

2006-2007 :: Certificate in Executive & Professional Coaching

1. Mission Statement: The mission of the Executive and Professional Coaching Program is to provide students with a thorough grounding in the theories, concepts and skills needed to perform individual and group coaching within an organizational setting; while simultaneously developing proficiency for credentialing by the International Coach Federation. UT-Dallas certificate recipients will be educated in the origin, development, techniques and theoretical underpinnings of coaching within a variety of organizational systems. These graduates are leaders in the field of Executive Coaching at a local, state and national level.

2. Objectives:

2.1 Knowledge Base of Professional Coaching: Students will be able to explain and describe the origin, development and structure of the coaching profession, including the 11 International Coach Federation core competencies.

2.1.1 Related General Education Outcome Item(s): 1. Communication; 9. Social & Behavioral Science; 16. Independent Thought; 18. Practicum

2.1.2 Related Strategic Plan Item(s): II-1 The Education of Leaders; II-3 Investment in People; V-2 Enhanced Quality of Life; VI-3 Business Leadership

2.1.3 Related Institutional Priority Item(s): COM-4 Enhance research, graduate education and technology-driven economic development; CPT-3 Significantly improve quality of UTD's graduate students; CPT-6 Expand degree profile

2.1.4 Standards and Associations: International Coach Federation Accreditation

2.1.5 Student Related Objective: Yes - This is a student related objective.

2.2 Knowledge Base of Organizations : Students will develop the in-depth background and skills necessary to successfully demonstrate the techniques of coaching unique to organizational settings and 3rd party arrangements.

2.2.1 Related General Education Outcome Item(s): 1. Communication; 9. Social & Behavioral Science; 16. Independent Thought; 18. Practicum

2.2.2 Related Strategic Plan Item(s): II-1 The Education of Leaders; II-3 Investment in People; V-2 Enhanced Quality of Life; VI-3 Business Leadership

2.2.3 Related Institutional Priority Item(s): COM-4 Enhance research, graduate education and technology-driven economic development; CPT-3 Significantly improve quality of UTD's graduate students; CPT-6 Expand degree profile

2.2.4 Standards and Associations: International Coach Federation Accreditation

2.2.5 Student Related Objective: Yes - This is a student related objective.

2.3 Advanced Coaching Models and Methods: Students will be able to distinguish and apply a variety of assessments, models and research practices utilized in organizational coaching.

2.3.1 Related General Education Outcome Item(s): 1. Communication; 9. Social & Behavioral Science; 16. Independent Thought; 18. Practicum

2.3.2 Related Strategic Plan Item(s): II-1 The Education of Leaders; II-3 Investment in People; V-2 Enhanced Quality of Life; VI-3 Business Leadership

2.3.3 Related Institutional Priority Item(s): COM-4 Enhance research, graduate education and technology-driven economic development; CPT-3 Significantly improve quality of UTD's graduate students; CPT-6 Expand degree profile

2.3.4 Standards and Associations: International Coach Federation Accreditation

2.3.5 Student Related Objective: Yes - This is a student related objective.

3. Measures & Findings:

3.1 Weekly evaluated assignments : A sample of essays, commentaries and short answer questions will be evaluated on a weekly basis from EC courses 101, 102, 103, 104, 105, 106.

3.1.1 Success Criteria: Goal will be met if 90% of students score above 70%.

3.1.2 Related Objective(s): Knowledge Base of Professional Coaching

3.1.3 Results Related To Success Criteria: Weekly evaluated assignments for EC101, 102, 103, 104, 105 and 106 showed that 100% of students had scored an average above 70% which demonstrated that each course met the Program goals.

3.1.4 Numerical Results: 20 students enrolled in EC101,102,103,104, 105, 106 20 students scored 90% - 100% on weekly assignments

3.1.5 Achievement Level: Met

3.1.6 Further Action: No

3.2 Weekly evaluated assignments.: A sample of essays, commentaries, short answer questions and team or individual case study presentations will be evaluated on a weekly basis from EC courses 201, 202, 204, 205, 214, 215, 220.

3.2.1 Success Criteria: Goal will be met if 90% of students score 80% or higher.

3.2.2 Related Objective(s): Knowledge Base of Organizations

3.2.3 Results Related To Success Criteria: Weekly evaluated assignments from EC201, 202, 204, 205, 214, 215, 220 showed that 100% of students had scored above 80% which demonstrated that each course met the Program goals.

3.2.4 Numerical Results: 20 students enrolled in EC201, 202, 204, 205, 214, 220 20 students scored 90% - 100% on weekly evaluated assignments

3.2.5 Achievement Level: Met

3.2.6 Further Action: No

3.3 Weekly evaluated assignments: A sample of essays, commentaries, short answer questions and team or individual case study presentations will be evaluated from EC courses 301, 303, 304, 305, 306, 308, 309, 310, 30, 311, 320.

3.3.1 Success Criteria: Goal will be met if 90% of students score 80% or higher.

3.3.2 Related Objective(s): Advanced Coaching Models and Methods

3.3.3 Results Related To Success Criteria: Only EC 304 and 311 and 314 have completed in the Spring semester.

Weekly evaluated assignments from EC304, 311, and 314 showed that 100% of students had scored above 80% which demonstrated that these courses met the Program goals.

3.3.4 Numerical Results: 19 students enrolled in EC304, 311, 314 19 students scored 90% - 100% on weekly evaluated assignments

3.3.5 Influencing Factors: Remaining EC300 courses for this class will be in the summer 2007 semester.

3.3.6 Achievement Level: Met

3.3.7 Further Action: No

3.4 Final Exam: A final exam for each class (EC 100, 200 or 300 courses) will be administered every semester. The exam will be made up of essays, case studies and short answer questions.

3.4.1 Success Criteria: Goal will be met if 90% of students score above 80% for EC 100 and 200 courses , and if 100% of students score 80% or higher on 200 point exam for EC 300 courses .

3.4.2 Related Objective(s): Knowledge Base of Professional Coaching; Knowledge Base of Organizations ; Advanced Coaching Models and Methods

3.4.3 Results Related To Success Criteria: Final exams were administered for the EC100 and EC 200 courses. The EC300 course will not complete until the Summer 2007 semester.

Final exams showed that the course had met Program goals.

3.4.4 Numerical Results: 20 students took the EC100 Exam. 20 students scored 90% - 100% on the EC100 exam. 20 students took the EC200 Exam. 20 students scored 90% - 100% on the EC200 exam.

3.4.5 Influencing Factors: Note that the EC300 Exam is not scheduled until the Summer 2007 semester for this class.

3.4.6 Achievement Level: Met

3.4.7 Further Action: No

3.5 Course Evaluations and Student Self Evaluations: Course evaluations: At completion of each EC100, 200, or 300 course, students are required to complete an online evaluation form that requests feedback on both the instructor and effectiveness of the course. Results are tabulated and sent to the Director, Director of Training, and then to the instructor. Student Self Evaluations: At the beginning of each course, students are required to complete an online self assessment of knowledge survey before they begin taking the course. At completion of the course, the students are required to re-take the same self assessment of knowledge survey. Results are tabulated and sent to the Director for review.

3.5.1 Assessment Timeframe: Students are given 1 week to complete the online evaluation and assessment.

3.5.2 Success Criteria: Due to the indirect nature of these data, these results are used as a weak measure of program performance. Unless more than 10% of those surveyed are concerned with a particular issue, then the issue is not considered to be a problem.

3.5.3 Related Objective(s): Knowledge Base of Professional Coaching; Knowledge Base of Organizations ; Advanced Coaching Models and Methods

3.5.4 Results Related To Success Criteria: Course evaluations: 85% of the students did complete the online course evaluation forms. The course evaluation forms indicated that the students were very satisfied with the program as a whole.

Self Assessment of Knowledge Surveys: 100% of the students did complete the online self assessment of knowledge survey in the beginning of the course and 85% completed the post self assessment of knowledge survey at the end of the course

3.5.5 Numerical Results: Course Evaluations: Using a Likert scale: An average of 90.06% of those who responded indicated that the courses had furthered their knowledge of coaching
Self Assessment Surveys: Using a Likert scale: 100% of the 85% who completed the post self assessment surveys reported an increase in knowledge and understanding to the 22 content questions when compared to the pre self assessment taken at the beginning of the course.

3.5.6 Achievement Level: Met

3.5.7 Further Action: No

5. Closing the Loop:

5.1 Using the assessment plan according to the guidelines of SACS, the Executive and Professional Coaching Certificate Program was successful in meeting its Program goals. In reviewing course evaluations, it was noted that several students commented on the need for more feedback on weekly assignments from the instructors and a need for instructors to be better trained on the web conferencing delivery technology. .: These items will be discussed at the next faculty meeting with a recommendation to set deadlines for feedback on assignments and to initiate new efforts by the UTD staff to provide one on one training sessions with instructors on how to use the different options on the webconferencing platform

5.1.1 Related Objective(s): Knowledge Base of Professional Coaching; Knowledge Base of Organizations ; Advanced Coaching Models and Methods

5.1.2 Related Measure(s): Weekly evaluated assignments ; Weekly evaluated assignments.; Weekly evaluated assignments; Final Exam; Course Evaluations and Student Self Evaluations

5.1.3 Responsible Person: Program Administrator and Program Coordinator will provide one on one training to instructors.

5.1.4 Target Date: September 2007

5.1.5 Priority: Medium Priority

6. Analysis:

6.1 Program/Unit Strengths:

6.1.1 Objectives/Outcomes Exceeded or Met: - learning outcomes met for both the 100 and 200 courses and all of the 300 courses that have completed at this time

-improved student satisfaction evident from comparison of student evaluations in 2006-2007 to those collected in 2005-2006

-Program approved for accreditation by the International Coach Federation which will allow graduates to apply for the ICF's professional certification through their ACTP process

6.1.2 Other Strengths: -Program has stronger ties to the local ICF chapter and its members. Staff now attends monthly meetings and students in the Program are playing leadership roles in the organization.

-Program visibility has improved significantly this year as is evident by increasing contacts about the program and possible corporate training opportunities.

6.2 Program / Unit Weaknesses:

6.2.1 Objectives / Outcomes Partially or Not Met: -Improved technology as far as online delivery platform: investment in Eluminate Live 7th edition which has several new, more interactive options for instructors

-New challenges with online delivery platform as Program attracts more students from around the world

6.2.2 Other Weaknesses: -100% online Program with sophisticated real time web conferencing delivery platform that must depend on program administrators to provide technical support to students and faculty plus manage and set up both the Blackboard and Eluminate Live classes and course management files. Often, more technical expertise is needed.

6.3 Other Areas Needing Improvement: -Changes needed in curriculum to eliminate redundancy in courses and include more advanced content.

7. Report:

7.1 Executive Summary: The Executive and Professional Coaching Program is a distance learning graduate certificate program that has only been in existence since October

2005. The curriculum is organized into 2 parts; classroom instruction and a coaching practicum. Students are taught via synchronous web or telephone virtual classrooms on Monday, Tuesday, and Wednesday evenings each week. The Program admits two cohort classes each academic year; one in September and one in March.

Distance learning delivery has allowed the Program to reach out across borders to attract students from around the world. The diversity of students has proved to be an asset for classroom discussions and awareness of coaching as an international profession.

Students who seek admission into the program seek an academic study of coaching that includes theory and practical application of knowledge. Many applicants have one or more advanced degrees. While originally the curriculum was developed for professional coaches, it has been tailored to appeal to business leaders and managers who pursue coaching abilities as part of their leadership development.

The Program uses an integrated curriculum model in the educational phase that provides the opportunity to present many coaching styles to the students in an effort to help each student develop his/her own philosophy of coaching that is thoroughly grounded in the theories, concepts and skills needed to perform competently in business settings. The course content is organized into 3 levels of instruction, each building on the progression of knowledge of the fundamentals of coaching and advancing with degrees of mastery and complexity. This curriculum design fully supports the overall mission of the Program to develop graduates who will lead in the field of executive coaching at a local, state, and national level.

The Program uses both formative and summative assessments. The purpose of assessments is to provide students the feedback needed to support their learning and to determine what learning objectives they have achieved. In an effort to create assessment procedures that align with the learning objectives, the Program Director and faculty developed a variety of assessment techniques. Some examples are behavioral modeling, case studies, written papers, exams, one on one supervised coaching sessions, coaching demonstrations and experiential activities. Students receive regular feedback from instructors as part of the learning objectives. Both oral and written exams are given to test mastery of objectives. All courses have set standards of attendance, assignment completion, and exam scoring. Students must meet the minimum standard of quantitative measurement for each phase of the curriculum.

Results of summative and formative assessments are regularly reviewed by the Program Director, Director of Training and Program Coordinator and used to evaluate the state of the program and to make recommendations to faculty on needed changes or new initiatives to improve the Program in all areas.

7.2 Top 3 Program/Unit Accomplishments: - Enrollment into the program increased 50% from 2005-2006 with an 18% increase in tuition rates from 2005-2006.

- Program received accreditation from the International Coach Federation (ICF) making it one of only three accredited university programs in the nation

-Program was instrumental in helping the UTD School of Management receive the International Prism Award which is given annually to an organization that has enhanced excellence and achievement through commitment to professional coaching

7.3 Research Activities or Publications: n/a

7.4 Instructional/Training Activities (presented or received): -Program launched a new initiative called Expert Forums that are held several times monthly by teleconference. These forums are lead by experts in the field of coaching, often instructors in the Program, on various coaching topics of interest. Both students and alumni of the Program are invited to attend.

7.5 Public Service: n/a

7.6 Other External Activities: -Program staff are active in the local chapter of the International Coach Federation which requires regular attendance to meetings and presentations on the Program to members

-Rob Hicks, Program Director and Judy Feld, Director of Training serve on the Executive Board of Directors for the Graduate School Alliance for Executive Coaching, an organization that seeks to elevate graduate education for executive and professional coaching. Dr. Hicks is current president.

7.7 Contributions to UTD: The Program contributes revenue through tuition, services to the EMBA Program by providing, training, and supervising the executive coaches that work with the EMBA students, and an increased awareness of UTD through Program connections to business leaders and human resource professionals in this area and around the world.

7.8 Top 3 Program / Unit Challenges: -Promote the profession of coaching, helping to increase awareness in the business community as to the value of coaching as a leadership strategy

-Attract the best students worldwide

-Improve the integration of the curriculum content through collaborative efforts with the faculty

7.9 Detailed Resources Needed to Improve and Fulfill Mission: -Provide higher level of technical support to students and faculty