

Department/Program: Business Administration, Executive MBA
Degree/Program: MBA
Date Submitted: 5-26-10

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

The response to the assessment reports submitted in 2007 for the Executive MBA program suggested that a complete review of assessment efforts be undertaken. Based on this feedback, the Executive and Specialized Programs (ESP) Committee submitted a plan in April of 2008 which set clear goals and learning outcomes for the program and an assessment plan for these goals and SLOs.

The results of the first year of implementation were included in last year's report. The results of the second year of implementation are included in this year's report.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

- A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).
- B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

The College of Business Administration (CBA) has a set of four common goals for all Executive MBA students. This report focuses on the set of common goals (**** denotes SLOs included in this year's report**). They are:

Goal 1: Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

Learning Outcomes:

- 1. Apply theoretical concepts in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to make business decisions.
- 2. Employ methods of accounting, statistical data analysis, organizational behavior, finance, economics, marketing, and operations to support business decision making

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

Learning Outcomes:

- 1. ******Identify and critically analyze salient legal and moral business issues.
- 2. ******Evaluate the impact that changes in the domestic and global economic environment have on the business climate.

3. Analyze the impact that technological and product innovations have on the competitiveness of firms.

Goal 3. Enhance skills needed to lead business organizations

Learning Outcomes:

1. Negotiate and collaborate with others in situations with differing interests and objectives;
2. ****Demonstrate the ability to lead individuals and teams .**

Goal 4: Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.

Learning Outcomes:

1. Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.
2. Formulate strategies to solve business problems and pursue opportunities and communicate these strategies in a clear and concise manner.

GOAL	ASSESSMENT DATE
Goal 4: SLO 1 Goal 4: SLO.2 Goal 2: SLO.3	April 2008 April 2008 April 2008
Goal 3: SLO 1 Goal 3: SLO.2	November 2008 October 2009
Goal 1: SLO 1 Goal 1: SLO 2	February 2009 February 2009
Goal 2: SLO 1 Goal2: SLO 2	April 2009 July 2009

III. What information was collected, how much, and by whom?

- A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.
- B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

This goal has two corresponding student learning outcomes. Both of the SLOs were assessed in the current cycle.

Learning Outcomes:

1. Identify and critically analyze salient legal and moral business issues.
2. Evaluate the impact that changes in the domestic and global economic environment have on the business climate.

Goal 2, SLO 1 was assessed through a final paper consisting of ethical and moral theory analysis in course BA 702: Ethics, Fall 2009.

Goal 2, SLO 2 was assessed through a project which consisted of one case and three opinion articles in course BA 709: Global Economic Environment.

Goal 3: Enhance skills needed to lead business organizations

This goal has two corresponding student learning outcomes. One of the SLOs (#3.2) was assessed in the current cycle.

Learning Outcome:

Demonstrate the ability to lead individuals and teams.

Goal 3, SLO 2 was assessed through a 360° leadership assessment using the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2003). In a 360° assessment, a leader completes their own assessment and observers are selected (e.g., manager, direct reports, peers) to also complete an assessment. The LPI-Observer will be completed by students' manager, direct reports, and peers. Other observers may also be selected if wished and are coded as "Others."

See Appendices I, II, and III for results.

IV. What conclusions were drawn on the basis of the information collected?

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

The student performances met the Acceptable Score and provide evidence that associated Learning Outcomes are being adequately achieved.

Please see the appendices for attached charts, tables and results.

V. How will the information be used to inform decision-making, planning, and improvement?

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

No specific programmatic changes appear called for at this time. The majority of students appear to have mastered the learning outcomes assessed this year.

Report completed by: Chris Graham, Executive Director, Specialized Programs & External Affairs

Date: June 2010

Faculty Member: Lori Ryan
Course: Assessment Report - BA 702: Ethics

GOAL	ASSESSMENT DATE and COURSE
Goal 2: SLO 1	Sept 2009 – BA 702

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

Learning Outcomes:

1. Identify and critically analyze salient legal and moral business issues.

The above goal and associated SLOs were assessed through a final paper consisting of ethical and moral theory analysis in BA 702: Ethics, Fall 2009.

Assignment

“A final paper is required, in which you should explain and analyze an interesting, original, current business news item (occurring since 3/1/09) through the lens of *your favorite* of the five ethical theories discussed in class. It should cover *moral* issues facing *businesspeople*; do not use non-profit, legal, or governmental (including university) issues or those facing specific professions that have their own specialized ethics fields (journalism and medicine).”

Acceptable Score is 70% of total points.

The average score was 91 points. 100% of students met the learning objective. The student performance met the Acceptable Score and provides evidence that associated Learning Outcomes are being adequately achieved.

Faculty Member: Frank Ryan
Course: Assessment Report - BA 709: Global Economic Environment

GOAL	ASSESSMENT DATE and COURSE
Goal 2: SLO 2	July 2009 – BA 709

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

Learning Outcomes:

1. Evaluate the impact that changes in the domestic and global economic environment have on the business climate.

The above goal and associated SLO was assessed through a **written assignment (details attached)**:

“Read the case "The U.S. Current Account Deficit" and discuss the impact of adjustments to the large U.S. Current Account deficit on the domestic and global business environment. Compare the U.S.’s current situation with that of Thailand just before the Asian Financial crisis. Which, if any, parallels exist between the U.S. in 2008 and Thailand in 1997? Will the U.S. experience a "benign adjustment" or a "hard landing"?”

Project Overview

This project consists of one case and three opinion articles.

Case Study

The purpose of the case is to display the drivers of the large U.S. current account deficit and the effects of an adjustment on the U.S. economy and business environment; to review the dynamics of current account imbalances; to explore parallels with previous historic periods of U.S. external imbalance; and to explore the relationship between the current account balance and net asset position, including the effects of valuation.

Articles

The three opinion articles (Roach vs. Laffer/Griswold) portray vastly different opinions on the importance of the CA deficit. (You will note that the case divides economists’ opinions along these same lines: “Hard Landing” versus “Benign Resolution.”) Both views clearly state which actions they think the U.S. government and the U.S. Federal Reserve should take in response to the U.S.’s large CA deficit.

The average was $3.39/4 = 85\%$.

If the acceptable score is 70%, then the benchmark is $0.7*4.0=2.8$. **31 out of 36 students (86%) met or exceeded this benchmark.**

Date: January 2010
 To: Chris Graham, Director
 Executive & Specialized Management Programs

From: Sanford Ehrlich
 Subject: Assessment Report - BA 710: Executive Leadership

GOAL	ASSESSMENT DATE and COURSE
Goal 3: SLO 2	January 2010 – BA 709

Goal 3: Enhance skills needed to lead business organizations	
Learning Outcomes: 2. Demonstrate the ability to lead individuals and teams	

The above goal and associated SLO was assessed through a 360° leadership assessment using the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2003). In a 360° assessment, a leader completes their own assessment and observers are selected (e.g., manager, direct reports, peers) to also complete an assessment. The LPI-Observer will be completed by students’ manager, direct reports, and peers. Other observers may also be selected if wished and are coded as “Others.”

Acceptable Scores are those which fall in the moderate to high categories. .

The percentage of students that scored (with both self and observers) above the acceptable mark are listed in the following matrix.

	Model the Way	Inspire a Shared vision	Challenge the process	Enable Other to Act	Encourage the Heart
Self	69%	83%	58%	72%	67%
Manager	78%	81%	83%	72%	83%
Direct Reports	92%	92%	92%	92%	92%
Other	86%	92%	86%	89%	86%
Co-Worker	81%	86%	72%	81%	83%