Graduate Degree Questionnaire
(Master’s Degree Programs)
Table #1a

Statement: Please explain your process for making necessary changes.

- Recommendations/suggestions are sent to Departmental Graduate Committee for deliberations. Graduate meets to recommend necessary changes. Recommendations from Graduate Committee are presented to members of the faculty meeting for approval. Graduate coordinator keeps abreast of new changes and submits them to the department.

- Graduate students’ offices were created. Graduate students orientation course was introduced. Meeting with graduate students as a group. Increasing grant funds to support graduate students.

- We collect data from various means above plus these additional sources: portfolio analysis, student benchmarking analysis. Faculty gathers and decides to make a change when data warrants.

- All courses in the MSM program are assessed by the university student evaluations. The scores and student comments are compiled and returned to faculty instructor. These results assist in determining student satisfaction/dissatisfaction with elements of the course, course material, pedagogical format, etc. and point to areas needing address.

- Select courses complete a student learning assessment every other year. This is usually done via a business case, comprehensive project, etc. the instructor grades the assignment and assesses the students’ strengths and weaknesses. This plan contains the instructional/pedagogical changes to be made and the implementation timeline for them (usually by the next semester the course is offered). Copies of the plan are given to the program coordinator. If necessary, discussions are held with the program director and/or other faculty in the discipline.

- Students in their last semester of the MSM program are given an internal survey questionnaire to complete. Since we have three concentrations, there are three different questionnaires each designed to be specific to the concentration. The results of these questionnaires are distributed, collected, and analyzed by the MSM program director.

- Students in their last semester complete the part time MBA exit exam provided by and graded by the Educational Testing Service. (This only occurs when we have five or more graduates that semester, since ETS, for confidentiality reasons, will not administer an exam for a program with less than five graduates. However, this
has not severely hampered our exam assessment program). Results of this examination allow us to: (1) assess student performance in individual management areas (e.g., finance, management, etc.) and compare our students' performance nationally with students from other, similar institutions.

- Students in their last semester complete the part time MBA Exit Assessment Survey administered by the Educational Benchmarking Institute. The survey provides us with feedback concerning the students' satisfaction with their MSM program, courses, professors, pedagogical methodologies, advising, fellow students' capabilities, etc. It also allows us to assess how satisfied our students are with their program compared nationally to other graduate, business programs at similar institutions.

- The Department's Academic Affairs Committee is responsible for making changes in our program.

- Programmatic changes are made through departmental curriculum. Committee based on research and data provided by each program. One the department and school approve changes, if necessary, university policy is followed.

- We are planning to have external advisory board if PhD program is approved.

- The findings from the above assessment processes are discussed at faculty meetings and appropriate actions are taken. These include the development of strategic plans that addresses those issues.

- After analyzing annual assessment results, the faculty members meet to determine what changes should be made. Changes are then formalized into a "Continuous Improvement Report" document and then implemented. This cycle is a continuous one.

- All proposed changes are presented to the faculty with supporting data (including implications for our accreditation programs – CACREP, CORE, DPI, NCAT, & SACS. Once recommendations are approved by the faculty, changes go to the school committee (when warranted) and finally the Faculty Senate. Changes are inserted in the Catalog, on the departmental website, in Student Handbooks, and on program of study forms (when appropriate).

- Feedback is sought form faculty and students; benchmark assessments are conducted to determine our program alignment with peer institutions and/or institutions with similar programs.

- Proposed changes are considered by the faculty in the department, shared with program advisory group “Critical Colleagues” and then follow the curriculum change process.
• Department initiates a proposal for change; School committees approval (both Graduate Program Committee and Curriculum Committee); School Faculty approval; Dean’s approval; University Curriculum Committee approval; Senate approval.

• In this instance, making changes is not my responsibility, but I give freely when asked for suggestions.

• The graduate committee makes recommendations for changes in the curriculum to the department chair. These changes are based on student surveys and the recommendations coming from the assessment report.

• Assessment findings are channeled to Graduate program committee, chaired by graduate program coordinator, changed are then proposed to and adopted/modified by faculty committee.

• Establish desired target outcomes, use the defined assessment instruments to evaluate the assessment results, if the assessment results are less than the established targets, action plans are implemented to achieve the established success targets.

• Changes are usually initiated by the program committee or coordinator and are concurred by the chair and graduate faculty.