

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. Na "Lina" Li

Year: 2012-2013

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

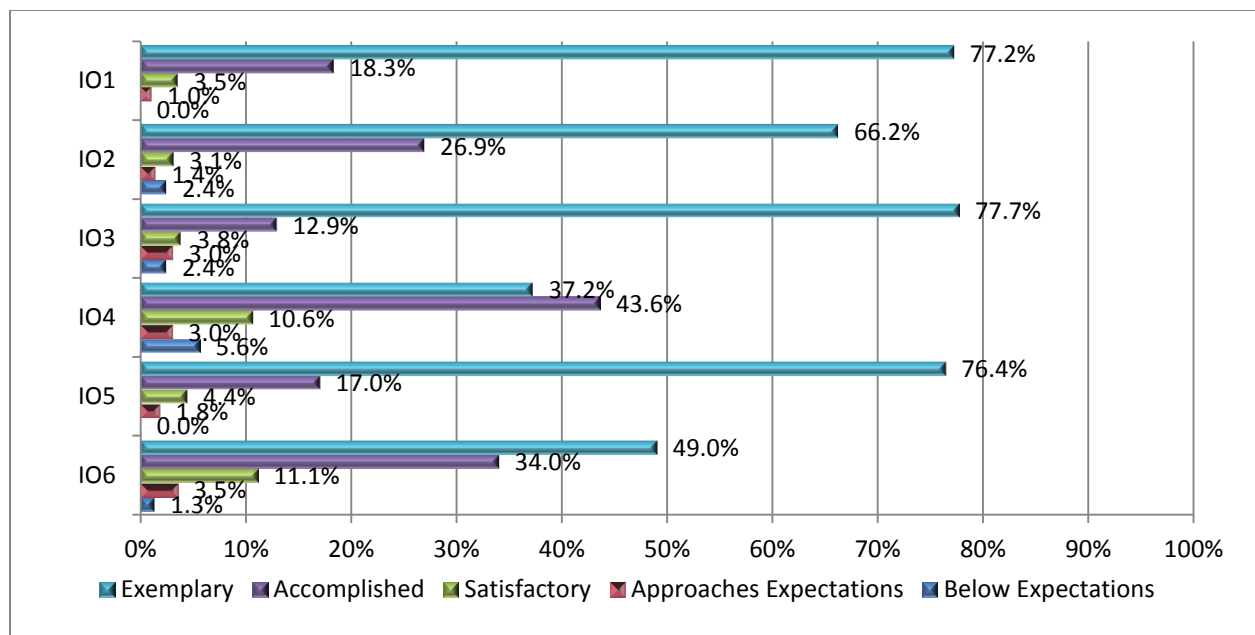
Results: Direct Measures of Student learning

The direct measures of student learning, for both institutional outcomes and MBA program outcomes, were quite positive. 91% of students or more performed at a satisfactory or higher level on all institutional outcomes. Compared with the 2011-2012 academic year, student achievements on all institutional outcomes have been improved except IO#4.

In particular, IO#3 (*data driven decision making skills necessary to achieve successful outcomes*) had the lowest percentage of students achieving at least a satisfactory level in 2011-2012 (92%). In 2012-2013, this percentage increased to 94.4%. This might be partially due to the implementation of a Baker College JEF grants-sponsored project¹ aiming at helping students to master statistical problem-solving skills. The deliverables of the project have been made available to students since the Fall of 2012. Another highlight is that 99% students obtained satisfactory or higher evaluations on IO#1 (*the skills necessary to contribute to their profession through active participation in scholarly and/or professional activities*). This is a great increase from the 2011-2012 year.

On the other hand, the satisfactory percentage of IO#4 (*an awareness and appreciation for diversity and its impact on their professional environment*) is slightly lower than 2011-2012. Whether the increases and decrease are significant is subject to further analysis.

CGS INSTITUTIONAL OUTCOMES 2012-2013

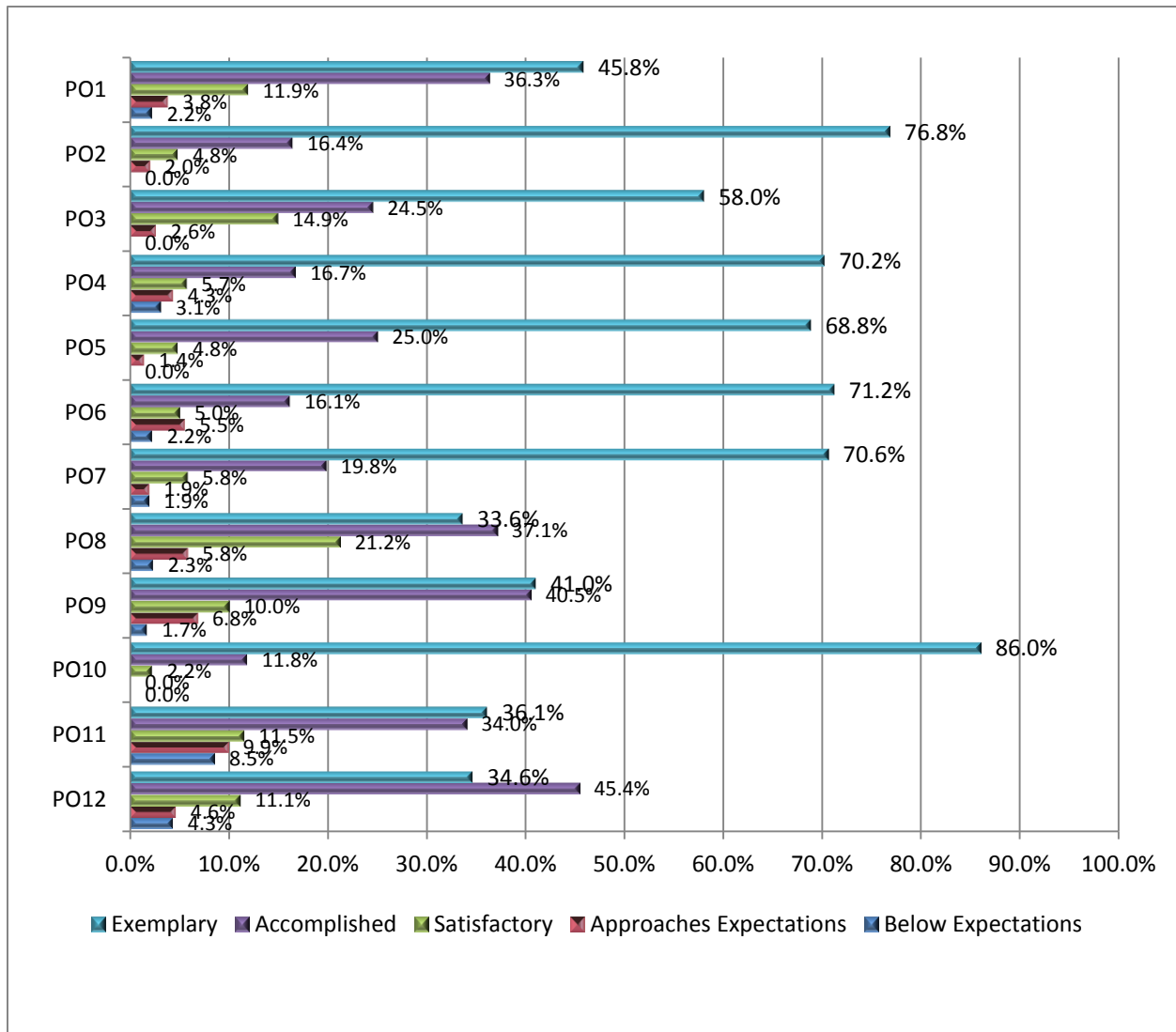


¹ Li, Na "Lina". Developing Digital Learning Assets Demonstrating How to Solve Real World Problems Using Statistical Techniques Step by Step for BUS678 (Statistics and Research for Managers). Sponsored by Baker College Jewell Educational Grants for Teaching and Learning Innovation, 2011-2013.

91% of students or more performed at a satisfactory or higher level on all MBA Program outcomes except PO#11. Similar to IO#3, student achievements on PO#3 (*collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process*) increased by 0.9% from 2011-2012 to 2012-2013. Again, this might be partially due to the implementation of the aforementioned Baker College JEF grants-sponsored project.

81.6% of students performed at a satisfactory or higher level for PO#11 (*analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions*). This is in line with the 2011-2012 result, 87.1%. It is also lower than the 2010-2011 result. 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. Performance regarding this outcome will need to be carefully monitored.

MBA PROGRAM OUTCOMES 2012-2013



Results: Indirect Measures of Student Learning

The EBI Alumni Survey was again utilized to gain information regarding student perception of the MBA Program, and 80 alumni participated in the survey. The following figure shows our overall performance in three categories, student overall satisfaction, overall learning, and overall program effectiveness. All three measures fell in the more satisfied area, with ratings of 6.22, 6.22, and 5.83 on 1-7 Likert scales. Compared with other institutions, we significantly outperformed “all institutions” and “selected 6 peer institutions” on program effectiveness. Our overall learning rating was not statistically different than the “selected 6 peer institutions”, but was significantly higher than “all institutions”. And overall satisfaction was as high as the other institutions.



The following table shows a few key indicators of student perceptions. Due to revision of the survey instrument, several changes should be noted. Required and elective courses are no longer differentiated so the results regarding quality of instruction and meaningful feedback represent all courses. In addition, the question regarding communication and teamwork has been discontinued.

In 2012-2013 the MBA program outperformed “all institutions” and “peer institutions” in all categories except *Quality of Instruction* and *Instructor Relates Concepts to Real World*. Given the critical nature of both of these elements, we will closely monitor results in this area. In 2011-2012 the program underperformed “all institutions” in the category of *Feedback on Assignments (elective courses)*. In 2012-2013, we showed significant improvement (+.57) and outperformed “all institutions” and “peer institutions”. In addition, the category of *Overall Program Effectiveness* reflected an improvement of .48 from last year and is at the highest rating since 2007.

Student perceptions regarding learning

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

2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
CGS	Peer	All	CGS	Peer	All	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	5.92	5.89	5.87	6.00	5.93	5.77
6.12	5.83	5.62	5.86	5.87	5.62	5.79	5.68	5.68	5.90	5.71	5.69	5.94	5.86	5.79
5.58	5.04	4.73	5.38	5.03	4.71	5.33	4.71	4.81	5.32	4.83	4.85	5.67	5.03	5.10
5.44	5.32	5.40	5.28	5.51	5.39	5.36	5.43	5.43	5.30	5.50	5.46	N/A	N/A	N/A

Student perceptions regarding faculty

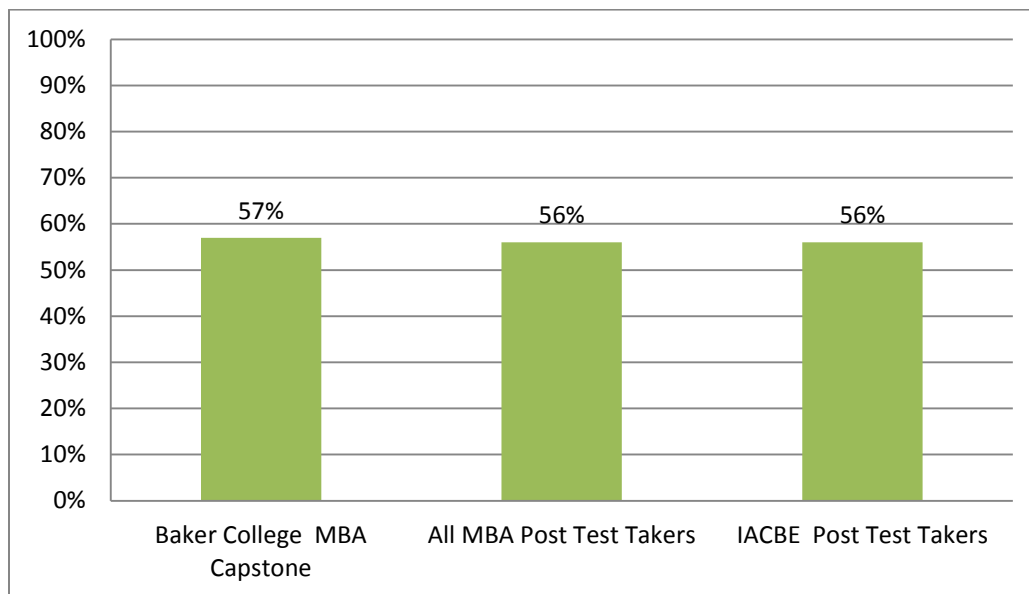
- Quality of faculty & instruction - RQ
- Quality of faculty & instruction - EQ
- Feedback on assignments - RQ
- Feedback on assignments - EQ
- Instructor relates concepts to real world - RQ

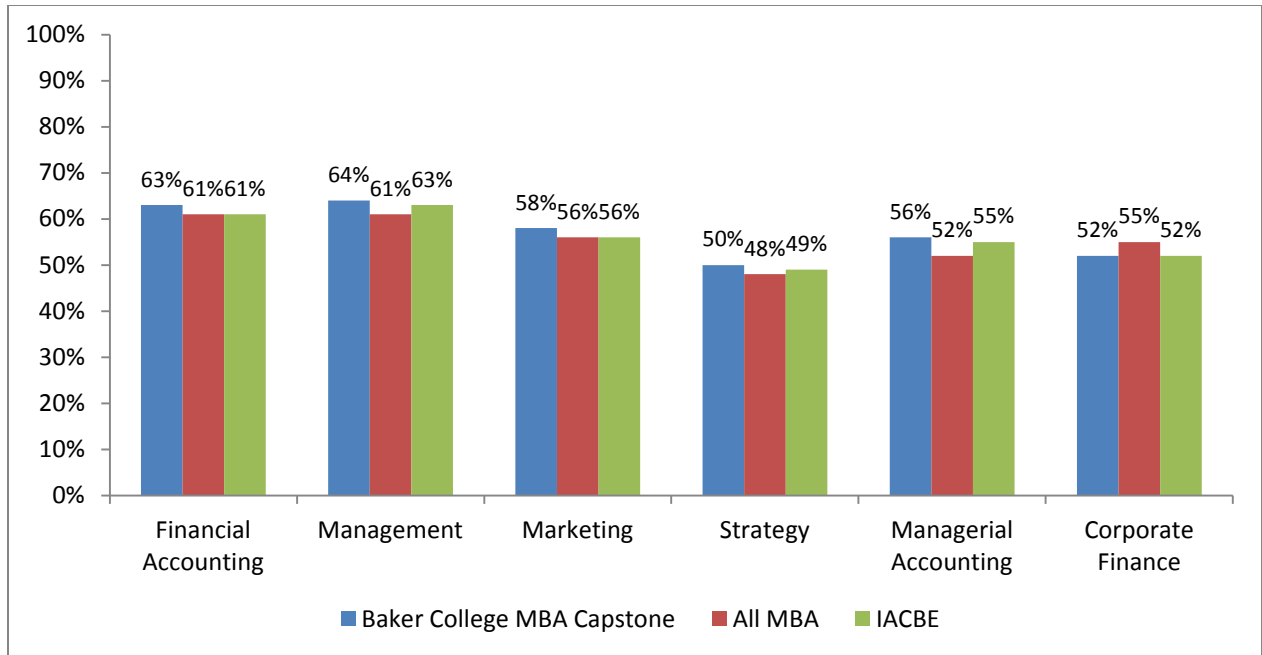
2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
CGS	Peer	All	CGS	Peer	All	CGS	Peer	All	CGS	Peer	All	CGS	Peer	All
5.42	5.15	5.01	5.35	5.00	4.92	5.14	4.98	5.01	5.76	5.63	5.63	5.54	5.72	5.66
5.50	5.44	5.26	5.31	5.48	5.23	5.10	5.42	5.23	5.33	5.26	5.22	N/A	N/A	N/A
5.22	4.69	4.74	5.02	4.60	4.70	4.91	4.64	4.74	4.86	4.66	4.76	5.43	5.38	5.33
5.19	4.90	4.91	4.96	4.87	4.88	4.80	4.88	4.90	4.84	4.89	4.94	N/A	N/A	N/A
6.42	6.11	5.87	6.48	5.94	5.88	6.26	5.96	5.94	6.21	6.03	5.96	5.79	5.95	5.85

Overall program effectiveness

2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
CGS	Peer	All	CGS	Peer	All	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	5.35	5.12	5.09	5.83	5.51	5.50

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. In the 2012-2013 academic year, 230 students completed the assessment and the results are shown below. Baker CGS students outperformed “All MBA Test Takers” and IACBE institutions overall in every content category except in Corporate Finance, where Baker CGS students had a tie with IACBE institutions and was 3% lower than “All MBA Test Takers”. Similar to 2011-2012, our students performed quite well on a comparative basis this year.





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 employment and related employment are not finalized for the 2011 – 2013 academic years and will be updated as this information becomes available.

<u>MBA Program</u>	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total New Students	439	434	342	330	314	263
Total Registered Students	1,390	1,346	1,156	1,085	980	887
Retention Rate	76.5%	80.2%	78.8%	79.6%	79.2%	79.8%
1st Year Persistence Rate	65.7%	62.2%	67.6%	72.0%	68.7%	63.8%
Total Graduates	398	377	307	284	256	223
Graduation Rate	59.1%	60.9%	67.1%	67.3%	67.0%	73.4%
Employment Rate	91.2%	97.5%	91.0%	83.9%	N/A	N/A
Related Employment Rate	85.8%	92.4%	95.3%	83.1%	N/A	N/A

Progress Report on 2012-2013 Continuous Improvement Action Plan

Progress was made on several action items during the 2012-2013 year. The project to develop digital resources to assist students in achieving the MBA program outcome #3 (*collect, interpret*

and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process) has been completed. Eleven multimedia demonstrations were developed to help students to master statistical problem-solving skills. These resources were implemented in BUS 678 (*Statistics and Research for Managers*) in Fall, 2012. Student survey, instructor survey, and student performance comparisons were conducted to examine the efficacy of the project. The demonstrations were found to be highly effective in facilitating student learning, improving learning efficiency, reducing frustration and anxiety, and improving confidence.

The 2011-2012 EBI comparative analysis indicated that though we still exceeded both “all” and “peer” institutions on student perception regarding their fellow students, the margin was not large. To evaluate and monitor new students’ writing skills, we launched a project to ensure consistency in faculty evaluations of MBA applicants’ admissions essays in Fall, 2012. Dr. Livingston and Dr. Newtown revised the essay requirements and developed a rubric for essay evaluation. All MBA faculty members evaluated 10 randomly selected essays to examine the rubric’s reliability. It was found that they evaluated the essays consistently. The new requirements and rubric were approved by the MBA faculty committee. Since the Fall of 2012, all incoming MBA admission essays have been evaluated using the rubric. The EBI comparative analysis of 2012-2013 shows that we scored 5.77 on student perception regarding their fellow students, indicating a slight increase from last year (5.75). We exceed both “all” and “peer” institutions.

The 2011-2012 EBI comparative analysis results indicated we underperformed both peer institutions and all institutions in the area of presentation skills. As such skills are required by employers and are both an Institutional Outcome (IO #6) and an MBA Program Outcome (PO #1), this was an important area for improvement. A project was launched to incorporate oral presentation opportunities within the MBA program in Fall, 2012. Dr. Newtown and Dr. Wolshon led the project. Two oral presentation assignments were created for MIS511 (*Management Information Systems*). The assignments have been in effect since Spring, 2013. Student survey and instructor survey were conducted to assess the effectiveness of the assignments in the Spring and Summer of 2013. The feedbacks were positive.

The 2011-2012 EBI results indicated that we underperformed both peer institutions and all institutions on teamwork/collaboration skills. However, this is a critical skill required by employers and is a required IACBE, MBA outcome (*Teamwork skills: the ability to work with a team of colleagues on projects*). A project was launched to incorporate additional teamwork/collaborative opportunities within the MBA program in Fall, 2012. Dr. Peters and Dr. Wolshon led the project. A longitudinal team work assignment was created for BUS615 (*Human Behavior Management of Organizations*). The assignment has been in effect since Spring, 2013. Student survey and instructor survey were conducted to assess its effectiveness in the Spring and Summer of 2013. The feedbacks were also positive.

In order to improve instructional quality and feedback quality, AIM tier training was offered to faculty in 2012-2013. All MBA faculty members have completed this training. In addition, a

number of instructors attended Learner Centered Instruction seminars offered by the Instructional Effectiveness Specialist in 2012-2013.

2013-2014 Continuous Improvement Action Plan

While the assessment data indicate students are well served in the MBA program, we strive for continuous improvement. The following projects will be conducted in the 2013-2014 academic year for this purpose.

- **Continue to monitor the quality of students in the MBA Program:** Admission essays from all incoming applicants to the MBA program will continue to be evaluated using the essay rubric. Analysis will be conducted to examine whether the quality of admissions essays is related with academic performance in the MBA program. Dr. Livingston and Dr. Newtown will lead this project.
- **Continue to enhance presentations skills of MBA students:** Dr. Newtown and Dr. Wolshon will design and implement oral presentation opportunities in one more MBA course in 2013-2014.
- **Continue to build teamwork/collaboration skills of MBA students:** Dr. Peters and Dr. Wolshon will revise the BUS615 team work assignment according to student and instructor feedback. They will also design and implement a team work assignment in one more MBA courses. More data will be collected to evaluate the effectiveness of the assignments.
- **To improve MBA student learning efficiency in finance:** Our students performed slightly lower than “all MBA student test takers” on Corporate Finance in the IVY test. The difference may not be statistically significant. However, finance is a difficult subject to learn. Hence, it is necessary to fully understand student learning difficulties and provide effective facilitation to them. Dr. Johnston will lead this project.
- **To conduct Faculty Growth and Evaluation Process to improve instructional quality in the MBA program:** The EBI survey revealed that we were slightly lower than other institutions in terms of *Quality of Instruction* and *Instructor Relates Concepts to Real World* though the differences were small and may not be significant. However, it is always important to monitor and improve instructional quality. To reach this goal, Faculty Growth and Evaluation Process will be conducted in the 2013-2014 academic year.

Improvement Strategy:

Provide a detailed explanation of the strategy selected to address the identified improvement area. Possible strategies include (but are not limited to):

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:

Results will be shown in independent studies, student evaluations of instructors, direct measures, the EBI survey, and the IVY test. It will take several years to see results of the finance learning facilitation project, as students do not complete the IVY test until graduation.