

**Student Learning Outcomes Committee 2009
Department/Program Assessment Results Report**

Department/Program: Business Administration, Executive MBA

Degree/Program: MBA

Date Submitted: 3-27-09

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 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. Lead a multi-disciplinary team.

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	April 2008
Goal 4: SLO.2	April 2008
Goal 2: SLO.3	April 2008
Goal 3: SLO 1	November 2008
Goal 3: SLO.2	October 2009
Goal 1: SLO 1	February 2009
Goal 1: SLO 2	February 2009
Goal 2: SLO 1	April 2009
Goal2: SLO 2	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 1: Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

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

Learning Outcomes:

1. Apply theoretical concepts in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to make business decisions.
2. Employ methods in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to support business decisions.

Goal 1, SLO 1 and 2 were assessed through a case analysis in BA 703: Strategic Management, Fall 2008/Spring 2009. The case analysis of “JetBlue Airlines: Is the Blue Fading?” required students to respond to the following issues.

What indicators suggest that JetBlue is in a performance downturn? From a strategic point of view, where has JetBlue gone wrong? What would you do if you were JetBlue’s CEO, Dave Barger, in order to stem the decline?

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:

This goal has three corresponding student learning outcomes. One of the SLOs (#2.3) was assessed in the current cycle.

Learning Outcomes:

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

The above SLO was assessed by Onset Ventures, a specific instructional case used in BA 790: Directed Readings in Finance, Spring 2008. Students were asked to evaluate the company’s market opportunities, competitive position, and valuation at its financing stage.

Goal 3: Enhance skills needed to lead business organizations

This goal has two corresponding student learning outcomes. One of the SLOs (#3.1) was assessed in the current cycle.

Learning Outcome:

1. Negotiate and collaborate with others in situations with differing interests and objectives.

The above SLO for Goal 3 was assessed through an assigned paper covering the planning, execution and debriefing of a negotiation for BA 707: Negotiation, Fall 2008.

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

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

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.

The SLOs were assessed thorough two specific instructional cases used in BA 790: Directed Readings in Finance, Spring 2008. Goal 4: SLO 2 was assessed by the Onset Ventures case, and Goal 4: SLO 1 was assessed by a case titled Venture Capital Method Problem Set.

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.

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. Students appear to have mastered the learning outcomes assessed this year.

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

Date: March 27, 2009

APPENDIX I

Date: May 15, 2008

To: Chris Graham, Director
Executive & Specialized Management Programs

From: Nikhil P. Varaiya

Subject: Assessment Report
BA 790: Directed Readings in Finance, Spring 2008

GOAL	ASSESSMENT DATE and COURSE
Goal 4: SLO 1	April 2008- BA 790
Goal 4: SLO.2	April 2008- BA 790
Goal 2: SLO.3	April 2008- BA 790

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

Learning Outcomes:

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

The above goal and associated SLOs were assessed through two specific instructional cases used in BA 790: Directed Readings in Finance, Spring 2008.

Goal 2: SLO 3; Goal 4: SLO 2 was assessed by Question 4 for the Onset Ventures case, and Goal 4: SLO 1 was assessed by Question 6 in the case titled Venture Capital Method Problem Set.

Scoring

Q. 4 (Onset): 100 points: Evaluation of market opportunity; competitive position; valuation at financing stage.

Q. 6 (VC Method): 100 points: evaluate pre-seed stage startup opportunity in terms of market potential; determine whether to invest in opportunity with high uncertainty of payoffs

Acceptable Score is 70% of total points.

The average scores for these questions are as follows:

Q. 4 (Onset): 88 points;

Q. 6(VC Method): 85 points;

The student performance on the two questions meet the Acceptable Score and provides evidence that associated Learning Outcomes are being adequately achieved.

Nikhil P. Varaiya
Department of Finance

Onset Ventures

1. What is Onset's model for the factors that create an attractive opportunity?
2. Do you agree or disagree with each of the elements of this model?
3. How much should Onset raise in this latest fund?
4. **Evaluate Onset's actions with respect to Tally Up so far. How should the firm deal with the issues presented at the end of the case?**

The Venture Capital Method

Question 6.

Roger's brother, Henry has also been working on a new venture. He has invested \$20,000 and six months of sweat equity to date in developing the concept. While he believes the idea has the same growth and profit potential as Roger's company, he knows that outside investors will require more detailed research and proof of his business model before putting up the \$800,000 900,000 required to launch the company. To take the company to an appropriate stage for serious outside financing, he seeks to raise \$100,000 from outside investors. If he is right, the company will then have a prototype product, contacts with key customers and a well thought out business plan. If he is wrong, while it is possible that the business idea could be reformulated and salvaged, it is likely that the money will be lost and he will move on to a new project.

How should Henry approach the fund raising process for this seed stage project? What type of investors should he try to recruit? What problems will he have in raising money?

How should Henry value the company at this point? Should he seek to raise debt or equity? What deal terms are reasonable?

APPENDIX II

Date: March 2, 2009
To: Chris Graham, Director
Executive & Specialized Management Programs

From: Martina Musteen
Subject: Assessment Report
BA 703: Strategic Management, Fall 2008/Spring 2009

GOAL	ASSESSMENT DATE and COURSE
Goal 1: SLO 1	March 2009 – BA 703
Goal 1: SLO 2	March 2009 – BA 703

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 in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to support business decisions.

The above goal and associated SLOs were assessed through a final exam consisting of a case analysis in BA 703: Strategic Management, Fall 2008/Spring 2009.

Goal 1, SLO 1 and 2 were assessed by Question 3 related to the case analysis of JetBlue Airlines: Is the Blue Fading? (attached).

Scoring

Question 3: 100 points: What indicators suggest that JetBlue is in a performance downturn? From a strategic point of view, where has JetBlue gone wrong? What would you do if you were JetBlue's CEO, Dave Barger, in order to stem the decline?

Acceptable Score is 70% of total points.

The average score was 88 points.

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

APPENDIX III

Date: February 16, 2009
To: Chris Graham, Director
Executive & Specialized Management Programs
From: Paul J. Graf
Subject: Assessment Report
BA 707: Negotiation

<u>GOAL</u>	<u>ASSESSMENT DATE and COURSE</u>
Goal 3 SLO 1	February 2009 – BA 707

Goal 3: Enhance skills needed to lead business organizations

Learning Outcomes:

1. Negotiate and collaborate with others in situations with differing interests and objectives.

The above SLO for Goal 3 was assessed through an assigned paper covering the planning, execution and debriefing of a negotiation for BA 707: Negotiation, Fall 2008.

Scoring

The negotiation paper was graded based on the student's knowledge and use of negotiating tools and techniques.

Acceptable Score is 70% of total points.
100% of students exceeded this minimum.

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