

Assessment Process Overview

The Center for Graduate Studies embraces a philosophy of continuous quality improvement and requires program administrators to use a variety of robust assessments to ensure that the stated mission and goals are achieved. Both internal and external assessments are utilized to monitor and evaluate the MBA program, allocate resources, create professional development, and update processes as part of the continuous quality improvement cycle. Specifically, the MBA Program assessment is designed to evaluate data from three areas: 1) direct measures of student learning outcomes, 2) indirect measures from alumni perceptions, and 3) key performance indicators.

Faculty members, in collaboration with instructional designers, are responsible for developing standardized assessment materials to be used within courses. Authentic assessment materials are designed to evaluate student capabilities as they relate to program and institutional outcomes. These standardized assessment instruments become a part of the course, and all faculty members teaching the course are required to administer the instruments. It should be noted that all standardized assessment instruments are developed with the intent to embed the assessment process within the course. In this manner, students are not asked to complete additional assignments or assessments beyond those that are a part of the normal educational process. This embedding of assessment measures is important to the faculty of the Center for Graduate Studies, who believe that assessment should be an integral piece of the educational process, not an addition to it. The assessment materials are designed to support faculty members in their classroom assessment and evaluation, present students with clear expectations and performance parameters, and provide students detailed feedback on performance as it relates to learning outcomes.

In addition to the direct measures, data are collected through the use of indirect measures, including surveys of program graduates. These data are combined with direct measures to complete the assessment data set. This plan utilizes two alumni perception surveys as indirect measures of learning outcomes, the effectiveness of institutional resources and the overall educational experience of graduates. The Educational Benchmark Institute (EBI) survey is designed with a seven point Likert scale and is administered to graduates utilizing the Web Enabled Survey System (WESS). Survey data allows for comparative analysis to 126 MBA programs, as well as six self-selected participating institutions. In addition, data is provided for five year longitudinal comparison and analysis. The second alumni survey is a product of the Graduate Management Admission Council (GMAC), and allows for comparative analysis to over 285 MBA programs, as well as five self-selected participating institutions. The GMAC survey is designed with five rating options ranging from outstanding to poor.

Key Performance Indicators (KPI) have been developed to complete the assessment plan. These KPI are intended to measure programs in relation to priorities that have been set by the Institution based on our mission and values. The Center has identified the following as key performance indicators for evaluating the success of graduate programs:

- Enrollments
- Retention
- Graduation rates
- Employment rates of graduates
- Faculty credentials

These KPIs provide data for analysis and evaluation on metrics beyond teaching and learning. These metrics provide the primary operational data necessary for evaluating the stability of the program as well as for planning, budgeting, high level assessment of operations, and how the program contributes to the mission and guiding principles of the institution. Additionally, these metrics are compared across graduate programs developing benchmarks, internal targets, and minimum performance standards.

Annually, the program administrator has the responsibility of compiling the data, discussing and analyzing the data with the faculty council, and collaboratively developing a continuous improvement plan. The continuous improvement plan is designed to identify the steps necessary for improving student learning in the designated areas. To address specific findings, the plan may include identifying actions such as redevelopment of a course, seeking additional data to clarify student achievement, or requesting alteration of specific assignments or teaching strategies to improve attainment of learning outcomes. Based on the findings, the plan may also include operational alterations to such areas as student services or faculty development.

In addition to a review of data collected, the program administrator and the Faculty Council will undertake an annual review of the program assessment plan to determine the effectiveness of the plan, and the quality and usefulness of the data collected. As a portion of this annual review, it is anticipated that the assessment plan for each program will remain a dynamic document, continuing to evolve as the faculty become more experienced in the process of program assessment.

Assessment Report

Program: MBA
Dean: Dr. Jill Langen
Year: 2010-2011

Assessment Process:

1. Collect data regarding:
 - a. Student learning (direct measures/course embedded assessments)
 - b. Alumni perceptions regarding learning, faculty, and curriculum
 - c. Key performance indicators
2. Review and analyze data with the following stakeholders:
 - a. Graduate Faculty Council
 - b. MBA Advisory Board
 - c. Center for Graduate Studies Administration
3. Develop a continuous improvement plan in collaboration with faculty:
 - a. MBA full time faculty
 - b. MBA adjunct faculty
 - c. Graduate Faculty Council
4. Submit assessment report:
 - a. System Associate VP for Assessment
 - b. System Associate VP for Institutional Effectiveness
 - c. IACBE
5. Publish assessment report:
 - a. Faculty consumption
 - b. Student consumption
 - c. Staff and other stakeholders
6. Implement continuous improvement plan
7. Review progress on the continuous improvement plan of the prior year assessment report

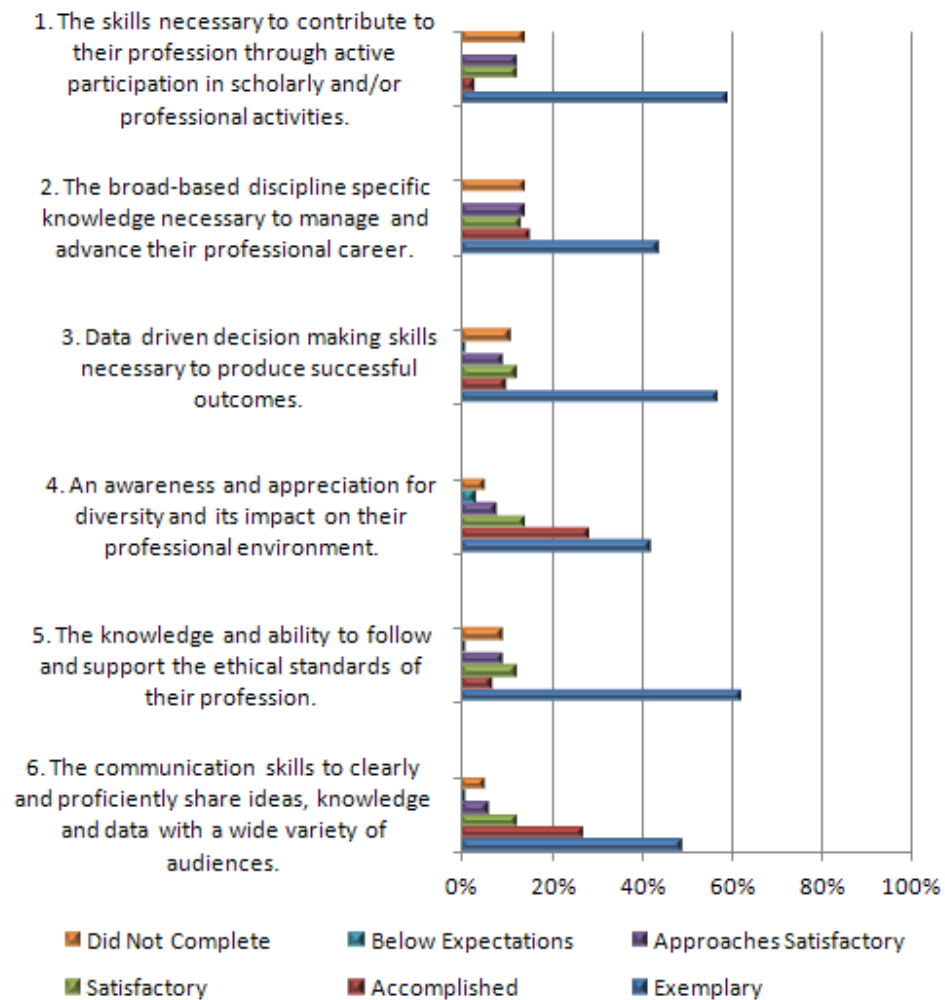
Results: Direct Measures of Student learning

Full implementation of course-embedded direct measures was complete by the beginning of the 2010-2011 academic year. The majority of student learning outcome assessment data was collected in the MBA capstone course BUS 690, however assessments were also included in BUS 572 Human Resource Management, BUS 615 Behavior in Organizational Management, BUS 640 the Financial Environment, BUS 678 Research and Statistics and MIS 511 Information Systems Management. Assessment data was collected in 88% of all course sections housing a program or institutional outcome assessment, with 100% of assessments in BUS 572, BUS 640 and BUS 675 course sections being collected. This appears to indicate the implementation of the data collection process has been successful. While this level of data collection shows significant improvement from previous years, additional training and communication with faculty should allow for continued progress toward the goal of 100% assessment data being collected.

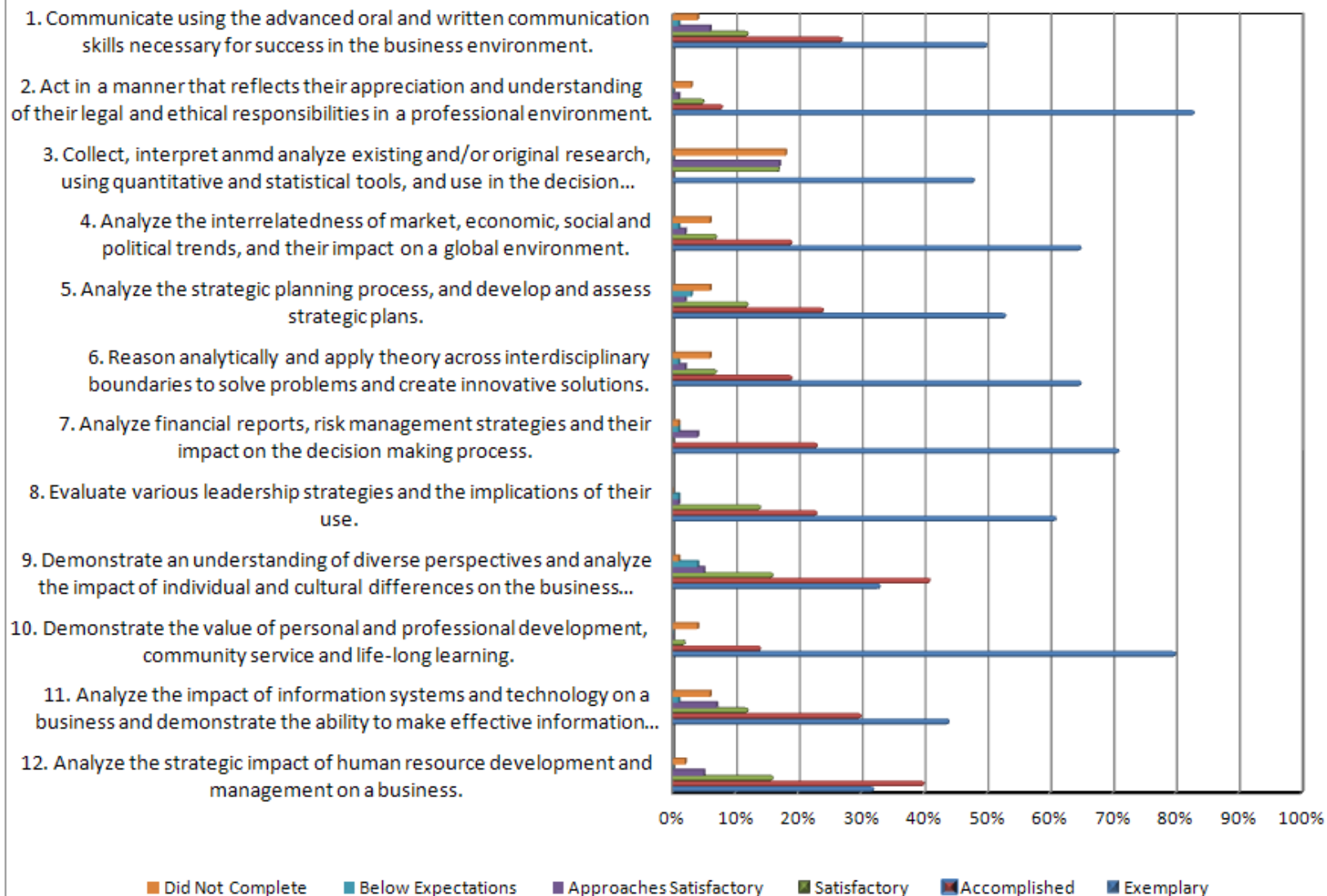
While full implementation of the assessment process has been completed, the amount of data and the ability to review trends and draw conclusions is still quite limited. That being said, the assessment process has identified the following:

1. Rubric elements and associated learning outcomes need to be reviewed to ensure proper alignment.
2. While meetings were held with faculty to develop common expectations of student work and consistent use of rubrics, data indicates further discussion and work is needed in this area.
3. Utilizing IACBE outcomes in conjunction with existing MBA program outcomes, supports our mission of preparing students for the current market place demands. Alignment and integration of IACBE outcomes and MBA program outcomes needs to take place.
4. The program outcome with the lowest level of student performance is *Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.*

CGS Institutional Outcomes 2010/2011



MBA Program Outcomes 2010/2011



Results: Indirect Measures of Student Learning

While the MBA program continues to receive strong student perception rankings in both EBI and GMAC alumni surveys, the data indicates that there is opportunity for improvement in several areas. While we have improved in the student ratings of *Effective Communication and Teamwork*, this is a category where we do not perform as well as other institutions. Specific data regarding this factor indicates that while student perception of learning regarding communication is high, the team work aspect of learning receives much lower ratings. The characteristics of an online program do not enhance the teamwork environment; however specific curriculum changes could improve student's ability in this area.

Student perception of the *Quality of Faculty and Instruction* in both required and elective courses has declined. A campus strategic initiative has been established to continue the implementation of the AIM initiative, and to work with faculty regarding Learner Centered Instruction and Discussion Board Best Practices. A Faculty Development Specialist will also be hired to help improve the quality of teaching and learning on the Center for Graduate Studies campus.

In addition, perceptions of *Feedback on Assignments* also declined. This may due to the smaller sample size of this report. Due to organizational changes, only Fall graduates received the survey and Winter and Spring graduates will be incorporated in the 2011-2012 survey year. Given the implementation of WayPoint and the associated improved feedback, an increase in student perception regarding the Feedback on Assignments category was expected. Given the critical nature of this category, we will continue to monitor these ratings closely.

EBI Results:

Student perceptions regarding learning

Critical thinking and problem solving
Effective management and leadership skills
Use and manage technology
Effective communication and teamwork

2008			2009			2010		
CGS	Peer	All	CGS	Peer	All	CGS	Peer	All
6.23	5.93	5.79	6.02	6.02	5.78	6.01	5.84	5.84
6.12	5.83	5.62	5.86	5.87	5.62	5.79	5.68	5.68
5.58	5.04	4.73	5.38	5.03	4.71	5.33	4.71	4.81
5.44	5.32	5.40	5.28	5.51	5.39	5.36	5.43	5.43

Student perceptions regarding faculty

Quality of faculty & instruction - RQ
Quality of faculty & instruction - EQ
Feedback on assignments - RQ
Feedback on assignments - EQ
Instructor relates concepts to real world - RQ

2008			2009			2010		
CGS	Peer	All	CGS	Peer	All	CGS	Peer	All
5.42	5.15	5.01	5.35	5.00	4.92	5.14	4.98	5.01
5.50	5.44	5.26	5.31	5.48	5.23	5.10	5.42	5.23
5.22	4.69	4.74	5.02	4.60	4.70	4.91	4.64	4.74
5.19	4.90	4.91	4.96	4.87	4.88	4.80	4.88	4.90
6.42	6.11	5.87	6.48	5.94	5.88	6.26	5.96	5.94

Overall program effectiveness

2008			2009			2010		
CGS	Peer	All	CGS	Peer	All	CGS	Peer	All
5.75	5.32	5.10	5.29	5.07	5.05	5.32	5.11	5.06

GMAC Results:

2011 Global Management Education Graduate Survey Benchmark Report Prepared for Baker College Center for Graduate Studies (Part-time MBA)

Home

THE GRADUATE MANAGEMENT ADMISSION COUNCIL
INTERACTIVE RESEARCH

Select Benchmark Variable:

- Diversity/Multicultural Events
- Volunteer Activities
- None of the Above
- ▼ Career Preparation
 - Meet Job Market Challenges
 - Compete in Job Market
 - Control Employment Outcomes
 - Find Job Meeting Expectations
 - New Career Opportunities
- Job Search

Display Options:

Save Screenshot

Charts

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Benchmark Program List

Save All Data to Excel®

Select Different Benchmark Programs

Survey Question: Please indicate your level of agreement with the following statement: My graduate business education enabled me to compete in the job market. (Compete in Job

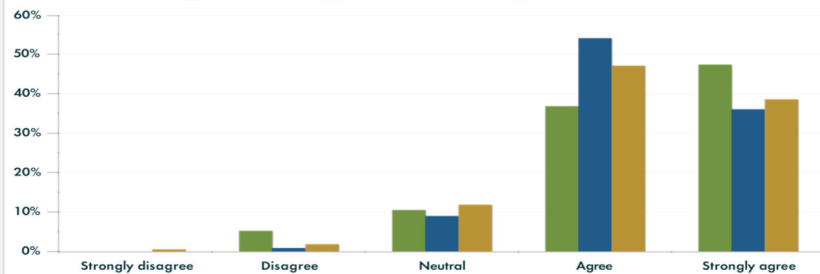


Select Group: All

Sort by: Original Sort

Average Percentages of Respondents Selecting Each Item

■ Your Students ■ Benchmark Programs ■ All Part-time MBA



2011 Global Management Education Graduate Survey Benchmark Report Prepared for Baker College Center for Graduate Studies (Part-time MBA)

Home

THE GRADUATE MANAGEMENT ADMISSION COUNCIL
INTERACTIVE RESEARCH

Select Benchmark Variable:

- ▼ Education Evaluation
 - Overall Value
 - School Recommendation
 - ▼ Program Quality
 - Admissions
 - Career Services
 - ▼ Curriculum
 - Overall
 - Relevance
 - Integration

Display Options:

Save Screenshot

Charts

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Benchmark Program List

Save All Data to Excel®

Select Different Benchmark Programs

Survey Question: Would you recommend your school to someone who has decided to pursue a graduate business degree? (School Recommendation)

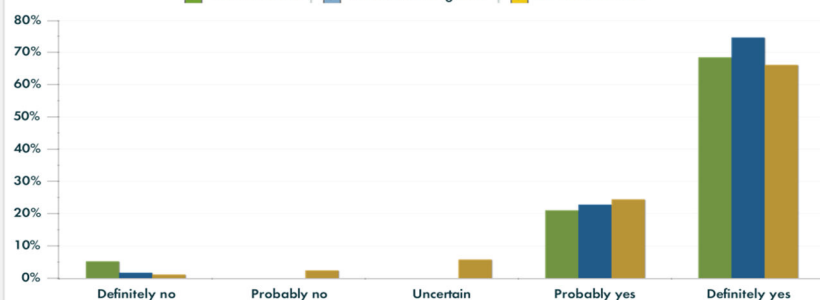


Select Group: All

Sort by: Original Sort

Average Percentages of Respondents Selecting Each Item

■ Your Students ■ Benchmark Programs ■ All Part-time MBA



Select Benchmark Variable:

- ▼ Program Quality
 - Admissions
 - Career Services
 - ▼ Curriculum
 - Overall
 - Relevance
 - Integration
 - Comprehensiveness
 - ▼ Faculty
 - Overall

Display Options:

Save Screenshot

Charts

Table

Benchmark Program List

Save All Data to Excel®

Select Different Benchmark Programs

Survey Question: Based on your experience as a graduate business school student, how would you rate the overall quality of your curriculum? (Overall)

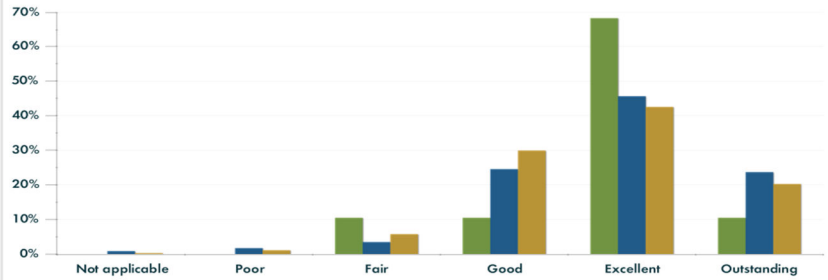


Select Group: All

Sort by: Original Sort

Average Percentages of Respondents Selecting Each Item

☒ Your Students
 ☒ Benchmark Programs
 ☒ All Part-time MBA



Select Benchmark Variable:

- Relevance
- Integration
- Comprehensiveness
- ▼ Faculty
 - Overall
 - Faculty Knowledge
 - Faculty Responsiveness
 - Teaching Methods
- ▼ Program Management
 - Overall

Display Options:

Save Screenshot

Charts

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Benchmark Program List

Save All Data to Excel®

Select Different Benchmark Programs

Survey Question: How satisfied are you with the following aspect of the faculty? (Faculty Responsiveness)

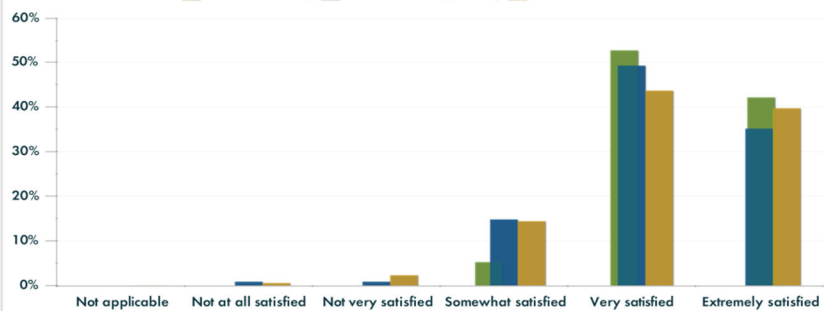


Select Group: All

Sort by: Original Sort

Average Percentages of Respondents Selecting Each Item

☒ Your Students
 ☒ Benchmark Programs
 ☒ All Part-time MBA



Select Benchmark Variable:

- ▼ Program Quality
 - ▶ Admissions
 - ▶ Career Services
 - ▼ Curriculum
 - Overall
 - Relevance
 - Integration
 - Comprehensiveness
 - ▼ Faculty
 - Overall

Display Options:

Save Screenshot

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Benchmark Program List

Save All Data to Excel®

Select Different Benchmark Programs

Survey Question: Based on your experience as a graduate business school student, how would you rate the overall quality of your program faculty? (Overall)



Select Group:

All

Sort by:

Original Sort

Average Percentages of Respondents Selecting Each Item



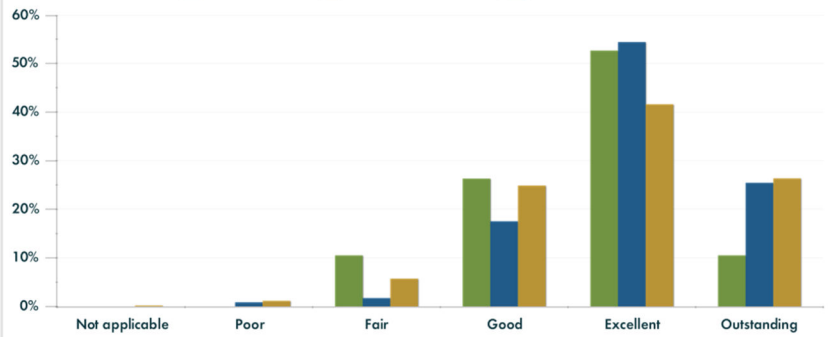
Your Students



Benchmark Programs



All Part-time MBA



Results: Key Performance Indicators

The MBA program is a mature program with over 15 years of operational and sustainable history. The MBA program has peaked in size and registrations and continued growth is unlikely and unexpected. However, the program continues to be the largest graduate program and maintains sufficient registrations to remain more than viable and productive. The metrics regarding retention, employment and related employment are not finalized for the 2010/2011 academic year and will be updated as this information becomes available. There has been an improvement in the KPI related to faculty credentials and the MBA program now meets the institutional benchmark of 90% or more of faculty being doctorally qualified.

<u>MBA Program</u>		2007-08	2008-09	2009-10	2010-11
Total New Students		439	434	342	330
Total Registered Students		1,396	1,346	1,151	1,078
Retention Rate 1st Year		75.9%	80.1%	78.8%	54.4%
Persistence Rate		64.9%	65.0%	67.6%	76.8%
Total Graduates		398	376	291	284
Graduation Rate		56.3%	60.3%	67.5%	66.2%
Employment Rate		91.2%	97.5%	91.0%	83.9%
Related Employment Rate		85.8%	92.4%	95.3%	83.1%

Progress Report on 2010-2011 Continuous Improvement Plan

- While feedback from faculty regarding the use of standardized rubrics and Waypoint Outcomes was extremely positive, there appears to be a lack of consistent scoring and the potential for inflation of student performance exists. Additional discussions and professional development with faculty regarding the use of the rubrics, performance expectations and grading may be beneficial. These efforts can be further supported by the consistent use of five performance categories in all rubrics.
 - *Consistent performance categories were developed for rubrics, and initial discussion took place in the attempt to develop common expectations of student work and consistent use of rubrics. Improvement was noted in this area, however continued improvement is needed.*
- Limitations with the current Waypoint product created challenges with aligning Waypoint scoring and course grading. Revising rubrics to include a range of possible points awarded for each performance category would provide faculty additional flexibility with grading, and resolve the discrepancies.
 - *Rubrics were adjusted to allow faculty the flexibility to assign a range of points in each performance category.*
- Waypoint Outcomes (or a similar product) was a critical factor in the initial success of the MBA assessment plan. Continued and expanded use of this product is warranted, and the remaining rubrics and assessments should be implemented.
 - *Use of Waypoint Outcomes as a data collection product continued within the MBA program. In addition, the Baker College System adopted Waypoint Outcomes as the preferred data collection product for all program assessment. An upgrade to WayPoint 2 will take place in January of 2012.*
- While a limited amount of data has been gathered, it has become evident that established goals regarding outcome achievement are necessary to develop an improvement plan. As stakeholders review the assessment data, performance benchmarks will assist in identifying and prioritizing areas for improvement. Benchmarks and goals should be established for both course embedded direct measures, as well as alumni perception surveys and institutional KPIs.
 - *Further discussions regarding the development of benchmarks took place. The Associate Vice-President for Assessment provided assistance, and the Graduate Faculty Council and the MBA Advisory board are provided additional input on this process. At his juncture, the outcome showing the lowest level of student achievement is identified and targeted for an improvement plan.*

2011-2012 Continuous Improvement Plan

As noted earlier, the assessment process utilizing course embedded direct measures is still in the infancy stage and does not have sufficient data to make extensive conclusions regarding learning outcomes. Given this limitation, reviewing the data collected and the assessment process still allowed for several conclusions to be drawn:

- Rubric elements and associated learning outcomes will be reviewed by the Graduate Faculty Council and the Dean of the MBA program. Input from the Director of Instructional Design will be solicited as needed.
- Additional WebEx meetings will be held to develop a more common expectation of student work and consistent use of rubrics. The Associate Vice-President of Assessment will be providing assistance in this process.
- A document showing the overlap of MBA program outcomes and IACBE outcomes will be developed, as well as a chart displaying how existing assessment data aligns with and measures IACBE outcomes.
- The outcome reflecting the lowest level of student achievement is *Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process*. As a result, a project to develop digital resources to assist students in achieving this student learning outcome is being developed for the BUS 678 Research and Statistics course.
- As the IACBE outcome related to teamwork is currently not assessed in the MBA program, and student perception of learning regarding teamwork is low, curriculum will be revised to enhance student's ability to work effectively in teams. An additional assessment will be added to the MBA assessment plan to measure the effectiveness of this curricular change.
- Additional professional development opportunities will be created to support faculty in the use of Learner Centered Instruction and Discussion Board Best Practices. A Faculty Development Specialist will be hired to support efforts to improve the quality of teaching and learning on the Center for Graduate Studies campus.