

CGS Assessment Report: MBA Program 2013-2014

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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: Master of Business Administration (MBA)

Dean: Dr. Na “Lina” Li

Year: 2013-2014

Assessment Process

1. Collect data regarding:
 - a. Student learning (direct measures/course embedded assessments)
 - b. Indirect measures (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. 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. IACBE
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 results of the direct measures of student learning, for both Center for Graduate Studies institutional outcomes (Appendix A) and MBA program outcomes (Appendix B), are demonstrated in Tables 1-2 and Figures 1-2.

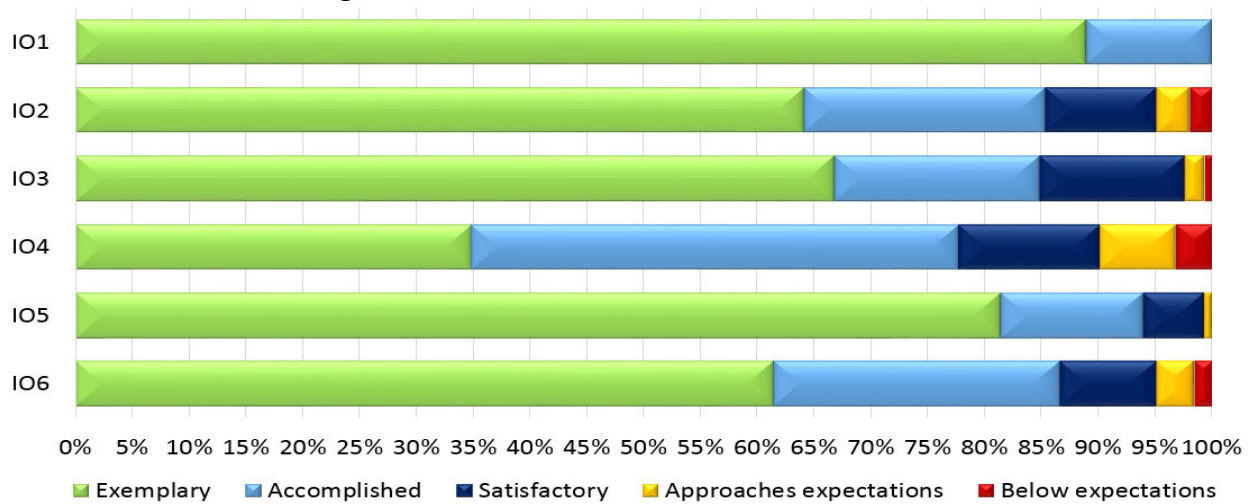
A comprehensive review of all direct measures have been conducted in the 2013-2014 academic year. The review aimed at 1) ensuring that all direct measures are up-to-date and accurate, 2) ensuring data are collected on all direct measures, and 3) ensuring that all direct measurement data are used to assess CGS and MBA outcomes. It was found that data on the Decision Analysis Memo assignment in BUS690 were not collected due to the lack of rubric in WayPoint. The rubric has now been built into the new assessment data collection tool, Clickable Rubric in Blackboard.

It was also found that CGS institutional outcomes IO#2 (*The broad-based discipline specific knowledge necessary to manage and advance their professional career*), IO#3 (*Data driven decision making skills necessary to produce successful outcomes*), and IO#5 (*The knowledge and ability to follow and support the ethical standards of their profession*) could have been assessed by multiple direct measures over the last few years. However, only a portion of the available measurement data were used to assess these outcomes prior to the 2013-2014 academic year. In 2013-2014, all corresponding measurement data have been gathered and used to assess IO#2, IO#3, and IO#5.

The direct measurement results revealed that the CGS institutional outcomes measurement results are quite positive. 90% of students or more performed at a satisfactory or higher level on all institutional outcomes as shown in Table 1 and Figure 1. This is consistent with the previous years.

Table 1. CGS Institutional Outcomes 2013-2014

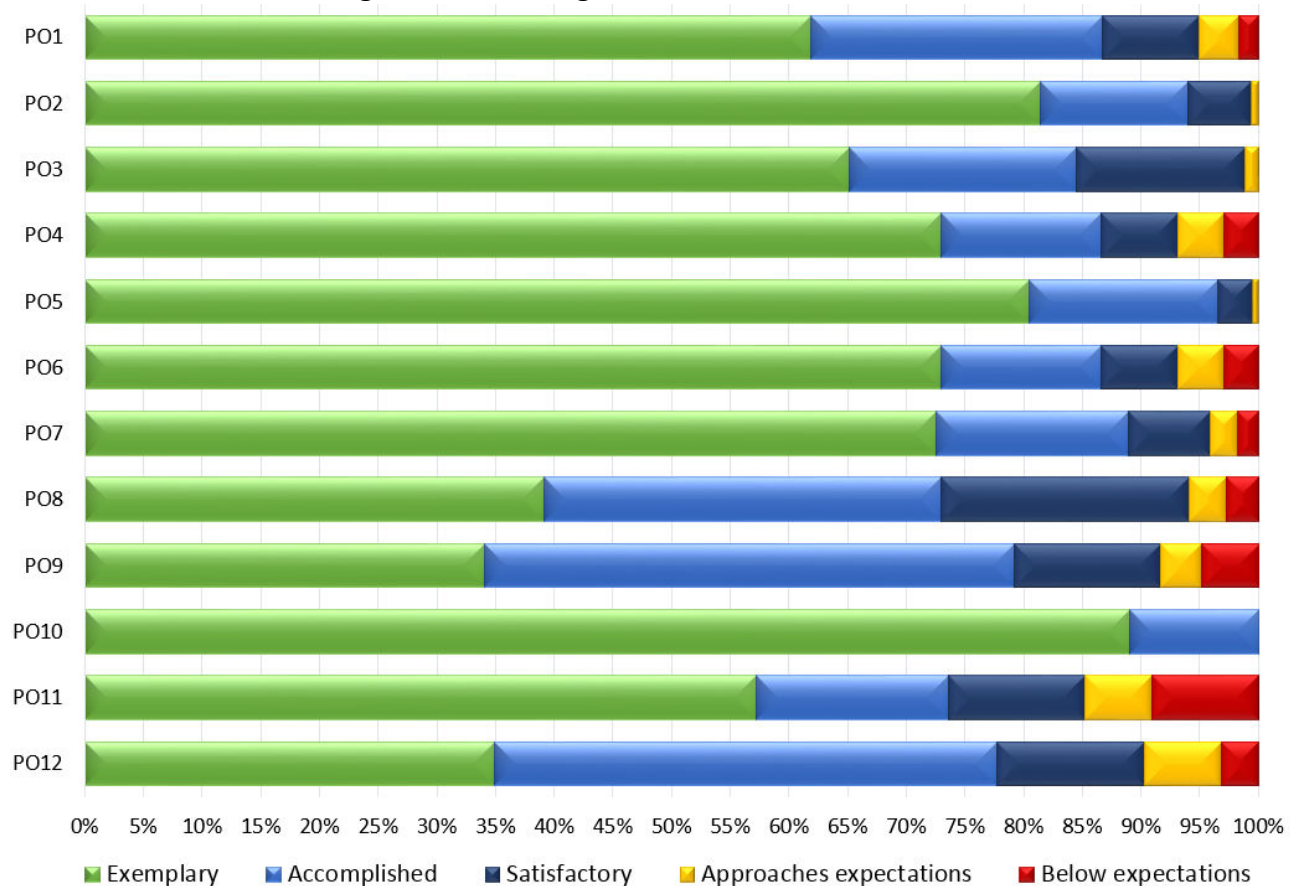
	Exemplary	Accomplished	Satisfactory	Approaches expectations	Below expectations	Satisfactory or above
IO1	89.0%	11.0%	0.0%	0.0%	0.0%	100.0%
IO2	64.2%	21.3%	9.8%	2.8%	2.0%	95.2%
IO3	66.9%	18.1%	12.7%	1.7%	0.6%	97.6%
IO4	34.9%	42.9%	12.5%	6.6%	3.1%	90.3%
IO5	81.4%	12.6%	5.3%	0.6%	0.0%	99.4%
IO6	61.5%	25.2%	8.5%	3.2%	1.7%	95.2%
Mean	66.3%	21.8%	8.1%	2.5%	1.2%	96.3%

Figure 1. CGS Institutional Outcomes 2013-2014

Assessment results on MBA program outcomes are shown in Table 2 and Figure 2. Similar to the previous years, 90% of students or more performed at a satisfactory or higher level on all MBA Program outcomes except PO#11. Only two outcomes' results are slightly lower than last year, which are PO#7 (95.9% vs 96.2%) and PO#12 (90.3% vs 91.1%). The results of many program outcomes are slightly higher than last academic year, including PO#1, PO#2, PO#3, PO#4, PO#5, PO#6, PO#8, PO#9, and PO#11. On PO#11 (*analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions*), 85.3% of students performed at a satisfactory or higher level. This is higher than the 2012-2013 result, 81.6%. It is slightly lower than the 2011-2012 result, 87.1%. Further analysis showed that faculty did use the rubric consistently when evaluating students. Performance regarding this outcome will be carefully monitored.

Table 2. MBA Program Outcomes 2013-2014

	Exemplary	Accomplished	Satisfactory	Approaches expectations	Below expectations	Satisfactory or above
PO1	61.9%	24.8%	8.2%	3.4%	1.7%	95.0%
PO2	81.4%	12.6%	5.3%	0.6%	0.0%	99.4%
PO3	65.2%	19.3%	14.4%	1.1%	0.0%	98.9%
PO4	72.9%	13.7%	6.6%	3.9%	2.9%	93.2%
PO5	80.5%	16.1%	2.9%	0.5%	0.0%	99.5%
PO6	72.9%	13.7%	6.6%	3.9%	2.9%	93.2%
PO7	72.5%	16.4%	7.0%	2.3%	1.8%	95.9%
PO8	39.1%	33.9%	21.1%	3.1%	2.8%	94.1%
PO9	34.0%	45.1%	12.5%	3.5%	4.9%	91.7%
PO10	89.0%	11.0%	0.0%	0.0%	0.0%	100.0%
PO11	57.2%	16.4%	11.6%	5.7%	9.0%	85.3%
PO12	34.9%	42.9%	12.5%	6.6%	3.1%	90.3%
Mean	63.5%	22.2%	9.1%	2.9%	2.4%	94.7%

Figure 2. MBA Program Outcomes 2013-2014

Results: Indirect Measures of Student Learning

➤ EBI Alumni Survey

The EBI Alumni Survey was again utilized to gain information regarding student perception of the MBA Program, and 95 alumni participated in the survey. The survey results indicate that the program has been making significant improvements over the last few years, and that our alumni were fairly satisfied with the program. It also points out some directions for possible further improvements.

Figure 3 shows our overall performance in three categories, student overall satisfaction, overall learning, and overall program effectiveness. All three measures continued to fall in the more satisfied area, with ratings of 6.02, 6.03, and 5.69 on 1-7 Likert scales. Compared with other institutions, our performance in all three categories was as high as the other institutions and the selected 6 peer institutions except that overall satisfaction rating was significantly lower than selected 6 institutions. This may be a true reflection of student perception or an effect of the selection of six different institutions than last year.

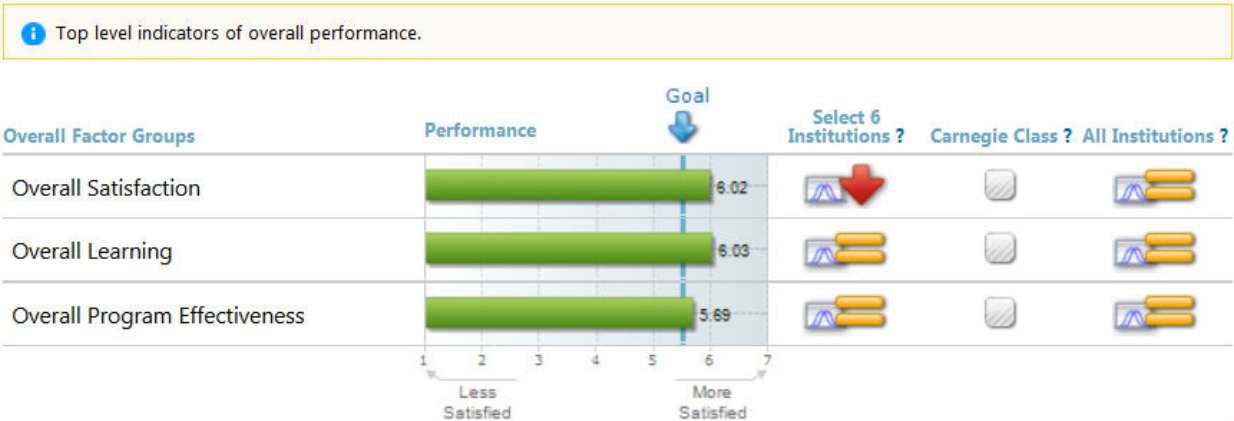
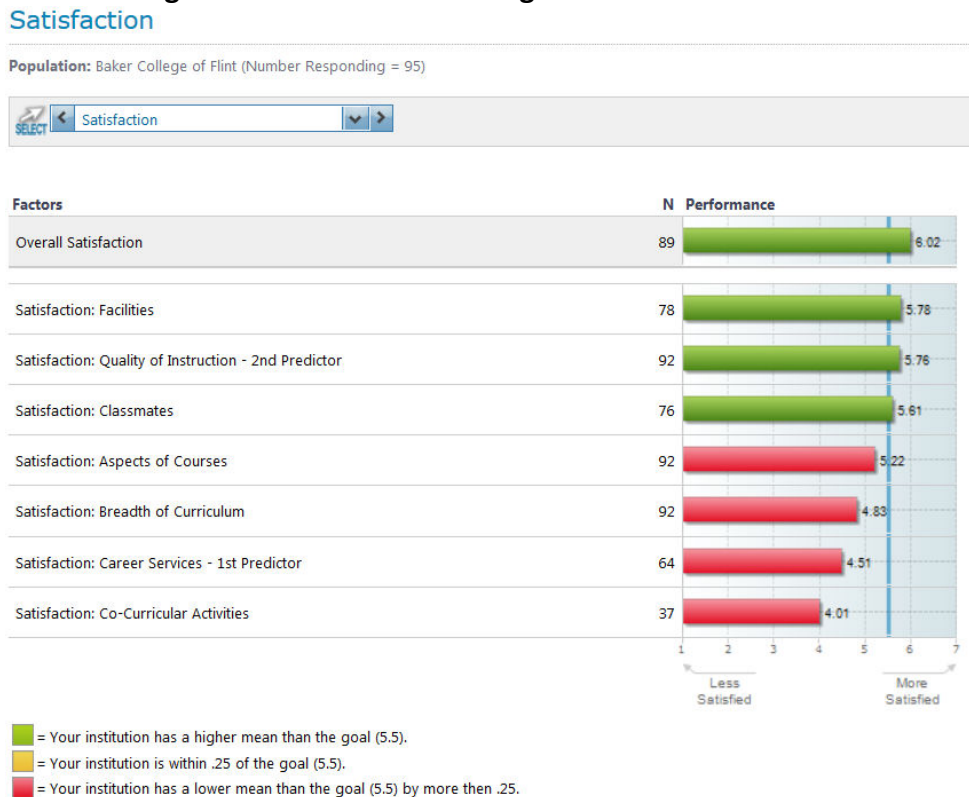
Figure 3. Baker College MBA Program Overall Ratings

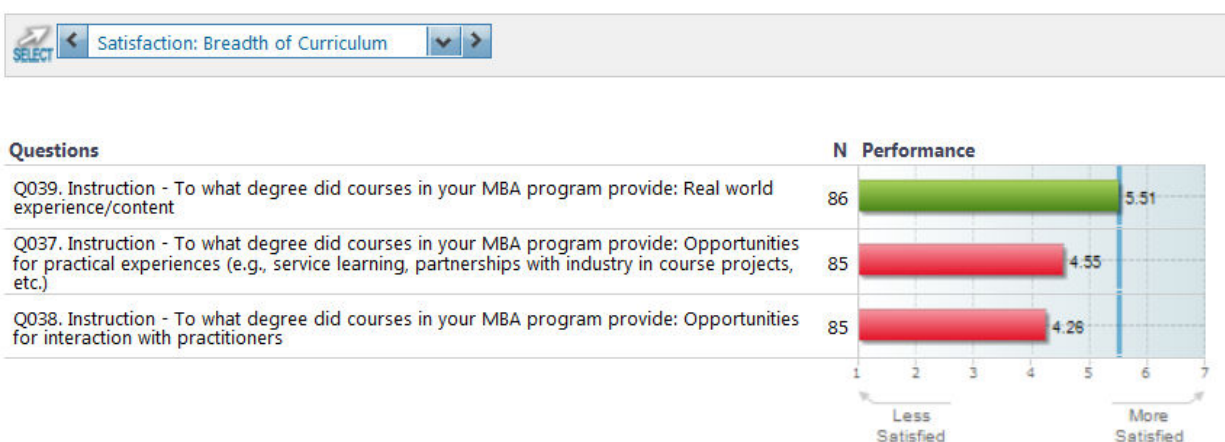
Figure 4 shows factors that contribute to alumni perceptions of overall satisfaction with the MBA program. It reveals that we reached our goals (i.e., 5.5 on a 7-point Likert scale) on three factors, facilities, quality of instruction, and classmates. It is worth noting that in 2012-2013, we were slightly lower than other institutions in terms of *Quality of Instruction*. While in 2013-2014, we were rated a bit higher than other institutions on this factor. The AIM Tier training we provided to all faculty may have partially contributed to this improvement. On the other hand, we did not meet the goals on four factors, breadth of curriculum, aspects of courses, career services, and co-curricular activities.

Figure 4. Factors Contributing to Overall Satisfaction

According to the EBI's impact analysis, breadth of curriculum has an extremely high impact on alumni's perceptions of the overall program effectiveness. Thus our first priority is to investigate whether we can and how to improve alumni ratings on this factor. Figures 5 presented the questions used to measure the breadth of curriculum in the EBI survey. It asked for alumni perceptions on whether the MBA program provide real world experience/content, opportunities for practical experiences (e.g., service learning, partnerships with industry in course projects, etc.) and opportunities for interaction with practitioners. The main focus of this factor is connecting curriculum to practice, which aligns with Baker College's mission – "to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers". Strategies to improve student satisfaction on the breadth of curriculum will be presented in the "2014-2015 Continuous Improvement Action Plan" section.

In addition, we will carefully monitor student satisfaction with aspects of courses, career service and co-curricular activities as their impacts on the overall program effectiveness are relatively low. In future, resources may need to be reallocated to these factors, especially aspects of courses.

Figure 5. Measures of Breadth of Curriculum



Besides comparisons with other institutions, longitudinal comparisons within the MBA program during 2010 to 2014 were also conducted. As Figure 6 shows, the greatest strength of the MBA program has shifted from course availability to satisfaction with aspects of courses, then to overall satisfaction and overall learning. These results may indicate that students believe the MBA program has grown from being strong on a few specific aspects to becoming outstanding at the whole program level.

Figure 6. Greatest Strengths of the MBA Program during 2010-2014

Greatest Strength

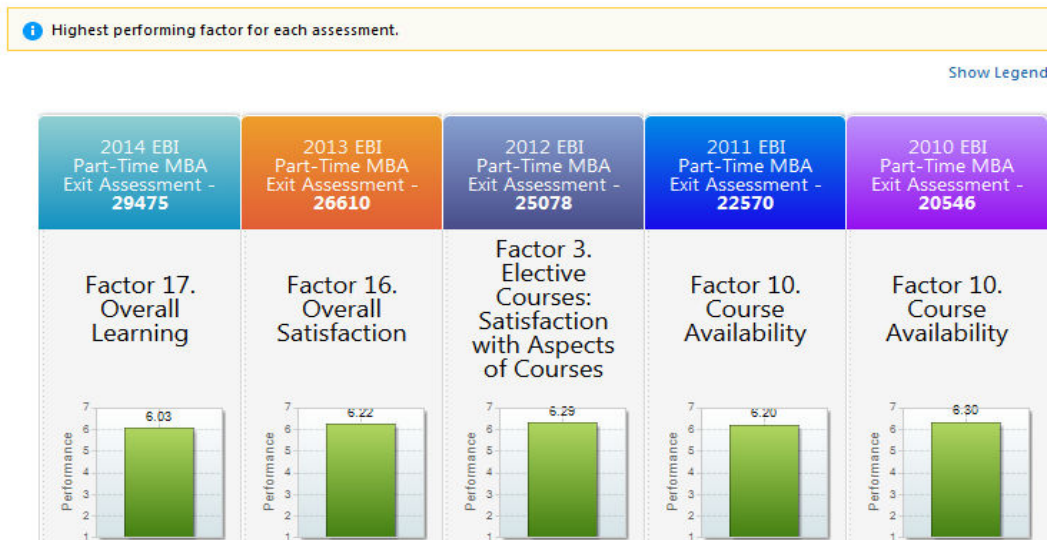
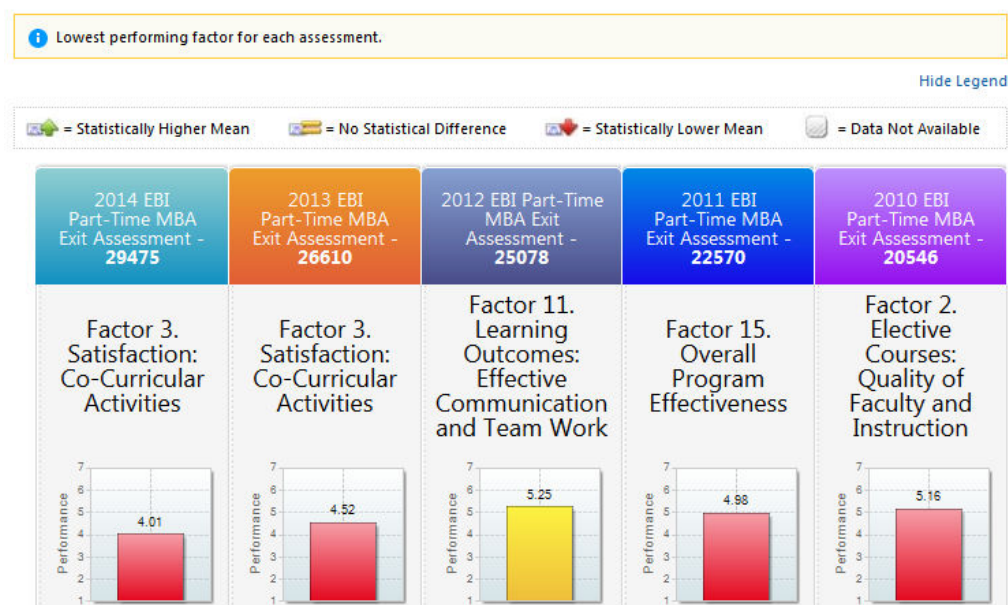


Figure 7 shows the greatest weakness of the MBA program has shifted from aspects that have greater impacts on program effectiveness (i.e., quality of faculty and instruction, overall program effectiveness, effective communication and team work) to an aspect that has less impact on program effectiveness (i.e., co-curricular activities).

Figure 7. Greatest Weaknesses of the MBA Program during 2010-2014

Greatest Weakness



➤ IVY Test

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 2013-2014 academic year, 227 students completed the assessment. The results are shown in Figure 8. Overall, the MBA students outperformed “All MBA Test Takers” and had a tie with IACBE institutions. Similar trends are observed in each subjective area in Figure 9. Continuing the trend of the previous years, our students performed quite well on a comparative basis this year.

Figure 8. Overall IVY Test Results

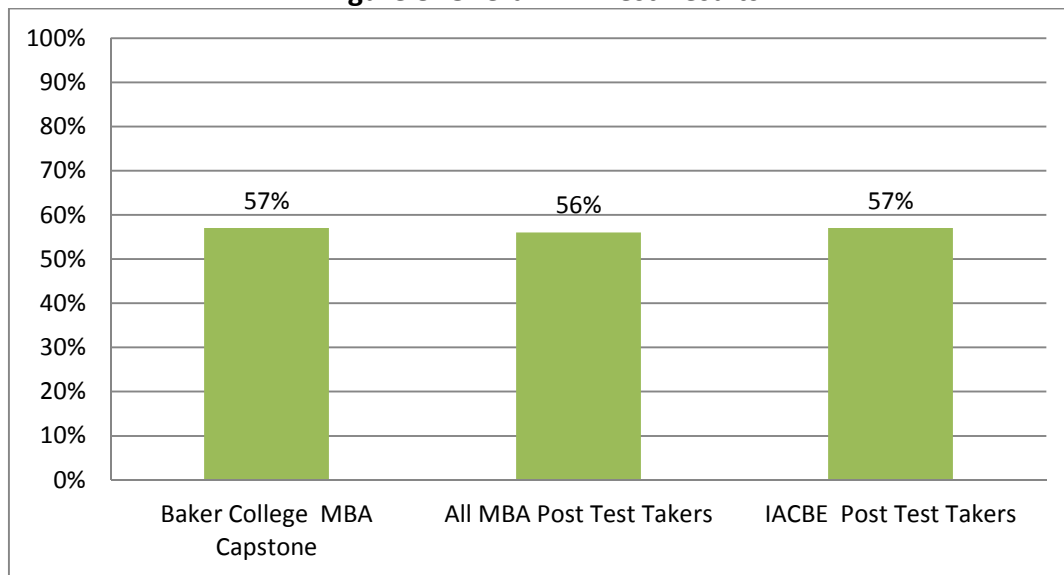
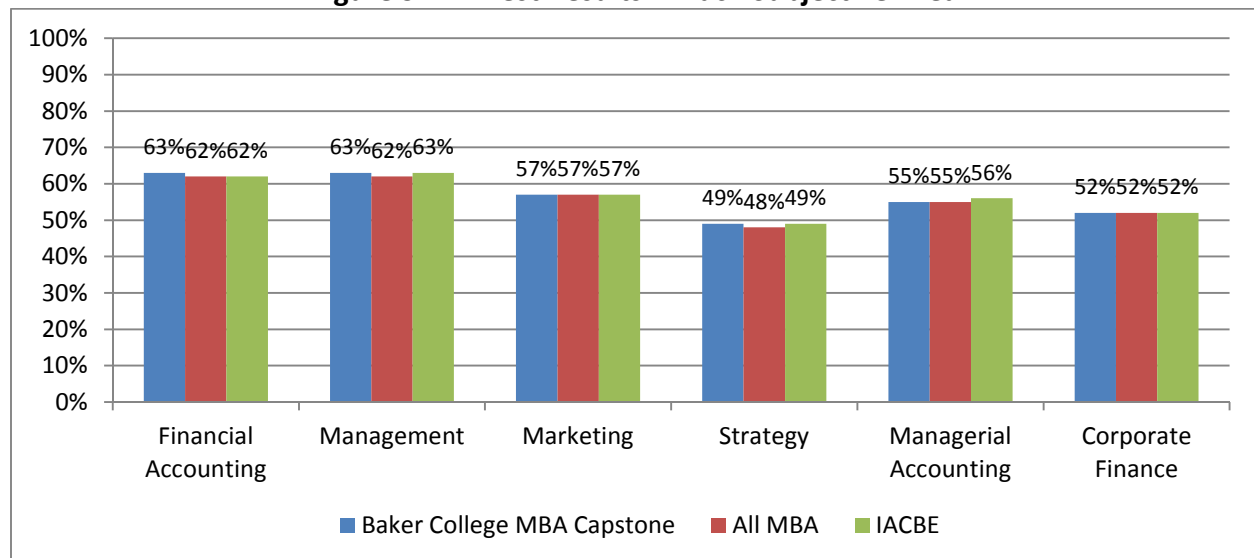


Figure 9. IVY Test Results in Each Subjective Area



Results: Key Performance Indicators

The MBA program is a mature program with over 15 years of operational and sustainable history. Due to the shrinkage of the adult students market and increased competition, continued growth in size and registrations is unlikely and unexpected. Nevertheless, the program continues to be the largest graduate program and maintains sufficient registrations to remain more than viable and productive. Table 3 shows the key performance indicators of the MBA program for the recent years. The metrics regarding employment and related employment are not finalized for the 2013 – 2014 academic years and will be updated as this information becomes available.

Table 3. MBA Program Key Performance Indicators

<u>MBA Program</u>	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total New Students	439	434	342	330	314	263	216
Total Registered Students	1,390	1,346	1,156	1,085	980	887	744
Retention Rate	76.5%	80.2%	78.8%	79.6%	79.2%	79.8%	79.8%
1st Year Persistence Rate	65.7%	62.2%	67.6%	72.0%	68.7%	63.8%	65.7%
Total Graduates	398	377	307	284	256	223	225
Graduation Rate	59.1%	60.9%	67.1%	67.3%	67.0%	73.4%	59.8%
Employment Rate	91.2%	97.5%	91.0%	83.9%	93.2%	93.3%	N/A
Related Employment Rate	85.8%	92.4%	95.3%	83.1%	89.7%	87%	N/A

Progress Report on 2013-2014 Continuous Improvement Action Plan

Great progress was made on all the action items in the 2013-2014 Continuous Improvement Action Plan during the 2013-2014 year.

➤ **Continue to monitor the quality of students in the MBA Program**

Admission essays from all incoming applicants to the MBA program have continued to be evaluated by faculty using the essay rubric. In addition, a project was conducted to examine whether the quality of admissions essays is related with academic performance in the MBA program. 50 randomly selected historical MBA admission essays were rated by MBA faculty using the rubric. Each essay was evaluated by two faculty and mean ratings were calculated for data analysis.

➤ **Continue to enhance presentations skills of MBA students**

A direct measure (i.e., Topic Report Oral Presentation Assignment) of oral presentation skills has been piloted in MIS511 for a few quarters. In addition, oral presentation opportunities were designed and implemented in one more MBA core course, BUS660 (The Marketing Environment) in Spring 2014.

➤ Continue to build teamwork/collaboration skills of MBA students

The BUS615 team work assignment was revised according to student and instructor feedback in Fall 2013. In addition, another team work assignment was designed and implemented in one more MBA core course, BUS572 (Human Resource Management) in Summer 2014.

➤ To improve MBA student learning efficiency in finance

A BUS640 instructors meeting was conducted. The instructors discussed the difficulties students experience in BUS640 and possible scaffolding tools that may be created for them. A detailed curriculum revision plan was created. The leading faculty of finance is revising the BUS640 curriculum according to the plan.

➤ To improve instructional quality in the MBA program

In order to improve instructional quality, Faculty Growth and Evaluation Process (FGEP) has been conducted in the 2013-2014 academic year. Full time faculty went through this process first. They also attended FGEP training sessions so that they can observe and evaluate other adjunct faculty.

2014-2015 Continuous Improvement Action Plan

Improvement Strategy:

While the assessment data indicate students are well served in the MBA program, we strive for continuous improvement. The following strategies will be implemented in the 2014-2015 academic year for this purpose.

➤ Continue to monitor the quality of students in the MBA Program

A report examining whether the quality of admissions essays is related with academic performance in the MBA program will be shared with faculty and administration. Admission essays from all incoming applicants to the MBA program will continue to be evaluated by faculty using the essay rubric as a routine practice.

➤ Continue to enhance presentations skills of MBA students

The direct measurement instrument, i.e., the oral presentation assignment rubric in MIS511, will be implemented in Blackboard Clickable Rubric. Corresponding announcement and training will be provided to faculty. Starting in Winter 2015, assessment data on oral presentation skills will be collected.

➤ Continue to build teamwork/collaboration skills of MBA students

The direct measurement instrument, i.e., the team project rubrics in BUS615, will be implemented in Blackboard Clickable Rubric. Corresponding announcement and training will be provided to faculty. Starting in Winter 2015, assessment data on teamwork skills will be collected.

➤ Continue to improve MBA student learning efficiency in finance

The leading faculty of finance will complete revising the BUS640 curriculum in Fall 2014. The new curriculum will become effective in Winter 2015. Other finance courses will be updated on a continuous base. The efficacy of the changes will be measured.

➤ Continue to improve instructional quality in the MBA program

Faculty Growth and Evaluation Process will continue to be conducted. All adjunct faculty will be evaluated in the 2014-2015 academic year. In addition quality assurance reports on instructors' course readiness and teaching performance will be reviewed to identify and address problems on an ongoing base.

➤ To increase opportunities for students to connect to practice in the MBA curriculum

A committee will be formed to conduct a survey among current MBA students to understand how much professional experience they have, whether they prefer the MBA program to expand the curriculum breadth by providing more opportunities for practical experiences and interaction with practitioners, and if so, in what formats they would like to welcome these opportunities. Improvement strategies will be developed according to the survey results.

➤ To ensure smooth transition to new direct measures data collection and analysis tool

Baker College will stop using Waypoint in the end of Fall 2014 because the service provider will stop supporting this product. Beginning in Winter 2015, new tools – Blackboard Clickable Rubric and Blackboard Outcomes/Analytics – will be used for collecting direct measures assessment data. The dean is working closely with the Baker College system assessment team to transfer all direct measures into the new tools. Training on data collection will be provided to faculty. Data collection will continue to be monitored at the end of each quarter. The goal is to ensure 100% data collection.

➤ Expected Results

Results will be shown in direct measures, the EBI survey, the IVY test, and student evaluations of instructors. It may take several years to see certain results of several projects, as students do not complete the EBI survey and the IVY test until graduation.

Appendix A. Center for Graduates Studies Institutional Outcomes

Graduates of Baker College's Center for Graduates Studies will possess:

1. The skills necessary to contribute to their profession through active participation in scholarly and/or professional activities.
2. The broad-based discipline specific knowledge necessary to manage and advance their professional career.
3. Data driven decision making skills necessary to produce successful outcomes.
4. An awareness and appreciation for diversity and its impact on their professional environment.
5. The knowledge and ability to follow and support the ethical standards of their profession.
6. The communication skills to clearly and proficiently share ideas, knowledge and data with a wide variety of audiences.

Appendix B. MBA Program Outcomes

Graduates of the MBA program will:

1. Communicate using the advanced oral and written communication skills necessary for success in the business environment.
2. Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.
3. Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.
4. Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.
5. Analyze the strategic planning process, and develop and assess strategic plans.
6. Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.
7. Analyze financial reports, risk management strategies and their impact on the decision making process.
8. Evaluate various leadership strategies and the implications of their use.
9. Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.
10. Demonstrate the value of personal and professional development, community service and life-long learning.
11. Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions.
12. Analyze the strategic impact of human resource development and management on a business.