Annual Departmental Assessment Report

Department or Program: Oregon Executive MBA
Academic Year of Report: 2017-2018
Department Contact Person for Assessment: Deb Bauer, Julianna Sowash

Section 1: Learning Objectives Assessed for this Report

We collect data each time a course is taught, meaning we have annual data across all goals. This also means annual close-the-loop conversations. The majority of our learning goals and objectives have been assessed for 2017-2018. Due to turnover in leadership, we completed these assessments in fall of 2018.

Learning goal #1: Our students will be able to analyze information and use fundamental business concepts to make strategic decisions.

Objective #1A: Students will be able to analyze an organization, its industry and its environment using relevant information to determine strengths, weaknesses, opportunities and threats.

Objective #1B: Students will be able to make investment and financing decisions consistent with the strategic direction of the organization.

Objective #1C: Students will be able to create a strategy map that will allow for successful implementation of the corporate strategy.

Objective #1D: Students will be able to develop a marketing plan consistent with the strategic direction of the organization.

Learning goal #2: Our students will be guided by ethical precepts in making business decisions.
Objective #1: Students will evaluate business decisions in an explicit ethical framework.

Learning goal #3: Our students will think strategically in a global business context.
Objective #3A: Students will be able to make strategic decisions given cultural, political, and financial differences in a global business environment.

Learning goal #4: Students will develop and communicate solutions to real world problems and/or opportunities.

Objective #4A: Students will be able to communicate effectively orally and in writing by framing and supporting an argument and presenting it in a form and with technology appropriate to the intended audience.

Section 2: Assessment Activities
For each learning outcome, describe what information was collected, how it was analyzed and discussed, and the conclusions that were drawn from the analysis. In the narrative, reference all relevant means of collecting information about learning goals, including direct measures (e.g. assessment of student assignments), indirect measures (e.g. overall grade patterns in a particular course, student reflections on learning, SERU data), and

qualitative information (e.g. faculty observations, student input). While the choice of which assessments are most meaningful is up to the department, a mix of direct and indirect measures is requested.

For each of the learning objectives above, we collected the data described in the appendix to this document. The data was then analyzed and discussed in the Academic Committee meeting in fall of 2018. The results of that discussion are provided below.

Goal #1: Our students will be able to analyze information and use fundamental business concepts to make strategic decisions.

- Objective #1A: Students will be able to analyze an organization, its industry and its environment using relevant information to determine strengths, weaknesses, opportunities and threats. **(BA723)**

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	1	9	40	80
2016-17	39	0	5	34	87.2
2015-16	50	3	47	47	94

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018
The committee notes that there is a downward trend in the data. We will await data from 2018 to evaluate if that continues and investigate if there may be a fundamental driver for the decrease. The rubric and standards continue to be deemed appropriate. We will also communicate with the instructor to see if there are components missing from student's knowledge.   Also of note is that this and the BA719 course are closely coordinated and both had decreases in meeting the standard.

- Objective #1B: Students will be able to make investment and financing decisions consistent with the strategic direction of the organization. **(BA720)**

Standard: Exceeds or meets expectations meets the standard. Exceeds is a score of 85%-100%; Meets is 70-85%; Meets Some is 51-70%: and Does Not Meet is under 50%.

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	18	11	21	42
2016-17	39	12	19	18	46.2
2015-16	50	14	11	25	50

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018
As noted in the historical data, this course has been problematic. The hoped-for improvement in results did not occur. Thus, the program has altered the delivery of this course and has identified a new instructor – an award-winning professor in our on-campus MBA program. The committee will work with this new professor to establish a new rubric for measuring this outcome

- Objective #1C: Students will be able to create a strategy map that will allow for successful implementation of the corporate strategy. **(BA725)**

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	0	0	50	100
2016-17	39	0	0	39	100
2015-16	50	0	1	49	98

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018
The Academic Committee has reviewed the results of the assessments and is satisfied with the target goals, standards that have been established, process, and results.

- Objective #1D: Students will be able to develop a marketing plan consistent with the strategic direction of the organization. **(BA719)**

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	0	10	40	80
2016-17	39	0	0	39	100
2015-16	50	0	0	50	100

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018

The committee notes that there is a reduction in the % of students meeting that standard slightly below the target. We will await data from 2018 to evaluate if that continues and investigate if there may be a fundamental driver for the decrease. The rubric and standards continue to be deemed appropriate. Also of note is that this and the BA723 course are closely coordinated and both had decreases in meeting the standard.

Goal #2: Our students will be guided by ethical precepts in making business decisions. (BA730)

Objective #2: Students will evaluate business decisions in an explicit ethical framework

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	3	19	28	56
2016-17	50	3	16	31	62
2015-16	41	0	13	24	58.5

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018

Given that we have consistently missed this target the Academic Director spoke with the instructor to evaluate the issues. The instructor advised that the instrument is five questions and many students are missing two. The instructor previously thought that wordsmithing would help the students understand those questions but they continue to not understand the questions. The instructor noted that it was not that they did not understand the fundamentals of the material. He advised that he would update the instrument used to better measure student learning objectives. The Academic Committee will revisit this when we receive the latest data and instrument.

Goal #3: Our students will think strategically in a global business context. (BA726)
- Objective #3: Students will be able to make strategic decisions given cultural, political, and financial differences in a global business environment.

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	0	6	44	88
2016-17	41	1	2	38	93
2015-16	50	5	9	37	74

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018

The rubric and instrument have been updated as IES was not deemed to allow us to appropriately measure this objective. The committee notes that the rubric is measuring their writing and does not address the objective. This will need to be revised and reevaluated by the Academic Committee. The staffing of this course may be changing and we will work with the new faculty member on accurately measuring this objective.

- Objective #4A: Students will be able to communicate effectively orally and in writing by framing and supporting an argument and presenting it in a form and with technology appropriate to the intended audience.

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18	50	0	4	46	92
2016-17	38	0	2	36	95
2015-16	50	2	3	45	90
2014-15	24	2	2	20	83

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018

The Academic Committee has reviewed the results of the assessments and is satisfied with the target goals and results. Given that we have a new capstone advisor, she will review the rubric weights and questions to ensure alignment with our goals. She will propose improvements to academic committee to be approved and then shared with all capstone advisors.

The Oregon Executive MBA also holds listening sessions with current students to solicit their feedback on academic and curricular issues. The student voice gives us insight, beyond course evaluations, of their experience of the curriculum as a whole.

Section 3: Actions Taken Based on Assessment Analysis
For each learning goal assessed for each major, describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Describe how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

Addressed above and in section 4.

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

Each academic year, the program's Academic Committee holds student feedback sessions regarding both academic and operational topics. Following the sessions, the program provides written feedback to students and notes any changes that will be implemented as a direct result of their feedback. Over many years, changes that are a result of student feedback range from course order, course content suggestions, global trip calendaring, food service changes, classroom heating/cooling/audio/technology, team coaching requests, and changes in use of Canvas learning management system.

For example:
Students requested that faculty receive, grade, and return assignments inside Canvas. Previously, students were working outside of Canvas and emailing assignments directly to faculty. To execute this change, the program had to inform faculty that all assignments would be accepted, graded, and returned within the learning management system. The program also needed to demonstrate/train adjunct faculty on how to grade in Canvas. Students also required a demonstration on how to view detailed grading comments in Canvas. All of this was completed at the beginning of fall term.

Some of the recent changes are below:
Add: Associate Director of Student Services and Student Services Suite

In order to address the needs of 200 graduate students in Portland, and to be consistent with student services on our main campus in Eugene, we staffed a full time position of Associate Director of Student Services. This role supports all 100 Oregon Executive MBA students. To be visible and accessible, the program set up a Student Services Suite on the main floor of the teaching facility for drop in assistance. The Associate Director of Student Services supports the Global Trip, social programming (women's networking, diversity events) student communications newsletters, and has oversight on team coaching, and any special requirements that students have for accommodation, we have also added two classified staff members to her team to manage a significant amount of work.

Add: Director of Program

In order to provide best in class structure for the program, we have added a strong operational role of Director to the team. This position is the lead student facing role and develops improved systems and processes to raise student satisfaction with the program. This Director has implemented significant improvements in communications, efficiencies in on boarding new students, facilitated Canvas adoption and many other operational improvements. A recent feedback session indicated strong student satisfaction with the program's operational effectiveness.

Add: Programming around diversity and women's groups

As mentioned above, based on student requests, we have developed programming for current student's networking. The affinity groups are for women and our diverse student population.

These events are developed with students and for students, by the Associate Director of Student Services.

Add: Executive Coaching and sessions to introduce coaches

Based on industry trends and as requested by students, we have provided each student with up to four   one hour sessions with a certified executive coach. Coaches work with students on creating plans to move forward in their careers. We have added lunch introductory presentations for students to connect with Executive Coaches and help them select which coach they would like to work with.

Add: Capstone Coordinator to build out structure of deliverables and organize the team of 10 Academic Advisors

Based on student feedback, the Capstone experience needed more consistency across advisors/graders.   In order to serve 50 students who are completing a significant 7 credit project and presentation, an overall Coordinator was created. The Coordinator has produced documentation for all advisors to reference, created consistent partial and final delivery deadlines, and communicated delivery and grading expectations to both advisors and students. After the full year is completed, we will evaluate the success of the new role based on student evaluations.

Incorporate: full features of Canvas – Learning Management System for students. Require faculty to use syllabus template and receive/grade assignments in Canvas.

Add: BA 710 Technology and Innovation course
This course was implemented based on student feedback and the Academic Committee's desire to have a course which provides perspective on changes that are coming to all businesses in the near future with the emphasis on technology's disruptive impact.

Move: BA 708 Global experience (trip) to the beginning of year two. Tie first year Global Environment course closely to Global experience through same Instructor oversight and taking pre and post IES (Intercultural Effectiveness Scale) instrument.

Based on student feedback, the global trip was moved to the beginning of the 2nd academic year (September). The instructor who teaches the first year course has oversight of the one credit global experience course and assists with execution of the trip by engaging with our 3rd party provider. The Instructor also provides a pre and post trip IES assessment.

For the following courses (BA 708, BA 712, BA 717, BA 719, BA 720, BA 718) credit hours were changed for the following reason: In 2016, we did a thorough curriculum review and changed our schedule to every-other-week, to align with our students travel schedules and best practices across the nation for EMBA programs. To meet the requirements of the Registrar and keep our courses within the normal UO quarters, this necessitated a reduction in hours of these courses to be consistent with UO standards.
Change: BA 708 Global Experience from 2 credits to 1 credit
Change: BA 712 Financial Accounting from 4 credits to 3 credits
Change: BA 717 Marketing Management from 4 credits to 3 credits
Change: BA 719 Marketing Strategy from 4 credits to 3 credits
Change: BA 720 Corporate Financial Strategy from 4 credits to 3 credits
Change: BA 718 Financial Analysis from 4 credits to 3 credits

Change: BA 727 Operations Management from 2 credits to 3 credits
This course was compressed from two courses: Operations Management and Supply Chain Management

Eliminate: BA 710 Supply Chain course (2 credits) and offer BA 708 Supply Chain Cases elective (1 credit)

Change: BA 740 Capstone from 7 credits to three separate graded courses: 1 credit, 2 credits and 4 credits
This change was to provide feedback on partial deliverables across the entire academic year.

Change: BA 722 Leadership course from 2 credits to a repeatable 1 credit course that is offered over three terms.
This change was made to provide a discussion format over the entire first academic year of the program. Topics include: Communicating in a more productive manner, especially in difficult situations how to build high-performing teams, how to demonstrate better executive presence (gravitas), and how to create and share a vision for where they are leading their organization.

Move: BA 711 Legal Environment of Business course to year two

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this years' analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

Over the next academic year, the program will set up a new collection process for assurance of learning data. With several new staff members in place, we have set job duties to include regular collection of data and presentation to the Academic Director and Academic Committee to discuss and close the loop.

All assurance of learning goals will be assessed this year in Academic Committee meetings. Student feedback sessions and the feedback loop will continue. Anonymous feedback will also be collected through an application called SuggestionOx.

In addition to the goals that will be revisited as noted in section #2, the program will also revisit the remaining goals:

- Objective #1E: Students can analyze operations at a strategic, tactical, and operational levels to develop targeted operations capabilities for successfully implementing corporate strategy. **(BA 727)**

Academic Year	# Students Assessed	# of Students Who Did Not Meet	# of Students Who Meet Some Expectations	# of Students Who Exceed or Meet Expectations	% of Students Meeting Standard
2017-18					
2016-17					
2015-16	41	1	16	24	59

Closing the Loop

Evaluation & Committee Recommendation

Fall 2018
We are awaiting data and the rubric that is being used. Due to staff transition data was not collected in a timely manner. This course will be discussed at our January 2019 Academic Committee meeting.

- Objective #4B: Students will function effectively in a diverse team.

Fall 2018

This objective has not been formally measured. We note that teams are used in the majority of courses and students typically work in those teams throughout the entirety of the program. The program leadership is currently proposing to hire a team coach who could implement a pre and post assessment to measure this objective.

Appendix

Learning goal #1: Our students will be able to analyze information and use fundamental business concepts to make strategic decisions.

- **Objective #1A**: Students will be able to analyze an organization, its industry and its environment using relevant information to determine strengths, weaknesses, opportunities and threats.

    Rubrics
    > **Course**: BA 723 Formulating Corporate Strategy
    >> Learning Objective #1A Rubric *(See Appendix B)*

    Assessments
    a. **Assessment**: Individual case analysis analyzing strategic and business planning opportunities.
    b. **Standard**: Exceeds or meets expectations meets the standard.
    c. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations.

    Timeline
    To be assessed each time class is taught, which is typically in fall term. Loop to be closed in spring term. Assessment to start with fall term 2013.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
A	A	A	C	A	A	C, R	A	A	C
1A	A			A			A		

- **Objective #1B**: Students will be able to make investment and financing decisions consistent with the strategic direction of the organization.

    Rubric
    Course: BA 720 Corporate Financial Strategy
    > Rubric: Exam question subset

    Assessment
    a. **Assessment**: Exam questions (Changed from individual case analysis and quantitative valuation in Fall 2014)
    b. **Standard**: Exceeds or meets expectations meets the standard. Exceeds is a score of 85%-100%; meets is 70-85%; meets some is 51-70%: and does not meet is under 50%.

c. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations.

Timeline

To be assessed each time class is taught, which is typically in fall term. Loop to be closed in spring term. Assessment to start with fall term 2013.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
1B	A			A			A		

- **Objective #1C**: Students will be able to create a strategy map that will allow for successful implementation of the corporate strategy.

  Rubric

  Course: BA 723 Implementing Corporate Strategy
  Learning Objective #1C Rubric

  Assessment
  a. **Assessment**: Case analysis done by study group
  b. **Standard**: Exceeds or meets expectations meets the standard
  c. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations

  Timeline

  To be assessed each time class is taught, which is typically in fall/winter term. Loop to be closed in spring term. Assessment to start with winter term 2014.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
1C		A			A			A	

- **Objective #1D**: Students will be able to develop a marketing plan consistent with the strategic direction of the organization.

  Rubric

  Course: BA 719 Marketing Strategy
  Learning Objective #1C Rubric

Assessment

d. **Assessment**: Individual case analysis analyzing strategic marketing opportunities
e. **Standard**: Exceeds or meets expectations meets the standard
f. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations

Timeline

To be assessed each time class is taught, which is typically in fall winter. Loop to be closed in spring term. Assessment to start with fall term 2013.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
1D	A			A			A		

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Learning goal #2: Our students will be guided by ethical precepts in making business decisions.

• **Objective #2**: Students will evaluate business decisions in an explicit ethical framework.

Rubrics

Course: BA 730 Business Ethics
   Rubric: Subset of exam questions

Assessments

a. **Assessment**: Results from exam that examines whether students can apply an ethical framework for evaluating or recommending action
b. **Standard**: Somewhat effective and above meets the standard
c. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations

Timeline

To be assessed each time the class is taught, which is typically in spring term. Loop to be closed in fall term. Assessments to start spring term 2014.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
2			A	C		A	C		A

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Learning goal #3: Our students will think strategically in a global business context.

- **Objective #3A**: Students will be able to make strategic decisions given cultural, political, and financial differences in a global business environment.

  Rubrics
      Course: BA 726 Global Business case analysis
      Rubric

  Assessments
  a. **Assessment**: Individual case analysis on global strategy
  b. **Standard**: Somewhat effective and above meets the standard
  c. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations

  Timeline
  To be assessed each time the class is taught, which shifts between winter term and spring term. Loop to be closed in the following term. Assessment to start spring term 2014.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
3	A	C		A	C		A	C	

Learning goal #4: Students will develop and communicate solutions to real world problems and/or opportunities.
- **Objective #4A**: Students will be able to communicate effectively orally and in writing by framing and supporting an argument and presenting it in a form and with technology appropriate to the intended audience.

  Rubrics
      Courses: BA 740 Business Capstone Project
          Learning Objective #4A Rubric

  Assessments
  a. **Assessment**: Multiple term individual capstone project completion as overseen by a faculty advisor
  b. **Standard**: Somewhat effective and above meets the standard
  c. **Target**: 85% of students should exceed or meet expectations; 100% of students should meet some expectations

  Timeline

To be assessed each spring term. Loop to be closed each fall term.

Learning Goal	F17	W18	S18	F18	W19	S19	F19	W20	S20
4	C		A	C		A	C		A
4A			A			A			A