

**Preliminary MBA Assessment Results
2011-2012**

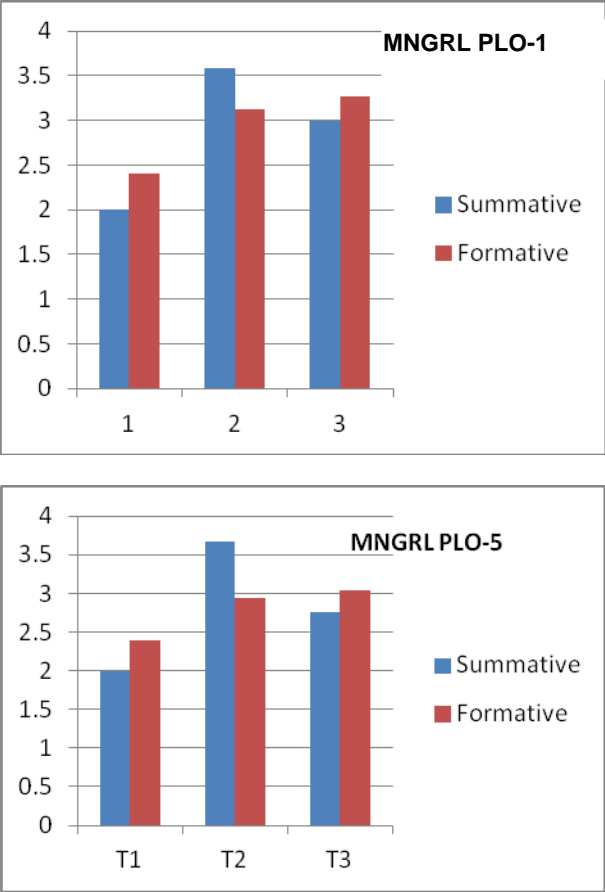
Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

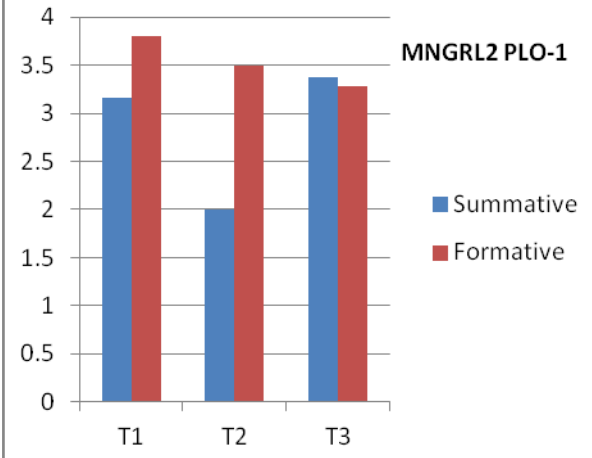
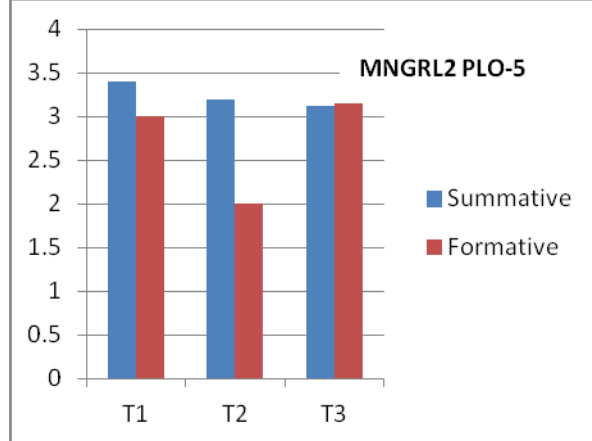


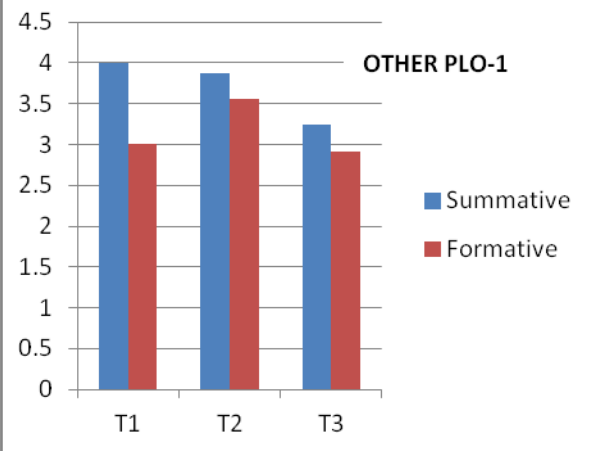
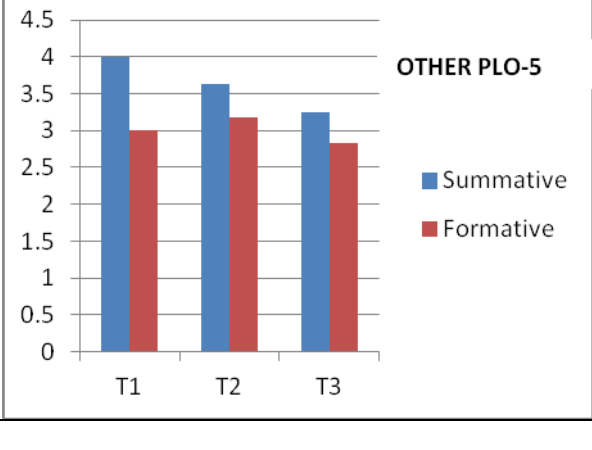
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		Analysis of Results																											
<p>Performance Measure Summative Assessment results on selected MBA Program Learning Outcomes in specializations will increase 10% compared to Formative Assessment results.</p>	<p>What is your measurement instrument or process? All (Census) Signature Assignment artifacts were pulled for thirteen MBA specializations. Specializations with 10 or enrollees as of March 2012 were included. Artifacts were redacted of all identification and submitted to trained assessor for scoring according to five-point Likert scale (with 5 the highest positive score. MBA Program Learning Outcomes 1 (Critical Thinking) and 5 (Effective Writing) were scored. Artifacts were sorted by date of submission and categorized (T1: 1/1/2011-7/31-</p>	<p>Current Results Two hundred thirty artifacts were included in the study. Because of the limited number of artifacts and large number of specializations, specializations were grouped for study. CMPT consists of MIS, CS and Computer Information Security (49); MNGRL consists of MKT, MGT, Public Administration, and Management of Engineering Technology (82); MNGRL2 consists of Human Relations, Healthcare Administration, and Project</p>	<p>Analysis of Results 1. While the entire population (all specializations with 10 or more enrolled students March 2012) was analyzed, the small size of the population and the large number of specializations (13) may not be generalizable. 2. The smallest sample sizes were from T1 and in some cases only one artifact was available for summative scoring.. 3. Formative courses were defined as the first three courses taken by a student in the specialization. Summative courses were defined as the last two taken in the</p>	<p>What did you improve or what is your next step? 1. The distance between formative and summative data may be too short. We are exploring ways to include earlier courses in the study. 2. The general upward direction from T1 to T2 may be a result of changed policies on attendance and work submission. If so, we expect that trend to continue. 3. The University has implemented new course structures based on the Applied</p>	<p>CMPT PLO-1</p> <table border="1"> <thead> <tr> <th>Time Point</th> <th>Summative</th> <th>Formative</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>3.3</td> <td>2.8</td> </tr> <tr> <td>T2</td> <td>3.1</td> <td>3.3</td> </tr> <tr> <td>T3</td> <td>3.5</td> <td>3.1</td> </tr> </tbody> </table> <p>CMPT PLO-5</p> <table border="1"> <thead> <tr> <th>Time Point</th> <th>Summative</th> <th>Formative</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>3.0</td> <td>2.5</td> </tr> <tr> <td>T2</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>T3</td> <td>3.7</td> <td>2.8</td> </tr> </tbody> </table>	Time Point	Summative	Formative	T1	3.3	2.8	T2	3.1	3.3	T3	3.5	3.1	Time Point	Summative	Formative	T1	3.0	2.5	T2	2.8	2.8	T3	3.7	2.8
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	<p>2011; t2: 8/1/2012-1/31/12; T3: 2/1/2012-8/15/2012) for reporting and comparison purposes.</p>	<p>Management (47); OTHER includes Criminal Justice, Homeland Security, and Finance (52)</p>	<p>specialization. Because the specializations do not have a required sequence except for the capstone course, there may be some data contamination based on the order of courses. 4. The charts do seem to indicate that writing effectiveness (PLO-5) tends to improve with time. 5. Critical thinking does not chart a clear course. However it seems to have improved from T1 to T3 for most of the aggregated specializations. 6. We cannot conclusively state that we have met our goal of a 10% improvement.</p>	<p>Experiential Learning Model (AEL). This model creates more opportunities for student faculty interactions and brings a richer, added dimensional experience to the course room. It is expected that this will improve outcomes. 4. NCU is in the process of hiring additional full-time faculty to teach many of its courses. This should bring continuity to teaching methods and greater accountability.</p>	 <p>MNGRL PLO-1</p> <table border="1"> <thead> <tr> <th>Time Point</th> <th>Summative</th> <th>Formative</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.0</td> <td>2.4</td> </tr> <tr> <td>2</td> <td>3.6</td> <td>3.1</td> </tr> <tr> <td>3</td> <td>3.0</td> <td>3.3</td> </tr> </tbody> </table> <p>MNGRL PLO-5</p> <table border="1"> <thead> <tr> <th>Time Point</th> <th>Summative</th> <th>Formative</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>2.0</td> <td>2.4</td> </tr> <tr> <td>T2</td> <td>3.7</td> <td>2.9</td> </tr> <tr> <td>T3</td> <td>2.8</td> <td>3.0</td> </tr> </tbody> </table>	Time Point	Summative	Formative	1	2.0	2.4	2	3.6	3.1	3	3.0	3.3	Time Point	Summative	Formative	T1	2.0	2.4	T2	3.7	2.9	T3	2.8	3.0
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At least 70% of scored summative artifacts will achieve 3.5% or higher on PLO-1 and PLO-5	Summative data collected from the last two courses taken in the MBA Program aggregated by specialization. Any aggregated	Twenty four combinations of aggregate specializations, time periods, and Learning Outcomes are shown in the	Of the 24, six of the combinations did not meet or exceed the stated criterion for summative data. We are working with the Center	The AEL model mentioned earlier should improve critical thinking skills. In addition,	<table border="1"> <thead> <tr> <th>Aggregate specialization, PLO, and Time</th> <th>Met Criterion without adjustment</th> <th>Met criterion with adjustment</th> </tr> </thead> <tbody> <tr> <td>CMPT PLO-1 T1</td> <td></td> <td>X</td> </tr> <tr> <td>CMPT PLO-1 T2</td> <td></td> <td>X</td> </tr> <tr> <td>CMPT PLO-1 T3</td> <td>X</td> <td></td> </tr> <tr> <td>CMPT PLO-5 T1</td> <td></td> <td>X</td> </tr> </tbody> </table>	Aggregate specialization, PLO, and Time	Met Criterion without adjustment	Met criterion with adjustment	CMPT PLO-1 T1		X	CMPT PLO-1 T2		X	CMPT PLO-1 T3	X		CMPT PLO-5 T1		X	
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specialization that scored less than 3.5 for the summative date was reanalyzed and the average of the highest 70% was calculated.	table on the right.	for Faculty excellence and our internal curriculum committee on solutions.	case involvement consistent with the AEL model is being studied. The Center for Faculty Excellence is also studying writing effectiveness across the university. We intend to collaborate on appropriate solutions.	CMPT PLO-5 T1		
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				MNGRL PLO-5 T3		
				MNGRL2 PLO-1 T1		X
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