

Outcomes Assessment and Program Improvement

Executive Master of Business Administration

SECTION 1 – PAST ASSESSMENT RESULTS

Since the initial plan was developed in 2000, the program has seen many changes. The program now has its third director since 2005. The initial plan had many stops and starts. There have been 2 curriculum reviews by the faculty advisory committee and a major revision undertaken. The most significant of these occurred in 2005 when what once started as an optional tour of businesses in Europe evolved into far more extensive project-based learning experience focusing on one of the fastest growing and most regions of the world: China.

Now required, the immersion experience is structured as a course titled International Study and represents the culmination of extensive preparation stateside. During this course, students engage in real-world consulting projects for foreign businesses. The final exam is cumulative. It draws on all courses and experiences in the program. Students are held accountable for their recommendation in front of senior executives in the boardrooms of the international companies. The exam involves a real, live dilemma or problem.

In 2005 the College of Business hired a Director of Assessment to help programs develop formal assessment plans, and to ensure that the plan is a living document used for ongoing curriculum assessment.

SECTION 2 – REVISED ASSESSMENT PLAN

1. Plan Development Process

Beginning in 2005, the Director of Assessment met with the Associate Dean for Executive Education and three faculty from the advisory committee (Larry DeBrock, Greg Northcraft, and Paul Vaaler) to discuss the program learning goals and objectives. Over the next year on-going meetings were held with Associate Dean, David Ikenberry, to refine the plan and ensure it reflected and adequately measured the desired goals.

In early 2006, the evaluation rubric was developed and tested on the first group of 31 students. Since the initial trial, the rubric has been modified, a separate process for evaluating leadership and teamwork has been implemented, a pre-test, post-test format has been added, and the second cohort of the EMBA program has been evaluated.

2. Desired Student Outcomes

The Executive MBA Program is a general management program designed to equip experienced professionals with the tools and perspectives required to manage and lead a company or business unit. The program uses a team-based learning approach that allows students to learn with and from each other in a supportive class environment. All students are assigned to a study team with three to five other students of diverse professional backgrounds.

The curriculum is comprised of four essential levels of learning:

- Level 1 is defined by leadership and teams and explores and develops the specific concepts and skills needed to address the challenge of being a leader in today's business environment.
- Level 2 introduces you to the core areas needed in business: accounting, finance, marketing and quantitative methods.
- Level 3 goes deeper and focuses on cross-functional and enterprise-level problem-solving, key knowledge skills required in well-rounded general managers.
- Level 4 concludes with a capstone global experience. The global experience is an international consulting project where students work, over the course of nine months, to address current issues and opportunities faced by global companies and then defend their recommendations in the boardrooms of these international firms.

The Executive MBA Program curriculum program goals and learning outcomes are:

- Cross-Disciplinary Integration & Strategic Perspective
Students will demonstrate an ability to integrate different functional areas to solve an enterprise-level business problem.
- Critical Thinking & Problem Solving
Students will be able to identify, obtain, and analyze relevant data to make recommendations for a solution to a complex problem.
- Leadership & Teamwork
Students use team building and high-performance management behaviors to lead a team task that results in effective team performance.
- Communication Skills
Students will communicate a complex business issue in a coherent written case study and group oral presentation.

3. Measures and Methods Used to Measure Outcomes

□ Cross-Disciplinary Integration & Strategic Perspective

Course embedded assessment: Instructors and evaluators rate team performance using the Capstone EMBA International Study Presentation rubric #1-04-09-07.

This assessment is performed twice. The first assessment is prior to the international immersion trip (pre-test) and the second assessment is made when the team does its final presentation in the company boardroom in country (post-test).

This assessment is completed annually and is a 100% sample.

□ Critical Thinking & Problem Solving

Course embedded assessment: Instructors and evaluators rate team performance using the Capstone EMBA International Study Presentation rubric #1-04-09-07.

This assessment is performed twice. The first assessment is prior to the international immersion trip (pre-test) and the second assessment is made when the team does its final presentation in the company boardroom in country (post-test).

This assessment is completed annually and is a 100% sample.

□ Leadership & Teamwork

At the completion of each course module, students evaluate their group members anonymously on teamwork and leadership skills.

This assessment is performed twice. The first assessment is in the fall and the second in the spring.

This assessment is a 100% sample.

□ Communication Skills

Course embedded assessment: Instructors and evaluators rate team performance using the Capstone EMBA International Study Presentation rubric #1-04-09-07.

This assessment is performed twice. The first assessment is prior to the international immersion trip (pre-test) and the second assessment is made when the team does its final presentation in the company boardroom in country (post-test).

This assessment is completed annually and is a 100% sample.

SECTION 3 – PROCESS FOR USING THE RESULTS

1. Plans for Using Results

The Outcomes Assessment Process is managed by the Associate Dean for Executive Education, and the Director of the Executive MBA Program, in consultation with its Faculty Advising Committee. Annually, after the class has returned from the international immersion trip, the Associate Dean, Director of the Program, Director of Assessment for the College of Business and the faculty responsible for the International Study course meet to discuss results of this capstone experience and any recommendations they want to make to the Faculty Advisory Committee.

2. Timeline for Implementation

The measurement instrument and technique was developed in late 2005 and implemented in 2006. Modifications were made to the tool and, with the April 2007 hiring of a new program director; the teamwork evaluation process was separated from the capstone evaluation and applied after each of the disciplinary modules.

During the planning phase of the International Study course it was decided that the capstone evaluation would be applied twice. Preliminary presentations would be evaluated by a panel of faculty judges, then the faculty and a communications specialist would work with the students to enhance their skills, and the final presentation would be evaluated.

3. Results

Percent of EMBA Students meeting standard on each Program Goal

	'06-'07 (N=31) Posttest	'07-'08 (N=63) Pretest	'07-'08 (N=63) Posttest
Critical Thinking/Problem Solving	100%	80%	100%
Strategic Perspective	100%	70%	100%
Communication Skills	100%	60%	100%
Teamwork	100%	67%	81%