DBA Longitudinal Assessment of Final Assignment Scores

DBA Final Assig	nments	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	2007	01/0	7578	02/J	3370	02/0	5575	3373	33/3	02/3	0478	3370	7378	03/0	3470		02,0
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.

