



## Report of Outcomes Assessment Results

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**Institution:** \_\_\_\_\_ Mount St. Mary's University  
**Academic Business Unit:** \_\_\_\_\_ Richard J. Bolte, Sr. School of Business  
**Academic Year:** \_\_\_\_\_ 2014-2015

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## Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your interim report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: [www.iacbe.org/oa-key-areas.asp](http://www.iacbe.org/oa-key-areas.asp).

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

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: \_\_\_\_\_

## Outcomes Assessment Results

For Academic Year: 2014-2015

### Section I: Student Learning Assessment

<i>Richard J. Bolte, Sr. School of Business</i>	
Student Learning Assessment for the Bachelor of Science in Accounting:	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. <b>Knowledge and Technical Skills:</b> 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. <b>Communication Skills:</b> Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.	
3. <b>Global Awareness:</b> Students will demonstrate an understanding of the complexities of operating in a global setting.	
4. <b>Analytical Skills:</b> 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. <b>The Role of Business in Society:</b> 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. <b>The Personal Calling of Accounting Professionals:</b> 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 Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (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 of 80% or higher
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (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.

**Assessment Results:**

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

1. **Comprehensive Exam in Advanced Accounting:** 34 assessed (85.3% of students achieved a score of 80% or higher.)
2. **Comprehensive Exam in Auditing:** 30 students assessed - 37% demonstrated proficiency to pass auditing portion of CPA exam.

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

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 –**

76% strongly agree, 24% agree

**I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –**

52% strongly agree, 40% agree, 4% neither agree nor disagree

**I achieved an understanding of the complexities of operating in a global setting –**

32% strongly agree, 52% agree, 12% neither agree nor disagree, 4% disagree

**I achieved proficiency in recognizing and evaluating complex problems and processes –**

40% strongly agree, 60% agree

**I achieved proficiency in understanding the coordination of the organization –**

40% strongly agree, 60% agree

**I achieved proficiency in conducting research and analysis of qualitative and quantitative data –**

48% strongly agree, 40% agree, 8% neither agree nor disagree, 4% disagree

**I achieved proficiency in applying problem-solving methodologies –**

60% strongly agree, 36% agree, 4% neither agree nor disagree

**I achieved proficiency in generating recommendations for decision-making –**

48% strongly agree, 52% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –**

56% strongly agree, 40% agree, 4% neither agree nor disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –**

48% strongly agree, 44% agree, 8% neither agree nor disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –**

40% strongly agree, 52% agree, 4% disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –**

28% strongly agree, 28% agree, 36% neither agree nor disagree, 4% disagree

**I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –**

44% strongly agree, 48% agree, 8% neither agree nor disagree

**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, 40% agree, 4% neither agree nor disagree

**2. Class of 2013 Alumni Survey – 16 Accounting Graduates from the Bolte School Responded**

Alumni indicated the following about their entire Mount degree program:

**Knowledge and Technical Skills**

94% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

**Communication Skills**

85% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

**Global Awareness**

62% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

69% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

**Analytical Skills**

69% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

81% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

**Role of Business in Society**

56% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

62% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

**Personal Calling**

94% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

69% of graduates indicate that they “very much” or “completely” learned to protect human dignity, work for peace and freedom, and respect the integrity of creation.

75% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their current job.

Intended Student Learning Outcomes				
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <b>Knowledge and Technical Skills</b>	Met	Not Met	Met	Met
2. <b>Communication Skills</b>			Met	Met
3. <b>Global Awareness</b>			Met	Not Met
4. <b>Analytical Skills</b>	Met	Not Met	Met	Not Met
5. <b>The Role of Business in Society</b>		Not Met	Not Met	Not Met
6. <b>The Personal Calling of Accounting Professionals</b>			Met	Not Met

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

1. The Bolte School submitted a new Outcomes Assessment Plan to the IACBE in May 2015 that will be implemented in the 2015-2016 academic year. The new plan will include three new direct assessment tools for the Accounting Major that will replace the current direct measures being used. The new tools will assess the intended student learning outcomes that were not effectively captured by the previous assessment tools - Communications Skills, Global Awareness, and the Personal Calling of Accounting Professionals. The new tools also include performance targets that relate specifically to each intended student learning outcome. The accounting faculty will develop and implement these new assessment tools in the 2015-2016 academic year.

*Richard J. Bolte, Sr. School of Business*

**Student Learning Assessment for the Bachelor of Science in Business (Traditional Program in Emmitsburg)**

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

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. **Functional Area Integration:** Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.

**Intended Student Learning Outcome: *Concentration in Finance***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of finance in order to enter and succeed in the workforce.

**Intended Student Learning Outcome: *Concentration in International Business and Economics***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of international business and economics in order to enter and succeed in the workforce.

**Intended Student Learning Outcome: *Concentration in Management***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of management in order to enter and succeed in the workforce.

**Intended Student Learning Outcome: *Concentration in Marketing***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of marketing in

order to enter and succeed in the workforce.

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. ETS Exam (BUS 404)	The average student score in each category of the four student learning outcomes evaluated will be greater than the national mean for the category.
2. Business and Society Paper (BUS 400)	At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.
3. Business Policy Debrief (BUS 404)	At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.
4. Finance Case Study (BUS 453)	At least 75% of students achieve a “fully met expectations” rating on the student learning outcome evaluated.
5. International Marketing Case Study (BUS 319)	At least 75% of students achieve a “fully met expectations” rating on the student learning outcome evaluated.
6. Human Resources Management Case Study (454)	At least 75% of students achieve a “fully met expectations” rating on the student learning outcome evaluated.
7. Marketing Strategy Paper (Bus 455)	All students correctly answer at least 70% of questions of the student learning outcome evaluated.
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
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.
<b>Assessment Results:</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. <b>ETS Exam</b> – 80 students assessed, Overall Average Score: 147.1, National Average: 152.1	
2. <b>Business and Society Paper</b> – 24 students assessed	
<b>The Role of Business in Society</b> –46% exceeded, 54% met, 0% did not meet expectations	
<b>The Personal Calling of Professionals</b> – 29% exceeded, 58% met, 13% did not meet expectations	
3. <b>Business Policy Debrief</b> – 31 students assessed	



<b>Knowledge and Technical Skills</b> – 58% exceeded, 39% met, 3% did not meet expectations
<b>Communication Skills</b> – 58% exceeded, 39% met, 3% did not meet expectations
<b>Analytical Skills</b> – 58% exceeded, 39% met, 3% did not meet expectations
<b>Functional Area Integration</b> – 58% exceeded, 39% met, 3% did not meet expectations
<b>4. Finance Case Study: 14 students assessed</b>
<b>Knowledge and Technical Skills</b> – 57% exceeded expectations, 43% met expectations
<b>Communications Skills</b> – 50% exceeded expectations, 50% met expectatuons
<b>Analytical Skills</b> –50% fully met expectations, 50% met expectations
<b>The Role of Business in Society</b> – 64% exceeded expectations, 36% met expectations
<b>The Personal Calling of Professionals</b> – 64% exceeded expectations, 36% met expectations
<b>Functional Area Integration</b> – 57% exceeded expectations, 43% met expectations
<b>5. International Marketing Case Study: 8 students assessed</b>
<b>Knowledge and Technical Skills</b> – 25% exceeded expectations, 75% met expectations
<b>Communications Skills</b> – 87% met expectations, 13% did not meet expectations
<b>Global Awareness</b> – 25% exceeded expectations, 62% met expectations, 13% did not meet expectations
<b>Analytical Skills</b> – 13% exceeded expectations, 62% met expectations, 25% did not meet expectations
<b>Functional Area Integration</b> – 87% met expectations, 13% did not meet expectations
<b>6. Human Resources Management Case Study: 6 students assessed</b>
<b>Knowledge and Technical Skills</b> – 33% exceeded expectations, 67% met expectations
<b>Communications Skills</b> – 33% exceeded expectations, 67% met expectations
<b>Global Awareness</b> – 17% exceeded expectations, 83% met expectations
<b>Analytical Skills</b> – 17% exceeded expectations, 83% met expectations
<b>The Role of Business in Society</b> – 33% exceeded expectations, 67% met expectations
<b>The Personal Calling of Professionals</b> – 100% met expectations
<b>7. Marketing Strategy Paper (Bus 455): 22 students assessed</b>
<b>Knowledge and Technical Skills</b> – 36% exceeded expectations, 64% met expectations

**Communications Skills** – 27% exceeded expectations, 73% met expectations

**Global Awareness** – 9% exceeded expectations, 91% met expectations

**Analytical Skills** – 36% exceeded expectations, 64% met expectations

**The Role of Business in Society** – 18% exceeded expectations, 82% met expectations

**The Personal Calling of Professionals** – 14% exceeded expectations, 86% met expectations

**Functional Area Integration** – 9% exceeded expectations, 91% met expectations

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

**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 –**  
42% strongly agree, 55% agree, 3% disagree

**I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –**  
46% strongly agree, 49% agree, 3% neither agree nor disagree, 1% disagree

**I achieved an understanding of the complexities of operating in a global setting –**  
36% strongly agree, 57% agree, 6% neither agree nor disagree, 1% disagree

**I achieved proficiency in recognizing and evaluating complex problems and processes –**  
49% strongly agree, 48% agree, 1% neither agree nor disagree, 1% disagree

**I achieved proficiency in understanding the coordination of the organization –**  
51% strongly agree, 46% agree, 1% neither agree nor disagree, 1% disagree

**I achieved proficiency in conducting research and analysis of qualitative and quantitative data –**  
35% strongly agree, 55% agree, 9% neither agree nor disagree, 1% disagree

**I achieved proficiency in applying problem-solving methodologies –**  
45% strongly agree, 54% agree, 1% neither agree nor disagree

**I achieved proficiency in generating recommendations for decision-making –**  
55% strongly agree, 43% agree, 1% neither agree nor disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –**  
61% strongly agree, 38% agree, 1% neither agree nor disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –**  
62% strongly agree, 38% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –**

52% strongly agree, 46% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –**

43% strongly agree, 42% agree, 13% neither agree nor disagree, 1% disagree

**I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –**

46% strongly agree, 43% agree, 9% neither agree nor disagree, 1% disagree

**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 –**

59% strongly agree, 38% agree, 3% neither agree nor disagree

## 2. Class of 2013 Alumni Survey – 21 Business Graduates from the Bolte School Responded

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

94% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

### **Communication Skills**

85% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

### **Global Awareness**

62% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

69% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

### **Analytical Skills**

69% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

81% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

### **Role of Business in Society**

78% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

62% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

### **Personal Calling**

94% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

69% of graduates indicate that they “very much” or “completely” learned to protect human dignity, work for peace and freedom, and respect the integrity of creation.

75% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

78% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their current job.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures								
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Direct Measure 7</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills	Not Met		Met	Met	Met	Met	Met	Met	Met
2. Communication Skills			Met	Met	Met	Met	Met	Met	Met
3. Global Awareness	Not Met				Met	Met	Met	Met	Met
4. Analytical Skills	Not Met		Met	Met	Met	Met	Met	Met	Not Met
5. The Role of Business in Society		Met		Met		Met	Met	Met	Met
6. Personal Calling		Met		Met		Met	Met	Met	Met
7. Functional Area Integration	Not Met		Met	Met	Met		Met	Met	Met
Intended Student Learning Outcome: <i>Concentration in Finance</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Direct Measure 7</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills				Met					
Intended Student Learning Outcome: <i>Concentration in International Business and Economics</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Direct Measure 7</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills					Met				
Intended Student Learning Outcome: <i>Concentration in Management</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Direct Measure 7</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills						Met			
Intended Student Learning Outcome:	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Direct Measure 7</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>

<b><i>Concentration in Marketing</i></b>	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <b>Knowledge and Technical Skills</b>							Met		

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

1. Implement one-credit technology course (Excel, Access, etc.) that is now a requirement for incoming freshmen in the business major.
2. Engage students in latest innovations in science and technology (including autonomous humanoid robots) to explore business applications.
3. Identify subject areas in the traditional undergraduate business major that need to be emphasized to improve ETS scores.
4. The Bolte School faculty will evaluate the effectiveness of the ETS exam and consider other alternatives.

*Richard J. Bolte, Sr. School of Business*

**Student Learning Assessment for the Bachelor of Science in Economics (not covered under IACBE accreditation):**

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

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 economics professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.

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

**Performance Objectives (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 Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

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

- |                                      |  |
|--------------------------------------|--|
| 1. Senior Survey<br>2. Alumni Survey | 80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.<br>80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program.<br>80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career. |
|--------------------------------------|--|

**Assessment Results:**

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

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

\*Based on results from the 2013-2014 academic year; class offered even years only

2. **Paper in Econ 406** – 38% excellent, 31% good, 19% acceptable, 12% unsatisfactory

\*Based on results from the 2013-2014 academic year; class offered even years only

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

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 –**

20% strongly agree, 80% agree

**I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –**

20% strongly agree, 80% agree

**I achieved an understanding of the complexities of operating in a global setting –**

100% strongly agree

**I achieved proficiency in recognizing and evaluating complex problems and processes –**

60% strongly agree, 40% agree

**I achieved proficiency in understanding the coordination of the organization –**

40% strongly agree, 60% agree

**I achieved proficiency in conducting research and analysis of qualitative and quantitative data –**

60% strongly agree, 20% agree, 20% neither agree nor disagree

**I achieved proficiency in applying problem-solving methodologies –**

60% strongly agree, 40% agree

**I achieved proficiency in generating recommendations for decision-making –**

60% strongly agree, 40% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –**

40% strongly agree, 20% agree, 40% neither agree nor disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –**

100% strongly agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –**

100% strongly agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –**

100% strongly agree

**I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –**

60% strongly agree, 20% agree, 20% neither agree nor disagree

**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 –**

80% strongly agree, 20% agree

## 2. Class of 2013 Alumni Survey – 3 Economics Graduates from the Bolte School Responded

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

67% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

### **Communication Skills**

100% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

### **Global Awareness**

100% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

100% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

### **Analytical Skills**

69% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

67% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

### **Role of Business in Society**

67% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

100% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

### **Personal Calling**

67% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

67% of graduates indicate that they “very much” or “completely” learned to protect human dignity, work for peace and freedom, and respect the integrity of creation.

100% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

100% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their current job.



Intended Student Learning Outcomes				
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <b>Knowledge and Technical Skills</b>	Met	Met	Met	Not Met
2. <b>Communication Skills</b>		Met	Met	Met
3. <b>Global Awareness</b>	Met		Met	Met
4. <b>Analytical Skills</b>	Met	Met	Met	Not Met
5. <b>The Role of Business in Society</b>		Met	Not Met	Not Met
6. <b>Personal Calling</b>		Met	Met	Not Met

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

1. Revise assessment of the economics major and develop objective assessment tools in ECON 402-403.
2. Explore opportunities for exchange students from Francisco de Vitoria University in Madrid.

*Richard J. Bolte, Sr. School of Business*

**Student Learning Assessment for the Bachelor of Science in Information Systems:**

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

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 Information System Professionals:** Students will demonstrate knowledge of the personal calling of information systems 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 Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

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

- |  |  |
|--|--|
| 1. IFSY 498 Senior Project                   | At least 75% of students achieve a “met expectations” rating on each of the student learning outcomes evaluated.     |
| 2. IFSY 498 Comprehensive Exam               | All students correctly answer at least 70% of questions in each category of the student learning outcomes evaluated. |
| 3. IFSY 498 Vocations Paper and Presentation | At least 75% of students achieve a “met expectations” rating on each of the student learning outcomes evaluated.     |

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (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.<br>80% of alumni surveyed indicate “yes” or “definitely yes” when asked if |
| 2. Alumni Survey |   |

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.

**Assessment Results:**

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

1. **IFSY 498 Senior Project** - 7 students out of 7 met or fully exceeded the expectations on each of the student learning outcomes evaluated.
2. **IFSY 498 Comprehensive Exam** - 6 students out of 7 met or fully exceeded the expectations in each category of the student learning outcomes evaluated. (1 student scored 50% on one category.)
3. **IFSY 498 Vocations Paper and Presentation** – This is a new assessment tool and will be implemented the next time IFSY is taught.

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

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 –**  
50% strongly agree, 50% agree
  - I achieved proficiency in conducting research and analysis of qualitative and quantitative data –**  
100% 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
  - I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –**  
50% strongly agree, 50% neither agree nor disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –**

50% strongly agree, 50% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –**

50% strongly agree, 50% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –**

50% agree, 50% agree

**I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –**

50% strongly agree, 50% agree

**I achieved an understanding of my personal 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

2. **Class of 2013 Alumni Survey – Only 1 Information Systems Graduate from the Bolte School responded, so the results were not made available by the Office of Institutional Research for privacy reasons.**

Intended Student Learning Outcomes					
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
<b>1. Knowledge and Technical Skills</b>	Met	Met		Met	
<b>2. Communication Skills</b>	Met	Met		Met	
<b>3. Global Awareness</b>	Met	Met		Not Met	
<b>4. Analytical Skills</b>	Met	Not Met		Met	
<b>5. The Role of Business in Society</b>	Met	Met		Not Met	
<b>6. Personal Calling</b>				Met	
<b>7. Functional Area Integration</b>	Met	Met			

<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>
1. Revise assessment of the information systems major and specifically implement the vocations paper and presentation.
2. Phase in a new concentration in “Business Analytics” (or a similar title) in the Business Major that will replace the Information Systems major.

*Richard J. Bolte, Sr. School of Business*

**Student Learning Assessment for the Bachelor of Science in Sport Management:**

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

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 Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

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

- |  |  |
|--|--|
| 1. BUS 441 Comprehensive Exam                  | All students correctly answer at least 70% of questions in each category of the student learning outcomes evaluated.   |
| 2. BUS 440 Sport Ethics Paper and Presentation | At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated. |

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (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.

#### Assessment Results:

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

1. **BUS 441 Comprehensive Exam:** Comprehensive mean score of 85.2% and at least a score of 70% in each category of the student learning outcomes evaluated.
2. **BUS 440 Sport Ethics Paper and Presentation**  
**Knowledge and Technical Skills:** 100% met or exceeded expectations  
**Communication Skills:** 83% met or exceeded expectations  
**Analytical Skills:** 83% met or exceeded expectations  
**Personal Calling of Professionals:** 92% met or exceeded expectations  
  
**Discipline Specific Outcomes:**  
Understands Principles of Successful Sport Business: 83% met or exceeded expectations

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

1. **Senior Exit Survey – 7 Sport Management Majors**  
**I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce –**  
43% strongly agree, 57% agree  
**I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –**  
71% strongly agree, 14% agree, 14% neither agree nor disagree  
**I achieved an understanding of the complexities of operating in a global setting –**  
43% strongly agree, 43% agree, 14% neither agree nor disagree  
**I achieved proficiency in recognizing and evaluating complex problems and processes –**  
29% strongly agree, 71% agree  
**I achieved proficiency in understanding the coordination of the organization –**  
29% strongly agree, 57% agree, 14% neither agree nor disagree  
**I achieved proficiency in conducting research and analysis of qualitative and quantitative data –**  
29% strongly agree, 71% agree

**I achieved proficiency in applying problem-solving methodologies –**

43% strongly agree, 43% agree, 14% neither agree nor disagree

**I achieved proficiency in generating recommendations for decision-making –**

43% strongly agree, 57% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –**

29% strongly agree, 71% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –**

29% strongly agree, 71% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –**

29% strongly agree, 57% agree, 14% disagree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –**

43% strongly agree, 29% agree, 14% neither agree or disagree, 14% disagree

**I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –**

43% strongly agree, 43% agree, 14% neither agree nor disagree

**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 –**

29% strongly agree, 71% agree

## 2. **Class of 2013 Alumni Survey – 8 Sport Management Graduates from the Bolte School Responded**

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

88% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

### **Communication Skills**

88% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

### **Global Awareness**

75% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

75% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

### **Analytical Skills**

100% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

100% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

### **Role of Business in Society**

50% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

63% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

**Personal Calling**

88% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

63% of graduates indicate that they “very much” or “completely” learned to protect human dignity, work for peace and freedom, and respect the integrity of creation.

63% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

67% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their current job.

Intended Student Learning Outcomes				
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
<b>General Program ISLOs</b>				
1. <b>Knowledge and Technical Skills</b>	Met	Met	Met	Met
2. <b>Communication Skills</b>		Met	Met	Met
3. <b>Global Awareness</b>	Met		Met	Not Met
4. <b>Analytical Skills</b>	Met	Met	Met	Met
5. <b>The Role of Business in Society</b>	Met		Met	Not Met
6. <b>Personal Calling</b>	Met	Met	Met	Not Met
7. <b>Sport Management Industry</b>	Met	Met	Met	Met

<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>
1. Develop Sport Management Advisory Board.
2. Hire an additional faculty member to support the Sport Management program.



*Richard J. Bolte, Sr. School of Business*

**Student Learning Assessment for the Bachelor of Science in Business (Frederick):**

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

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 Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

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

- |  |   |
|--|---|
| 1. ETS Exam (BUS 404)                                    | The average student score in each category of the four student learning outcomes evaluated will be greater than the national mean for the category. |
| 2. Business and Society Paper and Presentation (BUS 400) | At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.                              |
| 3. Business Policy Debrief (BUS 404)                     | At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.                              |

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

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

- |                  |  |
|------------------|--|
| 1. Senior Survey | 80% of seniors surveyed either “strongly agree” or “agree” that they |
|------------------|--|

2. Alumni Survey

achieved each learning outcome in their degree program.  
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.

**Assessment Results:**

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

1. **ETS Exam** – 18 students assessed, Average score: 145.2, National Average 152.1

2. **Business and Society Paper** – 12 students assessed

**The Role of Business in Society**- 100% met expectations

**The Personal Calling of Professionals**- 50% met, 50% did not meet expectations

3. **Business Policy Debrief** – 23 students assessed

**Knowledge and technical Skills** – 87% met, 13% did not meet expectations

**Communication Skills** – 91% met, 9% did not meet expectations

**Analytical Skills** – 87% met, 13% did not meet expectations

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

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 –**

70% strongly agree, 30% agree

**I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –**

80% strongly agree, 20% agree

**I achieved an understanding of the complexities of operating in a global setting –**

60% strongly agree, 40% agree

**I achieved proficiency in recognizing and evaluating complex problems and processes –**

80% strongly agree, 20% agree

**I achieved proficiency in understanding the coordination of the organization –**

80% strongly agree, 20% agree

**I achieved proficiency in conducting research and analysis of qualitative and quantitative data –**

70% strongly agree, 30% agree

**I achieved proficiency in applying problem-solving methodologies –**

80% strongly agree, 20% agree

**I achieved proficiency in generating recommendations for decision-making –**

80% strongly agree, 20% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –**

90% strongly agree, 10% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –**

90% strongly agree, 10% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –**

90% strongly agree, 10% agree

**I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –**

80% strongly agree, 20% agree

**I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –**

80% strongly agree, 20% agree

**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 –**

90% strongly agree, 10% agree

## **2. Class of 2013 Alumni Survey – 21 Business Graduates from the Bolte School Responded**

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

94% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

### **Communication Skills**

85% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

### **Global Awareness**

62% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

69% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

### **Analytical Skills**

69% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

81% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

### **Role of Business in Society**

78% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

62% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

**Personal Calling**

94% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

69% of graduates indicate that they “very much” or “completely” learned to protect human dignity, work for peace and freedom, and respect the integrity of creation.

75% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

78% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their current job.

Intended Student Learning Outcomes					
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <b>Knowledge and Technical Skills</b>	Not Met		Met	Met	Met
2. <b>Communication Skills</b>			Met	Met	Met
3. <b>Global Awareness</b>	Not Met			Met	Met
4. <b>Analytical Skills</b>	Not Met		Met	Met	Not Met
5. <b>The Role of Business in Society</b>		Met		Met	Met
6. <b>Personal Calling</b>		Not Met		Met	Met
7. <b>Functional Area Integration</b>	Not Met		Met	Met	Met

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

1. Identify subject areas in the business major that need to be emphasized to improve ETS scores.
2. The Bolte School faculty will evaluate the effectiveness of the ETS exam and consider other alternatives.

*Richard J. Bolte, Sr. School of Business*

**Student Learning Assessment for the Master of Business Administration**

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

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.

**Intended Student Learning Outcome: *Concentration in Finance***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of finance in order to advance in the workforce.

**Intended Student Learning Outcome: *Concentration in Management***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of management in order to advance in the workforce.

**Intended Student Learning Outcome: *Concentration in Marketing***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of marketing in order to advance in the workforce.

**Intended Student Learning Outcome: *Concentration in Project Management Certificate***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of project management in order to advance in the workforce.

**Intended Student Learning Outcome: *Concentration in Organizational Development Certificate***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of organizational

development in order to advance in the workforce.

**Intended Student Learning Outcome: *Concentration in Logistics and Supply Chain Management Certificate***

1. **Knowledge and Technical Skills:** Students will demonstrate proficiency in requisite technical skills and knowledge in the field of logistics and supply chain management in order to advance in the workforce.

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

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

1. ETS Exam (MBA 519)

The average student score in each category of the three student learning outcomes evaluated will be greater than the national mean for the category.

2. Strategic Analysis Final 1-credit Project (MBA 519)

At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.

3. Business Ethics and Social Responsibility Paper and Presentation (MBA 536)

At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.

4. Project Management Case Study and Presentation (MBA 555)

At least 75% of students achieve a “fully met expectations” rating on the student learning outcome evaluated.

5. Organizational Development Project and Presentation (MBA 563)

At least 75% of students achieve a “fully met expectations” rating on the student learning outcome evaluated.

6. Advanced Methods Case Study and Presentation (MBA 587)

At least 75% of students achieve a “fully met expectations” rating on the student learning outcome evaluated.

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

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

1. Exit Survey

80% of graduates 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.

**Assessment Results:**

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

1. **ETS Exam** – 53 students assessed, Average score of 247.90, National Average 248.3

2. **Strategic Analysis Management Final 1-credit Project** – 6 students assessed

	<p><b>Knowledge and Technical Skills:</b> 17% exceeded expectations, 66% met expectations, 17% did not meet</p> <p><b>Communications:</b> 17% exceeded expectations, 66% met expectations, 17% did not meet</p> <p><b>Analytical Skills:</b> 83% met expectations, 17% did not meet</p>
	<p><b>Strategic Analysis Marketing Final 1-credit Project – 7 students assessed</b></p>
	<p><b>Knowledge and Technical Skills:</b> 43% exceeded expectations, 43% met expectations, 14% did not meet</p> <p><b>Communications:</b> 57% exceeded expectations, 29% met expectations, 14% did not meet</p> <p><b>Analytical Skills:</b> 43% exceeded expectations, 43% met expectations, 14% did not meet</p>
	<p><b>Strategic Analysis Finance Final 1-credit Project – 9 students assessed</b></p>
	<p><b>Knowledge and Technical Skills:</b> 56% exceeded expectations, 33% met expectations, 11% did not meet</p> <p><b>Communications:</b> 56% exceeded expectations, 33% met expectations, 11% did not meet</p> <p><b>Analytical Skills:</b> 44% exceeded expectations, 44% met expectations, 11% did not meet</p>
3.	<p><b>Business Ethics and Social Responsibility Paper- 14 assessed</b></p>
	<p><b>The Role of Business in Society-</b> 100% met or exceeded expectations</p>
	<p><b>Personal Calling of Professionals-</b> 76% met or exceeded expectations, 14% did not meet</p>
4.	<p><b>Project Management Certificate 555 Project – 4 assessed</b></p>
	<p><b>Knowledge and Technical Skills:</b> 25% exceeded, 75% met expectations</p> <p><b>Communcations:</b> 75% exceeded, 25% met expectations</p> <p><b>Global Awareness:</b> 25% exceeded, 75% met expectations</p> <p><b>Analytical Skills:</b> 25% exceeded, 75% met expectations</p> <p><b>The Role of Business in Society:</b> 100% met expectations</p> <p><b>The Personal Calling of Professionals:</b> 100% met expectations</p>
5.	<p><b>Organizational Development Certificate 563 Project – 7 assessed</b></p>
	<p><b>Knowledge and Technical Skills:</b> 100% exceeded expectations</p> <p><b>Communcations:</b> 86% exceeded, 14% met expectations</p> <p><b>Global Awareness:</b> 57% exceeded, 43% met expectations</p> <p><b>Analytical Skills:</b> 100% exceeded expectations</p> <p><b>The Personal Calling of Professionals:</b> 86% exceeded, 14% met expectations</p>
6.	<p><b>Logistics and Supply Chain Certificate 587 Project – cohort for the 2014-2015 year was canceled due to low enrollment.</b></p>

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

**1. MBA Exit Survey – 23 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  
34.78% strongly agree, 56.52% agree, 8.70% neither agree nor disagree

I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –  
34.78% strongly agree, 56.52% agree, 8.70% neither agree nor disagree

I achieved an understanding of the complexities of operating in a global setting –  
30.43% strongly agree, 43.48% agree, 17.39% neither agree nor disagree, 4.35% disagree, 4.35% strongly disagree

I achieved proficiency in recognizing and evaluating complex problems and processes –  
47.83% strongly agree, 39.13% agree, 8.70% neither agree nor disagree, 4.35% disagree

I achieved proficiency in understanding the coordination of the organization –  
43.48% strongly agree, 43.48% agree, 13.04% neither agree nor disagree

I achieved proficiency in conducting research and analysis of qualitative and quantitative data –  
52.17% strongly agree, 34.78% agree, 8.70% neither agree nor disagree, 4.35% disagree

I achieved proficiency in applying problem-solving methodologies –  
52.17% strongly agree, 30.43% agree, 13.04% neither agree nor disagree, 4.35% strongly disagree

I achieved proficiency in generating recommendations for decision-making and strategic planning –  
40.91% strongly agree, 45% agree, 13.64% neither agree or disagree

I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis –  
65.22% strongly agree, 30.43% agree, 4.35% neither agree nor disagree

I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics –  
60.87% strongly agree, 34.78% agree, 4.35% neither agree nor disagree

I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility –  
73.91% strongly agree, 17.39% agree, 8.70% neither agree nor disagree

I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –  
21.74% strongly agree, 52.17% agree, 17.39% neither agree nor disagree, 4.35% disagree, 4.35% strongly disagree

I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –



57.14% strongly agree, 33.33% agree, 9.52% neither agree nor disagree
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 – 65.22% strongly agree, 30.43% agree, 4.35% neither agree nor disagree
<b>Level of Importance:</b>
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 95% thought it was very important, 5% thought it was somewhat important
I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 80% thought it was very important, 20% thought it was somewhat important
I achieved an understanding of the complexities of operating in a global setting – 80% thought it was very important, 15% thought it was somewhat important, 5% thought it was not important
I achieved proficiency in recognizing and evaluating complex problems and processes – 95% thought it was very important, 5% thought it was somewhat important
I achieved proficiency in understanding the coordination of the organization – 80.95% thought it was very important, 19.05% thought it was somewhat important
I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 80.95% thought it was very important, 19.05% thought it was somewhat important
I achieved proficiency in applying problem-solving methodologies – 90.48% thought it was very important, 9.52% thought it was somewhat important
I achieved proficiency in generating recommendations for decision-making and strategic planning – 95.24% thought it was very important, 4.76% thought it was somewhat important
I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 85.71% thought it was very important, 14.29% thought it was somewhat important,
I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 80.95% thought it was very important, 19.05% thought it was somewhat important
I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 80.95% thought it was very important, 19.05% thought it was somewhat important
I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching –

52.38% thought it was very important, 19.05% thought it was somewhat important, 28.57% thought it was not important
I achieved an understanding of my personal calling as a professional who lives a life of purpose and service – 71.43% thought it was very important, 23.81% thought it was somewhat important, 4.76% thought it was not 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 – 80.95% thought it was very important, 19.05% thought it was somewhat important

<b>2. MBA Alumni Survey – 20 MBA graduates from 2010 and 18 MBA graduates from 2014 responded</b>
<b>Level of Agreement:</b>
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce: (2010) 30% strongly agree, 30% agree, 30% neither agree nor disagree, 5% disagree, 5% strongly disagree (2014) 50% strongly agree, 39% agree, 6% neither agree or disagree, 3% disagree
I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies (2010) 50% strongly agree, 25% agree, 10% neither agree nor disagree, 10% disagree, 5% strongly disagree (2014) 44% strongly agree, 44% agree, 6% neither agree nor disagree, 6% strongly disagree
I achieved an understanding of the complexities of operating in a global setting (2010) 15% strongly agree, 55% agree, 15% neither agree nor disagree, 10% disagree, 5% strongly disagree (2014) 33% strongly agree, 44% agree, 11% neither agree nor disagree, 6% disagree, 6% strongly disagree
I achieved proficiency in recognizing and evaluating complex problems and processes (2010) 35% strongly agree, 40% agree, 15% neither agree nor disagree, 5% disagree, 5% strongly disagree (2014) 33% strongly agree, 66% agree
I achieved proficiency in understanding the coordination of the organization (2010) 40% strongly agree, 35% agree, 20% neither agree nor disagree, 5% strongly disagree (2014) 33% strongly agree, 50% agree, 11% neither agree nor disagree, 5% disagree
I achieved proficiency in conducting research and analysis of qualitative and quantitative data (2010) 50% strongly agree, 35% agree, 5% neither agree nor disagree, 10% strongly disagree (2014) 33% strongly agree, 56% agree, 6% disagree, 6% strongly disagree
I achieved proficiency in applying problem-solving methodologies

<p>(2010) 30% strongly agree, 55% agree, 5% neither agree nor disagree, 10% strongly disagree  (2014) 56% strongly agree, 33% agree, 6% disagree, 6% strongly disagree</p>
<p>I achieved proficiency in generating recommendations for decision-making and strategic planning  (2010) 30% strongly agree, 50% agree, 10% neither agree nor disagree, 5% disagree, 5% strongly disagree  (2014) 67% strongly agree, 22% agree, 6% disagree, 6% strongly disagree</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis (2010) 35% strongly agree, 35% agree, 20% neither agree nor disagree, 5% disagree, 5% strongly disagree  (2014) 50% strongly agree, 44% agree</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics  (2010) 35% strongly agree, 45% agree, 15% neither agree nor disagree, 5% strongly disagree  (2014) 55% strongly agree, 33% agree, 6% neither agree nor disagree, 6% strongly disagree</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility  (2010) 35% strongly agree, 50% agree, 10% neither agree nor disagree, 5% strongly disagree  (2014) 61% strongly agree, 28% agree, 6% neither agree nor disagree, 6% disagree,</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching  (2010) 5% strongly agree, 20% agree, 55% neither agree nor disagree, 15% disagree, 5% strongly disagree  (2014) 33% strongly agree, 22% agree, 28% neither agree nor disagree, 6% disagree, 11% strongly disagree</p>
<p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service  (2010) 25% strongly agree, 30% agree, 30% neither agree nor disagree, 10% disagree, 5% strongly disagree  (2014) 39% strongly agree, 22% agree, 22% neither agree nor disagree, 6% disagree, 11% strongly disagree</p>
<p>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  (2010) 30% strongly agree, 45% agree, 20% neither agree nor disagree, 5% strongly disagree  (2014) 50% strongly agree, 33% agree, 11% neither agree nor disagree, 5% strongly disagree</p>
<p><b>Level of Importance:</b></p>
<p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce (2010) 68% very important, 32% somewhat important  (2014) 73% very important, 27% somewhat important</p>
<p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies</p>

<p>(2010) 84% very important, 16% somewhat important  (2014) 60% very important, 33% somewhat important, 7% not important</p>
<p>I achieved an understanding of the complexities of operating in a global setting  (2010) 47% very important, 47% somewhat important, 6% not important  (2014) 40% very important, 60% somewhat important</p>
<p>I achieved proficiency in recognizing and evaluating complex problems and processes  (2010) 89% very important, 11% somewhat important  (2014) 73% very important, 20% somewhat important, 7% not important</p>
<p>I achieved proficiency in understanding the coordination of the organization  (2010) 68% very important, 26% somewhat important, 5% not important  (2014) 33% very important, 53% somewhat important, 13% not important</p>
<p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data  (2010) 74% very important, 21% somewhat important, 5% not important  (2014) 40% very important, 40% somewhat important, 20% not important</p>
<p>I achieved proficiency in applying problem-solving methodologies  (2010) 84% very important, 16% somewhat important  (2014) 67% very important, 27% somewhat important, 7% not important</p>
<p>I achieved proficiency in generating recommendations for decision-making and strategic planning  (2010) 84% very important, 16% somewhat important  (2014) 87% very important, 13% somewhat important</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis  (2010) 53% very important, 47% somewhat important  (2014) 47% very important, 47% somewhat important, 6% not important</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics  (2010) 63% very important, 26% somewhat important, 11% not important  (2014) 40% very important, 47% somewhat important, 13% not important</p>
<p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility  (2010) 58% very important, 37% somewhat important, 5% not important  (2014) 33% very important, 53% somewhat important, 13% not important</p>

I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching

(2010) 21% very important, 26% somewhat important, 53% not important

(2014) 7% very important, 33% somewhat important, 60% not important

I achieved an understanding of my personal calling as a professional who lives a life of purpose and service

(2010) 48% very important, 26% somewhat important, 26% not important

(2014) 47% very important, 40% somewhat important, 13% not 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

(2010) 63% very important, 32% somewhat important, 5% not important

(2014) 60% very important, 33% somewhat important, 7% not important

Intended Student Learning Outcomes								
General Program ISLOs	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Direct Measure 5	Direct Measure 6	Indirect Measure 1	Indirect Measure 2
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills	Met	Met		Met	Met		Met	Not Met
2. Communication Skills		Met		Met	Met		Met	Not Met
3. Global Awareness	Met			Met	Met		Met	Not Met
4. Analytical Skills	Met	Met		Met	Met		Met	Not Met
5. The Role of Business in Society			Met	Met			Not Met	Not Met
6. Personal Calling			Met	Met	Met		Met	Not Met
Intended Student Learning Outcome: <i>Concentration in Finance</i>	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Direct Measure 5	Direct Measure 6	Indirect Measure 1	Indirect Measure 2
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills		Met						
Intended Student Learning Outcome:	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Direct Measure 5	Direct Measure 6	Indirect Measure 1	Indirect Measure 2

<b>Concentration in Management</b>	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills		Met						
<b>Intended Student Learning Outcome: Concentration in Marketing</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills		Met						
<b>Intended Student Learning Outcome: Concentration in Project Management</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills				Met				
<b>Intended Student Learning Outcome: Concentration in Organizational Development</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills					Met			
<b>Intended Student Learning Outcome: Concentration in Logistics and Supply Chain Management</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Direct Measure 5</i>	<i>Direct Measure 6</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills								
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
1. Examine international components of MBA 504, 519, and 536.								
2. Revise MBA 519 to include an international component in the simulation; develop a new capstone-style 1-credit project to conclude the course to give students a strategic management experience in an industry other than the simulation; begin using an industry-standard textbook with additional case studies and online resources.								
3. Identify subject areas in the MBA Program that need to be emphasized to improve ETS scores.								
4. The Bolte School faculty will evaluate the effectiveness of the ETS exam and consider other alternatives.								

## Section II: Operational Assessment

<i>Richard J. Bolte, Sr. School of Business</i>	
Operational Assessment	
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/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. Undergraduate Alumni Survey (one-year and five-years out) Intended Operational Outcomes Assessed by this Measure: #1, 3	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.  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.
2. Graduate Program Alumni Surveys (one-year and five-years out)	On the alumni surveys, at least 90% of alumni will indicate that they

<p>Intended Operational Outcomes Assessed by this Measure: #2, 3</p>	<p>“strongly agree” or “agree” that their graduate degree program led to professional development and advancement.</p> <p>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.</p>
<p>3. Faculty Credentials Intended Operational Outcomes Assessed by this Measure: #4</p>	<p>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.</p>
<p>4. Faculty Workload Agreements Intended Operational Outcomes Assessed by this Measure: #5</p>	<p>All full-time faculty members in the Bolte School of Business will be engaged in relevant scholarly and professional activities.</p>
<p>5. Undergraduate and Graduate Programs Exit Surveys Intended Operational Outcomes Assessed by this Measure: #6, #7, #8, #9, #10</p>	<p>At least 90% of graduating students will indicate that they were “satisfied” or “very satisfied” with the teaching of their professors.</p> <p>At least 90% of graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advisors.</p> <p>At least 90% of graduating students will indicate that they “strongly agree” or “agree” that Bolte School faculty incorporate innovative instructional methodologies in their classes.</p> <p>At least 50% of Bolte School graduating students will indicate that they participated in a relevant internship opportunity during their undergraduate years.</p> <p>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 during their undergraduate years.</p> <p>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 undergraduate degree program.</p>



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

1. On the Class of 2013 one-year out survey 44 of 46 respondents (95.7%) reported that they were currently employed or in graduate school.
2. On the MBA alumni survey, 50.00% graduates “strongly agree” and 38.89% graduates “agree” that they achieved proficiency in requisite technical skills and knowledge in their field of study in order to advance in the workforce.
3. On the Class of 2013 one-year out survey 33 of 42 respondents (79%) reported that MSM provided “excellent” or “good” preparation for their current job.  
On the MBA alumni survey, 44.44% graduates “strongly agree” and 44.44% graduates “agree” that the MBA program is current and relevant.  
On the MBA alumni survey, 50.00% graduates “strongly agree” and 16.67% graduates “agree” that the MBA program met the needs of their profession.
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 14-15.
5. All full-time faculty members in the Bolte School of Business were engaged in relevant scholarly and professional activities during AY 14-15.
6. On the Bolte School of Business 2015 exit survey for graduating seniors, 59.26% indicated that they were “very satisfied” and 36.11% “satisfied” with the teaching of their professors.  
  
On the Bolte School of Business fall of 2014 and spring of 2015 exit surveys for MBA graduates, 72.22% indicated that they were “very satisfied” and 16.67% “satisfied” with the teaching of their professors.
7. On the Bolte School of Business 2015 exit survey for graduating seniors, 55.56% indicated that they were “very satisfied” and 32.41% “satisfied” with academic advising provided by the Bolte School of Business.  
  
On the Bolte School of Business fall of 2014 and spring of 2015 exit surveys for MBA graduates, 33.33% indicated that they were “very satisfied” and 33.33% “satisfied” with academic advising provided by the Bolte School of Business. (27.78% were neutral, and 5.56% were very dissatisfied.)
8. On the Bolte School of Business 2015 exit survey for graduating seniors, 36.11% indicated that they “strongly agree” and 54.63% “agree” that Bolte School faculty incorporated innovative instructional methodologies in their classes.  
  
On the Bolte School of Business fall of 2014 and spring of 2015 exit surveys for MBA graduates, 33.33% indicated that they “strongly agree” and 44.44% “agree” that Bolte School faculty incorporated innovative instructional methodologies in their classes.
9. On the Bolte School of Business 2015 exit survey for graduating seniors, 59.26% of Bolte School graduating students indicated that they

participated in a relevant internship opportunity during their undergraduate years.

On the Bolte School of Business 2015 exit survey for graduating seniors, 25% graduates “strongly agree” and 37.96% “agree” that the Bolte School and the Mount St. Mary’s University Career Center made internship opportunities available for students.

10. On the Bolte School of Business 2015 exit survey for graduating seniors, 19.44% of graduating students indicated that they “strongly agree” and 44.44% “agree” that they participated in relevant hands-on experiential learning opportunities during their degree program.

Intended Operational Outcomes	Operational Assessment Measure/ Method 1	Operational Assessment Measure/ Method 2	Operational Assessment Measure/ Method 3	Operational Assessment Measure/ Method 4	Operational Assessment Measure Method 5
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
	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.	Met			
2. The Bolte School of Business will be successful in contributing to the professional advancement of its MBA graduates.		Not Met			
3. The academic programs offered by the Bolte School of Business will be current, relevant, and meet the needs of professions.	Not Met	Not Met			
4. Faculty members in the Bolte School of Business will be highly-qualified in their teaching disciplines.			Met		
5. Faculty members in the Bolte School of Business will be engaged in relevant scholarly and professional activities.				Met	
6. The Bolte School of Business will be successful in providing high-quality instruction to its students.					Met
7. The Bolte School of Business will be successful in providing effective academic advising to its students.					Not Met
8. Faculty members in the Bolte School of Business will incorporate innovative instructional methodologies in their classes.					Not Met
9. Undergraduate students in the Bolte School of Business will have the opportunity to participate in relevant internships.					Not Met
10. Undergraduate students in the Bolte School of Business will					Not Met

participate in relevant hands-on experiential learning opportunities.					
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<b>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</b>
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| 1. Discuss the performance targets – the 90% expectation for some items may be too unrealistic to attain.  |
| 2. Put graduate registration and student degree plans on the Portal (to improve advising).   |
| 3. Improvements will continue to be made to MBA advising. An advising module will be included in the university’s new information system.  |
| 4. Coordinate alumni activities for MBA/MHA/W2W graduates (Fall commencement, Alumni Weekend in June).   |
| 5. Internship opportunities will continue to be communicated to undergraduate students (utilize social media, info screens in classrooms, and webpages)                                |
| 6. Develop formal mentoring program for Bolte School students.   |
| 7. Encourage faculty to help with job search for students in all of our majors. Develop database of Bolte School alumni to help tell the story of “what can a Mount Degree do for me.” |