Form E-1-A for Boston College Carroll School of Management
Graduate Programs

Program: Full-Time MBA

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

   a. Students will build depth and expertise in functional and interdisciplinary business areas.
   b. Students will understand the practical, integrative application of learned theories and concepts acquired in functional courses.
   c. Students will realize, through applied learning and management practice opportunities, the importance of working collaboratively in a professional context.
   d. While comprehending the generalist nature of the MBA degree, each student will develop specialist skills that enhance their generalist training and that increase their opportunities for career placement.
   e. Students will be exposed to various professional and leadership perspectives that will enable them to behave as professionals in today’s business community.
   f. Students will be aware of their responsibility to society.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your department’s major handouts?)

   Program website.

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

   a. Management Practice Experience” is a required course in the 1st year of the full-time MBA program. In this course, teams of students complete a broad based consulting engagement for a business client. Team and individual performance on this consulting project is measured and compiled.
   b. “Managing People and Organizations” is a required course in the 1st year of the full-time MBA program through which students learn to understand, predict and control organizational management and its human dynamics. Students learn to apply these theories and concepts through case study opportunities that demonstrate this integrated knowledge.
   c. Courses in which there are group assignments are evaluated on both individual participation in, and contributions to, the team as well as the performance of the team as a whole.
   d. Students are given the option to complete a specialization. Students’ competency in each specialization is assessed by the specialization advisors using measures appropriate to the specialization. For those who elect not to follow a strict specialization course load, the Director of MBA Advising works with the student to determine relevant coursework based on desired
skill and professional outcomes. An overall course review and audit is conducted by the Graduate Programs Student Services office to ensure there course requirements are fulfilled.

e. Students are required to attend our CEO Lecture series “The Manager’s Studio.”
f. Students are required to read, acknowledge and adhere to the graduate programs core values. These documents are kept as part of student records in the Graduate Programs Student Services files.
g. Students are required to complete and document a minimum of 20 hours of community service during their matriculation.

4) Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The Associate and Assistant Deans collect all of the data/evidence. The data/evidence is reported by members of the core faculty, the specialization advisors and members of the graduate programs staff. The collected data/evidence is reported back to the core faculty. The data/evidence is also reported to department chairs when appropriate. The collective group interprets and discusses the evidence and recommends action where appropriate.

5) What changes have been made as a result of using the data/evidence? (Have there been any recent changes to your curriculum or program? Why were they made?)

a. We have revised our programming to include up front co-curricular workshops that focus on critical skill and professional ability building and preparedness. These include:
   i. Structure, Analysis and Integration with a focus on management thinking to breaking down problems, determining relevant data and analysis of that data and communicating integrated recommendations. This is a required program for all entering MBA students.
   ii. Public Speaking with a focus on basic concepts, theories and principals of oral communications and practice through class presentations. This is a required program for all MBA students.
   iii. Statistics coursework with a focus on the reviewing and enhancing the relevant knowledge required for the core curriculum. This pre-matriculation online course is required of all entering MBA students.

b. We have continued to enhance the Introduction to Strategic Management coursework offered as part of the co-curricular programming. This required course focuses on how firms formulate and implement strategies to create competitive advantage. Faculty continue to update case studies to include current and relevant issues.

c. We have added 3 courses in Data Analytics sequenced to address demand from the business community:
   i. Data Analytics 1 – focuses on the use of quantitative methods to support managerial decisions, using models. In this course students learn how mathematical models can be used to support managerial decision analysis.
   ii. Data Analytics II – in this course, students learn about data from a technical and a managerial perspective, including database fundamentals and how to gain insight into data using SQL. The course addresses the role that data analytics and related information technologies play in enabling the new strategies, product offerings, and ways of working in modern enterprises.
iii. Data Analytics III – This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

d. We have continued to enhance our Business Analytics curriculum to include workshops to support learning the technologies that businesses apply to this area. Testing of these skills is done through problem sets.

6) **What evidence do you have that the changes have resulted in improved learning outcomes?**

   a. Based on our metrics of performance, students have been better prepared for the strategic and analytical coursework.
   b. Based on the success of this programming, review sessions are continued throughout the semester and in some instances, the academic year.
   c. Students are deemed to be more profession ready as evidenced by the high intern placement rate.

7) **Date of the most recent program review. (Your latest comprehensive departmental self-study and external review.)**

   Feedback from students has indicated the relevancy of the program and the desire for continuing academic options in the way of classes and workshops, much of which is included for the class entering fall 2016.