

# MsM Results of the 2010-2011 Academic Year Outcomes Assessment Report

## Unit MBA Program

### **Mission and broad-based goals of the business school**

Mission Statement:

*The Maastricht School of Management is “the globally networked management school.” MsM provides a high quality management education standard to managers and executives with varied cultural and professional backgrounds, in for-profit, not-for-profit and governmental organizations around the globe. In addition to management education MsM is involved in international projects (institutional partnering) and research with a special focus on programs and participants from and in emerging economies and developing countries.*

Broad-Based Goals of the Business School:

The Maastricht School of Management offers innovative, flexible and internationally accredited management education which accurately targets the knowledge and skills’ development needs of future managers. Graduates from its current educational programs (MBA, MSc, DBA, and Executive Programs) have developed the following skills:

- a clear understanding of the role, profile, and added value of managers (in emerging markets);
- a range of knowledge and skills in a changing economic environment;
- an understanding of the strategic role that managers may play in assisting their specific organization;
- the ability to manage people (human resources),
- the capability to develop a team of competent and motivated people to deliver organizational goals,
- and are able to strategically use available information, financial and physical resources in order to achieve business objectives.

Broad-Based Goals of the program:

The intended exit qualifications of MsM MBA students meet an internationally accepted set of requirements, i.e. the Dublin Descriptors. There are 5 Dublin descriptors (all of them should be addressed upon completion of the program) which have been defined in terms of broad-based program objectives. They can be summarized in the following aspects, that the graduating students:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances knowledge that is typically associated with Bachelor’s level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge, handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

At MsM, we have operationalised the individual Dublin descriptors into more detailed student learning outcomes [SLOs]. In Table 1 below, we have outlined how the individual descriptors relate to these student learning outcomes.

**Table 1 Unit MBA Dublin descriptors and SLOs**

<p><b>Descriptor 1:</b> Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances knowledge that is typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>
<p><b>In the MsM MBA program:</b></p> <p>A, The graduate has actual knowledge of the main functional areas of management (accounting, economics, finance, international business, marketing, management, MIS, operations and statistics).</p> <p>B, The graduate has knowledge of and insight in the relationship between an organization and its environment.</p> <p>C, The graduate has knowledge of methods of business research, including methods of quantitative research, and knows how to apply these to real-world business situations.</p>
<p><b>Descriptor 2:</b> Can apply their knowledge and understanding and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity.</p>
<p><b>In the MsM MBA program:</b></p> <p>A, The graduate is capable of applying knowledge of main functional areas of management (accounting, economics, finance, international business, marketing, management, MIS, operations and statistics).</p> <p>B, The graduate is capable of developing solutions for complex business problems and is capable of implementing or managing the implementation of these solutions, both individually and in a multidisciplinary team using such vehicles as case studies and projects.</p> <p>C, The graduate is capable of designing an applied research proposal involving a complex business problem and capable to conduct an applied research project with a minimum of supervision.</p>
<p><b>Descriptor 3:</b> Can formulate judgments with incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.</p>
<p><b>In the MsM MBA program:</b></p> <p>A, Can critically judge the validity of management knowledge and the value of its application in specific situations.</p> <p>B, The graduate is capable of managing the design and implementation of solutions for relatively complex business problems, individually (with support) and in a team consisting of different disciplines.</p> <p>C, The graduate understands the ethical, normative and societal impact of business</p>

theories and models.
<b>Descriptor 4:</b> Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.
<b>In the MsM MBA program:</b>  A, The graduate can write a structured report in English and give a structured oral presentation in English, and their own language, if required  B, The graduate possesses intercultural communication skills.
<b>Descriptor 5:</b> Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
<b>In the MsM MBA program:</b>  A, The graduate is capable of gaining knowledge of the main functional areas on his or her own, and of applying that knowledge.  B, The graduate is capable of providing a critical reflection on theories and models, to decide whether or not to integrate this into already existing knowledge  C, The graduate takes the responsibility for the continuous development of his or her own knowledge and skills

### Intended Student Learning Outcomes for the Business Degree Program

#### MsM Response:

- The graduate has actual knowledge of the main functional areas of management (accounting, economics, finance, international business, marketing, management, MIS, operations and statistics).
- The graduate has knowledge of, and insights into, the relationship between an organization and its environment.
- The graduate has knowledge of methods of business research, including methods of quantitative research, and knows how to apply these to real world business situations.
- The graduate is capable of applying knowledge of main functional areas of management (accounting, economics, finance, international business, marketing, management, MIS, operations and statistics).
- The graduate is capable of developing solutions for complex business problems and is capable of implementing or managing the implementation of these solutions, both individually and in a multidisciplinary team using such vehicles as case studies and projects.
- The graduate is capable of designing an applied research proposal involving a complex business problem and capable to conduct an applied research project with a minimum of supervision.
- The graduate can critically judge the validity of management knowledge and its value of its application in specific situations.
- The graduate is capable of managing the design and implementation of solutions for relatively complex business problems, individually (with support) and in a team consisting of different disciplines.
- The graduate understands the ethical, normative and societal impact of business theories and models.
- The graduate can write a structured report in English and give a structured oral presentation in English about research completed individually or in a group.
- The graduate possesses intercultural communication skills.
- The graduate is capable of gaining knowledge of the main functional areas on his or her own, and of applying that knowledge.

- The graduate takes the responsibility for the continuous development of his or her own knowledge and skills

**Measurement examples for the Student Learning Outcomes (SLOs):**

**Direct measures:**

1. To determine whether students in the MBA program are capable of researching, preparing, and defending a thesis that is at the Master Degree level of competence.

2. To determine whether graduating students in the MBA program have improved and retained their comprehensive knowledge since their entry into the program.

**Indirect Measures:**

1. To determine whether the graduates of the MBA program are satisfied with the program enough to recommend it to other people.

2. To determine whether graduates of the MBA program are experiencing an increase in their salaries.

3. To determine whether the MBA program offers sufficient knowledge concerning the different fields of management

4. To determine whether during the program students have learned to analyze causes before designing solutions

5. To determine whether during the program students' analytical skills have improved.

6. To determine whether during the program students' ability to deal with cross-cultural differences has increased.

## Academic Assessment – Year 2010/2011

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether students in the MBA program are capable of researching, preparing, and defending a thesis that is at the Master Degree level of competence.

### **Means of Assessment for Outcome Identified Above:**

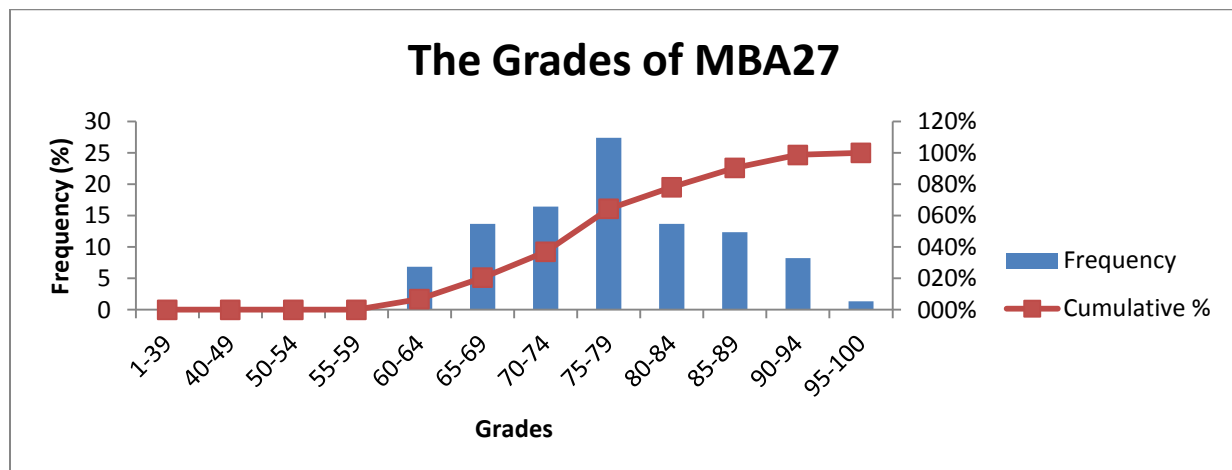
Thesis evaluation

### **Criteria for Success:**

More than 80% of the graduates have a score of good (70) or distinction (80) for the thesis.

### **Summary of Assessment Data Collected:**

79.45% of the 2010-2011 cohort scored 70% or higher. As we have set our objective at 80% scoring more than 70, one might argue that we missed our target. Nevertheless we are not unhappy with this score for a number of reasons. First of all, a score of 79.45 is not significantly different from 80%. Secondly, for the second year in a row we decided to modify our rubric and once again increase the weight for grades for content and methodological issues, at the expense of the grade for the presentation and the defense and thesis format issues. A very good development was the noticeable reduction in academic dishonesty and the policy of providing detailed instruction in what is/is not allowed paid off. Thus, achieving higher scores became more difficult in comparison with the previous cohort of MBA26.



## **Academic Assessment – Year 2010/2011**

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether graduating students in the MBA program have improved and retained their comprehensive knowledge since their entry into the program.

### **Means of Assessment for Outcome Identified Above:**

Entry and Exit Exam

### **Criteria for Success:**

More than 80% of the graduating students in the MBA program have improved and retained their comprehensive knowledge since their entry into the program.

In the 2010-11 academic year we introduced a new direct measure, viz the inbound/outbound tests, or Entry and Exit test as we call it at MsM. The tests consists of 120 multiple choice questions over 12 different subject areas. Our direct measure aims to have more than 80% of the graduating students in the MBA program to have improved and retained their comprehensive knowledge since their entry into the program.

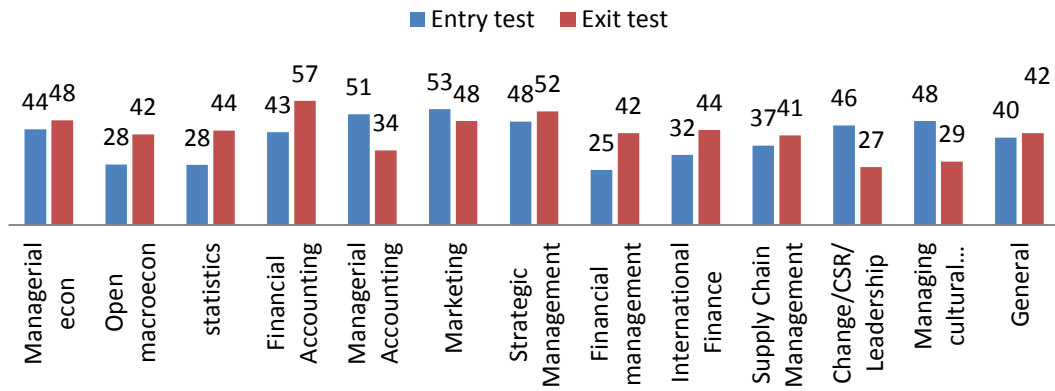
This year the results of 39 (of 73 graduating) students could be used. For 34 students we did not have all the information (this could be due to many reasons, such as late arrival, early departure at the end of the program, or because they did not answer certain sections of the test, and so on). We think that 39/73 makes a good sample though.

Even though the overall result of the exit test (42) is slightly better than the results of the entry test (40), only 22 out of the 39 persons improved their test result. That is 56.4%. That means that we did not achieve our SLO, at least if one would consider the test as reliable.

The graph below reports the average scores (%) per tested functional area. It is interesting to see that four subject areas had lower exit scores than entry scores. These are: Managerial Accounting, Marketing, Change/CSR/Leadership, and Managing Cultural Diversity/HRM.

Obviously the results of the inbound/outbound tests are not as we had hoped. However, it was the first time we used this measure and we came to the conclusion that a number of things could be improved. First of all, we did not provide an incentive for students to participate seriously in this test. It was made clear to students that the test would be used to improve both the content and the quality of delivery of the program and that their scores would not be a prerequisite for graduation. Secondly we planned the exit test in the very last week of the program, two days before graduation day. Students had received all information regarding exams and thesis defense, and so they knew whether or not they had passed all requirements of the program. To make them take the test we had told students that they would not get the diploma on graduation day if they would not participate in the exit test and that the diploma would be sent to them by mail in that case. Our invigilators had the distinct impression that several students did not take the exit test serious at all and reported that these students filled out the answer screens randomly.

## Entry/exit test MBA 27 (39 students)



## Academic Assessment – Year 2010/2011

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether the graduates of the MBA program are satisfied enough with the program to recommend it to other people.

### **Means of Assessment for Outcome Identified Above:**

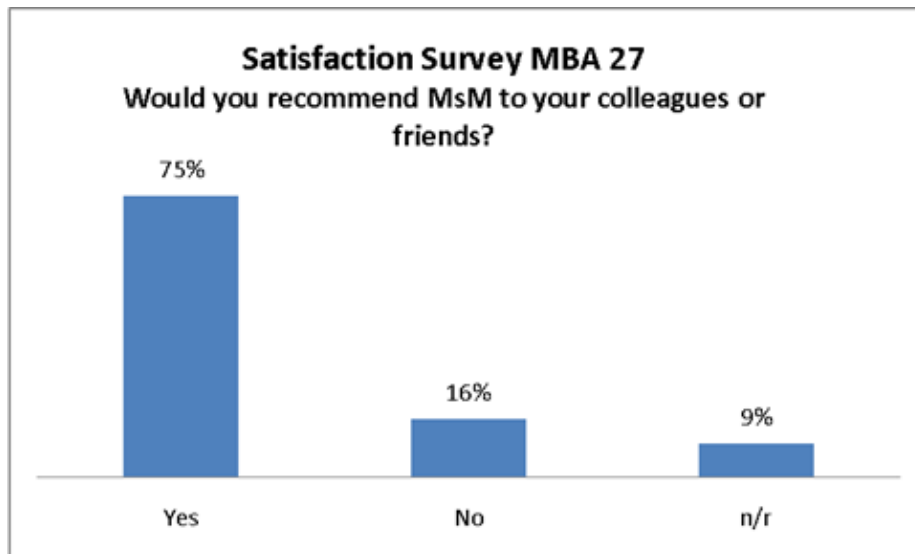
Exit Questionnaire

### **Criteria for Success:**

More than 80% of the graduating MBA students will perceive such a high level of satisfaction from their learning experience that they will recommend the program to others.

### **Summary of Assessment Data Collected:**

Exit Questionnaire (Satisfaction Survey)



The results for this measure have noticeably increased in comparison with MBA26 (which had a score of 70%) and MBA25 (67%). This is still not enough to meet our requirement of >80%. However, we are very happy with the positive development. Moreover, there is a none response of 9% and if these students were taken out of the survey then we would have a recommendation rate of 82%. We keep this criterion as set for the next intake

## **Academic Assessment – Year 2010/2011**

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether graduates of the MBA program are experiencing an increase in their salaries.

### **Means of Assessment for Outcome Identified Above:**

Alumni Survey

### **Criteria for Success:**

More than 70% of the graduating MBA students will agree (fully agree) that the program offers sufficient knowledge concerning the different fields of management.

### **Summary of Assessment Data Collected:**

Results for the annual (alumni) survey will be reported by February 2012 to IACBE.

## Academic Assessment – Year 2010/2011

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether the MBA program offers sufficient knowledge concerning the different fields of management

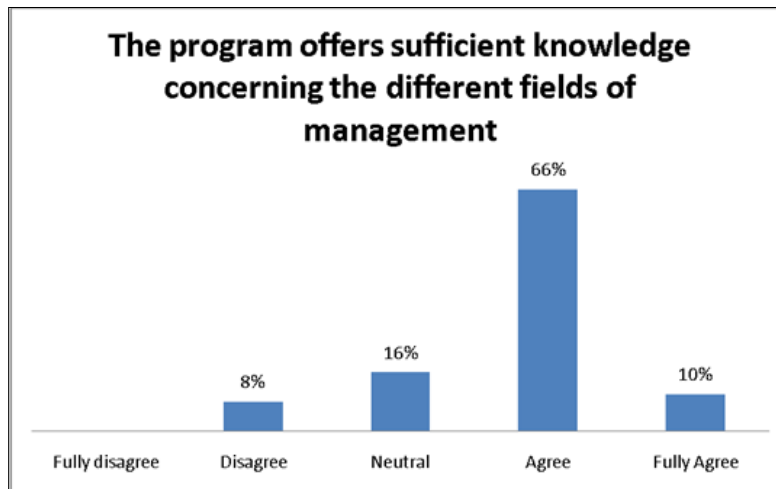
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 70% of the graduating MBA students will agree (fully agree) that the program offers sufficient knowledge concerning the different fields of management.

### **Summary of Assessment Data Collected:**



76% of the graduates agree that the program offers sufficient knowledge concerning the different fields of management. This measure was used for the first time this year. It corresponds to one of the program's first Dublin descriptors. We are very happy with the positive score.

## Academic Assessment – Year 2010/2011

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether during the program students have learned to analyze causes before designing solutions

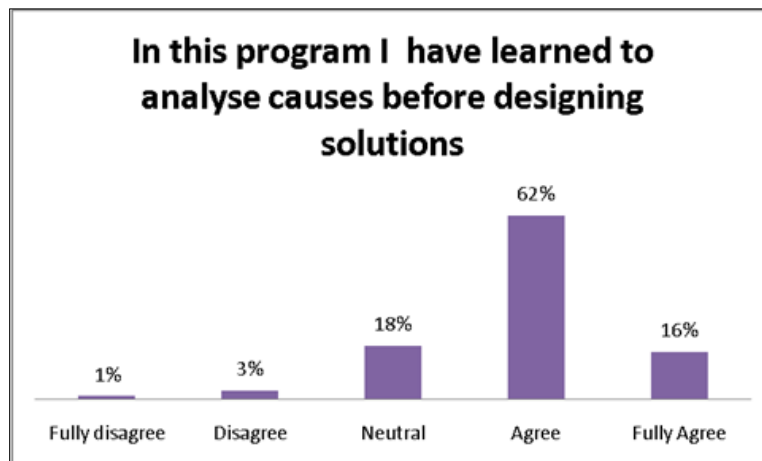
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 70% of the graduating MAB students will agree (fully agree) that during the program they have learned to analyze causes before designing solutions

### **Summary of Assessment Data Collected:**



78% of the graduates agree that they have learned to analyze causes before designing solutions. This measure was used for the first time this year. It corresponds to one of the program's second Dublin descriptors. We are satisfied with the positive score.

## Academic Assessment – Year 2010/2011

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether during the program students' analytical skills have improved.

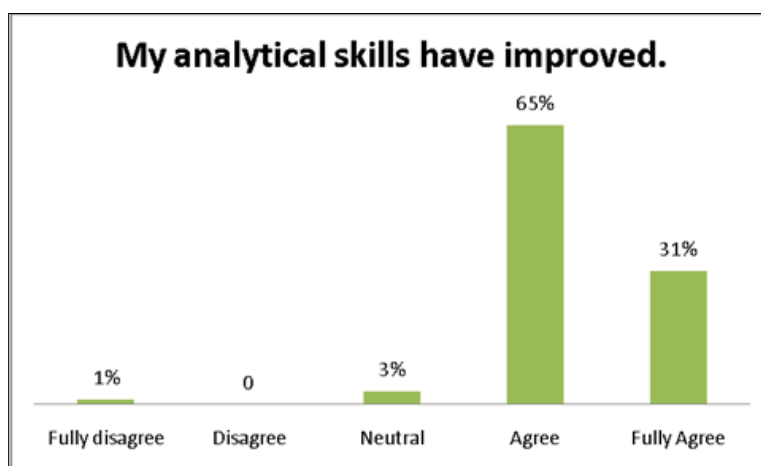
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 70% of the graduating MBA students' analytical skills have improved during the program

### **Summary of Assessment Data Collected:**



96% of the graduates agree that their analytical skills have improved. This measure was used for the first time this year. It corresponds to one of the program's third Dublin descriptors. We are very happy with the positive score.

## Academic Assessment – Year 2010/2011

Unit: **MBA**

### **Intended Student Outcomes:**

To determine whether during the program students' ability to deal with cross-cultural differences has increased.

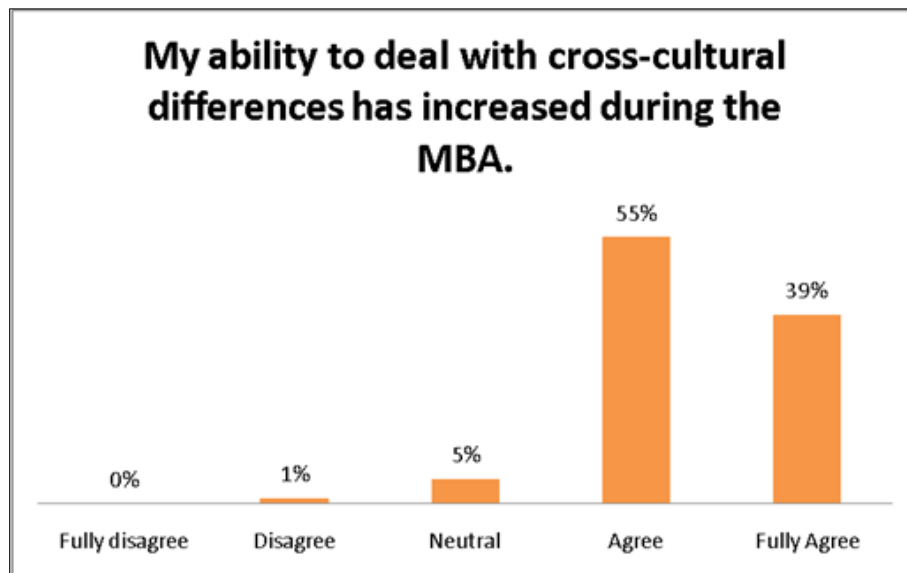
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 80% of the graduating MBA students' ability to deal with cross-cultural differences has increased during the program.

### **Summary of Assessment Data Collected:**



91% of the graduates agree that they believe their ability to deal with cross-cultural differences has increased. This measure was used for the first time this year. It corresponds to one of the program's fifth Dublin descriptors. We are satisfied with the positive score.

**A summary of the changes and improvements that are needed based on the results of the implementation of the outcomes assessment plan(s).**

**Summary of measures MBA Program**

Identify Each Intended Outcome	Assessment Tool	Outcome was:	
		Realized	Not Realized
MBA			
Direct Measures:			
1. More than 70% of the graduates have a score of good (70) or distinction (80) for the thesis.	Thesis grading	+	
2. More than 80% of the graduating students in the MBA program have improved and retained their comprehensive knowledge since their entry into the program.	Entry and exit exam		-
Indirect Measures:			
1. More than 80% of the graduating MBA students will perceive such a high level of satisfaction from their learning experience that they will recommend the program to others.	MBA questionnaire		-
2. More than 75% of second year alumni will receive a higher salary after obtaining the MBA degree.	Alumni Survey	Pending	
3. More than 70% of the graduating MBA students will agree (fully agree) that the program offers sufficient knowledge concerning the different fields of management.	MBA questionnaire	+	
4. More than 70% of the graduating MAB students will agree (fully agree) that during the program they have learned to analyze causes before designing solutions	MBA questionnaire	+	
5. More than 70% of the graduating MBA students' analytical skills have improved during the program	MBA questionnaire	+	
6. More than 80% of the graduating MBA students' ability to deal with cross-cultural differences has increased during the program.	MBA questionnaire	+	

## **Unit MSc Program**

**Results of the implementation of each outcomes assessment plan in the following areas:**

### **Mission and broad-based goals of the business school**

Mission Statement:

*The Maastricht School of Management is “the globally networked management school.” MsM provides a high quality management education standard to managers and executives with varied cultural and professional backgrounds, in for-profit, not-for-profit and governmental organizations around the globe. In addition to management education MsM is involved in international projects (institutional partnering) and research with a special focus on programs and participants from and in emerging economies and developing countries.*

Broad-Based Goals of the Business School:

The Maastricht School of Management offers innovative, flexible and internationally accredited management education which accurately targets the knowledge and skills’ development needs of future managers. Graduates from its current educational programs (MBA, MSc, DBA, and Executive Programs) have developed the following skills:

- a clear understanding of the role, profile, and added value of managers (in emerging markets);
- a range of knowledge and skills in a changing economic environment;
- an understanding of the strategic role that managers may play in assisting their specific organization;
- the ability to manage people (human resources),
- the capability to develop a team of competent and motivated people to deliver organizational goals,
- and are able to strategically use available information, financial and physical resources in order to achieve business objectives.

Broad-Based Goals of the program:

The MSc program offers a broad advanced research based view of management, as well as a focus on International Business, for students with a prior Bachelor level education in a business-related field, but without extensive, practical business experience. The student learns:

- to analyze business problems from multiple points of view and theoretical angles
- to integrate knowledge from different functional areas and to account for the “embeddedness” of management in its wider social, economic, cultural and ethical context
- to understand the core issues of international business
- to develop teamwork, communication and learning skills

### **(b) Intended Student Learning Outcomes for the Business Degree Program**

#### **MsM Response:**

The intended learning outcomes can be roughly categorized in terms of the so-called Dublin Descriptors for competencies: knowledge, application, critical judgment, communication and learning. Given the master’s level of the program, there is a strong emphasis on application and critical judgment.

Students who have successfully completed the MSc program should have:

***KNOWLEDGE ABOUT MANAGEMENT, with***

- Broad state-of-the-art research-based knowledge in the field of general management
- An understanding of concepts and paradigms of management
- An appreciation of strategy-development and implementation
- Knowledge of the design of organizations
- Clarity about management control processes
- Knowledge of the basics of Organizational Behavior, Leadership and Change

***KNOWLEDGE ABOUT INTERNATIONAL BUSINESS, with***

- An in-depth knowledge of core topics of International business
- An understanding of the global economic, social, political and cultural context
- An appreciation of the impact of globalization
- A grasp of global marketing
- An appreciation of global logistics and supply chain management
- Insights into cross-cultural management issues.

***APPLICATION***

- Can apply this knowledge to the diagnosis of business problems, both in the field of general management and international business; can design solutions and develop ways to implement these solutions in organizations, using interdisciplinary knowledge and differing approaches to management.

***CRITICAL JUDGMENT***

- Can critically judge the validity of management knowledge and its value of its application in specific situations.

***COMMUNICATION***

- Can communicate complex arguments about general management and international business both to specialist and non-specialist audiences.

***LEARNING***

- Have developed learning skills and attitudes that enable them to autonomously learn and improve themselves as managers in the field of international business.

**Measurement examples for the Student learning Outcomes:**

**Direct measures:**

**1. To determine whether students in the MSc program are capable of researching, preparing, and defending a thesis that is at the Master Degree level of competence.**

**2. To determine whether graduating students in the MSc program have improved and retained their comprehensive knowledge since their entry into the program.**

**Indirect Measures:**

- 1. To determine whether the graduates of the MSc program are satisfied with the program enough to recommend it to other people.**
- 2. To determine whether graduates of the MSc program are satisfied with the start of their careers or they experience an increase in their salaries.**
- 3. To determine whether the MSc program offers sufficient knowledge concerning the different fields of management**
- 4. To determine whether during the program students have learned to analyze causes before designing solutions**
- 5. To determine whether during the program students' analytical skills have improved.**
- 6. To determine whether during the program students' ability to deal with cross-cultural differences has increased.**

## Academic Assessment – Year 2010/2011

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether students in the MSc program are capable of researching, preparing, and defending a thesis that is at the Master Degree level of competence.

### **Means of Assessment for Outcome Identified Above:**

Thesis evaluation

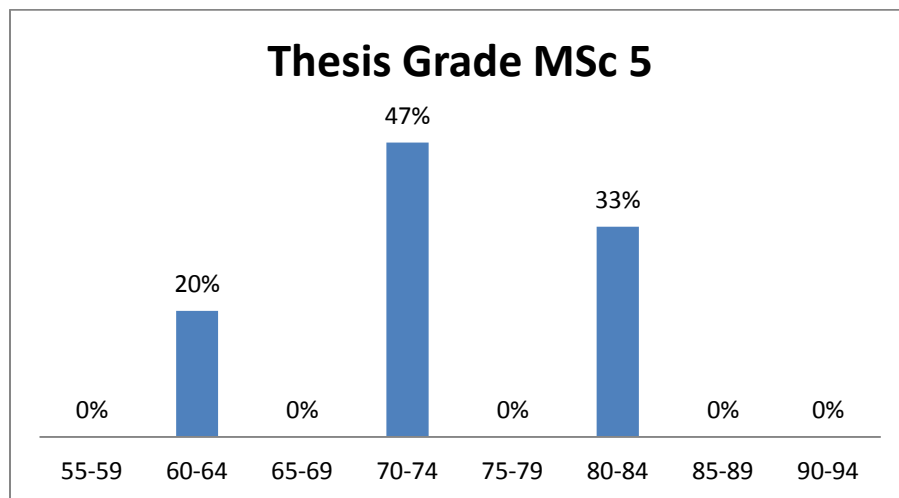
### **Criteria for Success:**

More than 70% of the graduates have a score of good (70) or distinction (80) for the thesis.

### **Summary of Assessment Data Collected:**

*(Results for Direct Measure 1)*

80% of the students obtained the grade 70% or higher in this intake compared to the 60 % last year and 78% the year before. As we discussed in the previous annual report, important changes took place in the previous years with regards to thesis assessment, hence we had lower result, not necessarily indicating low performance of the students but rather the more strict evaluation. The figures indicate that investing in more closely monitored guidance during the thesis process have led to higher performance.



## **Academic Assessment – Year 2010/2011**

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether graduating students in the MSc program have improved and retained their comprehensive knowledge since their entry into the program.

### **Means of Assessment for Outcome Identified Above:**

Entry and Exit exam

### **Criteria for Success:**

More than 80% of the graduating students in the MSc program have improved and retained their comprehensive knowledge since their entry into the program.

### **Summary of Assessment Data Collected:**

In the 2010-11 academic year we introduced a new direct measure, viz the inbound/outbound tests, or entry and exit test as we call it at MsM. The tests are consisting of 120 multiple choice questions over 12 different subject areas. Our direct measure aims to have more than 80% of the graduating students in the MSc program to have improved and retained their comprehensive knowledge since their entry into the program.

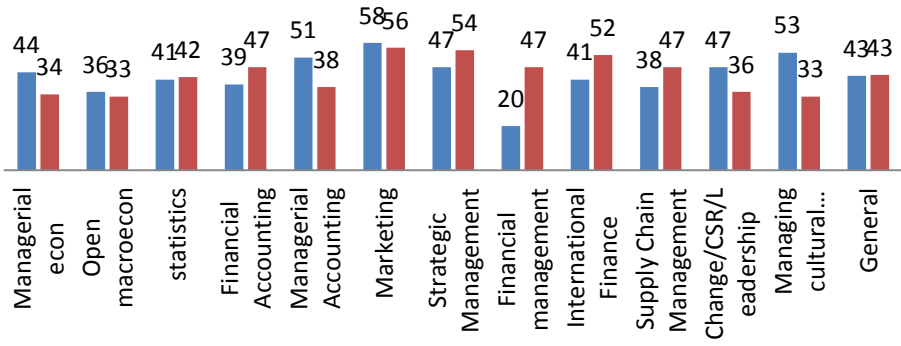
This year the results of 9 (of 11 graduating) students could be used. For 2 students we did not have all the information (this could be due to many reasons, such as late arrival, early departure at the end of the program, or because they did not answer certain sections of the test, and so on). We think that 9/11 makes a good sample though.

The overall result of the exit test (43) is the same as the result of the entry test (43). A total number of 5 out of 9 students showed improved performance in their test results, which is 55.5%. That means that we did not achieve our SLO, at least if one would consider the test as reliable.

The graph below reports the average scores (%) per tested functional area. It is interesting to see that six subject areas had lower exit scores than entry scores. These are: Managerial Economics, Open Macroeconomics, Managerial Accounting, Marketing, Change/CSR/Leadership, and Managing Cultural Diversity/HRM.

Obviously the results of the inbound/outbound tests are not as we had hoped. However, it was the first time we used this measure and we came to the conclusion that a number of things could be improved. First of all, we did not provide an incentive for students to participate seriously in this test. It was made clear to students that the test would be used to improve both the content and the quality of delivery of the program and that their scores would not be a prerequisite for graduation. Secondly we planned the exit test in the very last week of the program, two days before graduation day. Students had received all information regarding exams and thesis defense, and so they knew whether or not they had passed all requirements of the program. To make them take the test we had told students that they would not get the diploma on graduation day if they would not participate in the exit test and that the diploma would be sent to them by mail in that case. Our invigilators had the distinct impression that several students did not take the exit test serious at all and reported that these students filled out the answer screens randomly.

## Entry/Exit test MSc5 (9 students)



## Academic Assessment – Year 2010/2011

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether the graduates of the MSc program are satisfied with the program enough to recommend it to other people.

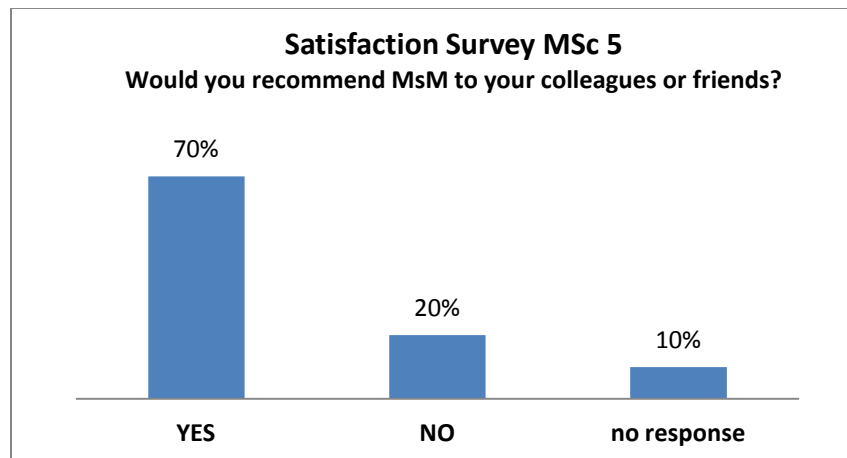
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 80% of the graduating MSc students will perceive such a high level of satisfaction from their learning experience that they will recommend the program to others.

### **Summary of Assessment Data Collected:**



70% of the students would recommend the program to others compared to the 69% in the previous year and 35% 2 years ago. This result indicates a decrease and MsM has still not met the criteria set three years in a row. We will continue keeping the set criteria and will try to achieve it with the next intake.

## **Academic Assessment – Year 2010/2011**

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether graduates of the MSc program are satisfied with the start of their careers or they experience an increase in their salaries.

### **Means of Assessment for Outcome Identified Above:**

Alumni Survey

### **Criteria for Success:**

More than 75% of the MSc alumni will be satisfied with the start of their careers or will receive a higher salary after obtaining the MSc degree.

### **Summary of Assessment Data Collected:**

Results for the annual (alumni) survey will be reported by February 2012 to IACBE.

## Academic Assessment – Year 2010/2011

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether graduates of the MSc program are satisfied with the start of their careers or they experience an increase in their salaries.

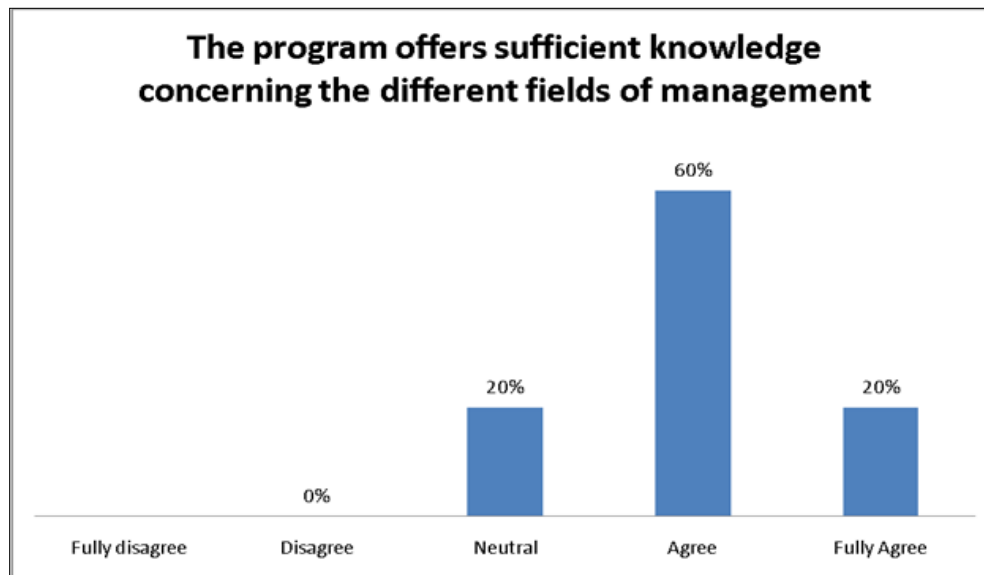
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 70% of the graduating MSc students will agree (fully agree) that the program offers sufficient knowledge concerning the different fields of management.

### **Summary of Assessment Data Collected:**



80% of the graduates agree that the program offers sufficient knowledge concerning the different fields of management. This measure was used for the first time this year. It corresponds to one of the program's first Dublin descriptors. We are very happy with the positive score.

## Academic Assessment – Year 2010/2011

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether graduates of the MSc program are satisfied with the start of their careers or they experience an increase in their salaries.

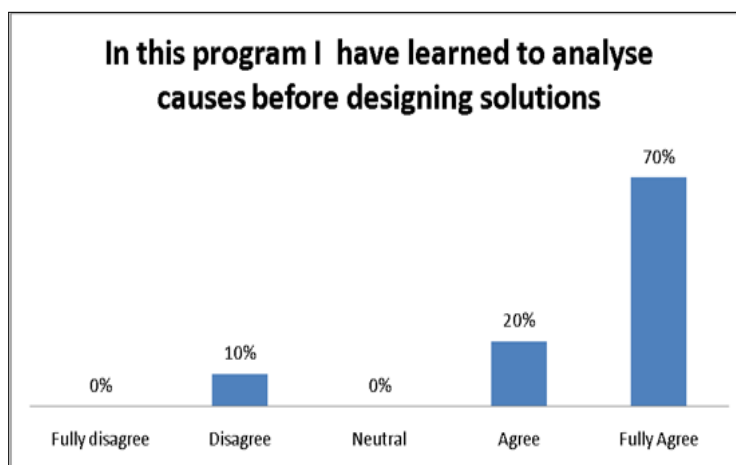
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 70% of the graduating MSc students will agree (fully agree) that during the program they have learned to analyze causes before designing solutions

### **Summary of Assessment Data Collected:**



90% of the graduates agree that they have learned to analyze causes before designing solutions. This measure was used for the first time this year. It corresponds to one of the program's second Dublin descriptors. We are very happy with the positive score.

## Academic Assessment – Year 2010/2011

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether graduates of the MSc program are satisfied with the start of their careers or they experience an increase in their salaries.

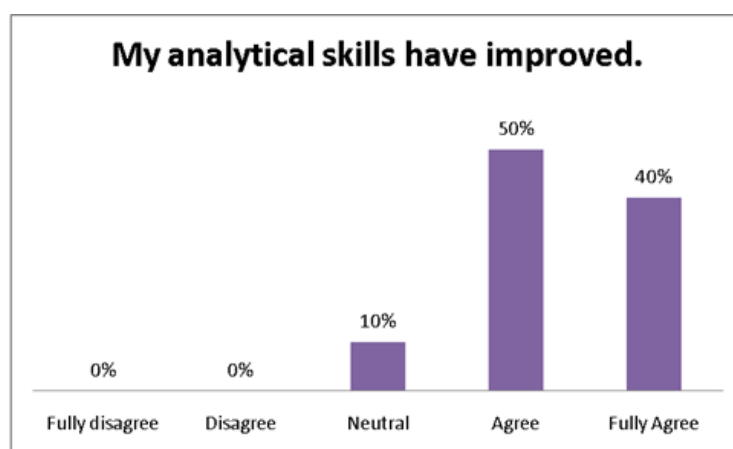
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 70% of the graduating MSc students' analytical skills have improved during the program

### **Summary of Assessment Data Collected:**



90% of the graduates agree that their analytical skills have improved. This measure was used for the first time this year. It corresponds to one of the program's third Dublin descriptors. We are satisfied with the positive score.

## Academic Assessment – Year 2010/2011

Unit: **MSc**

### **Intended Student Outcomes:**

To determine whether graduates of the MSc program are satisfied with the start of their careers or they experience an increase in their salaries.

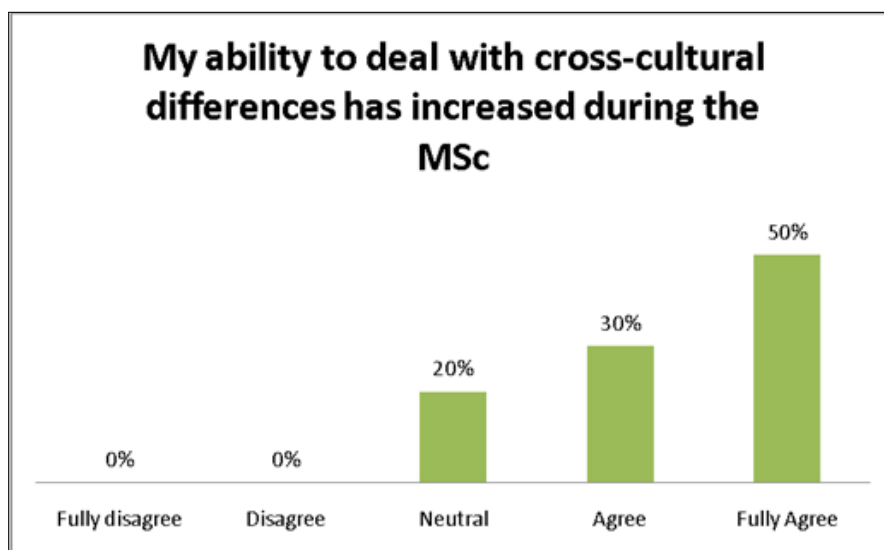
### **Means of Assessment for Outcome Identified Above:**

Exit Questionnaire

### **Criteria for Success:**

More than 80% of the graduating MSc students' ability to deal with cross-cultural differences has increased during the program.

### **Summary of Assessment Data Collected:**



80% of the graduates believe their ability to deal with cross-cultural differences has increased. This is exactly as required by our measure and we believe this is a good score. This measure was used for the first time this year. It corresponds to one of the program's fifth Dublin descriptors. We are satisfied with the positive score.

**Table 2 Summary of measures MSc Program**

Identify Each Intended Outcome	Assessment Tool	Outcome was:	
		Realized	Not Realized
MSc		Realized	Not Realized
Direct Measures:			
1. More than 70% of the graduates have a score of good (70) or distinction (80) for the thesis.	Thesis grading	+	
2. More than 80% of the graduating students in the MSc program have improved and retained their comprehensive knowledge since their entry into the program.	Entry and exit exam	+	
Indirect Measures:			
1. More than 80% of the graduating MSc students will perceive such a high level of satisfaction from their learning experience that they will recommend the program to others.	MSc questionnaire		-
2. More than 75% of the MSc alumni will be satisfied with the start of their careers or will receive a higher salary after obtaining the MSc degree.	Alumni Survey	Pending	
3. More than 70% of the graduating MSc students will agree (fully agree) that the program offers sufficient knowledge concerning the different fields of management.	MSc questionnaire	+	
4. More than 70% of the graduating MSc students will agree (fully agree) that during the program they have learned to analyze causes before designing solutions	MSc questionnaire	+	
5. More than 70% of the graduating MSc students' analytical skills have improved during the program	MSc questionnaire	+	
6. More than 80% of the graduating MSc students' ability to deal with cross-cultural differences has increased during the program.	MSc questionnaire	+	

## Unit: DBA Program

### 1.2 Results of the implementation of each outcomes assessment plan in the following areas:

#### (a) Mission and broad-based goals of the business school

##### MsM Response:

Mission Statement:

*The Maastricht School of Management is “the globally networked management school.” MsM provides a high quality management education standard to managers and executives with varied cultural and professional backgrounds, in for-profit, not-for-profit and governmental organizations around the globe. In addition to management education MsM is involved in international projects (institutional partnering) and research with a special focus on programs and participants from and in emerging economies and developing countries.*

Broad-Based Goals of the Business School:

The Maastricht School of Management offers innovative, flexible and internationally accredited management education which accurately targets the knowledge and skills’ development needs of future managers. Graduates from its current educational programs (MBA, MSc, DBA, and Executive Programs) have developed the following skills:

- a clear understanding of the role, profile, and added value of managers (in emerging markets);
- a range of knowledge and skills in a changing economic environment;
- an understanding of the strategic role that managers may play in assisting their specific organization;
- the ability to manage people (human resources),
- the capability to develop a team of competent and motivated people to deliver organizational goals,
- and are able to strategically use available information, financial and physical resources in order to achieve business objectives.

Broad-Based Goals of the program:

The character of the MsM DBA program can be illustrated by means of a discourse written by Steve F. Foster, PhD, and Marinus van Beugen, PhD (retired faculty members).

*Based upon ‘On the distinction between the DBA and PhD degrees’ by Steve F. Foster and Marinus van Beugen*

- Doctor of Business Administration comprises the highest professional degree to be earned in a particular field of management science. Typically holders of these degrees are practitioners (or educators of practitioners) operating at the highest levels in their respective fields.
- The professional Doctoral degree is based on coursework and the final DBA thesis reports the study of a more practical problem in the area. Overall, the DBA degree comprises a more practical orientation to problems experienced by field practitioners, yet has to be comparably rigorous (in reference to the PhD degree), in terms of carefully following the empirical cycle requirements, and should add to the literature as well. The research problem ought to be rooted in real-life management practice.

- The DBA degree often depends upon passing a considerable number of hours of coursework and writing a more 'practical' thesis reporting systematic investigations of a less theoretical nature. To be more specific, a Ph.D. thesis is expected to contribute to 'scientific knowledge' in an academic area; it may incidentally have (eventual) practical implications, but it need not. A DBA thesis research is based upon scientific methodology and theory, but it often addresses a more practical, no less difficult, problem.
- The DBA degree prepares graduates, among other things, to be able to found and manage organizations, both for business and non-profit; to be able to teach courses and administer programs in Business schools; to be able to conduct research and write books about management subjects, and to be able to participate in examining committees supervising new MBA and DBA students.

## **(b) Intended Student Learning Outcomes for the Business Degree Program**

### **MsM Response:**

*The graduates of the MsM DBA program must clearly show:*

1. Research and Publication skills
  - ability to determine a clear problem statement, and to translate it into clear research objectives and questions
  - ability to perform a sound literature review
  - ability to design an empirical research plan
  - ability to apply sound research methodology
  - ability to analyze qualitative and/or quantitative research data
  - ability to summarize and clearly present research outcomes and conclusions
  - ability to discuss research results, including limitation of the specific study and recommendations for further research, and a report on its practical implications
2. Competent communication skills
  - ability to clearly disseminate research progress and outcomes at academic conferences and in both professional and academic international peer-reviewed journal articles.
3. Professional ethics

### **Measurement Examples for the Student Learning Outcomes:**

#### **Direct Measures:**

1. To determine whether students in the MPhil program are capable of researching, preparing, and defending a thesis that is at the required level of competence.
2. To determine whether students in the DBA program are capable of researching, preparing, and defending a dissertation that is at the Doctoral Degree level of competence.
3. To determine whether articles written by DBA students are publishable in scientific journals.

**Indirect Measures:**

- 1. To determine whether alumni of the DBA program have a high perception of their own learning, professional ethics or of their current career satisfaction.**
- 2. To determine whether graduates of the DBA program are satisfied with the program**

## **Academic Assessment – Year 2010/2011**

Unit: **DBA**

### **Intended Student Outcomes:**

To determine whether students in the MPhil program are capable of researching, preparing, and defending a thesis that is at the required level of competence.

### **Means of Assessment for Outcome Identified Above:**

Thesis evaluation by MPhil evaluation committee:

The Director of Research and Doctoral Programs forms a committee existing of at least three evaluators [the candidate's supervisor(s), their reader and the Director of Research and Doctoral Programs]. These committee members will assess the research proposal and inform the Director of Research and Doctoral Programs prior to the MPhil defense.

### **Criteria for Success:**

The proposal should describe a sound literature review, conceptual framework, hypotheses, and methodological approach.

### **Summary of Assessment Data Collected:**

The fact that there were no 'forced MPhil defenses' in the 2008-2009 academic year resulted in some terminal defenses in the 2009-2010 academic year as compared to the previous year. In the 2010-2011 academic year we did not hold any 'forced MPhil defenses', they are expected in the new academic year to support the 2 year cycle of defences.

## **Academic Assessment – Year 2010/2011**

Unit: **DBA**

### **Intended Student Outcomes:**

To determine whether students in the DBA program are capable of researching, preparing, and defending a dissertation that is at the Doctoral Degree level of competence.

### **Means of Assessment for Outcome Identified Above:**

Dissertation evaluation by the DBA evaluation committee:

The Director of Research and Doctoral Programs forms a committee existing of at least 6 evaluators [candidate's supervisor(s), MsM reader, 2 external reviewers, Dean and a representative of the Board of Doctoral Degree Studies]. These committee members will assess the DBA dissertation and inform the Director of Research and Doctoral Programs prior to the DBA defense.

### **Criteria for Success:**

The Dissertation should be a contribution to the body of knowledge and be based on a sound literature review, conceptual framework, hypotheses, methodological approach, analyses of empirical data, and the drawing of conclusions.

### **Summary of Assessment Data Collected:**

As expected, MsM had an increase in the number of defenses this year. There were 9 defenses scheduled compared to the 1 last year. Please see Annex 2 for the list of dissertations.

## **Academic Assessment – Year 2010/2011**

### **Intended Student Outcomes:**

To determine whether articles written by DBA students are publishable in scientific journals.

### **Means of Assessment for Outcome Identified Above:**

Peer Reviewers' Evaluations of Student's Work (Journal Editorial Board decisions)

### **Criteria for Success:**

Since the 2007-2008 academic year, we are strongly encouraging students to publish in international peer-reviewed journal articles belonging to Social Science Citation Index list.

### **Summary of Assessment Data Collected:**

The number and quality of publications of students in the current academic session have been increasing. All MsM DBA candidates are encouraged to get their work published in high standard journals, and since 2007 this has led to a significant increase of publications among our DBA candidates.

## **Academic Assessment – Year 2010/2011**

Unit: **DBA**

### **Intended Student Outcomes:**

To determine whether alumni of the DBA program have a high perception of their own learning, professional ethics or of their current career satisfaction.

### **Means of Assessment for Outcome Identified Above:**

Alumni Questionnaire

### **Criteria for Success:**

At least 80% of our alumni should face a positive influence of their DBA study in their professional career.

### **Summary of Assessment Data Collected:**

Results for the annual alumni survey will be reported to the IACBE by February 2012. MsM met the set criteria with this specific SLO last year with 83.3 % of the respondent indicated they have moved to a higher position since they have received their DBA degree. We hope to find similar results this year.

## **Academic Assessment – Year 2010/2011**

Unit: DBA

### **Intended Student Outcomes:**

To determine whether graduates of the DBA program are satisfied with the program.

### **Means of Assessment for Outcome Identified Above:**

Exit interviews with DBA graduates

### **Criteria for Success:**

At least 80% of our DBA graduates should recommend the MsM DBA program to others.

### **Summary of Assessment Data Collected:**

The implementation of this measure has just started and results will be available by February 2012. As specified in the 2009 self assessment report, "in-depth exit interviews will be held with graduates that successfully finalized the Doctoral program. We will thoroughly reflect on the content of the program and investigate graduates' satisfaction levels, as well as graduates' evaluation of their personal skill development. Moreover, we will go into graduates' perceptions of facilities MsM is offering in terms of catering, information supply, friendliness of the staff, response rate in terms e-mail processing, traveling arrangements, and the level of professionalism of the Doctoral Programs department". It is expected that DBA candidates will experience a similar improvement in their careers and status. Particularly in academic positions, in government departments and in consulting firms, the DBA degree is required to move to a higher level, which is usually accompanied by a significant pay improvement.

## Summary of measures DBA program

Identify Each Intended Outcome	Assessment Tool	Outcome was:	
DBA		Realized	Not Realized
<b>Direct Measures:</b>			
1. MPhil proposals should describe a sound literature review, conceptual framework, hypotheses, and methodological approach.	Evaluation committee	+	
2. DBA dissertation should be a contribution to the body of knowledge and be based on a sound literature review, conceptual framework, hypotheses, methodological approach, analyses of empirical data, and drawing of conclusions.	Evaluation committee	+	
3. The participant is expected to publish in scientific journals.	(peer-reviewed) Journals	+	
<b>Indirect Measures:</b>			
1 At least 80% of our alumni should face a positive influence of their DBA study in their professional career.	Alumni survey	Pending	
2. At least 80% of our DBA graduates should recommend the MsM DBA program to others.	Exit Survey	Pending	