

# ITU

## DBA Learning Outcomes External Assessment Results



## Purpose

This document is an analysis of student performance as evidenced in ITU's Doctor of Business Administration (DBA) program administered by the Department of Business Administration. This report constitutes an external assessment of student performance. This report is also the first report for the DBA degree program. Therefore, several areas of improvement have been identified. The data presented is for the two (2) terms: Spring 2014 and Spring 2015.

## Introduction

Students, enrolled in the DBA program are required to, in addition to their coursework, publish at least two (2) papers in Journals or one (1) paper in Journal and present at least two (2) papers in a conference.

Currently, of the four (4) DBA candidates, this report presents learning outcome results for one (1) candidate only. The other three (3) candidates are at varying stages of their DBA program. As previously mentioned, the data presented is from Spring 2014 and Spring 2015 respectively.

## DBA Learning Outcomes

In generating this report, the following parameters have been used.

The DBA program follows a hierarchy of learning outcomes. This hierarchy is represented as follows:

**Course Learning Outcomes (CLOs) > Program Learning Outcomes (PLOs) > Institutional Learning Outcomes (ILOs)**

Currently, the assessments are tied to the CLOs and are mapped further up the chain to PLOs and ILOs. In general, the DBA program has different requirements than the Masters programs that are offered under the Department of Business Administration. The requirement for publications and presentation at conferences need not happen in a single

trimester as part of a single course. In each trimester, candidates are enrolled in DBA courses aligned to the area of their research.

In Spring 2014, the DBA candidate was enrolled in BUS 721 (previously DBA 840): Emerging Issues in Organizational Behavior and Human Resources. In Spring 2015, and BUS 728 (previously DBA 847): Seminar in Strategy and Innovation. CLOs for both courses are contained in the table below.

BUS 721: Emerging Issues in Organizational Behavior and Human Resources Course Learning Outcomes (CLOs)	BUS 728: Seminar in Strategy and Innovation Course Learning Outcomes (CLOs)
CLO 1: Explain a model for group development and growth.	CLO 1: Comprehend the importance of innovation.
CLO 2: Understand and analyze the activities of some leaders who have successfully managed change.	CLO 2: Understand and apply the principles and theories of innovation management.
CLO 3: Compare and contrast the different types of structure commonly found in organization.	CLO 3: Learn innovation within the nature of design and innovation in the context of operations and process design.
CLO 4: Consider the crucial role of communication in overcoming cross-culture problems in organizations.	CLO 4: Identify what is research and development, R&D management and the industrial context.
CLO 5: Comprehend the nature and scope of organizational behavior (OB).	CLO 5: Learn about technology transfer, models of technology transfer, limitations and barriers to technology transfer

Dr. Magdy Hussein, core faculty in the Department of Business, advises both courses.

## Candidate Publication Details and Mapping to CLOs

- In Spring 2014, the candidate has the following publication:

Smailagic, A., and Wiggin, P. (2014). Do I Matter? How Organizations can Motivate and Retain Employees. Global Journal of Management And Business Research, [S.l.], June 2014.

<https://journalofbusiness.org/index.php/GJMBR/article/view/1269>

This assessment is mapped to

**CLO 2** (Understand and analyze the activities of some leaders who have successfully managed change) and

**CLO 5** (Comprehend the nature and scope of organizational behavior (OB)).

- In Spring 2015, the candidate has the following publication. This was also accompanied by a presentation at the CLUTE Conference in San Francisco.

Hussein, M., Wiggin, P., and Solorio, M. (2016). WORKSHOP Knowledge Transfer And Systems Thinking For Innovation. 2016 IABC & 2016 IEC Proceedings, The Clute Conference.

<https://www.cluteinstitute.com/conference-proceedings/SF16Proceedings.pdf>

This assessment is mapped to

**CLO 3** (Learn innovation within the nature of design and innovation in the context of operations and process design),

**CLO 4** (Identify what is research and development, R&D management and the industrial context) and

**CLO 5** (Learn about technology transfer, models of technology transfer, limitations and barriers to technology transfer).

## Learning Outcome Assessment Methodology

- The DBA program has even earned an accreditation from the Accrediting Council for Business Schools and Programs (ACBSP). This report is an initial attempt to establish learning outcomes assessment, even if at a rudimentary level.
- Prior to Spring 2016, most learning has been tracked only through grades. The grading policy across the business department is strictly monitored for quality assurance purposes. For the DBA programs specifically, the DBA Advisory Committee provides independent evaluations of the candidates publications as well as their pitch for conferences. It is recommended that these evaluations be recorded on EMS in a more formal manner.
- Further, EMS, since the latter half of 2016, is capable of tracking student performance along learning outcomes. It is recommended that the process of grading these assessments also include the advisor's evaluations of the student's achievements along the learning outcomes.
- For the purposes of this report, we have a letter grade associated with both courses. Unfortunately, the percentage score that accompanies this letter grade is not available. Since no evaluations of student performance on the learning outcomes have been provided for this course, we have employed a rationale to allocate a score based on the letter grade available.
- In general, each assessment module is linked to CLOs as explained above. Each CLO is further assigned a scoring rubric between 1 and 4. A score of 4 indicates that the student has achieved that CLO at a Highly Developed Level (H). This indicates mastery over that particular CLO. A score of 1, on the other hand denotes that the candidate is still at the Initial (I) stages of development on that CLO. Scores of 2 and 3 indicate an Emerging (E) mastery and a Developed (D) achievement of that CLO. It is possible that a student may be at an "Initial" on one CLO but also be a "Developed" or "Highly Developed" on other CLOs. This assessment methodology has been in use in the MBA degree program for several terms. We recommend extending this methodology to the DBA degree program.
- Due to the lack of scores available for CLOs for the DBA candidates, we have used the letter grade to assign an average score on the CLOs this particular assessment is mapped to. This exercise has also revealed opportunities for improving our processes, which we discuss in the sections to follow.

## Summary of results

Course Code	Assessment Type	CLO Mapping	Average Score (associated with letter grade)	Average CLO mastery score (out of 4)
BUS 721: Emerging Issues in Organizational Behavior and Human Resources	Journal Publication	<b>CLO 2</b> Understand and analyze the activities of some leaders who have successfully managed change  <b>CLO 5</b> Comprehend the nature and scope of organizational behavior (OB).	95.5% (A)	3.82 (H)
BUS 728: Seminar in Strategy and Innovation	Journal Publication (unpublished)	<b>CLO 3</b> Learn innovation within the nature of design and innovation in the context of operations and process design,	99% (A+)	3.96 (H)
	Conference Presentation (paper recorded in minutes)	<b>CLO 4</b> Identify what is research and development, R&D management and the industrial context  <b>CLO 5</b> Learn about technology transfer, models of technology transfer, limitations and barriers to technology transfer.		

## Calculation of results

- Average Score calculated from letter grade: As mentioned before in the Methodology section, we have made some assumptions in calculating results from CLOs. We only had the letter grades (A and A+) respectively, available for this course. Letter grades, “A+” and “A”, as per the approved course syllabi, refer to percentage scores between 98% - 100% and 93% - 97.9% respectively. The averages of the top end and lower end of each grade range is used to calculate the average score for each course.
- Average CLO Mastery Score: As previously mentioned, students’ mastery over the learning outcomes is assessed on a scale of 1 – 4; 1 being at the Initial (I) stages of mastery and 4 being at the Highly Developed (H) level of mastery. Assuming that 4 represents 100% achievement along the CLOs mapped to the assessments, we used the average percentage score calculated above to get an assessment between 1 and 4. For example, 95.5% of 4 translates to a score of 3.82 which is Highly Developed (H) mastery.
- We also assume this average CLO mastery score as the average across all CLOs mapped to a particular assessment in a particular course.

## Further Considerations and Opportunities for Improvement

- In future, it is recommended that the DBA degrees and courses therein use a similar CLO scoring rubric that is used for the MBA degrees (as explained above); with some adjustments made to reflect the level of complexity inherent within the DBA degree program.
- The reader will note that the CLOs above do not use the Blooms Taxonomy terms. This is because, at the time these courses were offered, this was not required. Subsequently, this requirement has been imposed on the DBA and MBA programs and all CLOs developed under the new guidelines are Blooms Taxonomy compliant.

- For the future, it might be worth exploring the option to utilize EMS for the purposes of tracking DBA candidate publications, conference presentations, and the formal evaluation from the Dissertation Committee Advisors. If these formal evaluations, along with the candidate advisor feedback on learning outcome mastery can be integrated into the EMS, it would provide an excellent platform for the centralized collection of data, and any analysis that results from such data collection.
- Currently, we are mapping learning outcomes based results to CLOs. It is our understanding that, within the business department, the following levels of relationships exist between learning outcomes:
  - ILO to PLO – 1:1 relationship (i.e. one ILO corresponds to one PLO)
  - CLO to PLO – 1: many relationship (i.e. one CLO could correspond to more than one PLO)

As a result of this relationship between learning outcomes, it sometimes, becomes difficult to assess how students are faring along the PLOs.

- In this case, the report covers results for a single candidate. However, in the future, the program will see some growth in enrollment as a result of works to restructure the DBA program. Candidates may be allocated to different advisors, who may have their own individual styles of grading and assessing progress along the Learning Outcomes. It is important that a centralized quality assurance process is implemented to ensure consistent grading across advisors.

## Conclusions

- This is the first report that assesses student performance along learning outcomes for the DBA program. This report represents data and results for a single DBA candidate, as information for the other candidates is not yet available. As more candidates fulfill their publication requirements, we will publish updates to the results.



- In order to come up with this report, several assumptions have had to be made due to the data being old (Spring 2014 and Spring 2015 respectively). The assumptions and basis for calculation have been explained in this report.
- Lastly, recommendations have been provided to make the underlying data collection and analysis process more efficient.

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