Learning Objective: Ethical and Legal Knowledge

1. PEMBA students will demonstrate knowledge of ethical and legal responsibilities in organizations and society.

First Means of Assessment for Learning Objective 1 Identified Above:

1a. Ethics Case in BUSI 7976 - Special Topics in Business Administration-Ethics

Means of Program Assessment & Criteria for Success:
At least 75% of PEMBA students will achieve an average rating of 80 or higher on a 100-point scale measuring knowledge of ethical and legal responsibilities in organizations and society where 90 - 100 = excellent and 59 or below = unacceptable. The instructor in BUSI 7976 (Special Topics in Business Administration-Ethics) and one additional faculty member will rate students’ ethics case write-up in the course using the rating scale described above. The title of the case and the questions which the students were required to answer is listed below:

Ethics of Offshoring: Novo Nordisk and Clinical Trials in Emerging Economies

Questions
1. Considering both economic and ethical aspects, is it appropriate for companies like Novo Nordisk to conduct clinical trials in, for example, India? What exactly are the principles that should guide such a decision?

2. If trials are conducted in an emerging economy, how should they be managed and which standards should apply?

3. What interest groups are joining the public debate and why? How should businesses handle them? What is the role, respectively, of Danish, European, American and host country authorities and ethics committees in this process?

4. How should Anders Dejgaard react when the journalist calls to discuss Novo Nordisk’s practices? What is the most effective way to communicate with the public?

These four questions address the following concepts:

1. Has the student effectively identified the causes of the ethical issues in the case?
2. Has the student effectively resolved the issues in the short-term?
3. Has the student effectively indemnified who are the critical stakeholders in the case?
4. Has the student effectively addressed how to discuss ethical issues with the firm’s stakeholders including the media?
5. Has the student effectively developed long term normative solutions to ensure this type of unethical behavior does not occur in the future?

The data is from Fall Semester 2012.

1a. Summary of Assessment Data Collected: Instructor: N = 31; 100% of PEMBA students received a rating of 80 or higher on the 100 point scale described above.
   Has the student effectively identified the causes of the ethical issues in the case? 100%
   Has the student effectively resolved the issues in the short-term? 100%
   Has the student effectively indemnified who are the critical stakeholders in the case? 100%
   Has the student effectively addressed how to discuss ethical issues with the firm’s stakeholders including the media? 100%
   Has the student effectively developed long term normative solutions to ensure this type of unethical behavior does not occur in the future? 100%

1a. Use of Results to Improve Instructional Program: Students exhibited a strong understanding of the ethical issues in the case and realized the dilemmas experienced by the company yet still demonstrated strong ethical reactions and understanding. We will continue to identify current cases in which the PEMBA students are able to apply their knowledge to identify and resolve ethical dilemmas.
Second Means of Assessment for Learning Objective 1 Identified Above:

| 1b. Legal Ethics Assignment in BUSI 7976 - Special Topics in Business Administration-
| Legal Aspects of Healthcare Business Transactions |

Means of Program Assessment & Criteria for Success:
At least 75% of PEMBA students will achieve an average rating of 8.0 or higher on a 10-point scale measuring knowledge of ethical and legal responsibilities in organizations and society where 10 = excellent and 1 = unacceptable.

The entire course is based on compliance with the laws governing the health care business transactions. One chapter of the ten chapter book focuses on fiduciary duty and implementation of Corporate Compliance and Ethics Plans that are intended to mitigate regulatory risk and promote ethical conduct. Throughout the course, students are tested by presenting a set of facts and asking them to write short essays regarding how to engage in business transactions and operate a health care business in a legal compliant and ethical manner. Examination papers are graded with letter grades.

The instructor in BUSI 7976 (Legal Aspects of HealthCare Business Transactions) will rate students’ analysis of a legal ethics assignment in the course using the rating scale described above.

The data is from Spring Semester 2013.

1b. Summary of Assessment Data Collected: Instructor: N = 39. 100% of PEMBA students received a rating of 8.0 or higher on the 10 point scale described above by correctly applying the law and ethical conduct to the facts as stated.

1b. Use of Results to Improve Instructional Program: Students demonstrate a strong understanding of the legal and ethical principles underlying business transactions. The instructor will continue to look for ways to integrate ethical decision making into the course through cases and discussions of current law.
Learning Objective: Create Value through Integration

2. PEMBA students will demonstrate knowledge of the creation of value through the integrated production and distribution of goods, services, and information.

First Means of Assessment for Learning Objective 2 Identified Above:

2a. Marketing Plan Project in BUSI 7216 - Marketing and Consumer Theory

Means of Program Assessment & Criteria for Success:
At least 75% of PEMBA students will achieve an average rating of 80 or higher on a marketing project to create a marketing plan in BUSI 7216 (Marketing and Consumer Theory) using a 100-point scale measuring knowledge of the creation of value through the integrated production of goods, services, and information where a score of 90-100 = excellent and 59 or less = unacceptable. The instructor and one additional faculty member will evaluate students’ final project using the rating scale described above.

The Marketing Plan is a comprehensive planning tool that requires situation analysis, an assessment of competitive offerings, and development of a mix (goods and service portfolio, pricing structure, promotion tools, and distribution options) of marketing tools and tactics designed to appeal to a specific target market. Each student will describe the target market, outline the benefits desired by this target, and then describe the appropriate mix of marketing elements and implementation costs to serve this segment effectively.

The data is from Spring Semester 2014.

2a. Summary of Assessment Data Collected: N = 18. The table below reports the assessment for the three key components of the marketing plan and student performance on each component.

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>Non-Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation Analysis</td>
<td>0%</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Conceptual Integration</td>
<td>11%</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>Financial Analysis</td>
<td>39%</td>
<td>39%</td>
<td>22%</td>
</tr>
</tbody>
</table>

2a. Use of Results to Improve Instructional Program: Given the results of this assessment, the most important area for improvement is the financial analysis. Students did not consistently provide financial information and calculations to support their conceptual integration at the level expected. This gap could be the result of either 1) incomplete information on their end due to a lack of cost information availability or lack of cooperation from their employer, or 2) insufficient understanding of the financial analysis tools and their application and reporting for developing a marketing plan. While little can be done to improve a lack of cooperation for accurate financial information from their employer, other ways to estimate costs are available. In the next class, a discussion and handout detailing how to estimate costs in the medical field will be provided during the early part of the course. To improve the ability to calculate and report financial analysis in support of the decision mix for the marketing plan, a set of exercises will be added and the coverage of the financial portion of the material during residency will be expanded. In addition, a sample of a comprehensive plan with highly proficient financial analysis will be provided as an example at the end of the residency period for students to use as a guide for developing their plans.
Second Means of Assessment for Learning Objective 2 Identified Above:

2b. Exam Questions in BUSI 7226 - Operations and Information Technology for Competitive Advantage

Means of Program Assessment & Criteria for Success:
At least 75% of PEMBA students will achieve an average rating of 8.0 or higher on a 10-point scale measuring knowledge of the creation of value through the integrated production of goods, services, and information where 10 = excellent and 1 = unacceptable. The instructor in BUSI 7226 (Operations and Information Technology for Competitive Advantage) will rate students’ performance on two final exam essay questions using the rating scale described above. The rubric used to evaluate the exam and cases is as below:

EXAM
General
1. Recognizes the value of integration of technology as an operational business resource (1-10)
2. Recognizes the value of integration of technology as a strategic business resource (1-10)

Specific
1. Can identify the technical limitations of technology as it relates to information security and healthcare environments (1-10)
2. Can identify the value of decision support systems in the healthcare environment (1-10)

CASES
General
2. Recognizes the value of the integration of technology as an operational resource (1-10)

Specific:
1. Can identify the limitations of Speech Systems in native healthcare environments (1-10)
2. Can identify the potential impact of systems on financial performance in native healthcare environment (1-10)
3. Can identify the applications of multimedia resources in native healthcare environment (1-10)

The data is from Summer Semester 2012.

2b. Summary of Assessment Data Collected: Instructor: N = 29. 100% of PEMBA students received a rating of 8.0 or higher on the 10 point scale described above. Through the use of two separate essay questions, initially, each student was able to correctly identify the antecedents to the creation of value through the “integration of technology” in an industry-specific set of processes. Furthermore, each student demonstrated the ability to decompose the major process gains from the “integration of technology” in an industry specific context. Lastly, all students were able to build valid and logical connections between the “integration of technology” and the outputs of value in a specific industry context.

2b. Use of Results to Improve Instructional Program: Program is meeting the goal in a substantial way. We will continue to look for ways to meaningfully assess the students’ capabilities in the area of Operations and Information Technology.
Learning Objective: Financial Knowledge

3. PEMBA students will demonstrate knowledge of financial theories, analysis, reporting and markets.

First Means of Assessment for Learning Objective 3 Identified Above:

3a. Exam 1 in BUSI 7116 - Financial Analysis

Means of Program Assessment & Criteria for Success:
Mastery will be assessed based on specific content area questions and problems from the midterm exam to assess specific content knowledge. At least 75 percent of PEMBA students will achieve a rating of 80% or higher on the specific content area questions and problems from the Midterm Exam in BUSI 7116 (Financial Analysis). Each content area is evaluated with a 9 to 10 rating scale with 10 being strong mastery while any score less than 6 is unacceptable. The instructor will evaluate students’ mastery of material on Exam One using the rating scale described above.

The data is from Fall 2012.


<table>
<thead>
<tr>
<th>Content Subject</th>
<th>Total Possible</th>
<th>Actual Points Earned</th>
<th>Students Meeting Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Calculations</td>
<td>10</td>
<td>8.5</td>
<td>80%</td>
</tr>
<tr>
<td>Cost of Capital</td>
<td>10</td>
<td>8.0</td>
<td>85%</td>
</tr>
<tr>
<td>Equity Valuation</td>
<td>10</td>
<td>8.5</td>
<td>90%</td>
</tr>
<tr>
<td>Bond Valuation</td>
<td>10</td>
<td>9.0</td>
<td>95%</td>
</tr>
<tr>
<td>Practice Valuation</td>
<td>10</td>
<td>9.5</td>
<td>95%</td>
</tr>
</tbody>
</table>

All Physician students demonstrated content mastery at or above the acceptable level.

3a. Use of Results to Improve Instructional Program: Assessment exam contained both quantitative as well as qualitative components to cover financial calculations, financial risk assessment and general valuation concepts for equity, bonds and medical practices. Overall, students performed exceedingly well on both components. Program is meeting goal.

Action to be taken: In the area of financial calculations, additional problems and some lecture time will be adjusted to allow greater opportunity for students to improve their quantitative skills and knowledge of finance.
Second Means of Assessment for Learning Objective 3 Identified Above:

3b. Exam 2 in BUSI 7116 - Financial Analysis

Means of Program Assessment & Criteria for Success:
Mastery will be assessed based on specific content area questions and problems from the final exam to assess specific content knowledge. At least 75 percent of PEMBA students will achieve a rating of 80% or higher on the specific content area questions and problems from the Midterm Exam in BUSI 7116 (Financial Analysis). Each content area is evaluated with a 0 to 10 rating scale with 10 being strong mastery while any score less than 6 is unacceptable. The instructor will evaluate students’ mastery of material on Exam Two using the rating scale described above.

Data is from Fall 2012.


<table>
<thead>
<tr>
<th>Content Subject</th>
<th>Total Possible</th>
<th>Actual Points Earned</th>
<th>Students Meeting Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lease Analysis</td>
<td>10</td>
<td>8.7</td>
<td>90%</td>
</tr>
<tr>
<td>Capital Investment Analysis</td>
<td>10</td>
<td>9.0</td>
<td>95%</td>
</tr>
<tr>
<td>Financial Forecasting</td>
<td>10</td>
<td>9.5</td>
<td>85%</td>
</tr>
<tr>
<td>Working Capital Management</td>
<td>10</td>
<td>9.6</td>
<td>85%</td>
</tr>
<tr>
<td>Capital Distributions</td>
<td>10</td>
<td>9.2</td>
<td>90%</td>
</tr>
</tbody>
</table>

3b. Use of Results to Improve Instructional Program: Assessment exam contained both quantitative as well as qualitative components to cover the concepts and analysis of leasing, capital budgeting analysis, financial planning and forecasting, working capital management and capital distributions. Program is meeting goal with over 90% of students meeting or exceeding each content area goal.

Action to be taken: Given the strong performance on these content areas, no further course adjustment is warranted, however the instructor will continue to evaluate the students across these criteria and will make adjustments in instructional content as needed.
Learning Objective: Domestic and Global Economic Knowledge

4. PEMBA students will demonstrate knowledge of domestic and global economic environments of business.

First Means of Assessment for Learning Objective 4 Identified Above:

4a. Research Paper in BUSI 7976 - Special Topics in Business Administration-Macro Economics

Means of Program Assessment & Criteria for Success:
At least 75 percent of PEMBA students will achieve a rating of 8.0 or higher on a 10-point scale measuring knowledge of domestic and global economic environments in business where 10 = excellent and 1 = unacceptable. The instructor in BUSI 7976 (Special Topics in Business Administration - Macro Economics) and one additional faculty member will evaluate each students’ research paper demonstrating knowledge of domestic and global economic environments of business using the rating scale described above. The term Summer 2013 was used for this analysis.

The macro assignment requires that students incorporate all the data that has been collected across the semester and state the implications of these data. They must support their conclusions and demonstrate an understanding of the factors that impact the performance of the economy (both domestically and globally). The second part of the assignment requires the students to take current data, fold in domestic and global conditions and suggested leading economic indicator measures to predict what the economy will look like in six months. This requires that the students understand the potential for economic performance to change. The students are graded on the quality of the argument they make in support of their predictions.

The data is from Summer Semester 2013.

100% of the PEMBA students received a rating of 8 or higher on central argument in predictions and supporting evidence provided in support of predictions. The average grade across both analysis – Central Argument and Supporting Predictions was 9.2 – with both areas showing the same level of competency.

4a. Use of Results to Improve Instructional Program: While performance has been excellent, the professor has responded to some uncertainty about the assignment by providing additional readings within class and providing additional support in terms of a second text. The professor also encourages students to ask questions as they complete the assignments leading up to the final project.
Second Means of Assessment for Learning Objective 4 Identified Above:

4b. Exam Questions in BUSI 7976 - Special Topics in Business Administration-Micro Economics

Means of Program Assessment & Criteria for Success:
At least 75 percent of PEMBA students will achieve an average score of 8.0 or higher on a 10-point scale measuring knowledge of domestic and global economic environments in business where 10 = excellent and 1 = unacceptable. The instructor in BUSI 7976 (Special Topics in Business Administration – Micro Economics) and one additional faculty member will evaluate each student’s performance on selected questions demonstrating knowledge of domestic and global economic environments of business using the rating scale described above.

The micro assignments require that the students understand the competitive environment of markets. They are asked to identify examples of companies that fall within three categories of market structures and justify their choice. They are graded on their examples and their justification. A second set of questions ask the students to consider two extreme market structures: perfect competition and monopoly. They are asked about the benefits to consumers of perfectly competitive markets (an economic ideal). The goal is to get students to recognize that consumers may appreciate low prices but generally are seeking a body of characteristics associated with the choice to consume a product (service, location, color, design, etc.) The second question concerns the need to regulate monopolies. They are asked to justify the choice to always regulate or not.

Finally, students are asked to estimate the 4 firm market concentration of their particular company. The goal is to get them to clearly define the product/service and the market (geographic). In their answers they identify the competitors, the consumer base and the other restrictions that might be in place within their markets.

The data is from Fall Semester 2013.

4b. Summary of Assessment Data Collected: Instructor: N = 30; additional faculty: N = 6. 100% of PEMBA students received a rating of 8.0 or higher on the 10 point scale described above, however, they perform better consistently across the second set of questions, with an average performance of 9.5. The students’ average on the first set is 9.0.

4b. Use of Results to Improve Instructional Program: The instructor has responded to some differences across areas by providing additional readings and encouraging questions as they arise. The discrepancy in performance may be related more to the type of industry that the students work in – Health Care – rather than a lack of understanding about the concepts. The Health Care industry is more complex than simple manufacturing or service industries are and therefore the concepts are harder to apply in certain circumstances.
Learning Objective: Leadership Capacity

5. PEMBA students will demonstrate the capacity to lead in organizational situations.

First Means of Assessment for Learning Objective 5 Identified Above:

5a. Competing Values Survey Pre and Post Comparison

Means of Program Assessment & Criteria for Success:
At least 75 percent of PEMBA students will achieve a positive difference between their final and entering assessments on a 7 point – Competing Values Leadership Survey where the scale is 1 = Low Leadership Skills to 7 = High Leadership Skills. The results of the survey will be calculated by one faculty member using the rating scale described above.

The Competing Values Skills profile is a 120 item survey with 5 items for each of 24 domains such as “managing conflict” and “understanding self and others.” Items assess awareness of issues, concepts, and personal assessments of capabilities. All domains are scored on a scale from 1-7, with 7 being best. PEMBA students are asked to take the survey before they start the program. All students are asked to take the survey near their graduation date. The initial and final results are compared for change over time. For purposes of evaluation, focus is placed on the lowest scoring areas and areas that score lower than 5.5 at graduation OR show less 0.5 improvement over time. For example, one domain may show little improvement but have been rated high at the start of the program and this should not be viewed as a problem. Likewise, an area may show a low rating at graduation but have actually increased substantially due over time.

5a. Summary of Assessment Data Collected:  Instructor: N = 10. 90% of the PEMBA students achieved a positive difference between their final and entering assessments on the 7 point scale described above with the average improvement being 1.54.

Here are the Avg results:

<table>
<thead>
<tr>
<th>Area</th>
<th>Program Start</th>
<th>Program End</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing and organizing</td>
<td>3.3</td>
<td>5.8</td>
<td>2.5</td>
</tr>
<tr>
<td>Managing Time &amp; stress</td>
<td>4.4</td>
<td>5.0</td>
<td>0.6</td>
</tr>
<tr>
<td>Presenting ideas</td>
<td>4.7</td>
<td>5.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Managing change</td>
<td>3.6</td>
<td>5.7</td>
<td>2.1</td>
</tr>
<tr>
<td>Developing employees</td>
<td>4.4</td>
<td>5.8</td>
<td>1.4</td>
</tr>
<tr>
<td>Managing conflict</td>
<td>4.1</td>
<td>5.7</td>
<td>1.6</td>
</tr>
<tr>
<td>Managing core processes</td>
<td>3.6</td>
<td>5.8</td>
<td>2.2</td>
</tr>
<tr>
<td>Managing across functions</td>
<td>3.0</td>
<td>5.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Setting goals and objectives</td>
<td>4.5</td>
<td>6.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Fostering a productive work environment</td>
<td>4.6</td>
<td>5.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Negotiating agreement and commitment</td>
<td>4.5</td>
<td>6.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Thinking creatively</td>
<td>4.3</td>
<td>5.9</td>
<td>1.6</td>
</tr>
<tr>
<td>Communicating effectively</td>
<td>5.0</td>
<td>6.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Using participative decision making</td>
<td>5.1</td>
<td>6.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Managing information overload</td>
<td>4.9</td>
<td>5.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Designing work</td>
<td>3.8</td>
<td>5.7</td>
<td>2.0</td>
</tr>
<tr>
<td>Developing and communicating a vision</td>
<td>4.8</td>
<td>6.3</td>
<td>1.5</td>
</tr>
<tr>
<td>Working productively</td>
<td>5.4</td>
<td>6.4</td>
<td>1.0</td>
</tr>
<tr>
<td>Building and maintaining a power base</td>
<td>5.0</td>
<td>6.0</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>4.9</td>
<td>6.3</td>
<td>1.4</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Living with change</td>
<td>5.1</td>
<td>6.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Understanding self and others</td>
<td>4.7</td>
<td>6.2</td>
<td>1.5</td>
</tr>
<tr>
<td>Building teams</td>
<td>3.6</td>
<td>5.5</td>
<td>1.8</td>
</tr>
<tr>
<td>Managing information with critical thinking</td>
<td>3.0</td>
<td>5.1</td>
<td>2.1</td>
</tr>
</tbody>
</table>

### 5a. Use of Results to Improve Instructional Program:

The Program is meeting the goal. The results suggest that more effort needs to be made to help students manage time and stress and projects. However, the improvement on managing projects was great. There is discussion of building in more of a project management activity/course within the revised curriculum. With regard to Managing time and stress, this will be emphasized in more detail in the Organizational Leadership class.

### Second Means of Assessment for Learning Objective 5 Identified Above:

#### 5b. Best Self Exercise in BUSI 7146 - Organizational Leadership and Change

**Means of Program Assessment & Criteria for Success:**

At least 75 percent of PEMBA students will achieve a rating of 80 or higher on a 100-point scale measuring leadership qualities/skills where 90-100 = excellent and 59 or below = unacceptable. PEMBA students enrolled in **BUSI 7146** (Organizational Leadership and Change) completed “Best Self” exercise where they request and analyze “best self” examples from 10-20 people. The exercise will be evaluated by the course instructor using the rating scale described above.

Each student requests three examples of when they were “at their best” from 20 people that know them well. From these examples, students identify the major themes identified by others and answer a series of reflective questions. Students are asked to identify their key strengths and the circumstances that bring out their best. They are also asked to examine the career and life implications of the exercise. They then relate the results to their own personal leadership style and strengths.

The data is from Fall 2012.

**5b. Summary of Assessment Data Collected:** Instructor: N = 31; 97% of the PEMBA students received a rating of 80 or higher on the 100 point scale described above.

**5b. Use of Results to Improve Instructional Program:** The program is meeting goal. This assignment continues to be transformative for students and they have continued to do an excellent job of connecting their strengths to a unique personal leadership style/statement. Despite the work required for the assignment, it will continue to be a part of the program.
Learning Objective: Apply Knowledge in New & Unfamiliar Situations

6. PEMBA students will demonstrate the capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

First Means of Assessment for Learning Objective 6 Identified Above:

6a. Group Project in BUSI 7136 - Strategic Analysis and the Competitive Environment

Means of Program Assessment & Criteria for Success:
At least 75 percent of PEMBA students groups will achieve a rating of 80 or higher on a 100-point scale measuring the capacity to apply knowledge in new and unfamiliar circumstances where 90 - 100 = excellent and 59 or below = Unacceptable. PEMBA students enrolled in BUSI 7136 (Strategic Analysis and the Competitive Environment) will prepare and present a group project demonstrating the capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

The project will be evaluated by the course instructor and one additional faculty member using the rating scale described above. This objective is assessed by having a team of 5-7 PEMBA class members per group write a comprehensive business plan designed to be presented to Venture Capital groups, banks and other financial institutions, and/or private investors. The plan must include 1) an Executive Summary, 2) a summary description of the business and target market, 3) an analysis of the external and internal environments applying multiple analytical tools discussed during the semester (PEST and Porter’s 5 Forces for the external environment, VRIO and Value Chain Analysis for the internal environment, and SWOT Analysis/TOWS Matrix as summary analysis for strategy formulation), 4) a detailed marketing plan assessing the 4 P’s (product, price, place, and promotion) and other market-related issues, 5) financial analysis including statements of investment needs and potential sources, detailed income and expense reports, and break-even analysis, and 6) a wrap-up section summarizing the key takeaways and conclusions.

The data is from Spring 2013.

6a. Summary of Assessment Data Collected: Instructor: N = 37 students; Additional faculty: N = 5. 100% of PEMBA students received a rating of 80 or higher on the 100 point scale described above. The assessment results have historically come in at 100%, due to several key factors. Due to the size and scope of the business plans, the project has always been completed in groups. Each group typically contains multiple members that are achievement oriented, highly motivated and driven, and highly intelligent. As a result of such group composition, the graded outcomes tend to always meet or exceed expectations. In addition, the projects are developed based on the entrepreneurial interests and intent of group members. Since these reports are often developed with the intent of being executed by one or more of the group members, they take the reports and time invested seriously. Finally, these reports constitute a practical “final exam”, applying analytical tools that have been 1) introduced to the students through course lectures and readings, 2) applied in real-world examples and cases during class discussions and case analysis exercises, 3) assessed through the evaluation of a group case analysis project during the early part of the semester, and 4) examined via message board readings and questions posted over the time span of the course. By the time of the business plan submission, most have displayed an above average mastery of the course’s analytical tools and their application.
### 6a. Use of Results to Improve Instructional Program:
 Program is meeting goal. Given the nature of the project, the business plan outputs (typically a 60-100 page written report and a 30 minute summary presentation) seem adequate to assess student learning through Goal #6. The instructor of the class will continue to evaluate class development and performance via this particular assessment tool, as well as its place in the overall course design. One discussed area for improvement involves bringing in qualified business leaders and experienced investors to evaluate and provide feedback on the team business plans and presentations.

### Second Means of Assessment for Learning Objective 6 Identified Above:

#### 6b. Research Paper MNGT 7426 - Seminar in Organizational Change-Alternative Healthcare Systems

**Means of Program Assessment & Criteria for Success:**
At least 75 percent of PEMBA students groups will achieve a rating of 8 or higher on a 10-point scale measuring the capacity to apply knowledge in new and unfamiliar circumstances where 9 - 10 = excellent and 6 or below = unacceptable. PEMBA students enrolled in MNGT 7426 (Sem. In Org. Change: Alternative Healthcare Systems) will write a research paper in which they compare and contrast the two Health Care Systems visited on the International trip. The papers will be evaluated by the course instructor and one additional faculty member using the rating scale described above.

Students are required to integrate and compare different health care systems in terms of financing, organization, decision authority, and the overall policy process. Class participants must also examine how the culture, values systems, history, and politics of the nations studied converge to shape their respective systems and relate these same factors to the current US system and the ACA debate.

The data is from Summer 2012.

**6b. Summary of Assessment Data Collected:** Instructor: N = 27; Additional faculty: N = 5.

The papers were graded using the following Rubric:

1) Identification of Main Issues and Problems (averaged 10 out of 10)
2) Analysis of Issues (averaged 10 out of 10)
3) Development of Effective Solutions / Strategies (averaged 8 out of 10)
4) Links to course materials, site visit, additional Research (averaged 10 out of 10)
5) Demonstrated competency of Universal Health Care Systems (average 9 out of 10)

The students score high on points 1, 2 and 4. Their weakest area of competency was in the Development of Effective Solutions / Strategies followed closely by a Demonstrated competency of Universal Health Care System.

**6b. Use of Results to Improve Instructional Program:** Program is meeting goal however, the instructor would like to see more in-depth analysis and reflection in the papers submitted. These expectations will be communicated to students. The action plan going forward is to include additional lectures and readings on scalable solution strategies for Universal Health Care Systems.