Assessment of Learning "Close the Loop" Committee Report

2016 EMBA Program Review: Summary of Findings, Conclusions and Recommendations

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Submitted to:
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This report provides of a summary of the findings, conclusions and recommendations for future improvement of the EMBA program. This report presents the specific findings, conclusions, recommendations, and comments for each of the EMBA program goals. All data used by this committee can be found on the FCBE Assessment website: http://www.fcbeassessment.net/. In addition, this report provides recommendations for improving the Assessment of Learning Close the Loop process used in the FCBE.

The committee was given a general charge as well as additional charges as follows:

General Charge to FCBE Close the Loop Committees:

1. Review the assessment rubrics carefully for the degree program to assure a thorough knowledge of the goals and objectives established by faculty for the degree program.

2. Review data analysis and graphic representation for each objective to determine the degree that reasonable expectations were met. State the reason for your finding. If not met, what is needed to increase the likelihood that the objective will be met during a subsequent assessment—delete the objective, revise the objective wording, add specific assignments in courses, change in prerequisites, suggest a support activity, and so forth.

3. Include an appropriate statement for each objective to reflect findings that support your review comments so that a third reader can understand your reasoning and intentions.

4. Include specific review recommendations and/or comments for each learning goal for the rubric.

5. After all assessment data for the degree program have been reviewed. The committee should develop a team report in narrative form to summarize findings and conclusions. Be specific and relate conclusions and recommendations to specific findings.

6. Discuss the entire process with appropriate faculty in the EMBA faculty to assure input and that your recommendations represent EMBA faculty.

General Recommendations:

The general recommendations are for the EMBA program faculty to continue with their good efforts in the program. The EMBA students are performing well and meeting the goals and objectives for the program. (Over 90% of the students were rated as exemplary on all but two objectives. The lowest mean for any objective was 7.33 on a 1 – 9 scale and 80% of the students were rated as exemplary for this objective.) The committee has also provided recommendations concerning the Close the Loop process.

Specific Recommendations:

Specific EMBA program recommendations are provided following each goal. Recommendations concerning the Close the Loop process appear in the last section of this report.

Degree Program: EMBA

Goal 1: Graduates will be effective leaders.

Objective 1: The graduate will assess and support the learning and development of others. (SCMS 7110)

Mean: 7.67   Rubric: 93% Exemplary

Findings: 93% of the EMBA students assessed in the Exemplary range. 29% of the students were assessed at Level 9 on the 9-point scale, 26% were assessed at Level 8 and 38% were assessed at Level 7. The remaining 7% were assessed at Level 6 which is in the Good range.

Objective 2: Organize and lead a team to collective group accomplishment. (MGMT 7160)

Mean: 8.20   Rubric: 95% Exemplary

Findings: 95% of the EMBA students assessed in the Exemplary range. 59% of the students were assessed at Level 9, 19% were assessed at Level 8 and 17% were assessed at Level 7. The remaining 5% were assessed at Level 6.

Conclusions: Assessment data suggest that EMBA students can effectively assess and support the learning and development of their colleagues and coworkers. They also can organize a work team, and lead it when called upon, to collectively deliver results.

Recommendations: Continue the assessment of EMBA students' capacity and ability to lead and to pursue group goals so as to find opportunities for further improvement.

Goal 2: Graduates will be good communicators.

Objective 1: Prepare an executive summary in an appropriate structure. (MGMT 7250)

Mean: 7.93   Rubric: 90% Exemplary

Findings: 90% of the EMBA students assessed in the Exemplary range. 30% of the students were assessed at Level 9, 54% were assessed at Level 8 and 6% were assessed at Level 7. The remaining 10% were assessed at Level 6.

Objective 2: Organize an effective presentation. (ACCT 7080, MGMT 7160)

Mean: 8.11   Rubric: 97% Exemplary

Findings: 97% of the EMBA students assessed in the Exemplary range. 41% of the students were assessed at Level 9, 40% were assessed at Level 8 and 16% were assessed at Level 7. The remaining 3% were assessed at Level 6.

Conclusions: Assessment data suggest that EMBA students can properly prepare an executive summary in a business setting and can organize and make an effective presentation for communicating an idea or making a business case.

Recommendations: Continue the assessment of EMBA students' communication ability and skills to ensure that all EMBA graduates are effective communicators in their future endeavors.

Goal 3: Graduates will be critical thinkers and problem solvers.

Objective 1: Develop an effective strategy for solving business problems. (ACCT 7080, MGMT 7160)

Mean: 8.07   Rubric: 95 % Exemplary

Findings: 95% of the EMBA students assessed in the Exemplary range. 50% of the students were assessed at Level 9, 26% were assessed at Level 8 and 19% were assessed at Level 7. The remaining 5% were assessed at Level 6.

Objective 2: Implement a strategy to create an effective solution to business problems. (ACCT 7080, MGMT 7160)

Mean: 7.74   Rubric: 89% Exemplary

Findings: 89% of the EMBA students assessed in the Exemplary range. 39% of the students were assessed at Level 9, 31% were assessed at Level 8 and 17%

were assessed at Level 7. The remaining 11% were assessed at Level 6.

Objective 3: Effectively evaluate potential solutions to business problems.
(ACCT 7080, SCMS 7313)

Mean: 8.08   Rubric: 97% Exemplary

Findings: 97% of the EMBA students assessed in the Exemplary range. 56% of the students were assessed at Level 9, 16% were assessed at Level 8 and 25% were assessed at Level 7. The remaining 3% were assessed at Level 6.

Conclusions: All data suggests that no significant changes in instruction are warranted. It would be useful to know what courses provided the assessments, as well as what assignments were evaluated.

Recommendations: As stated above, providing information about what courses and assignments were used in the assessments would be useful. In addition, it seemed that there were two versions of the objectives on two separate websites. It would be good to have this information either consistent across the sites, or assimilated into just one website.

Goal 4: Graduates will be knowledgeable about the strategic role that technology plays in the global environment.

Objective 1: Illustrate how current and emerging technologies can be applied to achieve organizational strategic goals. (BIT (MIS) 7650)

Mean: 7.73   Rubric: 100% Exemplary

Findings: 100% of the EMBA students assessed in the Exemplary range. 23% of the students were assessed at Level 9, 35% were assessed at Level 8 and 42% were assessed at Level 7.

Objective 2: Demonstrate proficiency while adapting to and managing changes brought about by evolving and emerging technologies. (BIT (MIS) 7650)

Mean: 7.33   Rubric: 80% Exemplary

Findings: 80% of the EMBA students assessed in the Exemplary range. There were no students were assessed at Level 9. 80% were assessed at Level 8. 16% were assessed at Level 6 and 4% were assessed at Level 4 which indicate performance in the Good range.

Conclusions: Assessment data look acceptable for the first objective, but the

relatively low score on the second objective (7.33) merits further investigation as to how the assessment was conducted, as well as what could be changed to help students improve. This may involve adjusting the assignment assessed and/or the methodology/subject matter utilized in this area.

Recommendations: See conclusions above. In addition, it would be good to know what assignment was used in BIT (MIS) 7650 for the assessment process. As with Goal #3, there are two inconsistent websites with the goal/objective information. This should be remedied.

Goal 5: Graduates will be knowledgeable about the implications of ethical and multicultural issues in the global business environment.

Objective 1: Synthesize and analyze the implications of globalization for the functional areas. (ACCT 7050)

Mean: 7.39   Rubric: 94% Exemplary

Findings: 94% of the EMBA students assessed in the Exemplary range. 13% of the students were assessed at Level 9, 27% were assessed at Level 8 and 54% were assessed at Level 7. The remaining 6% were assessed at Level 6.

Objective 2: Apply ethical decision frameworks to business problems. (ACCT 7050)

Mean: 7.71   Rubric: 100% Exemplary

Findings: 100% of the EMBA students assessed in the Exemplary range. 21% of the students were assessed at Level 9, 37% were assessed at Level 8 and 42% were assessed at Level 7.

Conclusions: All data suggests that no significant changes in instruction are warranted.

Recommendations: It would be good to know what assignment was used in ACCT 7050 for the assessment process.

Recommendations for the Assessment of Learning Close the Loop Process

During the conduct of the 2016 Assessment of Learning Close the Loop review of the EMBA program, the committee members reviewed the work completed during the 2011 CTL review of the EMBA program. The 2011 report was a comprehensive effort that included a number of recommendations for

improvement of the EMBA program. The Assessment of Learning website provides two documents (http://www.fcbeassessment.net/EMBA_CTLChecklist.pdf and http://www.fcbeassessment.net/EMBA_CTLImprovements.pdf) that presents the specific recommended improvements that were to take place within the EMBA program and parties responsible for implementation of these improvements. However, there appears to be a missing piece in the Close the Loop process as there is no clear indication that the recommended improvements were in fact made. As faculty members in the EMBA program, we are aware that some of the 2011 recommendations were implemented, but it is not clear that this was the case for all recommendations. Furthermore, individuals that are not involved in the EMBA program, including AACSB visit team members, would have no indication that recommended improvements did take place. Our recommendation is that the Close the Loop process, specifically, "Step 7 Implement Improvement" be refined to ensure that recommendations are properly communicated and understood by all parties and that the recommendations are in fact implemented. Development of a unified document that captures the implemented activities is also recommended. Recommendations for the Close the Loop process are presented in the following section.

Recommendations
Step 7 Close the Loop: Implement Improvement
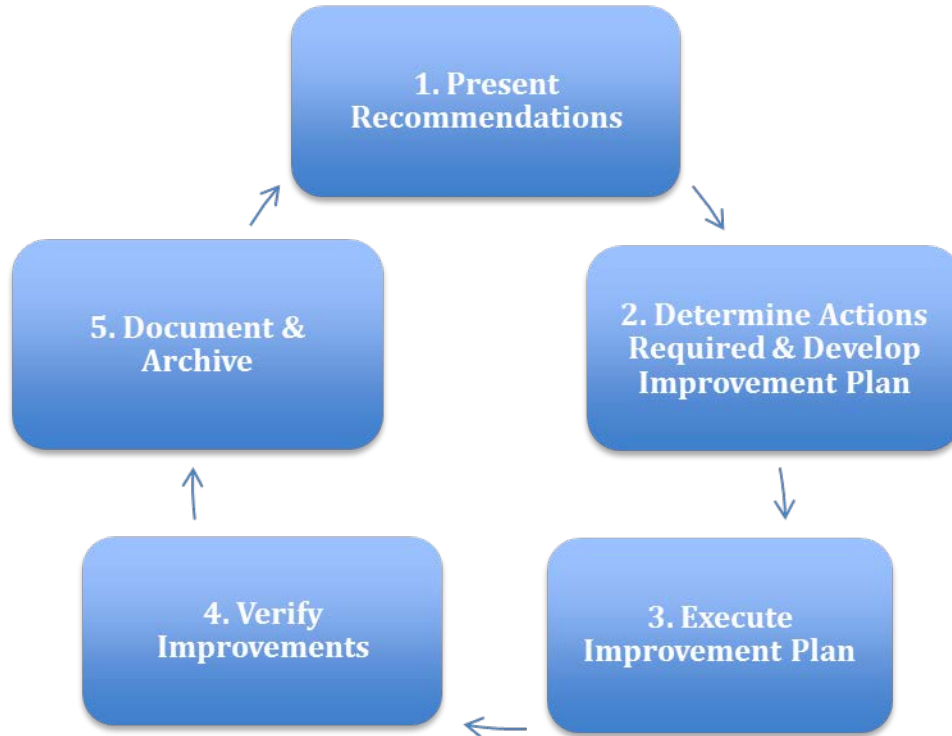
Step 7 Close the Loop: Implement Improvement should include the following activities:

1. CTL committee presents recommendations for improvement
2. CTL meets with the Associate Dean for Academics, Program Director, Director of Assessment and appropriate faculty to discuss recommendations, to determine specific actions required to make the improvements and to develop a formal implementation plan
3. Faculty executes implementation plan
4. Associate Dean for Academics, Program Director, Director of Assessment and CTL committee meet with faculty to verify successful implementation of improvements
5. Director of Assessment, CTL committee and faculty document improvements made and archives for future reference

The objective for Step 2 is to ensure that all parties involved have a clear understanding of the recommendations for improvement and the specific actions required to implement the recommendations.

The objective for Step 3 is to establish a formal plan to make the recommended improvements. The plan should identify roles and responsibilities and establish a schedule for completion of the improvements.

In Step 3 the actual improvement recommendations are implemented.

The objective for Step 4 is to make sure that recommendations have in fact been made, i.e., "to really close the loop."

The objective for Step 5 is to formally document the improvements that have been made and to archive the document for future reference.

Step 7 Documentation
A single document should be used to capture Step 7 activities. An example of this document is attached.

Step 7 Implement Improvement Document - Example

Spring 2016

Goal	Recommendation	Action	Responsible Parties	Planned Completion Date	Improvement	Verified Date
1	Increase use of case studies in EMBA classes.	EMBA faculty should incorporate case analysis, discussion and presentation where appropriate.	Drs. X , Y & Z	8/15/16	Dr. X has added 4 cases to BIT XXXX course. Dr. Y has added 6 cases to MKTG XXXX. Dr. Z has added 4 cases to SCMS XXXX.	7/30/16 8/5/16 8/15/16
2						
3						
4						
5						

Step 8:
Revise the Assessment Plan
and Continue the Loop

Step 1:
Identify Program
Goals

Step 7:
Close the Loop
Implement Improvement

Cycle
of
Assessment

Step 2:
Specify Intended
Learning Outcomes
(Objectives)

Step 6:
Close the Loop
Report Findings &
Recommendations

Step 3:
Select Assessment
Methods

Step 5:
Close the Loop
Analyze the Data

Step 4:
Implement
Data
Collection