



## Public Disclosure of Student Learning

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Institution	_____
Academic Business Unit	_____
Academic Year	_____

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Mount St. Mary's University

Richard J. Bolte, Sr. School of Business

2016-2017

**Report of Student Learning and Achievement**  
**Mount Saint Mary's University**  
**Richard J. Bolte School of Business**

For Academic Year: 2016-2017

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

*Mission Statement: The Richard J. Bolte, Sr. School of Business, proudly integrated in a Catholic University, fosters the divine calling of business professionals who consider the dignity of the human person, who apply the highest standards of personal integrity, and who serve the common good.*

*In this context, the Bolte School builds innovative education programs, advances knowledge through quality scholarship, promotes responsible business practices, and develops future leaders who are ethical decision-makers and effective problem-solvers.*

*Ultimately, the Bolte School seeks to positively influence global communities by considering people as well as profits, morality as well as market-share, and service as well as self.*

**Student Learning Assessment for Bachelor of Science in Accounting**

**Program Intended Student Learning Outcomes (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

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

**Assessment Results:**

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

**1. Accounting Information Systems Project and Presentation: 26 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, 62% met, 11% did not meet

**2. Coconut Telegraph Case Study: 26 students assessed, 30% demonstrated mastery, 70% demonstrated acceptable understanding**

**Knowledge and Technical Skills:** 30% exceeded, 70% met

**Communication Skills:** 30% exceeded, 70% met

**Global Awareness:** 30% exceeded, 70% met

**Analytical Skills:** 31% exceeded, 54% met, 15 did not meet

**3. Application of Professional Ethics Standards: 26 students assessed**

**Knowledge and Technical Skills:** 29% exceeded, 71% met

**Communication Skills:** 29% exceeded, 71% met

**Global Awareness:** 29% exceeded, 71% met

**Analytical Skills:** 29% exceeded, 71% met

**The Role of Business in Society:** 29% exceeded, 71% met

**The Personal Calling of Accounting Professionals:** 29% exceeded, 71% met

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

**1. Senior Exit Survey – 6 Accounting Majors**

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

83% strongly agree, 17% agree

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

83% strongly agree, 17% agree

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

87% strongly agree, 33% agree

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

50% strongly agree, 33% agree, 17% neither agree nor disagree

**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 –**

67% strongly agree, 17% agree, 16% neither agree nor disagree

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

50% strongly agree, 33% agree, 17% neither agree nor disagree

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

67% strongly agree, 33% agree

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

50% strongly agree, 17% agree, 33% 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 –**

67% strongly agree, 33% agree

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

67% strongly agree, 17% agree, 16% 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 –**

83% strongly agree, 17% agree

## 2. Class of 2015 Alumni Survey – 12 Accounting Graduates from the Bolte School Responded

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

83% 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**

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

66% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

**Analytical Skills**

92% 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**

58% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

59% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

**Personal Calling**

83% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

75% 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.

83% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

75% 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
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 was implemented in the 2015-2016 academic year, and was continued into the 2016-17 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 next 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

<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) 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.
<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 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:**

<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1.	<b>ETS Exam</b> – 47 students assessed, Overall Average Score: 148.72, National Average: 150.1
2.	<b>Business and Society Paper</b> – 40 students assessed
	<b>The Role of Business in Society</b> –38% exceeded, 55% met, 8% did not meet expectations
	<b>The Personal Calling of Professionals</b> – 53% exceeded, 38% met, 10% did not meet expectations
3.	<b>Business Policy Debrief</b> – 62 students assessed
	<b>Knowledge and Technical Skills</b> – 19% exceeded, 63% met, 18% did not meet expectations
	<b>Communication Skills</b> – 24% exceeded, 65% met, 11% did not meet expectations
	<b>Analytical Skills</b> – 19% exceeded, 63% met, 18% did not meet expectations
	<b>Functional Area Integration</b> – 21% exceeded, 63% met, 16% did not meet expectations
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	
1.	<b>Senior Exit Survey – 52 Business Majors</b>
	<b>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce –</b> 35% strongly agree, 64% agree, 1% neutral
	<b>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –</b> 44% strongly agree, 50% agree, 6% neutral
	<b>I achieved an understanding of the complexities of operating in a global setting –</b> 31% strongly agree, 63% agree, 6% neutral
	<b>I achieved proficiency in recognizing and evaluating complex problems and processes –</b> 33% strongly agree, 60% agree, 7% neither agree nor disagree
	<b>I achieved proficiency in understanding the coordination of the organization –</b> 35% strongly agree, 61% agree, 4% neither agree nor disagree
	<b>I achieved proficiency in conducting research and analysis of qualitative and quantitative data –</b> 31% strongly agree, 58% agree, 7% neither agree nor disagree, 2% disagree, 2% strongly disagree
	<b>I achieved proficiency in applying problem-solving methodologies –</b> 35% strongly agree, 58% agree, 7% neither agree nor disagree
	<b>I achieved proficiency in generating recommendations for decision-making –</b>

46% strongly agree, 48% agree, 6% neutral

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

42% strongly agree, 56% agree, 2% neutral

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

42% strongly agree, 56% agree, 2% 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, 8% neither agree nor disagree

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

27% strongly agree, 50% agree, 19% 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 –**

35% strongly agree, 56% agree, 9% neutral

**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 –**

40% strongly agree, 46% agree, 14% neutral

## 2. Class of 2015 Alumni Survey – 22 Business Graduates from the Bolte School Responded

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

82% of graduates indicate that they “very much” or “completely” learned the purpose and content of their major field of study.

### **Communication Skills**

82% of graduates indicate that they “very much” or “completely” mastered the skills of communication.

### **Global Awareness**

73% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

68% of graduates indicate that they “very much” or “completely” see and seek to respond to the global community with justice and solidarity.

### **Analytical Skills**

87% of graduates indicate that they “very much” or “completely” mastered the skills of analysis.

86% of graduates indicate that they “very much” or “completely” mastered the skills of problem solving.

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

55% of graduates indicate that they “very much” or “completely” learned to integrate diverse modes of human inquiry and expression.

55% 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.

77% 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.

73% of graduates indicate that they “very much” or “completely” will continue a life of learning, grow in faith, and serve the common good.

Intended Student Learning Outcomes						
General Program ISLOs	Direct Measure 1	Direct Measure 2	Direct Measure 3	Indirect Measure 1	Indirect Measure 2	
	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.

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

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
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.
<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  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** – 10 students completed the Senior Project 100% of the students passed. The average score was 90.23 with a passing grade being a 70%.
2. **IFSY 498 Comprehensive Exam** – 9 students took the exam (4 seniors and 5 juniors the course is only offered every other year) the average score on the exam was a 74% with a passing grade of a 70%.
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 – 4 Information Systems Majors**

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

75% strongly agree, 25% agree

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

25% strongly agreed, 50% agreed, 25% neutral

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

25% strongly agree, 50% agree, 25% disagree

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

100% agree,

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

75% agree, 25% strongly agree

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

75% agree, 25% strongly disagree

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

25% strongly agree, 25% agree, 50% neutral

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

75% agree, 25% strongly agree

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

75% strongly agree, 25% strongly agree

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

25% agree, 50% strongly agree, 25% neutral

**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 –**

25% agree, 50% strongly agree, 25% disagree

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

50% agree, 25% neutral, 25% 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 –**

75% agree, 25% neither agree nor disagree

2. **Class of 2015 Alumni Survey – No one responded to the alumni surveys so there are no responses to report.**

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...				
1. <b>Knowledge and Technical Skills</b>	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	Not Met		Met	
5. <b>The Role of Business in Society</b>	Met	Met		Not Met	
6. <b>Personal Calling</b>				Met	
7. <b>Functional Area Integration</b>	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” (or a similar title) 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:**

- BUS 441 Comprehensive Exam:**  
**Knowledge and Technical Skills:** 100% met or exceeded expectations  
**Communication Skills:** 69% exceeded expectations and 31% met expectations  
**Analytical Skills:** 69% exceeded expectations and 31% met expectations

**Discipline Specific Outcomes:**

Understands Principles of Successful Sport Business: 100% met or exceeded expectations

**2. BUS 440 Sport Ethics Paper and Presentation**

**Knowledge and Technical Skills:**36% exceeded expectations and 64% met

**Communication Skills:** 43% exceeded expectations and 36% met expectations, 21% did not meet expectations

**Analytical Skills:** 29% exceeded expectations and 35% met expectations, 36% did not meet expectations

**Discipline Specific Outcomes:**

Understands Principles of Successful Sport Business: 100% met or exceeded expectations

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

**1. Senior Exit Survey – 11 Sport Management Majors**

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

45% strongly agree, 55% agree

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

45% strongly agree, 55% agree

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

18% strongly agree, 64% agree, 18% neutral

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

27% strongly agree, 73% agree

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

45% strongly agree, 55% agree

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

18% strongly agree, 64% agree, 18% neutral

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

45% strongly agree, 45% agree, 10% neutral

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

45% strongly agree, 55% agree

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

36% strongly agree, 46% agree, 18% neither agree nor disagree

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

55% strongly agree, 45% agree

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

45% strongly agree, 55% agree

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

18% strongly agree, 55% agree, 27% neutral

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

36% strongly agree, 55% agree, 9% neutral

**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 –**

45% strongly agree, 55% agree

## 2. **Class of 2015 Alumni Survey –2 Sports Management Graduates from the Bolte School Responded**

Alumni indicated the following about their entire Mount degree program:

### **Knowledge and Technical Skills**

100% 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 “somewhat” mastered the skills of communication.

### **Global Awareness**

50% of graduates indicate that they “very much” or “completely” understand the diversity of human cultures in the global community.

50% 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.

100% of graduates indicate that they “somewhat” 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.

50% of graduates indicate that they “very much” or “completely” learned to understand the Catholic Vision of the Human Person.

### **Personal Calling**

50% of graduates indicate that they “very much” or “completely” developed the ability to make ethical decisions.

50% 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.

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	
2. <b>Communication Skills</b>		Met	Met	
3. <b>Global Awareness</b>	Met		Met	
4. <b>Analytical Skills</b>	Met	Met	Met	
5. <b>The Role of Business in Society</b>	Met		Met	
6. <b>Personal Calling</b>	Met	Met	Met	
7. <b>Sport Management Industry</b>	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.

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

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

<p>3. <b>Global Awareness:</b> Students will demonstrate an understanding of the complexities of operating in a global setting.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: #2, #3</p>	
<p>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 generation of recommendations for decision-making.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: #4</p>	
<p>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.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: #2, #3</p>	
<p>6. <b>The Personal Calling of Business Professionals:</b> 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.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: #1</p>	
<p>7. <b>Functional Area Integration:</b> Students will demonstrate understanding regarding the relationships among the functional areas of a firm as well as their integration into a unified business system.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: #4</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. ETS Exam (BUS 404)</p> <p>General Program ISLOs Assessed by this Measure: #1, #3, #4, #7</p>	<p>The average student score in each category of the four student learning outcomes evaluated will be greater than the national mean for the category.</p>
<p>2. Business and Society Paper and Presentation (BUS 400)</p> <p>General Program ISLOs Assessed by this Measure: #1, #2, #3, #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>3. Business Policy Debrief (BUS 404)</p> <p>General Program ISLOs Assessed by this Measure:</p>	<p>At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes evaluated.</p>

#1, #2, #4, #7	
<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  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.

<b>Assessment Results:</b>
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>
1. <b>ETS Exam – 3</b> students assessed, Average score: 145.67, National Average 150.1
2. <b>Business and Society Paper – 10</b> students assessed
<b>The Role of Business in Society-</b> 50% met expectations, 50% exceeded expectations
<b>The Personal Calling of Professionals-</b> 50% met, 50% exceeded expectations
3. <b>Business Policy Debrief – 9</b> students assessed
<b>Knowledge and technical Skills – 33%</b> exceeded 44% met, 22% did not meet
<b>Communication Skills – 33%</b> exceeded, 44% met, 22% did not meet expectations
<b>Analytical Skills – 33%</b> exceeded, 44% met, 22% did not meet
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>
1. <b>Senior Exit Survey – 5 Business Majors (Frederick)- No Concentration</b> <b>I achieved proficiency in requisite technical skills and knowledge in my field of study in order to advance in the workforce –</b> 60% strongly agree, 40% agree <b>I achieved proficiency in communicating effectively, both orally and in writing, through contemporary technologies –</b> 80% strongly agree, 20% agree <b>I achieved an understanding of the complexities of operating in a global setting –</b>

60% strongly agree, 20% agree, 20% neutral

**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 –**

60% strongly agree, 40% agree

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

40% strongly agree, 60% agree

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

80% strongly agree, 20% 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 –**

100% strongly agree

**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 –**

80% strongly agree, 20% agree

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

80% strongly agree, 20% neutral

**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 –**

80% strongly agree, 20% 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...				
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*

**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

<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 (MBA 519) General Program ISLOs Assessed by this Measure: #1, #3, #4	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. Business Ethics and Social Responsibility Paper and Presentation (MBA 536) General Program ISLOs Assessed by this Measure: #2, #5, #6	At least 75% of students achieve a “fully met expectations” rating on each of the student learning outcomes 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. Exit Survey General Program ISLOs Assessed by this Measure: #1, #2, #3, #4, #5, #6, #7	80% of graduates 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.

<b>Assessment Results:</b>
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>
1. <b>ETS Exam</b> – 52 students assessed, Average score of 246.67, National Average 247.9
2. <b>Business Ethics and Social Responsibility Paper</b> - 9 assessed
<b>The Role of Business in Society</b> - 89% met and 11% exceeded expectations
<b>Personal Calling of Professionals</b> - 56% met or exceeded expectations, 44% did not meet
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>
1. <b>MBA Exit Survey – 23 total MBA program respondents (all concentrations)</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 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

<p>I achieved an understanding of the complexities of operating in a global setting</p> <p>(2010) 15% strongly agree, 55% agree, 15% neither agree nor disagree, 10% disagree, 5% strongly disagree</p> <p>(2014) 33% strongly agree, 44% agree, 11% neither agree nor disagree, 6% disagree, 6% strongly disagree</p>
<p>I achieved proficiency in recognizing and evaluating complex problems and processes</p> <p>(2010) 35% strongly agree, 40% agree, 15% neither agree nor disagree, 5% disagree, 5% strongly disagree</p> <p>(2014) 33% strongly agree, 66% agree</p>
<p>I achieved proficiency in understanding the coordination of the organization</p> <p>(2010) 40% strongly agree, 35% agree, 20% neither agree nor disagree, 5% strongly disagree</p> <p>(2014) 33% strongly agree, 50% agree, 11% neither agree nor disagree, 5% disagree</p>
<p>I achieved proficiency in conducting research and analysis of qualitative and quantitative data</p> <p>(2010) 50% strongly agree, 35% agree, 5% neither agree nor disagree, 10% strongly disagree</p> <p>(2014) 33% strongly agree, 56% agree, 6% disagree, 6% strongly disagree</p>
<p>I achieved proficiency in applying problem-solving methodologies</p> <p>(2010) 30% strongly agree, 55% agree, 5% neither agree nor disagree, 10% strongly disagree</p> <p>(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</p> <p>(2010) 30% strongly agree, 50% agree, 10% neither agree nor disagree, 5% disagree, 5% strongly disagree</p> <p>(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</p> <p>(2010) 35% strongly agree, 35% agree, 20% neither agree nor disagree, 5% disagree, 5% strongly disagree</p> <p>(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</p> <p>(2010) 35% strongly agree, 45% agree, 15% neither agree nor disagree, 5% strongly disagree</p> <p>(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</p> <p>(2010) 35% strongly agree, 50% agree, 10% neither agree nor disagree, 5% strongly disagree</p> <p>(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  (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</p>

<p>(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>
<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	<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...							
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
<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.								