DBA Longitudinal Assessment of Final Assignment Scores

| DBA Fina | ents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Cumulative average |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Average per assignment | 2015 |  | 89\% | 89\% | 88\% | 87\% | 89\% | 87\% | 95\% |  | 87\% | 87\% | 80\% |  |  |  | 88\% |
| Average per assignment | 2014 |  | 83\% | 84\% | 86\% | 84\% | 86\% | 85\% | 85\% | 87\% |  |  |  |  |  |  | 85\% |
| Average per assignment | 2013 | 81\% | 88\% | 90\% |  |  | 88\% | 85\% | 92\% | 83\% |  | 95\% | 91\% | 88\% | 88\% | 90\% | 88\% |
| Average per assignment | 2012 | 90\% | 88\% | 88\% | 87\% | 90\% | 89\% | 89\% | 86\% | 84\% | 89\% | 87\% |  |  |  |  | 88\% |
| Average per assignment | 2011 | 83\% | 85\% | 85\% | 88\% | 85\% | 88\% | 83\% | 84\% | 90\% |  |  |  |  |  |  | 86\% |
| Average per assignment | 2010 | 85\% | 83\% | 85\% | 84\% | 86\% | 85\% | 86\% | 86\% | 81\% | 81\% | 86\% |  |  |  |  | 84\% |
| Average per assignment | 2009 | 87\% | 83\% | 85\% | 87\% | 84\% | 90\% | 85\% | 85\% |  | 88\% | 90\% |  | 80\% |  |  | 86\% |
| Average per assignment | 2008 |  |  |  |  |  |  | 80\% | 81\% | 77\% | 85\% | 84\% | 86\% | 90\% |  |  | 83\% |
| Average per assignment | 2007 | 81\% | 79\% | 82\% | 83\% | 82\% | 83\% | 83\% | 83\% | 82\% | 84\% | 83\% | 79\% | 83\% | 84\% |  | 82\% |
| Average per assignment | 2006 | 73\% | 73\% | 74\% | 80\% | 80\% | 84\% | 86\% | 87\% |  |  |  |  |  |  |  | 80\% |
| Average per assignment | 2005 | 73\% | 68\% |  |  |  |  |  |  |  |  |  |  |  |  |  | 71\% |

A sample of students are followed throughout their studies; their assignments are assessed according to a specific rubric related to the program's learning objectives (this assessment has no impact on the students' grades). Column one represents the average of every sampled student's first assignment score in a given year, column two, every sampled student's second assignment score, etc. Overall, the data provide strong evidence ISM is fulfilling its learning objectives in a consistent manner and that ISM is assessing its own performance not only at the start/end of the program but throughout the program. Furthermore, the data suggests that the quality of final assignments is improving over time.


