

CGS Assessment Report

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 graduate program, allocate resources, create professional development, and update processes as part of the continuous quality improvement cycle. Specifically, the graduate program assessment process is designed to evaluate data from three areas: 1) direct measures of student learning outcomes, 2) indirect measures 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 with 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, employer surveys, and/or accrediting agency reports. These data are combined with direct measures to complete the assessment data set

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 KPIs for evaluating the success of our 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/Program Director: Dr. Jill Langen

Year: 2011-2012

Assessment Process:

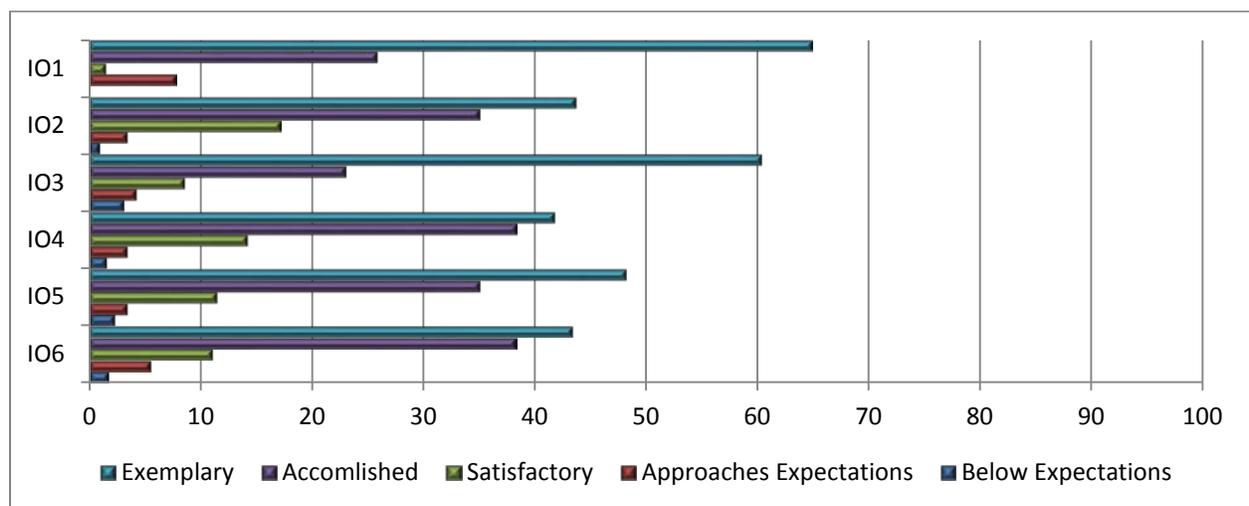
1. Collect data regarding:
 - a. Student learning (direct measures/course embedded assessments)
 - b. Indirect measures
 - c. Key performance indicators
2. Review and analyze data with the following stakeholders:
 - a. Graduate Faculty Council
 - b. Advisory Board
 - c. Center for Graduate Studies Administration
3. Develop a Continuous Improvement Action Plan in collaboration with faculty:
4. Submit assessment report:
 - a. Chief Academic Officer
 - b. Accrediting agency (if applicable)
5. Publish assessment report:
 - a. Faculty consumption
 - b. Student consumption
 - c. Staff and other stakeholders
6. Implement Continuous Improvement Action Plan
7. Review progress on the Continuous Improvement Action Plan of the prior year assessment report

Results: Direct Measures of Student learning

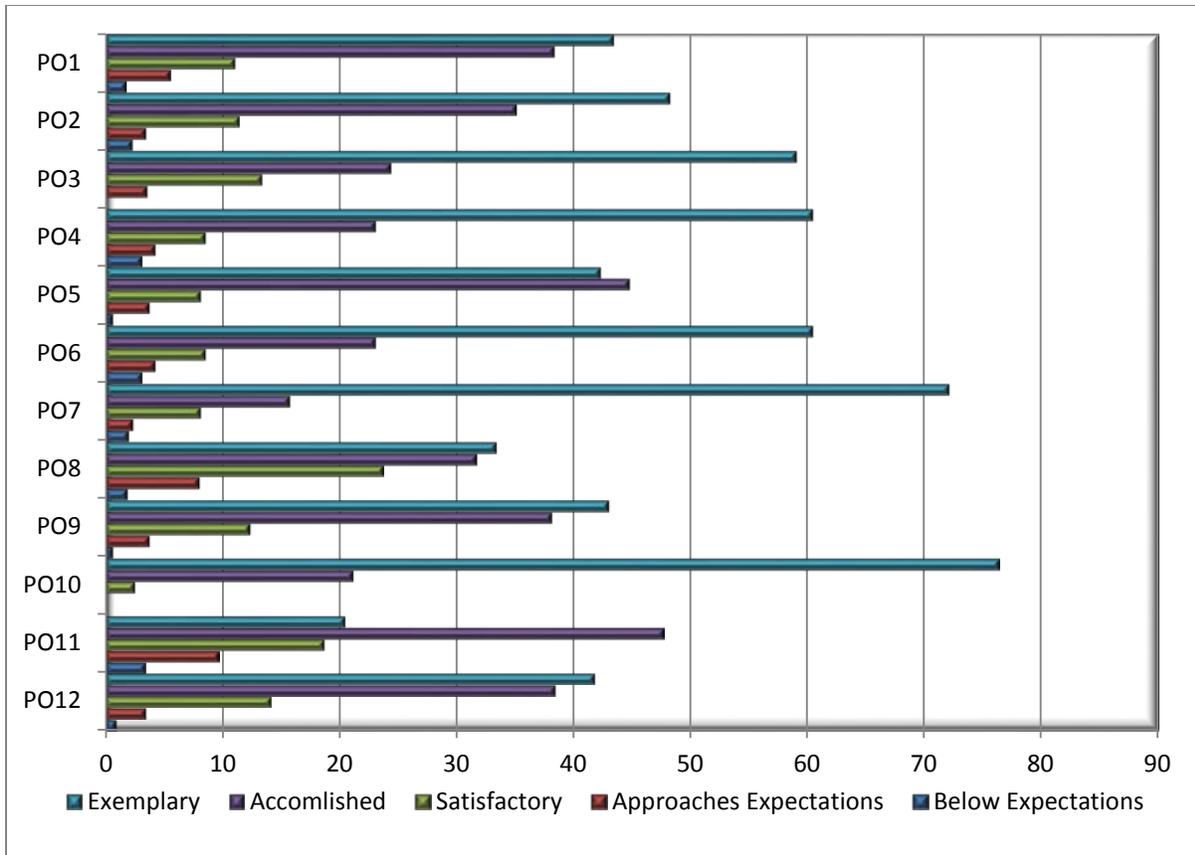
The direct measures of student learning, for both institutional outcomes and MBA program outcomes, were quite positive. 92% or more of students performed at a satisfactory or higher level on all institutional outcomes. The outcome with the highest percentage of students not achieving satisfactory outcomes (8%) was IO#3 – data driven decision making skills necessary to achieve successful outcomes.

90% of students performed at a satisfactory or higher level on all MBA Program outcomes, except for the outcome related to information systems. This outcome reflected 87.1% of students performing at a satisfactory or higher level. Further analysis showed that faculty did use the rubric consistently when evaluating students and that the analysis portion of the assignment presented the greatest challenge. Data from 2010/2011 did not reflect this same concern, so performance regarding this outcome will need to be carefully monitored. Oddly, the category showing the lowest levels of performance in 2010-2011 (PO#3 – collect, interpret and analyze existing/original research ability to analyze original research using quantitative and statistical tools, and use in the decision making process) showed significant improvement, yet the materials designed to improve performance in this category were not implemented during the 2011-2012 academic year. Again, careful monitoring of performance on this outcome will need to occur.

CGS INSTITUTIONAL OUTCOMES 2011-2012



MBA PROGRAM OUTCOMES 2011-2012



Results: Indirect Measures of Student Learning

The EBI Alumni Survey was again utilized to gain information regarding student perception of the MBA Program, and 142 alumni participated in the survey. It should be noted that as less than 10 students participated in the GMAC alumni survey, these results were not included in the assessment report.

There was little change in the indirect measures of student learning generated from the EBI Alumni Survey. We outperformed “all institutions” and “peer institutions” in every category except: 1) effective communication and teamwork and 2) feedback on assignments in elective courses. Further analysis reveals the weak performance in effective communication and teamwork category is related specifically to working in teams and presentation skills. There has been consistent low performance in this category and represents an important opportunity for improvement. This will be addressed in the 2012-2013 Action Plan detailed below. The category of “feedback on assignments” showed little longitudinal change from previous years, and while we underperformed “all institutions” by only .10, performance, this area should be closely monitored.

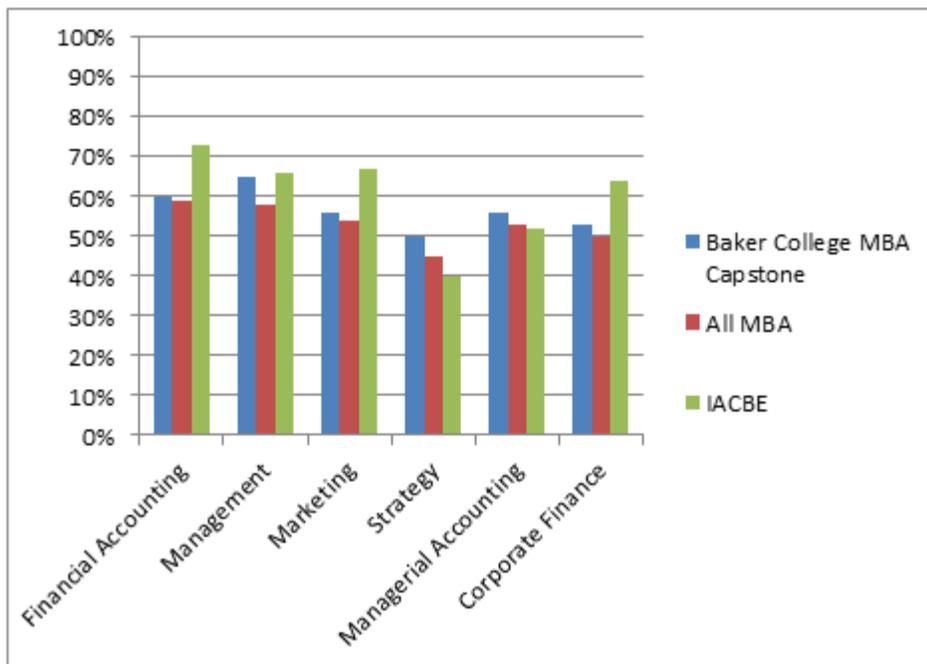
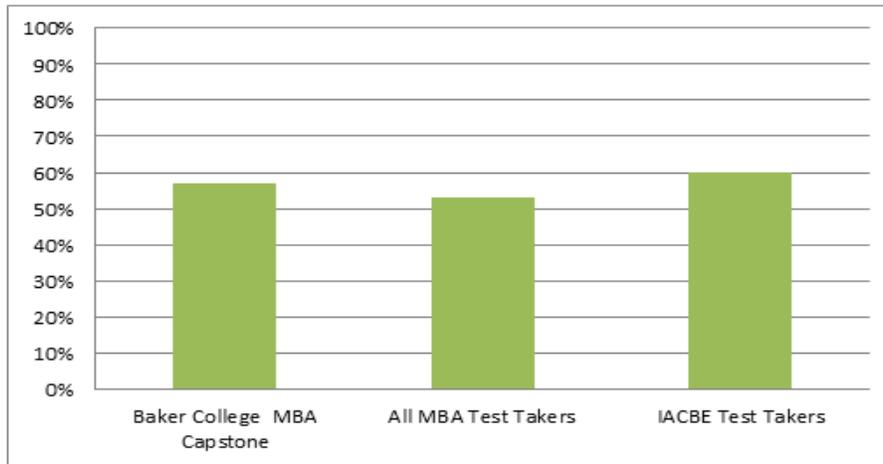
Performance in all categories remained stable from the previous year, with the largest change reflected with the .62 improvement in “quality of teaching in required courses”. This may be

related to the efforts made to improve performance in this category, however additional longitudinal data will need to be collected. Regardless of the reason, this is a positive trend.

Finally, a review of open-ended question responses revealed a theme of potential concern regarding the quality of fellow students. While admissions standards and processes have not changed, a .43 drop in the overall rating of fellow students has occurred since 2006. This will be addressed in the 2012-2013 Action Plan detailed below.

	2008			2009			2010			2011		
	CGS	Peer	All									
<i>Student perceptions regarding learning</i>												
Critical thinking and problem solving	6.23	5.93	5.79	6.02	6.02	5.78	6.01	5.84	5.84	5.92	5.89	5.87
Effective management and leadership skills	6.12	5.83	5.62	5.86	5.87	5.62	5.79	5.68	5.68	5.90	5.71	5.69
Use and manage technology	5.58	5.04	4.73	5.38	5.03	4.71	5.33	4.71	4.81	5.32	4.83	4.85
Effective communication and teamwork	5.44	5.32	5.40	5.28	5.51	5.39	5.36	5.43	5.43	5.30	5.50	5.46
<i>Student perceptions regarding faculty</i>												
Quality of faculty & instruction - RQ	5.42	5.15	5.01	5.35	5.00	4.92	5.14	4.98	5.01	5.76	5.63	5.63
Quality of faculty & instruction - EQ	5.50	5.44	5.26	5.31	5.48	5.23	5.10	5.42	5.23	5.33	5.26	5.22
Feedback on assignments - RQ	5.22	4.69	4.74	5.02	4.60	4.70	4.91	4.64	4.74	4.86	4.66	4.76
Feedback on assignments - EQ	5.19	4.90	4.91	4.96	4.87	4.88	4.80	4.88	4.90	4.84	4.89	4.94
Instructor relates concepts to real world - RQ	6.42	6.11	5.87	6.48	5.94	5.88	6.26	5.96	5.94	6.21	6.03	5.96
<i>Overall program effectiveness</i>												
	5.75	5.32	5.10	5.29	5.07	5.05	5.32	5.11	5.06	5.35	5.12	5.09

An additional indirect measure was implemented during 2011-2012. The IVY test, a standardized test used to measure MBA content knowledge, was embedded in BUS 690, the capstone course. 100 students completed the assessment and the results are shown below. Baker CGS students outperformed “All MBA Test Takers” students in every content category, and outperformed IACBE institutions in two of the six content categories. While this is the first year using the IVY test, our students performed quite well on a comparative basis.



Results: Key Performance Indicators

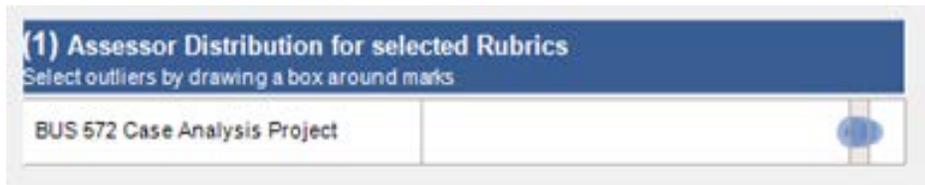
The MBA program is a mature program with over 15 years of operational and sustainable history. The MBA program has peaked in size and registrations and continued growth is unlikely and unexpected. However, the program continues to be the largest graduate program and maintains sufficient registrations to remain more than viable and productive. The metrics

regarding retention, persistence, employment and related employment are not finalized for the 2011/2012 academic year and will be updated as this information becomes available.

MBA Program	2007-08	2008-09	2009-10	2010-11	2011-12
Total New Students	439	434	342	330	314
Total Registered Students	1,390	1,346	1,156	1,085	980
Retention Rate	76.5%	80.2%	78.8%	79.6%	79.2%
1st Year Persistence Rate	65.7%	62.2%	67.6%	72.0%	68.7%
Total Graduates	398	377	307	284	256
Graduation Rate	59.1%	60.9%	67.1%	67.3%	67.0%
Employment Rate	91.2%	97.5%	91.0%	83.9%	0.0%
Related Employment Rate	85.8%	92.4%	95.3%	83.1%	0.0%

Progress Report on 2011-2012 Continuous Improvement Action Plan

Progress was made on several action items during the 2011-2012 year. All assessments and associated program and institutional outcomes were reviewed by the full-time MBA faculty. There was consensus regarding the alignment of the assessments and outcomes and approval of these measures was confirmed. In addition, more consistent use of the assessments and associated rubrics occurred. Data generated within WayPoint shows the standard deviation of faculty assessing student work and confirms this normalization (see example for BUS 572 below)



The project to develop digital resources to assist students in achieving the outcome *“Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process”* was accepted as a JEF Grant project. Dr. Na Li developed the supporting resources and hired a work study to provide assistance in creating interactive and engaging digital resources. These resources were implemented in the BUS 678 Research and Statistics course Fall of 2012 and data is being collected to determine the efficacy of this project.

An Instructional Effectiveness Specialist was hired in 2011-2012 to provide additional assistance and professional development to program officials and faculty in the area of Learner Centered Instruction, Discussion Board Best Practices and Instructional Strategies. An aggressive and

comprehensive professional development plan is in place for 2012-2013. Data will be reviewed to determine the impact of these professional development opportunities.

No further work has been completed regarding the alignment of IACBE outcomes; however IACBE approved the 2010-2011 annual report and commented that they were satisfied with the results generated from the assessment plan. In addition, no progress was made on the improvement of teamwork within the MBA program. This action item will be addressed in the 2012-2013 action plan.

2012-2013 Continuous Improvement Action Plan

While all assessment data indicates students are well served in the MBA program, there are gaps and opportunities that should be addressed as part of a continuous improvement cycle.

- **The quality of students in the MBA Program:** The EBI comparative analysis indicates that we still exceed both “all” and “peer” institutions; however the margin is not large. The longitudinal analysis reveals that since 2006, student perception regarding their fellow students has dropped from 6.15 to 5.75. Several comments received via the EBI survey indicated concern with the quality of students. In addition, we have no data to evaluate the consistency of faculty evaluation of admissions essays. A group has been identified to create a rubric to be used to evaluate the academic skills of MBA applicants.
- **Little opportunity to enhance presentations skills of MBA students:** While direct assessment data reveals strong performance on outcomes related to communication skills, this is currently assessed by evaluating written communication skills only. EBI results indicate we underperform both peer institutions and all institutions in the area of presentation skills. As presentation skills are required by employers and are both an Institutional Outcome (IO #6) and an MBA Program Outcome (PO #1), this is an important area for improvement. A group has been identified to create a proposal for incorporating additional presentation opportunities within the MBA program.
- **Little opportunity to build teamwork/collaboration skills of MBA students:** There is no direct assessment data regarding teamwork as this skill is not explicitly mentioned in an institutional or program outcome. However, this is a critical skill required by employers and is a required IACBE, MBA outcome of: Teamwork skills: the ability to work with a team of colleagues on projects. EBI results indicate that comparatively, we underperform both peer institutions and all institutions. A group has been identified to create a proposal for incorporating additional teamwork/collaborative opportunities within the MBA program.

Each of the identified groups will present a proposal to the MBA Assessment Review committee. Upon approval, the group will be responsible for creating a PSR form and implementing the strategy by the Spring of 2013.

Improvement Strategy:

Changes to Academic Processes

- modification of frequency or schedule of course offerings
- improvements of technology
- changes in personnel
- implement additional training
- other implemented or planned change
- revision of advising standards
- revision of admission criteria

Changes to Curriculum

- changes in pedagogical practices
- revision of course content
- revision or enforcement of prerequisites
- addition of course(s)
- revision of course sequence
- deletion of course(s)

Changes to Assessment Plan

- revision of intended learning outcome statement(s)
- revision of measurement approaches
- collection of and analysis of additional data and information
- changes of data collection methods

Expected Results: