

AOL Report E-MBA Program Assessment

The Executive MBA (EMBA) program prepares middle and upper level professionals for successful careers in general management. The program is an intensive, Friday and Saturday format to meet the needs of working professionals. Participants progress through the program as a team with emphases on the immediate practical applications of current business concepts, technologies, and skills for the global economy.

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- Total Number of Courses Offered: 20
- Number of Graduates: 29
- Total Enrollment: 1st 22 / 2nd 31
- Sample Size: 8 ~ 25 (20% of Graduates 29 = 5.8)
- Courses Assessed:

| | | |
|-----------------|-----------------|--|
| Learning Goal 1 | L11 L12, L13 | EMB 510 Leadership & Organization Change EMB 542 IT Management |
| Learning Goal 2 | L21 L22 | EMB 542 IT Management EMB 671 Global Business Communication EMB 571&572 International Field Trip |
| Learning Goal 3 | L31 L32 | EMB 520 Marketing Management EMB 562 Accounting & Financial Statement Analysis |
| Learning Goal 4 | L41 L42 | EMB 530 Operations Management and Supply Chain Management EMB 511 Management Strategy & Policy |

Overview of Assessment

| E-MBA Program Assessment: Learning Goal 1 | | |
|---|---|---|
| Our graduates will use team building and high-performance management behaviors to lead a team task successfully in competitive environment. | | |
| Learning Objective | Sample | Methods |
| <p>(L11) Our students will have high-performance leadership skill.</p> <p>(L12) Our students will know how to build a team successfully in competitive environment.</p> <p>(L13) Our students will effectively manage team members for solving organizational challenges.</p> | <p>Students enrolled in EMB 510/542 N=20~25</p> | <ul style="list-style-type: none"> - Course-embedded survey - Reflective assessment of leadership styles/skills completed by team members in EMB 510 - Team members assessment by their team leader in EMB 542 - All assessment rubrics with detailed evaluation criteria were developed by faculties |
| <p>Findings</p> <ul style="list-style-type: none"> - Using a course-embedded survey, the team members in EMB510 assessed L11 which evaluated the leadership style and skills of their team leader. Average scores for each of the evaluation criteria for L11 exceed 2 (meets expectations). - Using a course-embedded survey, the team leaders in EMB 542 assessed L12 and L13 which evaluated the team building skills of their team members. Average scores for each of the evaluation criteria for L12 and L13 exceed 2 (meets expectations). <p>* 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)</p> <ul style="list-style-type: none"> - Most EMBA students are team leaders at their companies. Thus, L11, L12, and L13 are satisfied. | | |

E-MBA Program Assessment: Learning Goal 2

Our graduates will have a global perspective.

| Learning Objective | Sample | Methods |
|--|---|---|
| <p>(L21) Our students will understand global business issues and relate current issues to emerging business opportunities.</p> <p>(L22) Our students will have command of business English or other language of major global market.</p> | <p>Students enrolled in EMB 542 / 671 / 571&572</p> <p>N=8 ~ 11</p> | <ul style="list-style-type: none"> - Assessment task force scored case solutions written in English in EMB 542 - Assessment task force scored business presentation and communication in English in EMB 671 - All assessment rubrics with detailed evaluation criteria were developed by faculties |

Findings

- Using the assessment rubric, the assessment task force for EMB542 evaluated L21. Average scores for each of the evaluation criteria for L21 exceed 2 (meets expectations).
 - Using the assessment rubric, the assessment task force for EMB 671 evaluated L22. Average scores for each of the evaluation criteria for L22 are exactly 3 (Exceeds Expectations).
- * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)
- In addition, all EMBA students participated and passed two international field trip courses (EMB 571&572) conducted at UC Berkeley and Stanford University in the United States and INSEAD in France. During this field trip, all EMBA students were required to take courses in English and also expected to deliver a final presentation in English at the end of the course. In order to pass these courses, they were required to communicate with highly proficient business English skills. Thus, our graduates satisfy the global perspective learning goals (L21, L22).

E-MBA Program Assessment: Learning Goal 3

Our graduates will understand the gravity of ethical behavior and corporate social responsibility.

| Learning Objective | Sample | Methods |
|---|---|--|
| <p>(L31) Our students will identify ethical and social dilemma and be able to recognize and evaluate alternative courses of action</p> <p>(L32) Our students will know the professional code of conduct within their discipline</p> | <p>Students enrolled in EMB 520 / 562</p> <p>N=8~20</p> | <ul style="list-style-type: none"> - All lectures and term project presentations were recorded for evaluation (DVD) - Assessment task force scored the term project presentation and its output in EMB 520 - Course-embedded survey - All assessment rubrics with detailed evaluation criteria were developed by faculties |

Findings

- Using the assessment rubric, the assessment task force for EMB520 evaluated L31. Average scores for each of the evaluation criteria for L31 exceed 2 (meets expectations).
 - Using a course-embedded survey, students in EMB 562 assessed L32. Average scores for each of the evaluation criteria for L32 exceed 2 (meets expectations).
- * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations).
- Thus, our graduates satisfy the ethical behavior and CSR learning goals (L31, L32).

E-MBA Program Assessment: Learning Goal 4

Our graduates will be able to strategically analyze business cases and integrate different disciplines in solving business problems.

| Learning Objective | Sample | Methods |
|--|--|--|
| <p>(L41) Our students will use appropriate analytical techniques to solve business problems and will demonstrate the ability of sound business judgment</p> <p>(L42) Our students will synthesize different discipline areas</p> | <p>Students enrolled in EMB 530 / 511</p> <p>N=8</p> | <ul style="list-style-type: none"> - All lectures and term project presentations were recorded for evaluation (DVD) - Assessment task force scored the term project presentation and its output in EMB 530 - Assessment task force scored case solutions in EMB 511 - All assessment rubrics with detailed evaluation criteria were developed by faculties |

Findings

- Using the assessment rubric, the assessment task force for EMB530 evaluated L41. Average scores for each of the evaluation criteria for L41 exceed 2 (meets expectations).
 - Using the assessment rubric, the assessment task force for EMB511 evaluated L42. Average scores for each of the evaluation criteria for L42 exceed 2 (meets expectations).
- * 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)
- Thus, our graduates satisfy the strategic analysis learning goals (L41, L42).

Overall Review

The Executive MBA (EMBA) program prepares middle and upper level professionals for successful careers in general management. The EMBA program aims to strengthen essential qualities of general managers and develop and nurture middle and upper professionals to become leaders who are creative and innovative. In general, general managers should have personal qualities and skills including the leadership for leading organizations and human resources and effective communication and collaboration skills.

Based on these personal qualities and attributes, we establish four learning goals for the program; team building and task management, global perspective, understanding of ethical problems, and business problem-solving. In order to assess the accomplishments of each learning goal, we utilize various assessment methods including evaluation of team project presentations, course-embedded surveys on students, OPI level tests, and many more.

Assessment results based on all assessment methods suggest that the EMBA program fulfills the expectations of Assurance of Learning (AoL). More specifically, the average scores for four learning goals exceeded 2 (i.e. 'Meets Expectation'). Therefore, we can conclude that the EMBA program is fully qualified to be a member of AACSB.

Data Analyses and Results

| Assessment Learning Goal 1: EMB 510 / EMB 542 | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|
| <ul style="list-style-type: none"> - Randomly selected students who were enrolled in EMB 510/542 class completed the survey - Team members assessed their team leader for evaluating L11, and team leaders assessed their team members for evaluating L12 and L13 | | | | | | | | | | | |
| Student No. (EMB 510/542) | L11 | | | | L12 | | | | L13 | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| 4 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 5 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 7 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 8 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 9 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 10 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 11 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 13 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 14 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 16 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 18 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 20 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 21 | | | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 22 | | | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 23 | | | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 24 | | | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 25 | | | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Avg. for each criteria | 2.70 | 2.75 | 2.70 | 2.80 | 2.80 | 2.84 | 2.76 | 2.80 | 2.80 | 2.76 | 2.76 |

| | | | | | | | | | | | | |
|------------------------------------|------|----|----|----|------|----|----|----|------|----|----|--|
| Avg. for each learning goal | 2.74 | | | | 2.80 | | | | 2.77 | | | |
| 3 point total | 14 | 15 | 14 | 16 | 20 | 21 | 19 | 20 | 20 | 19 | 19 | |
| 2 point total | 6 | 5 | 6 | 4 | 5 | 4 | 6 | 5 | 5 | 6 | 6 | |
| 1 point total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

* Criteria : 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: Score (Trait) Person (Point)

| Assessment Learning Goal 2: EMB 542 / EMB 671 / EMB 571&572 | | | | | | | | |
|---|------|------|------|------|-----|----|----|--|
| <ul style="list-style-type: none"> - An evaluator analyzed and scored case solutions written in English (ex. HBR case) for evaluating L21 and L22 - An evaluator interviewed the professor to confirm the assessment results - All EMBA students participated in international field trip courses at UC Berkeley, Stanford Univ., and INSEAD | | | | | | | | |
| Student No. (EMB542/571&572) | L21 | | | | L22 | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | |
| 1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | |
| 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 4 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | |
| 5 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | |
| 6 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | |
| 7 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | |
| 8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 9 | | | | | 3 | 3 | 3 | |
| 10 | | | | | 3 | 3 | 3 | |
| 11 | | | | | 3 | 3 | 3 | |
| Avg. for each criteria | 2.88 | 2.75 | 2.75 | 2.38 | 3 | 3 | 3 | |
| Avg. for each learning goal | 2.69 | | | | 3 | | | |
| 3 point | 7 | 6 | 6 | 3 | 11 | 11 | 11 | |
| 2 point | 1 | 2 | 2 | 5 | 0 | 0 | 0 | |

| | | | | | | | |
|---------|---|---|---|---|---|---|---|
| 1 point | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---------|---|---|---|---|---|---|---|

* Criteria : 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: Score (Trait) Person (Point)

| Assessment Learning Goal 3: EMB 520 / EMB 562 | | | | | | | |
|--|------|------|------|------|------|------|------|
| <ul style="list-style-type: none"> - All lectures were recorded as DVDs and an evaluator analyzed and scored the term project presentations and the results from EMB 520 - An evaluator interviewed the professor to confirm the assessment results - Randomly selected students who participated in EMB 562 class completed the survey | | | | | | | |
| Student No (EMB 520/562) | L31 | | | | | L32 | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 |
| 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 6 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| 7 | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
| 8 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 9 | | | | | | 3 | 3 |
| 10 | | | | | | 3 | 3 |
| 11 | | | | | | 3 | 3 |
| 12 | | | | | | 3 | 3 |
| 13 | | | | | | 3 | 3 |
| 14 | | | | | | 3 | 3 |
| 15 | | | | | | 3 | 3 |
| 16 | | | | | | 3 | 3 |
| 17 | | | | | | 2 | 2 |
| 18 | | | | | | 2 | 2 |
| 19 | | | | | | 3 | 3 |
| 20 | | | | | | 3 | 3 |
| Avg. for each criteria | 3.00 | 3.00 | 2.63 | 2.88 | 3.00 | 2.75 | 2.75 |

| | | | | | | | |
|------------------------------------|------|---|---|---|---|------|----|
| Avg. for each learning goal | 2.90 | | | | | 2.75 | |
| 3 point | 8 | 8 | 5 | 7 | 8 | 15 | 15 |
| 2 point | 0 | 0 | 3 | 1 | 0 | 5 | 5 |
| 1 point | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* Criteria : 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: Score (Trait) Person (Point)

| Assessment Learning Goal 4: EMB 530/ EMB 511 | | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <ul style="list-style-type: none"> - Whole lectures were recorded as DVDs and an evaluator analyzed and scored the term project presentations - An evaluator analyzed and scored term project outputs from EMB 601 - An evaluator analyzed and scored case solutions from EMB 511 - An evaluator interviewed the professor to confirm the assessment results | | | | | | | | | | | | | |
| Student No (EMB 530/511) | L41 | | | | | | | L42 | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| 4 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 5 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
| 6 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 7 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
| 8 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| Avg. for each criteria | 3.00 | 3.00 | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.63 | 2.88 | 3.00 | 2.25 | 2.25 |
| Avg. for each learning goal | 2.71 | | | | | | | 2.67 | | | | | |
| 3 point | 8 | 8 | 0 | 0 | 8 | 8 | 8 | 8 | 5 | 7 | 8 | 2 | 2 |
| 2 point | 0 | 0 | 8 | 8 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 6 | 6 |
| 1 point | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* Criteria : 1 (Fails to Meet Expectations) 2 (Meets Expectations) 3 (Exceeds Expectations)

* Unit: Score (Trait) Person (Point)

* EMB 511 Case analyses score card by professor and evaluator

| Case | Student No. | | | | | | | |
|-----------------|-------------|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| IKEA | A0 | | | | | | | |
| Rocket Internet | | A+ | | | | | | |
| Cola Wars | | | A0 | | | | | |
| Tata Nano | | | | A- | | | | |
| Paris Baguette | | | | | A- | | | |
| Amazon Go | | | | | | A0 | | |
| Louis Vuitton | | | | | | | A- | |
| Unilever | | | | | | | | A+ |