



Annual Report – Accredited Member

Institution:	Baker College
Academic Business Unit:	Masters of Business Administration
Academic Year:	2013-14

IACBE ANNUAL REPORT
For Academic Year: 2013-14

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. Na Li

Title: Dean – Master of Business Administration Program

Your Email Address: nli01@baker.edu

Telephone (with country code if outside of the United States): (810)766-2163

Type of Institution: _____ Public Private Nonprofit _____ Private For-Profit _____

Date of Submission: October 30, 2014

Total Headcount Enrollment of the Institution for 2013-14: 750

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: Ph.D. Email: Bart.Daig@baker.edu

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

_____ 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: Vice President for Academics

Highest Earned Degree: Ph.D. 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

_____ 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. Na Li

Title: Dean – Master of Business Administration Program

Highest Earned Degree: Ph.D. Email: nli01@baker.edu

Telephone (with country code if outside of the United States): (810)766-2163 Fax (with country code if outside of the United States): (810)766-2003

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): _____

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. Jill Langen

Title: Vice President of Academics

Highest Earned Degree: Ph.D. 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

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

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 path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

- 1. Click on “Academics”
- 2. Click on “School of Business”
- 3. Click on “IACBE Accreditation” etc.)

- 1. Go to <http://www.baker.edu>
- 2. Place mouse on the “Student Services” tab
- 3. Click on “Academics”
- 4. Scroll down to the middle of the page, click on the “Accreditation - MBA” button on the left. The public notification of accreditation by the IACBE will show up.
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

4. Provide the website path to the page containing your public disclosure of student learning results:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

- 1. Click on “Academics”
- 2. Click on “School of Business”
- 3. Click on “IACBE Accreditation” etc.)

- 1. Go to <http://www.baker.edu>
- 2. Place mouse on the “Student Services” tab
- 3. Click on “Academics”
- 4. Scroll down to the middle of the page, click on the “Accreditation - MBA” button on the left.
- 5. Scroll down to the middle of the page, find the “MBA Program - IACBE Assessment Reports” section, click on “IACBE Annual Report 2013-2014”
- 6. _____
- 7. _____
- 8. _____

9. _____

10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether 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
<p>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)</p>	<p>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. 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. More importantly, further assessment collection has allowed us to evaluate the success of projects implemented to resolve identified gaps.</p>	<p>We will continue to utilize the MBA assessment plan approved by IACBE to further the PDSA assessment cycle.</p>
<p>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</p>	<p>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</p>	<p>We will continue to utilize the AQIP strategic planning process. In addition, members of the senior campus leadership team have completed Lean Six Sigma training. This training has aided in our strategic planning process. By the summer of 2014, the campus has completed a new strategic</p>

Commissioners' Notes	Action Already Taken	Action Planned
<p>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 expectations.</p>	<p>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.</p>	<p>planning project that developed a three year campus strategic plan.</p>
<p>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.</p>	<p>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.</p>	<p>We will continue to utilize the formal written policy regarding curriculum and program review that was approved by the Graduate Faculty Council and submitted to IACBE.</p>

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, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
MBA Program	528	219
Totals for All Programs Combined (In the totals, 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.)	528	219

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

No.

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 IACBE-accredited business programs during the reporting year?

No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)**

No.

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, emphases, options, and/or tracks) established during the reporting year?

No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

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

No.

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

7. Did you establish any new locations/instructional sites during the reporting year?

No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

No.

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

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the 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.

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: _____

5. 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).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance targets/criteria are the measurable objectives associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, 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, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance targets/criteria are the measurable objectives associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance target might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, 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.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

MBA Program	
Student Learning Assessment for <i>the MBA Program</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
<i>Graduates of the MBA program will</i>	
<i>1. Communicate using the advanced oral and written communication skills necessary for success in the business environment.</i>	
<i>2. Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.</i>	
<i>3. Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.</i>	
<i>4. Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.</i>	
<i>5. Analyze the strategic planning process, and develop and assess strategic plans.</i>	
<i>6. Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.</i>	
<i>7. Analyze financial reports, risk management strategies and their impact on the decision making process.</i>	
<i>8. Evaluate various leadership strategies and the implications of their use.</i>	
<i>9. Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.</i>	
<i>10. Demonstrate the value of personal and professional development, community service and life-long learning.</i>	
<i>11. Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions.</i>	
<i>12. Analyze the strategic impact of human resource development and management on a business.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<i>1. Strategic Recommendations in Business Simulation/Ethics Game in the capstone course BUS690</i>	<i>80% of students achieve satisfactory or higher level on this program outcome.</i>

General Program ISLOs Assessed by this Measure: 1, 4, 6	
2. <i>Strategic Assessment in Business Simulation/Ethics Game in the capstone course BUS690</i> General Program ISLOs Assessed by this Measure: 1, 5	80% of students achieve satisfactory or higher level on this program outcome.
3. <i>Application Analysis Assignment (Leadership Interview) in Human Behavior Management of Organization course BUS615</i> General Program ISLOs Assessed by this Measure: 1, 8	80% of students achieve satisfactory or higher level on this program outcome.
4. <i>Case Analysis Project in Human Resource Management course BUS572</i> General Program ISLOs Assessed by this Measure: 1, 9, 12	80% of students achieve satisfactory or higher level on this program outcome.
5. <i>Decision Analysis Dilemma in Business Simulation/Ethics Game in the capstone course BUS690</i> General Program ISLOs Assessed by this Measure: 2	80% of students achieve satisfactory or higher level on this program outcome.
6. <i>Final exam in Research and Statistics course BUS678</i> General Program ISLOs Assessed by this Measure: 3	80% of students achieve satisfactory or higher level on this program outcome.
7. <i>Final exam in Financial Environment course BUS640</i> General Program ISLOs Assessed by this Measure: 7	80% of students achieve satisfactory or higher level on this program outcome.
8. <i>Professional Contribution Essay in the capstone course BUS690</i> General Program ISLOs Assessed by this Measure: 10	80% of students achieve satisfactory or higher level on this program outcome.
9. <i>Graduate Research Paper on Information Systems in Information Systems Management course MIS511</i> General Program ISLOs Assessed by this Measure: 1, 11	80% of students achieve satisfactory or higher level on this program outcome.
10. <i>Topic Report Oral Presentation Assignment in Information Systems Management course MIS511</i> General Program ISLOs Assessed by this Measure: 1	80% of students achieve satisfactory or higher level on this program outcome.
11. <i>Team Work Assignment on Effective Leadership in Human Behavior Management of Organization course BUS615</i> General Program ISLOs Assessed by this Measure: 9	80% of students achieve satisfactory or higher level on this program outcome.

<p>12. <i>Decision Analysis Memo in Business Simulation/Ethics Game in the capstone course BUS690</i></p> <p>General Program ISLOs Assessed by this Measure: 2</p>	<p>80% of students achieve satisfactory or higher level on this program outcome.</p>
<p>13. <i>Financial Performance Scorecard in Business Simulation/Ethics Game in the capstone course BUS690</i></p> <p>General Program ISLOs Assessed by this Measure: 2</p>	<p>80% of students achieve satisfactory or higher level on this program outcome.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>EBI Survey</i></p> <p>General Program ISLOs Assessed by this Measure:</p> <p>ISLO1 (measured by Effective writing skills questions)</p> <p>ISLO2 (measured by Ethics and legal issues questions)</p> <p>ISLO3 (measured by Data-driven decision-making questions)</p> <p>ISLO4 (measured by Domestic and global economies questions)</p> <p>ISLO5 (measured by Critical thinking and problem solving questions)</p> <p>ISLO6 (measured by Critical thinking and problem solving questions)</p> <p>ISLO8 (measured by Organizational behaviors questions)</p> <p>ISLO9 (measured Multiculture and diversity questions)</p> <p>ISLO10 (measured Professional Development questions)</p> <p>ISLO11 (measured Use and manage technology questions)</p>	<p>The average rating of Baker College MBA alumni on each of ISLO 1, 2, 3, 4, 5, 6, 8 and 11 on a 7-point Likert scale > or = national average of participating institutions.</p> <p>The average rating of Baker College MBA alumni on ISLO9 on a 7-point Likert scale > or = 5.0 (no comparison with participating institutions is provided by EBI).</p> <p>The average rating of Baker College MBA alumni on ISLO10 on a reversed 7-point Likert scale < or = 2.0 (no comparison with participating institutions is provided by EBI).</p>
<p>2. <i>IVY MBA Exam</i></p> <p>General Program ISLOs Assessed by this Measure: 7</p>	<p>The average score of Baker College MBA students > or = national average of participating institutions.</p>
<p>3. <i>SHRM Curriculum Review</i></p> <p>General Program ISLOs Assessed by this Measure: 12</p>	<p>Baker College MBA Program will maintain its SHRM alignment.</p>
<p>Assessment Results: MBA Program</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. Strategic Recommendation in Business Simulation/Ethics Game in the capstone course BUS690</p> <p><u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 1: 204 (99.0% of Total)</p>	

<p>General Program ISLO 4: 190 (93.2% of Total)</p> <p>General Program ISLO 6: 190 (93.2% of Total)</p> <p>(Total number of students who needed to complete this assignment: 206)</p>
<p>2. Strategic Assessment in Business Simulation/Ethics Game in the capstone course BUS690</p> <p><u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 1: 192 (93.2% of Total)</p> <p>General Program ISLO 5: 204 (99.0% of Total)</p> <p>(Total number of students who needed to complete this assignment: 206)</p>
<p>3. Applicatin Analysis Assignment (Leadership Interview) in Human Behavior Management of Organization course BUS615</p> <p><u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 1: 140 (96.6% of Total)</p> <p>General Program ISLO 8: 136 (94.7% of Total)</p> <p>(Total number of students who needed to complete this assignment: 145)</p>
<p>4. Case Analysis Project in Human Resource Management course BUS572</p> <p><u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 1: 136 (94.1% of Total)</p> <p>General Program ISLO 9: 132 (91.7% of Total)</p> <p>General Program ISLO 12: 130 (90.3% of Total)</p> <p>(Total number of students who needed to complete this assignment: 144)</p>
<p>5. Decision Analysis Dilemma in Business Simulation/Ethics Game in the capstone course BUS690</p> <p><u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 2: 202 (99.3% of Total)</p> <p>(Total number of students who needed to complete this assignment: 203)</p>
<p>6. Final exam in Research and Statistics course BUS678</p> <p><u>Number of students achieving a grade of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 3: 184 (98.9% of Total)</p> <p>(Total number of students who took the exam: 186)</p>
<p>7. Final exam in Financial Environment course BUS640</p> <p><u>Number of students achieving a grade of satisfactory or higher (satisfactory, accomplished, or exemplary):</u></p> <p>General Program ISLO 7: 128 (95.9% of Total)</p>

(Total number of students who took the exam: 134)	
8. Professional Contribution Essay in the capstone course BUS690	
<u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u>	
General Program ISLO 10:	209 (100% of Total)
(Total number of students who needed to complete this assignment: 209)	
9. Graduate Research Paper on Information Systems in Information Systems Management course MIS511	
<u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u>	
General Program ISLO 1:	167 (93.8% of Total)
General Program ISLO 11:	152 (85.3% of Total)
(Total number of students who needed to complete this assignment: 178)	
10. Topic Report Oral Presentation Assignment in Information Systems Management course MIS511	
General Program ISLO 1:	Not measured
<i>(see Proposed Courses of Action for Improvement Item 1)</i>	
11. Team Work Assignment on Effective Leadership in Human Behavior Management of Organization course BUS615	
General Program ISLO 9:	Not measured
<i>(see Proposed Courses of Action for Improvement Items 4)</i>	
12. Decision Analysis Memo in Business Simulation/Ethics Game in the capstone course BUS690	
General Program ISLO 2:	Not measured
<i>(see Proposed Courses of Action for Improvement Item 3)</i>	
13. Financial Performance Scorecard in Business Simulation/Ethics Game in the capstone course BUS690	
<u>Number of students achieving a performance rating of satisfactory or higher (satisfactory, accomplished, or exemplary):</u>	
General Program ISLO 2:	27 (100% of Total)
(Total number of students who needed to complete this assignment: 27)	
<i>(see Proposed Courses of Action for Improvement Item 3)</i>	
Summary of Results from Implementing Indirect Measures of Student Learning:	
1. EBI Survey	
<u>ISLO1 (measured by Effective writing skills questions):</u>	Not measured
<i>(see Proposed Courses of Action for Improvement Item 2)</i>	

ISLO2 (measured by Ethics and legal issues questions):

Average rating of Baker College MBA alumni (6.01) > national average of participating institutions (5.60).

ISLO3 (measured by Data-driven decision-making questions)

Average rating of Baker College MBA alumni (5.86) > national average of participating institutions (5.69).

ISLO4 (measured by Domestic and global economies questions)

Average rating of Baker College MBA alumni (5.77) > national average of participating institutions (5.62).

ISLO5 (measured by Critical thinking and problem solving questions)

Average rating of Baker College MBA alumni (5.82) > national average of participating institutions (5.75).

ISLO6 (measured by Critical thinking and problem solving questions)

Average rating of Baker College MBA alumni (5.82) > national average of participating institutions (5.75).

ISLO8 (measured by Organizational behaviors questions)

Average rating of Baker College MBA alumni (5.78) = national average of participating institutions (5.78).

ISLO9 (measured Multiculture and diversity questions):

Average rating of Baker College MBA alumni (5.78) > 5.0 on a 7-point Likert scale.

ISLO10 (measured Professional Development questions):

Average rating of Baker College MBA alumni (1.91) < 2.0 on a reversed 7-point Likert scale.

ISLO11 (measured Use and manage technology questions)

Average rating of Baker College MBA alumni (5.69) > national average of participating institutions (5.56).

(Total number of alumni surveyed: 95)

2. IVY MBA Exam

General Program ISLO 7:

Average score of Baker College MBA students (52%) = national average of participating institutions (52%).

(Total number of students who took the exam: 227.)

3. SHRM Curriculum Review

General Program ISLO 12:

The Society for Human Resource Management (SHRM) acknowledged that the Human Resource Management Major – Master of Business Administration Program at Baker College Center for Graduate Studies fully aligns with the SHRM HR Curriculum Guidebook and Templates on April 29, 2014. The timeframe of this renewed alignment is January 2015 – December 2017. The HR Major at Baker College has been aligning with SHRM Curriculum Guidebook and Templates since May 2009. All MBA students are required to take BUS572 (Human Resource Management), an HR course.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Strategic Recommendations in BUS690</i>	<i>Strategic Assessment in BUS690</i>	<i>Application Analysis in BUS615</i>	<i>Case Analysis in BUS572</i>	<i>EBI Survey</i>	<i>IVY Test</i>	<i>SHRM Curriculum Review</i>	<i>Indirect Measure 4</i>
	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Communicate using the advanced oral and written communication skills necessary for success in the business environment.	Met	Met	Met	Met	N/A			
2. Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.					Met			
3. Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.					Met			

4. Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.	Met				Met			
5. Analyze the strategic planning process, and develop and assess strategic plans.		Met			Met			
6. Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.	Met				Met			
7. Analyze financial reports, risk management strategies and their impact on the decision making process.						Met		
8. Evaluate various leadership strategies and the implications of their use.			Met		Met			
9. Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.				Met	Met			
10. Demonstrate the value of personal and professional development, community service and life-long learning.					Met			
11. Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions.					Met			
12. Analyze the strategic impact of				Met			Met	

human resource development and management on a business.								
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Summary of Achievement of Intended Student Learning Outcomes (continued):								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Decision Dilemma in BUS690</i>	<i>Final Exam in BUS678</i>	<i>Final Exam in BUS640</i>	<i>Professional Essay in BUS690</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
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.	Met							
3. Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.		Met						
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.			Met					
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.				Met				
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.								

Summary of Achievement of Intended Student Learning Outcomes (continued):

Intended Student Learning Outcomes	Learning Assessment Measures
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General Program ISLOs	<i>Graduate Research Paper in MIS511</i>	<i>Oral Presentation in MIS511</i>	<i>Team Work in BUS615</i>	<i>Decision Analysis Memo in BUS690</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was 80% of students achieve satisfactory or higher level	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Communicate using the advanced oral and written communication skills necessary for success in the business environment.	Met	N/A						
2. Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.				N/A				
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.			N/A					
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.	Met							
12. Analyze the strategic impact of human resource development and management on a business.								

Summary of Achievement of Intended Student Learning Outcomes (continued):								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Financial Scorecard in BUS690</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance	Performance	Performance	Performance	Performance	Performance	Performance	Performance

	Target Was 80% of students achieve satisfactory or higher level	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...	Target Was...
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.	Met							
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.								

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. **Direct measure of one part of General Program ISLO 1 – Oral Communication:** The 2011-2012 EBI comparative analysis results indicated we underperformed the average of all participating institutions in the area of oral presentation skills. As such skills are required by employers and are an institutional outcome (IO 6), an MBA program outcome (ISLO 1), and an IACBE key learning outcome, this was an important area for improvement. Following the Plan-Do-Study-Assess cycle of assessment, a project was launched to incorporate oral presentation opportunities within the MBA program in Fall, 2012. Two full time MBA faculty members led the project. Two oral presentation assignments were developed for an MBA core course, MIS511 (Management Information Systems). The assignments give students opportunities to practice their oral presentation skills and to use online technologies to deliver video presentations. 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. Next, the two faculty members designed and implemented two more oral presentation opportunities in another MBA core course, BUS660 (The Marketing Environment), in Spring 2014.

As a result of the PDSA assessment cycle, a direct measure (i.e., Topic Report Oral Presentation Assignment) for this outcome (oral communication skills) has been developed in MIS511. Please see the appendix of the Outcome Assessment Plan for details. The measure has been piloted for a few quarters. Starting Winter 2015, assessment data on oral communication skills will be collected using Blackboard Clickable Rubric.

2. **Indirect measure of General Program ISLO 1:** General Program ISLO 1 (oral and written communication skills) was not assessed with an indirect measure. It was because the communication skills questions were removed by EBI from its survey questionnaire without notice. Measures on student oral and written communication skills will be added as institutional specific questions to the EBI survey in Fall 2014 and data will be collected from now on.

3. **Direct measures of General Program ISLO 2:** Three direct measures have been developed to measure this outcome, including Decision Analysis Dilemma, Decision Analysis Memo, and Financial Performance Scorecard in the Business Simulation/Ethics Game in the capstone course BUS690. Assessment data on Decision Analysis Dilemma have been collected on a continuous basis. However, assessment data on Financial Performance Scorecard have only been collected in Summer 2014 and data on the Decision Analysis Memo assessment was not collected due to an administrative error. To ensure this error does not occur again, two strategies have been implemented. First, the assessment team at Baker College will provide quarterly reports on direct measures data collection to deans. Any missing data will be revealed. Faculty will be contacted and hold accountable to input the data. Second, starting Winter 2015, Baker College will be using Blackboard Clickable Rubric to collect direct measures data instead of using WayPoint. Blackboard has a better technology support than WayPoint. In summary, assessment data on all three direct measures of this outcome will be collected in 2014-2015.

4. **Direct measures of General Program ISLO 9:**

The 2011-2012 EBI results indicated that we underperformed the average of all participating institutions on teamwork/collaboration skills. However, this is a critical skill required by employers. It is also a required IACBE key learning outcome and a Baker College MBA outcome (ISLO 9). Following the Plan-Do-Study-Assess cycle of assessment, a project was launched to incorporate additional teamwork/collaborative opportunities within the MBA program in Fall 2012. Two full time MBA faculty members and an instructional design expert led the project. A longitudinal team work assignment was created for an MBA core course, 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 Spring – Summer, 2013. The feedbacks were positive. Based on the student and instructor feedback, the assignment was revised. More evaluation data were collected to evaluate the effectiveness of the assignments between Fall 2013 – Summer 2014. In addition, another team work assignment was designed and implemented in another MBA core course BUS572 (Human Resource Management) in Summer 2014.

As a result of the PDSA assessment cycle, a direct measure (i.e., Team Work Project) for this outcome has been developed in BUS 615. Please see the appendix of the Outcome Assessment Plan for details. The measure has been piloted for a few quarters. Starting Winter 2015, assessment data on this outcome will be collected using Blackboard Clickable Rubric.

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

<i>MBA Program</i>	
Operational Assessment	
Intended Operational Outcomes:	
1. Graduation of students	
2. Retention of students	
3. Average class size	
4. Qualified faculty	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Annual report on graduation rate</i> Intended Operational Outcomes Assessed by this Measure: 1	>or = 60% Graduation Rate
2. <i>Annual report on retention rate</i> Intended Operational Outcomes Assessed by this Measure: 2	>or = 62.3% Retention Rate
3. <i>Annual report on average class size</i> Intended Operational Outcomes Assessed by this Measure: 3	< or = Class size of 15
4. <i>Annual report on faculty credential</i> Intended Operational Outcomes Assessed by this Measure: 4	> or = 90% Doctorally Qualified
Summary of Results from Implementing Operational Assessment Measures/Methods:	
1. Graduation rate: 64.9%	
2. Retention rate: 85.6%	
3. Average class size: 8.80	
4. 92% of the MBA faculty are doctorally qualified.	
Summary of Achievement of Intended Operational Outcomes:	
Intended Operational Outcomes	Operational Assessment Measures/Methods

	<i>Graduation rate</i>	<i>Retention rate</i>	<i>Average class size</i>	<i>Faculty credential</i>	<i>Operational Assessment Measure Method 5</i>	<i>Operational Assessment Measure/ Method 6</i>	<i>Operational Assessment Measure/ Method 7</i>	<i>Operational Assessment Measure/ Method 8</i>
	Performance Target Was >or = 60%	Performance Target Was >or = 62.3%	Performance Target Was < or = 15	Performance Target Was > or = 90%	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduation of students	Met							
2. Retention of students		Met						
3. Average Class Size			Met					
4. Qualified faculty				Met				
Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:								
1. <i>Not applicable.</i>								