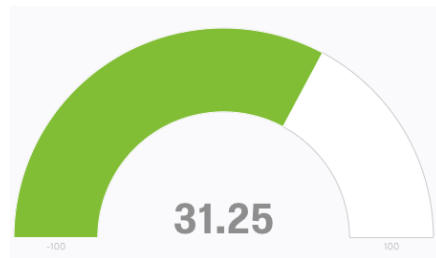


Alumni Outcomes Report

Graduate Business Program, Economics & Business Department

ACBSP STANDARD #4. Measurement and Analysis of Student Learning and Performance

Highlights



Net Promoter Score (NPS)

Value of Their Degrees: 75% Extremely or Moderately Valuable
Employers' Perceived Value of Their Degrees: 56% Extremely or Moderately Valuable
Satisfaction with Program: 94% Somewhat or Extremely Satisfied

Table of Contents

Introduction	3
Survey Administration	3
Response Rate and Respondents' Characteristics	3
Findings	4
Value of Degree and Competencies Learned	4
Observations	7
Satisfaction with the Program	7
Observations	8
Recommendations	9
Next Steps	9
Reference	9
Appendix: 2018 Survey Open-Ended Responses	10

Alumni Outcomes Report

Graduate Business Program, Economics & Business Department

ACBSP STANDARD #4. Measurement and Analysis of Student
Learning and Performance

January 4, 2018

Prepared by Lizabeth Kay Kleintop, Ph.D.

Director of Assessment and Accreditation, Economics and Business Department

Assessment Level: Summative, Program-level

Introduction

For the third year, a post-graduation survey was conducted in which new alumni of the Graduate Business Program were asked for feedback about their program of study and the impact of the program on their careers to that time. The purpose of the survey was to collect outcomes information that is indicative of the Graduate Business Program's value to alumni who are looking to achieve fulfilling careers, a specific outcome of Moravian College's mission.

The Department's learning objectives specify critical thinking, ethical foundation, global perspectives, integration of theory and practice, and communication skills as related competencies to the College's outcome of helping students achieve fulfilling careers. While not an assessment of specific student learning objectives, the post-graduation survey provides a picture of the relevancy and perceived usefulness of their completed degrees and certificates by alumni and employers.

Survey Administration

The 2018 survey was conducted using Qualtrics. Alumni from the MBA, Master of Science in Human Resource Management (MSHRM), Master of Health Administration (MHA) degree programs and related certificate programs graduating in December 2017, May 2018, and August 2018 were emailed and asked to participate; there were two follow-up emails sent. Responses to the survey were recorded from November 28, 2018, through December 17th of that year.

For the 2018 survey, most questions were maintained from the previous two years of surveys, although additional questions were added to the 2018 instrument. The 2018 instrument was reconfigured to more closely match the National Association of Colleges and Employers (NACE) post-graduation survey instrument used for Moravian College's undergraduate programs.

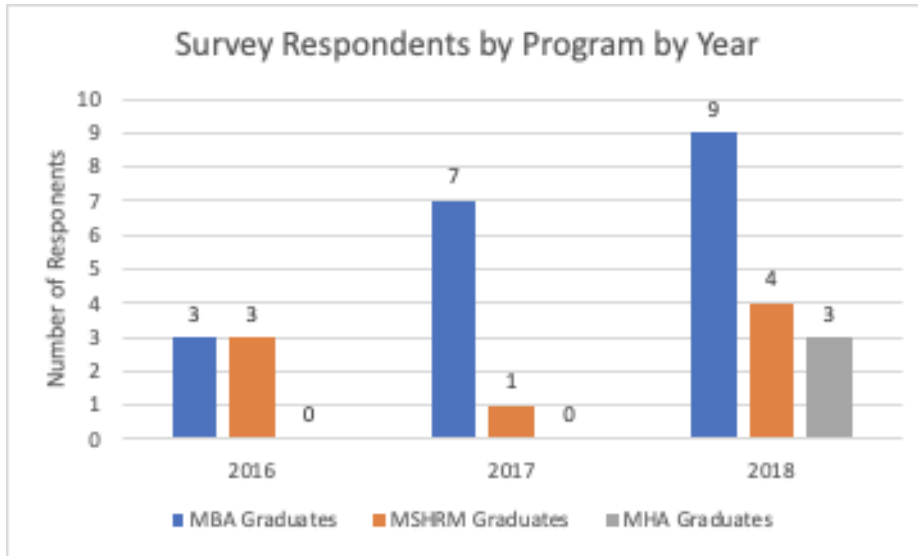
Response Rate and Respondents' Characteristics

Of the 39 alumni solicited for participation in the survey, 16 responded for a 41% rate of response. This rate compares favorably to the 44% rate of return for the 2017 instrument and is better than the 35% rate of return for the 2016 survey. Figure 1 shows the respondents' degree programs for the three survey cycles. In addition to having the most graduates with the largest number of survey respondents, the 2018 survey also had a more diverse set of respondents although there were more from the MBA program, the largest of the programs in terms of the number of matriculated students. No alumni who

earned only a certificate participated in any of the surveys although they were included in the emails sent requesting participation.

All of the respondents to the 2018 survey were employed -- 15 (93.8%) were employed full-time and one respondent was employed in a part-time capacity. Similarly, 88% of the respondents in 2017, 7 of 8, were employed full-time while one respondent was enrolled in a full-time education program. In 2016, 83% of the respondents were employed full-time and the remainder were seeking full-time employment.

Figure 1.



Findings

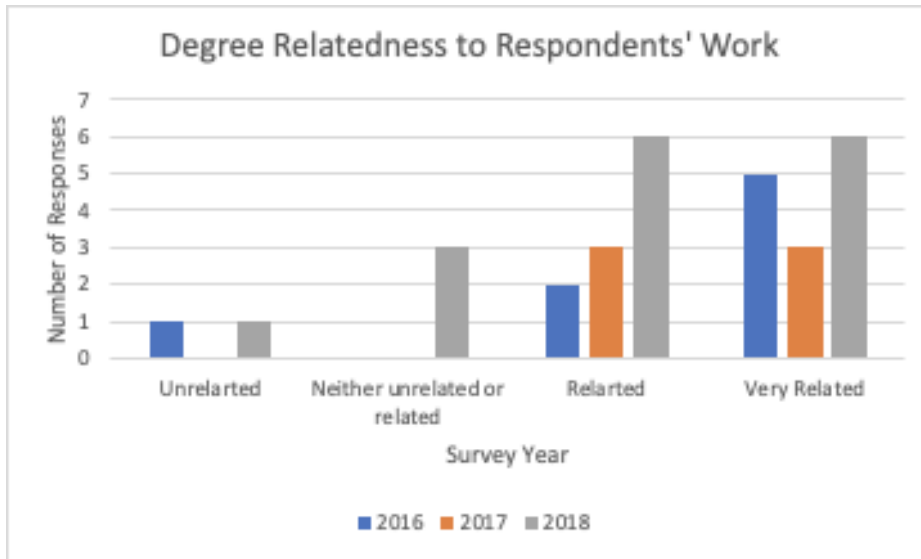
Respondents were asked questions about their degree program, the fit with their jobs, the value of their studies applied to their work as they perceive the value and their employer perceives the value, as well as their specific comments in open-ended responses about their program of study. Alumni were also asked to share their satisfaction with their program of study.

Value of Degree and Competencies Learned

Alumni were asked about the relatedness of their degree to their jobs; they ranked the relatedness from 1, Unrelated to 5, Very Related. Their responses are shown in Figure 2. While one respondent in 2016 and one in 2018 indicated the degree and their work were unrelated, two-thirds of respondents in 2018 and all in 2017 indicated their degree was related or very related to their work.

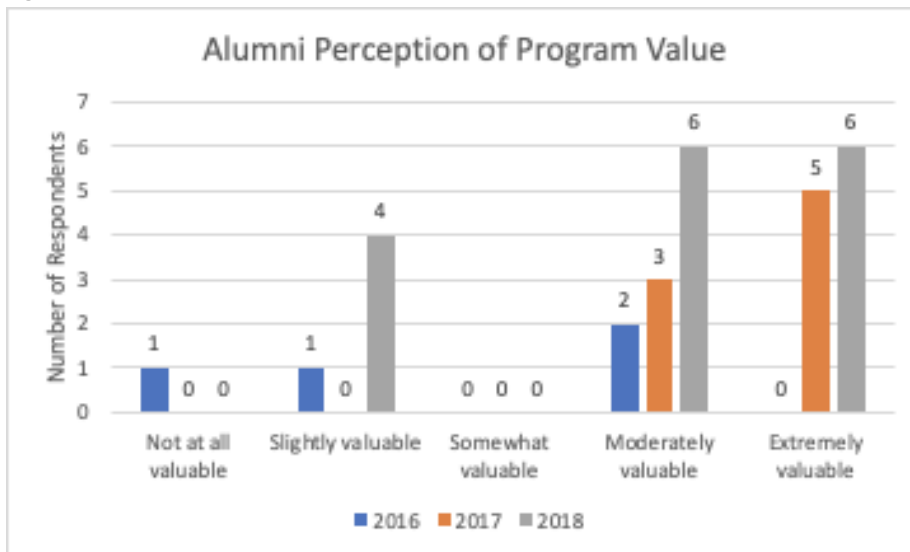
Relatedness can be one way to examine the value of a program. It may not be fully representative of the value because a student could take a program of study as a step to finding work in a new industry or discipline in which they are not yet employed. Respondents were asked directly to rate their perceptions of the value of their Moravian graduate program on a five-point scale, 1, Not at All Valuable to 5, Extremely Valuable. Their responses are shown in Figure 3.

Figure 2.



The 2016 survey responses indicated two alumni perceiving no or only slight value to their programs of study. Four (25%) in the 2018 survey perceived slight value to their studies. The rest of the respondents in 2018, as well as in 2017, perceived moderate or extreme value in their programs of study. The data shown in Figure 3 is a mixture of results. The 2017 data show 100% of the respondents rated their programs as moderately or extremely valuable while 75% of the 2018 respondents rated their programs as moderately or extremely valuable. These are small data sets and these differences may be caused by the small number of respondents.

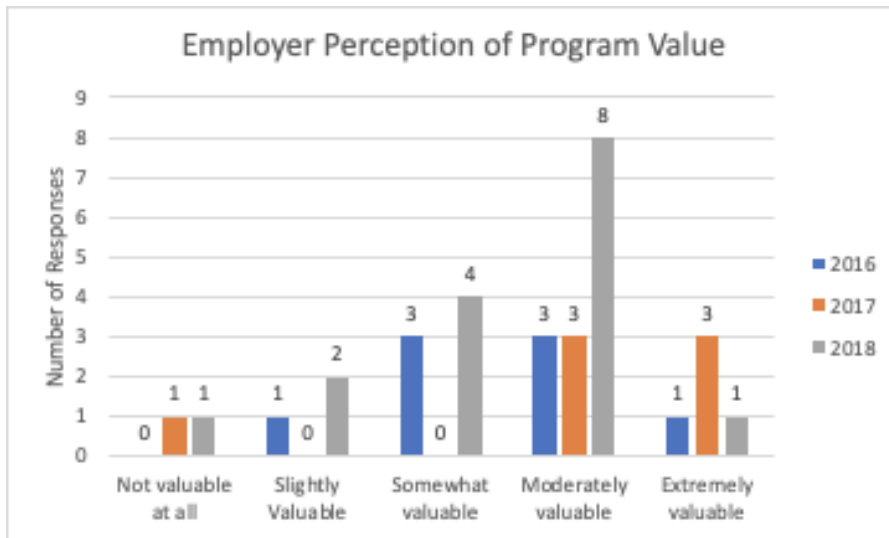
Figure 3.



Another look at the value of their graduate degree was to ask alumni what value their employers perceived in the graduate degrees. Figure 4 reports employers' perceptions of the degree over the last three years. A five-point scale was used to collect the data from 1 'Not Valuable at All' to 5 'Extremely Valuable'. In 2018, nine respondents reported that their employers perceived their degree to be moderately or extremely valuable, 56% of the total respondents. While not as high as the similar rating

for 2017 (75%) but higher than the 2016 rating (50%), it is a positive indicator for the Graduate Business Programs of the program's value in the labor market. The measurement of employer perceptions comes from asking alumni not employers to rank the value of the programs. There could be bias introduced in the way the question is asked. The results should be viewed with some caution.

Figure 4.



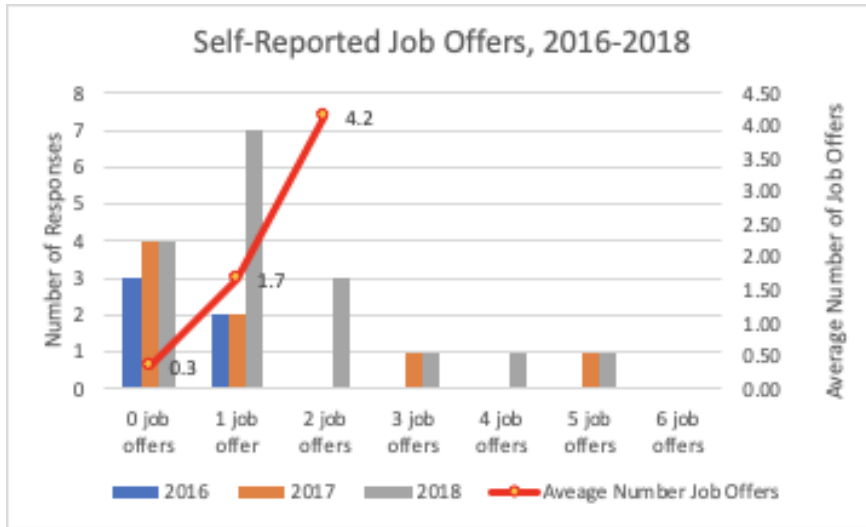
Finally, alumni were asked to share the number of job offers they received since graduation, from their current employer or others. Figure 5 reports their responses. On average, the trend is upwards for the number of jobs offered reported by alumni. The red line in Figure 5 shows three data points -- 2016, 2017, 2018 -- for the average number of job offers reported by respondents. That average reached 4.2 offers per respondent in 2018, up significantly from 2017 (2.2 offers per respondent) and 2016 (0.3 offers per respondent). As shown in Figure 5, the modal response for 2016 and 2017 was no job offers. That changed in 2018 when the modal response was one job offer per respondent. Alumni were more likely to receive multiple job offers after their 2018 graduation than in previous years. Of the 16 respondents, six 2018 graduates (38%) received 2 or more job offers.

Alumni were asked to comment on what they found valuable in the graduate program. Their responses back up the quantitative results of the survey. Alumni responses included:

- *The program at Moravian has been an extremely meaningful experience for me. It has helped to grow professionally, but also personally. I have had the opportunity to consider thoughts and ideas that I do not believe I would have been exposed to without my participation in the program. I have learned so much from professors and fellow students alike. I found Moravian to be a welcoming environment and always felt that I could comfortably share my thoughts and ideas in the classroom. I found the professors to be challenging and encouraging. I feel so lucky to have had the opportunity to participate in the MSHRM program at Moravian. Thank you!*
- *Overall, the program really exercised my intellect, ignited my curiosity, and invoked a habit of self-reflection.*
- *I haven't yet pursued new opportunities because I enjoy everything about my current job status except the pay. When I do decide to pursue other opportunities I know I'll feel confident in my abilities.*
- *Overall, the program really exercised my intellect, ignited my curiosity, and invoked a habit of self-reflection.*

- *Met some great people and was able to learn under great professors that all brought different philosophies and real world/business experiences to the classroom.*

Figure 5.



- *Exposure to new ideas, new people, personal interactions.*
- *Networking and when Professors and classmates had real world experience. Also, being able to do projects in class that directly related to a project at work.*

The full set of alumni responses to open-ended questions can be found in the appendix.

Observations

The three-year survey results show positive trends in the value perceived of the graduate degrees. The results benefited from higher response rates in the last two years and a larger number of graduates in 2018 than in the previous years. The larger numbers for 2018 provide for a richer, though incomplete, picture of the value of the programs.

Alumni graduating in 2018 generally found their programs of study to be related to their job and to be valuable for their careers. They reported job offers since graduation data supporting the value of the degree programs. It must be noted that the labor market was very tight in 2018 and may have provided alumni with greater opportunities for job offers even without a graduate degree. The high-value ranking of the degree programs by alumni in 2018 does suggest that the value returned from their studies was justified by job offers they received.

Alumni responses suggest employers, too, found value in their studies. While a positive response for the graduate degree programs, there is room to improve the perceptions of the value of the programs by employers.

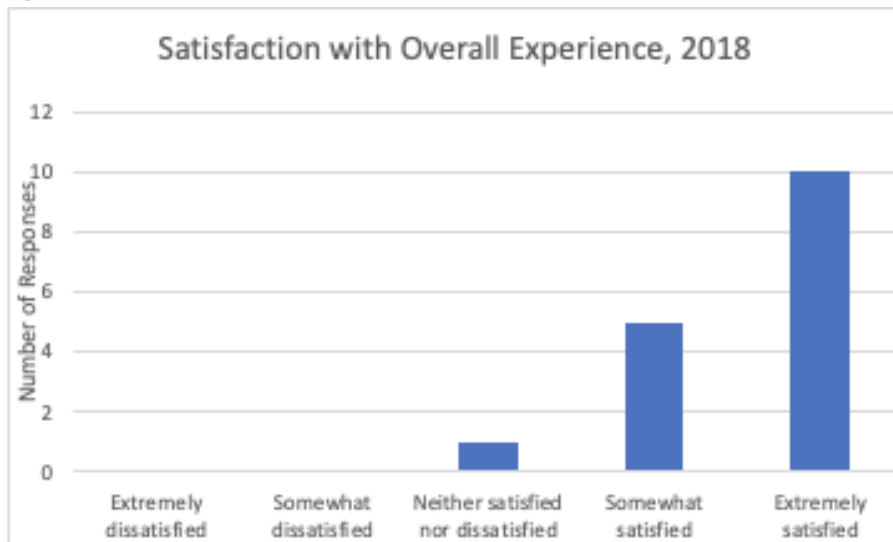
Satisfaction with the Program

In the 2017 and 2018 surveys, alumni were asked to rate their overall satisfaction with their graduate experience at Moravian College. In 2017, alumni were asked to respond they were satisfied (37.5%) or very satisfied (62.5%). In the 2018 instrument, alumni were asked about their satisfaction with the

programs in two questions -- one requiring a response on the five-point scale, Extremely Dissatisfied to Extremely Satisfied, and the other on an 11 point scale, 0 to 10, for calculating a net promoter score.

Figure 6 provides the results of the satisfaction question for overall experience from the 2018 survey of alumni. One alumni responded as neither satisfied nor dissatisfied while the remainder were somewhat satisfied (5) or extremely satisfied (10); 94% of alumni were somewhat or extremely satisfied with their program.

Figure 6.



Alumni were asked in the survey “How likely are you to recommend Moravian to friends or colleagues?” The responses were used to create a net promoter score (NPS) by taking the percentage of promoters (those responding with a 9 or 10) and subtracting the percentage of respondents who were detractors (those responding with a 6 or less). The result of this calculation falls in the range -100% to 100% with a positive percentage indicating a better customer experience. NPS scores are highly correlated with customer experiences; organizations that lead in customer experience have NPS scores on average 21 points higher than organizations that lag in customer experience (Temkin Group, 2018).

The NPS from alumni was 31.3% indicating that alumni are more likely than not to recommend our program to others. The Temkin Group (2018) reported NPS scores by industry with industry averages ranging from an NPS of 0 to 39 and individual organization scores ranging from -16 to 51. The Graduate Business Program NPS score of 31.3% falls approximately in the middle of the reported range and ranks with the industry averages for Computer & Tablet Makers and Insurance Carriers.

Observations

Both satisfaction scores are positive outcomes for the Graduate Business Program. The scores suggest alumni are satisfied with their experiences in the graduate program. Responses to open-ended questions that are listed in the appendix generally support this conclusion. Those responses, though, remind us that there is always room for improvement. There are specific suggestions about program content and delivery included in the appendix that should be considered in strategic planning for and curriculum reviews of graduate programs.

Recommendations

1. Employer perceptions of the value of the graduate degrees appear to be high in the responses discussed above. However, there is also room for improvement. Recently, faculty have been meeting with employers to discuss graduate curriculum in supply chain management and analytics. Summaries of the meetings have been recorded for planning purposes. These meetings should continue across the graduate curriculum. The meetings have the benefit of keeping faculty updated with what is happening in an industry, as well as introducing our programs to employers. The program uses professionally qualified instructors for some classes. These individuals could be the focus of discussion sessions to gather knowledge from them about industry changes that could be incorporated into curriculum planning.
2. The open-ended responses in the appendix show that alumni saw value in networking opportunities while they were students. The Graduate Business Program should continue to develop the networking opportunities available to students as has been happening this year.
3. Alumni state in their open-ended responses that they found value in working on projects with organizations and having the opportunity to participate in programs with business professionals. The use of projects has increased in some classes, however, there are opportunities for more classes to use projects. The Department should look to alumni and the community for project opportunities to add to classes beyond capstone and analytics classes to give students the “real world” experiences they are looking for and to increase their networking opportunities.
4. Some alumni commented in the open-ended responses about the lack of consistency by faculty in using rubrics and online discussions. This was also commented upon by current students in the 2018 student satisfaction survey. The director of the graduate programs should consider providing training to faculty, especially adjunct faculty, in the use of rubrics and online discussions.

Next Steps

1. The Director of the Graduate Business Programs (DGBP) and Director of Assessment and Accreditation meet to discuss the reports. The DGBP should consider the alumni feedback in upcoming curriculum and program reviews.
2. The outbound dataset that this report is based on is a snapshot at the end of the program, after graduation. A better approach to understanding program outcomes would come from the development of an entrance survey to be given to incoming students to gather data to be matched with the outbound data from the alumni survey. The Director of Assessment and Accreditation should consider developing an entrance survey to gather the pre-test data for future use.

Reference

Tempkin Group. (2018). Net Promoter Score Benchmark Study, 2018. Retrieved from <https://temkingroup.com/product/net-promoter-score-benchmark-study-2018/>.

Appendix: 2018 Survey Open-Ended Responses

Question: What did you personally find most beneficial in our program toward your current position?

- Flexible and convenient. Great instructors and great opportunity for peer collaborations.
- Liz Kleintop
- Overall, the program really exercised my intellect, ignited my curiosity, and invoked a habit of self-reflection.
- Met some great people and was able to learn under great professors that all brought different philosophies and real world/business experiences to the classroom.
- I haven't yet pursued new opportunities because I enjoy everything about my current job status except the pay. When I do decide to pursue other opportunities I know I'll feel confident in my abilities.
- Meeting and networking with other students which can lead to new opportunities.
- Networking, technical[sic] knowledge, presentation skill development.
- Exposure to new ideas, new people, personal interactions
- Networking opportunities and forming connections
- Networking and when Professors and classmates had real world experience. Also, being able to do projects in class that directly related to a project at work.
- Learning from my peers
- Networking and capstone course
- The program at Moravian has been an extremely meaningful experience for me. It has helped to grow professionally, but also personally. I have had the opportunity to consider thoughts and ideas that I do not believe I would have been exposed to without my participation in the program. I have learned so much from professors and fellow students alike. I found Moravian to be a welcoming environment and always felt that I could comfortably share my thoughts and ideas in the classroom. I found the professors to be challenging and encouraging. I feel so lucky to have had the opportunity to participate in the MSHRM program at Moravian. Thank you!
- Leadership courses
- The flexibility in schedule ie. night classes and weekend classes.

Question: Do you have any recommendations or suggestions for our business programs?

- More flexibility with when courses are offered. More involvement from advisors in terms of guiding and keeping students on track and with mapping the program.
- Continue bringing students in contact with real businesses and professionals. Whether it be the Capstone project or panel discussions. Keep building relationships with companies and make stronger recruiting connections. Mars Candy, for example, has a ton of Moravian grads but I never noticed much of a recruiting pull from them. I think setting up connections like that with businesses will lure in more students to the program.
- Start, stop, and continue straight from Disney. I sound like a cheerleader for the program but I enjoyed every single class and professor I had as well as all of my classmates I met. Corporate

Finance was my most difficult challenge but I'm glad I had that course for personal knowledge. I still feel a bit weak in finance but I wanted a marketing based MBA not a quantitative program.

- The decision analysis course with an emphasis on R on a waste for me. System is outdated in my opinion.
- Loved Dr. Egan's classes. They all have great value in my current job.
- Continue with hands-on, real-world experience/interaction
- Start putting more benefits information in the Comp and Benefits class.
- Start offering a capstone for MSHRM students since the Capstone is not always relevant to our major. Stop thinking that the Capstone course is the most immersive class, because for me Strategic HR Management was my favorite and most helpful class. Continue challenging your students.
- Start mandatory Disney or like courses, stop inability to miss classes (maybe offer more online flexibility), continue offering 8 week semester courses.
- While I understand that an online portion of the curriculum is required, I feel that perhaps this could be better utilized. At times I felt I was writing in a blog or discussion just to meet a requirement without providing as meaningful discussion as I would have liked. I found the assignments that provided an opportunity to answer a question independently (given the format) were more meaningful. The best discussions happen in the classroom! This was my favorite part of the program. I always looked forward to attending classes and having the opportunity to learn from others.
- Start adding grant writing and ensuring each professor uses a rubrik[sic] for projects.