



Annual Report – Accredited Member

Institution:	<u>Mount St. Mary's University</u>
Academic Business Unit:	<u>Richard J. Bolte, Sr. School of Business</u>
Academic Year:	<u>2013-14</u>

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

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: Mount St. Mary's University

Institution's Address: 16300 Old Emmitsburg Road

City and State or Country: Emmitsburg Zip or Postal Code 21727

Name of Submitter: Karl W. Einolf, Ph.D.

Title: Dean, Richard J. Bolte, Sr. School of Business

Your Email Address: einolf@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5068

Type of Institution: Private Nonprofit

Date Submitted: October 31, 2014

Total Headcount Enrollment of the Institution for 2013-14: 2,240

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Dr. Thomas H. Powell

Title: President

Highest Earned Degree: Ph.D. Email: powell@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5600 Fax (with country code if outside of the United States): 301-447-5634

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. David B. Rehm

Title: Provost

Highest Earned Degree: Ph.D. Email: rehm@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5218 Fax (with country code if outside of the United States): 301-447-5863

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. Karl W. Einolf

Title: Dean

Highest Earned Degree: Ph.D. Email: einolf@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5068 Fax (with country code if outside of the United States): 301-447-5335

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: Dr. Karl W. Einolf

Title: Dean

Highest Earned Degree: Ph.D. Email: einolf@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5068 Telephone (with country code if outside of the United States): 301-447-5068

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: Professor Mary Beth Graham

Title: Director of Undergraduate Business Studies

Highest Earned Degree: MBA Email: graham@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5396 Telephone (with country code if outside of the United States): 301-447-5068

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

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2014-2015 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2014-2015 Year

3. Provide the website path for the location of your public notification of accreditation by the IACBE: Go to <http://www.msmary.edu>, then click "Academics," then click "Richard J. Bolte, Sr. School of Business" then click "Accreditation"

4. Provide the website path for the location of your public disclosure of student learning results: Go to <http://www.msmary.edu>, then click "Academics," then click "Richard J. Bolte, Sr. School of Business" then click "Accreditation"

5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Note #1: Outcomes Assessment	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	
Note #2: Common Professional Component	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	
Note #3: Faculty Qualifications. Doctoral Coverage is low in the MBA and MPAS (Adult Accelerated) programs.	Self-Study Tables 4, 5 and 6 for AY 2013-2014 are included in the appendix of this report. In our self-study conducted for initial accreditation during AY 2005-2006, doctorally-qualified faculty covered 40.6% of MBA	The Bolte School of Business continues to seek out doctorally qualified faculty to support its MBA and Adult Accelerated programs to improve doctorally-qualified coverage in these programs. The Bolte School of

Commissioners' Notes	Action Already Taken	Action Planned
	<p>student credit hours and 19.2% of Adult Accelerated student credit hours.</p> <p>In AY 2013-2014, doctorally-qualified faculty covered 50.3% of MBA student credit hours and 38.3% of Adult Accelerated student credit hours.</p>	<p>Business is committed to quality business education and hires exceptional professionally-qualified faculty and doctorally-qualified faculty to achieve its mission.</p>
Note #4: Faculty Load	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	
Note #5: International Cooperation	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	

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, and emphasis) for 2012-13 (insert rows in the table as needed):

Undergraduate Programs	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Accounting	111	28
Economics	37	7
Information Systems	15	2
Sport Management	32	8
Adult Accelerated Business: No concentration	74	16
Business: No concentration	142	23
Business: Finance	22	3
Business: International Business	25	5
Business: Management	25	5
Business: Marketing	30	10
Totals for All Undergraduate Programs Combined (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in accounting and finance.)	513	107
Graduate Programs	Enrollment 2012-13	Number of Degrees Conferred 2012-13
MBA: No concentration	88	34
MBA: Finance	30	11
MBA: Management	19	7
MBA: Marketing	16	6
MBA: Organizational Development	6	1
MBA: Project Management	37	14
MBA: Logistics and Supply Chain Management	10	0
MBA: Government Contracting	6	0
Master Health Administration (not covered under IACBE)	62	12

Totals for All Graduate Programs Combined (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.)	274	85
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2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No. If no, proceed to item 3 below.

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.)

Program	Country or Countries	Partner Institution(s)

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

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

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, and/or emphases) established during the academic year?

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

An MBA concentration in Government Contracting was added in Spring 2014.

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

No. If no, proceed to the *Outcomes Assessment* section below.

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

The Maryland Higher Education Commission (MHEC) proposal for the Government Contracting Program is included at the end of this report.

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? _____

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

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: _____

3. 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.**

The Bolte School of Business Outcomes Assessment Report for 2013-2014 is included below.

Table 4: Faculty Qualifications for AY 2013-2014
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Traditional Undergraduate Programs, Adult Bachelor's Degree Program, and MBA

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY								
Balch, J.	1985	MS	Accounting	CPA	Accounting	UG and Master's	Professional	No
Barry, M.	2005	PhD	Economics		Economics	UG and Master's	Doctoral	Yes
Berendt, E.	2013	PhD	Economics		Economics	UG	Doctoral	No*
Butt, D.	1996	MBA	Accounting	CPA, CMA	Accounting Finance Business Policy	UG and Master's UG and Master's UG and Master's	Professional Professional Professional	No
Davidson, D.	1991	PhD	Marketing		Business and Society	UG and Master's	Doctoral	Yes
Einolf, K.	1998	PhD	Economics		Economics Finance	UG and Master's UG and Master's	Doctoral Doctoral	Yes
Farneti, C.	2012	PhD	Sport Management		Sport Management	Undergraduate	Doctoral	No*
Flynn, P.	2010	PhD	Economics		Global Business Economics	UG and Master's UG and Master's	Doctoral Doctoral	No*
Forgang, W.	1988	PhD	Economics		Business Policy	UG and Master's	Doctoral	Yes
Graham, M.	2008	MBA	Management		Management Marketing	Undergraduate Undergraduate	Professional Professional	No
Larrivee, J.	2001	PhD	Economics		Economics	Undergraduate	Doctoral	Yes
Marsh, F.	2008	PhD	Management		Business and Society	UG and Master's	Doctoral	No
Maubert, C.	2004	MBA	Marketing		Marketing	UG and Master's	Professional	No**
McCune, T.	2012	MS	Contracts and Acquisition Management		Government Contracting	UG and Master's	Professional	No
Nickey, R.	2001	MBA	Finance		Finance	UG and Master's	Professional	No
Robinson, K.	1987	JD	Law		Business Law	UG and Master's	Doctoral	No
*Tenure Track **Will move to Tenure Track once doctoral studies are completed								

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		TYPE	DISCIPLINE					
FULL-TIME FACULTY (Continued)								
Sherwin, J.	2006	JD	Law	CPA	Accounting	Undergraduate	Doctoral	No
Sjoberg, S.	2005	MBA	Management		Management Marketing Business Policy	UG and Master's UG and Master's UG and Master's	Professional Professional Professional	No**
Speciale, R.	1996	JD	Law	CPA	Accounting Law	UG and Master's UG and Master's	Doctoral Doctoral	Yes
Stanton, T.	1989	PhD	Economics		Information Systems Economics	Undergraduate UG and Master's	Doctoral Doctoral	Yes
Tesfu, S.	2011	PhD	Economics		Economics	UG and Master's	Doctoral	No*
Wilson, M.	2013	PhD	Management		Management	UG and Master's	Doctoral	No*
*Tenure Track								
**Will move to Tenure Track once doctoral studies are completed								
PART-TIME FACULTY								
Baughner, A.	2011	MBA	Business Administration		Accounting	Undergraduate	Professional	N/A
Beitz, C.	1981	DPA	Management		Management	Master's	Doctoral	N/A
Brocato, R.	2001	PhD	Management		Management	UG and Master's	Doctoral	N/A
Broomer, K.	2012	MS	Acquisitions and Contracting		Supply Chain Mgmt	Master's	Professional	N/A
Cataldo, L.	2012	EdD	Organizational Leadership		Organizational Development	Master's	Doctoral	N/A
Clemons, C.	2014	MBA	Business Administration		Managerial Economics	Master's	Professional	N/A
Crosby, S.	2014	MBA	Business Administration	DAWIA Level III Certification in Acquisitions and Contracting	Government Contracting	Master's	Professional	N/A

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		TYPE	DISCIPLINE					
PART-TIME FACULTY (Continued)								
Dec, T.	2013	MBA	Finance		Finance	Master's	Professional	N/A
Ditch, D.	2012	MS	Physical Education		Sport Management	Undergraduate	Professional	N/A
Eichorn, F.	2005	PhD	Information Systems Management	PMP Certification	Information Systems Project Management	Master's Master's	Doctoral Doctoral	N/A
Esworthy, D.	2012	EdD	Human and Organizational Learning		Organizational Development	Master's	Doctoral	N/A
Francis, D.	2002	MA	Management		Management	Master's	Professional	N/A
Heptner, J.	2013	DM	Organizational Leadership		Organizational Leadership	Master's	Doctoral	N/A
Holtz, C.	2012	MA	English	Defense Acquisition University Level II Certification	Logistics and Supply Chain Management Project Management	Master's Master's	Professional Professional	N/A
Kapec, L.	2013	MA	Acquisitions and Procurement	Defense Acquisition University Level III Certification	Logistics and Supply Chain Management	Master's	Professional	N/A
Kinley, M.	2012	MBA	Business Administration		Logistics and Supply Chain Management	Master's	Professional	N/A
Lowry, E.	2011	MBA	Business Administration		Information Systems Project Management	Master's Master's	Professional Professional	N/A
Luscinski, S.	2012	MBA	Business Administration		Entrepreneurship	Master's	Professional	N/A
Mahata, P.	2011	PhD	Mechanical/ Aerospace Engineering	PMP Certification	Project Management	Master's	Doctoral	N/A

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		TYPE	DISCIPLINE					
PART-TIME FACULTY (Continued)								
Miller, J.	2014	J.D.	Law		Government Contracting	Master's	Doctoral	N/A
Milsom, G.	2012	MBA	Finance		Business Communications	Undergraduate	Professional	N/A
					Managerial Economics	Undergraduate	Professional	
Ochoa, G.	2012	Ed.D.	Educational Leadership		Leadership	Undergraduate	Doctoral	N/A
Powell, G.	2014	Ph.D.	Clinical/Community Psychology	Benchmarks 360 Leadership Certification	Leadership	Master's	Doctoral	N/A
Reynolds, E.	1985	MBA	Marketing		Marketing	Master's	Professional	N/A
Robinson, E.	2013	MBA	Business Administration		Management	Master's	Professional	N/A
Ryan, T.	1964	MA	Mathematics		Quantitative Methods	UG and Master's	Professional	N/A
Ryerson, R.	2014	MBA	Business Administration		Coaching Effectiveness	Undergraduate	Professional	N/A
Schriml, J.	2012	MBA	Marketing		Event Planning	Undergraduate	Professional	N/A
Seidel, F.	2012	MBA	Business Administration		Business Statistics	Undergraduate	Professional	N/A
Toms, A.	2014	Ph.D.	Educational Psychology		Management Skills Assessment	Master's	Doctoral	N/A
Van Fossen, S.	2002	MA	Management		Management	Master's	Professional	N/A
Yelovich, B.	2001	MS	Information Systems		Information Systems	Undergraduate	Professional	N/A
Young, B.	2003	MBA	Finance		Finance	Undergraduate	Professional	N/A

Table 5(M): Teaching Load and Student Credit Hours Generated – Fall 2013

FACULTY MEMBER	Fall 2013 Semester						Qualification level (Traditional Undergraduate)			Qualification level (Adult Undergraduate)			Qualification level (MBA)		
	TUG	AUG	Mast	# of	# of	# of	Doct	Prof	Other	Doct	Prof	Other	Doct	Prof	Other
	SCH	SCH	SCH	Sect	Prep	Disc	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
FULL-TIME															
John Balch	243	0	0	3	2	1		243							
Michael P Barry	201	0	78	5	3	2	201						78		
Emil Berendt	198	0	0	3	2	1	198								
Donald E Butt	258	57	63	6	6	2		258			57			63	
D Kirk Davidson	153	0	81	4	3	2	153						81		
Karl W. Einolf	72	0	0	1	1	1	72								
Corinne Farneti	135	0	0	4	4	1	135								
Patrice Flynn	198	0	66	4	2	1	198						66		
William G Forgang	0	18	60	2	2	1				18			60		
Mary Beth Graham	84	30	0	2	2	2		84			30				
John Larrivee	204	0	0	3	2	1	204								
F.K. Marsh	36	0	0	1	1	1	36								
Cyd R Maubert	0	54	108	3	3	1					54			108	
Terry McCune	0	21	0	1	1	1					21				
Robert Nickey	81	18	78	4	3	1		81			18			78	
Kevin G Robinson	138	63	36	5	3	1	138			63				36	
John V Sherwin	285	0	0	4	2	1	285								
Sandra Sjoberg	57	18	0	2	1	1		57			18				
Raymond C Speciale	78	0	114	3	2	2	78						114		
Timothy J Stanton	198	72	0	5	4	2	198			72					
Solomon Tesfu	120	0	93	4	2	1	120						93		
Morgan Wilson	165	0	69	3	2	1	165						69		
PART-TIME															
Amanda I Baugher	36	0	0	1	1	1		36							
Charles A Beitz Jr	0	0	18	1	1	1							18		
Richard C Brocato	18	0	66	2	2	2	18						66		
Laurie J Cataldo	0	0	30	1	1	1	0						30		
Timothy Dec	0	0	66	1	1	1								66	
Frank L Eichorn	0	0	132	2	2	2							132		
Donald C Francis	0	0	60	1	1	1								60	
Lamont G Kapec	0	0	27	1	1	1								27	
Michael Kinley	0	0	18	1	1	1								18	
Edward J. Lowry	0	0	102	2	2	2								102	
Steven M Luscinski	0	0	21	1	1	1								21	
Gregory Milsom	0	33	0	2	2	2					33				
Edward W Reynolds	81	0	75	2	2	2		81						75	
Edward Robinson	0	0	69	1	1	1								69	
Tom Ryan	0	24	30	2	2	1					24			30	
Jason R Schriml	48	0	0	1	1	1		48							
Francis M Seidel	0	18	0	1	1	1					18				
Sandra VanFossen	0	0	27	1	1	1								27	
Bruce E Yelovich	102	0	0	2	2	1		102							
Brad W Young	84	0	0	1	1	1		84							
Totals	3,273	426	1,587	99	80		2,199	1,074		153	273		807	780	

Table 5(M): Teaching Load and Student Credit Hours Generated – Spring 2014

FACULTY MEMBER	Spring 2014						Qualification level (Traditional Undergraduate)			Qualification level (Adult Undergraduate)			Qualification level (MBA)		
	UG	AUG	Mast	# of	# of	# of	Doct	Prof	Other	Doct	Prof	Other	Doct	Prof	Other
	SCH	SCH	SCH	Sect	Prep	Disc	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
FULL-TIME															
John W Balch	192	0	30	4	2	1		192							30
Michael P Barry	231	0	0	3	3	1	231								
Emil Berendt	252	0	0	4	3	1	252								
Donald E Butt	117	0	108	4	3	1		117						108	
Karl W. Einolf	0	72	27	2	2	1				72			27		
Corinne Farneti	195	0	0	4	4	1	195								
Patrice Flynn	186	0	0	3	2	1	186								
William G Forgang	0	0	76	1	1	1							76		
Mary Beth Graham	135	0	0	2	1	1		135							
John Larrivee	141	0	0	3	2	1	141								
F.K. Marsh	66	36	30	3	2	1	66			36			30		
Cyd R Maubert	0	27	108	3	3	1					27			108	
Terry McCune	0	18	0	1	1	1					18				
Robert Nickey	27	21	159	5	4	1		27			21			159	
Kevin G Robinson	171	0	39	4	3	1	171						39		
John V Sherwin	213	0	0	4	2	1	213								
Sandra Sjoberg	207	0	80	4	3	1		207						80	
Raymond C Speciale	189	0	72	4	3	2	189						72		
Timothy J Stanton	180	27	0	4	3	2	180			27					
Solomon Tesfu	126	0	96	4	2	1	126						96		
Morgan Wilson	153	0	99	4	2	1	153						99		
PART-TIME															
Amanda I Baugher	42	0	0	1	1	1		42							
Richard C Brocato	78	0	33	2	2	1	78						33		
Christopher Clemons	0	0	108	2	1	1								108	
Sherita Crosby	0	0	48	1	1	1								48	
Timothy Dec	0	0	30	1	1	1								30	
Denise L Ditch	45	0	0	1	1	1		45							
Frank L Eichorn	0	0	120	2	1	1							120		
David Esworthy	0	0	30	1	1	1							30		
Donald C Francis	0	0	27	1	1	1								27	
Joyce A Heptner	0	0	27	1	1	1							27		
Christina Holtz	0	0	72	2	2	2								72	
Paul Mahata	0	0	48	1	1	1							48		
James M Miller	0	0	48	1	1	1							48		
Gregory Milsom	27	33	0	2	1	1		27			33				
Gregory S Ochoa	0	36	0	1	1	1				36					
Gregory Powell	0	0	27	1	1	1							27		
Edward W Reynolds	81	0	60	2	2	1	81							60	
Thomas D Ryan	0	27	0	1	1	1					27				
Robert S Ryerson	78	0	0	1	1	1	78								
Francis M Seidel	0	21	0	1	1	1					21				
Amy Elizabeth Toms	0	0	51	1	1	1							51		
Bruce E Yelovich	72	72	0	2	2	1		72			72				
Brad W Young	81	30	0	2	2	1		81			30				
Totals	3,285	420	1,653	101	79	47	2,181	1,104		171	249		823	830	

5. Provide Table 6: Faculty Coverage Summary. The information in this table should be presented as shown in sample Tables 6(U), 6(M), or 6(D) in these guidelines. The data for this table come directly from the totals in Tables 5(M): Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 6(U) if you have only undergraduate programs, Table 6(M) if you have master's programs, and Table 6(D) if you have doctoral programs.

Table 6(M): Faculty Coverage Summary				
Mount St. Mary's University				
Richard J. Bolte, Sr. School of Business				
AY 2013-2014				
STUDENT CREDIT HOURS (SCH) TAUGHT DURING AY 2013-2014	TRAD UG SCH	ADULT UG SCH	MBA SCH	TOTAL
Total SCH Taught by Business Faculty	6,558	846	3,240	10,644
SCH Taught by Doctorally- and Professionally-Qualified Faculty	6,558	846	3,240	10,644
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	100.00%	100.00%	100.00%	100.00%
SCH Taught Only by Doctorally-Qualified Faculty	4,380	324	1,630	6,334
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	66.79%	38.30%	50.31%	59.51%

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Accounting:	
Intended Student Learning Outcomes for the Bachelor of Science in Accounting :	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of accounting in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Accounting Professionals: Students will demonstrate knowledge of the personal calling of accounting professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Comprehensive Exam in Advanced Accounting (ACCT 303)	80% of students will achieve a score of 80% or higher
2. Comprehensive Exam in Auditing (ACCT 405)	80% of students will achieve a score comparable to passing the Auditing portion of the Maryland CPA exam.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met
1. Comprehensive Exam in Advanced Accounting: 33 assessed (90.1% of students achieved a score of 80% or higher.)	X	
2. Comprehensive Exam in Auditing: 30 students assessed - 37% demonstrated proficiency to pass auditing portion of CPA exam.		X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met
1. Senior Exit Survey – 27 Accounting Majors I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 26% strongly agree, 65% agree, 3% neither agree nor disagree, 3% disagree I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 41% strongly agree, 59% agree I achieved an understanding of the complexities of operating in a global setting – 38% strongly agree, 59% agree, 3% neither agree nor disagree I achieved proficiency in recognizing and evaluating complex problems and processes – 52% strongly agree, 48% agree I achieved proficiency in understanding the coordination of the organization – 53% strongly agree, 47% agree I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 30% strongly agree, 55% agree, 15% neither agree nor disagree I achieved proficiency in applying problem-solving methodologies – 41% strongly agree, 59% agree I achieved proficiency in generating recommendations for decision-making – 38% strongly agree, 63% agree I achieved an understanding of the multiple roles of organizations in society using the perspectives of	X	

<p>stakeholder analysis – 52% strongly agree, 45% agree, 3% disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 59% strongly agree, 41% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 38% strongly agree, 56% agree, 6% neither agree nor disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 25% strongly agree, 63% agree, 6% neither agree nor disagree, 3% disagree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 33% strongly agree, 58% agree, 5% neither agree nor disagree, 5% disagree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 53% strongly agree, 44% agree, 3% disagree</p>		
<p>2. Class of 2012 Alumni Survey – 6 Accounting Graduates from the Bolte School Responded</p> <p>Alumni indicated the following about their entire Mount degree program:</p> <ul style="list-style-type: none"> • Developed a sense of responsibility for social justice (mean of 3.83) • Developed effective mathematical skills (mean of 4) • Developed effective scientific skills (mean of 3.67) • Developed effective problem-solving skills (mean of 3.5) • Developed effective writing skills (mean of 3.5) • Developed the ability to speak effectively (mean of 3.5) • Developed the ability to make ethical decisions (mean of 4.17) <p>*The results are based on a 5 point scale; 1 being definitely no and 5 being definitely yes. A mean score of at least 3.4 represents at least 80% of alumni indicating “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program.</p>	<p>X</p>	

3 of 6 respondents or 50% reported that MSM provided “excellent” or “good” preparation for their current job.		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.		
2. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)		
3. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.		
4. Improve outcomes assessment process - The accounting faculty in will discuss whether an additional direct assessment should be added to better assess student learning.		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Business – No Concentration:	
Intended Student Learning Outcomes for the Bachelor of Science in Business – No Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
7. Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Exam (BUS 404)	Average score will be greater than national mean.
2. Business and Society Paper (BUS 400)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Policy Debrief (BUS 404)	At least 80% of students achieve each of the learning outcomes evaluated.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Exam – 33 students assessed, Average Score: 149.91, National Average: 152.1		X
2. Business and Society Paper – 20 students assessed		
The Role of Business in Society –25% exceeded, 45% met, 30% did not meet expectations		X
The Personal Calling of Professionals – 15% exceeded, 50% met, 35% did not meet expectations		X
3. Business Policy Debrief – 23 students assessed		
Knowledge and Technical Skills – 21.74% exceeded, 56.52% met, 21.74% did not meet expectations		X
Communication Skills – 8.7% exceeded, 73.91% met, 17.39% did not meet expectations	X	
Analytical Skills – 13.04% exceeded, 52.17% met, 34.78% did not meet expectations		X
Discipline Specific Learning Outcome – 13.04% exceeded, 65.22% met, 21.74% did not meet expectations		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Senior Exit Survey – 28 Business Majors with no concentration I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 33% strongly agree, 42% agree, 21% neither agree nor disagree, 4% disagree I achieved proficiency in communicating effectively, both orally and in writing, through contemporary		X

<p>technologies – 46% strongly agree, 44% agree, 4% neither agree nor disagree, 4% disagree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 50% strongly agree, 29% agree, 17% neither agree nor disagree, 4% disagree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 50% strongly agree, 29% agree, 21% neither agree nor disagree</p> <p>I achieved proficiency in understanding the coordination of the organization – 50% strongly agree, 46% agree, 4% neither agree nor disagree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 46% strongly agree, 38% agree, 8% neither agree nor disagree, 8% disagree</p> <p>I achieved proficiency in applying problem-solving methodologies – 46% strongly agree, 33% agree, 17% neither agree nor disagree, 4% disagree</p> <p>I achieved proficiency in generating recommendations for decision-making – 54% strongly agree, 42% agree, 4% disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 54% strongly agree, 42% agree, 4% neither agree nor disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 58% strongly agree, 33% agree, 4% neither agree nor disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 65% strongly agree, 26% agree, 9% neither agree nor disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 50% strongly agree, 25% agree, 21% neither agree nor disagree, 4% strongly disagree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 50% strongly agree, 32% agree, 9% neither agree nor disagree, 9% strongly disagree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 61% strongly agree, 31% agree, 4% neither agree nor disagree, 4% strongly disagree</p>		
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<p>2. Class of 2012 Alumni Survey – 11 Business Major Graduates responded (all concentrations)</p> <p>Alumni indicated the following about their entire Mount degree program:</p> <ul style="list-style-type: none"> • Developed a sense of responsibility for social justice (mean of 3.79) • Developed effective mathematical skills (mean of 2.86) • Developed effective scientific skills (mean of 2.57) • Developed effective problem-solving skills (mean of 3.79) • Developed effective writing skills (mean of 3.93) • Developed the ability to speak effectively (mean of 3.71) • Developed the ability to make ethical decisions (mean of 4.14) <p>*The results are based on a 5 point scale; 0 being definitely no and 5 being definitely yes. An average score of 3.4 is equivalent to at least 80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program.</p>		X
<p>10 of 11 respondents or 91% reported that MSM provided “excellent” or “good” preparation for their current job.</p>	X	
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		

4. Improve undergrad ETS scores - implement new course in Operations and Supply Chain Management (new requirement in the undergraduate business major)
5. Improve undergrad ETS scores - identify subject areas that need to be emphasized to improve ETS scores.
6. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)
7. Foster students' personal callings to be business professionals - conduct a workshop to help faculty better foster students' personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Business – Finance concentration:	
Intended Student Learning Outcomes for the Bachelor of Science in Business – Finance concentration :	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and finance in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Exam (BUS 404)	Average score will be greater than national mean.
2. Business and Society Paper (BUS 400)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Policy Debrief (BUS 404)	At least 80% of students achieve each of the learning outcomes evaluated.
4. Finance Case Study (BUS 453)	At least 80% of students achieve each of the learning outcomes evaluated.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Exam – 4 students assessed, Average Score: 146, National Average 152.6		X
2. Business and Society Paper – 1 student assessed		
The Role of Business in Society – 100% met expectations	X	
The Personal Calling of Professionals – 100% did not meet expectations		X
3. Business Policy Debrief – 4 student assessed		
Knowledge and Technical Skills – 25% exceeded, 75% met expectations	X	
Communication Skills – 25% exceeded, 75% met expectations	X	
Analytical Skills – 50% met expectations, 50% did not meet expectations		X
Discipline Specific Learning Outcome – 25% exceeded, 75% met expectations	X	
4. Finance Case Study: 8 students assessed		
Knowledge and Technical Skills – 100% met expectations	X	
Communications Skills – 50% met expectations, 50% did not meet expectations		X
Analytical Skills –100% met expectations	X	
The Role of Business in Society – 100% met expectations	X	
The Personal Calling of Professionals – 100% met expectations	X	

Discipline Specific Learning Outcome – 100% met expectations	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Senior Exit Survey – 7 Business Majors with a Finance concentration</p> <p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 100% agree</p> <p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 100% agree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 20% strongly agree, 80% agree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 20% strongly agree, 80% agree</p> <p>I achieved proficiency in understanding the coordination of the organization – 20% strongly agree, 80% agree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 20% strongly agree, 80% agree</p> <p>I achieved proficiency in applying problem-solving methodologies – 20% strongly agree, 80% agree</p> <p>I achieved proficiency in generating recommendations for decision-making – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 80% strongly agree, 20% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 40% strongly agree, 40% agree, 20% did not answer</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 80% strongly agree, 20% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 80% strongly agree, 20% agree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 100% agree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 50% strongly agree, 50% agree</p>	X	

<p>2. Class of 2012 Alumni Survey – 11 Bolte School of Business Graduates responded (all majors) See Business Major No Concentration for results</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>4. Improve undergrad ETS scores - implement new course in Operations and Supply Chain Management (new requirement in the undergraduate business major)</p>		
<p>5. Improve undergrad ETS scores - identify subject areas that need to be emphasized to improve ETS scores.</p>		
<p>6. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>7. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Business – International Business concentration:	
Intended Student Learning Outcomes for the Bachelor of Science in Business – International Business concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of international business in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
7. Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Exam (BUS 404)	Average score will be greater than national mean.
2. Business and Society Paper (BUS 400)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Policy Debrief (BUS 404)	At least 80% of students achieve each of the learning outcomes evaluated.

4. International Marketing Case Study (BUS 319)	At least 80% of students achieve each of the learning outcomes evaluated.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Exam – 4 students assessed, Average Score: 146.5, National Average 152.6		X
2. Business and Society Paper – 4 students assessed		
The Role of Business in Society – 50% exceeded expectations, 25% met expectations, 25% did not meet expectations		X
The Personal Calling of Professionals – 25% exceeded expectations, 25% met expectations 50% did not meet expectations		X
3. Business Policy Debrief – 3 students		
Knowledge and Technical Skills – 100% met expectations	X	
Communication Skills – 67% met expectations, 33% did not meet expectations		X
Analytical Skills – 33% exceeded, 67% did not meet expectations		X
Discipline Specific Learning Outcome – 100% met expectations	X	
4. International Marketing Case Study – 6 students assessed		
Knowledge and Technical Skills – 67% exceeded, 33% met expectations	X	
Communication Skills – 83% met expectations, 17% did not meet	X	

Global Awareness – 67% exceeded, 33% met	X	
Analytical Skills – 33% exceeded, 67% met	X	
Discipline Specific Learning Outcome – 100% met	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Senior Exit Survey – 3 Business Majors with International Business concentration</p> <p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 33% strongly agree, 67% agree</p> <p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 33% strongly agree, 33% agree, 33% neither agree or disagree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 33% strongly agree, 67% agree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 67% strong, 33% agree</p> <p>I achieved proficiency in understanding the coordination of the organization – 67% strongly agree, 33% agree,</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 67% strongly agree, 33% agree</p> <p>I achieved proficiency in applying problem-solving methodologies – 67% strongly agree, 33% agree, I achieved proficiency in generating recommendations for decision-making – 67% strongly agree, 33% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 67% strongly agree, 33% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 100% strongly agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 100% strongly agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 33% strongly agree, 67% agree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 67% strongly agree, 33% agree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 33% strongly agree, 67% agree</p>	X	

<p>2. Class of 2012 Alumni Survey – 11 Bolte School of Business Graduates responded (all majors) See Business Major No Concentration for results</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>4. Improve undergrad ETS scores - implement new course in Operations and Supply Chain Management (new requirement in the undergraduate business major)</p>		
<p>5. Improve undergrad ETS scores - identify subject areas that need to be emphasized to improve ETS scores.</p>		
<p>6. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>7. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Business – Management concentration:	
Intended Student Learning Outcomes for the Bachelor of Science in Business – Management concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and management in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
7. Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Exam (BUS 404)	Average score will be greater than national mean.
2. Business and Society Paper (BUS 400)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Policy Debrief (BUS 404)	At least 80% of students achieve each of the learning outcomes evaluated.

4. Case Study in Human Resources Management (BUS 454)	At least 80% of students achieve each of the learning outcomes evaluated.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Exam – 4 students assessed, Average score: 148, National Average 152.6		X
2. Business and Society Paper – 3 students assessed		
The role of Business in Society – 33% exceeded expectations, 67% met expectations	X	
The Personal Calling of Professionals – 67% exceeded expectations, 33% did not meet expectations		X
3. Business Policy Debrief – 7 students assessed		
Knowledge and Technical Skills – 14% exceeded, 86% met expectations	X	
Communication Skills – 100% met expectations	X	
Analytical Skills – 86% met expectations, 14% did not meet expectations	X	
Discipline Specific Learning Outcomes – 14% exceeded, 86% met expectations	X	
4. Case Study in Human Resources Management - 8 students assessed		
Knowledge and Technical Skills – 100% met expectations	X	
Communications Skills – 50% met, 50% did not meet expectations		X
Global Awareness - 100% met expectations	X	
Analytical Skills – 100% met expectations	X	

The Role of Business in Society – 100% met expectations	X	
The Personal Calling of Professionals – 100% met expectations	X	
Discipline Specific Learning Outcome – 100% met expectations	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Senior Exit Survey – 6 Business Majors with a Management concentration</p> <p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 17% strongly agree, 83% agree</p> <p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 83% agree, 17% neither agree nor disagree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 33% strongly agree, 67% agree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 100% strongly agree</p> <p>I achieved proficiency in understanding the coordination of the organization – 67% strongly agree, 33% agree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 33% strongly agree, 67% agree</p> <p>I achieved proficiency in applying problem-solving methodologies – 33% strongly agree, 67% agree</p> <p>I achieved proficiency in generating recommendations for decision-making – 83% strongly agree, 17% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 83% strongly agree, 17% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 83% strongly agree, 17% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 83% strongly agree, 17% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 17% strongly agree, 66% agree, 17% did not answer</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 33% strongly agree, 67% agree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 83% strongly agree, 17% agree</p>	X	

<p>2. Class of 2012 Alumni Survey – 11 Bolte School of Business Graduates responded (all majors) See Business Major No Concentration for results</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>4. Improve undergrad ETS scores - implement new course in Operations and Supply Chain Management (new requirement in the undergraduate business major)</p>		
<p>5. Improve undergrad ETS scores - identify subject areas that need to be emphasized to improve ETS scores.</p>		
<p>6. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>7. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Business – Marketing concentration:	
Intended Student Learning Outcomes for the Bachelor of Science in Business – Marketing concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and marketing in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
7. Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.	
8. Students will be able to define marketing and the marketing process which is demonstrated by articulating how marketing creates, captures, delivers and communicates value as well as how the concept of value is formalized through the organization’s strategic marketing planning process.	
9. Students will gain an understanding of the marketplace and consumers, which is demonstrated by the ability to articulate the components of the macro and micro marketing environments as well as defining the concepts or segmentation, targeting and positioning.	
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Direct Measures:

Direct Measures of Student Learning:		
1. ETS Exam (BUS 404)	Average score will be greater than national mean.	
2. Business and Society Paper (BUS 400)	At least 80% of students achieve each of the learning outcomes evaluated.	
3. Business Policy Debrief (BUS 404)	At least 80% of students achieve each of the learning outcomes evaluated.	
4. Marketing Strategy Paper (BUS 455)	At least 80% of students achieve each of the learning outcomes evaluated.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		Performance Targets/Criteria for Indirect Measures:
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. ETS Exam – 14 students assessed, Average score: 146.6, National Average 152.6		X
2. Business and Society Paper – 10 students assessed		
The Role of Business in Society – 10% exceeded expectations 60% met expectations, 30% did not meet expectations		X
The Personal Calling of Professionals – 60% met expectations, 40% did not meet expectations		X
3. Business Policy Debrief – 9 students assessed		
Knowledge and Technical Skills – 11% exceeded, 78% met, 11% did not meet expectations		X
Communication Skills – 100% met expectations		X
Analytical Skills – 56% met , 44% did not meet expectations		X
Discipline Specific Learning Outcome – 89% met, 11% did not meet expectations		X

<p>4. Marketing Strategy Paper</p> <p>Knowledge and Technical Skills- 100% met expectations</p> <p>Communication Skills- 96% met expectations, 4% did not meet expectations</p> <p>Global Awareness- 100% met expectations</p> <p>Analytical Skills- 100% met expectations</p> <p>The Role of Business in Society- 100% met expectations</p> <p>The Personal Calling of Professionals- 100% met expectations</p> <p>Discipline Specific Learning Outcomes- 100% met expectations</p>	X	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	Performance Target Was...	
	Met	Not Met
<p>1. Senior Exit Survey – 15 Business Majors with a Marketing concentration</p> <p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 39% strongly agree, 61% agree</p> <p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 56% strongly agree, 44% agree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 33% strongly agree, 67% agree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 61% strongly agree, 39% agree</p> <p>I achieved proficiency in understanding the coordination of the organization – 44% strongly agree, 56% agree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 44% strongly agree, 56% agree</p> <p>I achieved proficiency in applying problem-solving methodologies – 28% strongly agree, 67% agree, 5% neither agree nor disagree</p> <p>I achieved proficiency in generating recommendations for decision-making – 61% strongly agree, 39% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 47% strongly agree, 35% agree, 12% neither agree nor disagree, 6% disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 44% strongly agree, 56% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate</p>	X	

<p>social responsibility – 61% strongly agree, 33% agree, 6% neither agree or disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 28% strongly agree, 33% agree, 39% neither agree nor disagree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 56% strongly agree, 39% agree, 5% disagree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 56% strongly agree, 44% agree</p>		
<p>2. Class of 2012 Alumni Survey – 11 Bolte School of Business Graduates responded (all majors)</p> <p>See Business Major No Concentration for results</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>4. Improve undergrad ETS scores - implement new course in Operations and Supply Chain Management (new requirement in the undergraduate business major)</p>		
<p>5. Improve undergrad ETS scores - identify subject areas that need to be emphasized to improve ETS scores.</p>		
<p>6. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>7. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Economics (not covered under IACBE accreditation):	
Intended Student Learning Outcomes for the Bachelor of Science in Economics :	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of economics in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Economics Professionals: Students will demonstrate knowledge of the personal calling of economists professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. TUCE Exam	Mean score higher than national average.
2. Paper in Econ 406 (History of Econ Thought Capstone)	At least 80% of students achieve each of the learning outcomes.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they

	achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. TUCE Exam: Intermediate Micro Students (n=12) Micro TUCE – Mean: 16.5 National Mean: 16.7 Intermediate Macro Students (n=10) Macro TUCE – Mean: 14.9 National Mean 15.2 History of Thought Students (n=9) Micro TUCE – Mean: 17.6 National Mean: 16.7 History of Thought Students (n=9) Macro TUCE – Mean: 16.7 National Mean: 15.2		X X X
2. Paper in Econ 406 – 38% excellent, 31% good, 19% acceptable, 12% unsatisfactory		X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. Senior Exit Survey – 2 Economics Majors I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 50% strongly agree, 50% neither agree nor disagree I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 50% strongly agree, 50% agree I achieved an understanding of the complexities of operating in a global setting – 50% strongly agree, 50% agree I achieved proficiency in recognizing and evaluating complex problems and processes – 50% strongly agree, 50% agree I achieved proficiency in understanding the coordination of the organization – 50% strongly agree, 50% agree I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 50% strongly agree, 50% agree I achieved proficiency in applying problem-solving methodologies – 50% strongly agree, 50% agree I achieved proficiency in generating recommendations for decision-making – 50% strongly agree, 50% agree		X

<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 50% strongly agree, 50% agree</p>		
<p>2. Class of 2012 Alumni Survey – 11 Bolte School of Business Graduates responded (all majors) See Business Major No Concentration for results</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>4. Improve student writing skills - offer one writing intensive course in the traditional undergraduate economics major.</p>		
<p>5. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>6. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Information Systems:	
Intended Student Learning Outcomes for the Bachelor of Science in Information Systems :	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of information systems in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. IFSY 498 Senior Project	Every student will achieve a score of at least 70%.
2. IFSY 498 Comprehensive Exam	Every student will achieve a score of at least 70%.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they

	achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met
1. IFSY 498 Senior Project - Two teams produced projects that earned scores of 90% and an 80% *Based on results from the 2012-2013 academic year; class offered odd years only	X	
2. IFSY 498 Comprehensive Exam - 7 students out of 8 scored 70% or better. (1 student scored 58%.) *Based on results from the 2012-2013 academic year; class offered odd years only		X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met
1. Senior Exit Survey – 2 Information Systems Majors I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 50% strongly agree, 50% agree I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 50% strongly agree, 50% agree I achieved an understanding of the complexities of operating in a global setting – 50% strongly agree, 50% neither agree nor disagree I achieved proficiency in recognizing and evaluating complex problems and processes – 50% strongly agree, 50% agree I achieved proficiency in understanding the coordination of the organization – 100% strongly agree I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 100% agree I achieved proficiency in applying problem-solving methodologies – 100% strongly agree I achieved proficiency in generating recommendations for decision-making – 50% strongly agree, 50% agree I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 50% strongly agree, 50% agree	X	

<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 50% agree, 50% neither agree nor disagree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – – 50% strongly agree, 50% agree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 100% strongly agree</p>		
<p>2. Class of 2012 Alumni Survey – 1 Bolte School of Business Info Systems Graduate responded</p> <p>With only one respondent there are no results to report, however, the student did respond “good” when asked “How well did Mount St. Mary’s prepare you for your current job?”</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Address the problem of low enrollment in the Information Systems major</p>		
<p>2. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>3. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>4. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>5. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>6. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Sport Management:	
Intended Student Learning Outcomes for the Bachelor of Science in Sport Management:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of sport management in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
7. Students will demonstrate knowledge and understanding of the uniqueness of the sport industry.	
8. Students will demonstrate understanding of administrative principles, practices, and business ethics to operate a successful sport business.	
9. Students will demonstrate proficiency in marketing, scheduling, budgeting, and facilitating sport events.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. BUS 441 Comprehensive Exam	Mean higher than 80%
2. BUS 440 Sport Ethics Paper and Presentation	At least 80% of students achieve each of the learning outcomes evaluated.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. BUS 441 Comprehensive Exam: Comprehensive mean score of 82.3%	X	
2. BUS 440 Sport Ethics Paper and Presentation Knowledge and Technical Skills: 100% met or exceeded expectations Communication Skills: 80% met or exceeded expectations Analytical Skills: 60% met or exceeded expectations Personal Calling of Professionals: 100% met or exceeded expectations Discipline Specific Outcomes: Understands Principles of Successful Sport Business: 100% met or exceeded expectations	X X X X	X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Senior Exit Survey – 6 Sport Management Majors I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 50% strongly agree, 50% agree I achieved proficiency in communicating effectively, both orally and in writing, through contemporary	X	

<p>technologies – 67% strongly agree, 33% agree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 14% strongly agree, 57% agree, 29% neither agree nor disagree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 71% strongly agree, 14% agree, 14% neither agree nor disagree</p> <p>I achieved proficiency in understanding the coordination of the organization – 71% strongly agree, 14% agree, 14% neither agree nor disagree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 57% strongly agree, 29% agree, 14% neither agree nor disagree</p> <p>I achieved proficiency in applying problem-solving methodologies – 86% strongly agree, 14% neither agree nor disagree</p> <p>I achieved proficiency in generating recommendations for decision-making – 71% strongly agree, 29% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 86% strongly agree, 14% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 71% strongly agree, 14% agree, 14% neither agree or disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 71% strongly agree, 29% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 86% strongly agree, 14% neither agree or disagree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 86% strongly agree, 14% agree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 86% strongly agree, 14% agree</p>		
<p>2. Class of 2012 Alumni Survey – 1 Sport Management Graduate from the Bolte School Responded</p> <p>Alumni indicated the following about their entire Mount degree program:</p> <ul style="list-style-type: none"> • Developed a sense of responsibility for social justice (mean of 3.5) • Developed effective mathematical skills (mean of 2.5) • Developed effective scientific skills (mean of 2.5) • Developed effective problem-solving skills (mean of 4.0) 	<p>X</p>	

<ul style="list-style-type: none"> • Developed effective writing skills (mean of 5.0) • Developed the ability to speak effectively (mean of 4.0) • Developed the ability to make ethical decisions (mean of 3.0) <p>*The results are based on a 5 point scale; 1 being definitely no and 5 being definitely yes. A mean score of at least 3.4 represents at least 80% of alumni indicating “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program.</p> <p>1 of 1 respondents or 100% reported that MSM provided “excellent” or “good” preparation for their current job.</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Add international opportunities for students – specifically develop a new short-term study abroad course/program in China</p>		
<p>2. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the undergrad program (either new courses or online delivery of existing courses).</p>		
<p>3. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.</p>		
<p>4. Encourage students to take advantage of additional extra-curricular learning opportunities - implement program to require all undergraduate students to complete at least one Outside the Classroom (OTC) experience: (internships, study abroad, service learning courses, advanced research, etc.)</p>		
<p>5. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.</p>		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Bachelor of Science in Business – No Concentration (Frederick):	
Intended Student Learning Outcomes for the Bachelor of Science in Business – No Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business in order to enter and succeed in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
7. Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Exam (BUS 404)	Average score will be greater than national mean.
2. Business and Society Paper (BUS 400)	At least 80% of students achieve each of the learning outcomes evaluated.

3. Business Policy Debrief (BUS 404)	At least 80% of students achieve each of the learning outcomes evaluated.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Senior Survey	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program. 80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Exam – 6 students assessed, Average score: 148.83, National Average 152.6		X
2. Business and Society Paper – 12 students assessed		
The Role of Business in Society - 50% met, 50% did not meet expectations		X
The Personal Calling of Professionals - 25% met, 75% did not meet expectations		X
3. Business Policy Debrief – 6 students assessed		
Knowledge and technical Skills – 83% met, 17% did not meet expectations	X	
Communication Skills – 100% met expectations	X	
Analytical Skills – 100% met expectations	X	
Discipline Specific Learning Outcome – 100% met expectations	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Senior Exit Survey – 8 Business Majors (Frederick)- No Concentration I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 67% strongly agree, 33% agree	X	

<p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 67% strongly agree, 33% agree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 67% strongly agree, 33% agree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 67% strongly agree, 33% agree</p> <p>I achieved proficiency in understanding the coordination of the organization – 78% strongly agree, 22% agree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 78% strongly agree, 22% agree</p> <p>I achieved proficiency in applying problem-solving methodologies – 88% strongly agree, 12% agree</p> <p>I achieved proficiency in generating recommendations for decision-making – 67% strongly agree, 33% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 78% strongly agree, 22% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 89% strongly agree, 11% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 78% strongly agree, 22% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 56% strongly agree, 44% agree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 56% strongly agree, 33% agree, 11% neither agree nor disagree</p> <p>I achieved an understanding of my personal higher calling as a professional who meets the highest standards of professional integrity in my work and in relationships with others – 67% strongly agree, 33% agree</p>		
<p>2. Class of 2012 Alumni Survey – in development</p>		<p>X</p>
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses).</p>		
<p>2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what</p>		

students need by graduation.

3. Improve undergrad ETS scores - identify subject areas that need to be emphasized to improve ETS scores.

4. Foster students' personal callings to be business professionals - conduct a workshop to help faculty better foster students' personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Master of Business Administration – No Concentration:	
Intended Student Learning Outcomes for the Master of Business Administration – No Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business in order to advance in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making and strategic planning.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA ETS Exam	Average score will be greater than national mean.
2. Strategic Analysis Final 1-credit Project (MBA 519)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Ethics and Social Responsibility Paper (MBA 536)	At least 80% of students achieve each of the learning outcomes evaluated.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. Exit Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program 80% of MBA graduates surveyed either “strongly agree” or “agree” that each learning outcome was important in their career development	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met
1. ETS Survey – 28 students assessed, Average score of 244.07, National Average 248.3		X
2. Strategic Analysis Final 1-credit Project – 12 students assessed		
Knowledge and Technical Skills: 25% exceeded expectations, 75% met expectations Communications: 25% exceeded expectations, 75% met expectations Analytical Skills: 25% exceeded expectations, 75% did not meet expectations	X X	X
3. Business Ethics and Social Responsibility Paper - 29 assessed		
The Role of Business in Society - 86% met or exceeded expectations, 14% did not meet	X	
Personal Calling of Professionals - 72% met or exceeded expectations, 28% did not meet		X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met
1. MBA Exit Survey – 22 total MBA program respondents (all concentrations)		
Level of Agreement:		
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 28.57% strongly agree, 47.62% agree, 14.29% neither agree nor disagree, 4.76% disagree, 4.76% strongly disagree		X
I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies - 28.57% strongly agree, 47.62% agree, 14.29% neither agree nor disagree, 9.52% disagree		X

I achieved an understanding of the complexities of operating in a global setting – 33.33% strongly agree, 42.86% agree, 9.52% neither agree nor disagree, 14.29% disagree		X
I achieved proficiency in recognizing and evaluating complex problems and processes – 42.86% strongly agree, 33.33% agree, 14.29% neither agree nor disagree, 4.76% disagree, 4.76% strongly disagree		X
I achieved proficiency in understanding the coordination of the organization – 38.10% strongly agree, 52.38% agree, 9.52% neither agree nor disagree	X	
I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 47.62% strongly agree, 28.57% agree, 9.52% neither agree nor disagree, 4.76% disagree, 9.52% neither agree nor disagree		X
I achieved proficiency in applying problem-solving methodologies – 42.86% strongly agree, 42.86% agree, 9.52% neither agree nor disagree, 4.76% strongly disagree	X	
I achieved proficiency in generating recommendations for decision-making and strategic planning – 57.12% strongly agree, 23.81% agree, 14.29% neither agree or disagree, 4.76% disagree	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 33.33% strongly agree, 47.62% agree, 9.52% neither agree nor disagree, 4.76% disagree, 4.76% strongly agree	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 47.62% strongly agree, 23.81% agree, 9.52% neither agree nor disagree, 9.52% disagree, 9.52% strongly disagree		X
I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 38.10% strongly agree, 38.10% agree, 4.76% neither agree nor disagree, 9.52% disagree, 9.52% strongly disagree		X
I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 4.76% strongly agree, 33.33% agree, 33.33% neither agree nor disagree, 9.52% disagree, 19.05% strongly disagree		X
I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 28.57% strongly agree, 42.86% agree, 9.52% neither agree nor disagree, 4.76% disagree, 14.29 strongly disagree		X
I achieved an understanding of my personal calling as a professional who meets the highest standards of personal integrity in my work and in relationships with others – 47.62% strongly agree, 28.57% agree, 14.29% neither agree nor disagree, 4.76% disagree, 4.76% strongly disagree		X

Level of Importance:		
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 90.91% thought it was very important, 9.52% thought it was somewhat important	X	
I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 76.19% thought it was very important, 23.81% thought it was somewhat important	X	
I achieved an understanding of the complexities of operating in a global setting – 68.18% thought it was very important, 31.82% thought it was somewhat important	X	
I achieved proficiency in recognizing and evaluating complex problems and processes – 86.36% thought it was very important, 13.64% thought it was somewhat important	X	
I achieved proficiency in understanding the coordination of the organization – 59.09% thought it was very important, 40.91% thought it was somewhat important	X	
I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 81.82% thought it was very important, 18.18% thought it was somewhat important	X	
I achieved proficiency in applying problem-solving methodologies – 77.27% thought it was very important, 22.73% thought it was somewhat important	X	
I achieved proficiency in generating recommendations for decision-making and strategic planning – 72.73% thought it was very important, 27.27% thought it was somewhat important	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 63.64% thought it was very important, 36.36% thought it was somewhat important,	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 59.09% thought it was very important, 40.91% thought it was somewhat important	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 59.09% thought it was very important, 40.91% thought it was somewhat important	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 31.82% thought it was very important, 27.27% thought it was somewhat important, 40.91% thought it was not important		X
I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 63.64% thought it was very important, 31.82% thought it was somewhat important, 4.55% thought it was not	X	

important		
I achieved an understanding of my personal calling as a professional who meets the highest standards of personal integrity in my work and in relationships with others – 72.73% thought it was very important, 27.27% thought it was somewhat important	X	
2. MBA Alumni Survey – 12 MBA graduates from 2009 and 32 MBA graduates from 2013 responded		
Level of Agreement:		
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce: (2009) 25% strongly agree, 50% agree, 25% neither agree nor disagree (2013) 19% strongly agree, 72% agree, 6% neither agree or disagree, 3% disagree	X	
I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies (2009) 50% strongly agree, 33% agree, 17% neither agree nor disagree (2013) 50% strongly agree, 38% agree, 9% neither agree nor disagree, 3% disagree	X	
I achieved an understanding of the complexities of operating in a global setting (2009) 33% strongly agree, 33% agree, 17% neither agree nor disagree, 17% disagree (2013) 25% strongly agree, 50% agree, 22% neither agree nor disagree, 3% disagree		X
I achieved proficiency in recognizing and evaluating complex problems and processes (2009) 58% strongly agree, 42% agree (2013) 47% strongly agree, 41% agree, 6% neither agreed nor disagreed, 6% disagreed	X	
I achieved proficiency in understanding the coordination of the organization (2009) 25% strongly agree, 75% agree (2013) 41% strongly agree, 56% agree, 3% neither agree nor disagree	X	
I achieved proficiency in conducting research and analysis of qualitative and quantitative data (2009) 67% strongly agree, 33% agree (2013) 31% strongly agree, 47% agree, 16% neither agree nor disagree, 6% disagree	X	
I achieved proficiency in applying problem-solving methodologies	X	

(2009) 58% strongly agree, 42% agree (2013) 36% strongly agree, 48% agree, 13% neither agree nor disagree, 3% disagree		
I achieved proficiency in generating recommendations for decision-making and strategic planning (2009) 42% strongly agree, 50% agree, 8% neither agree nor disagree (2013) 39% strongly agree, 52% agree, 9% neither agree nor disagree	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis (2009) 33% strongly agree, 25% agree, 42% neither agree nor disagree (2013) 40% strongly agree, 60% agree	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics (2009) 25% strongly agree, 58% agree, 17% neither agree nor disagree (2013) 39% strongly agree, 48% agree, 13% neither agree nor disagree	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility (2009) 26% strongly agree, 58% agree, 8% neither agree nor disagree, 8% strongly disagree (2013) 33% strongly agree, 57% agree, 10% neither agree nor disagree	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching (2009) 25% strongly agree, 8% agree, 42% neither agree nor disagree, 8% disagree, 17% strongly disagree (2013) 6% strongly agree, 25% agree, 50% neither agree nor disagree, 9% disagree, 6% strongly disagree		X
I achieved an understanding of my personal calling as a professional who lives a life of purpose and service (2009) 33% strongly agree, 17% agree, 42% neither agree nor disagree, 8% strongly disagree (2013) 22% strongly agree, 44% agree, 28% neither agree nor disagree, 3% disagree, 3% strongly disagree		X
I achieved an understanding of my personal calling as a professional who meets the highest standards of personal integrity in my work and in relationships with others (2009) 42% strongly agree, 8% agree, 50% neither agree nor disagree (2013) 47% strongly agree, 47% agree, 6% neither agree nor disagree	X	
Level of Importance:		
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce (2009) 50% very important, 50% somewhat important	X	

(2013) 79% very important, 21% somewhat important		
I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies (2009) 50% very important, 50% somewhat important (2013) 90% very important, 10% somewhat important	X	
I achieved an understanding of the complexities of operating in a global setting (2009) 33% very important, 42% somewhat important, 25% not important (2013) 45% very important, 48% somewhat important, 7% not important	X	
I achieved proficiency in recognizing and evaluating complex problems and processes (2009) 83% very important, 17% somewhat important (2013) 83% very important, 17% somewhat important	X	
I achieved proficiency in understanding the coordination of the organization (2009) 50% very important, 50% important (2013) 79% very important, 21% important	X	
I achieved proficiency in conducting research and analysis of qualitative and quantitative data (2009) 83% very important, 17% somewhat important (2013) 59% very important, 34% somewhat important, 7% not important	X	
I achieved proficiency in applying problem-solving methodologies (2009) 75% very important, 25% somewhat important (2013) 76% very important, 24% somewhat important	X	
I achieved proficiency in generating recommendations for decision-making and strategic planning (2009) 75% very important, 25% somewhat important (2013) 79% very important, 21% somewhat important	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis (2009) 33% very important, 58% somewhat important, 8% not important (2013) 64% very important, 36% somewhat important	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics	X	

(2009) 50% very important, 42% somewhat important, 8% not important (2013) 61% very important, 36% somewhat important, 4% not important		
I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility (2009) 50% very important, 33% somewhat important, 17% not important (2013) 69% very important, 31% somewhat important	X	
I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching (2009) 17% very important, 25% somewhat important, 58% not important (2013) 7% very important, 45% somewhat important, 48% not important		X
I achieved an understanding of my personal calling as a professional who lives a life of purpose and service (2009) 27% very important, 55% somewhat important, 18% not important (2013) 41% very important, 48% somewhat important, 11% not important	X	
I achieved an understanding of my personal calling as a professional who meets the highest standards of personal integrity in my work and in relationships with others (2009) 60% very important, 20% somewhat important, 20% not important (2013) 76% very important, 24% somewhat important	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses).		
2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.		
3. Improve MBA ETS scores - identify subject areas that need to be emphasized to improve ETS scores.		
4. Foster students' personal callings to be business professionals - conduct a workshop to help faculty better foster students' personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.		

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Master of Business Administration – Finance Concentration:	
Intended Student Learning Outcomes for the Master of Business Administration – Finance Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and finance in order to advance in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making and strategic planning.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA ETS Exam	Average score will be greater than national mean.
2. Strategic Analysis Final 1-credit Project (MBA 519)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Ethics and Social Responsibility Paper (MBA 536)	At least 80% of students achieve each of the learning outcomes evaluated.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. Exit Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program. 80% of MBA graduates surveyed feel that each learning outcome was either “very important” or “somewhat important” to their career development		
2. Alumni Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program 80% of MBA graduates surveyed feel that each learning outcome was either “very important” or “somewhat important” to their career development		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. ETS Exam – 11 students assessed, Average score: 247.45, National Average 248.3			X
2. Strategic Analysis Final 1-credit Project – 6 students assessed			
Knowledge and Technical Skills: 50% exceeded expectations, 50% met expectations Communication Skills: 50% exceeded expectations, 50% met expectations Analytical Skills: 33% exceeded expectations, 67% met expectations		X	
		X	
		X	
3. Business Ethics and Social Responsibility Paper- 10 students assessed			
The Role of Business in Society- 100% met or exceeded expectations		X	
Personal Calling of Professionals- 100% met or exceeded expectations		X	
		Met	Not Met
1. MBA Exit Survey: See MBA (No Concentration) for results			
2. MBA Alumni Survey: See MBA (No Concentration) for results			
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			

- | |
|--|
| 1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses). |
| 2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation. |
| 3. Improve MBA ETS scores - identify subject areas that need to be emphasized to improve ETS scores. |
| 4. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others. |

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Master of Business Administration – Management Concentration:	
Intended Student Learning Outcomes for the Master of Business Administration – Management Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and management in order to advance in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making and strategic planning.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA ETS Exam	Average score will be greater than national mean.
2. Strategic Analysis Final 1-credit Project (MBA 519)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Ethics and Social Responsibility Paper (MBA 536)	At least 80% of students achieve each of the learning outcomes evaluated.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. Exit Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program 80% of MBA graduates surveyed either “strongly agree” or “agree” that each learning outcome was important in their career development	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met
1. ETS Survey – 6 students assessed, Average score: 249.33, National Average 248.4	X	
2. Strategic Analysis Final 1-credit Project – 4 students assessed		
Knowledge and Technical Skills: 25% exceeded expectations, 75% met expectations Communication Skills: 25% exceeded expectations, 50% met expectations, 25% did not meet expectations Analytical Skills: 25% exceeded expectations, 75% met expectations	X X	X
3. Business Ethics and Social Responsibility Paper - 2 students assessed		
The Role of Business in Society - 100% met expectations	X	
Personal Calling of Professionals - 100% met expectations	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met
1. MBA Exit Survey: See MBA (No Concentration) for results		
2. MBA Alumni Survey: See MBA (No Concentration) for results		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA		

program (either new courses or online delivery of existing courses).
2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.
3. Improve MBA ETS scores - identify subject areas that need to be emphasized to improve ETS scores.
4. Foster students' personal callings to be business professionals - conduct a workshop to help faculty better foster students' personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Master of Business Administration – Marketing Concentration (IACBE Accredited):	
Intended Student Learning Outcomes for the Master of Business Administration – Marketing Concentration :	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and marketing in order to advance in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making and strategic planning.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA ETS Exam	Average score will be greater than national mean.

2. Strategic Analysis Final 1-credit Project (MBA 519)	At least 80% of students achieve each of the learning outcomes evaluated.	
3. Business Ethics and Social Responsibility Paper (MBA 536)	At least 80% of students achieve each of the learning outcomes evaluated.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Exit Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program 80% of MBA graduates surveyed either “strongly agree” or “agree” that each learning outcome was important in their career development	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Survey – 5 students assessed, Average score of 251.6, National Average 248.4	X	
2. Strategic Analysis Final 1-credit Project – 1 student assessed		
Knowledge and Technical Skills: 100% met expectations Communication Skills: 100% met expectations Analytical Skills: 100% met expectations	X X X	
3. Business Ethics and Social Responsibility Paper - 4 students assessed		
The Role of Business in Society - 100% met or exceeded expectations		
Personal Calling of Professionals - 100% met or exceeded expectations		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. MBA Exit Survey: See MBA (No Concentration) for results		
2. MBA Alumni Survey: See MBA (No Concentration) for results		

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

1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses).
2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.
3. Improve MBA ETS scores - identify subject areas that need to be emphasized to improve ETS scores.
4. Foster students' personal callings to be business professionals - conduct a workshop to help faculty better foster students' personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Master of Business Administration – Organizational Development Concentration (IACBE Accredited):	
Intended Student Learning Outcomes for the Master of Business Administration – Organizational Development Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and organizational development in order to advance in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making and strategic planning.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA ETS Exam	Average score will be greater than national mean.
2. Strategic Analysis Final 1-credit Project (MBA 519)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Ethics and Social Responsibility Paper (MBA 536)	At least 80% of students achieve each of the learning outcomes evaluated.
4. Feedback & Integration Final Project and Presentation (MBA 564)	At least 80% of students achieve each of the learning outcomes evaluated.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Exit Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program 80% of MBA graduates surveyed either “strongly agree” or “agree” that each learning outcome was important in their career development	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. MBA ETS Exam – 1 OD student assessed; Average Score 241, National Average 248.4		
2. Strategic Analysis Final 1-credit Project - no students assessed		
(Refer to MBA-No Concentration for results)		
3. Business Ethics and Social Responsibility - 1 assessed		
The Role of Business in Society - 100% met expectations	X	
Personal Calling of Professionals - 100% met expectations	X	
4. Feedback and Integration Final Project and Presentation - 8 assessed		
Knowledge and Technical Skills : 100% met or exceeded expectations	X	
Communication Skills : 100% met or exceeded expectations	X	
Analytical Skills : 100% met or exceeded expectations	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. MBA Exit Survey: See MBA (No Concentration) for results		
2. MBA Alumni Survey: See MBA (No Concentration) for results		

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

1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses).
2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.
3. Improve MBA ETS scores - identify subject areas that need to be emphasized to improve ETS scores.
4. Foster students' personal callings to be business professionals - conduct a workshop to help faculty better foster students' personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for the Master of Business Administration – Project Management Concentration (IACBE Accredited):	
Intended Student Learning Outcomes for the Master of Business Administration – Project Management Concentration:	
1. Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of business and project management in order to advance in the workforce.	
2. Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and the generation of recommendations for decision-making and strategic planning.	
5. The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.	
6. The Personal Calling of Business Professionals: Students will demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA ETS Exam	Average score will be greater than national mean.
2. Strategic Analysis Final 1-credit Project (MBA 519)	At least 80% of students achieve each of the learning outcomes evaluated.
3. Business Ethics and Social Responsibility Paper (MBA 536)	At least 80% of students achieve each of the learning outcomes evaluated.
4. Project Management Case Study and Presentation (MBA 558)	At least 80% of students achieve each of the learning outcomes evaluated.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Exit Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.	
2. Alumni Survey	80% of MBA graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program 80% of MBA graduates surveyed either “strongly agree” or “agree” that each learning outcome was important in their career development	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. ETS Survey – 8 students assessed, Average score 245, National Average 248.4		X
2. Strategic Analysis Final 1-credit Project – 2 students assessed		
Knowledge and Technical Skills: 100% met or exceeded expectations Communication Skills: 100% met or exceeded expectations Analytical Skills: 100% met or exceeded expectations	X X X	
3. Business Ethics and Social Responsibility Paper - 1 assessed		
The Role of Business in Society - 100% met expectations Personal Calling of Professionals - 100% met expectations	X X	
4. Project Management Case Study and Presentation – 33 students assessed		
Knowledge and Technical Skills: 100% exceeded or met expectations Communication Skills: 78% exceeded or met expectations Analytical Skills: 100% exceeded or met expectations Role of Business in Society: 100% exceeded or met expectations Personal Calling of Professionals: 100% exceeded or met expectations	X X X X	X

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. MBA Exit Survey: See MBA (No Concentration) for results		
2. MBA Alumni Survey: See MBA (No Concentration) for results		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses).		
2. Improve student proficiency in Excel: identify courses that incorporate Excel and determine gaps between what is being taught and what students need by graduation.		
3. Improve MBA ETS scores - identify subject areas that need to be emphasized to improve ETS scores.		
4. Foster students’ personal callings to be business professionals - conduct a workshop to help faculty better foster students’ personal calling to be professionals who have lives of purpose and service and who meet the highest standards of personal integrity in their work and relations with others.		

Section II: Operational Assessment
For Academic Year: 2013-14

Operational Assessment for the Richard J. Bolte, Sr. School of Business	
Mission of the Richard J. Bolte, Sr. School of Business:	
<p>The Richard J. Bolte, Sr. School of Business, proudly integrated in a Catholic University, fosters the divine calling of business professionals who consider the dignity of the human person, who apply the highest standards of personal integrity, and who serve the common good. In this context, the Bolte School builds innovative education programs, advances knowledge through quality scholarship, promotes responsible business practices, and develops future leaders who are ethical decision-makers and effective problem-solvers. Ultimately, the Bolte School seeks to positively influence global communities by considering people as well as profits, morality as well as market-share, and service as well as self.</p>	
Intended Operational Outcomes:	
1. The Bolte School of Business will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school each year.	
2. The Bolte School of Business will be successful in contributing to the professional advancement of its MBA and MHA graduates.	
3. The academic programs offered by the Bolte School of Business will be current, relevant, and meet the needs of professions.	
4. Faculty members in the Bolte School of Business will be highly-qualified in their teaching disciplines.	
5. Faculty members in the Bolte School of Business will be engaged in relevant scholarly and professional activities.	
6. The Bolte School of Business will be successful in providing high-quality instruction to its students.	
7. The Bolte School of Business will be successful in providing effective academic advising to its students.	
8. Faculty members in the Bolte School of Business will incorporate innovative instructional methodologies in their classes.	
9. Undergraduate students in the Bolte School of Business will have the opportunity to participate in relevant internships.	
10. Undergraduate students in the Bolte School of Business will participate in relevant hands-on experiential learning opportunities.	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. Undergraduate Alumni Survey (one-year out)	The Bolte School will place 95% or more of its undergraduate students in degree-related positions or in graduate school within one year of

	graduation.
2. MBA and MHA Alumni Surveys	On the MBA and MHA surveys, at least 90% of alumni will indicate that they “strongly agree” or “agree” that their graduate degree program led to professional development and advancement.
3. Undergraduate, MBA, and MHA Alumni Surveys	On alumni surveys, at least 90% of alumni will indicate that they “strongly agree” or “agree” that their degree program was current, relevant, and met the needs of their profession.
4. Faculty Credentials	At least 90% of the school’s full-time and adjunct faculty members will be either doctorally- or professionally-qualified to teach in their respective disciplinary areas.
5. Faculty Workload Agreements	All full-time faculty members in the Bolte School of Business will be engaged in relevant scholarly and professional activities.
6. Undergraduate, MBA, and MHA Exit Surveys	At least 90% of graduating students will indicate that they were “satisfied” or “very satisfied” with the teaching of their professors.
7. Undergraduate, MBA, and MHA Exit Surveys	At least 90% of graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advisors.
8. Undergraduate, MBA, and MHA Exit Surveys	At least 90% of graduating students will indicate that they “agree” or “strongly agree” that their professors were creative in the classroom.
9. Undergraduate Exit Surveys	At least 50% of Bolte School graduating students will indicate that they participated in a relevant internship opportunity during their undergraduate years. At least 80% of Bolte School graduating students will “agree” or “strongly agree” that the Bolte School and the Mount St. Mary’s University Career Center made internship opportunities available for students.
10. Undergraduate Exit Surveys	At least 90% of graduating students will indicate that they “agree” or “strongly agree” that they participated in relevant hands-on experiential learning opportunities during their degree program.

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. On the Class of 2011 one-year out survey (conducted in the fall of 2012) 29 of 32 respondents (90.6%) reported that they were currently employed or in graduate school.		X
2. On the MBA alumni survey, 32.81% graduates “strongly agree” and 59.38% graduates “agree” that they achieved proficiency in requisite technical skills and knowledge in their field of study in order to advance in the workforce.	X	
3. On the Class of 2011 one-year out survey (conducted in the fall of 2012) 22 of 29 respondents (75.9%) reported that MSM provided “excellent” or “good” preparation for their current job. This question was not included in the MBA alumni survey.		X
4. 100% of the Bolte School’s full-time and adjunct faculty members were either doctorally- or professionally-qualified to teach in their respective disciplinary areas during AY 12-13.	X	
5. All full-time faculty members in the Bolte School of Business were engaged in relevant scholarly and professional activities during AY 12-13.	X	
6. On the Bolte School of Business 2013 exit survey for graduating seniors, 59.81% indicated that they were “very satisfied” and 38.54% “satisfied” with the teaching of their professors. On the Bolte School of Business fall of 2012 and spring of 2013 exit surveys for MBA graduates, 61.11% indicated that they were “very satisfied” and 38.89% “satisfied” with the teaching of their professors.	X	
7. On the Bolte School of Business 2013 exit survey for graduating seniors, 60.75% indicated that they were “very satisfied” and 30.84% “satisfied” with academic advising provided by the Bolte School of Business. On the Bolte School of Business fall of 2012 and spring of 2013 exit surveys for MBA graduates, 16.67% indicated that they were “very satisfied” and 16.67% “satisfied” with academic advising provided by the Bolte School of Business. (38.9% were neutral, 22.2% dissatisfied, and 5.6% very dissatisfied.)		X
8. On the Bolte School of Business 2013 exit survey for graduating seniors, 40.19% indicated that they “strongly agree” and 51.40% “agree” that Bolte School faculty incorporated innovative instructional methodologies in their	X	

classes. On the Bolte School of Business fall of 2012 and spring of 2013 exit surveys for MBA graduates, 16.67% indicated that they “strongly agree” and 72.22% “agree” that Bolte School faculty incorporated innovative instructional methodologies in their classes.		
9. On the Bolte School of Business 2013 exit survey for graduating seniors, 70.1% of Bolte School graduating students indicated that they participated in a relevant internship opportunity during their undergraduate years. On the Bolte School of Business 2013 exit survey for graduating seniors, 27.10% graduates “strongly agree” and 38.82% “agree” that the Bolte School and the Mount St. Mary’s University Career Center made internship opportunities available for students.		X
10. On the Bolte School of Business 2013 exit survey for graduating seniors, 39.25% of graduating students indicated that they “strongly agree” and 54.21% “agree” that they participated in relevant hands-on experiential learning opportunities during their degree program.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Provide students with more online course opportunities – specifically develop at least two new online and/or hybrid courses in the MBA program (either new courses or online delivery of existing courses).		
2. Improve student learning and analytical skills - hire a graduate student to provide evening tutoring for undergraduate students.		
3. Upgrade classroom facilities - renovate Classrooms 307, 309, 321, and 323.		
4. Improve outcomes assessment process - develop plan with the Office of Institutional Research to increase participation on one-year-out undergraduate and graduate alumni survey.		
5. Improve MBA advising - improvements will continue to be made to MBA advising.		
6. Inform students about internship possibilities - Internship opportunities will continue to be communicated to undergraduate students.		
7. Improve outcomes assessment process - the Bolte School faculty will evaluate the effectiveness and efficiency of the assessment process.		
8. Hire more full time faculty - continue search for a full-time Logistics faculty member		

Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Proposal for a Graduate Certificate Program in Government Contracting

Executive Summary

The Richard J. Bolte, Sr. School of Business proposes a new post-baccalaureate certificate in Government Contracting. The new program will add to the Bolte School's three existing post-baccalaureate certificate programs in Project Management, Organizational Development, and Logistics. Each of the 15-credit certificate programs may be completed as a stand-alone program or in combination with the Bolte School's MBA program. (The 15 certificate credits are counted toward the 37 credits required for the MBA degree.)

The proposed post-baccalaureate certificate in Government Contracting consists of five three-credit courses:

MBA 605 - Legal Considerations in Contracting,
MBA 606 - Intermediate Cost and Price Analysis,
MBA 607 - Source Selection and Administration of Service Contracts,
MBA 608 - Contract Administration and Negotiation Techniques in a Supply Environment, and
MBA 609 - Contracting for Decision Makers.

The courses will be reviewed and certified by the American Council on Education (ACE) in order to obtain Defense Acquisition University (DAU) equivalency. Mount St. Mary's University has a Memorandum of Understanding with DAU to enter into a collaborative relationship for the purpose of delivering DAU equivalent courses. The proposed post-baccalaureate certificate will satisfy some of the course requirements that lead to DAU Level II and Level III Government Contracting Certification. These certifications are an essential credential to work as an acquisition specialist for the government.

Mount St. Mary's University entered into an Intergovernmental Personnel Act (IPA) Agreement with the United States Army Medical Research Acquisitions Activity (USAMRAA) in order to hire Mr. Terry McCune to develop the certificate courses and to obtain the DAU equivalencies for the university. Mr. McCune was a former manager of the acquisition activity at USAMRAA and is an expert on government contracting. Once the IPA agreement expires in November of 2014, Mr. McCune will continue to teach in the program as an adjunct professor.

The economic impact of the proposed program to the government and to industry is significant. The program will increase employee productivity and will provide real savings in both tax dollars and company training costs. Currently, government and industry workers, who arrange to take a government contracting course through their employer, must travel to another location for two to four weeks and spend an average of \$1,125 per week in travel costs. In addition, these workers must be out of the office for two to four weeks which results in a significant loss in productivity. The proposed post-baccalaureate certificate program will offer courses in the evening, so employees will have the opportunity to continue working during the day. This will allow government and industry employers to maintain productivity and save in travel expense.

The Department of Labor, Bureau of Labor Statistics (<http://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm>) reveals approximately 487,200 Purchasing Manager, Buyer and Purchasing Agent jobs existed in 2010 with a job outlook growth of 7% by 2020. The National Contract Management Association 2011 survey (www.ncmahq.org) revealed that 28% of the contract professional population was over the age of 55. With the projected job growth over the next 8 years coupled with the significant number of professionals at or near the retirement age, the supply of Contract Professionals will clearly not meet the projected demand. Critical and compelling regional and statewide need is identified in a 2012 job search of indeed.com for purchasing and contract specialist vacancies in Maryland. The purchasing position inquiry revealed 1219 vacancies while the contract specialist position inquiry revealed 762 vacancies. A search of Jobs2Careers.com revealed 2402 contract specialist and 1240 purchasing jobs are currently available in Maryland.

MARYLAND HIGHER EDUCATION COMMISSION ACADEMIC PROGRAM PROPOSAL

Mount St. Mary's University
Richard J. Bolte, Sr. School of Business

Post-baccalaureate Certificate in Government Contracting

- A. Centrality to institutional mission statement and planning priorities: Provide a description of the program, including each area of concentration and how it is related to the institution's approved mission. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

Mount St. Mary's is a Catholic university committed to education in the service of truth; the university seeks to cultivate a community of learners formed by faith, engaged in discovery, and empowered for leadership in the Church, the professions, and the world. The Richard J. Bolte, Sr. School of Business, proudly integrated in this Catholic University, fosters the divine calling of business professionals who consider the dignity of the human person, who apply the highest standards of personal integrity, and who serve the common good. In this context, the Bolte School builds innovative education programs, advances knowledge through quality scholarship, promotes responsible business practices, and develops future leaders who are ethical decision-makers and effective problem-solvers. The proposed post-baccalaureate certificate in Government Contracting advances both the university's mission and the Bolte School's mission by providing a challenging and relevant academic experience that reinforces the development of decision-making and problem-solving skills delivered within a framework of ethical and socially responsible behavior.

The university's current strategic plan includes a goal to "develop new academic programs and systematically review existing programs in order to meet the needs of society." The strategic plan also includes a goal to "strengthen" our Frederick campus. The proposed post-baccalaureate certificate in Government Contracting will help the university attain these goals by educating contracting specialists working for both industry and government in the Frederick area. The graduate certificate program will also satisfy Defense Acquisition University (DAU) requirements that lead to DAU Level II and Level III Government Contracting Certification. The certificate program will also be an integral part of the existing Master of Business Administration (MBA) degree program. The certificate consists of 15 graduate credit hours, and those 15 graduate credit hours may be counted as part of the 37 graduate credit MBA program.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 (Adequacy of Curriculum Design and Related Learning Outcomes) of this chapter:

- **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of the program requirements.**
- **Describe the educational objective and intended student learning outcomes.**
- **Discuss how the general education requirements will be met, if applicable.**
- **Identify any specialized accreditation or graduate certification requirements for this program and its students.**
- **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

The proposed post-baccalaureate certificate in Government Contracting consists of five three-credit courses. Each of the courses will be reviewed by the American Council on Education (ACE) and each course will be certified by ACE as a Defense Acquisition University (DAU) equivalent contracting (CON) course. Mount St. Mary's University has a Memorandum of Understanding with the DAU to enter into a collaborative relationship for the purpose of delivering these courses as DAU courses. A copy of the Memorandum of Understanding is included as attachment 1.

1. MBA 605: Legal Considerations in Contracting
2. MBA 606: Intermediate Cost and Price Analysis
3. MBA 607: Source Selection and Administration of Service Contracts
4. MBA 608: Contract Administration and Negotiation Techniques in a Supply Environment
5. MBA 609: Contracting for Decision Makers

A student may apply the five certificate courses to the MBA and earn the MBA degree by completing the following seven courses (22 credits):

1. MBA 503 Financial Reporting and Control (3 credits)
2. MBA 504 Global Business and Economics (3 credits)
3. MBA 506 Quantitative and Statistical Methods for Managers (3 credits)
4. MBA 509 Financial Analysis (3 credits)
5. MBA 516 Organization Theory and Management Practice (3 credits)
6. MBA 519 Strategic Analysis and Integrated Decision Theory (4 credits)
7. MBA 536 Business Ethics and Social Responsibility (3 credits)

MBA 605: Legal Considerations in Contracting (3 Semester hours)

This course focuses on legal considerations in the procurement process. Participants are introduced to the basic principles and sources of law relevant to procurement, including fiscal law. The course also addresses various other legal issues that may develop during the course of a contract, such as protests, assignment of claims, disputes, fraud, contractor debt, performance issues, and contract termination. (CON 216 equivalent)

Course Learning Objectives:

1. Identify the legal and ethical principles that apply to Government contracts and understand how the rule of law can have differing applications in differing factual settings.
2. Given a complex fiscal law issue, identify the most common constraints on use of appropriated funds and complete the necessary steps to successfully resolve the issue.
3. Understand the various methods used to protect intellectual property. Given various situations, identify the Government's rights to intellectual property.
4. Given various scenarios, identify different processes by which challenges may be filed against a federal acquisition.
5. Determine when an assignment of claims is permitted.
6. Analyze different contract performance issues and understand the remedies available to the Government. Identify formal disputes resolution under the Contract Disputes Act.
7. Identify criminal, civil, and administrative remedies for fraud.
8. Given possible termination scenarios, select the process and procedures for terminating a contract.
9. Identify the tools for recovering monies owed the Government.

MBA 606: Intermediate Cost and Price Analysis (3 Semester hours)

The course is divided into three segments addressing contract pricing issues from a Pre-Award, Negotiation Preparation-Award, and Post-Award perspective. Students will be introduced to quantitative techniques and tools used to quantify and facilitate decision-making in determining a fair and reasonable price. Students will apply various cost analysis techniques and quantitative tools to analyze a contractor's cost proposal and to develop a government negotiation range and objective. The course is designed to prepare students for Defense Acquisition Workforce Improvement Act (DAWIA) Level II certification courses, serve as a gateway into more advanced targeted contract pricing courses, and give the students some practical tools in pricing government contracts. The ultimate objective of the course is to help students become better business advisors in developing contract arrangements that are in the best interest of the government. (CON 270 equivalent) MBA 605 or MBA 511 is a prerequisite

Course Learning Objectives:

1. Given a contractor's proposal information, use Excel to model a proposal.
2. Given market research and proposed information from offeror(s), using sampling data, select the appropriate statistical information to use in facilitating the decision-making process.
3. Given market research and proposed information from offeror(s), using historical data and regression analysis, select the appropriate statistical information to use in facilitating the decision-making process.
4. Assuming an advisory role in evaluating acquisition proposals, successfully summarize the development, assumptions, application and risk of Cost Estimating Relationships (CERs)
5. Given market research and proposed information from offeror(s), using historical data and improvement curve analysis, select the appropriate statistical information to use in facilitating the decision-making process and to determine the impact of variation in quantity on cost/price.
6. Given a proposed contract change identify issues and factors to be considered in developing the government's negotiation objective for a contract equitable adjustment.
7. Given a contract termination, identify issues and factors to be considered in pricing a termination settlement.
8. Analyze cost risks after development of a point estimate.
9. Given an acquisition requirement, identify the appropriate contract type arrangement to meet the customer's needs and that will motivate the contractor to perform in the best interest of the Government.
10. Given a competitive Cost-Reimbursement contract, Fixed Price Incentive contract or in some cases Fixed Price contract, conduct cost realism analyses to determine a contractor's most probable actual cost to perform successfully on a government contract.
11. Given a contractor financing need, develop a negotiation strategy considering Performance Based Payment.

MBA 607: Source Selection and Administration of Service Contracts (3 Semester hours)

This course builds on the foundation established through the course prerequisites. The primary focus is on the acquisition of services under Federal Acquisition Regulation (FAR) Part 15 procedures, with an emphasis on performance-based acquisitions (PBA) for services, contract types, contract incentives, source selection, and contract administration. Students will learn the fundamentals of a performance based service acquisition -- from acquisition planning to contract closeout through a realistic case study. The course takes students through the solicitation process and detailed source selection procedures using the recently released DOD Source Selection Guide. Students will prepare contractual documents, and develop and deliver high-level source selection briefings with recommendations for contract award. (CON 280 equivalent) MBA 605, MBA 606 and MBA 607 prerequisites.

Course Learning Objectives:

1. Given a complex services requirement, identify the appropriate source selection team roles and responsibilities and methods of communication, to include government and non-government advisors.
2. Using the results of market research, assess the industry's environment and determine availability of sources and develop an appropriate acquisition strategy that maximizes small business participation.
3. Using the results of an analysis of a given requirement, determine an appropriate performance-based approach that meets the customer's mission requirement.
4. Using a Performance Requirement Roadmap and results of comprehensive market research, generate Performance Based Acquisition (PBA) metrics mirroring best commercial practices.
5. Given a contract requirement, accurately assess the financial implications of various types of contract and incentive arrangements.
6. Given a complex services requirement, evaluate incentive arrangements for adherence to regulation, policy and guidance and construct a source selection plan appropriately applying the necessary funding provisions.
7. Given a complex services requirement package, examine appropriate sections of a solicitation in accordance with applicable law, regulations, policies, acquisition plan and source selection plan.
8. In a competitive negotiated contracting environment, construct the competitive range, plan for negotiations/discussions, and evaluate contractor proposals to determine the best value proposal to meet mission requirements.
9. Using the standards for contractor responsibility in FAR Part 9.1, discuss the contractor responsibility process prior to contract award.
10. Based on the results of source selection evaluation reports and the Source Selection Decision Document, determine what information to include in debriefings and differentiate between protest processes.
11. After contract award, compose contract administration requirements including post award conferences, allowable costs and payment procedures, contract modifications, and other administration functions.
12. After contract performance is complete, determine contract close-out procedures as they relate to services within a case study.
13. Given a complex contracting issue, deliver, on an individual basis, a written and oral presentation.

MBA 608: Contract Administration and Negotiation Techniques in a Supply Environment (3 Semester hours)

In this case-based course, students apply Contracting concepts and techniques learned in prerequisite courses to meet customer supply requirements and resolve complex Contracting issues. Special emphasis is placed on applying legal concepts, intermediate pricing concepts, and negotiation techniques. Students experience the full spectrum of Contracting processes and issues by following a supply requirement through all phases of the acquisition life cycle, from acquisition planning through contract close-out.

Research, analysis, and communication skills are honed through development and presentation of a critical thinking project requiring in-depth focus on one area of Contracting. Negotiation skills are sharpened through active student participation in two simulated contract negotiations. (CON 290 equivalent) MBA 605 or MBA 511, 606, and 607 prerequisites

Course Learning Objectives:

1. Given a complex fiscal law issue and working in a team environment, complete the necessary steps to successfully resolving the issue.
2. For a given fact pattern, determine whether to contract without providing for full and open competition and evaluate a given Justification and Approval for regulatory compliance.
3. Given an agency requirement and supporting market research data, select an appropriate contract method, contract type and incentive structure, financing, and whether contract options should be included.
4. Identify the major elements and components of a given solicitation.
5. For a given contract type scenario, use cost/price analysis as appropriate to evaluate the reasonableness of a contractor's proposal for Cost Plus Fixed Fee (completions), and Fixed Price Incentive (Firm) contracts.
6. For a given negotiation, conduct fact-finding necessary to prepare for the negotiation scenario and recommend the best negotiation technique.
7. For a given previously developed pre-negotiation objective, orally present the objective to a business clearance official to obtain approval to start negotiations and conduct face to face contract negotiations.
8. For a given scenario, evaluated potential basis for and Government defenses to a contractor protest.
9. For a given contract, develop a contract administration plan to include a post award conference, procedure for contract changes, equitable adjustments and procedures for submission and processing a claim.
10. For a given scenario, calculate the amount of a contractor's lost efficiency resulting from a contract change.
11. For a given fact scenario, evaluate available Government remedies for nonconforming products and whether defective pricing has occurred.
12. For a given fact scenario, determine whether all requirements have been met to close out a Government contract.

MBA 609: Contracting for Decision Makers (3 Semester hours)

Through realistic scenario-based learning, students work individually and in teams to practice developing sound business solutions as a valued strategic and expert business advisor. Students will learn to analyze complex contracting situations with emphasis on critical thinking, problem solving, research, and risk reduction. Student course work is designed to contribute real solutions on real acquisition problems to senior leadership and local supervisors. (CON 360 equivalent) MBA 605 or MBA 511, 606, 607, 608 prerequisites

Course Learning Objectives:

1. The student, while serving in the role of a contracting leader, will apply critical thinking skills to a contracting related problem in a graded written paper and oral presentation with supporting media.
2. The student, while serving in the role of a contracting leader, will apply problem solving methods to a contracting related problem in a graded written paper and oral presentation with supporting media.
3. The student, while serving in the role of a contracting leader, will apply risk mitigation techniques to a contracting related problem in an oral presentation and class discussion.
4. The student, while serving in the role of a contracting leader, will make a decision on a contracting dilemma that complies with rules of ethics in contracting.
5. The student, while serving in the role of a contracting leader, will apply leadership skills to complex contracting issue in an oral presentation and class discussion.
6. The student, while serving in the role of a contracting leader, will contribute in a collaborative environment by providing timely written and oral feedback to team members and the class.
7. The student, while serving in the role of a contracting supervisor, will successfully identify various methods of motivating and alleviating employee stress for individuals who are dealing with constant change in the contracting work environment.
8. The student, while serving in the role of a contracting leader, will apply an industry and senior Government contracting leader prospective to an assigned contracting policy issue in a graded written paper and oral presentation with supporting media.
9. The student, while serving in the role of a contracting leader, will manage information and knowledge for currency in acquisition and contracting in order to prepare and deliver presentations on current issues in contracting as measured by a rubric handout.

C. Critical and compelling regional or Statewide need as identified in the State Plan:

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a. The need for the advancement and evolution of knowledge;**
 - b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
 - c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**
- 2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The proposed post-baccalaureate certificate program specifically responds to the Maryland State Plan for Postsecondary Education Goal #1: *Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.* In accordance with Goal #1, The Richard J. Bolte, Sr. School of Business at Mount St. Mary's University produces graduates who demonstrate the ability to think and communicate creatively, critically, and clearly. Graduates of the proposed program will be prepared to serve in managerial leadership roles as purchasing managers, buyers, purchasing agents and contract specialist and contracting officers, both in Government and Industry. In accordance with the mission of the University, the proposed program will not only advance students' technical knowledge, it will enlighten students on the ethical challenges that government procurement specialists face on a regular basis. The program will promote responsible business practices and develop future leaders who are ethical decision-makers and effective problem solvers.

The proposed program also supports the Maryland State Plan for Postsecondary Education Goal #5: *Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.* The proposed program develops a highly qualified workforce through the provision of specialized skill development in purchasing and contract management.

Critical and compelling regional and statewide need is identified in a 2012 job search of indeed.com for purchasing and contract specialist vacancies in Maryland. The purchasing position inquiry revealed 1219 vacancies while the contract specialist position inquiry revealed 762 vacancies. A search of Jobs2Careers revealed 2402 contract specialist and 1240 purchasing jobs in Maryland.

In the Department of Defense industry, there were 9647 defense contractors in Maryland in 2011 (data: governmentcontractswon.com), winning a total of \$15.9 billion dollars in defense contracts.

Mount St Mary's University and the Defense Acquisition University (DAU) have agreed via a Memorandum of Understanding (attachment 1) to offer DAU equivalent courses that will lead to contract certification within the Department of Defense. The courses offered in the program will meet the standards established by DAU and require an equivalency review by the American Council on Education (ACE). Our target audience is government employees and government contractors.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state:

- 1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
- 3. Data showing the current and projected supply of prospective students.**

The economic impact of the proposed program to the government and to industry is significant. The program will increase employee productivity and will provide real savings in both tax dollars and company training costs. Currently, government and industry workers, who arrange to take a government contracting course through their employer, must travel to another location for two to four weeks and spend an average of \$1,125 per week in travel costs. In addition, these workers must be out of the office for two to four weeks which results in a significant loss in productivity. The proposed post-baccalaureate certificate program will offer courses in the evening, so employees will have the opportunity to continue working during the day. This will allow government and industry employers to maintain productivity and save in travel expense.

The Department of Labor, Bureau of Labor Statistics (<http://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm>) reveals approximately 487,200 Purchasing Manager, Buyer and Purchasing Agent jobs existed in 2010 with a job outlook growth of 7% by 2020. The National Contract Management Association 2011 survey (www.ncmahq.org) revealed that 28% of the contract professional population was over the age of 55. With the projected job growth over the next 8 years coupled with the significant number of professionals at or near the retirement age, the supply of Contract Professionals will clearly not meet the projected demand.

The survey also reveals that over 50% of contracting professionals do not have a post-baccalaureate certification/degree. The economic impact to the individual contract professional achieving a post-baccalaureate certification/degree is approximately an \$18,000 increase in annual salary.

The 2011 National Contract Management Association survey revealed:

Highest Degree Held:

- 7% No college degree
- 4% Associate degree
- 40% Bachelor degree
- 44% Master degree
- 6% Doctorate

Employer:

- 57% Government Contractor
- 25% Federal Government
- 8% Commercial Business
- 10% Other

Annual Salary:

- 10% - \$150K+
- 35% - \$100K - \$149K
- 21% - \$80K - \$99K
- 20% - \$60K - \$79K
- 14% - < \$60K

Median Salary by Education:

- No Degree - \$75,500
- Associate – \$80,000
- Bachelor - \$87,000
- Master - \$105,000
- Doctorate - \$112,000

Current job announcements in Maryland based on the following:

Indeed.com

- Contract Specialist: 762
- Purchasing: 1219

Jobs2Careers.com

- Contract Specialist: 2402
- Purchasing: 1240

E. Reasonableness of program duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
- 2. Provide justification for the proposed program.**

Programs in the State:

1. Cecil College offers a lower division certificate in Government Contracting and an Associate in Applied Sciences.

Similarities and differences: This program is a distance learning program for entry level individuals wishing to work in the procurement area. While both programs offer education in government contracting, our proposed program is a more complex, detailed graduate level program for individuals with undergraduate degrees seeking to advance their career.

2. University of Maryland University College (UMUC) offers a Graduate Certificate in Procurement and Contract Management. This certificate is designed to familiarize participants with the broad concepts and strategies of procurement and contract management. The program prepares individuals to manage and/or administer the processes by which a firm or organization contracts for goods and services to support its operations as well as contracts to sell to other firms or organizations. It includes contract law, negotiations, buying procedures, government contracting, cost and price analysis, vendor relations, contract administration, auditing and inspections, relations with other firm departments, and applications to special areas such as high-technology systems, international purchasing, and construction.

Similarities and differences: The UMUC Graduate Certificate is very similar to our proposed program. Both programs offer a post-baccalaureate certificate in contracting and both programs cover similar courses. However, our proposed program provides a concentration in Government Contracting. We have a Memorandum of Understanding from the Defense Acquisition University (DAU) to offer DAU equivalent courses. Our target audience is Government employees and Government Contractors. A government employee taking the UMUC Graduate Certificate courses will not get credit leading to a Defense Certification in Contracting. Our courses require DAU equivalency review from the American Council on Education (ACE).

3. Strayer University offers a Master's degree in Business Administration with a concentration in Acquisition. The acquisition concentration is designed to develop additional competencies necessary to effectively navigate the federal government acquisition process and manage government contracts. By combining theory and

practical application, the curriculum teaches you to apply problem-solving, critical-thinking, and decision-making skills to a variety of acquisition situations.

Similarities and differences: The Strayer University MBA with a concentration in Acquisition is very similar to our proposed program where our certificate can be combined with the MBA program for an MBA with a concentration in Government Contracting. While both programs focus on the federal government acquisition process, their government employee students will not get credit leading to a Defense Certification in Contracting.

F. Relevance to Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.**
- 2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

The relevance to HBIs is indirect. The course material includes understanding other socioeconomic programs such as Historically Black Colleges and Universities (HBCUs) and Minority Institutions (MIs) which promotes participation in Federal procurement for research, studies, supplies, and services of the type normally acquired from higher educational institutions.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice.

This is not a distance education program.

H. Adequacy of faculty resources:

Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.

Mr. Terry McCune
Full-time: shared with United States Army Medical Research Acquisition Activity (USAMRAA) in an Intergovernmental Personnel Act (IPA) Agreement
BS – Park University
MS/MBA – Florida Institute of Technology
Title: Course Developer and Instructor (part-time)
Courses: MBA 607; MBA 608, MBA 609;

Mr. James Miller (Adjunct)
BA – California State University
JD – Pepperdine University School of Law
Title: Chief, Acquisition and Fiscal Law, Office of the Staff Judge Advocate
Course: MBA 605

Mr. Craig Lebo (Adjunct)
BA – Indiana University of Pennsylvania
MA – Hood College
Title: Vice President for Acquisition, Henry M. Jackson Foundation
Courses: MBA 607; MBA 608; MBA 609

Ms. Kathy Doyle-Lehman (Adjunct)
BA – Frostburg State University
MBA – Frostburg State University
Certified Public Accountant
Title: Cost and Price Analyst
Course: MBA 606

Mr. William Hall, JD (Adjunct)
BS – US Naval Academy
MS – Naval Postgraduate School
JD – Concord Law School
Title: Director of Contracts, ASI Government
Courses: MBA 605; MBA 607; MBA 608; MBA 609

I. Adequacy of library resources

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet program's needs.

The Phillips Library has adequate resources to support a graduate certificate program in Government Contracting. The Library provides access to hundreds of books and most of the professionally recommended periodicals that focus on this field. The Library's current capital budget will accommodate faculty and student requests for other materials that may be needed to support the program.

The Phillips Library is a founding member of the Maryland Inter-Library Loan Consortium established in 1992 for the purpose of sharing the costs and the expenses necessary to automate its then four member libraries. The Consortium has grown to include six academic libraries whose parent institutions are part of

MICUA (the Maryland Independent College and University Association). Current MICUA members are Mount St. Mary's University, Hood College, Baltimore International College, Washington Adventist University, Loyola College, Notre Dame University Library, and Stevenson University.

Through the Consortium, Mount students and faculty have direct access to the collections of each member library either in person or through the internet. The Consortium operates a courier delivery system that includes daily stops at the Phillips Library.

Additionally, many resources such as government regulations are readily available online.

- J. Adequacy of physical facilities, infrastructure and instructional equipment: Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Classes will be offered in the evening to accommodate the schedules of working adults. Sufficient classroom space is available at the Frederick location. The addition of Government Contracting will have not have a negative impact on our existing space or equipment.

K. Adequacy of financial resources with documentation

- 1. Complete Table 1 Resources and Table 2 Expenditures; Finance data for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.**
- 2. Provide a narrative rational for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Table 1: Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Reallocated Funds					
Tuition/Fee revenue					
Number of Full-Time Students					
Annual					

Tuition/Fee Rate					
Total FT Revenue					
Number of PT Students	20	25	30	35	35
Credit Hour Rate	\$523	\$543	\$543	\$543	\$543
Annual Credit Hours	300	375	450	525	525
Total PT Revenue	\$156,900	\$203,625	\$244,350	\$285,075	\$285,075
Grants, Contracts, and other external sources					
Other sources					
Total	\$156,900	\$203,625	\$244,350	\$285,075	\$285,075

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty					
#FTE	.7	.7	.7	.7	.7
Total Salary	\$64,000 ¹	\$17,000 ²	\$17,000 ²	\$17,000 ²	\$17,000 ²
Total Benefits					
2. Admin Staff					
#FTE					
Total Salary					
Total Benefits					
3. Support Staff					
#FTE					
Total Salary					
Total Benefits					
4. Equipment					
5. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
6. New or Renovated space					
7. Other expenses					
Total	\$92,000	\$23,000	\$23,000	\$23,000	\$23,000

1. Full-time faculty member will move to part-time once courses are developed after year 1.
2. 5 adjunct classes @\$3,400

L. Adequacy of provisions for evaluation of program

Discuss procedures for evaluating courses, faculty and student learning outcomes.

Each student is required to evaluate the course and faculty prior to early release of grades. Evaluations are available in electronic form in the student's online Moodle Learning System.

The proposed program will be included in the Bolte School's outcomes assessment plan in accordance with its accreditation through the International Association for Collegiate Business Education (IACBE).

For DAU Certification, each student must successfully complete the required courses with a grade of 80% or higher. The program must maintain currency and relevancy to continuous changes in government regulation. DAU provides updates to their course requirements to achieve this goal. Within 60 days of the anniversary date of an equivalent product approval, Mount St Mary's University must certify that any changes to the equivalent products have been incorporated. If the changes have not been incorporated, MSM must provide the planned implementation date for each change.

M. Consistency with the State's minority student achievement goals.

Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives

Non-Discrimination Statement

Mount St. Mary's University prohibits discrimination on the basis of race, color, national or ethnic origin, political or religious opinion or affiliation, marital status, age, sex or disability in recruitment or admission of students, against any employee or applicant for employment, or in the administration of the University's educational policies, admission policies, scholarship and athletic programs, employment policies (except when age, sex or religion constitutes bona fide occupational qualifications) and other University administered activities and programs.

Equal Opportunity Employment

The University does not discriminate on the basis of race, color, national origin, age, religion, sex, or disability in admission and access to, or treatment in employment, educational programs, or activities as required by Title IX of the Educational Amendments of the 1972, Section 504 of the Rehabilitation Act of

1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disability Act of 1990, and their implementing regulations. Questions or complaints may be directed to the Director of Human Resources.

Commitment to Equal Opportunity Employment

It has been and will continue to be the policy of the University to be an equal opportunity employer. In keeping with this policy, the University will continue to recruit, hire, train, and promote into all job levels the most qualified persons without regard to race, color, national origin, age, religion, sex, or disability. Similarly, the University will continue to administer all other personnel matters (such as compensation, benefits, transfers, layoffs, training, education, tuition assistance, and social and recreational programs) in accordance with the University's policy. The University bases employment decisions on objective standards as much as possible in the furtherance of equal opportunity employment.