



Report of Outcomes Assessment Results

Institution: _____ Mount St. Mary's University

Academic Business Unit: _____ Richard J. Bolte, Sr. School of Business

Academic Year: _____ 2015-2016

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

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.

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: 2015-2016

Section I: Student Learning Assessment

Richard J. Bolte, Sr. School of Business

Intended Student Learning Outcomes for the **Bachelor of Science in Accounting**:

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 accounting in order to enter and succeed in the workforce.

Broad-Based Student Learning Goals Associated with this Outcome: #4

2. **Communication Skills:** Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.

Broad-Based Student Learning Goals Associated with this Outcome: #4

3. **Global Awareness:** Students will demonstrate an understanding of the complexities of operating in a global setting.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

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 generation of recommendations for decision-making.

Broad-Based Student Learning Goals Associated with this Outcome: #4

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.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

6. **The Personal Calling of Accounting Professionals:** Students will demonstrate knowledge of the personal calling of accounting professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.

Broad-Based Student Learning Goals Associated with this Outcome: #1	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Accounting Information Systems Project and Presentation (ACCT 310) IFRS and U.S. Based GAAP Convergence General Program ISLOs Assessed by this Measure: #1, #2, #3, #4,	At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.
2. Accounting Information Systems Project (ACCT 310) Coconut Telegraph Case Study General Program ISLOs Assessed by this Measure: #1, #2, #3, #4,	At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.
3. Accounting Information Systems Project (ACCT 310) Application of Professional Ethical Standards General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6	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 General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.
2. Alumni Survey General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6	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. Accounting Information Systems Project and Presentation: 11 students assessed

Knowledge and Technical Skills: 27% exceeded, 73% met

Communication Skills: 27% exceeded, 73% met

Global Awareness: 27% exceeded, 73% met

Analytical Skills: 27% exceeded, 45% met, 27% did not meet

2. Coconut Telegraph Cash Study: 11 students assessed, 36% demonstrated mastery, 64% demonstrated acceptable understanding

Knowledge and Technical Skills: 36% exceeded, 63% met

Communication Skills: 36% exceeded, 63% met

Global Awareness: 27% exceeded, 45% met, 27% did not meet

Analytical Skills: 36% exceeded, 64% met

3. Application of Professional Ethics Standards: 11 students assessed

Knowledge and Technical Skills: 27% exceeded, 73% met

Communication Skills: 27% exceeded, 73% met

Global Awareness: 27% exceeded, 73% met

Analytical Skills: 27% exceeded, 73% met

The Role of Business in Society: 27% exceeded, 73% met

The Personal Calling of Accounting Professionals: 27% exceeded, 73% met

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Survey – 22 Accounting 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, 45% agree, 5% neither agree nor disagree

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

41% strongly agree, 45% agree, 14% neither agree nor disagree

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

45% strongly agree, 36% agree, 18% neither agree nor disagree

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

45% strongly agree, 45% agree, 10% neither agree nor disagree

I achieved proficiency in understanding the coordination of the organization –

45% strongly agree, 41% agree, 14% neither agree nor disagree

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

36% strongly agree, 50% agree, 14% neither agree nor disagree

I achieved proficiency in applying problem-solving methodologies –

41% strongly agree, 50% agree, 9% neither agree nor disagree

I achieved proficiency in generating recommendations for decision-making –

45% strongly agree, 45% agree, 10% neither agree nor disagree

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

50% strongly agree, 27% agree, 23% neither agree nor disagree

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

55% strongly agree, 32% agree, 13% neither agree nor disagree

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

64% strongly agree, 27% agree, 9% disagree

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

23% strongly agree, 36% agree, 32% neither agree nor disagree, 9% disagree

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

41% strongly agree, 41% agree, 18% 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 –

59% strongly agree, 23% agree, 18% neither agree nor disagree

2. Class of 2014 Alumni Survey – 9 Accounting Graduates from the Bolte School Responded

Alumni indicated the following about their entire Mount degree program:

Knowledge and Technical Skills

78% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

Communication Skills

89% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

Global Awareness

78% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

78% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

Analytical Skills

78% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

89% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

Role of Business in Society

89% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

89% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

Personal Calling

89% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

89% 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.

79% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

89% 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. Knowledge and Technical Skills	Met	Not Met	Met	Met
2. Communication Skills			Met	Met
3. Global Awareness			Met	Not Met
4. Analytical Skills	Met	Not Met	Met	Not Met

5. The Role of Business in Society		Not Met	Not Met	Not Met
6. The Personal Calling of Accounting Professionals			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 was implemented in the 2015-2016 academic year. The new plan included three new direct assessment tools for the Accounting Major. The new tools 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 continue to develop and implement these new assessment tools in the 2016-2017 academic year.

Intended Student Learning Outcomes 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.

Broad-Based Student Learning Goals Associated with this Outcome: #4

2. **Communication Skills:** Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.

Broad-Based Student Learning Goals Associated with this Outcome: #4

3. **Global Awareness:** Students will demonstrate an understanding of the complexities of operating in a global setting.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

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 generation of recommendations for decision-making.

Broad-Based Student Learning Goals Associated with this Outcome: #4

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.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

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.

Broad-Based Student Learning Goals Associated with this Outcome: #1

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.

Broad-Based Student Learning Goals Associated with this Outcome: #4

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. ETS Exam (BUS 404) General Program ISLOs Assessed by this Measure: #1, #3, #4, #7	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) General Program ISLOs Assessed by this Measure: #1, #2, #3, #5, #6	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) General Program ISLOs Assessed by this Measure: #1, #2, #4, #7	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 General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.
2. Alumni Survey General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7	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** – 64 students assessed, Overall Average Score: 146, National Average: 152.1

2. **Business and Society Paper** – 21 students assessed

The Role of Business in Society –36% exceeded, 62% met, 0% did not meet expectations

The Personal Calling of Professionals – 24% exceeded, 43% met, 33% did not meet expectations

3. **Business Policy Debrief** – 65 students assessed

Knowledge and Technical Skills – 69% exceeded, 15% met, 6% did not meet expectations

Communication Skills – 87% exceeded, 9% met, 3% did not meet expectations

Analytical Skills – 66% exceeded, 14% met, 20% did not meet expectations

Functional Area Integration – 72% exceeded, 14% met, 14% did not meet expectations

The Role of Business in Society – 77% exceeded expectations, 11% met expectations, 12% did not meet expectations

The Personal Calling of Professionals – 100% 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 –
35% strongly agree, 65% agree

I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –
41% strongly agree, 59% agree

I achieved an understanding of the complexities of operating in a global setting –
41% strongly agree, 59% agree

I achieved proficiency in recognizing and evaluating complex problems and processes –
47% strongly agree, 41% agree, 6% neither agree nor disagree, 6% disagree

I achieved proficiency in understanding the coordination of the organization –
41% strongly agree, 41% agree, 12% neither agree nor disagree, 6% disagree

I achieved proficiency in conducting research and analysis of qualitative and quantitative data –
47% strongly agree, 29% agree, 18% neither agree nor disagree, 6% strongly disagree

I achieved proficiency in applying problem-solving methodologies –
41% strongly agree, 47% agree, 6% neither agree nor disagree, 6% disagree

I achieved proficiency in generating recommendations for decision-making –
53% strongly agree, 47% agree

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

47% strongly agree, 41% agree, 12% neither agree nor disagree

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

59% strongly agree, 29% agree, 12% neither agree nor disagree

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

35% strongly agree, 47% agree, 6% neither agree nor disagree, 12% strongly disagree

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 –

41% strongly agree, 53% agree, 6% strongly 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 –

41% strongly agree, 53% agree, 6% strongly disagree

2. Class of 2014 Alumni Survey – 21 Business Graduates from the Bolte School Responded

Alumni indicated the following about their entire Mount degree program:

Knowledge and Technical Skills

86% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

Communication Skills

76% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

Global Awareness

71% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

76% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

Analytical Skills

76% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

76% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

Role of Business in Society

43% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

52% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

Personal Calling

86% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

81% 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>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. Knowledge and Technical Skills	Not Met		Met	Met	Met
2. Communication Skills			Met	Met	Not Met
3. Global Awareness	Not Met			Met	Not Met
4. Analytical Skills	Not Met		Met	Met	Not Met
5. The Role of Business in Society		Met		Met	Not Met
6. Personal Calling		Met		Met	Met
7. Functional Area Integration	Not Met		Met	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 402 (Applied Economics Course) | 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:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Senior Survey 2. Alumni Survey | <p>80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.</p> <p>80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program.</p> <p>80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.</p> |
|--|---|

Assessment Results:

Summary of Results from Implementing Direct Measures of Student Learning:

1. TUCE Exam:

Intermediate Micro Students (n=12) Micro TUCE – Mean: 15.5 National Mean: 15.4

Intermediate Macro Students (n=12) Macro TUCE – Mean: 13.3 National Mean 14.3

History of Thought Students (n=9) Micro TUCE – Mean: 17.3 National Mean: 16.7

History of Thought Students (n=9) Macro TUCE – Mean: 15.5 National Mean: 15.2

*Based on results from the 2015-2016 academic year; class offered even years only

2. Paper in Econ 402 – 67% excellent, 33% good, 0% acceptable, 0% unsatisfactory

*Based on results from the 2015-2016 academic year; class offered even years only

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Survey – 3 Economics Majors

I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce –

100% strongly agree

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

100% strongly 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 –

100% strongly agree

I achieved proficiency in understanding the coordination of the organization –

66% strongly agree, 34% agree

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

100% strongly agree

I achieved proficiency in applying problem-solving methodologies –

66% strongly agree, 34% agree

I achieved proficiency in generating recommendations for decision-making –

66% strongly agree, 34% agree

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

66% strongly agree, 34% neither agree nor disagree

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

66% strongly agree, 34% agree

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

66% strongly agree, 34% 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 –

66% strongly agree, 34% 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 –

66% strongly agree, 34% agree

2. **Class of 2014 Alumni Survey – 2 Economics Graduates from the Bolte School Responded**

Alumni indicated the following about their entire Mount degree program:

Knowledge and Technical Skills

50% 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

50% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

50% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

Role of Business in Society

0% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

0% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

Personal Calling

100% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

0% 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.

50% 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. Knowledge and Technical Skills	Met	Met	Met	Not Met
2. Communication Skills		Met	Met	Met
3. Global Awareness	Met		Met	Met
4. Analytical Skills	Met	Met	Met	Not Met
5. The Role of Business in Society		Met	Not Met	Not Met
6. Personal Calling		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.

Intended Student Learning Outcomes 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.

Broad-Based Student Learning Goals Associated with this Outcome: #4

2. **Communication Skills:** Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.

Broad-Based Student Learning Goals Associated with this Outcome: #4

3. **Global Awareness:** Students will demonstrate an understanding of the complexities of operating in a global setting.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

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 generation of recommendations for decision-making.

Broad-Based Student Learning Goals Associated with this Outcome: #4

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.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

6. **The Personal Calling of Information Systems 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.

Broad-Based Student Learning Goals Associated with this Outcome: #1

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.

Broad-Based Student Learning Goals Associated with this Outcome: #4

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. IFSY 498 Senior Project General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #7	At least 75% of students achieve a “met expectations” rating on each of the student learning outcomes evaluated.
2. IFSY 498 Comprehensive Exam General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #7	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 General Program ISLOs Assessed by this Measure: #2, #6	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 General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.
2. Alumni Survey General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7	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. 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:
<p>1. Senior Exit Survey – 3 Information Systems Majors</p> <p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 100% agree</p> <p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 66% agree, 34% disagree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 66% strongly agree, 34% disagree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 66% agree, 34% strongly disagree</p> <p>I achieved proficiency in understanding the coordination of the organization – 66% strongly agree, 34% strongly disagree</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 34% strongly agree, 33% agree, 33% strongly disagree</p> <p>I achieved proficiency in applying problem-solving methodologies – 67% strongly agree, 33% strongly disagree</p> <p>I achieved proficiency in generating recommendations for decision-making – 33% agree, 34% neither agree nor disagree, 33% strongly disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 67% strongly agree, 33% strongly disagree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 66% agree, 34% strongly disagree</p>

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

34% strongly agree, 33% agree, 33% strongly disagree

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

67% agree, 33% strongly disagree

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

34% strongly agree, 33% agree, 33% strongly disagree

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 –

34% agree, 33% neither agree nor disagree, 33% strongly disagree

2. **Class of 2014 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...
1. Knowledge and Technical Skills	Met	Met		Met	
2. Communication Skills	Met	Met		Met	
3. Global Awareness	Met	Met		Not Met	
4. Analytical Skills	Met	Not Met		Met	
5. The Role of Business in Society	Met	Met		Not Met	
6. Personal Calling				Met	
7. Functional Area Integration	Met	Met			

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

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” in the Business Major that will replace the Information Systems major.

Richard J. Bolte, Sr. School of Business

Intended Student Learning Outcomes 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.

Broad-Based Student Learning Goals Associated with this Outcome: #4

2. **Communication Skills:** Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.

Broad-Based Student Learning Goals Associated with this Outcome: #4

3. **Global Awareness:** Students will demonstrate an understanding of the complexities of operating in a global setting.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

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 generation of recommendations for decision-making.

Broad-Based Student Learning Goals Associated with this Outcome: #4

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.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3

6. **The Personal Calling of Sport Management Professionals:** Students will demonstrate knowledge of the personal calling of sport management professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.

Broad-Based Student Learning Goals Associated with this Outcome: #1

7. Students will demonstrate knowledge and understanding of the uniqueness of the sport industry.

Broad-Based Student Learning Goals Associated with this Outcome: #4

8. Students will demonstrate understanding of administrative principles, practices, and business ethics to operate a successful sport business.

Broad-Based Student Learning Goals Associated with this Outcome: #1, #4

9. Students will demonstrate proficiency in marketing, scheduling, budgeting, and facilitating sport events.

Broad-Based Student Learning Goals Associated with this Outcome: #4

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. BUS 441 Comprehensive Exam General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7, #8, #9	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 General Program ISLOs Assessed by this Measure: #1, #2, #4, #5, #6, #8	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 General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7, #8, #9	80% of seniors surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.
2. Alumni Survey General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7, #8, #9	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 89.3% and at least a score of 80% in each category of the student learning outcomes evaluated.
2. BUS 440 Sport Ethics Paper and Presentation Knowledge and Technical Skills: 93% met or exceeded expectations

Communication Skills: 86% met or exceeded expectations

Analytical Skills: 65% met or exceeded expectations

Personal Calling of Professionals: 92% met or exceeded expectations

Discipline Specific Outcomes:

Understands Principles of Successful Sport Business: 92% 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 –

71% strongly agree, 29% agree

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

71% strongly agree, 29% agree

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

71% strongly agree, 29% agree

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

71% strongly agree, 29% agree

I achieved proficiency in understanding the coordination of the organization –

86% strongly agree, 14% agree

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 –

57% strongly agree, 43% agree

I achieved proficiency in generating recommendations for decision-making –

71% strongly agree, 29% agree

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

57% strongly agree, 29% agree, 14% neither agree nor disagree

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

71% strongly agree, 29% agree

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

86% strongly agree, 14% agree

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

43% strongly agree, 57% agree

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

71% strongly agree, 29% 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 –

85% strongly agree, 15% agree

2. **Class of 2014 Alumni Survey – Only 1 Sports Management 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>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Knowledge and Technical Skills	Met	Met	Met	
2. Communication Skills		Met	Met	
3. Global Awareness	Met		Met	
4. Analytical Skills	Met	Met	Met	
5. The Role of Business in Society	Met		Met	
6. Personal Calling	Met	Met	Met	
7. Sport Management Industry	Met	Met	Met	

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

1. Develop Sport Management Advisory Board.
2. Hire an additional faculty member to support the Sport Management program.

Intended Student Learning Outcomes 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.

Broad-Based Student Learning Goals Associated with this Outcome: #4
2. **Communication Skills:** Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.

Broad-Based Student Learning Goals Associated with this Outcome: #4
3. **Global Awareness:** Students will demonstrate an understanding of the complexities of operating in a global setting.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3
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 generation of recommendations for decision-making.

Broad-Based Student Learning Goals Associated with this Outcome: #4
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.

Broad-Based Student Learning Goals Associated with this Outcome: #2, #3
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.

Broad-Based Student Learning Goals Associated with this Outcome: #1
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.

Broad-Based Student Learning Goals Associated with this Outcome: #4

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. ETS Exam (BUS 404) General Program ISLOs Assessed by this Measure: #1, #3, #4, #7	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) General Program ISLOs Assessed by this Measure: #1, #2, #3, #5, #6	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) General Program ISLOs Assessed by this Measure: #1, #2, #4, #7	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 General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7	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. ETS Exam – 23 students assessed, Average score: 150.5, National Average 152.1
2. Business and Society Paper – 7 students assessed
The Role of Business in Society - 86% met expectations, 14% did not meet expectations
The Personal Calling of Professionals - 43% met, 57% did not meet expectations
3. Business Policy Debrief – 8 students assessed

Knowledge and technical Skills – 12.5% exceeded 87.5% met
Communication Skills – 25% exceeded, 62.5% met, 12.5% did not meet expectations
Analytical Skills – 12.5% exceeded, 87.5% met
Summary of Results from Implementing Indirect Measures of Student Learning:
<p>1. Senior Exit Survey – 13 Business Majors (Frederick)- No Concentration</p> <p>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce – 62% strongly agree, 38% agree</p> <p>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies – 69% strongly agree, 31% agree</p> <p>I achieved an understanding of the complexities of operating in a global setting – 69% strongly agree, 31% agree</p> <p>I achieved proficiency in recognizing and evaluating complex problems and processes – 69% strongly agree, 31% agree</p> <p>I achieved proficiency in understanding the coordination of the organization – 69% strongly agree, 23% agree, 8% neutral</p> <p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data – 54% strongly agree, 31% agree, 15% neutral</p> <p>I achieved proficiency in applying problem-solving methodologies – 69% strongly agree, 31% agree</p> <p>I achieved proficiency in generating recommendations for decision-making – 77% strongly agree, 15% agree, 8% neutral</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of stakeholder analysis – 62% strongly agree, 38% agree</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of ethics – 69% strongly agree, 23% agree, 8% neutral</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of corporate social responsibility – 69% strongly agree, 23% agree, 8% neutral</p> <p>I achieved an understanding of the multiple roles of organizations in society using the perspectives of Catholic Social teaching – 69% strongly agree, 15% agree, 8% neutral, 8% disagree</p> <p>I achieved an understanding of my personal calling as a professional who lives a life of purpose and service –</p>

77% strongly agree, 15% agree, 8% 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 –

85% strongly agree, 8% agree, 8% neutral

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					
General Program ISLOs	<i>Direct</i>	<i>Direct</i>	<i>Direct</i>	<i>Indirect</i>	<i>Indirect</i>

	<i>Measure 1</i>	<i>Measure 2</i>	<i>Measure 3</i>	<i>Measure 1</i>	<i>Measure 2</i>
	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
2. Communication Skills			Met	Met	Met
3. Global Awareness	Not Met			Met	Met
4. Analytical Skills	Not Met		Met	Met	Not Met
5. The Role of Business in Society		Met		Met	Met
6. Personal Calling		Not Met		Met	Met
7. Functional Area Integration	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.

Intended Student Learning Outcomes 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.
Broad-Based Student Learning Goals Associated with this Outcome: #4
2. **Communication Skills:** Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.
Broad-Based Student Learning Goals Associated with this Outcome: #4
3. **Global Awareness:** Students will demonstrate an understanding of the complexities of operating in a global setting.
Broad-Based Student Learning Goals Associated with this Outcome: #2, #3
4. **Analytical Skills:** Students will demonstrate proficiency in recognizing and 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 generation of recommendations for decision-making and strategic planning.
Broad-Based Student Learning Goals Associated with this Outcome: #4
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.
Broad-Based Student Learning Goals Associated with this Outcome: #2, #3
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.
Broad-Based Student Learning Goals Associated with this Outcome: #1

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

1. ETS Exam (MBA 519)
General Program ISLOs Assessed by this Measure: #1, #3, #4

Performance Objectives (Targets/Criteria) for Direct Measures:

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

<p>2. Business Ethics and Social Responsibility Paper and Presentation (MBA 536)</p> <p>General Program ISLOs Assessed by this Measure: #2, #5, #6</p>	<p>At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. Exit Survey</p> <p>General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7</p>	<p>80% of graduates surveyed either “strongly agree” or “agree” that they achieved each learning outcome in their degree program.</p>
<p>2. Alumni Survey</p> <p>General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7</p>	<p>80% of alumni surveyed indicate “yes” or “definitely yes” when asked if they achieved the learning outcomes in their degree program.</p> <p>80% of alumni surveyed indicate that their degree program provided “good” or “excellent” preparation for their career.</p>

Assessment Results:
Summary of Results from Implementing Direct Measures of Student Learning:
1. ETS Exam – 62 students assessed, Average score of 243.75, National Average 248.3
2. Business Ethics and Social Responsibility Paper - 21 assessed
The Role of Business in Society - 100% met or exceeded expectations
Personal Calling of Professionals - 90% met or exceeded expectations, 10% did not meet
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
Level of Importance:
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

2. MBA Alumni Survey – 20 MBA graduates from 2010 and 18 MBA graduates from 2014 responded
Level of Agreement:
I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce: (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 (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
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
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
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
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,
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
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
I achieved an understanding of my personal calling as a professional who meets the highest standards of personal integrity in my work and in

<p>relationships with others</p> <p>(2010) 30% strongly agree, 45% agree, 20% neither agree nor disagree, 5% strongly disagree</p> <p>(2014) 50% strongly agree, 33% agree, 11% neither agree nor disagree, 5% strongly disagree</p>
<p>Level of Importance:</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</p> <p>(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</p> <p>(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</p> <p>(2010) 47% very important, 47% somewhat important, 6% not important</p> <p>(2014) 40% very important, 60% somewhat important</p>
<p>I achieved proficiency in recognizing and evaluating complex problems and processes</p> <p>(2010) 89% very important, 11% somewhat important</p> <p>(2014) 73% very important, 20% somewhat important. 7% not important</p>
<p>I achieved proficiency in understanding the coordination of the organization</p> <p>(2010) 68% very important, 26% somewhat important, 5% not important</p> <p>(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</p> <p>(2010) 74% very important, 21% somewhat important, 5% not important</p> <p>(2014) 40% very important, 40% somewhat important, 20% not important</p>
<p>I achieved proficiency in applying problem-solving methodologies</p> <p>(2010) 84% very important, 16% somewhat important</p> <p>(2014) 67% very important, 27% somewhat important, 7% not important</p>
<p>I achieved proficiency in generating recommendations for decision-making and strategic planning</p> <p>(2010) 84% very important, 16% somewhat important</p> <p>(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</p>

<p>(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 import (2014) 33% very important, 53% somewhat important, 13% not important</p>
<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</p>
<p>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</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) 63% very important, 32% somewhat important, 5% not important (2014) 60% very important, 33% somewhat important, 7% not important</p>

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

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

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.

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

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.”