Annual Report – Accredited Member

Institution: Felician College
Academic Business Unit: School of Business
Academic Year: 2013-14
IACBE ANNUAL REPORT
For Academic Year: 2013-14

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution’s Name: Felician College
Institution’s Address: 262 South Main Street
City and State or Country: Lodi, NJ Zip or Postal Code 07644
Name of Submitter: Dr. Beth Castiglia
Title: Dean, School of Business
Your Email Address: castigliab@felician.edu

Telephone (with country code if outside of the United States): 201-559-3569
Type of Institution: Private Nonprofit
Date of Submission: October 31, 2014
Total Headcount Enrollment of the Institution for 2013-14: 1,933

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:
   Name: Dr. Anne Prisco
   Title: President
   Highest Earned Degree: Ph.D.
   Email: priscoa@felician.edu
   Telephone (with country code if outside of the United States): 201-559-6022
   Fax (with country code if outside of the United States): 973-365-0998
   Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:
   Name: Dr. Edward Ogle
   Title: Vice President of Academic Affairs
   Highest Earned Degree: Ed.D.
   Email: oglee@felician.edu
   Telephone (with country code if outside of the United States): 201-559-6096
   Fax (with country code if outside of the United States): 201-559-6188
   X Check here if this represents a change from the previous year.
3. Provide the following information pertaining to the current head of your academic business unit:

Name: Dr. Beth Castiglia
Title: Dean, School of Business
Highest Earned Degree: Ph.D.
Email: castigliab@felician.edu
Telephone (with country code if outside of the United States): 201-559-3569
Fax (with country code if outside of the United States): 201-559-3328

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: 
Title: 
Highest Earned Degree: 
Email: 
Telephone (with country code if outside of the United States): 
Fax (with country code if outside of the United States): 

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. David Turi
Title: Associate Dean of The School of Business
Highest Earned Degree: Ph.D.
Email: turid@felician.edu
Telephone (with country code if outside of the United States): 201-559-3327
Fax (with country code if outside of the United States): 201-559-3328

Check here if this represents a change from the previous year.
Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?  
   2020 Year

2. When is your next reaffirmation of IACBE accreditation site visit?  
   2017 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

   (Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on “About”
   2. Click on “Accreditation”
   3. Click on “IACBE Accreditation”

   etc.)

   1. Click on “About”
   2. Click on “Accreditation”
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 
   9. 
   10. 

4. Provide the website path to the page containing your public disclosure of student learning results:

   (Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on “Academics”
   2. Click on “School of Business”
   3. Click on “IACBE Accreditation”

   etc.)

   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 
   9. 
   10. 
5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

<table>
<thead>
<tr>
<th>Commissioners’ Notes</th>
<th>Action Already Taken</th>
<th>Action Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Programmatic Information**

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2013-14</th>
<th>Number of Degrees Conferred 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Liberal Arts- Concentration in Business</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>BA Marketing/Management</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>BS Accounting</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>BS Business Administration</td>
<td>92</td>
<td>35</td>
</tr>
<tr>
<td>BS Healthcare Administration</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>BS Management</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>BS Marketing</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>MS Healthcare Administration</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals for All Programs Combined</strong></td>
<td><strong>285</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

*(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)*

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   - X No.
   - ___ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Country or Countries</th>
<th>Partner Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Did you terminate any IACBE-accredited business programs during the reporting year?

   - ___ No.
   - X Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Country or Countries</th>
<th>Partner Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terminated Programs</td>
<td>Termination Plan</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>BA in Management/Marketing</td>
<td>Starting immediately, no students will be matriculated into the program. The students currently in the BA program will complete their degrees by taking courses that are already offered in other BS degrees. This does not require any changes to the students’ original control sheets. The last graduates are expected to complete their BA degree by approximately 2017.</td>
<td></td>
</tr>
</tbody>
</table>

4. Were changes made in any of your IACBE-accredited business programs during the reporting year?  
   (Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

   ____ No.

   X Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

   ____ No.

   ___ Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

<table>
<thead>
<tr>
<th>New Programs</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

   ____ No.

   X Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
7. Did you establish any new locations/instructional sites during the reporting year?

X No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>New Locations/Instructional Sites</th>
<th>Programs Offered</th>
<th>25% or More of Total SCH?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

X No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?
   
   X Yes. If yes, proceed to item 2 below.
   
   ____ No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students’ transcripts, diplomas, diploma supplements, or other official records of program completion?
   
   X Yes. If yes, proceed to item 3 below.
   
   ____ No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?
   
   X Yes. If yes, proceed to item 4 below.
   
   ____ No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?
   
   X The outcomes assessment plan that we have previously submitted is still current.
   
   ____ Changes have been made and the revised plan is attached.
   
   ____ We have made changes and the revised plan will be sent to the IACBE by: ____________________________

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

   An example of a completed form can be found in a separate document that is available for download on the IACBE’s website at: www.iacbe.org/accreditation-documents.asp.

   Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

   Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational
Outcomes,” do not add or delete columns. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance targets/criteria are the measurable objectives associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance targets/criteria are the measurable objectives associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance target might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.
Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.
## Section I: Student Learning Assessment

<table>
<thead>
<tr>
<th>School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Assessment for the Bachelor of Science/Bachelor of Arts</strong></td>
</tr>
</tbody>
</table>

### General Program Intended Student Learning Outcomes (General Program ISLOs)

1. Demonstrate proficiency in accounting.
2. Demonstrate proficiency in management.
3. Demonstrate proficiency in marketing.
4. Demonstrate proficiency in finance.
5. Demonstrate proficiency in economics.
6. Demonstrate competence in critical reasoning.
7. Demonstrate competence in effective communication.
8. Demonstrate competence in teamwork.
10. Demonstrate competence in ethical decision making.
11. Demonstrate competence in personal accountability.

### Intended Student Learning Outcomes: BS Business Administration

1. Demonstrate proficiency in management.
2. Demonstrate proficiency in marketing.

### Intended Student Learning Outcomes: BS Accounting

1. Demonstrate proficiency in accounting.
3. **Intended Student Learning Outcomes: BS Management**

1. *Demonstrate proficiency in management.*

2. 

3. 

2. **Intended Student Learning Outcomes: BS Marketing**

1. *Demonstrate proficiency in marketing.*

2. 

3. 

3. **Intended Student Learning Outcomes: BA Management and Marketing**

1. *Demonstrate proficiency in management.*

2. *Demonstrate proficiency in marketing.*

3. 

### Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:

<table>
<thead>
<tr>
<th>Direct Measures of Student Learning:</th>
<th>Performance Targets/Criteria (Objectives) for Direct Measures:</th>
</tr>
</thead>
</table>
| 1. *Demonstrate proficiency in accounting.* | *Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Accounting.*  
**General Program ISLOs Assessed by this Measure:** 1  
**BS Accounting ISLOs Assessed by this Measure:** 1 |
| 2. *Demonstrate proficiency in management.* | *Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Management.*  
**General Program ISLOs Assessed by this Measure:** 2  
**BS Business Administration ISLOs Assessed by this Measure:** 1  
**BS Management ISLOs Assessed by this Measure:** 1  
**BA Management/Marketing ISLOs Assessed by this Measure:** 1  
**Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for management assignment* |
| 3. **Demonstrate proficiency in marketing.** | Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Marketing.  
Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for marketing assignment |
| General Program ISLOs Assessed by this Measure: 3  
BS Business Administration ISLOs Assessed by this Measure: 2  
BS Marketing ISLOs Assessed by this Measure: 1  
BA Management/Marketing ISLOs Assessed by this Measure: 2 |
| 4. **Demonstrate proficiency in finance.** | Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Finance.  
Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for finance assignment |
| General Program ISLOs Assessed by this Measure: 4 |
| 5. **Demonstrate proficiency in economics.** | Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Economics.  
Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for economics assignment |
| General Program ISLOs Assessed by this Measure: 5 |
| 6. **Demonstrate competence in critical reasoning.** | Direct Measurement 1: * Portfolio in LiveText: 80% of all students advance at least one level on their critical reasoning rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.  
Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on critical reasoning rubric. |
| General Program ISLOs Assessed by this Measure: 6 |
| 7. **Demonstrate competence in effective communication.** | Direct Measurement 1: *Portfolio in LiveText: 80% of all students advance at least one level on their effective communication rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.  
Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on effective communication rubric. |
| General Program ISLOs Assessed by this Measure: 7 |
| 8. **Demonstrate competence in teamwork.** | Direct Measurement 1: *Portfolio in LiveText: 80% of all students advance at least one level on their teamwork rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation. |
| General Program ISLOs Assessed by this Measure: 8 |
### Direct Measurement 1: Portfolio in LiveText
- **9. Demonstrate competence in quantitative reasoning.**
  - 80% of all students advance at least one level on their quantitative reasoning rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.
- **10. Demonstrate competence in ethical decision making.**
  - 80% of all students advance at least one level on their ethical decision making rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.
- **11. Demonstrate competence in personal accountability.**
  - 80% of all students advance at least one level on their personal accountability rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.

### Direct Measurement 2: Case study assignment in capstone course, scored via rubric
- **80% of all students score at level 3 or above on teamwork rubric.**
- **80% of all students score at level 3 or above on quantitative reasoning rubric.**
- **80% of all students score at level 3 or above on ethical decision making rubric.**
- **80% of all students score at level 3 or above on personal accountability rubric.**

### Indirect Measures of Student Learning

#### Assessment Instruments for Intended Student Learning Outcomes

**Indirect Measures of Student Learning:**

1. **Demonstrate proficiency in accounting.**
   - 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in accounting.”

2. **Demonstrate proficiency in management.**
   - 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply accounting principles to real life situations.”

**Performance Targets/Criteria (Objectives) for Indirect Measures:**

1. Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in accounting.”
2. Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply accounting principles to real life situations.”
<table>
<thead>
<tr>
<th>Demonstrate proficiency in marketing.</th>
<th>General Program ISLOs Assessed by this Measure: 3</th>
<th>“strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Business Administration ISLOs Assessed by this Measure: 2</td>
<td>Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply management principles to real life situations.”</td>
<td></td>
</tr>
<tr>
<td>BS Marketing ISLOs Assessed by this Measure: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Management/Marketing ISLOs Assessed by this Measure: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in finance.</td>
<td>General Program ISLOs Assessed by this Measure: 4</td>
<td>“strongly agree” with the statement, “This program has made me comfortable with my level of competence in finance.”</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BS Business Administration ISLOs Assessed by this Measure: 2</td>
<td>Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply financial principles to real life situations.”</td>
<td></td>
</tr>
<tr>
<td>BS Marketing ISLOs Assessed by this Measure: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Management/Marketing ISLOs Assessed by this Measure: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in economics.</td>
<td>General Program ISLOs Assessed by this Measure: 5</td>
<td>“strongly agree” with the statement, “This program has made me comfortable with my level of competence in economics.”</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BS Business Administration ISLOs Assessed by this Measure: 2</td>
<td>Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply economics principles to real life situations.”</td>
<td></td>
</tr>
<tr>
<td>BS Marketing ISLOs Assessed by this Measure: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Management/Marketing ISLOs Assessed by this Measure: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in critical reasoning.</td>
<td>General Program ISLOs Assessed by this Measure: 6</td>
<td>“strongly agree” with the statement, “This program has enhanced my critical reasoning.”</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BS Business Administration ISLOs Assessed by this Measure: 2</td>
<td>Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient critical reasoning skills to appropriately analyze most business situations.”</td>
<td></td>
</tr>
<tr>
<td>BS Marketing ISLOs Assessed by this Measure: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Management/Marketing ISLOs Assessed by this Measure: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in effective communication.</td>
<td></td>
<td>“strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”</td>
</tr>
</tbody>
</table>

**Table:**

<table>
<thead>
<tr>
<th>Measure</th>
<th>General Program ISLOs Assessed by this Measure: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Business Administration ISLOs Assessed by this Measure: 1</td>
<td></td>
</tr>
<tr>
<td>BS Management ISLOs Assessed by this Measure: 1</td>
<td></td>
</tr>
<tr>
<td>BA Management/Marketing ISLOs Assessed by this Measure: 1</td>
<td></td>
</tr>
</tbody>
</table>

**Indirect Measurement 1:** Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”

**Indirect Measurement 2:** Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply management principles to real life situations.”
| **General Program ISLOs Assessed by this Measure:** | **Indirect Measurement 1:** Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my teamwork.”  
Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient teamwork skills to work effectively in most business situations.” |
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<tbody>
<tr>
<td><strong>8. Demonstrate competence in teamwork.</strong></td>
<td><strong>9. Demonstrate competence in quantitative reasoning.</strong></td>
</tr>
<tr>
<td>General Program ISLOs Assessed by this Measure: 8</td>
<td>General Program ISLOs Assessed by this Measure: 9</td>
</tr>
</tbody>
</table>
| **Indirect Measurement 1:** Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my effective communication.”  
Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe my communication skills are sufficient for me to be successful in a business environment.” |
| **10. Demonstrate competence in ethical decision making.** | **11. Demonstrate competence in personal accountability.** |
| General Program ISLOs Assessed by this Measure: 10 | General Program ISLOs Assessed by this Measure: 11  
BS Marketing ISLOs Assed by this Measure: 11 |
| **Indirect Measurement 1:** Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my ethical decision making.”  
Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient ethical decision making skills to appropriately analyze most business situations.” |
| **Assessment Results:** General Program (Business Core) |
**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Demonstrate proficiency in accounting.**
   
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for accounting.
   
   Core ISLOs: 1
   - CORE ISLO 1 (Total Students) 7/43 (16%)
   
   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for accounting assignment.
   
   Core ISLOs: 1
   - CORE ISLO 1 (Total Students) 40/51 (78%)

2. **Demonstrate proficiency in management.**
   
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for management.
   
   Core ISLOs: 2
   - CORE ISLO 2 (Total Students) 10/43 (23%)
   
   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for management assignment.
   
   Core ISLOs: 2
   - CORE ISLO 2 (Total Students) 40/51 (78%)

3. **Demonstrate proficiency in marketing.**
   
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for marketing.
   
   Core ISLOs: 3
   - CORE ISLO 3 (Total Students) 9/43 (21%)
   
   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for marketing assignment.
   
   Core ISLOs: 3
   - CORE ISLO 2 (Total Students) 40/51 (78%)

4. **Demonstrate proficiency in finance.**
Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for finance.
Core ISLOs: 4
- CORE ISLO 4 (Total Students) 4/43 (9%)  

Direct Measurement 2 – 80% of students score at level 3 on critical reasoning rubric for finance assignment
Core ISLOs: 4
- CORE ISLO 4 (Total Students) 40/51 (78%)

5. **Demonstrate proficiency in economics.**
   
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for economics.
Core ISLOs: 5
- CORE ISLO 5 (Total Students) 3/43 (7%)  

Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for economics assignment
Core ISLOs: 5
- CORE ISLO 5 (Total Students) 40/51 (78%)

6. **Demonstrate competence in critical reasoning.**

   Direct Measurement 1 – Portfolio in LiveText - 80% of all students advance at least one level on their critical reasoning rubric between freshmen and senior years.
Core ISLOs: 6
- CORE ISLO 6 (Total Students) 10/14 (71%)  

Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric.
Core ISLOs: 6
- CORE ISLO 6 (Total Students) 40/51 (78%)

7. **Demonstrate competence in effective communication.**
### Direct Measurement 1 – Portfolio in LiveText
- 80% of all students advance at least one level on their effective communication rubric between freshmen and senior years.

**Core ISLOs:** 7
- **CORE ISLO 7 (Total Students)**: 7/11 (64%)

### Direct Measurement 2 – Case Study
- 80% of students score at level 3 on effective communication rubric.

**Core ISLOs:** 7
- **CORE ISLO 7 (Total Students)**: 24/51 (47%)

### Core ISLO 7
8. **Demonstrate competence in teamwork.**

**Direct Measurement 1 – Portfolio in LiveText**
- 80% of all students advance at least one level on their teamwork rubric between freshmen and senior years.

**Core ISLOs:** 8
- **CORE ISLO 8 (Total Students)**: 2/2 (100%)

**Direct Measurement 2 – Case Study**
- 80% of students score at level 3 on teamwork rubric.

**Core ISLOs:** 8
- **CORE ISLO 8 (Total Students)**: 51/51 (100%)

### Core ISLO 8
9. **Demonstrate competence in quantitative reasoning.**

**Direct Measurement 1 – Portfolio in LiveText**
- 80% of all students advance at least one level on their quantitative rubric between freshmen and senior years.

**Core ISLOs:** 9
- **CORE ISLO 9 (Total Students)**: 10/14 (71%)

**Direct Measurement 2 – Case Study**
- 80% of students score at level 3 on quantitative reasoning rubric.

**Core ISLOs:** 9
- **CORE ISLO 9 (Total Students)**: Not Assessed
10. *Demonstrate competence in ethical decision making.*

**Direct Measurement 1 – Portfolio in LiveText** - 80% of all students advance at least one level on their ethical decision making rubric between freshmen and senior years.

Core ISLOs: 10
- CORE ISLO 10 (Total Students) 0/2 (0%)

**Direct Measurement 2 – Case Study** - 80% of students score at level 3 on ethical decision making reasoning rubric.

Core ISLOs: 10
- CORE ISLO 10 (Total Students) 30/50 (60%)

11. *Demonstrate competence in personal accountability.*

**Direct Measurement 1 – Portfolio in LiveText** - 80% of all students advance at least one level on their personal accountability rubric between freshmen and senior years.

Core ISLOs: 11
- CORE ISLO 11 (Total Students) 1/2 (50%)

**Direct Measurement 2 – Case Study** - 80% of students score at level 3 on personal accountability reasoning rubric.

Core ISLOs: 11
- CORE ISLO 11 (Total Students) Not Assessed

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. *Demonstrate proficiency in accounting.*

**Indirect Measurement 1 – Senior Student Survey** – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in accounting.”

Core ISLOs: 1
- CORE ISLO 1 (Total responses) 29/38 (76%)

**Indirect Measurement 2 – Capstone Course Evaluations** – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply accounting principles to real life situations.”

Core ISLOs: 1
- CORE ISLO 1 (Total responses) 26/38 (68%)
2. **Demonstrate proficiency in management.**

   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in management.”

   Core ISLOs: 2
   - CORE ISLO 2 (Total responses) 35/38 (92%)

   Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply management principles to real life situations.”

   Core ISLOs: 2
   - CORE ISLO 2 (Total Responses) 25/38 (66%)

3. **Demonstrate proficiency in marketing.**

   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in marketing.”

   Core ISLOs: 3
   - CORE ISLO 3 (Total Responses) 36/38 (94%)

   Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.”

   Core ISLOs: 3
   - CORE ISLO 3 (Total Responses) 24/38 (63%)

4. **Demonstrate proficiency in finance.**

   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in finance.”

   Core ISLOs: 4
   - CORE ISLO 4 (Total Responses) 32/38 (85%)

   Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply financial principles to real life situations.”

   Core ISLOs: 4
   - CORE ISLO 4 (Total Responses) 23/38 (60%)
5. **Demonstrate proficiency in economics.**
   
   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in economics.”
   
   Core ISLOs: 5
   - CORE ISLO 5 (Total Responses) 34/38 (90%)

   Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply economic principles to real life situations.”
   
   Core ISLOs: 5
   - CORE ISLO 5 (Total Responses) 19/37 (51%)

6. **Demonstrate proficiency in critical reasoning.**
   
   Indirect Measurement 1 – Senior Student Survey – 90% of students agree or strongly agree with the statement, “This program has enhanced my critical reasoning.”
   
   Core ISLOs: 6
   - CORE ISLO 6 (Total Responses) 36/38 (94%)

   Indirect Measurement 2 – Capstone Course Evaluations – 90% of students agree or strongly agree with the statement, “I believe that I have sufficient critical reasoning skills to appropriately analyze most business situations.”
   
   Core ISLOs: 6
   - CORE ISLO 6 (Total Responses) 25/36 (70%)

7. **Demonstrate proficiency effective communication.**
   
   Indirect Measurement 1 – Senior Student Survey – 90% of students agree or strongly agree with the statement, “This program has enhanced my effective communication.”
   
   Core ISLOs: 7
   - CORE ISLO 7 (Total Responses) 35/38 (92%)

   Indirect Measurement 2 – Capstone Course Evaluations – 90% of students agree or strongly agree with the statement, “I believe my communication skills are sufficient for me to be successful in a business environment.”
   
   Core ISLOs: 7
   - CORE ISLO 7 (Total Responses) 25/37 (68%)

8. **Demonstrate proficiency in teamwork.**
<table>
<thead>
<tr>
<th>Indirect Measurement 1 – Senior Student Survey – 90% of students agree or strongly agree with the statement, “This program has enhanced my teamwork.”</th>
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<td>Core ISLOs: 8</td>
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<tr>
<td>• CORE ISLO 8 (Total Responses) 35/38 (92%)</td>
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<th>Indirect Measurement 2 – Capstone Course Evaluations – 90% of students agree or strongly agree with the statement, “I believe I have sufficient teamwork skills to work effectively in most business situations.”</th>
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<tr>
<th>11. Demonstrate proficiency in personal accountability.</th>
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</table>
| Indirect Measurement 1 – Senior Student Survey – 90% of students agree or strongly agree with the statement, “This program has enhanced my 
personal accountability.”
Core ISLOs: 11
- CORE ISLO 11 (Total Responses) 36/38 (95%)

Indirect Measurement 2 – Capstone Course Evaluations – 90% of students agree or strongly agree with the statement, “I believe that my level of personal accountability is sufficient for me to be successful in most business situations.”
Core ISLOs: 11
- CORE ISLO 11 (Total Responses) 26/37 (70%)

### Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
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<tbody>
<tr>
<td>General Program ISLOs</td>
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<tr>
<td></td>
<td>Direct Measure 1: Major Field Test</td>
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<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
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<tr>
<td>1. Demonstrate proficiency in accounting.</td>
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<tr>
<td>Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Accounting.</td>
<td>Not Met</td>
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<tr>
<td>Direct Measurement 2: Accounting assessment in capstone course: 80% score at level 3 on critical reasoning rubric for accounting assignment</td>
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<tr>
<td>Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has</td>
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made me comfortable with my level of competence in accounting.”

Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply accounting principles to real life situations.”

2. Demonstrate Proficiency in management.

Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Management.

Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for management assignment

Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”

Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply management principles to real life situations.”

| | Not Met | Not Met | Met | Not Met |
3. **Demonstrate proficiency in marketing.**  
   *Direct Measurement 1: Major Field Test:* 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Marketing.  
   *Direct Measurement 2: Management assessment in capstone course:* 80% score at level 3 on critical reasoning rubric for marketing assignment.  
   *Indirect Measurement 1: Senior Student Survey:* 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.”  
   *Indirect Measurement 2: Capstone Course Evaluation:* 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.”

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4. **Demonstrate proficiency in finance.**  
   *Direct Measurement 1: Major Field Test:* 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Finance.  
   *Direct Measurement 2: Management assessment in capstone course:* 80% score at level 3 on critical reasoning rubric for Finance.

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finance assignment

Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in finance.”

Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply financial principles to real life situations.”

5. Demonstrate proficiency in economics.

Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Economics.

Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for economics assignment

Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in economics.”

Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply economics
6. Demonstrate proficiency in critical reasoning.

Direct Measurement 1: * Portfolio in LiveText: 80% of all students advance at least one level on their critical reasoning rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.

Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on critical reasoning rubric.

Indirect Measurement 1: Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my critical reasoning.”

Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient critical reasoning skills to appropriately analyze most business situations.”

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7. Demonstrate proficiency in effective communication.

Direct Measurement 1: *Portfolio in LiveText: 80% of all students advance at least one level on their effective communication rubric between freshman and senior years. Students who achieve a level...
four in their freshman year will not be considered in the calculation.

Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on effective communication rubric.

Indirect Measurement 1: Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my effective communication.”

Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe my communication skills are sufficient for me to be successful in a business environment.”

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<td>Direct Measurement 1: <strong>Portfolio in LiveText</strong>: 80% of all students advance at least one level on their teamwork rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.</td>
</tr>
<tr>
<td>Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on teamwork rubric.</td>
</tr>
<tr>
<td>Indirect Measurement 1: Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “I believe my communication skills are sufficient for me to be successful in a business environment.”</td>
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“agree” or “strongly agree” with the statement, “This program has enhanced my teamwork.”

**Indirect Measurement 2: Capstone Course Evaluation:** 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient teamwork skills to work effectively in most business situations.”

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<tbody>
<tr>
<td><strong>Direct Measurement 1:</strong> <em>Portfolio in LiveText:</em> 80% of all students advance at least one level on their quantitative reasoning rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.</td>
</tr>
<tr>
<td><strong>Direct Measurement 2:</strong> Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on quantitative reasoning rubric.</td>
</tr>
<tr>
<td><strong>Indirect Measurement 1:</strong> Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my quantitative reasoning.”</td>
</tr>
<tr>
<td><strong>Indirect Measurement 2:</strong> Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient quantitative reasoning skills to appropriately meet the needs of business organizations.”</td>
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<th>Measure</th>
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</table>
10. Demonstrate competence in ethical decision making.

   Direct Measurement 1: *Portfolio in LiveText: 80% of all students advance at least one level on their ethical decision making rubric between freshman and senior years. Students who achieve a level four in their freshman year will not be considered in the calculation.

   Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on ethical decision making rubric.

   Indirect Measurement 1: Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my ethical decision making.”

   Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that I have sufficient ethical decision making skills to appropriately analyze most business situations.”

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11. Demonstrate competence in personal accountability.

   Direct Measurement 1: *Portfolio in LiveText: 80% of all students advance at least one level on their personal accountability rubric between freshman and senior

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years. Students who achieve a level four in their freshman year will not be considered in the calculation.

Direct Measurement 2: Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on personal accountability rubric.

Indirect Measurement 1: Senior Student Survey: 90% of students “agree” or “strongly agree” with the statement, “This program has enhanced my personal accountability.”

Indirect Measurement 2: Capstone Course Evaluation: 90% of students “agree” or “strongly agree” with the statement, “I believe that my level of personal accountability is sufficient for me to be successful in most business situations.”

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: (BS Business Administration ISLOs)</th>
<th>Direct Measure 1 Major Field Test</th>
<th>Direct Measure 2 Capstone Course Assessment</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1 Senior Student Survey</th>
<th>Indirect Measure 2 Capstone Course Evaluation</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
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<tbody>
<tr>
<td>Performance Target Was...</td>
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1. **Direct Measurement 1: Major Field Test**: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Management.

Direct Measurement 2: Management assessment in capstone course: 80% score at level
<table>
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<tr>
<th>3 on critical reasoning rubric for management assignment</th>
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<tbody>
<tr>
<td>Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”</td>
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<p>| 2. Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Marketing. |</p>
<table>
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<tr>
<th>Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for marketing assignment</th>
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<td>Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with</td>
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| Not Met | Met | Met | Not Met |
### Intended Learning Outcome 3

**Assessment Results: BS Business Administration**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Demonstrate proficiency in management.**
   
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for management.
   
   BS Business Administration ISLOs: 1
   
   - ISLO 1 (Business Administration majors)  
     - 7/24 (29%)

   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for management assignment.
   
   BS Business Administration ISLOs: 1
   
   - ISLO 1 (Business Administration majors)  
     - 24/28 (86%)

2. **Demonstrate proficiency in marketing.**
   
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for marketing.
   
   BS Business Administration ISLOs: 2
   
   - ISLO 2 (Business Administration majors)  
     - 6/24 (25%)

   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for marketing assignment.
   
   BS Business Administration ISLOs: 2
   
   - ISLO 2 (Business Administration majors)  
     - 24/28 (86%)

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Demonstrate proficiency in management.**
   
   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in management.”
   
   BS Business Administration ISLOs: 1
   
   - ISLO 1 (Business Administration majors)  
     - 20/22 (91%)
Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply management principles to real life situations.”

BS Business Administration ISLOs: 1
- ISLO 1 (Business Administration majors) 16/21 (76%)

2. Demonstrate proficiency in marketing.

Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in marketing.”

BS Business Administration ISLOs: 2
- ISLO 2 (Business Administration majors) 20/22 (91%)

Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.”

BS Business Administration ISLOs: 2
- ISLO 2 (Business Administration majors) 15/21 (72%)

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Course of Action 1: The School of Business is in the process of redesigning the two capstone courses to include adaptive learning instruments that will help students remediate themselves in areas of weakness.

2. Course of Action 2: The School of Business will conduct a comprehensive drill-down of Major Field Test data to build redundancies into existing areas of weakness.

3. Course of Action 3: General Program ISLOs were not measured separately in Academic Year 2013-2014 for each individual program. Effective 2014-2015, this will be done.

4. Course of Action 4

Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Direct Measure 1</th>
<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1</th>
<th>Indirect Measure 2</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Program ISLOs</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>
1. **Program Learning Outcome 1**

   **Intended Student Learning Outcomes:** (BS Accounting ISLOs)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Performance Target Was...</td>
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<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

   **Direct Measurement 1: Major Field Test:** 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Accounting.

   **Direct Measurement 2: Accounting assessment in capstone course:** 80% score at level 3 on critical reasoning rubric for accounting assignment.

   **Indirect Measurement 1: Senior Student Survey:** 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in accounting.”

   **Indirect Measurement 2: Capstone Course Evaluation:** 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply accounting.

   Performance Target Was... | Met | Met | Met | Not Met | Met | Not Met | Met | Not Met |
Summary of Results from Implementing Direct Measures of Student Learning:

1. *Demonstrate proficiency in accounting.*
   - Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for accounting.
   - BS Accounting ISLOs: 1
     - ISLO 1 (Accounting majors) 0/7 (0%)
   - Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for accounting assignment
   - BS Accounting ISLOs: 1
     - ISLO 1 (Accounting majors) 7/7 (100%)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Demonstrate proficiency in accounting.*
   - Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in accounting.”
   - BS Accounting ISLOs: 1
     - ISLO 1 (Accounting majors) 7/7 (100%)
   - Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply accounting principles to real life situations.”
   - BS Accounting ISLOs: 1
     - ISLO 1 (Accounting majors) 2/7 (30%)
1. **Course of Action 1:** The School of Business is in the process of redesigning the two capstone courses to include adaptive learning instruments that will help students remediate themselves in areas of weakness.

2. **Course of Action 2:** The School of Business will conduct a comprehensive drill-down of Major Field Test data to build redundancies into existing areas of weakness.

3. **Course of Action 3:** General Program ISLOs were not measured separately in Academic Year 2013-2014 for each individual program. Effective 2014-2015, this will be done.

4. **Course of Action 4**

**Summary of Achievement of Intended Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Program ISLOs</strong></td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td></td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

1. **Program Learning Outcome 1**

2. **Program Learning Outcome 2**

3. **Program Learning Outcome 3**

4. **Program Learning Outcome 4**

5. **Program Learning Outcome 5**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: (BS Management ISLOs)</th>
<th>Direct Measure 1</th>
<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1</th>
<th>Indirect Measure 2</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

1. **Direct Measurement 1: Major Field Test:** 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Management.

2. **Direct Measurement 2:** Management assessment in...
capstone course: 80% score at level 3 on critical reasoning rubric for management assignment

Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”

Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply management principles to real life situations.”

<table>
<thead>
<tr>
<th>2. Intended Learning Outcome 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Intended Learning Outcome 3</th>
</tr>
</thead>
</table>

### Assessment Results: BS Management

#### Summary of Results from Implementing Direct Measures of Student Learning:

1. Demonstrate proficiency in management.

   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for management.

   BS Management ISLOs: 1
   - ISLO 1 (Management majors) 0/5 (0%)

   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for management assignment

   BS Management ISLOs: 1
   - ISLO 1 (Management majors) 2/5 (40%)

#### Summary of Results from Implementing Indirect Measures of Student Learning:

1. Demonstrate proficiency in management.
Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in management.”

BS Management ISLOs: 1
- ISLO 2 (Management majors) 3/3 (100%)

Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply management principles to real life situations.”

BS Management ISLOs: 1
- ISLO 1 (Management majors) 3/3 (100%)

### Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. **Course of Action 1**: The School of Business is in the process of redesigning the two capstone courses to include adaptive learning instruments that will help students remediate themselves in areas of weakness.

2. **Course of Action 2**: The School of Business will conduct a comprehensive drill-down of Major Field Test data to build redundancies into existing areas of weakness.

3. **Course of Action 3**: General Program ISLOs were not measured separately in Academic Year 2013-2014 for each individual program. Effective 2014-2015, this will be done.

4. **Course of Action 4**

### Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td>General Program ISLOs</td>
<td>Performance Target Was...</td>
</tr>
<tr>
<td>1. <strong>Program Learning Outcome 1</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Program Learning Outcome 2</strong></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Program Learning Outcome 3</strong></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Program Learning Outcome 4</strong></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Program Learning Outcome 5</strong></td>
<td></td>
</tr>
<tr>
<td>Intended Student Learning Outcomes:</td>
<td>Direct Measure 1</td>
</tr>
</tbody>
</table>
### BS Marketing ISLOs

<table>
<thead>
<tr>
<th></th>
<th>Major Field Test</th>
<th>Capstone Course Assessment</th>
<th>Senior Student Survey</th>
<th>Capstone Course Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Target Was</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

**1. Direct Measurement 1: Major Field Test:** 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Marketing.

**Direct Measurement 2:** Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for marketing assignment

**Indirect Measurement 1: Senior Student Survey:** 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.”

**Indirect Measurement 2: Capstone Course Evaluation:** 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.”

**2. Intended Learning Outcome 2**

**3. Intended Learning Outcome 3**

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**Assessment Results: BS Marketing**

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**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Demonstrate proficiency in marketing.**

   **Direct Measurement 1** – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for marketing.
IACBE Annual Report: 2013-14

<table>
<thead>
<tr>
<th>BS Marketing ISLOs: 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ISLO 2 (Marketing majors)</td>
<td>2/3 (66%)</td>
</tr>
</tbody>
</table>

**Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for marketing assignment**

<table>
<thead>
<tr>
<th>BS Marketing ISLOs: 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ISLO 1 (Marketing Majors)</td>
<td>3/5 (60%)</td>
</tr>
</tbody>
</table>

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. Demonstrate proficiency in marketing.
   - Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in marketing.”
   - BS Marketing ISLOs: 1
     - • ISLO 1 (Marketing majors) | 3/3 (100%)

   - Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.”
   - BS Marketing ISLOs: 1
     - • ISLO 1 (Marketing majors) | 2/3 (66%)

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

1. Course of Action 1: The School of Business is in the process of redesigning the two capstone courses to include adaptive learning instruments that will help students remediate themselves in areas of weakness.
2. Course of Action 2: The School of Business will conduct a comprehensive drill-down of Major Field Test data to build redundancies into existing areas of weakness.
3. Course of Action 3: General Program ISLOs were not measured separately in Academic Year 2013-2014 for each individual program. Effective 2014-2015, this will be done.
4. Course of Action 4

**Summary of Achievement of Intended Student Learning Outcomes:**

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<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
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<tr>
<td>General Program ISLOs</td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td>Program Learning Outcome</td>
<td>1. Direct Measurement 1: Major Field Test</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Management.</td>
</tr>
<tr>
<td></td>
<td>Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for management assignment</td>
</tr>
<tr>
<td></td>
<td>Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”</td>
</tr>
<tr>
<td></td>
<td>Indirect Measurement 2: Capstone Course Evaluation: 80% of</td>
</tr>
</tbody>
</table>
students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply management principles to real life situations.”

| 2. Direct Measurement 1: Major Field Test: 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for Marketing. Direct Measurement 2: Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for marketing assignment Indirect Measurement 1: Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.” Indirect Measurement 2: Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.” Not Met Not Met Met Not Met |

| 3. Intended Learning Outcome 3 Assessment Results: BA Management/Marketing |

Summary of Results from Implementing Direct Measures of Student Learning:
1. **Demonstrate proficiency in management.**
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for management.
   BA Management/Marketing ISLOs: 1
   - ISLO 1 (Management/Marketing) 2/5 (40%)

   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for management assignment
   BA Management/Marketing ISLOs: 1
   - ISLO 1 (Management/Marketing majors) 3/5 (60%)

2. **Demonstrate proficiency in marketing.**
   Direct Measurement 1 – Major Field Test - 75% of all students will improve 10 basis points from prior year on the average mean score using the assessment indicator for marketing.
   BA Management/Marketing ISLOs: 2
   - ISLO 2 (Management/Marketing majors) 2/5 (40%)

   Direct Measurement 2 – Case Study - 80% of students score at level 3 on critical reasoning rubric for marketing assignment
   BA Management/Marketing ISLOs: 2
   - ISLO 2 (Management/Marketing majors) 3/5 (60%)

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Demonstrate proficiency in management.**
   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in management.”
   BA Management/Marketing ISLOs: 1
   - ISLO 1 (Management/Marketing majors) 3/3 (100%)

   Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply management principles to real life situations.”
   BA Management/Marketing ISLOs: 1
2. **Demonstrate proficiency in marketing.**
   Indirect Measurement 1 – Senior Student Survey – 80% of students agree or strongly agree with the statement, “This program has made me comfortable with my level of competence in marketing.”
   BA Management/Marketing ISLOs: 2
   - ISLO 2 (Management/Marketing majors) 3/4 (75%)

   Indirect Measurement 2 – Capstone Course Evaluations – 80% of students agree or strongly agree with the statement, “I believe I am able to appropriately apply marketing principles to real life situations.”
   BA Management/Marketing ISLOs: 2
   - ISLO 2 (Management/Marketing majors) 3/4 (75%)

### Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

<table>
<thead>
<tr>
<th>Course of Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course of Action 1: The School of Business is in the process of redesigning the two capstone courses to include adaptive learning instruments that will help students remediate themselves in areas of weakness.</td>
</tr>
<tr>
<td>2.</td>
<td>Course of Action 2: The School of Business will conduct a comprehensive drill-down of Major Field Test data to build redundancies into existing areas of weakness.</td>
</tr>
<tr>
<td>3.</td>
<td>Course of Action 3: General Program ISLOs were not measured separately in Academic Year 2013-2014 for each individual program. Effective 2014-2015, this will be done.</td>
</tr>
<tr>
<td>4.</td>
<td>Course of Action 4</td>
</tr>
</tbody>
</table>
## Masters of Business Administration

### Student Learning Assessment for MBA in Innovation & Entrepreneurial Leadership

#### General Program Intended Student Learning Outcomes (General Program ISLOs)

1. Demonstrate proficiency in accounting.
2. Demonstrate proficiency in management.
3. Demonstrate proficiency in marketing.
4. Demonstrate proficiency in finance.
5. Demonstrate proficiency in economics.
6. Demonstrate proficiency in critical reasoning.
7. Demonstrate competence in effective communication.
8. Demonstrate competence in teamwork.
10. Demonstrate competence in ethical decision making.
11. Demonstrate competence in creativity.

#### Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 ISLOs

1. Intended Learning Outcome 1
2. Intended Learning Outcome 2
3. Intended Learning Outcome 3

#### Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2 ISLOs

1. Intended Learning Outcome 1
2. Intended Learning Outcome 2
3. Intended Learning Outcome 3
<table>
<thead>
<tr>
<th>Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:</th>
<th>Performance Targets/Criteria (Objectives) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate proficiency in accounting.</td>
<td>Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the accounting portion of their case analysis. Direct Measure 2: As scored by the Peregrine Content Exam, accounting will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.</td>
</tr>
<tr>
<td>2. Demonstrate proficiency in management.</td>
<td>Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the management portion of their case analysis. Direct Measure 2: As scored by the Peregrine Content Exam, management will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.</td>
</tr>
<tr>
<td>3. Demonstrate proficiency in marketing.</td>
<td>Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the marketing portion of their case analysis. Direct Measure 2: As scored by the Peregrine Content Exam, marketing will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.</td>
</tr>
<tr>
<td>4. Demonstrate proficiency in finance.</td>
<td>Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the finance portion of their case analysis. Direct Measure 2: As scored by the Peregrine Content Exam, finance will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.</td>
</tr>
<tr>
<td>5. Demonstrate proficiency in economics.</td>
<td>Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the economics portion of their case analysis. Direct Measure 2: As scored by the Peregrine Content Exam, economics will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.</td>
</tr>
<tr>
<td>6. Demonstrate proficiency in critical reasoning.</td>
<td>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the critical reasoning components of their portfolios.</td>
</tr>
<tr>
<td>Direct Measure 2: Critical reasoning analysis assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
<td></td>
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<tr>
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<tr>
<td>7. Demonstrate proficiency in effective communication.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the effective communication components of their portfolios.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 2: Effective communication assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
<td></td>
</tr>
<tr>
<td>8. Demonstrate proficiency in teamwork.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the teamwork components of their portfolios.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 2: Teamwork assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the emotional intelligence components of their portfolios.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 2: Emotional intelligence assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
<td></td>
</tr>
<tr>
<td>10. Demonstrate proficiency in ethical decision making.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the ethical decision making components of their portfolios.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 2: Ethical decision making assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
<td></td>
</tr>
<tr>
<td>11. Demonstrate proficiency in creativity.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the creativity components of their portfolios.</td>
<td></td>
</tr>
<tr>
<td>Direct Measure 2: Creativity assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
<td></td>
</tr>
<tr>
<td>Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:</td>
<td>Performance Targets/Criteria (Objectives) for Indirect Measures:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. Demonstrate proficiency in accounting.</td>
<td>Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in accounting.” Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of accounting.</td>
</tr>
<tr>
<td>2. Demonstrate proficiency in management.</td>
<td>Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.” Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of management.</td>
</tr>
<tr>
<td>3. Demonstrate proficiency in marketing.</td>
<td>Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.” Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of marketing.</td>
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<td>4. Demonstrate proficiency in finance.</td>
<td>Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in finance.” Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of finance.</td>
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<td>5. Demonstrate proficiency in economics.</td>
<td>Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in economics.” Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of economics.</td>
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| 6. **Demonstrate competence in critical reasoning.** | Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to think critically.”  
Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to apply critical reasoning to the workplace. |   |
| 7. **Demonstrate competence in effective communication.** | Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to communicate effectively.”  
Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to communicate effectively in the workplace. |   |
| 8. **Demonstrate competence in teamwork.** | Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to work in a team.”  
Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to work in a team in the workplace. |   |
| 9. **Demonstrate competence in emotional intelligence.** | Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of emotional intelligence.”  
Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately enhances their emotional intelligence. |   |
| 10. **Demonstrate competence in ethical decision making.** | Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ethical decision making.”  
Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately enhances their ability to make ethical decisions. |   |
| 11. **Demonstrate competence in creativity.** | Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year |   |
students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of creativity.”

Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to apply creativity to workplace situations.

**Assessment Results: MBA in Innovation & Entrepreneurial Leadership**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Demonstrate proficiency in accounting.**
   - Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the accounting portion of their case analysis.
     - 13/13 students scored level 3 or above
   - Direct Measure 2: As scored by the Peregrine Content Exam, accounting will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.
     - Not assessed

2. **Demonstrate proficiency in management.**
   - Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the management portion of their case analysis.
     - Not assessed
   - Direct Measure 2: As scored by the Peregrine Content Exam, management will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.
     - Not assessed

3. **Demonstrate proficiency in marketing.**
   - Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the marketing portion of their case analysis.
     - Not assessed
   - Direct Measure 2: As scored by the Peregrine Content Exam, marketing will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.
     - Not assessed

4. **Demonstrate proficiency in finance.**
   - Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the finance portion of their case analysis.
     - 13/13 students scored level 3 or above
Direct Measure 2: As scored by the Peregrine Content Exam, finance will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.

- Not assessed

5. Demonstrate proficiency in economics.

Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the economics portion of their case analysis.

- Not assessed

Direct Measure 2: As scored by the Peregrine Content Exam, economics will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.

- Not assessed

6. Demonstrate proficiency in critical reasoning.

Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the critical reasoning components of their portfolios.

- 12/12 Students

Direct Measure 2: Critical reasoning analysis assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

- Not assessed

7. Demonstrate competence in effective communication.

Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the effective communication components of their portfolios.

- 12/12 Students

Direct Measure 2: Effective communication assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

- Not assessed

8. Demonstrate competence in teamwork.

Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the teamwork components of their portfolios.

- 12/12 Students

Direct Measure 2: Teamwork assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

- Not assessed

<table>
<thead>
<tr>
<th>Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the emotional intelligence components of their portfolios.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12/12 Students</td>
</tr>
</tbody>
</table>

Direct Measure 2: Emotional intelligence assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

| • Not assessed |

10. Demonstrate competence in ethical decision making.

Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the ethical decision making components of their portfolios.

| • 10/12 Students |

Direct Measure 2: Ethical decision making assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

| • Not assessed |

11. Demonstrate competence in creativity.

Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the creativity components of their portfolios.

| • 12/12 Students |

Direct Measure 2: Creativity assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

| • Not assessed |

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Demonstrate proficiency in accounting.

Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in accounting.”

| • 6/8 (76%) |

Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of accounting.

| • Not assessed |

2. Demonstrate proficiency in management.

Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”

| • 7/7 (100%) |
Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of management.

- Not assessed

3. Demonstrate proficiency in marketing.

   Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.”
   - 3/7 (43%)

   Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of marketing.
   - Not assessed

4. Demonstrate proficiency in finance.

   Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in finance.”
   - 4/8 (50%)

   Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of finance.
   - Not assessed

5. Demonstrate proficiency in economics.

   Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in economics.”
   - 7/8 (88%)

   Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of economics.
   - Not assessed

6. Demonstrate proficiency in critical reasoning.

   Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to think critically.”
   - 8/8 (100%)

   Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to apply critical reasoning to the workplace.
   - Not assessed

7. Demonstrate competence in effective communication.
## Indirect Measure 1: Capstone Course Exit Survey
90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to communicate effectively.”
- 8/8 (100%)

## Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students
90% of council members express the belief that the curriculum adequately prepares them to communicate effectively in the workplace.
- Not assessed

### 8. Demonstrate competence in teamwork.
- **Indirect Measure 1: Capstone Course Exit Survey**
  90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to work in a team.”
  - 7/7 (100%)
- **Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students**
  90% of council members express the belief that the curriculum adequately prepares them to work in a team in the workplace.
  - Not assessed

- **Indirect Measure 1: Capstone Course Exit Survey**
  90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of emotional intelligence.”
  - 7/7 (100%)
- **Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students**
  90% of council members express the belief that the curriculum adequately enhances their emotional intelligence.
  - Not assessed

### 10. Demonstrate competence in ethical decision making.
- **Indirect Measure 1: Capstone Course Exit Survey**
  90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ethical decision making.”
  - 5/8 (63%)
- **Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students**
  90% of council members express the belief that the curriculum adequately enhances their ability to make ethical decisions.
  - Not assessed

### 11. Demonstrate competence in creativity.
- **Indirect Measure 1: Capstone Course Exit Survey**
  90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of creativity.”
  - 8/8 (100%)
- **Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students**
  90% of council members express the belief that the
curriculum adequately prepares them to apply creativity to workplace situations.
- Not assessed

## Summary of Achievement of Intended Student Learning Outcomes: MBA in Innovation & Entrepreneurial Leadership

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
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</thead>
<tbody>
<tr>
<td><strong>General Program ISLOs</strong></td>
<td><strong>Direct Measure 1</strong>&lt;br&gt;Capstone Case Study</td>
</tr>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
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</table>

1. Demonstrate proficiency in accounting.
   Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the accounting portion of their case analysis.
   Direct Measure 2: As scored by the Peregrine Content Exam, accounting will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.
   Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in accounting.”
   Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council
members express the belief that the curriculum adequately prepares them professionally in the area of accounting.

2. Demonstrate proficiency in management.

   **Direct Measure 1:** Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the management portion of their case analysis.

   **Direct Measure 2:** As scored by the Peregrine Content Exam, management will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.

   **Indirect Measure 1:** Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in management.”

   **Indirect Measure 2:** MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of management.

3. Demonstrate proficiency in marketing.

   **Direct Measure 1:** Capstone Case Study, scored by rubric: 80% of all

| 2. | Demonstrate proficiency in management. | N/A | N/A | Met | N/A |
| 3. | Demonstrate proficiency in marketing. | N/A | N/A | Not Met | N/A |
students score at least a level 3 on the marketing portion of their case analysis.

Direct Measure 2: As scored by the Peregrine Content Exam, marketing will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.

Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in marketing.”

Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of marketing.

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4. Demonstrate proficiency in finance.

Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the finance portion of their case analysis.

Direct Measure 2: As scored by the Peregrine Content Exam, finance will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam.

Indirect Measure 1: Capstone Course Exit Survey: 90% of all students "agree" or "strongly agree" with the statement, "This program has made me comfortable with my level of competence in marketing.”

Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of marketing.
second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in finance.”

**Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students:** 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of finance.

| 5. Demonstrate proficiency in economics. |
| Direct Measure 1: Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the economics portion of their case analysis. |
| Direct Measure 2: As scored by the Peregrine Content Exam, economics will be measured by 80% of the students achieving a relative score of average (60-69%) on the Peregrine Exam. |
| Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of competence in economics.” |
| Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of finance. |

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<tr>
<td>N/A</td>
<td>N/A</td>
<td>Not Met</td>
<td>N/A</td>
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</tbody>
</table>
6. Demonstrate proficiency in critical reasoning.
   Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the critical reasoning components of their portfolios.
   Direct Measure 2: Critical reasoning analysis assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.
   Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to think critically.”
   Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to apply critical reasoning to the workplace.

| 6. Demonstrate proficiency in critical reasoning. | Met | N/A | Met | N/A |

7. Demonstrate competence in effective communication.
   Direct Measure 1: Capstone Course

| 7. Demonstrate competence in effective communication. | Met | N/A | Met | N/A |
**Portfolio Review:** All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the effective communication components of their portfolios.

**Direct Measure 2:** Effective communication assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

**Indirect Measure 1:** Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to communicate effectively.”

**Indirect Measure 2:** MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to communicate effectively in the workplace.

<table>
<thead>
<tr>
<th>8. Demonstrate competence in teamwork.</th>
<th>Met</th>
<th>N/A</th>
<th>Met</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Direct Measure 1:</strong> Capstone Course</td>
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<tr>
<td><strong>Portfolio Review:</strong> All graduate</td>
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<tr>
<td>students “meet” or “exceed”</td>
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<td>expectations of three outside</td>
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<td>portfolio reviewers on the team</td>
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<td>work components of their portfolios.</td>
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<tr>
<td><strong>Direct Measure 2:</strong> Teamwork</td>
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assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.

Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to work in a team.”

Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students: 90% of council members express the belief that the curriculum adequately prepares them to work in a team in the workplace.

| 9. Demonstrate competence in emotional intelligence. | Met | N/A | Met | N/A |
| Direct Measure 1: Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the emotional intelligence components of their portfolios. | | | | |
| Direct Measure 2: Emotional intelligence assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments. | | | | |
| Indirect Measure 1: Capstone Course Exit Survey: 90% of all | | | | |
second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of emotional intelligence.”

*Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students:* 90% of council members express the belief that the curriculum adequately enhances their emotional intelligence.

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<th>10</th>
<th>Demonstrate competence in ethical decision making.</th>
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<td>Direct Measure 2: Ethical decision making assignments in Term I and Term II courses, scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.</td>
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<td>Indirect Measure 1: Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ethical decision making.”</td>
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<td>Indirect Measure 2: MBA Academic Program Review Survey of Present</td>
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</table>

| | Not Met | N/A | Not Met | N/A |
and Past Students: 90% of council members express the belief that the curriculum adequately enhances their ability to make ethical decisions.

11. Demonstrate competence in creativity.
   *Direct Measure 1: Capstone Course Portfolio Review:* All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the creativity components of their portfolios.
   *Direct Measure 2: Creativity assignments in Term I and Term II courses,* scored by rubric: 80% of students advance at least one level in the competency between the Term I and Term II assignments.
   *Indirect Measure 1: Capstone Course Exit Survey:* 90% of all second year students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my level of creativity.”
   *Indirect Measure 2: MBA Academic Program Review Survey of Present and Past Students:* 90% of council members express the belief that the curriculum adequately prepares them to apply creativity to workplace situations.

<table>
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<tr>
<th>Intended Student Learning Outcomes:</th>
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<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1</th>
<th>Indirect Measure 2</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
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</table>
Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2

### Summary of Results from Implementing Direct Measures of Student Learning:

1. Summary of Results for Direct Measure 1
2. Summary of Results for Direct Measure 2
3. Summary of Results for Direct Measure 3
4. Summary of Results for Direct Measure 4

### Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1
2. Summary of Results for Indirect Measure 2
3. Summary of Results for Indirect Measure 3
4. Summary of Results for Indirect Measure 4

### Summary of Achievement of Intended Student Learning Outcomes:

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<td>Performance Target Was...</td>
</tr>
<tr>
<td>Program Learning Outcome 3</td>
<td>Performance Target Was...</td>
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<td>Program Learning Outcome 4</td>
<td>Performance Target Was...</td>
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<tr>
<td>Program Learning Outcome 5</td>
<td>Performance Target Was...</td>
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</tbody>
</table>
### Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2

<table>
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<tr>
<th>Direct Measure 1</th>
<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
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<th>Indirect Measure 2</th>
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</table>

1. **Intended Learning Outcome 1**
2. **Intended Learning Outcome 2**
3. **Intended Learning Outcome 3**

### Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. In Academic Year 2012-2013, some assessments were not administered, Associate Dean of Graduate Programs resigned. Starting with Cohort 20 (8/28/12), competencies will be measured in the first three courses and compared to the portfolio review.

2. Starting with Cohort 20 (8/28/12), students will take an inbound exam and an outbound exam in ENT 599 Capstone Experience.

3. **Course of Action 3**

4. **Course of Action 4**
Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

<table>
<thead>
<tr>
<th>Name of Academic Business Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Assessment</td>
</tr>
</tbody>
</table>

### Intended Operational Outcomes:

1. *Intended Operational Outcome 1*
2. *Intended Operational Outcome 2*
3. *Intended Operational Outcome 3*
4. *Intended Operational Outcome 4*
5. *Intended Operational Outcome 5*
6. *Intended Operational Outcome 6*
7. *Intended Operational Outcome 7*
8. *Intended Operational Outcome 8*

<table>
<thead>
<tr>
<th>Assessment Measures/Methods for Intended Operational Outcomes:</th>
<th>Performance Targets/Criteria (Objectives) for Operational Assessment Measures/Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Operational Assessment Measure/Method 1</em></td>
<td>Target/Criterion (Objective) for Measure/Method 1</td>
</tr>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure:</td>
<td>Outcomes List</td>
</tr>
<tr>
<td>2. <em>Operational Assessment Measure/Method 2</em></td>
<td>Target/Criterion (Objective) for Measure/Method 2</td>
</tr>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure:</td>
<td>Outcomes List</td>
</tr>
<tr>
<td>3. <em>Operational Assessment Measure/Method 3</em></td>
<td>Target/Criterion (Objective) for Measure/Method 3</td>
</tr>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure:</td>
<td>Outcomes List</td>
</tr>
<tr>
<td>4. <em>Operational Assessment Measure/Method 4</em></td>
<td>Target/Criterion (Objective) for Measure/Method 4</td>
</tr>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure:</td>
<td>Outcomes List</td>
</tr>
<tr>
<td>5. <em>Operational Assessment Measure/Method 5</em></td>
<td>Target/Criterion (Objective) for Measure/Method 5</td>
</tr>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure:</td>
<td>Outcomes List</td>
</tr>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure:</td>
<td>Target/Criterion (Objective) for Measure/Method</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Outcomes List</td>
<td></td>
</tr>
</tbody>
</table>

6. **Operational Assessment Measure/Method 6**  
Intended Operational Outcomes Assessed by this Measure:  
Outcomes List  
Target/Criterion (Objective) for Measure/Method 6

7. **Operational Assessment Measure/Method 7**  
Intended Operational Outcomes Assessed by this Measure:  
Outcomes List  
Target/Criterion (Objective) for Measure/Method 7

8. **Operational Assessment Measure/Method 8**  
Intended Operational Outcomes Assessed by this Measure:  
Outcomes List  
Target/Criterion (Objective) for Measure/Method 8

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

1. Summary of Results for Measure/Method 1
2. Summary of Results for Measure/Method 2
3. Summary of Results for Measure/Method 3
4. Summary of Results for Measure/Method 4
5. Summary of Results for Measure/Method 5
6. Summary of Results for Measure/Method 6
7. Summary of Results for Measure/Method 7
8. Summary of Results for Measure/Method 8

**Summary of Achievement of Intended Operational Outcomes:**

<table>
<thead>
<tr>
<th>Operational Assessment Measures/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Assessment Measure/Method 1</td>
</tr>
<tr>
<td>Operational Assessment Measure/Method 2</td>
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<td>Operational Assessment Measure/Method 3</td>
</tr>
<tr>
<td>Operational Assessment Measure/Method 4</td>
</tr>
<tr>
<td>Operational Assessment Measure/Method 5</td>
</tr>
<tr>
<td>Operational Assessment Measure/Method 6</td>
</tr>
<tr>
<td>Operational Assessment Measure/Method 7</td>
</tr>
<tr>
<td>Operational Assessment Measure/Method 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Target Was...</th>
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<th>Performance Target Was...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Intended Operational Outcome 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Intended Operational Outcome 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. *Intended Operational Outcome 3*  
4. *Intended Operational Outcome 4*  
5. *Intended Operational Outcome 5*  
6. *Intended Operational Outcome 6*  
7. *Intended Operational Outcome 7*  
8. *Intended Operational Outcome 8*  

<table>
<thead>
<tr>
<th>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</th>
</tr>
</thead>
</table>
| 1. *Course of Action 1*  
2. *Course of Action 2*  
3. *Course of Action 3*  
4. *Course of Action 4* |
Answer to Question 4:
Beginning in the academic year 2014-2015, all incoming freshman will be required to take as part of the general education commons, CIS 140 Management Information Systems. This is a result of graduating students' low performing scores on the Major Field Test in the Information Technology assessment indicator area.