

Master of Global Entrepreneurship and Management
Assessment Plan Report

**PROGRAM ASSESSMENT REPORT
AY 2011-2012**

Report Date: November 16, 2012
School/College: School of Management
Department/Program: MGEM
Person completing the Report: Professor Mouwafac Sidaoui

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

- a. which program learning outcomes were assessed this year. ***All learning outcomes were assessed.***
- b. who in your department/program was involved in the assessment of the above learning outcomes? ***Professor and Program Director Mouwafac Sidaoui, Professors Terry Esper, Ricardo Villareal, Kevin Lo, and David Epstein contributed to the development of the plan and instrument.***

2. **Please Answer the Following Questions for Each of the Student Outcomes Assessed:**

a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- ***Focus groups with students to solicit feedback about the program***
- ***Faculty meetings to foster stronger curriculum building and share resources as well as to discuss program/student issues and resolutions***
- ***On-going administrative meetings to discuss program/student issues and resolutions***
- ***End of program retreat of the three partner universities to discuss future improvement of the program***

b. **What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- ***There were various pedagogical differences at each university.***
- ***Lack of clarity about some of the consultancy projects and guidelines at IQS.***
- ***Lack of clarity of the Business Plan and Thesis at FJU.***

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- *Closer relationship with each university' Student's Life / Students Affairs.*
- *More transparency needed between some administrative staff and students.*
- *Not all universities were clear with their agenda and pricing as far as extracurricular activities such as but not limited to, company visits, academic global immersion (study tour), etc.*
- *Course work and business cases that relates to some of the companies visited as well as companies pertinent to cities in which students reside.*

c. **What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

1. Curricula Improvements

- *Assigning new business cases in relations to some of the companies the students may visit [i.e., Zapos.com].*
- *Visiting startup companies and meeting with executives including Venture Capitalists that are highly correlates to the classroom experience and the curriculum at large.*

2. Pedagogical Improvements

- *Open discussion forum about business cases allowing the students to share their insight with one another guided by the professor of the course.*

3. Enhanced Feedback and Guidance for Students

- *Faculty members communicate on a regular basis with the students and share feedback in writing and in person about students achievement or lack of, and guide them to improve their academic performance.*
- *Each group of students are assigned to a faculty member to guide them with their business plan.*
- *Each faculty will reference how his/her materials will be used in other classes, which will build a stronger link within the curriculum and enhances students' learning.*

4. Overall Program Improvements

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- ***Every program director at the three universities [IQS, FJU & USF] meet at least twice a month with the students while they are studying at the perspective universities.***
- ***Program Directors from the three universities [IQS, FJU & USF] have a monthly Skype call to discuss students academic performance and personal issues to continually guide them.***
- ***Program Directors from the three universities [IQS, FJU & USF] meet with the students at the beginning of each semester at the perspective university where the students will be studying to ensure proper transition from one school to another and to discuss the synchronization of the classes between the three universities.***
- ***Program Directors from the three universities [IQS, FJU & USF] elect 3 students representative to represents their cohort and will meet with the program director at least once a month to share any students' feedback to better serve [academically and personally] the entire students population.***

5. Improved "Life of the School"

- ***The Co-curricular activities such as consulting projects and externship are designed to enhance the students' academic learning. Program director in his/her respective university gets a weekly Project Progress Report and meets with the students and the project leads at the companies where the students are doing their consulting/externship.***
- ***Program Directors from the three universities [IQS, FJU & USF] will coordinate company visits in Barcelona, Paris, Taipei, China, San Francisco [Bay Area], and New York to help the students develop deeper understanding of the global entrepreneurial world and to enter the global business world.***
- ***Engage the students with industry professionals by inviting speakers from various companies and organizations to share their insight and provide the students a platform to develop deeper understanding of the entrepreneurial world.***
- ***Celebrate students birthdays and helping them to immerse in the culture of the country/city in which they live.***

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission Statement
- b. Program Goals and Learning Outcomes
- c. Curriculum map that shows the courses that pertain to the outcome
- d. Program Learning Rubrics aligned with outcomes
- e. Assessment Measures
- f. Assessment Questions