

# MSM Results of the 2009-2010 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 a leading provider of management education at post graduate level with world wide presence. Our mission is to enhance the professional management capacity of professionals and organizations in and for emerging economies and developing countries with the objective to substantially contribute to the development of these societies.*

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 and 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 operationalized the individual Dublin descriptors into more detailed student learning outcomes [SLOs]. In the table below, we have outlined how the individual descriptors relate to these student learning outcomes.

**Unit MBA Dublin descriptors and SLOs**

<p><b>Descriptor 1:</b></p> <p>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></p> <p>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></p> <p>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</p>

in specific situations.

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.

C, The graduate understands the ethical, normative and societal impact of business theories and models.

**Descriptor 4:**

Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

**In the MSM MBA program:**

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.

**Descriptor 5:**

Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

**In the MSM MBA program:**

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.**

## **Academic Assessment – Year 2009/2010**

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:**

78% of the 2009-2010 class achieved a grade 70 or higher for the thesis segment. This means that MSM has not met the set criteria for success for this specific intended student outcome. It should be noted however, that during the 2009/2010 academic year, we introduced a new rubrique, which makes the comparability of the results with those of last year a bit problematic. The new rubrique is more detailed than the one that was used so far. Furthermore, we significantly stepped up the intensity of supervision of the theses, among others by intensifying the screening for plagiarism. MSM has also started benchmarking the thesis results against programs at the Outreach locations, giving us further information about the trends, hence recognizing possible problems that could be related to the thesis process.

## Academic Assessment – Year 2009/2010

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:**

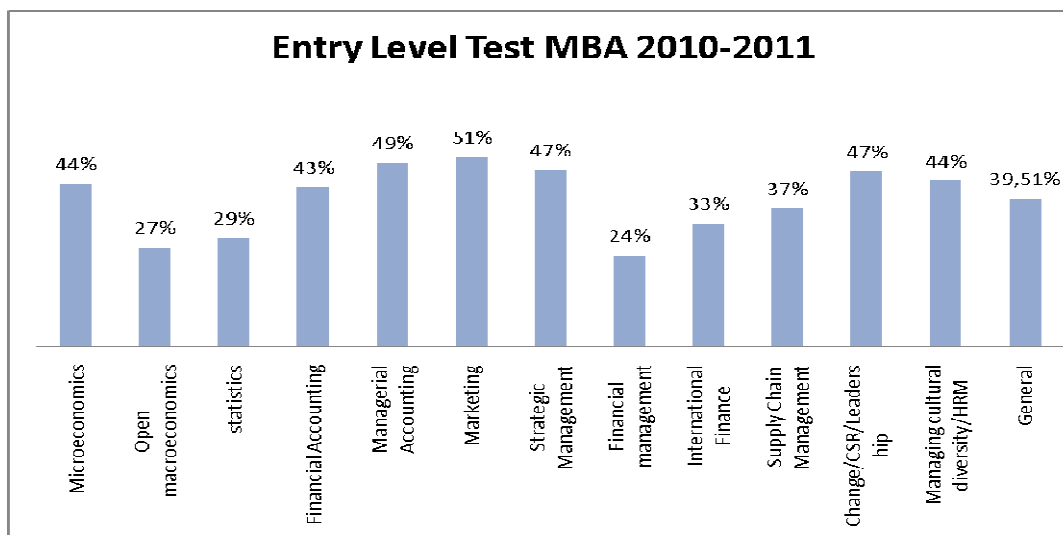
Entry and Exit Exam

### **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.

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

The MBA class of 2009-2010 did not take the entry level test yet as this specific direct measure was identified only while the program was running. However we have instituted it for the current intake and we present our findings already below. The students will take the exit test at the end of the year and MSM will report on the progression rate in the annual report in 2011. We cannot really report more than the results of the intake test in this report as it the first time we have used it. We did do a session with students in which we asked their opinion on the test and without exception they all agreed that the test would not only be a good instrument for MSM to proposed improvements to the program but also to argued that the test gave them a good idea of their own strengths and weaknesses. MSM will also have two of the Outreach program students take the test in the next two months so we can already benchmark the preliminary results. Students will receive only the overall results. MSM would like to keep the SLO criteria as 80% improvement compared to the entry test.



## **Academic Assessment – Year 2008/2009**

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:**

70.4% of the intake would recommend the program to others. MSM has still not met the set criteria of 80% but there was an increase compared to the results of the previous intake where only 67% would have recommended the program. We will keep the criteria as set for the next intake. We will also reposition the question as it was the last question of the survey and that might have contributed why more than 11% did not respond to the question.

## **Academic Assessment – Year 2009/2010**

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 75% of second year alumni will receive a higher salary after obtaining the MBA degree.

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

61.6% of the alumni have received a higher salary after receiving the MBA degree. This means MSM did not meet the set criteria for this specific student learning outcomes. MSM is investigating the reasons for this (economic, etc).

**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:	
MBA		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 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.			-

## **Unit MSc Program**

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

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

Mission Statement:

*The Maastricht School of Management is a leading provider of management education at post graduate level with world wide presence. Our mission is to enhance the professional management capacity of professionals and organizations in and for emerging economies and developing countries with the objective to substantially contribute to the development of these societies*

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

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

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.**

## **Academic Assessment – Year 2009/2010**

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:**

60% of the students obtained the grade 70% or higher in this intake compared to the 78% last year. As it shows in the tables below, the figures of the thesis reflect important changes that took place in these years. The figures reflect changes in the program and in the practice of grading.

- In MSc3 the grading system of OU was introduced. This had the effect that only multiples of 10 were used as graded (in the OU system integers from 1 to 10). As a result, a number of theses were now graded as 70 that would have been graded around 65 in the preceding year.
- In MSc4 both the entrance requirements in the program and the quality of the preparation for the thesis had been improved considerably. This enabled us to raise evaluation standards. The average quality of the theses had improved, which is not reflected in the grades however.
- With the raised entrance requirements and improved preparation for the thesis, it became easier to differentiate between really good and sufficient results. The variance of the grades was considerable higher in MSc4 than in the preceding two years. For good students apparently the materials offered in the research skills and other courses were sufficient to write an excellent thesis, leading to 80 or even 90. A relatively large group however did not manage to get past the level of 60.

## Academic Assessment – Year 2009/2010

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:**

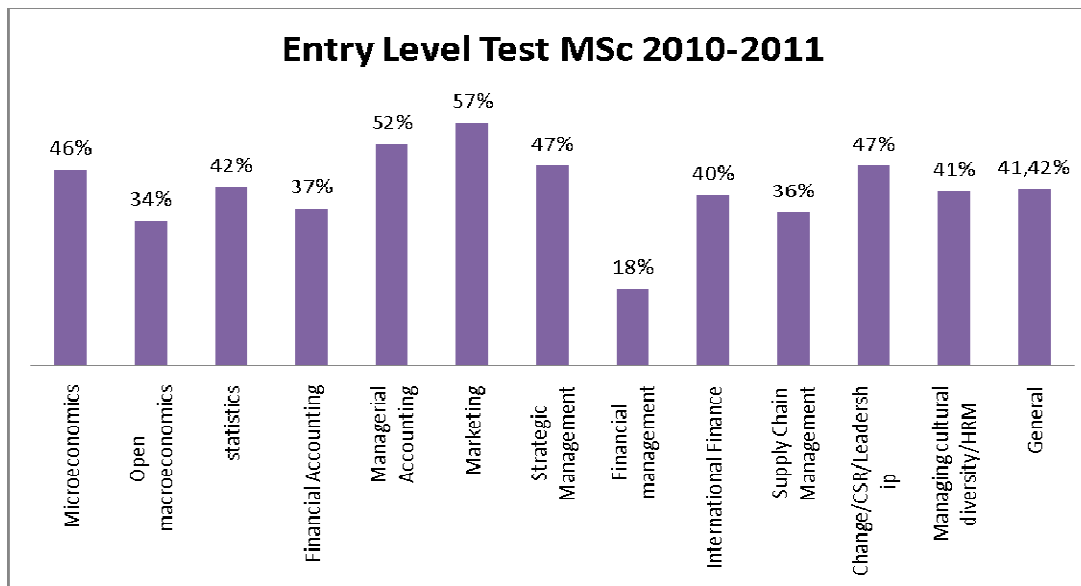
Entry and Exit exam

### **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:**

As indicated with the MBA program already, the MSc class of 2009-2010 did not take the entry level test yet as this specific direct measure was identified only while the program was already running. However we have instituted it for the current intake and we present our findings already below. The students will take the exit test at the end of the year and MSM will report on the progression rate in the annual report in 2011. However we would like to keep our SLO as 80% improvement compared to the entry test.



## **Academic Assessment – Year 2009/2010**

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:**

69% of the students would recommend the program to others compared to the 35% last year. This is a very high increase however MSM has still not met the criteria set. We will keep the set criteria and will try to achieve it with the next intake.

## Academic Assessment – Year 2009/2010

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 50% of the MSc alumni will find a position in six months after obtaining the MSc degree.

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

The survey shows than more of 80% of the respondents found a job in less than 3 months, hence MSM has met the set criteria specific to this intended learning outcomes.

### **Summary of measures MSc Program**

Identify Each Intended Outcome	Assessment Tool	Outcome was:	
		Realized	Not Realized
MSc			
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.	MBA 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	+	

## **Unit: DBA Program**

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

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

#### **MSM Response:**

Mission Statement:

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**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:

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- 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.

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

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

1. Research and Publication skills
2.
  - a. Ability to determine a clear problem statement, and to translate it into clear research objectives and questions
  - b. Ability to perform a sound literature review
  - c. Ability to design an empirical research plan
  - d. Ability to apply sound research methodology
  - e. Ability to analyze qualitative and/or quantitative research data
  - f. Ability to summarize and clearly present research outcomes and conclusions
  - g. 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
  - a. 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 2009/2010**

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:**

According to the Rules and Regulations, an MPhil defense can only be scheduled if the supervisor approves the thesis, and the further committee (chairman and reader) agrees to the defendability of the thesis. Hence the success rate is 100% for the 2008-2009 Academic Year.

However, if a candidate exceeds the maximum allowed period of 2 years, a so called "forced MPhil defense" will be scheduled. In this case there is no consensus of the evaluation committee (chairman, supervisor and reader) on forehand and so there is a possibility that the candidate will not pass the defense.

This year MSM has held to hold two rounds of 'forced MPhil' defenses. The results are shown below:

February:

PASS and Continue: 3

PASS but terminal: 0

FAIL: 3

June:

PASS and Continue: 6

PASS but terminal: 5

FAIL: 1

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. Now, the Doctoral Department is actively chasing-up candidates whose continued membership of the program is under threat of expiry. These candidates (and their supervisors) are given adequate warning but many of these candidates – due to changes in employment and family circumstances – are unable to give the proposal preparation the time it deserves. These are the most commonly-cited reasons for the need to hold a forced defense and for the relatively poor performance in during these 'forced defenses'.

## **Academic Assessment – Year 2009/2010**

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:**

According to the Rules and Regulations (Annex 29, Volume 2), a DBA defense can only be scheduled if the supervisor approves the thesis, and the further committee (chairman, reader and 2 external reviewers) agrees to the defendability of the thesis.

We've only had one DBA defense which was due to the fact that MSM appointed a new Dean Director on January 15<sup>th</sup>, 2010. The DBA department was asked not to schedule any further defenses until organizational changes took place in order to ensure the continuous quality of the DBA defenses. Hence several DBA defenses have been postponed. However, now that the new Dean Director has been appointed, a number of DBA defenses have been scheduled in recent weeks.

## **Academic Assessment – Year 2009/2010**

### **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. For the future we envisage to fully implement the following publication record plan:

Excerpt from MSM's Doctoral Programs Rules and Regulations

#### *Journal Publications*

*The participant is expected to publish in scientific journals. International publications will include articles in English, published in a journal that is listed on the latest version of the Journal Quality List<sup>1</sup>. The publication can be together with one or more co-authors on the condition that the participant's contribution is considered sufficiently substantial.*

*A set of minimally three journals articles (comprising at least one B publication, and at least one C publication, and a third one (under review or submitted) for at least a C publication) are expected before the completion of the DBA degree. Please discuss thoroughly with your supervisor and the Director of Research and Doctoral Programs whether the journals you are planning to publish in, meet the requirements. The doctoral candidate has to be the first author of at least two of them. At the time of the public defense of the dissertation the participant has already published or has the acceptance letter of the journal for one article. The second article has to be submitted. The third article can be work in progress.*

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

MSM keeps a list of publications and scientific presentations of its DBA candidates' research.

## **Academic Assessment – Year 2009/2010**

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:**

MSM has met the set criteria with this specific SLO. 83.3 % of the respondent indicated they have moved to a higher position since they have received their DBA degree. Our successful doctoral candidates have attested to their perception that they have gained increased credibility in their organizations, and publications related to their thesis work have been well-received. Their research has been used to set new standards in relevant ministries in their countries, and in the private sector (where applicable).

## Academic Assessment – Year 2009/2010

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:**

Not yet implemented. 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.

### **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	+	
2. At least 80% of our DBA graduates should recommend the MSM DBA program to others.	Exit Survey		-