

ASSESSMENT PLAN FOR THE PROFESSIONAL MBA PROGRAM

A. Learning Goals for the Professional MBA Program

The Professional Master of Business Administration (PMBA) program is designed for working professionals who aspire to corporate leadership positions. The overall goal of the PMBA program is to develop skills which will assist our graduates in advancing their careers in business. Specifically, as a result of the education they receive at the Moore School of Business graduates of the PMBA program:

- (1) Will acquire the capacity to solve problems and make decisions under uncertainty.
- (2) Will be able to synthesize their knowledge of the functional areas of business and address problems in a manner that considers the integrated perspective of a business as a whole.
- (3) Will be able to understand management issues from a global perspective.
- (4) Will be able to present a reasoned analysis and justify recommendations in an organized business report.
- (5) Will exhibit effective leadership and teamwork skills.

B. Assessment Methods

A major component of the assessment of the PMBA program will be an evaluation of the performance of individual students with respect to Learning Goals 1 through 5 by faculty familiar with the program. The assessments will take place in the Strategic Management and Organizational Behavior and courses taken by all PMBA students. These direct assessments will be supplemented by indirect assessments in the form of periodic surveys of graduates of the PMBA program.

An outline of the assessment activities for the PMBA program is provided below.

(1) Direct Assessments

MBAD 702: Strategic Management is a required course for all PMBA students and serves as a capstone course for the PMBA program. Consequently, it is an excellent source of data that can be used to directly assess Learning Goals 1 through 5.

The Strategic Management course uses a business simulation product known as CompXM. CompXM is an assessment product marketed by Capsim Management Solutions that provides assessment results on an individual student level. In CompXM, students make business decisions for a fictional company. The success of the fictional company is a direct measure of the students' business acumen in key areas of running a

business. In CompXM , these areas are measured by decisions made in the areas of Financial, Internal Business Processes and Customer areas. Students must also draw from their existing knowledge in the functional areas of marketing, accounting, finance, strategy, human resources, operations and production in their completion of CompXM. Hence, the CompXM simulation is an excellent tool that is used to assess Learning Goals 1 and 2 for the PMBA program.

With respect to Learning Goals 3 and 4, understanding management issues from a global perspective and presenting a reasoned analysis in an organized business report, respectively, the MBAD 702 course also uses case analyses. One or more of the cases assigned in MBAD 702 will be selected so that, as a group, they can be used to assess student learning. As part of the course requirements, each student will submit a written analysis of at least one of these cases, and for assessment purposes, a representative sample of the written reports will be collected and reviewed by current and/or emeritus faculty who are familiar with the course content. The reviewers will be asked to evaluate each case and to provide written comments summarizing their general impressions of the students' performance with respect to the competencies the case was designed to assess. In addition, each reviewer will be asked to complete an evaluation rubric that will allow him to numerically evaluate the students' performance with respect to each of the Learning Goals 3 and 4. The instrument should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The instructor of the course should supply teaching notes associated with the cases to assist the reviewers in their assessment.

Several assignments in MBAD 702 also require the students to perform analysis as a member of a team. Before the end of the course, each student will be required to complete an assessment instrument which evaluates his or her team members with respect to Learning Goal 5, leadership and teamwork skills. The Department of Management will be responsible for developing the assessment instrument. The instructors of MBAD 702 will be responsible for collecting the completed assessment forms and forwarding them to the Assessment Coordinator.

MGMT 770: Organizational Behavior is a required course of the PMBA program which requires group assignments and students to perform analysis as a member of a team. Before the end of the course, each student will be required to complete an assessment instrument which evaluates his or her team members with respect to Learning Goal 5, leadership and teamwork skills.

The Assessment Coordinator will be responsible for coordinating the review of the sampled cases. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be provided to the Chief Innovation & Assessment Officer, the PMBA Assessment Task Force and the Graduate Program Faculty Committee.

(2) Indirect Assessments

Surveys of graduates will be conducted five years and ten years after graduation. The purpose of the survey will be to assess the how completing the PMBA program has assisted graduates in achieving their career goals and the relevancy of the program's curriculum to their careers. Input will also be sought on how the curriculum might be improved. The Office of Alumni Relations working with the Innovation and Assessment Office will coordinate the development of any survey instruments to be used for assessment. The Innovation and Assessment Office will be responsible for collecting and summarizing all assessment survey results in the form of a report to be forwarded to the, the PMBA Assessment Task Force and the Graduate Program Faculty Committee.

C. Evaluation of Assessment Data

In collaboration with The Office of Institutional Research and Assessment, the PMBA Academic Coordinator, the Committee to Promote Teaching Effectiveness and Student Learning, and other faculty involved in the PMBA Program determine courses from which student work can be assessed for each learning goal are determined, rubrics are developed, and identify faculty with the necessary expertise to complete the assessments identified. Samples of student work are collected from faculty by the Innovation and Assessment Office. Results are tabulated and reports are generated by the Innovation and Assessment Office and forwarded to the PMBA Assessment Task Force. The PMBA Assessment Task Force recommends program, curriculum, and/or assessment changes, which are then presented to the Graduate Program Faculty Committee (GPFC) for review. Revisions or changes to the assessment plan are reviewed and require approval by GPFC. The loop is closed by revising the PMBA assessment plan and disseminating all results and action plans to PMBA faculty.