum and Assessment Committee (GCAC), it revised the goals and divided them into specific and measurable learning outcomes. The members identified artifacts from the existing graduate courses using a survey of all PMBA faculty. The learning outcomes for the PMBA program were assessed from the student exposure to the common body of business knowledge and experience gained by completing the six required core courses of the program and five additional courses.

Upon completion of the program, PMBA Graduates should be able to

Goals	Learning Outcomes (*Upon completion of the PMBA program, graduates will be able to…*)
1. Solve Problems (AACSB: Analytical Thinking; Technology; Knowledge Application)	1.1 Locate relevant information to inform business decisions 1.2 Analyze quantitative and qualitative information that inform solutions to business problems 1.3 Generate and compare alternative solutions 1.4 Integrate core business knowledge and information to develop, choose, and defend solutions
2. Communicate Professionally (AACSB: Communication)	2.1 Produce professional business documents 2.2 Design professional presentations
3. Think Globally (AACSB: Diversity)	3.1 Differentiate between environmental components across countries. 3.2 Evaluate the impact of culture on business strategies. 3.3 Develop business strategies that adapt to international environments.
4. Collaborate Effectively (AACSB: Teamwork; Communication; Technology)	4.1 Demonstrate the ability to work effectively in teams. 4.2 Apply knowledge of team skills to work effectively in a group, influence others, and drive positive impact for the greater good. 4.3 Identify collaborative structures, processes, and strategies that exploit technology to enable innovative business opportunities and solutions.


Identified previously defined learning outcomes and plan
Located previous rubrics
Surveyed faculty on learning outcomes and assignments and refined outcomes
Collected past assessments
Selected individual assignments, projects, and presentations from Spring 2017
Selected a sample of artifacts
Spring 2017
Fall 2017
Spring 2018
GCAC and/or graduate faculty examined each artifact in Google Drive or on Qualtrics and assigned meet expectations/did not meet expectations using the rubric. Differences in ratings were resolved via discussion.
Spring 2017
Objective 1: Solve problems
MBA550, writing assignments, random sample five students.
MBA565, writing assignments, random sample five students.
Objective 2.1: Produce professional business documents
MBA502, writing samples, random sample five students
Objective 2.2: Design professional presentations; Objective 3: Think Globally
MBA562, presentations, random sample five students
Fall 2017
Objective 1.4: Integrates to solve problems, Objective 2.1: Produce professional business documents
MBA540, random sample of seven students
Students completed peer evaluation on Qualtrics. Peer evaluations reviewed by member of graduate faculty and member of GCAC.
Objective 4: Collaborate Effectively
MBA565, seventeen students
Spring 2018
Objective 1: Solve Problems
MBA540, random sample five students; MBA550, random sample of five students
Objective 2: Communicate Effectively
MBA550, random sample of five students
Objective 3: Think Globally
MBA562, twelve students
Raters discussed the results with the GCAC.
Results were summarized for faculty; GCAC faculty members were asked to share results with area faculty.
Faculty members were supposed to generate ideas to address gaps, but most of discussion focused on ideas to improve the assessment process (May 2018)
Ideas to be implemented:
Refined rubrics/better measures
Peer Review
Basic topic sentence structure
GCAC wants to retain responsibility for Graduate Assessment

The curriculum is structured to help students reach each of the four outcomes as indicated:

Course	Solve Problems	Communicate Professionally	Think Globally	Collaborate Effectively
MBA 500 Statistical Methods	I			
MBA 502 Organizational Behavior or MBA 532 Organizational Behavior for Healthcare Prof.	I	I	I	I
MBA 503 Financial Accounting or MBA 533 Financial Accounting for Healthcare Professionals	I			R
MBA 504 Financial Management or MBA 534 Financial Management for Healthcare Professionals	R	R		
MBA 505 Managerial Marketing	R	R	I	
MBA 510 Managerial Accounting or MBA 537 Managerial Accounting for Healthcare Professionals	R			
MBA 530 Legal Environment of Business	E			
MBA 540 Organizational Decision Making and Design	R	E	R	E
MBA 550 Management Information Resources/MBA 535 Info. Resources for Healthcare Prof.	E	R		R
MBA 555 Managerial Economics	E	R	R	
MBA 560 Operations & Supply Chain Management or MBA 536 Healthcare Operations & Supply Chain Management	E	R	R	R
MBA 562 Global Supply Chain Management	E	R	E	R
MBA 565 Strategic Management	E	E	R	E

I = Introduce; R = Reinforce; E = Emphasize

II. Evidence

Learning Objective 1: Solve problems

Assessment Measurement: Individual case analyses

Learning Objective	*Meets Expectations*	*Does not Meet Expectations*
1.1 Locates relevant information to inform business decisions	Distinguishes between rational and emotional information, separates facts from opinions, avoids egocentric perspectives	Uses primarily personal experience/feelings/beliefs in place of evidence from the credible sources or does not attempt
1.2 Analyze quantitative and qualitative information to inform solutions to business problems	Presents own analysis of external data/information and attends to ambiguous, contradictory, or inadequate information with an explanation	Regurgitates information from others without justifying why it applies or does not provide information
1.3 Generates and compares alternative solutions	Constructs cogent arguments rooted in data and information instead of speculation and unsupported opinion; avoids overstated or understated conclusions	Conclusions draw heavily or completely on unsupported opinion. Draws unwarranted or fallacious conclusions. Ignores information and maintains or defends views based on self-interest or pre-conceptions
1.4 Integrates core business knowledge and information to develop, choose, and defend solutions	Constructs cogent arguments that integrate knowledge and evidence and consider all stakeholders	Treats the challenge as a simple one requiring an uncomplicated, vague response

Benchmark for Evaluation: 80% meet expectations

Learning Objective 2: Communicate Professionally

Learning Objective		
Assessment Measurement	*Individual writing in MBA502, MBA540, MBA505.*	
	Meets Expectations	*Does not Meet Expectations*
2.1 Produce professional business documents	The reader (team member, coworker, client, CEO) would view it as professional.	The reader of the document would view it as unprofessionally written.
Assessment Measurement	*Individual presentation in MBA562.*	
	Meets Expectations	*Does not Meet Expectations*
2.2 Design professional presentations	Present clearly, concisely, persuasively, and analytically, with appropriate use of relevant, clear, attractive visual aids	Underdeveloped presentation with inaccurate or unclear supporting materials

Benchmark for Evaluation: 80% meet expectations.

Learning Objective 3: Think Globally

Assessment Measurement: Individual presentation in MBA562.

Learning Objective	*Meets Expectations*	*Does not Meet Expectations*
3.1 Differentiate between environmental components across countries	Demonstrates appropriate knowledge through analysis of the countries	Does not demonstrate appropriate knowledge of the countries
3.2 Evaluate the impact of culture on business strategies	Identifies the impact of culture on business strategies	Does not identify the impact of culture on business strategies
3.3 Develop business strategies that adapt to international markets	Identifies effective business strategies that consider opportunities and leverage external analysis	Does not use external analysis or critical reasoning to identify appropriate strategies

Benchmark for Evaluation: 80% meet expectations.

Learning Objective 4: Collaborate Effectively

Assessment Measurement: Team projects in MBA565.

Learning Objective	*Meets Expectations*	*Does not Meet Expectations*
4.1 Demonstrate the ability to work effectively in teams	Demonstrates the ability to work effectively in teams	Does not demonstrate the ability to work effectively in teams
4.2 Applies knowledge of team skills to work effectively in group, influence others, and drive positive impact for the greater good	Team members are highly satisfied with work	Team members are highly dissatisfied with work
4.3 Identifies collaborative structures, processes, and strategies that exploit technology to enable innovative business opportunities and solutions	Identifies collaborative structures, processes, and strategies as effective or ineffective as appropriate	Does not identify appropriate behaviors as effective or ineffective.

Benchmark for Evaluation: 75% meet expectations.

III. Evaluation, Results, and Reflection

Summary

	Solve Problems	Communicate Professionally	Think Globally	Collaborate Effectively
Spring 2017	1.1 100%, 100% 1.2 80%, 80% 1.3 100%, 60% 1.4 100%, 80%	2.1 100%, 100% 2.2 100%	3.1 100% 3.2 100%	
Fall 2017	1.4 57%	2.1 71%		4.1 94% 4.2 88% 4.3 82%
Spring 2018	1.1 80%, 100% 1.2 100%, 100% 1.3 80%, 100% 1.4 80%, 100%	2.2 100%	3.1 100% 3.2 100% 3.3 100%	

Spring 2017

Learning Objective 1: Solve problems

MBA550, writing assignments from a random sample of five students.

5/5 (100%) met expectations 1.1 Locates relevant information to inform business decisions (Distinguishes between rational and emotional information, separates facts from opinions, avoids egocentric perspectives)

4/5 (80%) met expectations 1.2 Analyze quantitative and qualitative information to inform solutions to business problems (Presents own analysis of external data/information and attends to ambiguous, contradictory, or inadequate information with an explanation)

5/5 (100%) met expectations 1.3 Generates and compares alternative solutions (Constructs cogent arguments rooted in data and information instead of speculation and unsupported opinion; avoids overstated or understated conclusions)

5/5 (100%) met expectations 1.4 Integrates core business knowledge and information to develop, choose, and defend solutions (Constructs cogent arguments that integrate knowledge and evidence and consider all stakeholders)

Process:
Two graduate faculty members from the GCAC read each paper from the MBA550 sample and assigned meet expectations/did not meet expectations using the rubric. Differences in ratings were resolved via discussion. They discussed the results with the GCAC. Results were summarized for faculty at the area level.

MBA565, writing assignments from a random sample of five students.

5/5 (100%) met expectations 1.1 Locates relevant information to inform business decisions ((Distinguishes between rational and emotional information, separates facts from opinions, avoids egocentric perspectives)

4/5 (80%) met expectations 1.2 Analyze quantitative and qualitative information to inform solutions to business problems (Presents own analysis of external data/information and attends to ambiguous, contradictory, or inadequate information with an explanation)

3/5 (60%) met expectations 1.3 Generates and compares alternative solutions (Constructs cogent arguments rooted in data and information instead of speculation and unsupported opinion; avoids overstated or understated conclusions)

4/5 (80%) met expectations 1.4 Integrates core business knowledge and information to develop, choose, and defend solutions (Constructs cogent arguments that integrate knowledge and evidence and consider all stakeholders)

Process:
One graduate faculty member and one GCAC member read each paper from the MBA 565 sample and assigned meet expectations/did not meet expectations using the rubric. The GCAC member discussed the results with the GCAC. Results were summarized for faculty at the area level.

Summary of Analysis and Reflections:
It is the goal of the program to develop critical thinking skills. Students at the beginning levels of the program should have strong skills in the ability to locate relevant information, while their skills associated with knowledge integration and use of information to defend their solutions may not be as well developed. One reviewer noted she was impressed by the quality of the writing samples. "Some of the papers could be improved by integrating the pros and cons better (e.g., the paper that had a bulleted list) and perhaps a more explicit discussion of various stakeholders." There was some disagreement between the ratings on whether the papers met expectations or not, which suggests there is an opportunity to refine the rubric to offer more categories for evaluation and/or to provide some advanced training of the reviewers to ensure consistent ratings. The number of students who meet expectations should improve as students move through the program. The percentage of students who meet expectations indicates that, overall, students are meeting objectives by locating information, but there is an opportunity for improvement in their abilities to generate and compare alternative solutions and integrate core business knowledge and information to develop, choose, and defend solutions.

Learning Objective 2: Communicate Professionally

MBA502, random sample of six students

5/5 (100%) met expectations for 2.1 Produce professional business documents. (The reader (team member, coworker, client, CEO) would view it as professional.)

Process:
One graduate faculty assessed writing samples from MBA502. Results were shared with GCAC and discussed.

Analysis and Reflections:
All students met objectives for professional written communications. Consider revising the rubric to set higher standards and to work on specific aspects (e.g. the ability to make a persuasive argument).

MBA562, random sample of five students

5/5 (100%) met expectations for 2.2 Design professional presentations (Present clearly, concisely, persuasively, and analytically, with appropriate use of relevant, clear, attractive visual aids)

Process:
One graduate faculty assessed oral presentations. Results were shared with GCAC and discussed.

Analysis and Reflections:
All students met objectives for professional written and oral communications. Consider revising the rubric to set higher standards and to work on specific aspects (e.g. data visualization).

Learning Objective 3: Think Globally

MBA565, random sample of five students

Learning Objective 3: Think Globally
5/5 (100%) met expectations 3.1 Differentiate between environmental components across countries (Demonstrates appropriate knowledge through analysis of the countries)

5/5 (100%) met expectations 3.2 Evaluate the impact of culture on business strategies (Identifies the impact of culture on business strategies)

Process:
One graduate faculty member assessed content of the oral presentations. Results were shared with the GCAC and discussed.

Summary of Analysis and Reflections:
Students differentiated between environmental components and evaluated the impact of culture on business strategies. There is a need to add assessment of business strategy development in global markets or to change the objective.

Fall 2017

Learning Objective 1: Solve Problems.

MBA540, random sample of seven students

4/7 (57%) met expectations on 1.4 Integrates core business knowledge and information to develop, choose, and defend solutions (Constructs cogent arguments that integrate knowledge and evidence and consider all stakeholders)

Learning Objective 2: Communicate Professionally

Learning Objective 2.1 Produce professional business documents.

MBA540, random sample of seven students

5/7 (71%) met expectations 2.1 Produce professional business documents (The reader (team member, coworker, client, CEO) would view it as professional.)

Process:
Two faculty members read each of the papers and evaluated them using the rubric. They discussed the results with each other to resolve disagreements and then shared the results with the rest of the GCAC. Then the results were communicated with the rest of the faculty.

Analysis and Reflections:
It is the goal of the program to strengthen communication skills. Some students meet expectations for effective written communications. Structure of written arguments and professionalism need to be improved. “Most writing samples are very well written, but some lack structure and fluidity. References are important and should be well indicated. It is also important to have a good introduction to help the reader understand the context and a strong conclusion that summarizes the writing and provides perspectives.” “Most papers showed adequate to strong argument quality, however more structured writing would be beneficial. For example, a basic topic sentence format should be taught and implemented throughout the college.”

Learning Objective 4: Collaborate Effectively

MBA565, all students

16/17 (94%) met expectations 4.1 Demonstrate the ability to work effectively in teams

15/17 (88%) met expectations 4.2 Applies knowledge of team skills to work effectively in group, influence others, and drive positive impact for the greater good (Team members are highly satisfied with work)

14/17 (82%) met expectations 4.3 Identifies collaborative structures, processes, and strategies as effective or ineffective as appropriate. (Identifies collaborative structures, processes, and strategies as effective or ineffective as appropriate)

Process:
Students evaluated themselves and each other using a rubric. GCAC members used the met expectations/did not meet expectations rubric to summarize the information, analyzed the information, and discussed it, then shared the results with faculty.

Analysis and Reflections:
Students meet objectives for effective collaboration. There is an opportunity to improve the depth of understanding about collaborative structures, processes, and strategies or to design a measure that more fully captures their depth of understanding.

Spring 2018

Learning Objective 1: Solve problems

MBA540, writing assignments from a random sample of five students.

4/5 (80%) met expectations 1.1 Locates relevant information to inform business decisions

5/5 (100%) met expectations 1.2 Analyze quantitative and qualitative information to inform solutions to business problems

4/5 (80%) met expectations 1.3 Generates and compares alternative solutions

4/5 (80%) met expectations 1.4 Integrates core business knowledge and information to develop, choose, and defend solutions

Process:
One graduate faculty member and one GCAC member read each paper from the MBA550 sample and assigned meet expectations/did not meet expectations using the rubric. Results will be discussed with the GCAC in Fall 2018 and will be summarized for faculty at the area level.

Analysis and Reflections:
Students meet objective. There is an opportunity to improve the use of information to support arguments and to reduce statements that are not backed up by information.

MBA550, writing assignments from a random sample of five students.

5/5 (100%) met expectations 1.1 Locates relevant information to inform business decisions

5/5 (100%) met expectations 1.2 Analyze quantitative and qualitative information to inform solutions to business problems

5/5 (100%) met expectations 1.3 Generates and compares alternative solutions

5/5 (100%) met expectations 1.4 Integrates core business knowledge and information to develop, choose, and defend solutions

Process:

One graduate faculty member and one GCAC member read each paper from the MBA550 sample and assigned meet expectations/did not meet expectations using the rubric. Results will be discussed with the GCAC in Fall 2018 and will be summarized for faculty at the area level.

Analysis and Reflections:
Students meet objective. The artifact reflects scaffolding that includes a draft and feedback from the instructor.

Learning Objective 2: Communication effectively.

MBA550, random sample of five students

5/5 (100%) met expectations 2.2 Design professional presentations

Process:
One graduate faculty member evaluated each individual presentation from the MBA550 sample and submitted the results and the presentations for review. Results will be discussed with the GCAC in Fall 2018 and will be summarized for faculty at the area level.

Learning Objective 3: Think Globally

MBA562, twelve students (individual presentations)

12/12 (100%) met expectations 3.1 Differentiate between environmental components across countries

12/12 (100%) met expectations 3.2 Evaluate the impact of culture on business strategies

MBA562, twelve students, working in pairs (not ideal)

12/12 (100%) met expectations 3.3 Develop business strategies that adapt to international markets

Process:
One graduate faculty member and one GCAC member evaluated the content from two separate assignments. Results will be discussed with the GCAC in Fall 2018 and will be summarized for faculty at the area level.

Analysis and Reflections:
Students meet objective. The artifact reflects scaffolding that includes a draft and feedback from the instructor.

Full-Time Masters of Business Administration: Strategic Innovation MBA (SIMBA)

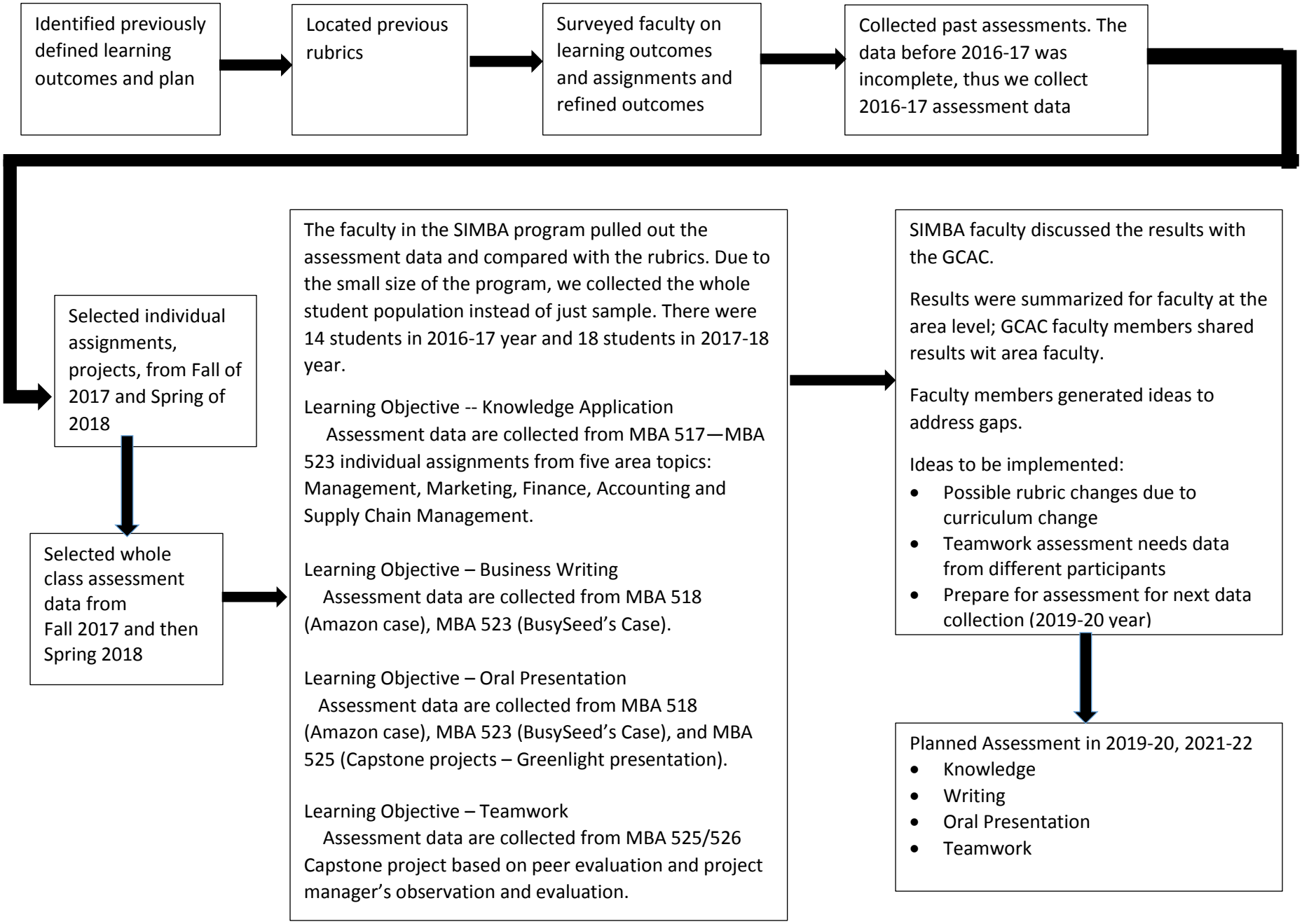
I. Identification of student learning outcomes

In today's innovation-based economy, businesses expect you to be prepared with critical thinking and problem solving skills along with the practical knowledge and experience to use these skills. The Strategic Innovation MBA is designed to develop leaders to meet these requirements. The Strategic Innovation MBA provides immersive educational environments and curriculum with live capstone projects from local business partners and delivers creative solutions for real business problems in product/service innovation and process improvement.

The Graduate Curriculum Committee (GCC) met from Spring 2016 to evaluate SIMBA program and discovered the approach used in program assessment was incorrect and the data was incomplete. With program leader's departure, the Graduate Curriculum and Assessment Committee (GCAC) revised the learning objectives, improve the rubrics, and planned the new assessment data collection starting from the Fall of 2016. Since the SIMBA program is a cohort-based program with coursed designed to be integrated, the assessment for each learning goals may pull data from several course that intend to achieve the same learning goal. We also collect data from all students (instead of from a sample) due to small size of the student body.

The Learning Goals of the SIMBA program include:

1. Knowledge Application
2. Business Writing
3. Oral Presentation
4. Teamwork


Identified previously defined learning outcomes and plan
Located previous rubrics
Surveyed faculty on learning outcomes and assignments and refined outcomes
Collected past assessments. The data before 2016-17 was incomplete, thus we collect 2016-17 assessment data
Selected individual assignments, projects, from Fall of 2017 and Spring of 2018
Selected whole class assessment data from Fall 2017 and then Spring 2018
The faculty in the SIMBA program pulled out the assessment data and compared with the rubrics. Due to the small size of the program, we collected the whole student population instead of just sample. There were 14 students in 2016-17 year and 18 students in 2017-18 year.
Learning Objective -- Knowledge Application
Assessment data are collected from MBA 517—MBA 523 individual assignments from five area topics: Management, Marketing, Finance, Accounting and Supply Chain Management.
Learning Objective – Business Writing
Assessment data are collected from MBA 518 (Amazon case), MBA 523 (BusySeed's Case).
Learning Objective – Oral Presentation
Assessment data are collected from MBA 518 (Amazon case), MBA 523 (BusySeed's Case), and MBA 525 (Capstone projects – Greenlight presentation).
Learning Objective – Teamwork
Assessment data are collected from MBA 525/526 Capstone project based on peer evaluation and project manager's observation and evaluation.
SIMBA faculty discussed the results with the GCAC.
Results were summarized for faculty at the area level; GCAC faculty members shared results wit area faculty.
Faculty members generated ideas to address gaps.
Ideas to be implemented:
Possible rubric changes due to curriculum change
Teamwork assessment needs data from different participants
Prepare for assessment for next data collection (2019-20 year)
Planned Assessment in 2019-20, 2021-22
Knowledge
Writing
Oral Presentation
Teamwork

The curriculum is structured to help students reach each of the four outcomes as indicated:

Course	Knowledge Application	Business Writing	Oral Presentation	Teamwork
MBA 517 Business Foundation I	I			
MBA 518 Business Foundation II	I	I	I	I
MBA 519 Customer and Project Analysis	I			
MBA 520 Objectives and Metrics	R			
MBA 521 Situation Analysis and Solution Development	R			
MBA 522 Business Process Improvement and Sustainability	R			
MBA 523 Risk Assessment, Change and Control	R	R	R	R
MBA 524 Innovation, Process and Performance	E			
MBA 525/526 Business Innovation Project/ Product Innovation Project/		E	E	E

I = Introduce; R = Reinforce; E = Emphasize

II. Evidence: Evaluation, Results, and Reflection

The summaries of student performances are provided below.

Learning Goals of Assessment	Knowledge Application		Business Writing		Oral Presentation		Teamwork	
Year	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
# of students whose grade > 85%	12 / 14	18 / 18	14 / 14	18 / 18	14 / 14	18 / 18	9 / 13	N/A
# of students whose grade > 90%	6 / 14	16 /18	11 / 14	13 / 18	4 / 14	12 / 18	8 / 13	N/A

Spring 2017

Learning Objective 1: Knowledge Application

Measurement: individual assignments from MBA 517, 518, 519, 520, 521, 522 and 523.

Knowledge Application Rubric

	Fail to Meet Standards	Meet Standards	Exceed Standards
Understand the problem	Student's solution shows misunderstanding of the problem.	Student's solution shows correct understanding of the problem.	Student's solution shows not only correct understanding of the problem, but also proper context that problem/solution applies
Apply appropriate problem solving procedures	Confusion of key concepts; solving the problem in a detoured or unnecessarily complex way; fail to show the problem solving details.	Correct usage of key concepts and information.=; demonstrate concise and clear procedure of problem solving,	In addition to "meet standards," the student also provides justification or reasoning of the approach.
Analyzes the problem	Fail to use correct concepts and information; fail to conduct required analysis; the analysis is wrong.	Conduct proper analysis on required aspects and questions.	Conduct proper analysis on required aspects and questions and also provide different approaches of analysis.
Interpretation and communicates the results	Fail to provide the results; fail to interpret and communicate the results; the analysis is correct, but fail to explain what the results mean.	Provide good interpretation on the results and show understanding on the subject.	In addition to "meet standards," the student also understands "in what context the results apply" or "in what context the result will not apply."

Benchmark for Evaluation: 85% meet expectations

Process:
Two graduate faculty members from the SIMBA program selected knowledge based individual assignment from all SIMBA students. Differences in ratings were resolved via discussion. Results were summarized for faculty at the program level.

Summary of Analysis and Reflections:

1. The goal of courses in the fall semester (MBA 517, 518, 519, 520, 521, 522 and 523) is to lay knowledge foundation for SIMBA students in five subject areas: Management, Marketing, Finance, Accounting, and Supply Chain Management.
2. In 2016-17 year, one student (ID: Student-05) lagged behind in all learning objectives in all subjects. Before the fall semester ended, that student dropped out from the program.
3. In 2016-17 year, there was an issue in an instructor's teaching effectiveness. Students shown struggles in that subject, which we believed contributed to low performance in that year.

4. The assessment in 2017-18 year shows improvements in this learning goal. All students achieve 85% performance expectation and 16 out of 18 students achieves 90% performance expectation. This improvement may due to (1) an experienced instructor is assigned to covered the struggled instructor in the previous year, or (2) the assessment format and evaluation from some subjects are biased to grade inflation.
5. We recommend the program should re-evaluate their grading criteria and format to avoid grade inflation.

Learning Objective 2: Business Writing

Measurement: Team project writing assignments from MBA 518 and MBA 523

Business Writing Rubric

Scoring Traits	**Does Not Meet Expectations**	**Meets Expectations**	**Exceed Expectations**
Organization of Ideas and Content (OIC)	Writing is not concise and has a tendency to ramble. No clear direction in the writing. Lack of focus and organization interfere with communication and understanding. <u>If appropriate:</u> Lacks a clear introduction and conclusion. *Needs work to be acceptable. Student should be referred to writing center.*	Writing could be a more concise. Focus and direction of writing is acceptable, but could use a little improvement. Organization doesn't interfere with communication and understanding, but could use a bit more attention. <u>If appropriate:</u> Introduction and conclusion are acceptable, but could use improvement.	Writing is concise. Information is presented in a manner which makes it extremely easy for the reader to understand the points being made. Ideas are clearly stated. Focus and direction of the writing are extremely clear. <u>If appropriate</u>: Compelling introduction, informative body with details, and effective conclusion.
Sentence Structure (SS)	Poorly developed sentences. Sentences don't express ideas well. Sentence structure is sometimes so poor that it makes reading and understanding difficult. Sentences are awkward, rambling and would sound strange if read out loud. *Needs work to be acceptable. Student should be referred to writing center k .*	Sentences usually flow well while at other times are awkward due to lack of conciseness, wordiness, or lack of appropriate structure. Overall, most sentences clearly express ideas.	Extremely well developed sentences. Sentences flow well. Sentences clearly express ideas. Sentences are concise. .
Paragraph Structure (PS)	Sentences within a paragraph are unrelated. No clear direction within the paragraph. Connections between paragraphs are confusing. *Needs work to be acceptable. Student should be referred to writing center.*	Similar to Superior, but a few paragraphs need improvements. Most sentences within a paragraph build upon or relate to a single issue. A few paragraphs lack good lead-in or transitional sentences.	Organization of paragraphs enhances readability. Sentences within paragraph all build upon or relate to a single issue. Logical flow. Good lead-in sentence for each paragraph. Good transition between paragraphs. .
Word Choice	Writer struggles to use appropriate vocabulary.	Writer uses familiar words well and occasionally makes more	Sophisticated and appropriate use of vocabulary. Word

and Tone (WCT)	Words/terms are used incorrectly. Tone and word choice are inappropriate for intended audience. Inappropriate use of "casual language" and clichés. *Needs work to be acceptable. Student should be referred to writing center.*	sophisticated word choices. Tone and word choice are appropriate for the intended audience.	choice adds to quality of the writing and enhances overall meaning. Tone and word choice are appropriate for the intended audience. .

Benchmark for Evaluation: 85% meet expectations.

Process:
One graduate faculty assessed team project writing samples and evaluations from the teaching teams from MBA 518 and MBA 523. Results were shared with GCAC and discussed.

Analysis and Reflections:

1. All students met objectives for business written communications. However, based on data in both years, there is some aspects students need to improve: data visualization, professional citation and references.
2. In two writing assignments, the first case in a selected corporation strategy analysis and the second case is a business case analysis. We find that students in both years show weakness in the writing for a real-business case analysis. This might be because most SIMBA students do not have real working experiences. Since SIMBA students will work on capstone project in the Spring semester, the assessment faculty recommends to include the final writing report of capstone projects (MBA 525/526) in the assessment to see if students show progresses in real business case writing.

Learning Objective 3: Oral Presentation
Measurement: Team project presentations from MBA 518, MBA 523, and MBA 525/526 (Capstone project, Greenlight presentation)

Oral Presentation Rubric

	Lack of Audience Focus ←----------→ Clear Audience Focus		
	Not Presentable (NP)	**Presentable** (P)	**Proud to Present** (PP)
Content & Structure	Purpose not clear, information disjointed or inadequate. Unclear structure. Not memorable.	Information is usually relevant and appropriate to audience. Bottom-line is pretty clear. Some transitions between parts.	Information is relevant to audience. Bottom-line is very clear. Excellent details. Memorable and clear structure.
Command of Material	Poor. Struggles often to find words. Reads or recites most of presentation with no eye contact on audience.	Uses notes less than once a minute. Struggles occasionally to find words. Some use of fillers ("uh" or "um").	Excellent. Does not read from notes or slides. Expresses ideas fluently in own words. Handles mistakes with ease.
Eye Contact	Essentially no eye contact. Reads continuously, glancing up only once or	Moderate eye contact. Often looks away from audience.	Continuous eye contact. Faces audience and refers to notes or slides less than

	so a minute. Stares at ceiling or consistently looks away from audience.		once a minute. Rarely looks away from audience.
Body Language	Distracting. Sways, paces, or fidgets so that audience is distracted from presentation. Poor use of hands (in pockets, jingling keys, playing with pen).	Neutral. Stands facing the audience. Occasionally uses hands and body movements appropriately, but may still be a little stiff or nervous. Maintains distance from audience.	Engaging. Uses appropriate gestures (e.g., pointing with hands). Moves around without pacing. Reduces distance from audience.
Voice qualities	Halting, uneven pace. Cannot hear all of the words due to mumbling, speaking too softly, speaking too fast, or monotone.	Adequate pace and volume. Speaks fairly clearly but lacks sufficient variations in vocal intonation for emphasis.	Fluid, natural delivery. Speaks moderately slowly with good vocal variety, articulation, and volume.

Benchmark for Evaluation: 85% meet expectations.

Process:
One graduate faculty assessed team project presentation samples and evaluation from the teaching team from MBA 518, MBA 523 and the Greenlight capstone presentation from MBA 525/526. Results were shared with GCAC and discussed.

Analysis and Reflections:

1. The assignment in Oral Presentation is the same as the Business Writing, the first case in a selected corporation strategy analysis and the second case is a business case analysis. Different from Business Writing examples, we do not see students struggle in their second presentation for the real business case. In most cases, students' oral presentation performance improved in their second assessment.
2. However, the presentation performance in the greenlight capstone presentation from MBA 525/526 in the Spring semester did not do as well as their second oral presentation assessment. It is too early to conclude what the cause is. The SIMBA faculty provides several possible explanations: (1) it is a real business case that each team works on different projects. Each year, the project's scope and goal are different. Thus, there is no reference point for students to follow. (2) Working for real capstone project, it takes time to narrow down to a viable and workable project expectation with business partners. The greenlight presentation is just a checkpoint for business partners and faculty to see whether students are in the right direction. The SIMBA faculty recommends that, if possible, the final capstone project presentation can be included in the oral presentation assessment.

Learning Objective 4: Teamwork

Assessment Measurement: Capstone projects in MBA 525/526.

Teamwork Rubric

	Fail to Meet Standards	Meet Standards	Exceed Standards
Reliable and committed to team deliveries	Fail to accomplished assigned tasks on time; the finished work lacks of consistency, reliability or quality	Accomplish assigned tasks on time with consistency, reliability and quality.	In addition to "meet standards," provide assistance to other team members to finish the works.
Actively participate in teamwork and be flexible for task changes	Fail to listen to teammate's opinions; passively involved in teamwork; inflexible or unwilling to accommodate due to changes of teamwork.	Active listener; active participant; flexible and willing to accommodate due to changes of teamwork.	Good listener; considerate participants; willing to take responsibility on challenging tasks.
Fosters constructive communication and team dynamics	Obstruct constructive communication; express their thought without respect for others.	Demonstrate business professionalism and provide constructive communications clearly, directly, honestly.	In addition to "meet standards," express their thoughts and ideas and with respect for others
Respond to team conflict in a professional approach.	Self-centered and put self-first before the team; react to conflict in an unprofessional way.	Self-reflective and empathetic to solve team conflict; demonstrate intention to solve team conflict in a fair and open approach.	In addition to "meet standards," demonstrate leadership of solve the conflict.

Benchmark for Evaluation: 85% meet expectations.

Process:

Teamwork is evaluated in the six-credit capstone project course (MBA 525/526). The SIMBA faculty uses team peer evaluation as well as project manager's observations to assign students' performance in Teamwork Learning Objective. Since capstone project's final delivery is in mid-May in each academic year, SIMBA has only 2016-17 year's data to conduct the assessment.

Analysis and Reflections:

1. In 2016-17 year, 9 out of 13 students passed 85% performance expectation. This is lower than the program has expected. Tracing back to the causes, we find that one student did not submit team evaluation form and there was one team (with three students) showing serious team conflicts. Even though the SIMBA project manager had many meetings to meet with team members individually or as a group and tried to intervene, the team still failed to work together as a team. Eventually that team delivered a mediocre final presentation to the business partner. The SIMBA program reflected on what could have prevented team dynamics failure like this. Several possible prevention ideas are provided: (1) when assigning students with capstone projects, the faculty

should know the dynamics and interactions in the current student cohort; (2) mandatory rotation on team member responsibility and their roles played in their meetings.

Recommendations and Planning:

1. The SIMBA program will have a changed curriculum from 2018-19 academic year. The change was intend to reduce ineffective team teaching, streamline instructor scheduling, and reduce program management complexity. The major change is course content re-arrangement in all courses in the Fall semester. It is too early to conclude whether this curriculum change will impact on the program assessment. The GCAC committee recommends the program director should have early assessment plan and communicate clearly with instructors who will be teaching in SIMBA program about the process of learning assessment.
2. To have the assessment in place for the next five years, the SIMBA program plans to have assessment conducted in 2019-20 and 2021-22 year.
3. The Business Writing, Oral Presentation and Teamwork learning objectives have been embedded in several courses. The GCAC committee recommends having Knowledge Application learning objective to be embedded in several course in the Fall semester.

PhD in Business Administration

The Ph.D. program in Business Administration offers specializations in marketing**,** finance**,** and supply chain management**.** In this mentor-based program, students take formal coursework in the first two years, and work closely with one or more professors on research projects in their area of specialization throughout the program.

PHD in Business Administration graduates will

- Demonstrate comprehensive knowledge of theories and methods used in the field chosen by the graduate.
- Execute and communicate about quality research
- Teach effectively

Curriculum Map

Course	Demonstrate comprehensive knowledge of theories and methods	Execute and Communicate about quality Research	Teach Effectively
BUS601 Practicum in Business Teaching			I
BUS602 Practicum in Research	I	I	
Required Co-Curricular Course in Instructional Design from ATL			R
BUS604/609/610 Seminar I	R	R	
BUS604/609/610 Seminar II	R	R	
BUS604/609/610 Seminar III	R	R	
BUS604/609/610 Seminar IV	R	R	
BUS604/609/611 Research Methods	R	R	
BUS692 Directed Study I	E	E	
BUS692 Directed Study II	E	E	
BUS699 Dissertation Research	E	E	

I = Introduce; R = Reinforce; E = Emphasize

PhD Program Summary of Assessments

Goal 1: Demonstrate comprehensive knowledge of theories and methods used in the field chosen by the graduate

Method of Assessment: Comprehensive Exam
Process for Assessment: A minimum of three graders evaluate performance on a written exam and, if/when successfully completed, an oral exam.

Year	2013	2014	2015	2016	2017	2018
Number of Students with Attempts	6		6		7	1
Passed First Time	5		5		4	pending
Passed Second Time	n/a		1		2 (1 pending)	
Successfully Passed	5/6 (83%)		5/6 (83%)		6/7 (86%)	

Goal 2: Execute and communicate about quality research.

Method of Assessment: Paper of Publishable Quality
Process for Assessment: A minimum of three graders approve one paper of publishable quality

Year	2013	2014	2015	2016	2017	2018
Number of Students with Attempts	7		6		6	1
Successfully Passed	7 (100%)		6 (100%)		6 (100%)	1 (100%)

Method of Assessment: Dissertation Defense
Process for Assessment: A minimum of three inside members and two outside members approve dissertation

Year	2013	2014	2015	2016	2017	2018
Successfully Passed	1 Massouak	3 Precourt 8/20/14 Chung Vinuales	1 Zhang	1 Duan 4/4/16	5 Matos Shekari Namin, Yalcin Yu Jacobsen	1 Eng

Goal 3: Teach effectively.

Method of Assessment: Classroom Evaluation by two faculty members
Process for Assessment: A minimum of two people will observe students teaching.

Year	2013	2014	2015	2016	2017	2018
Successfully Passed	n/a	7/7 (100%)	n/a	5/6 (83%)	n/a	Fall 2018

Analysis and Reflections

Two one credit courses are required for all PhD students: BUS601 and BUS602. They were revamped and a system was put in place to make sure they were offered during Year 1 of the program.

BUS 602 was offered in Spring 2017, attended by 8 students at various stages of their program. The highlights included student exposure to the role of research in a faculty workload, evaluation of research quality and the process of selecting, submitting, revising manuscripts. Several faculty shared their experiences with the students. The final session included PhD alumni who shared their career stories.

BUS601 was redesigned and offered in Fall 2017 to all incoming students. Senior students also attended along with a visiting scholar from Taiwan. The highlights included student exposure to formal requirements of effective teaching including designing and implementing syllabus and considering assessment. CBA faculty shared their teaching philosophy and experiences. URI experts from Assessment as well as a visiting scholar from the Theater department participated in the course. A grant was earned to assess the effectiveness of BUS601 and the program in the development of effective classroom teachers.

Objectives
By the end of the course, students will be able to:

- Design a course syllabus and create a course outline that is grounded on sound principles of course design
- Identify measurable student learning outcomes for the proposed course
- Generate appropriate methods of evaluation for the proposed course
- Create and implement in-class activities that engage students and encourage interaction
- Articulate a teaching philosophy
- Exhibit confidence as a university instructor

Topics

Week One	Learning and Motivation: Bloom's Taxonomy, Fink's Taxonomy
Week Two	Learning and Motivation: Universal Design for Learning (*Self-directed module online*)
Week Three	Learning Objectives, Learning Outcomes, and Assessment
Week Four	Active Learning
Week Five	Engagement in the Classroom (Theater Department)
Week Six	Designing a Learner-Centered Syllabus
Week Seven	Observation Reports (Discussion following observation, reflection)
Week Eight	Peer Review of Syllabus, Teaching Philosophy

BUS601 currently stands alone within the curriculum, where students who have graduate assistantships are required to take a teaching course at the University level and teach at least

one course during the program. However, there is a need to improve teaching preparation as part of the curriculum. We will discuss a formal student mentoring program.

Areas for Discussion/Development

Communication to ensure a smoother process.

Development of one or two more courses that are interdisciplinary in nature.

Teaching as part of the curriculum (so it is reinforced and emphasized for students who are self-funded).

Pursue student placement in higher rated institutions. This would require faculty publication in higher rated journal as well as recruitment of PhD students with stronger interest in research.

Consider assessment of outcomes that are valued by the market (e.g. publications).

Appendix: Information and Survey distributed to faculty August 2017

Assurance of Learning for the PMBA Program

Assessment of the PMBA goals is the responsibility of the CBA Graduate Curriculum and Assessment Committee but should be familiar to everyone in the college.

- Individual student performance—not group performance—needs to be assessed.
- Skills should be demonstrated (vs. assessed using a questionnaire) when possible.
- We must be clear on who was involved in results analysis and reflection and how we closed the feedback loop/made changes based on the results of assessment.
- If possible, we should provide evidence of a shared curriculum, or examples where interdisciplinary faculty groups collaborated to create courses, projects, rubrics, or to reflect on the measurement.
- Evidence of a learning community-like culture among faculty and administrators involved in assessment will be favorably perceived (e.g. we value self-examination, reflection, and continuous improvement and work together, across disciplines, to improve student learning outcomes – what they learn vs. what we teach)
- In order for faculty to "buy in" to assessment, ask them which goals matter most to them. Also, ask them about what they are doing and celebrate what they are already doing well (so the improvement process is not perceived as criticism/limiting to academic freedom)

We should do assessment so improved learning is the goal (vs. perfect measurement, perfect scores, fulfilling a requirement).

The outcomes assessment process should include:

1. Definition of student learning goals and objectives (*What will our students learn in our program? What are our expectations?*)

2. Alignment of curricula with the adopted goals (*How will they learn it?*)

3. Identification of instruments and measures to assess learning (*How will we know whether they have learned it or not?)*

4. Collection, analyzing, and dissemination of assessment information (*How will we know they have learned it or not?*)

5. Using assessment information for continuous improvement including documentation that the assessment process is being carried out in a systematic, ongoing basis. (*What will we do if they have not learned it?*)

(AACSB Assessment Resource Center)

The Graduate Curriculum and Assessment Committee will be asked to consider and revise five goals, which are divided into specific and measurable learning outcomes. They will be asked to identify artifacts from the existing graduate courses. These learning outcomes for the PMBA program should be assessed from the student exposure to the common body of business knowledge and experience gained by completing the four (to six) required core courses of the program and five of seven additional courses.

1. Prepare for assessment: identify student learning outcomes
2. Data/evidence: collect work – evidence of learning
3. Evaluation: set expectations of learning demonstrated in work
4. Results and Reflection: analyze data, draw conclusions
5. Recommendations and Planning: suggest changes/propose timeline

---

PMBA COURSE REVIEW

Your name: _____ Course Number: _____

Course Title: _____

Your learning objectives (from your syllabus):

The desired program-level *(PMBA)* outcomes *(<u>what we want students to be able to do when they complete the PMBA program</u>)* that this course focuses on include:

___ Identify and Manage Ethical Dilemmas
___ Solve Problems
___ Collaborate Effectively
___ Think Globally
___ Communicate Professionally
___ Other (Please identify)

Things I ask students to do and I assess using an <u>INDIVIDUAL</u> assignment, exam, discussion, or exercise include:

___ Describe formal ethics programs and legislation

___ Identify activities that may present ethical dilemmas

___ Discuss consequences associated with unethical behavior

___ Apply appropriate theories, frameworks and models to deconstruct ethical dilemmas

___ Identify problems in business situations

___ Locate relevant information to inform business decisions

___ Analyze quantitative and qualitative information that inform solutions to business problems

___ Generate and compare alternative solutions to business problems

___ Integrate knowledge and information to develop, choose, and defend solutions to business problems

___ Produce professional business documents

___ Design professional, engaging presentations

___ Present clearly, concisely, persuasively, and analytically, with appropriate use of visual aids

___ Demonstrate appropriate interpersonal communication skills

___ Diagnose cross-cultural communication issues

___ Define key elements of countries' business environments

___ Differentiate between environmental components across countries

___ Evaluate the impact of culture on business strategies

___ Assess foreign market potential

___ Define key elements of countries' business environments

___ Develop business strategies that adapt to international environments

___ Define key elements of countries' business environments

___ Demonstrate the ability to work effectively in teams

___ Apply knowledge of team skills to work effectively in a group, influence others, and/or drive positive impact for the greater good

___ Use technology to facilitate communication and collaboration

___ Identify collaborative structures, processes, and strategies that exploit technology to enable innovative business opportunities and solutions

___ Other (Please fill in) _____

___ Other (Please fill in) _____

Do you have PAST examples of the results of these assignments/activities (artifacts, things students turned in, recordings, etc.) from the last time you taught the course in a format where they could be shared with a third party for assessment purposes?

___ Yes ___ No ___ Some of them (please specify which ones by circling them)

Please send the following: **syllabus** and **all relevant course materials** (e.g., exams, homework and laboratory assignments, classroom exercises) to your area representative on the Graduate Curriculum and Assessment Committee by September 15, 2017. In addition, please feel free to include any explanation(s) necessary showing and specifically to the how the course materials are linked to the learning goals.

Appendix: PhD Student Classroom Observation Form

Prior to the observation, the instructor should provide the observer with 1) a syllabus for the course and 2) some context for the specific class session that will be observed. The pre-observation conference should include discussion of learning goals, class format, content, and any issues/challenges that are specific to the audiences. The observer should evaluate whether the syllabus meets the standards set forth by the University and should write a summary of the information under "Class Context and Learning Goals". Following the observation, the observer and the instructor should meet to review the feedback. The instructor should receive a signed copy of the evaluation during the meeting.

Peer Evaluator: _____ Date: _____

Instructor: _____ Week of the semester: _____

Course/Section: _____ Time: _____

Number of students in attendance: _____

Syllabus

The syllabus clearly stated desired learning outcomes, which were related to desired learning outcomes at the college level.	Yes	No
The learning outcomes, or course competencies, are measurable.	Yes	No
The learning outcomes, or competencies, are written from the learner's perspective.	Yes	No
The relationship between learning outcomes and course activities is clearly stated.	Yes	No
The syllabus clearly stated the responsibilities of the students in the course.	Yes	No
The grading policy was stated on the syllabus.	Yes	No
Office hours, which met the minimum, were stated on the syllabus.	Yes	No

---

Determine level of student work

Recall information (knowledge)	Understand information (comprehension)	Use information (application)	Break down information into parts (analysis)	Put information together in new ways (synthesis)	Making judgments and justifying positions (evaluate)

Comments:

Specific Class Context and Learning Goals

Observation

The goal is to achieve Accomplished on each of the following standards, which have been associated with achievement of desired student learning outcomes. Exemplary should be rare. If Exemplary or Developing are assigned, please include details in the comments to identify opportunities for improvement or best practices that might be shared with/adapted to other courses.

Standard	**Unable to Evaluate**	**Developing**	**Accomplished**	**Exemplary**
The instructor appeared well-prepared for class.				
The learning goals were evident to the students.				
The instructor used class time effectively				
The instructor's explanations of course material were clear.				
The instructor was enthusiastic about teaching.				
The instructor treated students in a courteous, respectful, professional manner.				
Students seem to feel comfortable participating or excited to participate.				
The instructor linked new material to previously learned concepts.				
The instructor used relevant, timely examples.				
The instructor challenged students to think critically.				
The instructional strategies promoted achievement of stated learning goals.				
The instructor required students to be active (e.g. apply concepts, peer-to-peer interaction, engage in discussion)				
Learning tools used noticeably enhanced the lesson and student engagement.				
Instructor adjusted delivery in response to verbal and non-verbal feedback.				

Comments:

Circle instruction tools and practices used during the class you observed:

Presentation (e.g. PPT, Prezi) Board Video Handouts Students Teach

One Minute Papers Coaching Modeling Quiz Discussion Reflection

Teacher-directed Q & A Hands-on Experience Think-Pair-Share Practice

Based on what you observed, what are the instructor's top strengths?

Based on what you observed, what are the instructor's top opportunities for improvement?

One-Year MBA Program in Strategic Innovation

Objective

University of Rhode Island's (URI) College of Business (CBA) launched a new curriculum and delivery method of business content in its one-year MBA program to achieve the following institutional and instructional goals.

First, the CBA seeks to support URI's Strategic 2010-2015 Academic Plan by delivering a program that enhances URI's reputation for delivering high quality academic programs. Our program emphasizes the development of student critical thinking capabilities to solve real world problems.

Second, our program will prepare students for a rapidly changing business environment. To foster the development of student critical thinking capabilities, we have designed a cross-discipline curriculum that breaks down the functional barriers of business education (e.g., Accounting, Finance, Management, Marketing, and Supply Chain Management). We seek to educate and train students to solve business problems from an integrated, total systems perspective.

Third, our program emphasizes student critical thinking in the context of strategic innovation. We utilize a continuous improvement methodology to frame the curriculum of our program. This continuous improvement methodology teaches students to define the problems, identify affected stakeholders, measure data from current and proposed processes or practices, analyze those data to isolate sources of the problem, improve or innovate the processes or practices, and establish feedback loops to control the improved or innovated processes or practices.

Fourth, our program's focus on innovation and collaborative cultures of improvement will prepare our students for the knowledge-based and sustainable global economy of the 21st Century. We infuse the value of sustainability across our integrated curriculum so that students have sustainable thinking introduced, reinforced, and expanded throughout their educational experiences.

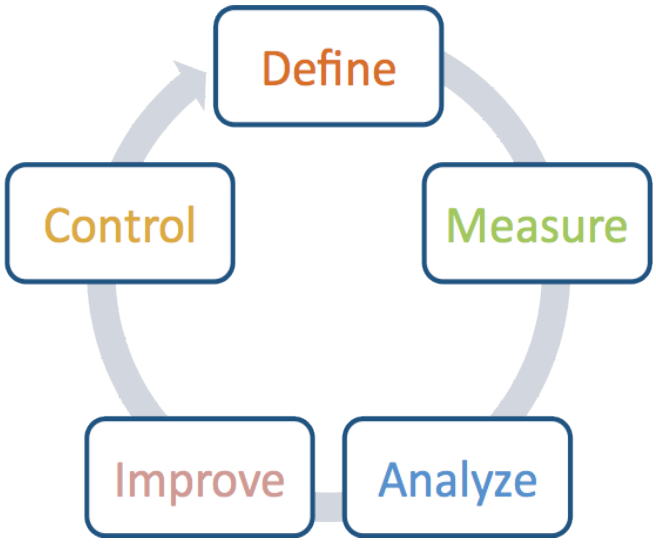
Fifth, the design and focus of our program will attract applicants with science, technology, engineering, and mathematics background. Our curriculum emphasizes evidence-based decision making through the collection of data and more rigorous statistical analyses than our previous MBA curriculum. The CBA has a track record of attracting students with these backgrounds (e.g., Blue MBA, Raytheon, Pfizer, Branschweig University), and we expect that trend to increase with our focus on strategic innovation and culture of improvement. We believe our program will also attract students with creative backgrounds, as the program combines innovation with practical applications and experiences.

Finally, we will relocate our MBA to the heart of Providence, Rhode Island. We will reconnect with the business community in Providence through promoting academic and business collaborations. We will invite Rhode Island businesses into the classroom to facilitate learning and also to host student project groups and internships for experiential (performance) learning opportunities. In short, we envision our MBA program as being a business incubator for innovative ideas that the State of Rhode Island needs as it recovers from the 2008 recession.

Case For Change

U.S. Department of Labor and esteemed educational economists (e.g., Anthony P. Carnevale from Georgetown University) estimate that the global, knowledge-based economy of the 21st Century will require increasingly educated and skilled personnel; employers hold different expectations for recently hired MBA graduates. National surveys (e.g., GMAT, SHRM) suggest that employers expect graduates to possess highly refined critical thinking and analytical skills. More importantly, employers expect these recent graduates to know how to apply their educational and practical experiences to deliver value to the business.

Employers increasingly rely on cutting edge innovation technologies and continuous improvement methodologies, such as Six Sigma, to maintain competitive advantages.



For these reasons, the URI's CBA offers a one-year MBA program that delivers expansive learning and practical experience for students to realize the core competencies that business of today require.

MBA Program Philosophy

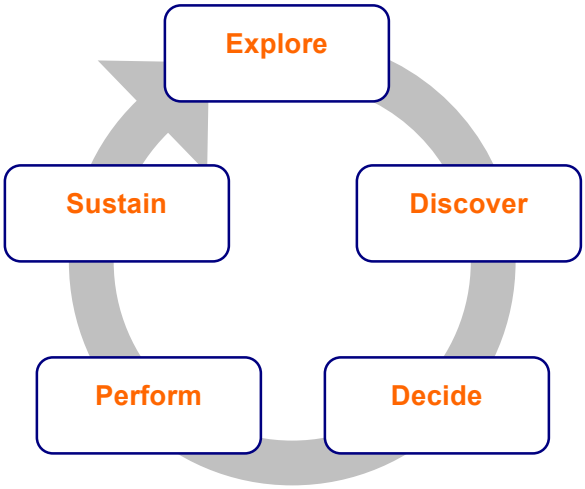
URI's CBA one-year MBA program offers a unique approach with an integrative philosophy that treats strategic innovation acquisition, experiential (performance) learning, and professional development, as three interconnected educational outcomes joined to advance student learning, productivity, and performance. As an institution, URI's CBA aims to educate the next generation of leaders to be vanguards of change by equipping them with analytical and innovative skills, accompanied by a steadfast, professional confidence, and the ability to immediately contribute to an organization's mission.

The CBA strives to impart highly educated and skilled individuals who possess such attributes as:

- Creative and innovative thinking
- Critical and analytical thinking
- Leadership and change management
- Interpersonal communications skills
- Problem solving and teambuilding
- Sustainability and social responsibility

Strategic Innovation is the creation of growth strategies, new product categories, services efficiencies or business models that change the market direction and generates significant new value for consumers, customers and the business. At the College of Business, fusing strategy with critical thinking, creative exploration and business model generation presents opportunity for both our business partners and community.

We teach a creative, yet disciplined framework for managing strategic innovation that enables multi-disciplinary student teams to learn the strategic approach to innovation through exploration and discovery to implementation and achievement of business impact.



Principle 1: Strategic Innovation is the keystone to a thriving economy.

A Business Process-Designed Focus

URI's CBA one-year MBA program offers a unique educational approach through the introduction of business process-focused courses, which emphasizes strategic innovation, evidence-based decision making, and continuous improvement. While other academic institutions continue to focus their curriculum on more traditional business courses such as marketing and accounting, URI's CBA delivers core functional knowledge areas such as marketing and accounting as cross-disciplined integrative components of the business process courses, such as, for example, Customer Requirements Definition and Business Measurement and Metrics.

This new curriculum supports the same process-driven philosophy that most businesses employ in practice when analyzing the marketplace, developing competitive products and services, and delivering value to customers. Today, businesses seek to promote socially responsible, sustainable practices and a diverse workforce to achieve excellence in the global market. Our program holistically delivers on these business requirements and is purposely designed to promote sustainable competitive advantages and long-term survival for both our students and the companies who hire them.

See Appendix A - Business Process Courses.

See Appendix B - Course List and Course Descriptions.

B Differentiating Program Elements

1 Distinguished Faculty

We offer students the join a collaborative learning environment consisting of a distinguished cohort of 7 faculty and 2 career-facilitating administrators. Members of this faculty are recognized as international scholars of knowledge in business; faculty who have 25+ years experience in global business, and with senior leadership experience with fortune 500 companies; faculty who are award winning knowledge makers in all industry sectors including private, public, government and academia; Deans who are change leaders, exhibiting early adoption of the next generation MBA program; additionally, career development and planning administrators with over 30 combined years of experience.

See Appendix C - Faculty List.

2 Team-Teaching Methods

We plan to collaborate with Rhode Island business leaders in many different capacities; to invite businesses into the classroom as guest speakers, to facilitate learning and also to host student project groups and internships for experiential learning opportunities.

3 Leadership Student Roles

We offer students a chance to take responsibility of business problems as change leaders. With our Point of Vantage (**POV**) performance projects students will have a broad range of leadership opportunities inside and outside the classroom, such as faculty-student collaborations, client-student collaborations, intellectual debates, live business cases, project-based learning, global immersion projects, and client internships.

4 Innovation Projects

We offer students the chance to learn a body of knowledge, quality process techniques, and capstone project-based client opportunities to create business process innovations, product innovations, or technical innovations in a competitive environment; students will learn in an environment that emphasize critical thinking and strategic innovation, a skill set and way of thinking that is built, refined, reiterated and mastered through continuous improvement.

5 Live Case Analysis

We offer students a chance to learn about the past, present and future business strategies of a Fortune 500 company, and the chance to immerse in complex problem solving projects. As student acquire new knowledge in the classroom, they will critically evaluate the Fortune 500 Company's change management processes during a defined period of time where the company transformed itself. (e.g., Hasbro 1995-2005; CVS 2000-2010, etc.). With these projects students engage in the analytical process, where their direct interactions between students and the business leaders who made decisions during the identified timeframes crystalize student critical thinking capabilities and also become the foundation for developing creative solutions to real business problems.

6 Quality Process Immersion

We offer students a chance to learn both in theory and in practice a continuous improvement methodology (e.g., Six Sigma) adopted in business today. Students learn the importance of quality decision-making and measurement practices and will apply the quality methodology when working on the POV performance projects offered in the MBA program.

7 Collaborative Learning Interactions

We offer students the chance to work as a dedicated group of 25, banding together to learn and solve complex problems for local business. Smaller student teams of five will work in unity on different client projects offered. All teams learn in a business incubator and creative environment equipped with innovative facilitating technology and joined by faculty and business leader intensive collaborations to perform experimentation and problem analysis.

8 Diverse Interpersonal Communications

We offer a variety of persuasive writing and presentation assignments for students to perfect their interpersonal communications skills. Students will sharpen their writing competencies, presentation and persuasion abilities, and negotiation skills through the processes-driven curriculum that offers practical experiential (performance) learning opportunities; students will have direct interactions with different business leaders and venture capitalist.

C Immersive Course Schedule

We offer students an immersive course schedule that offers a unique approach to learning; sequentially delivering business process courses one class at a time during the fall and spring semesters. Students will master business knowledge areas and business processes in planned out sequential steps. The sequentially delivered courses consist of "learning modules", which consist interdisciplinary topic areas. That is, faculty will deliver module content from multiple perspectives so that students will understand how business functional areas fit together in support of each other in a culture of continuous improvement. In the spring, students will have the choice to take one of two capstone projects offered, each worth 6 credits. Each 5-member student team will be expected to independently drive a business idea from its conception through implementation, which encompasses delivery of a cutting edge business or product innovation client project.

An internationally recognized continuous improvement methodology (Six Sigma's DMAIC / DMADV) guides the curriculum and the capstone projects to define, measure, analyze, improve, design, control and verify the different project phases in collaboration with a business partner. In addition, students will take three innovation-focused courses concurrently with the capstone projects. These courses will deliver knowledge and skills needed to drive the process and delivery the capstone projects.

This schedule is unlike any other MBA program, unique in it's inception. URI's CBA MBA has designed a 12-month academic course schedule, which allows students to focus on mastering knowledge and skills through refinement, reiteration and continuous improvement, giving students a chance to reach proficiency through an iterative learning process.

See Appendix D – Course Schedule.

D Business Incubator and Facilitating Technologies

We provide students with a cutting edge, collaborative learning environment that encompasses high-technology classrooms equipped with smart boards, audio visual presentation technology, flat screen television monitors and wireless internet, and a creative and entrepreneurial workspace for student teams to develop with innovative facilitating technologies; a business incubator laboratory that promotes creative thinking, learning, productivity and performance.

The business incubator provides space for five collaborative teamwork environments, and each collaborative space includes workstations, facilitating innovative technologies, and high definition wide screen monitor. Each dedicated team environment is designed for productivity and flexibility, including adaptive features such as movable walls, LAN intranet connectivity and wireless technology. The business incubator features an executive conference area, an administrative space, and a comfortable lounge and kitchenette area. This space reinforces the collaborative learning culture that our program seeks to deliver through our curriculum.

Students will enhance their critical thinking and problem solving skills. Students will enhance their understanding of value creation, project management, continuous improvement, and innovation management in the classroom; they will also learn how to use these skills and the facilitating technologies in the innovation laboratory where they will solve actual business problems.

See Appendix E – Business Incubator.

See Appendix F – Long-Term Business College Floor Layout.

Principle 2: Performance-Based Experience is paramount to achieving results.

We will train students in how to apply knowledge in an experiential environment. We offer experiential (performance) learning opportunities that progress student knowledge to a practical level.

Our POINT OF VANTAGE **(POV)** performance projects connect students and performance with strategic innovation initiatives.

Client Consulting
Live Case Analysis
Innovation Performance
Global Leadership

POV projects cultivate critical and analytical thinking and promote creative and innovative solutions. All POV projects provide experiential learning opportunities, and all students will participate in POV projects. We present, as the foundation of our POV projects, *diversity, integrity, honesty, openness* as its cornerstones; therefore, we ask all students to embrace our principles.

VANTAGE Awareness	Each of us possesses strengths and weaknesses, and experiences and perspectives that are different with all of us. This shall be the foundation for critical thinking and problem solving.
VANTAGE Scene	Diverse perspectives are present in all projects, and that each perspective shall to be synthesized and carefully understood.
VANTAGE Blind Spot	Limitations exist; therefore absence of openness shall inhibit the creativity to think of innovative solutions to complex problems.

POV performance projects offer students diverse hands-on experience throughout the academic year. Each POV project offers different client focused opportunities for students to collaborate with clients. The culminated of these opportunities will provide in-depth educational and practical experience with:

- Customer management and value creation
- Critical analysis and problem solving
- Innovative product and services development
- Measurement and continuous improvement
- Project management and client delivery

Below are the different POV performance project opportunities and the semesters they are offered.

A Fall Semester

As part of the fall semester curriculum, students are required to participate in the POV projects stated below. The L-CASE project is a chance for student teams to analyze a company's business strategy for a well-defined period of time. The project is required as deliverables within the required courses offered in the fall.

Live Case Immersion Learning (L-CASE)

Student teams will work along side professionals from a Fortune 500 company throughout the fall semester. Clients open their diverse workforce, development workspace, and product & service portfolios to student teams. Students, at times, co-locate to work hands-on with these clients. The past, present and future of this company is studied as a "live case" that is common within all fall courses.

B Spring Semester

Students will choose a POV capstone project that best suits their career track. Students will select one of the following two POV projects. In addition, students will take four supporting courses, delivered serially to each other, but in parallel with these capstone projects, which are designed to teach the knowledge and skills needed to successfully deliver the capstone POV projects.

Business Innovation Six Sigma Project (I-SIG)

This project is a 14-week capstone project, where student teams analyze a business practice or process and deliver an improved practice or process developed through the Six Sigma methodology to the client.

Product Innovation Lifecycle Project (I-CYCLE)

This project is a 14-week capstone project where student teams are expected to think creatively, conceptualize a new product, build a prototype, and to take this idea through the product development process. Student teams develop a product innovation to later present to a venture capitalist group for evaluation.

C Summer Semester

Students have the option to select from many different and diverse learning opportunities during the summer months. Students will have the opportunity to participate in a global business project, to select an independent internship, a directed study, or elective courses if so desired.

*Global Immersion Learning Projects (*G-LOBE*)*

Students have the opportunity to travel to 4 different international academic locations to immerse themselves into the business, culture and language over an 8 weeks period during the summer months. This is a global learning program that embraces intensive academic studies as well as experiential learning.

Internships

Students can pursue internship opportunities (local, national or international) during the summer months [May-July]. The University of Rhode Island's College of Business's career services department actively seeks placement opportunities for our students.

Directed Study

Students can pursue a directed study projects in collaboration with a faculty member or business partner. The MBA faculty cohort team actively seeks collaborations with students.

Electives

Students have the choice of substituting electives to replace an internship, if they so desire to pursue additional specialize education.

We offer students significant exposure to different business professionals; additionally we offer the chance for students to work directly with these business leaders; to present their ideas to be evaluated by the top business leaders; and to present their ideas to be evaluated by different venture capitalist.

Principle 3: Professional Development is a companion in the global economy.

Lastly, our MBA program focuses on the professional development of our students as an integral component of their educational experiences. Students will pursue career planning with as much intensity as the knowledge acquisition and experiential learning components of the program. Students will take a career-planning course in the spring semester, which challenges students to look at their skills, experiences and aspirations. Students will meet with a career counselor who will coach them through the self-assessment and self-analysis phases of career planning. Students will explore different industries though site visits and networking with businesses and participating in social gatherings. Together with their career counselor and the faculty, students will devise development plan that layout their career roadmap. As with our MBA program, we promote a holistic philosophy, which includes career planning that incorporates the following career development lifecycle:

Assessing Self:	Inventory skills and experiences
Exploring Options:	See a counselor, seek a mentor, and network
Developing Skills:	Make plan and make connections, and get experience
Marketing Self:	Develop resume, get references, polish portfolio

Performing: Pursue internships, interview readiness, and shadow

Preparation is essential for the student to hit the ground running with both educational and practical experience; preparedness to enter the workforce is paramount to the student's success once he/she graduates. The goal of this focus is to better prepare students for the world of work, with the skills stated below:

- Building strong technical, business, interpersonal skills
- Connecting career development and workforce development
- Fitting educational and practical experience with market needs
- Building social hardiness – diversity and self-reliance
- Encouraging life-long learning and flexible career planning
- Moving from the individualism to collectivism context
- Integrating total life experiences and different career roles
- Increasing self-awareness and professional preparedness
- Offering network opportunities in the heart of Providence, RI

We offer our students career development and planning throughout the 12-month academic year as an integrated and equal element of student learning and client delivery. We guarantee students the chance to interact with business leaders throughout the academic year and the chance to work with different client project to participate in solving complex business problems. Presenting our students an experiential education and career development that offers our students placement opportunities once they graduation.

Conclusion

URI's CBA one-year MBA program operationalizes URI's Strategic 2010-2015 Academic Plan, and in doing so, we have reinvented they way business education is delivered. URI will offer a holistic educational experience that other universities will envy. Our program will attract employers and be seen as a program that will help the State of Rhode Island move forward in the knowledge-based economy of the 21st Century.

Like the constantly innovating business marketplace, URI's CBA seeks to continuously improve its offerings to educate students to meet the demands of this changing economic landscape.

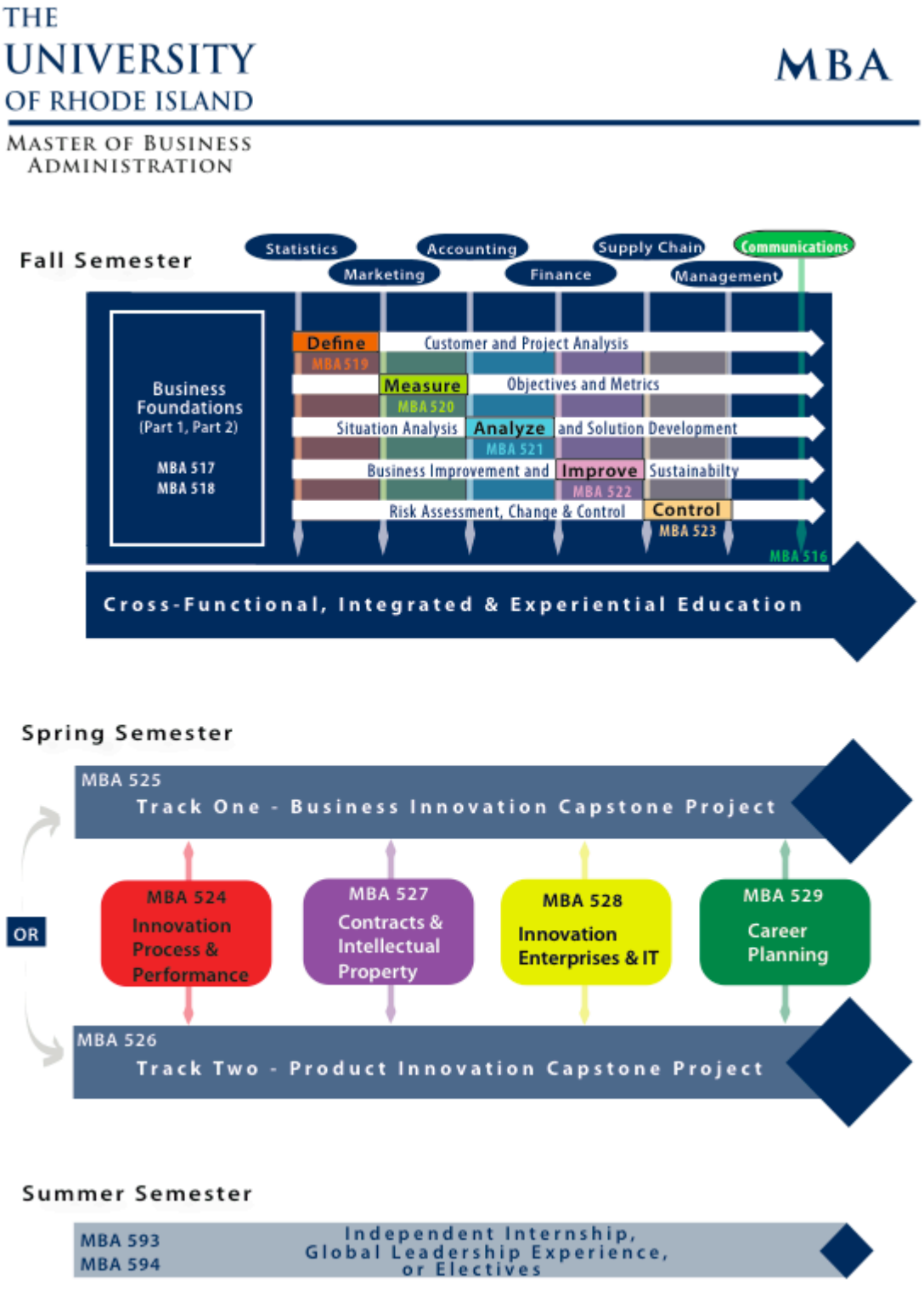
Upon completion of our one-year MBA program, students will learn the foundational knowledge of how organizations work, also acquire and refine the critical thinking and analytic skills that employers increasingly demand in this knowledge-based economy. Coupled with these skills, our graduates will acquire hands-on experience with innovation-facilitating technologies applied to real life client projects.

Our MBA program offers an integrative philosophy that joins knowledge acquisition, experiential learning and career development as its three center stones. A program that aims to propel student education by creating a learning environment that elevates student knowledge, skills and productivity. We act in tangent with the business community to invest in the future by offering a progressive educational experience for the next generation and placing as primacy,

our students. Our MBA program is designed for the progressive learner who is interested in rapid advancement in the business world and whose desire is to join the next generation business leaders at the top.

URI's CBA is a center of excellence for the knowledge-based economy in the State of Rhode Island, in New England and beyond.

Appendix A
Business Process Course Diagram



Appendix B
Course List

THE
UNIVERSITY
OF RHODE ISLAND

MASTER OF BUSINESS
ADMINISTRATION

MBA

Total Program
45 Credits

Fall Semester

MBA 517 MBA 518	Business Foundations - Part 1 Business Foundations - Part 2	8 Credits	Wks 1-4
MBA 519	Customer and Project Analysis	2 Credits	Wks 5-6
MBA 520	Objectives and Metrics	2 Credits	Wks 7-8
MBA 521	Situation Analysis & Solution Develop.	2 Credits	Wks 9-10
MBA 522	Business Improvement & Sustainabilty	2 Credits	Wks 11-12
MBA 523	Risk Assessment, Change & Control	2 Credits	Wks 13-14
MBA 516	Writing, Speaking & Presenting	1 Credits	Wks 1-14

Spring Semester

MBA 524	Innovation Process & Performance	4 Credits	Wks 2-7
MBA 525 MBA 526	T1 Process Innovation Project T2 Product Innovation Project	6 Credits	Wks 1-16
MBA 527	Contracts & Intellectual Property	2 Credits	Wks 9-11
MBA 528	Innovation Enterprises & IT	4 Credits	Wks 2-7
MBA 529	Career Planning	1 Credits	Wks 1-16

Summer Semester

MBA 593 MBA 594	Independent Internship, Global Leadership Experience, or Electives	9 Credits	10 Weeks

Course Short Descriptions

MBA 516: Professional Writing, Speaking and Presenting, 1 credit
Development of professional writing, speaking and presenting skills.

MBA 517: Business Foundations 1, 4 credits
Provide an in-depth understanding of the fundamentals of statistics, management, accounting and finance needed to define, measure, analyze, improve and control organizational strategic decisions and challenges.

MBA 518: Business Foundations 2, 4 credits
Provide an in-depth understanding of the fundamentals of marketing, supply chain management, economics and information technology needed to define, measure, analyze, improve and control organizational strategic decisions and challenges.

MBA 519: Customer and Project Analysis, 2 credits
Identifying problems in organizations using continuous improvement, including defining case for change, stakeholders affected, scope of the problem, schedule for addressing problem, and outcomes associated with solutions.

MBA 520: Objectives and Metrics, 2 credits
Knowledge of business metrics, including identify current key metrics, validate metrics, identify sources of data, and determine how data is used in decision making processes. Emphasis on finance and accounting.

MBA 521: Situation Analysis and Solution Development, 2 credits
Analyzing the current business environment to determine current resources available, possible causes of failure, and obstacles of success for proposed solutions.

MBA 522: Business Process Improvement and Sustainability, 2 credits
Identify possible improvements in business and corporate social responsibility. Course topics include continuous improvement, product and process innovation, improvement assessment, business responsibility and sustainability.

MBA 523: Risk Assessment, Change and Control, 2 credits
Determine how to control risk, cost, quality, and change; define how progress and success will be tracked; and identify mechanisms to ensure change is implemented and sustained.

MBA 524: Innovation, Process and Performance, 4 credits
Integration of four disciplines: business, technology, organization and customers. Offers a perspective on delivering unique value with an emphasis on quality, efficiency, productivity and performance.

MBA 525: Business Innovation Project (option 1), 6 credits

Project based learning on how business processes are analyzed, studied and improved upon. Utilizes continuous improvement methodology to deliver business innovation.

MBA 526: Product Innovation Project (option 2), 6 credits

Project based learning to develop business ideas, market strategy, quality control, and life cycle of product and service development. Utilizing creative design processes to deliver product innovation.

MBA 527: Protection Contracts and Intellectual Property, 2 credits

Business protection contracts and the laws that govern intellectual property, patents, copyrights, trademarks, trade secrets and talented people.

MBA 528: Innovation Enterprises and Information Technology, 4 credits

Examining knowledge acquisition leading to innovation and competitive advantage. Management of the acquisition, processing, storage, and dissemination of vocal, pictorial, textual, and numerical information.

MBA 529: Career Planning, 1 credit

Implement career planning by researching career options, setting individual goals, preparing cover letters and resumes, and practicing for interviews.

Course Long Descriptions

MBA516: Professional Writing, Speaking and Presenting

This course reviews procedures, guidelines, and techniques needed for professional communication, essential to improve the skill sets necessary for a successful career. Topics include effective business writing, speaking, and presentation skills.

MBA 517: Business Foundations 1, 4 credits

This is Part 1 of a 2-part intense 8-credit course that is designed to cover as much content as the first several weeks of each introductory-level M.B.A. business course, but from a cross-functional perspective. Thus, redundant content is eliminated, and greater depth and integration will be achieved. Knowledge will be delivered via multiple methods, including textbook readings, problem sets, case analyses, business-press articles, and managerial partnerships.

MBA 518: Business Foundations 2, 4 credits

This is Part 2 of a 2-part intense 8-credit course that is designed to cover as much content as the first several weeks of each introductory-level M.B.A. business course, but from a cross-functional perspective. Thus, redundant content is eliminated, and greater depth and integration will be achieved. Knowledge will be delivered via multiple methods, including textbook readings, problem sets, case analyses, business-press articles, and managerial partnerships.

MBA 519: Customer and Project Analysis, 2 credits

This course explains how to identify problems in organizations using a continuous improvement methodology, which includes defining a case for change, stakeholders affected, the scope of the problem, a schedule for addressing the problem, and deliverables associated with solving the problem. Topics include international aspects of consumer behavior, sales revenue and inventory, customer relationship management, and strategic management.

MBA 520: Objectives and Metrics, 2 credits

This course develops students' knowledge of business metrics, including identifying current key metrics, validating metrics, identifying sources of data, and determining how data are used in decision making processes. The course involves a heavy emphasis on managerial accounting, finance, and decision making methods in marketing.

MBA 521: Situation Analysis and Solution Development, 2 credits

Analyzing the current business environment to determine current resources available for proposed solutions, possible causes of failure for proposed solutions, and obstacles of success for proposed solutions.

MBA 522: Business Process Improvement and Sustainability, 2 credits

This course will help you to identify possible improvements in business and corporate social responsibility. Course topics include continuous improvement, product and process innovation, improvement assessment, and business responsibility and sustainability.

MBA 523: Risk Assessment, Change and Control, 2 credits

Determining how to control risk, cost, quality, and change; defining how progress and success will be tracked; and identifying mechanisms to ensure change is implemented and sustained. Content modules include marketing ethics and assessment, financial derivatives and risk assessment, cost behavior, corporate social responsibility, and demand management and order fulfillment.

MBA 524: Innovation, Process and Performance, 4 credits

Successful businesses are experts in delivering unique value and market solutions with an emphasis on quality, efficiency, productivity and performance. The new-age leader is a person skilled in leadership and innovation. This course will bring together the importance of four independent disciplines: business, technology, organization and customers. It is the interception (interdependence) of the four disciplines that drives the study of innovation. Innovation can be inventing something new, or simply finding new or better ways to deliver existing products or services. Innovation comes in many forms [with people, products, processes, techniques, tools, methods, etc.] as long as it yields intellectual property, efficiency, productivity and result.

MBA 525: Business Innovation Project (option 1), 6 credits

In order to survive in the global economy, companies must continue to innovate to survive the continuously changing environments. Global economies, diverse workforce, advancing technologies are all challenges and opportunities for business. This course teaches how business processes are analyzed, studied, and improve upon by using such processes as Six Sigma, in order to stay competitive and sustainable.

MBA 526: Product Innovation Project (option 2), 6 credits

All business and organizations, whether for profit or not for profit, either sell or deliver products or services. Quality processes and techniques to develop such products and services are essential in the delivery of them. This course teaches about the business planning, the development life cycle, and the sustaining phases of product and service development.

MBA 527: Protection Contracts and Intellectual Property, 2 credits

All businesses must legally protect their assets, whether the assets are intellectual property, trade secrets or talented people. This course teaches about the business protection necessary from an asset perspective, as well as an assured position. It also covers the laws that govern intellectual property, patents, copyrights, trademarks, and trade secrets.

MBA 528: Innovation Enterprises and Information Technology, 4 credits

Information Technology has become an essential component of the business strategy in the modern day organization. In order for businesses to be competitive and sustainable, and to foster innovation, it is important that businesses have a global network that can manage the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information that is relevant to the business. More importantly - how to translate data and information into knowledge and learning for the organization that will lead to competitive advantages.

MBA 529: Career Planning, 1 credit
This course will guide you through your career planning by researching career options, setting individual goals, preparing cover letters and resumes, and practicing for interviews.

MBA 593/594: Internship in Business, or Electives or Directed Study, 9 credits total

Appendix C
Faculty and Administrators

College of Business Deans

Dean Mark Higgins
Associate Dean Deborah Rosen
Associate Dean Shaw Chen
Assistant Dean Peg Boyd

Ph.D. Professors

Mrs. Ann-Marie Sacco, Accounting
Dr. Yuwen Chen, Supply Chain Management
Dr. Peter DeDalt, Finance
Dr. Hillary Leonard, Marketing
Dr. Anthony Wheeler, Entrepreneurial Management

Clinical Professors

Mr. Bjorn Carlsson, Capstone Process Innovation
Ms. Diane St. Laurent, Capstone Product Innovation

Adjunct Professors

Mrs. Susan Riley, IP/Contracts
E. Jeffrey Hutchinson, Technology Innovation

Career Administrators

Mrs. Lisa Lancellotta, MBA Coordinator
Mrs. Kathleen Jackson, Career Planning Adviser
Mr. Lynne Finnegan, Internship Program

Appendix D
Course Schedule

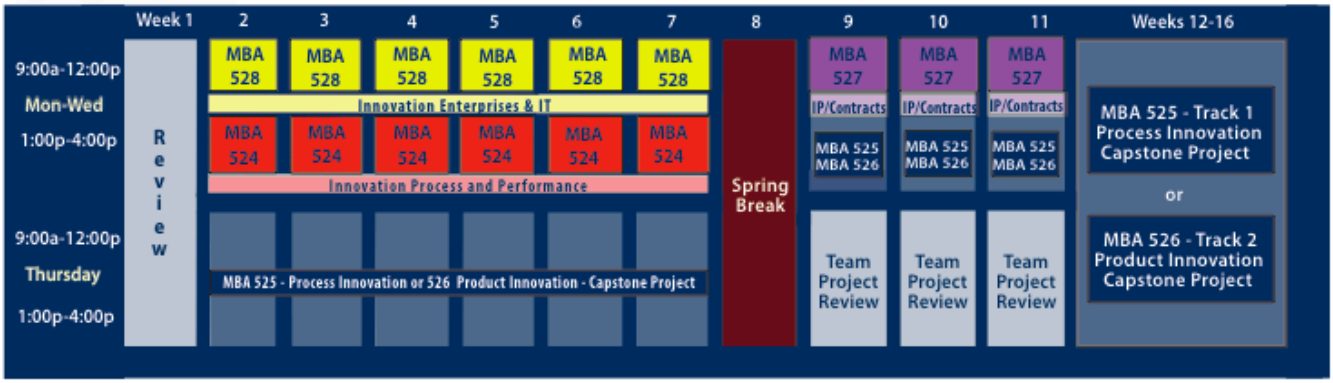
THE UNIVERSITY OF RHODE ISLAND
MASTER OF BUSINESS ADMINISTRATION

MBA Course Schedule

MBA 516 Fall Semester MBA 529 Spring Semester	Every Second Friday 9:00a-11:00a

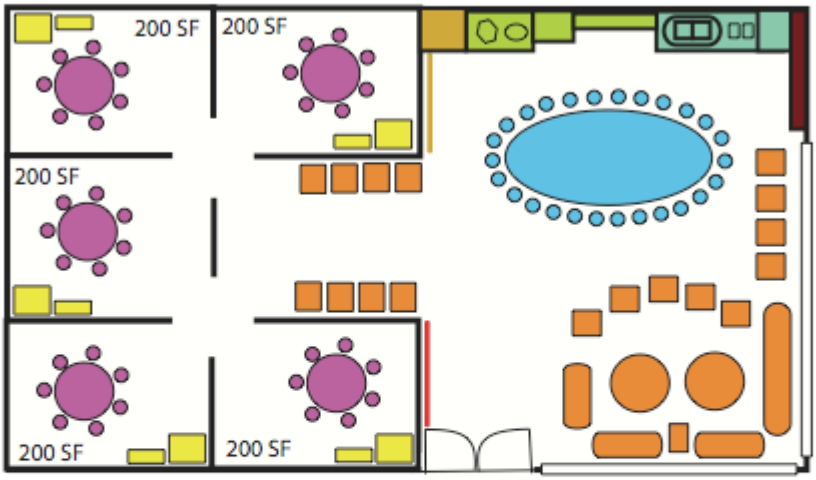
Fall Semester

Spring Semester



Appendix E
Short-Term Business Incubator

University of Rhode Island's Business School
Business Incubator

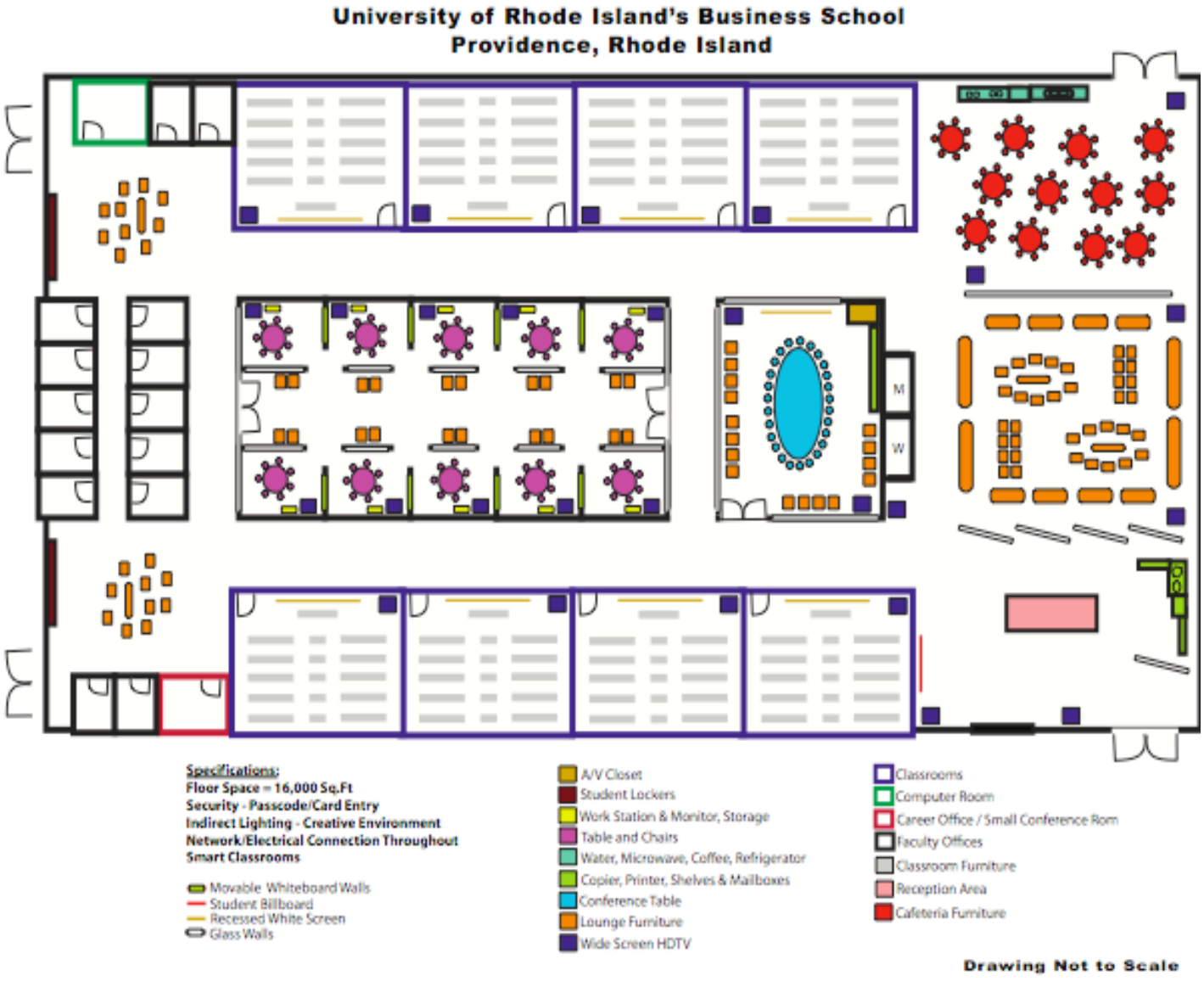


Specifications:
Floor Space = 2400 Sq.Ft
Security - Passcode/Card Entry
Indirect Lighting - Creative Environment
Network/Electrical Connection Throughout

- Movable Whiteboard Walls
- Billboard
- Recessed White Screen
- Glass Walls

- A/V Closet
- Student Lockers
- Work Station & Monitor, Storage
- Table and Chairs
- Water, Microwave, Coffee, Refrigerator
- Copier, Printer, Shelves & Cabinet
- Conference Table
- Lounge Furniture

Appendix F
Long-Term Business College Floor Layout



University of Rhode Island
College of Business Administration

One-Year MBA Program
Strategic Innovation

Capstone Innovation Projects

Accomplishments 2012-2014

Table of Contents

Message From The Faculty 3
Capstone Projects Synopsis 4
Accomplishments 2012-2014 5
2014 - Capstone Projects 6
2013 - Capstone Projects 7
Quotes - Capstone Partners 2013 7
Quotes - Students 2013 8
Press Release 2013 9
Fidelity Article 2013 11
PBN Article – GTECH 2013 13

Message From The Faculty

MBA Capstone Innovation Projects, the catalyst for an innovative culture

Two-years ago the College of Business launched its full-time MBA program with a new curriculum and strategic innovation focus. The College moved the program to Providence, which has been a win-win because it made Capstone project collaborations more convenient for local businesses and students. Student teams are paired with startups, mature companies, and/or non-profits aimed to provide immersive experiential learning opportunities. Students and business partners together work to solve business challenges; challenges that require either product or process innovations, or social enterprises.

“Today businesses seek to dramatically improve their business model and process, and to create new products and services for new customers, a Strategic Innovation growth strategy that we can help them with,” says Dr. Anthony Wheeler, director of the MBA program and member of the faculty team who designed the program to flow like a business, delivering courses in a cross-functional, multi-perspective design. Courses are team-taught and focus on innovation, continuous improvement and performance.

“Businesses actively search for new business models to strengthen their competitiveness and view breakthrough innovations as necessary to survive long-term. We find that businesses instinctively employ successful practices of the past, often with disappointing results. Business culture and practices have to change to be more agile and innovative, and as such, this competitive environment has opened the door for our Capstone Innovation Projects,” says Diane St. Laurent, cohort leader and instructor of the MBA Capstone Product Innovation Projects.

“Students help companies analyze their business through a human perspective lens using techniques including business model generation, customer development, design thinking and iterative processes such as scrum and agile. Focus is on rapid prototype development and learning through user participation. These techniques are representative of the innovative and learning environment we foster to achieve a lean problem solving and solution generation process,” says St. Laurent.

“Partner collaborations and student teams act as a catalyst for change, achieving an innovative project culture with our business partners. A culture that rewards new ideas and risk taking,” says Bjorn Carlsson,

cohort leader and instructor of the MBA Capstone Process Innovation Projects.

Going forward the College of Business is looking to expand URIs influence and value in the business community and to help businesses transform their culture to be more innovative. The College aims to continuously improve its MBA program and Capstone collaborations, and to advance the application of Strategic Innovation and its contributions to the business community. "It is paramount to prepare students with the relevant tools and techniques to be successful in today's business environment, and to excel in a culture of innovation, which they will find themselves when they graduate," says Wheeler.

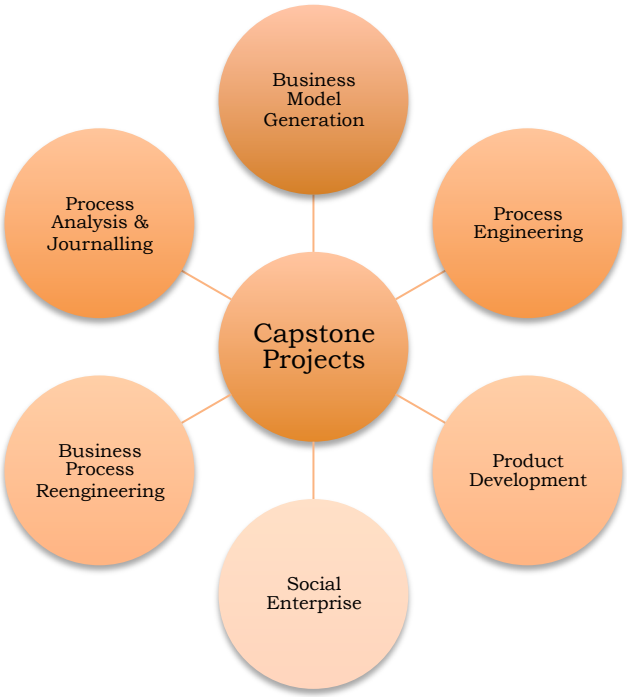
Capstone Projects Synopsis

The MBA Capstone Projects are multi-disciplinary, multi-perspective, performance-based projects where students are paired with business partners or social partners working to deliver real solutions for that business or organization. Students are trained in how to apply knowledge in an experiential and immersive environment. These Capstone Projects are designed to cultivate critical thinking and promote creative and innovative solutions.

MBA Capstone Projects are innovation focused projects offering two different tracks, *1 – Process Innovation, 2 – Product Innovation;* students choose the track that best suits their career objectives. These innovation-focused projects are quite large in scope. Student teams deliver in depth research, market survey data, business plans, process portfolios, prototypes and/or info-graphics applications depending on each business' or organizations needs.

Capstone Projects are defined through a collaborative process between the business partner and student team. Both partner and students become co-producers in the process. Projects range in scope from development of a new product or business model or social enterprise to development of a new process or re-engineering an existing one.

Different Types of Capstone Projects



Capstone Projects are team based projects worth 6-credits, amounting to 1,500 - 2,000 total hours of effort for each project, depending on the scope, which includes classroom time, student project effort, and faculty teaching and team facilitator hours. Student teams work with a project budget to deliver market research, a business plan and/or process portfolio and prototype all within an accelerated, 16-week, delivery model similar to the BetaSpring's delivery model.

Accomplishments 2012-2014

In the two-year period since the launch of the SIMBA program, 12 student-consulting projects have been successfully delivered to Rhode Island-based companies and organizations. During this time, the College of Business has impacted the local community collectively delivering over 10 man-years of effort to local businesses and worked collaboratively delivering results that range from original product and game designs, process improvements, business models, business plans, and working prototypes; additionally assisting local businesses with retooling their existing processes and practices to be able to achieve more innovative outcomes.

Specifically, one SIMBA student team worked with GTECH professionals and recommended a company-wide innovation process to replace their existing business unit ideation process. Another SIMBA student team

working at GTECH developed a mobile lottery gaming app targeted at the millennial generation. SIMBA student teams at Fidelity and CVS performed extensive analyses of quality control and supply chain processes, respectively, using Six Sigma methodologies. At Hasbro, a SIMBA student team designed an integrated digital-physical pre-school aged product that has been widely embraced by the Hasbro design teams.

The College of Business Administration expects to expand its influence and value in the business community and to assist businesses to transform their culture to be more innovative in the coming years. The incoming 2015 SIMBA cohort will complete another six student consulting projects. We continue to improve the SIMBA curriculum and develop stronger connections to the Rhode Island business community.

2014 - Capstone Projects

Business Partner	Project Track	Project Type	Description
GTECH	Product	New Retailer Terminal Business Model	Development of Tablet technology retailer terminal business model for its private manager customers.
GTECH	Process	New Software Business Process	Development of a new software delivery model for its facilities management customers.
Fidelity	Process	Desktop Product Performance Analysis	Analyze new desktop product usage to determine cause and effect and make recommendations to improve.
Fidelity	Process	Telephony Product/System Analysis	Analyze and improve stakeholder requirements understanding for new company-wide telephony system.
Hasbro	Product	New Physical-Digital Product	Development of a new product idea for an integrated physical and digital toy for preschool age.
CVS	Process	Supply Chain Efficiency Analysis	Analyze and develop measurement plan for new LTL supply chain process.
Steel Yard	Product	New Operating & Reporting Model	Development of an operating and financial reporting model for the Open-Enrollment training program.

2013 - Capstone Projects

Business Partner	Project Track	Project Type	Abstract
GTECH	Product	New Mobile Gaming Product	Development of a new product idea for a mobile game targeted for the millennial generation.
GTECH	Process	Innovation Process Re-Engineering	Analyze and develop a company-wide ideation process – to capture and evaluate new ideas.
GTECH	Process	New Software Delivery Process	Analyze and re-engineer the internal request for software services for worldwide customer base.
G-Form	Product	New Sports Product	Development of a new product idea in the sports category to leverage its Reactive Protective Technology (RPT).
Fidelity	Process	Quality Control Process Analysis	Analyze and document company-wide quality control practices and risk levels of each individual quality process.

Quotes - Capstone Partners 2013

GTECH Corporation

Don Stanford, Chief Innovation Officer

"Innovative and very creative – a stroke of genius really, to design a lottery game with lifestyle and entertainment as the primary player appeal."

Mark Truman, Sr. System Architect

"Final student presentations were just fantastic – style, skill and professionalism."

G-FORM

Parker Brown
Director, Marketing Communications

"URI students delivered a plan for a viable product that G-FORM is seriously considering to pursue for a next year launch."

"The consumer feedback survey and the detailed financial plan were most impressive – offering bottom-up research that is so valuable to a company like G-FORM."

Quotes - Students 2013

Jonathan Gibson, MBA Student Class 2013

"The capstone project was one of the most challenging and rewarding experiences of my life. Having the opportunity to create a mobile-based lottery game for a multi-national company like GTECH was an honor which I will be proud of for a long time to come."

Bjorn Eike Loose, MBA Student Class 2013

"My experience in the last three months [with the GTECH collaboration] showed me that problem solving skills are crucial to deal with complex tasks."

Michael Stevens, MBA Student Class 2013

“The Capstone project in itself is an awesome opportunity. To work with a client to develop a plan of that capacity is an outrageous opportunity to understand every aspect of what creates a business. The curriculum overall was awesome. The integrated approach is perfect for innovation.”

Press Release 2013

For Immediate Release:

Contact Ericka Tavares

Mastering the business degree:

URI redesigns one-year MBA program and moves to downtown Feinstein Providence Campus

KINGSTON, R.I., Oct. 22, 2012 - The University of Rhode Island has redesigned its one-year Master of Business Administration Program and moved the program to the downtown Feinstein Providence Campus. This move allows students to be closer to the businesses and executives who will play a key role in the program's strategic innovation-focused curriculum.

"Our new one-year MBA program is a breakthrough design," said Mark Higgins, dean of the College of Business Administration. "This approach demonstrates to students that strategic decision making is not sequential, but rather interdisciplinary across all areas of the business. Disruptive innovation in business is becoming the rule, not the exception, and this new program will ensure our students can thrive and compete."

URI originally launched its one-year, accelerated MBA program in 1995, making it one of the first programs of its type in the nation. The College of Business Administration made several incremental updates over the past 18 years, but the program had not undergone an extensive revision. Three years ago Higgins enlisted faculty members to conduct a comprehensive review of the program, and assess how to make the traditional MBA more relevant in this rapidly changing economy. More than 20 faculty studied market trends, benchmarked other institutions, and surveyed national and regional employers, URI alumni, and current students.

The redesigned program focuses on how to manage, design and implement strategic innovation. In addition, the new program's approach differs dramatically from the traditional MBA learning model of students taking 5 or 6 concurrent, 15-week courses, each in a distinct functional area taught by a different faculty member.

Instead, this highly innovative curriculum is team-taught using a faculty cohort emphasizing critical thinking skills, evidence-based decision making, and interpersonal communication as faculty explore the functional areas. Using a continuous improvement framework, each two-week module is built upon the module that precedes it.

Students will graduate with a greater understanding of how to make their organizations' processes more efficient and their new products more effective. They will have a greater understanding of the strategic priorities of the organization and how to help them create sustainable competitive advantages. The skills developed in this program are those which employers deem important to an individual's growth within an organization.

"In business you are integrating a variety of disciplines including accounting and marketing and finance; no one works in a silo any longer, "said MBA Coordinator Lisa Lancellotta. "This cross-disciplined approach requires students to make informed strategic decisions by understanding how these decisions impact the various business areas. We will develop business leaders who are forward-thinking, creative, and solution driven."

The redesigned MBA program incorporates two other features. First, the students will participate in a "live case" with executives from Hasbro, Inc. Several company executives will participate in classroom sessions to discuss Hasbro's successful transformation from a toy manufacturer to a global entertainment company, thereby providing students with a real life context in which to apply their coursework.

Second, the MBA program students will engage in experiential learning by forming teams to either work with Rhode Island organizations to help develop a new process or practice, or work with start-up organizations or entrepreneurs to develop an innovative product. The process and product innovation teams will work in a collaborative "business laboratory" setting. The redesigned program culminates in the summer with an internship.

The one-year MBA program has attracted students with undergraduate majors in theater, engineering, history, pharmacy, and the sciences. The early admission application deadline for next year's class is April 15, 2013.

The URI College of Business Administration, with more than 1,500 undergraduate students and 250 graduate students, has served as the leader in business education, research, and outreach for the State of Rhode Island since it was founded in 1923. It is the first accredited business school in Rhode Island (1969) and has the first accredited accounting program at both the undergraduate and graduate levels in the Northeast (1993). The College is a key stakeholder in shaping and fostering economic development in the state.

Fidelity Article 2013

THE
UNIVERSITY
OF RHODE ISLAND

We've reinvented the way we teach business.

At URI, we're known for reinventing the way we teach, creating new majors, and mixing disciplines to meet the world's changing needs. Our latest reinvention is our One-Year Master of Business Administration Program, which **Mark Higgins**, dean of the College of Business Administration, calls "a breakthrough design." We've also moved the program to the Feinstein Providence Campus, closer to the businesses and executives who will play a key role in the program's strategic innovation-focused curriculum.

> Employers have high expectations for MBA graduates. The new MBA program is expansive, offering a competitive advantage for students. ~Al Verrechia, chairman of the Hasbro Inc. board of directors.

The URI College of Business Administration has always been a leader. It was the state's first accredited business school, the first accredited accounting program in the Northeast—and its original one-year, accelerated MBA program launched in 1995 was one of the first programs of its kind in the nation. But **Dean Higgins** wanted to make the traditional MBA more relevant in today's marketplace. So he enlisted more than 20 faculty members to review the curriculum, survey national and regional employers, study market trends, and talk to students and alumni. The result is an innovative curriculum focused on managing, designing, and implementing strategic innovation. Once again, URI's MBA is one of a kind—both academically and structurally.

"Employers have high expectations for MBA graduates in these ever-changing and demanding times," said **Al Verrechia '67, MBA '72** , chairman of the Hasbro Inc. board of directors. "The new MBA program is expansive, offering a competitive advantage for students. It will prepare them to use critical thinking and analytical skills on the job while applying practical, real world knowledge to confront the challenges businesses are facing on a global level."

In a traditional MBA, students take five or six concurrent, 15-week courses, each in a distinct functional area taught by a different faculty member specializing in that area. Our new MBA curriculum is team-taught and emphasizes critical thinking, evidence-based decision making, and interpersonal communication across the functional areas of a modern

corporation. Using a continuous improvement framework, each two-week module during the fall semester is built upon the module preceding it.

"Our new approach demonstrates to students that strategic decision making is not sequential, but rather interdisciplinary across all areas of a business. Disruptive innovation in business is becoming the rule, not the exception, and this new program will ensure our students can thrive and compete," Higgins said.

Joyce Chau '08 said the new approach was tough at first. "It felt like we were trying to learn everything at once, but seeing how the many different departments and aspects of business are connected, as well as having several professors from different disciplines leading the class together, is a great concept. I'm now trained as a generalist, and I feel I can look at business issues with a broader lens and see the bigger picture."

In the spring semester, the program incorporates more unique features. First, students engage in a "live case" with executives from Hasbro, Inc., who share their company's successful transformation from a toy manufacturer to a global entertainment company, giving them a real life context in which to apply their coursework. Students then form teams to work in a "business laboratory setting" with such established Rhode Island companies as Fidelity and GTECH as well as start-ups like G-Form to develop a new process, practice, or innovative product. The MBA team of **Elizabeth Jarrell**, **Philipp Kluever**, **Anja Schnoor,** and **Joyce Chau** (pictured above) is helping Fidelity Investments synthesize the practices and procedures of four business units that recently merged.

"They've analyzed patterns of communication, management structure, workflow blockages, and technological impediments in the communication among employees affected by the merge and between employees and Fidelity customers, said **Professor Bjorn Carlsson**. "They've interviewed employees at multiple Fidelity locations and researched industry practices. And using videoconferencing technology, they've presented their findings, recommendations, and implementation plan to Fidelity executives in Kentucky, Texas, Massachusetts, and Rhode Island."

Joyce Chau, who will complete the program this summer, is delighted with the program and the experiences it has offered her. "It's one thing to talk about ideas, tools, and concepts in class, but to be given the opportunity to work with a real company was perfect," she said. "The instant feedback and constant push from the professors has helped me develop so much professionally. I enjoyed being exposed to the corporate environment and value the new connections I've made."

Tags: business, MBA, Providence Campus, strategic innovation

Copyright © 2013 University of Rhode Island.

PBN Article – GTECH 2013

Updated August 19 at 7:19pm | Contact Us | Advertise | eNewsletter Signup

HELLO, GUEST | LOGIN | CREATE ACCOUNT

PBN .com

Economy | Industries | People | Commentary | What's Happening | Press Releases | SUBSCRIBE

EDUCATION

Practical connections have new program flying high

PBN PHOTO/BRIAN MCDONALD

HANDS-ON EXPERIENCE: Jonathon Gibson, left, an intern at GTECH, speaks with his superior, Technology Section Manager David Kwasniewski.

By Emily Jones
Contributing Writer
Posted 8/5/13

Tweet 3 Share 8 Like 25

The first step in revamping the University of Rhode Island's MBA program seemed obvious: move it to Providence. The school's main campus in Kingston, administrators felt, was too far removed from the heart of Rhode Island's business community.

The move also helped facilitate needed changes to the program that administrators hope make the school stand out in the crowded MBA marketplace. From their perspective, nothing set it apart from other schools.

It has been an accelerated, one-year program since 1995, which was somewhat unusual at the time. But many universities have shifted to one-year programs since then. As far as prospective students were concerned, URI offered "pretty much your vanilla daytime MBA program," said Mark Higgins, dean, and Alfred J. Verrecchia and Hasbro Inc. leadership chair in Business at the College of Business.

The school was having trouble attracting both in-state and out-of-state students, Higgins said, and needed to make "truly innovative" changes. He and the faculty opted to "merge best practices" from other programs: experiential learning, working with real companies, drawing on local businesses and talent. Higgins said the faculty struck on a team-teaching approach independently.

Search
Advanced Search »

EVENTS PBN Hosted Calendar

SAVE THE DATE - September 12th at Rosecliff in Newport - for PBN's 2nd Annual Fastest Growing and Most Innovative Companies Awards. Data for Fastest Growing Companies accepted until Friday, August 16th.

- Health Benefits Exchange Summit
- Business Excellence Awards
- 2013 40 Under Forty Photos

All PBN Events »

ADVERTISEMENT

BOOK OF LISTS Info Purchase

PBN's annual Book of Lists has been an essential resource for the local business community for almost 30 years. The Book of Lists features a wealth of company rankings from a variety of fields and industries, including banking, health care, real estate, law, hospitality, education, not-for-profits, technology and many more.

- Advertise in the Book of Lists
- Update your data in the Book of Lists

Book of Lists Party »

LATEST NEWS Local National

- R.I. releases Race to the Top progress report 4 hours ago
- Home sales, prices rise in R.I. and New England

RI PRlink Reach the right eyes
We guarantee the right people in the newsroom will see your news. It's free!

The new version, which is finishing its first year, breaks down the traditionally segmented course of study and teaches each class across multiple disciplines. During the spring semester, students apply what they learn in small-team innovation projects at Providence companies. Now, this summer, 17 of the 19 students are finishing the program by working summer internships in the region.

The aim is to give students the practical skills they need to improve a workplace, rather than teaching the concepts alone. "It's kind of book meets real world," said Higgins, "and it's been pretty successful."

The new-look program begins in the classroom. But instead of semester-long courses in the individual topic areas – accounting, marketing and supply chain management, among others – students learn from a range of perspectives at once. A team of instructors, each with a different specialization, teaches two-week modules that take students through the six sigma process of strategic innovation. First, they learn how to identify a problem, then how to gather data on it and ultimately work their way to a solution.

PRINT EMAIL Tweet 3 Share 8 Like 25

NO COMMENTS ON THIS STORY | ADD YOUR COMMENT

NEXT PAGE
1 2 3 >

7 hours ago

- UMass ranks high for monetizing research 7 hours ago

More Local News »

PRESS RELEASES

- Deckman Lands Executive Coaching Contract With Fast Growing Company Thursday, August 1
- Creative Circle creates innovative new website for the Southern Newspaper Publishers Association Sunday, June 23
- YKSM, Ltd. promotes Senior Staff Accountant to Accounting Supervisor Wednesday, June 12

View All Press Releases »

POPULAR

Most Read

1. Officials break ground at East Providence solar field
2. R.I. unemployment rate rises in July as labor force continues drop
3. NBC 10 tops local news ratings in July
4. R.I., Mass. among lowest for adult obesity
5. Airport-Patriots train service resumes

E-NEWS SIGNUP SELECT EDITION(S) SUBMIT ▸ STAY CONNECTED

ECONOMY
Economic Activity
Entrepreneurship
Government
Hot Topics
Natural Resources
Social Welfare

INDUSTRIES
Business Services
Capital Goods
Financial Services
Health Services
Hospitality & Tourism
Technology

PEOPLE
Business Women
Education
Newsmakers
PBN Award Winners
Personnel
Workplace

COMMENTARY
Advice
Cartoons
Editorials
Five Questions With:
Op-Ed / Letters to the Editor
This Week's Poll

WHAT'S HAPPENING
PBN Events
Calendar

© 2013 Providence Business News. All rights reserved. Powered by Creative Circle Media Solutions

Privacy | Terms of Use | Advertise | Contact Us

Capstone Project Abstracts - Class of 2015

CVS

CVS wants to implement fixed order cycle replenishment with a number of key suppliers. To do this it needs a standardized approach developed that defines a *repeatable analysis process* that defines the frequency and quantity levers, and key performance indicators. This process will be pilot tested on a few selected suppliers and distributions centers (DC) in order to verify its effectiveness. Once successfully tested it will be deployed to dozens of suppliers and DC's that are partners in CVS's supply chain.

Project Classification: Process Innovation – Track 1
Project Focus: Supply Chain Management

Fidelity

Fidelity Investments processes millions of customer transactions per year. Fidelity has industry leading quality but some errors still may occur. Although Fidelity has a very comprehensive corrective action process, these errors may negatively impact the client experience. To mitigate the impact to their clients, Fidelity relies on more than 40 associates in our Quality team to review transactions for accuracy. Fidelity is committed to improving its processes to reduce the dependence on manual inspection and instead focus on systematic prevention and mistake proofing of an error upfront in the process rather than trying to manually identify the defect after it occurs.

Project Classification: Process Innovation – Track 1
Project Focus: Quality Process – Systematic Prevention

GTECH

GTECH excels at project management, project overseeing and control and have been using the same successful Integrated Delivery Model (IDM) for the last 10 years, without any continuous improvement analysis or advancements. GTECH wants a third-party group to analyze their Integrated Delivery Model (IDM), its impact on customer satisfaction, its effectiveness with costing and budgeting, resource utilization, turnaround time with integrated component level problem solving, and overall quality of the system at time of delivery and thereafter.

Project Classification: Process Innovation – Track 1
Project Focus: Integrated System Delivery Process

GTECH

GTECH, as the first to market leader, wants to pursue the development of a profitable business model for a 'GTECH Solution in the Cloud' offering that would achieve bandwidth efficiency, cost savings, increase speed of delivery, present flexible system configuration options and gain competitive advantage.

Project Classification: Product Innovation – Track 2
Project Focus: Cloud Solution Business Model

Ocean State Job Lot (OSJL)

OSJL seeks to drive higher sales per capita for existing customer base and seeks to acquire new customers through awareness, promotion and accessibility. Consequential benefits seeking to realize are (1) to decrease stranded inventory, (2) to increase frequency 'store traffic', and (3) to increase consumer cost savings, resulting from increase ACH transactions.

Project Classification: Product Innovation – Track 2
Project Focus: Customer Relationship Management

Waterfire Providence

WaterFire Providence is well known and is considered one of the most successful creative placemaking examples in the nation. Advice and guidance from its experts and resources are sought after around the world, however, there is no real business model that governs its knowledge transfer and free advice. WaterFire Providence seeks to leverage and monetize its expertise and knowledge as a service to other communities.

Project Classification: Product Innovation – Track 2
Project Focus: Social Enterprise – Center of Excellence

University of Rhode Island MBA Capstone Project
Continuous Improvement & Value Proposition

Susan Riley

Abstract

Capstone programs, or experiential learning projects, where students have the ability to use their academic knowledge in practice for an outside company or agency are used by many schools. While capstone programs and projects can differ greatly, they all usually culminate in a final project or presentation to demonstrate what they have learned and evaluate its quality and their comprehension and application of theory.

University of Rhode Island (URI) has put time into reviewing the capstone program as it pertains to the students but less on the impact and value to the participating capstone partners. In an effort to identify the value of the capstone to these partners, with a goal to improve the capstone program and student deliverables, we have undertaken a program evaluation with recent capstone partners. The results indicate that the final projects delivered by students were of great value to the partners however there is also potential for additional improvements to further increase the value for participants which have been identified and discussed.

The Overall Value of the Capstone Projects to the Participating Partners

Capstone projects are widely utilized by universities in order to teach students to think critically, work in teams and develop written and oral communication skills. Whether a four week program or year long, the focus is for the student to have the opportunity to work on real world issues. For profit, and especially not for profit partners, see a value in these longer term programs.

Resource Augmentation

Capstone projects are a value add; they provide the ability to use resources a company might not otherwise have, to provide analysis on issues facing the company. With the current economic pressures on corporations to stay competitive more has to be done with less manpower. For non-profits, grant aid has dwindled. The availability of graduate students to tackle prioritized issues for these businesses allow them to address issues sooner rather than later. The direct result can be getting a product to market sooner, streamlining a process, or driving new avenues for revenues.

Innovative Approach

Providing resources to work on a project that might otherwise have to wait due to resource constraints is invaluable, but to have the project completed in a 16 week

window is even more advantageous to the partners. The capstone projects are all time sensitive, creating a new product or process in shorter time frame that would otherwise be done internally puts the partners at a tremendous advantage in the marketplace. Upon review of the cross-function curriculum and the focus on continuous improvement and continuous innovation, it appears to contribute to the students success in producing high quality work so quickly.

Objectivity

Another benefit of the capstone program is that it provides an unbiased, objective view of an issue. Being able to use resources that are not close to an issue allows for the research to be completed with no preconceptions of what is expected and in some cases a new way of approaching an issue. This can be very helpful when a company is trying to make a decision but is entrenched in a culture (too close to an issue) to validate the direction it needs to go in. Further, having a fresh and more diverse view allows for idea generation and proposals that may not have been presented (existed) before.

Program Background

In 2012 URI University of Rhode Island's (URI) College of Business (CBA) launched a new curriculum and delivery method of business content in its one-year MBA program. Since its inception the Strategic Innovation MBA program has accepted and graduated between 19-24 students each year. The CBA has a track record of attracting students with backgrounds in business, technology, engineering, science and mathematics (e.g., Blue MBA, Raytheon, Pfizer, Branschweig University), and is expected to increase with the focus on strategic innovation and culture of improvement. The program will also attract students with creative backgrounds, as the program combines innovation with practical applications and experiences. The program's strategic focus, and how it differentiates from other MBA programs, is in its delivery of content in a cross-function, integrated format, and the unique combination of continuous improvement and continuous innovation processes, techniques and toolset taught and practices

The capstone program is accomplished with the Point of Vantage (POV) performance projects connecting students and performance with strategic innovation initiatives and the perspectives of the stakeholders. [1]

At the start of the Spring semester, students choose a POV capstone project that best suits their career track. The partners have been identified prior to the semester by the faculty, who has reviewed the proposals that the partners submitted. In addition, students take four supporting courses, delivered consecutively to each other, but in parallel with these capstone projects, which are designed to teach the knowledge and

[1]Detailed One Year MBA Program, http://web.uri.edu/business/files/DetailedOneYearMBA2014V07.pdf

skills needed to successfully deliver the capstone POV projects. Students select one of the following two POV projects.

Business Innovation Six Sigma Project (I-SIG)
This project is a 16-week capstone project, where student teams analyze with the DMAIC problem solving process a business practice or process and deliver an improved practice or process developed through the Six Sigma methodology then present to the partner for evaluation.

Product Innovation Lifecycle Project (I-CYCLE)
This project is a 16-week capstone project where student teams are expected to think creatively, conceptualize a new product, or business model, build a prototype, and to take this idea through the agile development process then present to the partner for evaluation.[2]

Once selected the students team up and have a kick-off meeting where the partner comes into the classroom launch the project. Partners present for the first time in their words, with their vision for the project, background on the company and the business processes. They present the scope of the projects and their deliverable expectations. This starts off the teams learning first hand the partners perspective. Thereafter, students regularly meet partners at their location where students are immersed within the business environment collaborating side-by-side with business professionals. Following kick-off, students meet with their partners multiple times per week for 12 weeks. How the teams work together and how they interact with their partner varies based on the partner and the team.

The teams must work toward a Greenlight presentation to the partner, at which time the partner weighs in on the direction of the project and as to whether or not the team is greenlighted to continue. The timing of the Greenlight presentation is at the semester midpoint. Once teams get the go ahead, they work in full force to complete their respective projects and deliver and present either a process portfolio or business plan, depending on their capstone project requirements, a statistical analysis or market research, and a prototype to their partners.

Methodology

From December 2014 through January 2015, a series of interviews were conducted with five of the prior capstone partners, collectively totaling 11 projects who hosted MBA students in the 2013 and 2014 school calendar years:

- GTECH
- Fideltiy
- CVS

[2] Detailed One Year MBA Program, http://web.uri.edu/business/files/DetailedOneYearMBA2014V07.pdf

- Hasbro
- The Steel Yard

Each partner was interviewed and asked a series of questions related to their experience with the capstone program and the students. Included in the interview were questions related to their role with the team, how the project was originally identified, how the students worked within their organization (integrated with teams, independent, etc), if the quality of work and final product met expectation and if they have implemented the recommendations of the team or productized the plan. See Appendix 1.

The partners were also questioned about the skills of the students assigned to their projects and on the timing of the greenlight process. These questions were crucial in evaluating the synergy of the classroom learning and the application to the real world. The results varied slightly but it is clear that these factors have an impact on the projects.

The partners were also questioned about whether the final business plan presented had provided solutions, processes or products that the partners had not encountered before. Further, they were asked if they have since instituted any of the recommended solutions, processes or products, or portions thereof, and if so, with what result. In any case they were asked to detail if there was any value in working with the students and participating in the program.

Lastly the partners were invited to provide additional comments and critiques of the program. Specifically what they felt worked well, what could be improved upon and what was the overall satisfaction and impact of the project.

Findings

Overall Satisfaction and Lasting Impact

Upon completion of the interview process there were many commonalities that emerged as to the overall satisfaction of the program as well as suggestions for improvement.

Of the five partners interviewed, all agreed that they had an overall satisfaction with the capstone program and all partners also agreed there was a value in the capstone program. All were impressed with how quickly the students came up to speed on the issues and understood how to approach the problem. Further, their ability to create new solutions and processes in the 16 week window was something many of the companies would not be able to otherwise accomplish.

Objectivity

One of the key value components that all five partners identified was having a team evaluate and research an issue with a fresh, objective perspective. It was expressed

that because the results were produced by outside individuals, management was more perceptive to adhering to the proposals and going in a particular direction.

In one instance, having the capstone team validate an open pressing issue that had been debated internally was crucial. A partner stated the team is "helpful in areas where there is a lot of opinion or expectation in a company" and the "dedicated time", "checking through all the data" with an "academic look at the problems not typically approached by [the company]" was invaluable. "The net effect was that everyone received the same comprehensive information" to "put the issue to bed." [3]

Resource Augmentation

Another key value to each of the partners was just having the additional resources to address an issue that was identified as a priority but could not be sourced internally. For profit business and especially non-profits are always in need of additional manpower to tackle projects that are outside the scope of everyday job functions. The capstone students fill a much needed space with these partners. And in some cases these teams can keep a project moving forward when time constraints are an issue.

Satisfaction with Team Deliverables

Overall the partners were very satisfied with the deliverables of the capstone teams. It was repeatedly expressed how professional the students were and how comprehensive their deliverables were especially given the time constraints. Again, in most cases these deliverables are produced in a faster time frame than would otherwise be accomplished. The final presentations and documentation met or exceeded the expectations of the partners.

Results from Following the Business Plans and Proposals

Two of the projects produced an analysis and report to recommend a direction the respective companies should go in. For GTECH the final analysis prevented them from going down the wrong path and investing in technology that ultimately would not work. For Fidelity, the product analysis provided a foundation to fund product development.

Four of the companies moved ahead with the recommendations of the teams with measurable success. The Steel Yard, recorded the following metrics as a direct result of instituting the capstone teams recommendations:

- In 2014, I brought in 446 new students into our shop for open enrollment classes. This is a 131% increase from 2013, and a 140% increase from 2012.

- Tuition for open enrollment courses in 2014 hit an all time high of $113,664. This is a 127% increase from 2013, and a 141% increase from 2012.

[3] Parks, Bruce. Engineer. GTECH Corporation. December 2014.

- Facilitated 11 new classes to run in the 2014 calendar year - Valentines Day Ring Making Workshop, Sculpting Natural Forms, Figurative Blacksmithing, Mad Science Welding.

- Brought 11 new instructors and TA's into our studio in 2014 to lead our educational programming.

- Worked with traveling artist to host a Blacksmithing Demo , which brought approximately 25 additional people into our shop to experience art making by a master craftsman first hand.

- Introduced an additional 36 people to the industrial-art through Team Building/Corporate Workshops.[4]

Fidelity continues to use the tools and processes that have been developed by the teams over 2013 and 2014 capstone programs. Both projects analyzed and developed recommendations for new or existing systems at the company. Some, not all of the recommendations were adopted but, what the partner really found value in was the information that came from the interviews the students held with the employees and partner surveys. The questions asked and the information gathered was not something Fidelity had delved into before. What was revealed in the data was valuable to these projects and impact future projects. Not only did the project make "life easier" but the "developments and design requirements are used everyday."[5]

CVS has benefitted from many of the deliverables the team produced. First, the measurable statistics created by the team are used in the current program. And CVS has taken the scorecard the team developed and has put it to use. Further, CVS really wants to create a workable tool based on theses deliverables.

In addition, the team created a 60 second commercial that explains the program. This was done "as a surprise" [6]to the partner and they not only felt the team went above and beyond the partners expectation, they loved the commercial. They use it in house to promote the new program.

Recommendations for Improvements

Overall the partners were very pleased with the structure of the program and the caliber of students. There were some critiques made and suggestions that are worth noting.

Opinions differed in a few areas. The greenlight process and timing, introduction to the backgrounds of the students, and input on the grading/evaluation were the three more prominently discussed areas.

---

[4] Taylor, Islay. The Steel Yard."Hello Capstoners!!!" 18 Dec. 2014. E-mail.
[5] Zajac, Eric. Fidelity, 12 Jan 2015. Phone Interview.
[6] McHugh, Tom. CVS. 8 Jan 2015. Phone Interview.

While all of the partners felt that a check in point is necessary, most expressed that the greenlight was simply a “hoop to jump through for school.” [7] Two partners interviewed had an issue with the timing of the greenlight process. They felt the greenlight was awkward in that the “timing of what they have to do [for the greenlight] with what they have to deliver seems off.”[8] It might work well for the academic calendar but not necessarily the project. What GTECH did say was the DMAIC approach presented the perfect time for checkpoints and alignment, and not only liked the Six Sigma approach, but it was very appropriate and in line with the company’s model.[9]

And perhaps just calling it a greenlight is more the issue. None of the partners were prepared to stop the projects. They viewed the greenlight as a more formal check in point to get some internal staff up to speed. Changing the term is one recommendation.

All the partners noted that having students with particular backgrounds helped with the development of the project and in many cases allowed the students to get up to speed much more quickly than anticipated. The only issue from the partners perspective is that they are not given an opportunity to learn about the students backgrounds in advance. Gaining access to who the students are before they choose their program would be beneficial to the partners because they would be able to make recommendations for certain students to choose their project.

In the cases where the students did have background or experience in a particular area that was part of the project, that student emerged as a leader or educated the others so that the team was able to ramp up quickly. In one case, none of the students had any particular skill or experience in the field of their project and the partner felt it was a hindrance to the project. Further, they indicated that they would not run this program with that division again in the future however their might be other departments more suitable.[10]

It was recommended that the partners be allowed to get a better understanding of the skill sets, experience and goals of the students prior to engagement. The partners feel they would be better prepared to engage the students in the project and get them access to the proper resources internally to assist them in the project and could also help set expectations for deliverables.

Finally, all the partners expressed an interest in being able to have some input or means of evaluation of the students that would contribute to their grade instead of a post mortem evaluation of the program. The partners realize the students are graded academically, based on their application of their classroom experience, but all felt that they should have the opportunity to evaluate the students in their performance on the job. Each of the partners were able to identify a stand out individual in the team they

[7] Taylor, Islay. The Steel Yard. 8 Jan 2015. Interview.
[8] Truman, Mark. GTECH. Dec 2014. Interview.
[9] Perry, Ken. GTECH. Dec.2104. Interview.
[10] Beene, Jason. Hasbro. 14 Jan 2015. Interview.

worked with and thought it was unfortunate that they could not provide some sort of evaluation accordingly. It is recommended that the partners are provided a team and individual evaluation to be completed at the end of the project and it be used as a factor in the student grade.

Other Comments

Each partner had general comments of the program. Fidelity felt the students should have more flexibility with their final deliverable presentation. However having insight into the program and into past deliverables and presentations it is not a shared opinion. Students are encouraged to develop a deliverable that not only meets academic qualifications but also meets partner needs. Further, they have a budget that they can use however they deem necessary and can include (and has in the past) other non tradition presentations i.e. use of mobiles and videos.

GTECH and CVS expressed an interest in working with a team on one project for a two year cycle. In year one, the team would work on the process project and in year two a team would productize the result. The goal would be to have two teams work consistently on the same project to see it through to completion.

While this is an interesting idea, in practice there might be issues with consistency handing off to a team and their knowledge and more importantly, having an independent outside team productize something for a company which they are not yet familiar. One partner stated that instead of having another team engaged, a prime internship opportunity develops for students to take advantage of.

Interestingly, Brown has a program where approximately 6 students create a business in a one year program as part of the school of engineering). Another MBA program, Emlyon International also uses project based learning and "Each student undertakes a nine-month consulting project with two or three classmates for a partner company. "Project-based learning in a one-year MBA can be crucial for candidates looking to understand various aspects of business in a short time," says Tobias Böcker, student."[11] All the partners also felt that having the students collocated within the company was of great value to the students as well as the companies. It provided greater access to resources, people and data. In one instance the team was remote more than onsite and the partner felt that was a hindrance.

Cost of Program vs. Value to the Partner

Based on the interviews, it seems that URI is not the highest priced program, nor the lowest. All of the partners stated that they felt that they derived great value from the program, as highlighted in the above discussion, and only Fidelity stated that they felt the current price per project may be too much.

[11] Five Reasons To Choose A One Year MBA. April 16, 2014. WWW.Top MBA.com.

All of the for profit partners commented as to the rise in cost of the program. However, not one complained that it was too expensive at $10,000 per project. Fidletiy said this program was an "excellent value at last years prices, "but URI is not "priced out of the market," this year.[12]

The fee disclosure was the issue raised by Fidelity and Hasbro. This was due to their internal budgeting purposes. There must be advance notice of price increases so that partners are prepared, especially when the increase is large.

The capstone program not only provides a tangible deliverable, but a way for the partners to vet potential candidates for more permanent positions. As can be seen in Appendix 2, hiring MBA students is on the rise, as is the starting salaries. In this climate, companies are competing for talent and this program allows for a fast track to finding the right people.

"When asked their reasons for hiring business school graduates, employers say that these candidates bring "the ability to think outside the box," "have the leadership potential needed," and provide a strategic focus, acumen, and proven ability to perform." This is the goal of experiential learning and the capstone program.

"Expected starting salaries for new MBAs hires reflect the premium that employers place on these degree holders compared with bachelor's-level job candidates. For example, the median base starting salary US employers expect to offer MBAs this year is US$95,000, as compared with US$50,000 for US bachelor's graduates, representing a $45,000 premium." [13]

Conclusion

URI has implemented a capstone project that gives students a challenging, rigorous academic and work program. While not a wholly unique approach to a one year MBA, its focus on strategic innovation is unique. What is unique about the capstone projects, is the Scrum and Agile delivery and development process with a strategic focus on either continuous improvement and/ or continuous innovation. The component of the capstone is valuable as evidenced by the deliverables presented to and utilized by the partners in the time frame allotted.

It is clear that the students enrolled in this program rise to meet and exceed the challenges presented to them. Moreover, the students provide a much needed additional resource to the partners to address and evaluate issues that would otherwise have to wait which could cost the partners valuable time and money. But URI must change its structure to notify partners of the skill sets the students possess prior to their engagement.

---

[12] Zajac, Eric. Fidelity, 12 Jan 2015. Phone Interview.

[13] The GMAT Blog Hub, The Official GMAT Blog, Employer Demand for MBAs High in 2014, May 29, 2014.

Recognizing it has academic requirements, the partners also felt some of the work was beyond fitting into an academic lesson and applied theory and thought it would be helpful to have a say in some part of the grade process. All the partners commented on their lack of ability to impact the student's grades when they found stand out talent and teams. (On the plus side, some students have received part time to full time positions based on their work.) URI should develop a means for the partners to evaluate the teams and individuals that contributes to their final capstone grade. Eight internship offers and four job offers came as a result of capstone engagements such far

The interviews revealed that URI is priced mid market, not being the highest, nor lowest. For the time, scope, and structure of projects, URI is in the right price range. If URI plans to increase its rate each year it should do so incrementally as the large uplift in the last year (increase $7000) was not well received and might price it out of the market. More importantly, URI must give advance notice to the partners so they can plan within their budget cycles.

As noted in Appendix 2, MBA students are graduating at a good time in the market and they are in demand and being well compensated for their jobs. Nationwide companies are hiring MBA students at a 7% increase in 2014 and a 30% increase from 2009. It should be noted that the northeast region is not one of the regions on an upswing. However a majority of the partners hire students out of the URI MBA program.

Salaries are also improving. About 45% of companies will increase base pay to MBA students this year. A median salary is expected to be $95,000/year.

These statistics ensure that there will be demand for MBA students in the marketplace so it follows that there will be no shortage of students to enroll in the program.

Appendix 1

Questionnaire for Partners

1. What was your role with the Capstone Team?
2. How was the project identified and what did it encompass?
    a. Was the team instrumental in determining the scope of the project?
    b. Did the team provide additional guidance in the scope or direction of the project?
3. How did you work with the team
    a. Were you collocated or remote?
4. Did the students have access to the people and information they needed internally?
5. How did you feel about the Greenlight meeting?
    a. Did it change the direction or scope of the project?
    b. Was the team off task?
6. How professional was the team in their work and presentation?
7. Was the presentation and deliverable what you expected?
8. How was it received by upper management?
9. How valuable was the final product?
    a. Did you take recommendations?
    b. Did you productize project?
        i. If not, why?
10. What has happened since the final presentation?
11. Overall, how satisfied are you with the capstone program?
12. Did you hire any students from the team since the program?
13. If you could change anything what would that be?
14. Would you work with URI again?
15. Do you have any further suggestions or comments on the program?

Appendix 2

MBA Job Market Among The Best Ever

by John A. Byrne on May 19, 2014, Poets and Quants

Source: 2014 GMAC Corporate Recruiters Survey

It's an awfully good time to be an MBA student and an even better time to graduate with the degree.

A new survey of corporate recruiters out today (May 18) shows that worldwide more companies plan to hire MBAs and other business school graduates in 2014. Some 80% of business school recruiters plan to employ MBAs in 2014, up seven percentage points from last year and 30 percentage points higher than 2009, in the heart of the economic crisis, when just half of employers hired MBAs.

The outlook is even better in the U.S. Some 86% of U.S. employers said they plan to hire MBAs in 2014, up from an already high 81% last year. Hiring demand for this year's crop of MBA graduates, moreover, has increased in every single industry, from consulting and finance to health care and technology, and in every region of the country, with the exception of the south where it is flat.

ABOUT 45% OF THE HIRING COMPANIES WILL INCREASE BASE PAY TO MBAS THIS YEAR

Hiring companies also expect to pay median starting salaries of $95,000 for MBAs in the U.S., similar to last year, according to the survey. The majority of employers said they plan to maintain salaries for this year's hires at 2013 levels. Some 27% of the responding companies said they plan to increase base pay at the rate of inflation, while another 18% expect to increase starting pay at levels above the inflation rate.

That's just some of the very good news from the 13th annual Corporate Recruiters Survey of 565 employers from 44 countries was conducted by the Graduate Management Admission Council, which administers the GMAT exam. The job market research, including 32 of the top 100 companies in the FT

500 and 36 of the Fortune 100, was conducted in February and March. This year's report was done in partnership with the European Foundation for Management Development and the MBA Career Services and Employer Alliance.
A spokesperson for GMAC said the 80% global hiring number for MBAs is the highest ever reported since 2008 when the organization first starting breaking out the MBA number. The spokesperson could not confirm whether the 86% number for U.S. employers was a record, but it is best in recent memory.

MBA HIRING WILL BE THE HIGHEST SINCE THE GREAT RECESSION STARTED IN 2009
"More companies in all sectors and across the world plan to hire business school graduates, with projected hiring rates the highest for all degree types since the Great Recession started in 2009," said Sangeet Chowfla, CEO and president of GMAC, in a statement. "MBAs have always been valued by employers, but this survey shows that as the economy improves, employers see MBAs as a good investment into their future."

Hiring demand for MBA graduates is high across all regions of the U.S., ranging from 81% of employers in the south to 91% of companies in the midwest, according to GMAC. The largest increase in the percentage of companies expecting to hire MBAs this year is seen in the West, with 87% of companies planning to hire MBAs in 2014, compared with 76% last year (see below table).

Things look less rosy for graduates of one-year master's of management programs which have been growing at a much faster rate than the full-time MBA business in recent years. In the northeast, for example, employee hiring of MM candidates is expected to fall to 34% this year from 42% last year, while 31% of employers in the midwest plan to hire, down from 33% in 2013. A good part of the decline in those regions, however, will be offset in the west where 47% of employers say they expect to hire MM graduates, up from only 32% the previous year.

Percentage of U.S. Firms That Hired Or Plan To Hire Business Grads

	Northeast		Midwest		South		West	
	2013 (Actual)	2014 (Projected)	2013 (Actual)	2014 (Projected)	2013 (Actual)	2014 (Projected)	2013 (Actual)	2014 (Projected)
MBA	84%	87%	83%	91%	81%	81%	76%	87%
Master in Management	42%	34%	33%	31%	29%	32%	32%	47%
Master of Accounting	30%	30%	35%	38%	37%	44%	38%	46%
Master of Finance	30%	31%	26%	38%	31%	33%	38%	38%

Source: 2014 GMAC Corporate Recruiters Survey