IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Baker College Center for Gradute Studies

Academic Business Unit: Masters of Business Administration

Academic Year: 2011-12

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT

For Academic Year: 2011-12

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name:	Baker College Center for Graduate Studies
Institution's Address:	1116 W. Bristol Road
City and State or Country	Flint MI Zip or Postal Code 48507
Name of Submitter:	Dr. Jill Langen
Title:	Chief Academic Officer
Your Email Address:	Jill.langen@baker.edu
Telephone (with country code if outside of the United States):	(810)766-2149
Date Submitted:	October 31, 2012

Total Headcount Enrollment of the Institution for 2011-12:   1,265

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?   N/A   Year

2. When is your next reaffirmation of IACBE accreditation site visit?   2020   Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.baker.edu/programs/detail/master-of-business-administration-graduate-program/

4. Provide the website address for the location of your public disclosure of student learning results: http://www.baker.edu/mba-program-outcomes1/

5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned

Commissioners' Notes	Action Already Taken	Action Planned
While the institution has a good outcomes assessment plan for the MBA program, and is in the process of fully implementing the plan, the institution needs to "close the loop" (i.e., continue collecting data, identify changes and improvements needed, develop action plans for making the needed changes and improvements, and identify the realized outcomes from the implemented action plans)	As noted by the IACBE site visit team, a quality direct assessment plan was in place, and authentic and actionable data were being gathered by the MBA program. The data collection process is fully integrated within the MBA program . With direct assessment data being collected on all Institutional and Program Outcomes, the MBA program was able to close the loop for the first time. As defined by the assessment plan, annual assessment data was reviewed, analyzed and discussed by the Graduate Faculty Council and submitted to senior administrators. This "closing the loop" process identified gaps between student learning expectations and performance, providing clear guidance for necessary action plans aimed at narrowing the learning gap and improving the curriculum.	We will continue to utilize the MBA assessment plan approved by IACBE to further the PDSA assessment cycle.
The strategic planning for the MBA program has not been fully developed. While several of the pieces and parts of a strategic plan were available for review during the site visit, a complete strategic plan for the MBA program was not available. Although only one business program exists in the Center for Graduate Studies, the institution needs to develop a strategic plan that includes all of the expected elements. In particular, the college needs to address the following areas: (i) situational analyses pertaining to human, physical, technological, and financial resources, (ii) SWOT analysis, and (iii) the development of an operational effectiveness plan. Mentoring services are available through the IACBE to assist the college in developing a strategic plan that meets the IACBE's	The strategic planning process for the MBA program has historically been weaved into the planning process for the Center for Graduate Studies. Given that the various graduate programs share resources across the Center, the philosophy has been to create a strategic plan for the Center as a single unit rather than for individual programs. This philosophy and process has proven successful in defining and meeting the human, physical, and technological needs of the individual programs. This was recognized by the Principle 6.1 Financial Resources Commendation designated by the site visit team.	We will continue to utilize the AQIP strategic planning process. In addition, the Chief Academic Officer (as a member of the AQIP Council) has completed Lean Six Sigma training. This training will aid in our strategic planning process.

Commissioners' Notes	Action Already Taken	Action Planned
expectations.		
The institution is partially compliant with the curriculum review and improvement principle. While the basic processes for course review are provided in the self-study, there wasn't adequate documentation of a program review by faculty. Although the processes are in place and the faculty and administration discussed the processes to be used, the institution needs to have written explanations of these processes.	The institution agreed that while the practice of curriculum review currently occurs within the MBA program, the practice has not been promulgated by a written policy. As a result, the current curriculum and program review practice was documented into a formal written policy and approved by the Graduate Faculty Council and was submitted to IACBE in 2010.	We will continue to utlize the formal written policy regarding curriculum and program review that was approved by the Graduate Faculty Council and submitted to IACBE.

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

   Name: Dr. Bart Daig

   Title: Chief Executive Officer – Center for Graduate Studies

   Highest Earned Degree: PhD   Email: Bart.Daig@Baker.edu

   Telephone (with country   Fax (with country
   code if outside of the   code if outside of
   United States):   (810)766-4391   the United States):   (810)766-2003

   __X__   Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

   Name: Dr. Jill Langen

   Title: Chief Academic Officer

   Highest Earned Degree: PhD   Email: Jill.Langen@baker.edu

   Telephone (with country   Fax (with country
   code if outside of the   code if outside of
   United States):   (810)766-2149   the United States):   (810)766-2003

<u> X </u> Check here if this represents a change from the previous year.

3.   Provide the following information pertaining to the current head of your academic business unit:

Name: Dr. Jill Langen

Title: (Interim Dean of MBA Program)

Highest Earned Degree: PhD   Email: Jill.Langen@Baker.edu

Telephone (with country code if outside of the United States):   (810)766-2149   Fax (with country code if outside of the United States):   (810)766-2003

<u>   </u> Check here if this represents a change from the previous year.

4.   Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name:

Title:

Highest Earned Degree: Email:

Telephone (with country code if outside of the United States):   Fax (with country code if outside of the United States):

<u>   </u> Check here if this represents a change from the previous year.

5.   Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Michael Heberling

Title: President

Highest Earned Degree: PhD   Email:

Telephone (with country code if outside of the United States):   (810)766-4374   Fax (with country code if outside of the United States):   (810)766-2003

<u> X </u> Check here if this represents a change from the previous year.

Programmatic Information

1.   For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2011-12 (insert rows in the table as needed):

Program	Enrollment 2011-12	Number of Degrees Conferred 2011-12
MBA Program	998	254
Totals for All Programs Combined **(Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)**	998	254

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   X   No. If no, proceed to item 3 below.

       Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any business programs during the reporting year?

   X   No. If no, proceed to item 4 below.

       Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

   X   No. If no, proceed to item 5 below.

       Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

<u>X</u> No. If no, proceed to the *Outcomes Assessment* section below.

_____ Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

_____ No. If no, proceed to the *Outcomes Assessment* section below.

_____ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

<u>X</u> Yes

_____ No. If no, when will the plan be submitted to IACBE? _____

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

_____ The outcomes assessment plan that we have previously submitted is still current.

<u>X</u> Changes have been made and the revised plan is attached.

_____ We have made changes and the revised plan will be sent to the IACBE by: _____

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

    An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

    Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

    Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

At the bottom of each section of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

During the 2011-2012 academic year the MBA program piloted the use of the IVY MBA test as an additional assessment measure. This assessment allowed us to replace the existing indirect measure, an Advisory Board Review, with a more specific measure of the program outcome "*Analyze financial reports, risk management strategies and their impact on the decision making process*".

Outcomes Assessment Results

For Academic Year: _2011-12_

Section I: Student Learning Assessment

Student Learning Assessment for *(Program 1)*	
Intended Student Learning Outcomes for *(Program 1)* :	
Communicate using the advanced oral and written communication skills necessary for success in the business environment.	
Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.	
Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.	
Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.	
Analyze the strategic planning process, and develop and assess strategic plans.	
Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.	
Analyze financial reports, risk management strategies and their impact on the decision making process.	
Evaluate various leadership strategies and the implications of their use.	
Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.	
Demonstrate the value of personal and professional development, community service and life-long learning.	
Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions.	
Analyze the strategic impact of human resource development and management on a business.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric	80% of students achieve or exceed the program outcome.

for evaluation and data collection, administered in capstone course	
2. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	80% of students achieve or exceed the program outcome.
3.Final exam in Research and Statistics course	80% of students achieve or exceed the program outcome.
4. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	80% of students achieve or exceed the program outcome.
5. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	80% of students achieve or exceed the program outcome.
6. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	80% of students achieve or exceed the program outcome.
7. Final exam in Financial Environment course	80% of students achieve or exceed the program outcome.
8. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Human Behavior Management in Organizations course	80% of students achieve or exceed the program outcome.
9. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Human Resource Management course.	80% of students achieve or exceed the program outcome.
10. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the capstone course	80% of students achieve or exceed the program outcome.
11. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Information Systems Management course	80% of students achieve or exceed the program outcome.

12. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Human Resource Management course.	80% of students achieve or exceed the program outcome.		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:			
1. EBI Survey: Effective writing skills	> or = national average of participating institutions		
2. EBI Exit Survey: Ethics and social issues	> or = national average of participating institutions		
3. EBI Exit Survey: Analyze and interpret data	> or = national average of participating institutions		
4. EBI Exit Survey: Global perspective	> or = national average of participating institutions		
5. EBI Exit Survey: Critical thinking and problem solving	> or = national average of participating institutions		
6. EBI Exit Survey: Solving Problems	> or = national average of participating institutions		
7. IVY MBA exam	>or = national average of MBA programs		
8. EBI Exit Survey : Effective management and leadership skills	> or = national average of participating institutions		
9.EBI Exit Survey: Ethical and social issues	> or = national average of participating institutions		
10. EBI Exit Survey:	2.0 or higher		
11. EBI Exit Survey: Manage and Use Technology	> or = national average of participating institutions		
12.SHRM Curriculum Review	Continued certification		
Summary of Results from Implementing Direct Measures of Student Learning:		**Performance Target Was…**	
		Met	Not Met
1. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course		X (92.5%)	
2. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course		X (94.5%)	

	Met	Not Met
3.Final exam in Research and Statistics course	X (96.5%)	
4. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	X (91.8%)	
5. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	X (95%)	
6. Computer-based, interactive, leadership simulation assessment measurement tool including a standardized rubric for evaluation and data collection, administered in capstone course	X (91.8%)	
7. Final exam in Financial Environment course	X (95.8%)	
8. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Human Behavior Management in Organizations course	X (88.6%)	
9. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Human Resource Management course.	X (93.2%)	
10. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the capstone course	X (100%)	
11. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Information Systems Management course	X (86.7%)	
12. Authentic case assignment including a standardized rubric for evaluation and data collection, administered in the Human Resource Management course.	X (94.1%)	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. EBI Survey: Effective writing skills	X	
2. EBI Exit Survey: Ethics and social issues	X	

3. EBI Exit Survey: Analyze and interpret data	X	
4. EBI Exit Survey: Global perspective	X	
5. EBI Exit Survey: Critical thinking and problem solving	X	
6. EBI Exit Survey: Solving Problems	X	
7. IVY MBA exam	X	
8. EBI Exit Survey : Effective management and leadership skills	X	
9.EBI Exit Survey: Ethical and social issues	X	
10. EBI Exit Survey:		X (1.678)
11. EBI Exit Survey: Manage and Use Technology	X	
12.SHRM Curriculum Review	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
While all student learning outcome direct measure targets were met, in 2010/2011 the outcome reflecting the lowest level of student achievement was "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. These resources were developed during 2011/2012 and have been implemented into the 2012/2013 curriculum. Data will be collected to assess the effectiveness of this intervention.		
In BUS 609 and BUS 690, faculty increased the focus on the value of various professional development activities, conference attendance, publishing and community service. Additional course materials were implemented during the 2011/2012 academic year. Data will be collected to assess the effectiveness of this intervention.		
As the IACBE outcome related to teamwork is currently not assessed in the MBA program, and student perception of learning regarding teamwork was again low during 2011/2012, curriculum will be revised to enhance student's ability to work effectively in teams.		

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment for *(Name of Academic Business Unit)*			
Mission of the Center for Graduate Studies MBA Program:			
The mission of Baker College is to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers. As a result, Baker College Center for Graduate Studies strives to provide quality graduate education that leads to advanced academic achievement through excellence in teaching, scholarship and service. The mission of the MBA program supports the institutional mission by ensuring that graduates will possess the ability to implement business theory into practice, conduct and interpret research, and be both capable and confident to contribute significantly to long-term corporate success.			
Intended Operational Outcomes:			
1. Graduation Rate			
2. Retention Rate			
3. Average Class Size			
4. Faculty Credentials			

Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:		
1. Graduation Rate	>or = 60% Graduation Rate		
2. Retention Rate	>or = 62.3% Retention Rate		
3. Average Class Size	< or = Class size of 12		
4. Faculty Credentials	> or = 90% Doctorally Qualified		

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was…	
	Met	Not Met
1. Graduation Rate (66.5)	X	
2. Retention Rate (85.26)	X	
3. Average Class Size (11.45)	X	
4. Faculty Credentials (94.3)	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1.   Not Applicable