



Outcomes Assessment Plan

Institution:	<u>Misericordia University</u>
Academic Business Unit:	<u>Business Department</u>
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OUTCOMES ASSESSMENT PLAN
Business Department
Misericordia University

Section I: Strategic Assessment – Mission and Broad-Based Goals

Mission Statement

Mission of the Business Department:

The Misericordia University Business Department provides Baccalaureate and Masters-level Business Education in an environment where the human person is valued in all its commonality and diversity; cooperation and collaboration are fostered among our stakeholders; flexibility is inherent in our policies, procedures, rules, and regulations; partnering is used to create win-win relationships; fairness is evident through ethical and moral behavior in all of our dealings both on and off campus, and systems thinking is pervasive in organizational and personal decision-making. We endorse the values of the Religious Sisters of Mercy.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.
2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.
3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem solving and critical thinking skills.
5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices.
6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology.
8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business.

9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning.

Broad-Based Operational Goals:

1. To be flexible and therefore willing to change course when the dynamic environments in which we operate change; to realize that structure follows process.
2. To be proactive and therefore willing to seek out new and different ways in which to serve stakeholders; to anticipate and create areas of opportunity.
3. To be student-focused and therefore believe that we exist to serve our stakeholders in general and our students in particular; to make changes in process that are made with students foremost, but not exclusively, in our considerations; to include stakeholders in our decision-making process.
4. To have integrity and therefore believe that our actions and decisions must meet both moral and ethical challenges.
5. To emphasize relevance and therefore understand that our services must remain pragmatic as well as academic for all our stakeholders.
6. To create integration and therefore understand that our services must not stand in isolation from each other; each must enhance the others so as to gain synergy.
7. To exhibit and promote technological competence and therefore provide our stakeholders, particularly students, the opportunity to acquire the theory, process and tools of technology to aid them in personal and career pursuits.
8. To have a behavioral emphasis by emphasizing the human side of organizations rather than the metrics side; however, keeping in mind that metrics still remain

Section II: Student Learning Assessment

BACHELOR'S-LEVEL PROGRAMS

Student Learning Assessment for the Bachelor of Science in Accounting

Intended Student Learning Outcomes for the Bachelor of Science in Accounting:	
1.	Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.
2.	Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.
3.	Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.
4.	Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.
5.	Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. End of Program Internship	80% of graduating students in the Accounting major will score at least 70% in their internships.
2. Comprehensive Undergraduate Examination	80% of graduating students in the Accounting major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of accounting major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the accounting program.
2. Course Evaluations	On the course evaluation forms for Accounting capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for Bachelor of Science in Business Administration Major

Intended Student Learning Outcomes for Bachelor of Science in Business Administration:	
1. Identify the theoretical and empirical components of Business Administration.	
2. Apply managerial skills and operational management techniques.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Comprehensive Undergraduate Examination	80% of graduating students in the Business Administration major will have a mean score of at least 40 on the comprehensive examination.
2. Required Capstone Assessment Specific to Each Program	On the capstone-project evaluation rubric, at least 80% of graduating students in the Business Administration program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Business Administration major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the Business Administration program.
2. Course Evaluations	On the course evaluation forms for Business Administration capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Bachelor of Science in Information Technology

Intended Student Learning Outcomes for the Bachelor of Science in Information Technology:	
1. Apply appropriate computer methods, software and technology to business.	
2. Analyze business needs and present them accurately and clearly to systems developers.	
3. Accurately evaluate the security needs of organization.	
4. Evaluate continuing technical change for application to business processes.	
5. Implement appropriate electronic communications.	
6. Define the legal implications and requirements of computer systems.	
7. Explain the economic implications of alternate technologies.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in MIS 491, Information Technology Management (Capstone course).	On the evaluation rubric, at least 80% of graduating students in the IT program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
2. Comprehensive Undergraduate Examination	80% of graduating students in the IT major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of IT major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the IT program.
2. Course Evaluations	On the course evaluation forms for IT capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (out of a possible 5 representing “very successful”).

Student Learning Assessment for the Bachelor of Science in Management

Intended Student Learning Outcomes for the Bachelor of Science in Management:	
1. Discuss the nature of society.	
2. Construct a personal social philosophy.	
3. Define and describe the American economic system and the major functional areas of business.	
4. Develop management strategies.	
5. Analyze and evaluate management strategies.	
6. Implement strategic management through the use of management concepts.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in BUS 472, Business Internship, or BUS 491 Seminar in Business Policies (Capstone course).	On the evaluation rubric, at least 80% of graduating students in the Management program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
2. Comprehensive Undergraduate Examination	80% of graduating students in the Management major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the management program.
2. Course Evaluations	On the course evaluation forms for Management capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Bachelor of Science in Marketing

Intended Student Learning Outcomes for the Bachelor of Science in Marketing:	
1. Identify the theoretical and empirical bases of marketing.	
2. Evaluate and compare the economic, social, and strategic components of marketing.	
3. Apply marketing analysis skills and operational marketing techniques.	
4. Apply accepted marketing standards and practices in their professional lives.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in BUS 403 Strategic Marketing (Capstone course).	On the evaluation rubric, at least 80% of graduating students in the Marketing program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
2. Comprehensive Undergraduate Examination	80% of graduating students in the Marketing major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Marketing major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the marketing program.
2. Course Evaluations	On the course evaluation forms for Marketing capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Bachelor of Science in Sport Management

Intended Student Learning Outcomes for the Bachelor of Science in Sport Management:	
1.	Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations.
2.	Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.
3.	Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services.
4.	Analyze the types of control processes for financial management of sport business organizations.
5.	Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers.
6.	Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.
7.	Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices.
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. End of Program Internship	90% of graduating students in the Sport Management major will score at least 70% in their internships.
2. Comprehensive Undergraduate Examination	80% of graduating students in the Sport Management major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Sport Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the sport management program.
2. Course Evaluations	On the course evaluation forms for SMG capstone, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of 7).

Student Learning Assessment for the Bachelor of Science in Healthcare Management

Intended Student Learning Outcomes for the Bachelor of Science in Healthcare Management:	
1.	Explain all aspects of the health care system in the United States and discuss its strengths and weaknesses.
2.	Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations, and laws.
3.	Analyze and manage all cost, revenue, and reimbursement factors for a health care entity.
4.	Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment.
5.	Develop, implement, and maintain a comprehensive marketing plan for a health care entity.
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in HCM 403, Health Care Strategic Management (Capstone course).	On the evaluation rubric, at least 80% of graduating students in the Health Care Management program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
2. Comprehensive Undergraduate Examination	80% of graduating students in the Health Care Management major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Health Care Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the Health Care Management program.
2. Course Evaluations	On the course evaluation forms for Health Care Management capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Minor in Accounting

Intended Student Learning Outcomes for the Minor in Accounting:	
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.	
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Comprehensive Undergraduate Examination	80% of graduating students in the Accounting major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of accounting major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the accounting program.
2. Course Evaluations	On the course evaluation forms for Accounting capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Minor/Specialization in Forensic Accounting

Broad-based Goals for the Minor/Specialization in Forensic Accounting:	
1. To provide the student with a basic knowledge of the application of forensic accounting.	
2. To define and discuss fraud and the different categories of fraud.	
3. To analyze and assess internal control breakdowns that allows fraud to occur and/or go undetected.	
4. To enable the student to devise strategies in order to develop a systematic approach to investigating and documenting a fraud examination.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Comprehensive Undergraduate Examination	80% of graduating students in the Accounting major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of accounting major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the accounting program.
2. Course Evaluations	On the course evaluation forms for Accounting capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Specialization in Marketing

Intended Student Learning Outcomes for the Specialization in Marketing:	
1. Develop, present and implement comprehensive marketing concepts into the business planning.	
2. Evaluate and apply accepted marketing standards into operational business techniques.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Applied Project	On the evaluation rubric, at least 80% of graduating students in the Marketing program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Marketing major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the marketing program.
2. Course Evaluations	On the course evaluation forms for Marketing capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the Specialization in Sport Management

Intended Student Learning Outcomes for the Specialization in Sport Management:	
1. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.	
2. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Project on completing a sport marketing plan.	On the evaluation rubric, at least 80% of graduating students in the Health Care Management program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Sport Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the sport management program.
2. Course Evaluations	On the course evaluation forms for SMG capstone, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of 7).

Student Learning Assessment for the Minor in Healthcare Management

Intended Student Learning Outcomes for the Minor in Healthcare Management:	
1. Explain relevant issues regarding United States healthcare policy and implementation thereof.	
2. Manage healthcare organizations in a fiscally strategic manner.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Projects/Papers in HCM 403 Health Care Strategic Management (Capstone course), and HCM 406 Current Issues and Trends.	On the evaluation rubric, at least 80% of graduating students in the Health Care Management program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion.
2. Comprehensive Undergraduate Examinations in HCM 371 Healthcare Finance, and HCM 403 Healthcare Strategic Management.	80% of graduating students in the Health Care Management major will have a mean score of at least 40 on the comprehensive examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Health Care Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the Health Care Management program.
2. Course Evaluations	On the course evaluation forms for Health Care Management capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for Organizational Management

Intended Student Learning Outcomes for Organizational Management:	
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	
2. Students will be able to develop ethical organizational leadership.	
3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers.	
4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	
5. Students will be able to understand and appreciate management theory in various managerial situations.	
6. Students will be able to demonstrate academic excellence and critical thinking.	
7. Students will be able to conduct independent investigations and research.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in OM 586 Strategic Planning, OM 515 Research Methods or OM 587 MIS Policy and Management of Technology	90% of graduating students in the OM Program will have a score of at least 80 on the final project.
2. Comprehensive Graduate Examination	80% of graduating students in the OM Program will have an overall score of at least 40 on the Comprehensive Graduate Examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Exit Survey	On the exit survey instrument, at least 90% of OM major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the OM program.
2. Evaluations	On the course evaluation forms for OM capstone course, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Q. 24 will be 4 or higher (Out of 7).

Student Learning Assessment for Master's of Business Administration

Intended Student Learning Outcomes for <i>Master's of Business Administration</i> :	
1.	Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.
2.	Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.
3.	Evaluate data and information as components of decision-making in business.
4.	Interpret data and information as components of decision-making in business.
5.	Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.
6.	Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.
7.	Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in MBA 650, Integrative MBA Capstone Experience	90% of graduating students in the MBA Program will have a score of at least 80 on the final project.
2. Comprehensive Graduate Examination	80% of graduating students in the MBA Program will have an overall score of at least 40 on the Comprehensive Graduate Examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Exit Survey	On the exit survey instrument, at least 90% of MBA major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the MBA program.
2. Evaluations	On the course evaluation forms for MBA capstone course, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of 5) and Questions 24 will be 4 or higher (Out of 7)

Student Learning Assessment for the MBA Specialization in Accounting

Intended Student Learning Outcomes for the MBA Specialization in Accounting:	
1. Explain, discuss, and evaluate the current audit industry practices and standards with regard to electronic transaction processing and related paperless accounting information systems.	
2. Describe the processes by which standards and generally accepted accounting principles are established in the United States and internationally.	
3. Discuss the structure and administration of federal income tax law.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Papers/Discussions	90% of graduating students in the MBA Program will have a score of at least 80 on the final project.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of accounting major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the accounting program.
2. Course Evaluations	On the course evaluation forms for Accounting capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the MBA and OM Specialization in Management

Intended Student Learning Outcomes for the OM Specialization in Management:	
1.	Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.
2.	Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in OM 586 Strategic Planning and MBA 650 Capstone	90% of graduating students in the Management Specialization in the OM Program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion on the final-project evaluation rubric.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the sport management program.
2. Course Evaluations	On the course evaluation forms for the Capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the MBA and OM Specialization in Human Resources Management

Intended Student Learning Outcomes for the MBA and OM Specialization in Human Resources Management:	
1. Evaluate and distinguish among the human resources management functions.	
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final Project/Paper in the designated HRM OM 586 capstone course and MBA 650 Capstone	90% of graduating students in the HRM Specialization in the OM and MBA Programs will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion on the final-project evaluation rubric.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the sport management program.
2. Course Evaluations	On the course evaluation forms for the Capstone courses, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of a possible 7).

Student Learning Assessment for the MBA Specialization in Sport Management

Intended Student Learning Outcomes for the MBA Specialization in Sport Management:	
1. Identify and analyze current issues in the sport business industry.	
2. Evaluate and implement strategic decisions in the sport business industry.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Semester Long Project specific to their career goals and academic preparation in the MBA program, with a focus in the sport industry.	90% of graduating students in the MBA Program will have a score of at least 80 on the final project.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Sport Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the sport management program.
2. Course Evaluations	On the course evaluation forms for SMG capstone, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of 7).

Student Learning Assessment for the MBA and OM Specialization in Healthcare Management

Intended Student Learning Outcomes for the MBA and OM Specialization in Healthcare Management:	
1. Integrate and implement business concepts and principles into the healthcare industry.	
2. Evaluate and implement strategic decisions in the healthcare industry.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final paper in the Healthcare Leadership course.	90% of graduating students in the MBA/OM Program will have a score of at least 80 on the final paper.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	On the exit survey instrument, at least 90% of Sport Management major participants will indicate a 3.5 or better score that they were intellectually challenged to meet the intended outcomes of the sport management program.
2. Course Evaluations	On the course evaluation forms for SMG capstone, the weighted average rating on the items dealing with the degree of student success in achieving course learning objectives Questions 2 and 4 will be 3.5 or higher (out of a possible 5) and Questions 24 will be 4 or higher (Out of 7).

DOCTORAL-LEVEL PROGRAMS

The Business Department at Misericordia University does not offer any doctoral-level Programs.

Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goals

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended learning outcome in that row is associated with the learning goal in that column.**):

Broad-Based Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
ASSOCIATE-LEVEL PROGRAMS			
<i>(Program 1)</i>			
1. <i>The Business Department does not offer Associate Degrees</i>			
BACHELOR’S-LEVEL PROGRAMS			
Bachelor of Science in Accounting			
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing.	x	x	x
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.	x	x	x
3. Students will be able to use and interpret the results of a cost	x	x	x

Broad-Based Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
accounting system and other managerial accounting information systems.			
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.	x	x	x
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.	x	x	X

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will demonstrate the ability to use competently a variety of communication media.
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.	x	x	
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles	x	x	x
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.	x	x	x
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.	x	x	x
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.		x	x
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles		x	x
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.	x	x	x
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.		x	x
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.		x	x

Bachelor of Science in Business Administration			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Identify the theoretical and empirical components of Business Administration.	x	x	x
2. Apply managerial skills and operational management techniques.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Identify the theoretical and empirical components of Business Administration.	x	x	
2. Apply managerial skills and operational management techniques.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Identify the theoretical and empirical components of Business Administration.	x	x	x
2. Apply managerial skills and operational management techniques.	x	x	

Bachelor of Science in Information Technology			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Apply appropriate computer methods, software and technology to business.		x	
2. Analyze business needs and present them accurately and clearly to systems developers.		x	
3. Accurately evaluate the security needs of organization.		x	x
4. Evaluate continuing technical change for application to business processes.	x		x
5. Implement appropriate electronic communications.	x		
6. Define the legal implications and requirements of computer systems.	x	x	x
7. Explain the economic implications of alternate technologies.	x		

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Apply appropriate computer methods, software and technology to business.	x		x
2. Analyze business needs and present them accurately and clearly to systems developers.	x	x	
3. Accurately evaluate the security needs of organization.			
4. Evaluate continuing technical change for application to business processes.	x		
5. Implement appropriate electronic communications.			x
6. Define the legal implications and requirements of computer systems.			
7. Explain the economic implications of alternate technologies.		x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Apply appropriate computer methods, software and technology to business.	x		
2. Analyze business needs and present them accurately and clearly to systems developers.			
3. Accurately evaluate the security needs of organization.	x	x	
4. Evaluate continuing technical change for application to business processes.	x		x
5. Implement appropriate electronic communications.	x		
6. Define the legal implications and requirements of computer systems.		x	
7. Explain the economic implications of alternate technologies.			

Bachelor of Science in Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Discuss the nature of society.	x	x	x
2. Construct a personal social philosophy.	x	x	x
3. Define and describe the American economic system and the major functional areas of business.	x	x	
4. Develop management strategies.	x	x	x
5. Analyze and evaluate management strategies.		x	
6. Implement strategic management through the use of management concepts.	x		x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Discuss the nature of society.	x	x	
2. Construct a personal social philosophy.	x	x	x
3. Define and describe the American economic system and the major functional areas of business.		x	
4. Develop management strategies.	x	x	
5. Analyze and evaluate management strategies.	x	x	x
6. Implement strategic management through the use of management concepts.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Discuss the nature of society.		x	x
2. Construct a personal social philosophy.		x	x
3. Define and describe the American economic system and the major functional areas of business.	x	x	x
4. Develop management strategies.	x	x	
5. Analyze and evaluate management strategies.	x	x	
6. Implement strategic management through the use of management concepts.	x	x	

Bachelor of Science in Marketing			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Identify the theoretical and empirical bases of marketing.	x	x	x
2. Evaluate and compare the economic, social, and strategic components of marketing.	x	x	x
3. Apply marketing analysis skills and operational marketing techniques.		x	
4. Apply accepted marketing standards and practices in their professional lives.			x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Identify the theoretical and empirical bases of marketing.	x		
2. Evaluate and compare the economic, social, and strategic components of marketing.		x	
3. Apply marketing analysis skills and operational marketing techniques.	x	x	x
4. Apply accepted marketing standards and practices in their professional lives.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Identify the theoretical and empirical bases of marketing.			x
2. Evaluate and compare the economic, social, and strategic components of marketing.		x	x
3. Apply marketing analysis skills and operational marketing techniques.	x		
4. Apply accepted marketing standards and practices in their professional lives.		x	x

Bachelor of Science in Sport Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations.	x	x	x
2. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.		x	
3. Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services.	x		x
4. Analyze the types of control processes for financial management of sport business organizations.			x
5. Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers.			x

6. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.	x	x	
7. Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices.	x		

Broad-Base Student Learning Goals	4. Students in the	5. Students in the Business	6. Students in the Business
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Intended Student Learning Outcomes	Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations.		X	
2. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.			X
3. Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services.	X		
4. Analyze the types of control processes for financial management of sport business organizations.	X	X	
5. Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers.	X		
6. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.		X	
7. Demonstrate the ability to integrate real-world-based learning experiences with		X	

learned sport management concepts and practices.			
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Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations.		X	
2. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.	X	X	
3. Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services.		X	
4. Analyze the types of control processes for financial management of sport business organizations.		X	
5. Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers.		X	
6. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the	X		

sport industry.			
7. Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices.			X

Bachelor of Science in Healthcare Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Explain all aspects of the health care system in the United States and discuss its strengths and weaknesses.	x	x	x
2. Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations, and laws.	x	x	x
3. Analyze and manage all cost, revenue, and reimbursement factors for a health care entity.			
4. Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment.			
5. Develop, implement, and maintain a comprehensive marketing plan for a health care entity.			

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Explain all aspects of the health care system in the United States and discuss its strengths and weaknesses.		x	
2. Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations, and laws.	x		
3. Analyze and manage all cost, revenue, and reimbursement factors for a health care entity.	x	x	
4. Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment.		x	
5. Develop, implement, and maintain a comprehensive marketing plan for a health care entity.		x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness to pursue life-long learning
1. Explain all aspects of the health care system in the United States and discuss its strengths and weaknesses.	x	x	
2. Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations, and laws.			x
3. Analyze and manage all cost, revenue, and reimbursement factors for a health care entity.	x		
4. Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment.		x	
5. Develop, implement, and maintain a comprehensive marketing plan for a health care entity.			

Minor in Accounting			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.	x	x	x
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.	x	x	
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.		x	x
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.		x	x

Minor/Specialization in Forensic Accounting			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. To provide the student with a basic knowledge of the application of forensic accounting	x	x	x
2. To define and discuss fraud and the different categories of fraud.	x	x	
3. To analyze and assess internal control breakdowns that allows fraud to occur and/or go undetected.		x	x
4. To enable the student to devise strategies in order to develop a systematic approach to investigating and documenting a fraud examination.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. To provide the student with a basic knowledge of the application of forensic accounting	x	x	x
2. To define and discuss fraud and the different categories of fraud.	x	x	x
3. To analyze and assess internal control breakdowns that allows fraud to occur and/or go undetected.	x	x	x
4. To enable the student to devise strategies in order to develop a systematic approach to investigating and documenting a fraud examination.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. To provide the student with a basic knowledge of the application of forensic accounting		x	
2. To define and discuss fraud and the different categories of fraud.		x	
3. To analyze and assess internal control breakdowns that allows fraud to occur and/or go undetected.		x	
4. To enable the student to devise strategies in order to develop a systematic approach to investigating and documenting a fraud examination.	x	x	

Specialization in Marketing			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Develop, present and implement comprehensive marketing concepts into the business planning.	x		x
2. Evaluate and apply accepted marketing standards into operational business techniques.		x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Develop, present and implement comprehensive marketing concepts into the business planning.	x		x
2. Evaluate and apply accepted marketing standards into operational business techniques.		x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Develop, present and implement comprehensive marketing concepts into the business planning.		x	
2. Evaluate and apply accepted marketing standards into operational business techniques.			

Specialization in Sport Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.		x	
2. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.			x
2. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.		x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.		x	
2. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.	x		

Minor/Specialization in Healthcare Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Explain relevant issues regarding United States healthcare policy and implementation thereof.			x
2. Manage healthcare organizations in a fiscally strategic manner.		x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Explain relevant issues regarding United States healthcare policy and implementation thereof.		x	x
2. Manage healthcare organizations in a fiscally strategic manner.	x		

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Explain relevant issues regarding United States healthcare policy and implementation thereof.		x	x
2. Manage healthcare organizations in a fiscally strategic manner.			x

Mapping of OM and MBA Intended Student Learning Outcomes to Broad-Based Student Learning Goals

MASTER'S-LEVEL PROGRAMS			
<i>OM Program</i>			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions	x		
2. Students will be able to develop ethical organizational leadership		x	x
3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers			
4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments	x		
5. Students will be able to understand and appreciate management theory in various managerial situations.		x	
6. Students will be able to demonstrate academic excellence and critical thinking			x
7. Students will be able to conduct independent investigations and research.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions	x		
2. Students will be able to develop ethical organizational leadership		x	
3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers		x	
4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments	x		
5. Students will be able to understand and appreciate management theory in various managerial situations.		x	
6. Students will be able to demonstrate academic excellence and critical thinking			x
7. Students will be able to conduct independent investigations and research.	x		x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions			x
2. Students will be able to develop ethical organizational leadership		x	
3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers	x	x	
4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments			
5. Students will be able to understand and appreciate management theory in various managerial situations.			
6. Students will be able to demonstrate academic excellence and critical thinking			
7. Students will be able to conduct independent investigations and research.			

MBA Program			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.	x	x	x
2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.	x	x	x
3. Evaluate data and information as components of decision making in business.	x		
4. Interpret data and information as components of decision making in business.		x	
5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.	x		x

6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	x		x
7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.	x		x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.			x
2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.			
3. Evaluate data and information as components of decision making in	x		

business.			
4. Interpret data and information as components of decision making in business.	x	x	
5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.			x
6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.		x	
7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.		x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.			x
2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.			
3. Evaluate data and information as components of decision making in business.	x	x	
4. Interpret data and information as components of decision making in business.	x	x	
5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.		x	x

6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	x	x	x
7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.	x	x	x

Mapping of Intended Student Learning Outcomes to OM Learning Outcomes

OM Specialization in Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	2. Students will be able to develop ethical organizational leadership.	3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers.
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	x		x
2. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	5. Students will be able to understand and appreciate management theory in various managerial situations.	6. Students will be able to demonstrate academic excellence and critical thinking.	7. Students will be able to conduct independent investigations and research.
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	x		x	x
2. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	x	x		

OM Specialization in Human Resources Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	2. Students will be able to develop ethical organizational leadership.	3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers.
1. Evaluate and distinguish among the human resources management functions.	x		x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	5. Students will be able to understand and appreciate management theory in various managerial situations.	6. Students will be able to demonstrate academic excellence and critical thinking.	7. Students will be able to conduct independent investigations and research.
1. Evaluate and distinguish among the human resources management functions.	x	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x		

OM Specialization in Healthcare Management			
Broad-Base Student Learning Goals	1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	2. Students will be able to develop ethical organizational leadership.	3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers.
Intended Student Learning Outcomes			
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	x
2. Evaluate and implement strategic decisions in the healthcare industry.		x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	5. Students will be able to understand and appreciate management theory in various managerial situations.	6. Students will be able to demonstrate academic excellence and critical thinking.	7. Students will be able to conduct independent investigations and research.
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	x	x
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x	

Mapping of Intended Student Learning Outcomes to MBA Learning Outcomes

MBA Specialization in Accounting			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.	2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.	3. Evaluate data and information as components of decision-making in business.
1. Explain, discuss, and evaluate the current audit industry practices and standards with regard to electronic transaction processing and related paperless accounting information systems.			x
2. Describe the processes by which standards and generally accepted accounting principles are established in the United States and internationally.	x	x	x
3. Discuss the structure and administration of federal income tax law.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Interpret data and information as components of decision-making in business.	5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.	6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.
1. Explain, discuss, and evaluate the current audit industry practices and standards with regard to electronic transaction processing and related paperless accounting information systems.	x			
2. Describe the processes by which standards and generally accepted accounting principles are established in the United States and internationally.	x		x	x
3. Discuss the structure and administration of federal income tax law.	x		x	x

MBA Specialization in Human Resources Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.	2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.	3. Evaluate data and information as components of decision-making in business.
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Interpret data and information as components of decision-making in business.	5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.	6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.
1. Evaluate and distinguish among the human resources management functions.		x		
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	x	x

MBA Specialization in Sport Management			
Broad-Base Student Learning Goals	1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.	2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.	3. Evaluate data and information as components of decision-making in business.
Intended Student Learning Outcomes			
1. Identify and analyze current issues in the sport business industry.	x	x	
2. Evaluate and implement strategic decisions in the sport business industry.		x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Interpret data and information as components of decision-making in business.	5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.	6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.
1. Identify and analyze current issues in the sport business industry.				
2. Evaluate and implement strategic decisions in the sport business industry.			x	x

MBA Specialization in Healthcare Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.	2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.	3. Evaluate data and information as components of decision-making in business.
1. Integrate and implement business concepts and principles into the healthcare industry.			x
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Interpret data and information as components of decision-making in business.	5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.	6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x		
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x	x

Mapping of OM Intended Student Learning Outcomes to Broad-Based Student Learning Goals

OM Specialization in Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	x	x	x
2. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.	x	x	x
2. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.		x	x
2. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.		x	x

OM Specialization in Human Resources Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.		x	x

OM Specialization in Healthcare Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	x
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Integrate and implement business concepts and principles into the healthcare industry.		x	x
2. Evaluate and implement strategic decisions in the healthcare industry.		x	x

Mapping of MBA Intended Student Learning Outcomes to Broad-Based Student Learning Goals

MBA Specialization in Accounting			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Explain, discuss, and evaluate the current audit industry practices and standards with regard to electronic transaction processing and related paperless accounting information systems.	x	x	
2. Describe the processes by which standards and generally accepted accounting principles are established in the United States and internationally	x	x	x
3. Discuss the structure and administration of federal income tax law.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Explain, discuss, and evaluate the current audit industry practices and standards with regard to electronic transaction processing and related paperless accounting information systems.	x	x	
2. Describe the processes by which standards and generally accepted accounting principles are established in the United States and internationally	x	x	x
3. Discuss the structure and administration of federal income tax law.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Explain, discuss, and evaluate the current audit industry practices and standards with regard to electronic transaction processing and related paperless accounting information systems.	x	x	
2. Describe the processes by which standards and generally accepted accounting principles are established in the United States and internationally.	x	x	x
3. Discuss the structure and administration of federal income tax law.	x	x	x

MBA Specialization in Human Resources Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Evaluate and distinguish among the human resources management functions.	x	x	x
2. Analyze and critique the recurring themes in human resource management, alternative views, and current and future challenges in the field.	x	x	x

MBA Specialization in Sport Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Identify and analyze current issues in the sport business industry.	x	x	x
2. Evaluate and implement strategic decisions in the sport business industry.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Identify and analyze current issues in the sport business industry.			x
2. Evaluate and implement strategic decisions in the sport business industry.		x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Identify and analyze current issues in the sport business industry.			x
2. Evaluate and implement strategic decisions in the sport business industry.	x	x	x

MBA Specialization in Healthcare Management			
Broad-Base Student Learning Goals Intended Student Learning Outcomes	1. Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning.	2. Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.	3. Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	x
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	4. Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.	5. Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices	6. Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	x
2. Evaluate and implement strategic decisions in the healthcare industry.		x	x

Broad-Base Student Learning Goals Intended Student Learning Outcomes	7. Students in the Business Department will be able to demonstrate the ability to use competently relevant technology	8. Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business	9. Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning
1. Integrate and implement business concepts and principles into the healthcare industry.	x	x	
2. Evaluate and implement strategic decisions in the healthcare industry.	x	x	x

Mapping of Assessment Measures to Intended Student Learning Outcomes

For each program at each level identified above, the direct and indirect measures of student learning provide for the assessment of all of the program's intended student learning outcomes. These relationships are summarized in the measures-to-outcomes mappings below

ASSOCIATE-LEVEL PROGRAMS
MISERICORDIA DOES NOT OFFER ASSOCIATE-LEVEL BUSINESS PROGRAMS

BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
BS in Accounting	End of Program Internship	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.	x	x	x	x
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.	x	x	x	x
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.	x	x	x	x

4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.	x	x	x	x
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.	x	x	x	x
<i>BS in Business Administration</i>	Comprehensive Undergraduate Examination	Required Capstone Assessment Specific to Each Program	Senior Exit Survey	Course Evaluations
1. Identify the theoretical and empirical components of Business Administration.	x	x	x	x
2. Apply managerial skills and operational management techniques.	x	x	x	x

<i>BS in Information Technology</i>	Final Project/Paper in MIS 491, Information Technology Management (Capstone course).	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
1. Apply appropriate computer methods, software and technology to business.	x	x	x	x
2. Analyze business needs and present them accurately and clearly to systems developers.	x	x	x	x
3. Accurately evaluate the security needs of organization.	x	x	x	x
4. Evaluate continuing technical change for application to business processes.	x	x	x	x
5. Implement appropriate electronic communications.	x	x	x	x
6. Define the legal implications and requirements of computer systems.	x	x	x	x
7. Explain the economic implications of alternate technologies.	x	x	x	x

<i>BS in Management</i>	Final Project/Paper in BUS 472, Business Internship, or BUS 491 Seminar in Business Policies (Capstone course).	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
1. Discuss the nature of society.	x	x	x	x
2. Construct a personal social philosophy.	x	x	x	x
3. Define and describe the American economic system and the major functional areas of business.	x	x	x	x
4. Develop management strategies.	x	x	x	x
5. Analyze and evaluate management strategies.	x	x	x	x
6. Implement strategic management through the use of management concepts.	x	x	x	x

<i>BS in Marketing</i>	Final Project/Paper in BUS 403 Strategic Marketing (Capstone course).	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
1. Identify the theoretical and empirical bases of marketing.	Final Project/Paper in BUS 403 Strategic Marketing (Capstone course).	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
2. Evaluate and compare the economic, social, and strategic components of marketing.	x	x	x	x
3. Apply marketing analysis skills and operational marketing techniques.	x	x	x	x
4. Apply accepted marketing standards and practices in their professional lives.	x	x	x	x

<i>BS in Sport Management</i>	End of Program Internship	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
1. Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations.	x	x	x	x
2. Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas.	x	x	x	x
3. Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services.	x	x	x	x
4. Analyze the types of control processes for financial management of sport business organizations.	x	x	x	x
5. Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers.	x	x	x	x
6. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.	x	x	x	x
7. Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices.	x	x	x	x

<i>BS in Health Care Management</i>	Final Project/Paper in HCM 403, Health Care Strategic Management (Capstone course).	Comprehensive Undergraduate Examination	Senior Exit Survey	Course Evaluations
1. Explain all aspects of the health care system in the United States and discuss its strengths and weaknesses.	x	x	x	x
2. Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations, and laws.	x	x	x	x
3. Analyze and manage all cost, revenue, and reimbursement factors for a health care entity.	x	x	x	x
4. Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment.	x	x	x	x
5. Develop, implement, and maintain a comprehensive marketing plan for a health care entity.	x	x	x	x

MASTER'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>MS in Organizational Management</i>	Final Project/Paper in OM 586 Strategic Planning, OM 515 Research Methods or OM 587 MIS Policy and Management of Technology	Comprehensive Graduate Examination	Graduate Exit Survey	Course Evaluations
1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions	x	x	x	x
2. Students will be able to develop ethical organizational leadership	x	x	x	x
3. Students will be able to think deeply and broadly from a system viewpoint about theories, the functions and the tasks of managers	x	x	x	x
4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments	x	x	x	x
5. Students will be able to understand and appreciate not only management theory in various managerial situations	x	x	x	x
6. Students will be able to demonstrate academic excellence and critical thinking	x	x	x	x
7. Students will be able to conduct independent investigations and research.	x	x	x	x

<i>MBA</i>	Final Project/Paper in MBA 650, Integrative MBA Capstone Experience	Comprehensive Graduate Examination	Graduate Exit Survey	Course Evaluations
1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.	x	x	x	x
2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.	x	x	x	x
3. Evaluate data and information as components of decision making in business.	x	x	x	x
4. Interpret data and information as components of decision making in business.	x	x	x	x
5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.	x	x	x	x
6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.	x	x	x	x
7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.	x	x	x	x

DOCTORAL-LEVEL PROGRAMS
MISERICORDIA DOES NOT OFFER ANY DOCTORAL-LEVEL BUSINESS COURSES

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Associate-Level Programs

For each associate-level program identified above, the direct measures of student learning provide for the assessment of the “Key Learning Outcomes for Business Programs” as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

ASSOCIATE-LEVEL PROGRAMS	
Misericordia Business Department does not offer Associate-Level Programs	Direct Measures of Student Learning

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Bachelor's-Level Programs

For each bachelor's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below:

BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
Bachelor of Science in Accounting	End-of-Program Comprehensive Examination	End-of-Program Internship
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x
6. The ability to communicate effectively	x	x
7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x
Bachelor of Science in Business Administration	End-of-Program Comprehensive Examination	Required Capstone Assessment Specific to Each Program
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	x
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x
6. The ability to communicate effectively	x	x

7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x
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Bachelor of Science in Information Technology	Final Project/Paper in MIS 491, Information Technology Management (Capstone course).	Comprehensive Undergraduate Examination)
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	x
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x
6. The ability to communicate effectively	x	x
7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x

Bachelor of Science in Management	Final Project/Paper in BUS 472, Business Internship, or BUS 491 Seminar in Business Policies (Capstone course).	Comprehensive Undergraduate Examination)
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	x
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x

6. The ability to communicate effectively	x	x
7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x

Bachelor of Science in Marketing	Final Project/Paper in BUS 403 Strategic Marketing (Capstone course).	Comprehensive Undergraduate Examination
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	x
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x
6. The ability to communicate effectively	x	x
7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x
Bachelor of Science in Sport Management	End of Program Internship	Comprehensive Undergraduate Examination
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	x
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x
6. The ability to communicate effectively	x	x
7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x

Bachelor of Science in Health Care Management	Final Project/Paper in HCM 403, Health Care Strategic Management (Capstone course).	Comprehensive Undergraduate Examination
1. Knowledge of the functional areas of accounting, marketing, finance, and management	x	x
2. Knowledge of the legal, social, and economic environments of business	x	x
3. Knowledge of the global environment of business	x	x
4. Knowledge of the ethical obligations and responsibilities of business	x	x
5. The ability to use decision-support tools	x	x
6. The ability to communicate effectively	x	x
7. The ability to apply knowledge of business concepts and functions in an integrated manner	x	x

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master's-Level Programs

For each master's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below:

MASTER'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Master of Science in Organizational Management</i>	Final Project/Paper in OM 586 Strategic Planning or OM 515 or OM 587 MIS Policy and Management of Technology	Comprehensive Graduate Examination
1. Skills in problem recognition	x	x
2. Skills in strategic analysis and integration	x	x
3. The ability to apply quantitative methods to real-world business situations	x	x
4. The ability to communicate to relevant publics:		
a. Effective written communication skills	x	
b. Effective oral communication and business presentation skills	x	
5. Teamwork skills: The ability to work with a team of colleagues on projects	x	x
6. In-depth knowledge of the ethical obligations and responsibilities of business	x	x

<i>Master's In Business Administration</i>	Final Project/Paper in MBA 650, Integrative MBA Capstone Experience	Comprehensive Graduate Examination
1. Skills in problem recognition	x	x
2. Skills in strategic analysis and integration	x	x
3. The ability to apply quantitative methods to real-world business situations	x	x
4. The ability to communicate to relevant publics:		
a. Effective written communication skills	x	x
b. Effective oral communication and business presentation skills	x	x
5. Teamwork skills: The ability to work with a team of colleagues on projects	x	x
6. In-depth knowledge of the ethical obligations and responsibilities of business	x	x

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Doctoral-Level Programs

For each doctoral-level program identified above, the direct measures of student learning provide for the assessment of the “Key Learning Outcomes for Business Programs” as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

DOCTORAL-LEVEL PROGRAMS	
Misericordia Business Department does not offer any Doctoral-Level Programs	

Section III: Operational Assessment

Intended Operational Outcomes for the Misericordia University Business Department	
1. <i>Complete IACBE Self study</i>	
2. <i>Encourage faculty scholarship</i>	
3. <i>Improve teaching and learning</i>	
4. <i>Research marketing and management majors to identify factors to improve enrollment.</i>	
5. <i>Encourage students to enroll in internships</i>	
6. <i>Analyze programs that expose students to international businesses</i>	
7. <i>Improve service learning</i>	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. <i>An error free IACBE self study</i>	<i>Completion of IABCE self study</i>
2. <i>Number of scholarly activities conducted by faculty</i>	<i>100% reappointment and successful post-tenure review. Over 5 years, 1 peer reviewed publication and 4 presentations</i>
3. <i>Teacher evaluations and course final grades</i>	<i>Teacher evaluation scores at or above a 4 for all faculty without reduction in academic rigor.</i>
4. <i>Enrollment increases</i>	<i>Enrollment increases by 5% per year.</i>
5. <i>Enrollment numbers</i>	<i>90 students actively interns in internships</i>
6. <i>Action Plan</i>	<i>At least 2 student-based international business exposure opportunities</i>
7. <i>Identify deficient areas of service</i>	<i>All students complete one service related project per year</i>

Note: Be sure that you identify an operational assessment measure for each intended operational outcome. However, please be aware that it is possible for a single operational assessment tool to be used to measure more than one outcome.

Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

The broad-based operational goals identified in Section I above encompass the intended operational outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below **(Note: Put an “x” in a given cell of the table if the intended operational outcome in that row is associated with the operational goal in that column.)**:

Intended Operational Outcomes	Broad-Based Operational Goals			To be student-focused and therefore believe that we exist to serve our stakeholders in general and our students in particular; to make changes in process that are made with students foremost, but not exclusively, in our considerations; to include stakeholders in our decision-making process.
	To be flexible and therefore willing to change course when the dynamic environments in which we operate change; to realize that structure follows process.	To be proactive and therefore willing to seek out new and different ways in which to serve stakeholders; to anticipate and create areas of opportunity.		
1. Complete IACBE Self study	An error free IACBE self study	An error free IACBE self study		
2. Encourage faculty scholarship	Number of scholarly activities conducted by faculty	Number of scholarly activities conducted by faculty		Number of scholarly activities conducted by faculty
3. Improve teaching and learning	Teacher evaluations and course final grades	Teacher evaluations and course final grades		Teacher evaluations and course final grades
4. Research marketing and management majors to identify factors to improve enrollment.	Enrollment increases	Enrollment increases		Enrollment increases
5. Encourage students to enroll in internships	Enrollment numbers	Enrollment numbers		Enrollment numbers
6. Analyze programs that expose students to international businesses	Action Plan	Action Plan		Action Plan
7. Improve service learning	Identify deficient areas of service	Identify deficient areas of service		Identify deficient areas of service

Intended Operational Outcomes	Broad-Based Operational Goals			
		To have integrity and therefore believe that our actions and decisions must meet both moral and ethical challenges.	To emphasize relevance and therefore understand that our services must remain pragmatic as well as academic for all our stakeholders.	To exhibit and promote technological competence and therefore provide our stakeholders, particularly students, the opportunity to acquire the theory, process and tools of technology to aid them in personal and career pursuits.
1. <i>Complete IACBE Self study</i>		<i>An error free IACBE self study</i>	<i>An error free IACBE self study</i>	
2. <i>Encourage faculty scholarship</i>		<i>Number of scholarly activities conducted by faculty</i>	<i>Number of scholarly activities conducted by faculty</i>	
3. <i>Improve teaching and learning</i>		<i>Teacher evaluations and course final grades</i>	<i>Teacher evaluations and course final grades</i>	
4. <i>Research marketing and management majors to identify factors to improve enrollment.</i>		<i>Enrollment increases</i>	<i>Enrollment increases</i>	<i>Enrollment increases</i>
5. <i>Encourage students to enroll in internships</i>		<i>Enrollment numbers</i>		
6. <i>Analyze programs that expose students to international businesses</i>			<i>Action Plan</i>	<i>Action Plan</i>
7. <i>Improve service learning</i>		<i>Identify deficient areas of service</i>	<i>Identify deficient areas of service</i>	

Intended Operational Outcomes	Broad-Based Operational Goals	To have a behavioral emphasis by emphasizing the human side of organizations rather than the metrics side; however, keeping in mind that metrics still remain		
1. <i>Complete IACBE Self study</i>				
2. <i>Encourage faculty scholarship</i>	<i>Number of scholarly activities conducted by faculty</i>			
3. <i>Improve teaching and learning</i>	<i>Teacher evaluations and course final grades</i>			
4. <i>Research marketing and management majors to identify factors to improve enrollment.</i>	<i>Enrollment increases</i>			
5. <i>Encourage students to enroll in internships</i>	<i>Enrollment numbers</i>			
6. <i>Analyze programs that expose students to international businesses</i>	<i>Action Plan</i>			
7. <i>Improve service learning</i>	<i>Identify deficient areas of service</i>			

Mapping of Operational Assessment Measures to Intended Operational Outcomes

The operational assessment measures identified above provide for the assessment of all of the intended operational outcomes. These relationships are summarized in the measures-to-outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the intended operational outcome in that row.**):

Operational Assessment Measure Intended Operational Outcomes	<i>An error free IACBE Report</i>	<i>Number of scholarly activities conducted by faculty)</i>	<i>Teacher evaluations and course final grades)</i>	<i>Enrollment increases</i>
1 Complete IACBE Updated Outcomes Assessment Plan	x			x
2 Encourage faculty scholarship		x	x	
3 Improve teaching and learning		x	x	
4 Research marketing and management majors to identify factors to improve enrollment.				x
5 Encourage students to enroll in internships			x	x
6 Analyze programs that expose students to international businesses				
7 Improve service learning		x	x	

Operational Assessment Measure Intended Operational Outcomes	Enrollment numbers	Action Plan	Identify deficient areas of service	
1 Complete IACBE Updated Outcomes Assessment Plan	x	x	x	
2 Encourage faculty scholarship		x		
3 Improve teaching and learning	x		x	
4 Research marketing and management majors to identify factors to improve enrollment.	x	x	x	
5 Encourage students to enroll in internships	x	x	x	
6 Analyze programs that expose students to international businesses	x	x		
7 Improve service learning	x	x	x	

Section IV: Linkage of Outcomes Assessment with Strategic Planning

(A. Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.)

Our departmental strategic plan is entitled: Vision, Mission, Challenges and Resources: A Strategic Overview (April 2011). In the Strategic Overview, the Department unanimously agreed that Misericordia University business students enter and perhaps even leave with a 'weak set of skills of the kind required in today's complicated business world. Both the Common Professional Core exam administered by Peregrine as well as faculty's experiences underscore that the weakest are mathematical and statistical skills. The Strategic Overview called for a "review all existing syllabi and make directed mandatory efforts to strengthen all course quantitative, data base elements."

The department administered the undergraduate Peregrine test in both Fall 2014 and Spring 2015. The Fall 2014 results showed that all 12 tested categories achieved a 40 percentile or greater to meet the expectations of the Business Department. The Spring 2015 results showed the same results with the exceptions of the categories of Marketing and Production Management. Both of these categories showed a decrease in the percentile from the prior testing period. It should be noted that the marketing category has been previously addressed in prior assessments. The department no longer has a marketing major and this is now a track in the business administration program. This is due to low enrollments in the program. The decline in Production Management could be due to the fact that this category is not addressed other than in the freshmen year when Principles of Management is given.

The department completed a long-standing study of its core offerings (dating back to 2009) and proposed changes to the business curriculum to address quantitative skills: replacing a one semester economics survey course with a full year of economics (micro- and macro-economics) and adding a 300 level quantitative methods course. In addition, all instructors will emphasize quantitative methods in all courses (where applicable). With this emphasis the Department has realized a noted overall improvement in Economics as well as quantitative skills.

At the Graduate level, the Peregrine test was administered in Fall 2014 and Spring 2015. The results indicated that expectations were exceeded in all categories for Fall 2014 except for the category of Economics. It should be noted that there were only 10 students taking this test which could account for the lower percentage. In Spring 2015, 25 students took the test. The results indicated that all 12 categories were exceeded with a marked increase in Economics.

(B. If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.)

In 2014-2015, the Department's budget was handled at the University level. Funding has been sufficient and a plan to expand full time, doctorally prepared faculty has been advanced.

Section V: Appendices

Appendix A: End-of-Program Undergraduate Common Professional Core Exam (All Programs)

Appendix B: End-of-Program Internship (BSACCT and BSSMG)

Appendix C: Final Project/Paper in Capstone Courses (BSBA, BSIT, BSMGT, BSMKT, BSHCA)

Appendix D: Internship Evaluation Form (BSACCT and BSSMG)

Appendix E: Course Evaluation Form (BSBA, BSIT, BSMGT, BSMKT, BSHCA)

Appendix F: Undergraduate Student Exit Survey (All Programs)

Appendix G: End-of-Program Graduate Common Professional Core Exam (MSOM, MBA)

Appendix H: Final Project/Paper in Capstone Courses (MSOM, MBA)

Appendix I: Graduate Student Exit Survey (OM, MBA)

Appendix J: Course Evaluation Form (OM, MBA)

Appendix A:

**End-of-Program Undergraduate
Common Professional Core Exam
(All Programs)**

Comprehensive Undergraduate Examination (Direct Measure)

The Peregrine Common Professional Component Outbound Examination “results are a direct measure of academic learning since the students taking the outbound exams have completed or nearly completed the degree program.... Outbound exam results, both cumulatively and individually, DO NOT correspond directly to a traditional academic grading scale, according to Peregrine Academic Services, the creator and administrator of the senior-level examination for Misericordia business students.

Students are tested on 12 common components of business programs. These components are Accounting, Business Ethics, Business Finance, Business Integration and Strategic Management, Business Leadership, Economics (Macro and Micro), Global Dimensions of Business, Information Management Systems, Legal Environment of Business, Management (Operations/Production Management, Human Resource Management, and Organizational Behavior), Marketing, and Quantitative Techniques and Business Statistics.

Peregrine notes “CPC-Based Comprehensive (COMP) Exam...includes all of the CPC topics to be assessed for a specified business program. Each CPC topic has 10 questions included within the examination, randomly selected from a validated test bank that includes 300-500 exam questions.... Exam questions were developed based upon the foundational topic information included within introductory chapters of the leading textbooks associated with the topic and the academic degree level. A 12-topic exam includes 120 questions, 10 questions/topic.”

Misericordia University Business Department does not have access to the questions that are part of the assessment.

Appendix B:

End-of-Program Internship

(BSSMG)

MISERICORDIA UNIVERSITY

College of Professional Studies & Social Sciences

INTERNSHIP

1. LEARNING OBJECTIVES

To the Faculty Advisor:

Please complete and sign. A copy will be provided to you after the student has returned it to the Insalaco Center. Please feel free to make changes and revisions as necessary during the internship period. Attach any additional information and verify with student through signatures.

STUDENT NAME:

ADDRESS:

PHONE:

MAJOR:

ORGANIZATION:

SUPERVISOR NAME:

POSITION TITLE:

PHONE:

START DATE:

END DATE:

FACULTY ADVISOR:

DEPARTMENT: Business

PHONE:

<u>Learning Objectives</u>	Internship duties, assignments, projects, etc. (where and when learnings will take place)	employer initial
See Attached		

ASSESSMENT

1. At semester mid-term and at semester final, the student will prepare a report analyzing and assessing the extent to which the learning objectives have been attained. (It is expected that not all of the learning objectives will have been met at mid term. It is also possible in some circumstances that the learning objectives will not be able to be met, a circumstance that should be discussed/explained in the final report.)

2. The student will maintain a journal/log showing how many hours were spent on what tasks. This journal is to be submitted as part of the final report.

3. The employer is to complete an evaluation form on the student-intern at mid term and then again at end of semester.

4. The student is to complete an evaluation form on the internship at mid term and then again at the end of semester.

5. Students are asked to make a 3-5minute presentation on their internship on

Presentation Date

Assignments <i>Please describe any additional reading or assignments</i>

NONE

Advisor Signature

Date

Student Signature

Date

SPORT MANAGEMENT CAPSTONE EVALUATION

2014-2015 Academic Year

Capstone Evaluation Rubric

CLASS: SMG 410

Measure	<i>Exceeded Expectation</i>	<i>Met Expectation</i>	<i>Minimally Met Expectation</i>	<i>Failed to Meet Expectation</i>
Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations. PG #1				
15% for a total 15 points	14-15 pts	12-13 pts	10-11 pts	9 or less pts
Identify the elements of the marketing mix (5 Ps; product, place, promotion, price, and public relations) and apply their unique characteristics to sport business areas. PG #2				
15% for a total 15 points	14-15 pts	12-13 pts	10-11 pts	9 or less pts
Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services. PG #3				
10% for a total 10 points	9-10 pts	8 pts	7 pts	6 or less pts
Analyze the types of control processes for financial management of sport business organizations. PG #4				
15% for a total 15 points	14-15 pts	12-13 pts	10-11 pts	9 or less pts
Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers. PG #5				
15% for a total 15 points	14-15 pts	12-13 pts	10-11 pts	9 or less pts
Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry. PG #6				
15% for a total 15 points	14-15 pts	12-13 pts	10-11 pts	9 or less pts
Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices. PG #7				
15% for a total 15 points	14-15 pts	12-13 pts	10-11 pts	9 or less pts

*As identified in the current Sport Management program internship guide, students must now address each of the program goals in their final paper. This requires the student to discuss each goal in the context of their internship experience in relation to their overall experience in the major. See attachment for details.

** Course goals are individualized based on the internship experience for each student. These goals are known as the learning objectives used to evaluate the success of the student in completing the individualized internship experience.

Appendix C:
Final Project/Paper in Capstone Courses
(BSBA/BSMGT, BSIT, BSMKT, BSHCM,
BSACC)

Rubric Name Case Study for BUS 491 Seminar in Business Policy				
Description This is a rubric to evaluate a written case study in strategic management				
Rubric Detail	Level of Achievement			
Criteria	Poor	Fair	Good	Excellent
Mission Statement (concise statement of what business the firm and are not in, key components of mission) 5% CG = 4, 5 PG = 4, 5	0 to 0 points No mission statement	1 to 2 points vague mission statement, does not distinguish organization, no clear components	3 to 4 points clear & distinctive mission statement with 1-3 components	5 to 5 points mission clearly tied to key strategic factors, 4+ components
External analysis (description of external change drivers: political, economic, technological, social, 15% CG = 1,3 PG = 1, 2, 3	0 to 5 points limited discussion of external factors (1-2, poorly described, no examples)	6 to 10 points 3-4 external factors identified and described with examples	11 to 13 points 5-6 external factors described with examples, related to organizational events and performance	14 to 15 points 7-10 external factors described with related examples, prioritized relevant to the firm
Internal analysis (description of functional departments & relationships: finance, marketing, R&D, manufacturing, etc.) 15% CG = 1, PG = 3, 4	0 to 5 points limited discussion of internal factors (1 described, no examples)	6 to 10 points 2-3 internal factors described, with examples	11 to 13 points 4-5 internal factors described, with examples reflecting key processes	14 to 15 points 6+ internal factors described, prioritized, show systemic connections

Grammar 10%	0 to 2 points The written presentation contains more than 6 grammatical or sentence structure errors.	3 to 5 points The written contains more than 4 grammatical or sentence structure errors.	6 to 8 points The written presentation contains more than 2 grammatical or sentence structure errors	9 to 10 points The written presentation contains less than 2 grammatical or sentence structure errors
Format 10%	0 to 2 points -Little or no attention is given to following proper APA format. - Citations and references are not cited.	3 to 5 points -Some attention paid to APA formatting, but still some important errors. -Paper has cited sources but not according to proper APA formatting.	6 to 8 points -Some errors in APA formatting in body of paper. - Some errors in formatting citations in APA style	9 to 10 points -Fully compliant with APA format. -Sources are correctly cited.
SWOT, integration of information (Internal Strengths & Weaknesses, external Opportunities & Threats) 15% CG = 2 PG = 4, 5	0 to 5 points SWOT, integration of information (Internal Strengths & Weaknesses, external Opportunities & Threats)	6 to 10 points adequate but separate listing of internal and external factors	11 to 13 points cross tabulation or other integrated presentation of internal and external factors	14 to 15 points Integrated presentation of factors with clear implications for strategy

Strategic alternatives or scenarios (possible future scenarios and/or alternative recommendations for responding to strategic needs) 10% CG = 1,2,4 PG = 4, 5	0 to 2 points no alternatives provided	3 to 5 points single alternative, vaguely described	6 to 8 points single alternative, well described, clearly related to organization	9 to 10 points more than one alternative scenario considered, well described, clearly related to organization, and clear outgrowth of SWOT, key factors
Decision criteria (bases for deciding on strategic alternatives) 10% CG = 1, 2, 4 PG = 4, 5	0 to 2 points no criteria identified	3 to 5 points only one criterion and/or criteria presented are poorly defined	6 to 8 points at least two, well defined criteria	9 to 10 points clear, well defined, and multiple criteria
Implementation & Transition management (strategy for reducing resistance to change & facilitating transition for various stakeholders) 10% CG = 3, 4, 5 PG = 6	0 to 2 points No consideration of implementation	3 to 5 points limited suggestions lack rationale for implementation and transition.	6 to 8 points Some suggestions and rationale for implementation and transition	9 to 10 points analysis of stages of transition including required resources and plan to deal with resistance
Total Score				

Bachelor of Science in Management (BSMGT)

Program Goals

1. Discuss the nature of society.
2. Construct a personal social philosophy.
3. Define and describe the American economic system and the major functional areas of business.
4. Develop management strategies.
5. Analyze and evaluate management strategies.
6. Implement strategic management through the use of management concepts.

Course Goals

1. Identify the internal and external environmental influences impacting organizations;
2. Link environmental changes to organizational decision-making;
3. Have a conceptual understanding of the strategic planning-management process;
4. Understand the concept of strategic vision;
5. Blend the above techniques to fit a variety of problem solving situations in the analysis of various case studies.

Case Study Rubric

Rubric for evaluation of a written case study in HCM 403, Health Care Strategic Management.

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Key Issues Identify and summarize the key issues in the case, including organization background, mission, and present strategies. C G - 1, 2 DPG - 4	0 to 5 Points Little or no description of the case issues.	6 to 10 Points Some key issues of the case were identified, but vague.	11 to 13 Points Key issues were addressed, but lacked depth and clarity.	14 to 15 Points The major key case issues were identified and clearly summarized in depth.
External Analysis Describe environmental forces for change, including political, economic, social, technological, and demographic. CG - 1,2,3, 4 HCMG. - 1, 2, 4 DPG - 4, 5, 8	0 to 5 Points Little or no description of the external environmental forces that drive organizational change.	6 to 10 Points Some of the external environmental forces that drive organizational change were identified, but were vaguely described.	11 to 13 Points Most major external environmental forces that drive organizational change were identified and described, but lacked depth and clarity..	14 to 15 Points The major external environmental issues that drive organizational change were fully identified and comprehensively described.
Analyze the Industry and Competitive Environment Identify and discuss the key competitors and situational forces that impact the specific industry, including opportunities and threats. CG - 1, 2, 3 HCMG - 1, 2, 3, 4 DPG - 4, 5, 8	0 to 5 Points Competitors and situational forces that impact the industry were not identified and there was little or no analysis of opportunities and threats.	6 to 10 Points Some of the competitors and situational forces that impact the industry were identified, with an analysis of opportunities and threats that lacked depth..	11 to 13 Points Most major competitors and situational forces that impact the industry were identified and described. Analysis of opportunities and threats lacked depth and clarity.	14 to 15 Points Major competitors and situational forces that impact the industry were identified and described and the analysis of opportunities and threats was comprehensively reviewed.
Internal Analysis Identify the organization's major strengths and weaknesses and relate them to opportunities and threats. CG. - 1, 2, 3 HCMG - 1, 3, 4 DPG - 4, 5	0 to 5 Points The organization's strengths and weaknesses were not identified and related to opportunities and threats.	6 to 10 Points Some strengths and weaknesses were identified and related to opportunities and threats.	11 to 13 Points Most major strengths and weaknesses were identified, but not well linked to the opportunities and threats.	14 to 15 Points Major strengths and weaknesses identified and comprehensively related to opportunities and threats.
Strategic Alternatives What are the possible future strategies and recommendations for responding to areas requiring strategic attention. CG - 1, 3, 4 HCMG - 2, 3, 4 DPG - 4, 5	0 to 5 Points Possible future strategies and recommendations for responding to areas requiring strategic attention were not identified.	6 to 10 Points Some alternative strategies and recommendations were identified, but vaguely described.	11 to 13 Points Some alternative strategies and recommendations were identified and well described.	14 to 15 Points Comprehensive alternative strategies and recommendations considered and well described.

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Implementation Plan and Measuring Success Develop an actionable business plan and identify specific goals and objectives relating to the organization's financial and human resources, technology and infrastructure, and market strategies. CG. - 3, 4 HCMG - 2, 3, 4 DPG - 2, 3, 4, 5, 8	0 to 5 Points An actionable business plan was not developed, and/or specific goals and objectives relating to the organization's resources, technology, infrastructure, and market strategies were not identified.	6 to 10 Points A business plan was developed, but without actionable components for implementation, or specific goals and objectives were not related to the organization's resources, technology, infrastructure, and market strategies.	11 to 13 Points An actionable business plan was developed, but identification of specific goals and objectives relating to the organization's resources, technology, and market strategies was vague or lacked detail.	14 to 15 Points An actionable business plan was developed and specific goals and objectives relating to the organization's financial and human resources, technology and infrastructure, and market strategies were clearly identified and fully described.
Academic Writing The written presentation should be free of errors in grammar, punctuation, and spelling.	0 Points The written presentation had numerous errors in grammar, punctuation, or spelling.	1 to 2 Points The presentation had 6 or more errors in grammar, punctuation, or spelling.	3 to 4 Points The presentation had fewer than 6 errors in grammar, punctuation, or spelling.	5 Points The presentation was mostly free of errors in grammar, punctuation, and spelling.
Format and Content The report should be well organized and formatted to APA 6th edition style. References must be properly cited and from recent, peer reviewed sources.	0 Points The report was not well organized and not APA formatted, references were improperly cited, or sources were not appropriate..	1 to 2 Points The report was organized with some attention to APA style, but still contained many errors in citation or source credibility.	3 to 4 Points The report contained some errors in APA formatting, citations, and/or a few sources lacked credibility..	5 Points The report was mostly compliant with APA format, with proper citation of recent, peer reviewed sources.
Total Points				100 Points

CG = Course Goals for HCM 403 Strategic Management of Health Care Organizations

Upon successful completion of this course, the student will be able to:

1. Analyze and assess information in a strategic approach when confronted by tasks that require decisions to be made.
2. Discuss the importance of a systems view of strategic analysis and planning.
3. Describe the fundamental principles, concepts, and analytic techniques of strategic management as they apply to health care organizations.
4. Analyze the environment of a health care facility or organization, including the market, competition and industry infrastructure, and based upon the analysis, develop a business plan, including a plan for implementation.

HCMG = Health Care Management Degree Goals

1. Explain all aspects of the health care system in the United States and discuss its strengths and weaknesses.
2. Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations, and laws
3. Analyze and manage all cost, revenue, and reimbursement factors for a health care entity
4. Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment

DPG = Department Program Goals

Graduates of the Business Department programs will:

1. demonstrate the ability to use a holistic and integrated approach to learning
2. demonstrate the ability to transfer knowledge across courses
3. demonstrate the ability to adapt to new and changing business paradigms
4. demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills
5. demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices
6. demonstrate the ability to use competently a variety of communication media
7. demonstrate the ability to use competently relevant technology
8. demonstrate awareness of social and ethical issues relevant to business
9. demonstrate awareness of the need to pursue life-long learning

Rubric Name: Marketing Plan for BUS 403 Strategic Marketing Course Description: This is a rubric to evaluate a strategic marketing plan.				
Rubric Detail	Level of Achievement			
Criteria	Poor	Fair	Good	Excellent
Executive Summary <u>Assignment Goal</u> Presents a short (1 to 2 pages) overview of the issues, strategy actions and costs (\$) incorporated in the plan Weight 10% <u>CG – 1, 6</u> <u>PG – 1, 2, 3, 4</u>	0 to 2 points 2 or more of the marketing strategies, action elements and costs (\$) are inadequately presented.	3 to 5 points 1 of the marketing strategies, action elements and costs (\$) are inadequately presented.	6 to 8 points All of the marketing strategies, action elements and costs (\$) are adequately presented.	9 to 10 points All of the marketing strategies, action elements and costs (\$) are fully developed above expectations.
Current Situation <u>Assignment Goal</u> Summarizes relevant information on the market, competition, and trends, including target markets. Weight 20% <u>CG – 1, 2, 3</u> <u>PG – 1, 2</u>	0 to 7 points Limited analysis of external and internal factors for each visionary marketing strategy only 1-2 factors with limited examples described.	8 to 13 points 3 to 4 external and internal factors for each visionary marketing strategy identified and described with examples	14 to 18 points 5 to 6 external and internal factors for each visionary marketing strategy identified and described with examples	19 to 20 points 7 to 8 external and internal factors for each visionary marketing strategy identified and described with examples, prioritized with respect to the visionary marketing strategies.
Marketing Strategy <u>Assignment Goal</u> Presents visionary, innovative strategic marketing ideas towards specific target markets. Weight 30% <u>CG – 1, 2, 4, 6</u> <u>PG – 3, 4</u>	0 to 14 points The marketing strategies lack visionary and innovative structure and fail to present links to new specific target markets.	15 to 22 points The marketing strategies show some visionary and innovative structure and some linkage to new specific target markets.	23 to 28 points The marketing strategies show strong visionary and innovative structure and some linkage to new innovative specific target markets.	29 to 30 points The marketing strategies show strong visionary and innovative structure and strong linkage to new innovative specific target markets.

Action Plan <u>Assignment Goal</u> Presents the target markets to be pursued, the visionary, innovative actions to achieve the marketing strategies with respect to product, price, place & promotion, and a timeline for achieving the actions. Weight 30% <u>CG – 1, 3, 4, 5</u> <u>PG – 3, 4</u>	0 to 14 points Limited presentation of appropriate actions	15 to 22 points Narrow and shallow presentation of appropriate actions	23 to 28 points Broad or deep presentation of appropriate actions	29 to 30 points Broad <u>and</u> deep presentation of appropriate actions
Financial Costs <u>Assignment Goal</u> Presents the specific marketing line items and dollar costs. Weight 10% <u>CG – 1, 2, 5, 6</u> <u>PG – 2</u>	0 to 2 points 2 or more of the action elements costs (\$) are inadequately presented.	3 to 5 points 1 action elements and costs (\$) are inadequately presented.	6 to 8 points All of the action elements and costs (\$) are adequately presented.	9 to 10 points All of the action elements and costs (\$) are fully presented.
Total Score				

CG = Course Goals for BUS 403 Strategic Marketing

1. Explain the importance of strategic marketing process in achieving business goals and shaping the direction of the organization.

2. Conduct appropriate analysis and diagnosis leading to the development of strategic insights and marketing plans.
3. Develop and implement marketing strategies contingencies.
4. Establish, implement and monitor appropriate controls, including measures and metrics to track results and generate process improvement opportunities.
5. Develop, present and implement a comprehensive strategic marketing plan.

PG = Program Goals for Bachelor of Science in Marketing (BSMKT)

1. Identify the theoretical and empirical bases of marketing.
2. Evaluate and compare the economic, social, and strategic components of marketing.
3. Apply marketing analysis skills and operational marketing techniques.
4. Apply accepted marketing standards and practices in their professional lives.

Summary Report for MIS 491

Sample Size = _____ students

Description

This rubric is an examination of the relevant management issues in information technology and their impact on a firm's competitiveness.

Rubric Detail

	Levels of Achievement		
Criteria	novice	competent	proficient
Individual chapter analysis Weight: 37.5% Goals: 1,2 Objectives: a,d	0 to 20 points No analysis or no identification of key factors	21 to 30 points Proper identification of key factors and a solid analysis	31 to 37.5 points Proper identification of key factors and a solid analysis. Including real life or external representation supporting analysis.
Discussion board Weight: 37.5% Goals: 1,2 Objectives: d	0 to 20 points No or uninspired or off-topic discussion	21 to 30 points Insightful discussion focusing on the key factors of the chapter.	31 to 37.5 points Insightful discussion focusing on the key factors of the chapter with additional analysis from other areas to include additional research.
Research paper Weight: 25.0% Goals:1,2,4,6,7 Objectives: e	0 to 20 points Unclear representation of chosen topic or a paper with little or no attention to format, spelling or grammar.	21 to 30 points Clear representation of chosen topic. With few errors in format, spelling or grammar.	31 to 37.5 points Clear representation of chosen topic with an in depth analysis and supporting statements or scenarios. Following proper format and citation.

Student Learning Goals : The Business Administration, Accounting, Health Care Management, Information Technology, Management, Marketing, Sport Management, MBA and Organizational Management programs at Misericordia University are designed to help students meet the following goals. Graduates of the program will:

- 1) demonstrate the ability to use a holistic and integrated approach to learning
- 2) demonstrate the ability to transfer knowledge across courses
- 3) demonstrate the ability to adapt to new and changing business paradigms
- 4) demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills
- 5) demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices
- 6) demonstrate the ability to use a variety of communications media
- 7) demonstrate the ability to use relevant technology
- 8) demonstrate awareness of social and ethical issues relevant to business
- 9) demonstrate awareness of the needs to pursue life-long learning

Bachelor of Science in Information Technology (BSIT) - Objectives

- a) Apply appropriate computer methods, software and technology to business.
- b) Analyze business needs and present them accurately and clearly to systems developers.
- c) Accurately evaluate the security needs of organization.
- d) Evaluate continuing technical change for application to business processes.
- e) Implement appropriate electronic communications.
- f) Define the legal implications and requirements of computer systems.
- g) Explain the economic implications of alternate technologies.

Rubric Name: Objectives for a BS in Accounting

Description: A measure of the objectives for Accounting majors using individual accounting courses.

Criteria	Did Not Meet < 71 % Correct 0-7 Point	Minimally Met 72% -81% Correct 8-13 Points	Met 82%-91% Correct 14-19 Points	Exceeded 92% - 100% Correct 20-25 Points
Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing Intermediate I Value 20%				
Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles Intermediate I Value 20%				
Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems Cost Accounting Value 20%				
Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation. Tax Accounting Value 20%				
Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures Auditing Value 20%				

Bachelor of Science in Accounting (BSACC)

1.

Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing.

2.

Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.

3.

Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.

4.

Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.

5.

Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.

Rubric for Cost Accounting ACC 310**Description: This is a rubric to evaluate the objectives of ACC 310****Student Name:** _____**Semester** _____

Criteria	Did Not Meet < 71 % Correct 0-7 Points	Minimally Met 72% -81% Correct 8-13 Points	Met 82%-91% Correct 14-19 Points	Exceeded 92% - 100% Correct 20-25 Points	Score
Demonstrate problem-solving abilities in relation to traditional costing systems, absorption costing and variable costing. Course Goals: 1 Program Goals: 3 Measurement: Tests 1					
Demonstrate problem-solving abilities in relation to breakeven analysis, standard costing, and budgeting. Course Goals: 1 Program Goals: 3 Measurement: Tests 2					
Explain the importance of activity-based costing/management to the organization. Course Goals: 2 Program Goals: 3 Measurement: Test 3					
Integrate ethical considerations as they relate to the organization into class discussions Course Goals: 1, 2, 3 Program Goals: 3 Measurement: Tests 1, 2, and 3 and Class Discussions					

Program Goals for a Bachelor of Science in Accounting (BSACC)

1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing.
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.

Course Goals for Acc 310 Cost Accounting

1. Demonstrate problem-solving abilities in relation to traditional costing systems, absorption costing and variable costing, breakeven analysis, standard costing, and budgeting.
2. Explain the importance of activity-based costing/management to the organization.
3. Integrate ethical considerations as they relate to the organization into class discussions

Rubric for Intermediate Accounting I ACC 340**Description:** This is a rubric to evaluate the objectives of ACC 340.**Student Name:** _____**Semester** _____

Criteria	Did Not Meet < 71 % Correct 0-2 Points	Minimally Met 72% -81% Correct 3-8 Points	Met 82%-91% Correct 9-14 Points	Exceeded 92% - 100% Correct 15-20 Points	Score
Complete the steps in the accounting cycle. Course Goals: 1 Program Goals: 1 and 2 Measurement: Test One					
Prepare and analyze financial statements. Course Goals: 2 Program Goals: 1 and 2 Measurement: Test Two					
Account properly per generally accepted accounting principles for receivables, inventories, and property, plant and equipment. Course Goals:3 Program Goals: 1 and 2 Measurement: Test Two					
Use current spreadsheet software to complete accounting tasks. Course Goals: 4 Program Goals: 1 and 2 Measurement: Homework Assignments					
Integrate ethical considerations into decisions related to current accounting practices. Course Goals: 1 through 5 Program Goals: 1 and 2 Measurement: Tests 1, 2, and 3, Class Discussions					

Program Goals for a Bachelor of Science in Accounting (BSACC)

1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing.
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.

Course Goals for ACC 340 Intermediate Accounting I

1. Complete the steps in the accounting cycle.
2. Prepare and analyze financial statements.
3. Account properly per generally accepted accounting principles for receivables, inventories, and property, plant and equipment
4. Use current spreadsheet software to complete accounting tasks
5. Integrate ethical considerations into decisions related to current accounting practices.

Rubric for Tax Accounting ACC 401

Description: This is a rubric to evaluate the objectives of ACC 401

Student

Name: _____ **Semester** _____

Criteria	Did Not Meet < 71 % Correct 0-7 Points	Minimally Met 72% -81% Correct 8-13 Points	Met 82%-91% Correct 14-19 Points	Exceeded 92% - 100% Correct 20-25 Points	Score
Interpret current federal and state individual income tax law. Course Goals: 1 Program Goals: 1 and 4 Measurement: Test Questions					
Identify appropriate tax law sources. Course Goals: 2 Program Goals: 4 Measurement: Tests Questions					
Demonstrate understanding of the federal tax formula, personal and dependency exemptions, gross income inclusions and exclusions, deductions, and tax credits Course Goals: 3 Program Goals: 4 Measurement: Tax Return Assignment					
Discuss ethical issues as they relate to current accounting practices. Course Goals: 1 and 4 Program Goals: 4 Measurement: Research Problem Assignment					

Program Goals for a Bachelor of Science in Accounting (BSACC)

1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing.
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.

Course Goals for ACC 401 Taxes

1. Interpret current federal and state individual income tax law.
2. Identify appropriate tax law sources.
3. Demonstrate understanding of the federal tax formula, personal and dependency exemptions, gross income inclusions and exclusions, deductions, and tax credits
4. Discuss ethical issues as they relate to current accounting practices

Rubric for Auditing ACC 410

Description: This is a rubric to evaluate the objectives of ACC 410

Student Name:**Semester**

Criteria	Did Not Meet < 71 % Correct 0-1 Points	Minimally Met 72% -81% Correct 2 -6 Points	Met 82%-91% Correct 7-11 Points	Exceeded 92% - 100% Correct 12-16.7 Points	Score
Explain in detail the governance of the auditing function. Course Goals: 1 Program Goals: 1, 2, 5 Measurement: Examinations & Classroom discussions					
Assess audit and business risk. Course Goals: 2 Program Goals: 1, 2, 5 Measurement: Examinations & Classroom discussions					
Evaluate internal control Course Goals: 3 Program Goals: 5 Measurement: Examinations & Classroom discussions					
Implement an audit program and apply standardized audit procedures. Course Goals: 4 Program Goals: 1, 2, 5 Measurement: Examinations & Classroom discussions					
Communicate the results of an audit or attestation engagement. Course Goals: 5 Program Goals: 1, 2, 5 Measurement: Examinations & Classroom Discussion					
Discuss, take positions on, and defend positions taken on topics of ethics, professional conduct and professional liability related to the auditing function. Course Goals: 6 Program Goals: 1, 2, 5 Measurement: Examination & Classroom discussions					

Program Goals for a Bachelor of Science in Accounting (BSACC)

1. Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and, auditing.
2. Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with generally accepted accounting principles.
3. Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems.
4. Students will be able to locate, find, and interpret tax laws and rulings and, based upon the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation.
5. Students will be able to interpret an audit plan, follow an audit program, and perform audit procedures.

Course Goals for ACC 410 Auditing

1. Explain in detail the governance of the auditing function.
2. Assess audit and business risk.
3. Evaluate internal control.
4. Implement an audit program and apply standardized audit procedures.
5. Communicate the results of an audit or attestation engagement.
6. Discuss, take positions on, and defend positions taken on topics of ethics, professional conduct and professional liability related to the auditing function.

Appendix D:

Internship Evaluation Form

(BSSMG)

I N T E R N S H I P

301 Lake Street, Dallas, PA 18612

570-674-6777 (ph) 570-674-6206 (fax)

1. STUDENT'S FINAL EVALUATION

To the Student:

At the end of the internship, we ask that you take a few moments to assess both your site performance and your progress. Please review objectives and discuss with your supervisor/advisor. Use this form to record your evaluation comments so that your faculty advisor and the Business Department can assess if your internship was beneficial. Please return the evaluation to the Business Department.

STUDENT NAME:

POSITION TITLE:

ORGANIZATION:

SUPERVISOR NAME:

START DATE:

END DATE:	Excellent	Good	Fair	Poor	No Basis
<i>Explanation of policies and procedures</i>					
<i>Work judged fairly by employer</i>					
<i>Opportunity to complete learning objectives</i>					
<i>Friendliness/helpfulness of staff</i>					
<i>Criticism delivered appropriately</i>					
<i>Assistance given/questions answered</i>					
<i>Relevance to coursework studied</i>					
<i>Overall rating of employer performance</i>					
<i>Your ability to work with others</i>					
<i>Your enthusiasm and initiative</i>					
<i>Your skills utilized to the fullest potential</i>					
<i>Your ability to solve problems</i>					
<i>Overall rating of performance</i>					

STUDENT'S FINAL page 2 STUDENT:

1) What did you feel was the most beneficial learning objective achieved during your internship?

2) If your site offered you employment, would you accept? Please explain.

3) What skills did you use the most?

4) Additional comments:

Student Signature Date

Appendix E:
Course Evaluation Form
(BSBA/BSMGT, BSIT, BSMKT, BSHCM,
BSACC)

Instructional Assessment System

Course Summary Report

PSYC 5315
Psychology
Arts & Sciences
Sample University

Juanita Doe
Assistant Professor

Spring 2005
INSTRUCTOR COPY

STUDENT EVALUATION OF INSTRUCTION

E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor										PERCENTAGES ¹					MEDIAN	DECILE RANK									
										No. Resp's	E	VG	G	F	P	VP		Institution	College						
1. The course as a whole was:										8		25	62	12				4.1	3 ***	2 **					
2. The course content was:										8		25	50	25				4.0	2 **	2 **					
3. The instructor's contribution to the course was:										8		38	50	12				4.3	2 **	2 **					
4. The instructor's effectiveness in teaching the subj. matter was:										7		14	86					4.1	2 **	2 **					
COMBINED ITEMS 1-4										31		26	61	13				4.1	2 **	2 **					
5. Course organization was:										8		12	62	25				3.9	2 **	2 **					
6. Clarity of instructor's voice was:										8		75	25					4.8	8 *****	8 *****					
7. Explanations by instructor were:										8		38	50			12		4.3	3 ***	3 ***					
8. Instr's ability to present alternative explan. when needed was:										8		38	50	12				4.3	3 ***	3 ***					
9. Instructor's use of examples and illustrations was:										8		25	50	25				4.0	2 **	2 **					
10. Quality of questions or problems raised by instructor was:										8		12	75	12				4.0	2 **	2 **					
11. Student confidence in instructor's knowledge was:										8		50	50					4.5	3 ***	3 ***					
12. Instructor's enthusiasm was:										8		50	50					4.5	3 ***	3 ***					
13. Encouragement given students to express themselves was:										8		50	50					4.5	4 ****	4 ****					
14. Answers to student questions were:										8		12	75			12		4.0	2 **	2 **					
15. Availability of extra help when needed was:										8		38	38	12		12		4.2	3 ***	2 **					
16. Use of class time was:										8		38	38	12		12		4.2	2 **	2 **					
17. Instructor's interest in whether students learned was:										8		25	75					4.2	2 **	2 **					
18. Amount you learned in the course was:										8		25	62			12		4.1	3 ***	2 **					
19. Relevance and usefulness of course content were:										8		12	50	25		12		3.8	1 *	1 *					
20. Evaluative and grading techniques (tests, papers, etc.) were:										8		25	62	12				4.1	2 **	2 **					
21. Reasonableness of assigned work was:										8		25	50	25				4.0	2 **	2 **					
22. Clarity of student responsibilities and requirements was:										8		25	50	25				4.0	2 **	1 *					
Relative to other college courses you have taken:											Much Higher		Average			Much Lower									
23. Do you expect your grade in this course to be:										8		38	38	12		12		6.2	7 *****	7 *****					
24. The intellectual challenge presented was:										8		25	50			12		6.0	5 *****	5 *****					
25. The amount of effort you put into this course was:										8		25	50			12		6.0	5 *****	6 *****					
26. The amount of effort to succeed in this course was:										8		25	50			25		6.0	5 *****	5 *****					
27. Your involvement in course (assignments, attendance, etc.)										8		38	50			12		6.3	6 *****	6 *****					
28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers and any other course related work? (Percentages)											29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages)					30. What grade do you expect in this course? (Percentages)					31. In regard to your academic program, is this course best described as: (Percentages)				
Under 2											Under 2					A (3.9-4.0) 50					In your major? 43				
2-3 25											2-3 38					A- (3.5-3.8) 12					A distribution requirement?				
4-5 25											4-5 25					B+ (3.2-3.4) 25					An elective?				
6-7 25											6-7 12					B (2.9-3.1)					In your minor?				
8-9 25											8-9 25					B- (2.5-2.8) 12					A program requirement? 57				
10-11											10-11					C+ (2.2-2.4)					Other?				
12-13											12-13					C (1.9-2.1)									
14-15											14-15					C- (1.5-1.8)									
16-17											16-17					D+ (1.2-1.4)									
18-19											18-19					D (0.9-1.1)					Challenge & Engagement Index CEI: 4				
20-21											20-21					D- (0.7-0.8)									
22 or more											22 or more					E (0.0)									
																Pass									
																Credit									
																No Credit									
No. Resp's 8											No. Resp's 8					No. Resp's 8					Enrollment: 9				
Class median 5.5											Class median 4.5					Class median 3.8					Returned forms: 8				
Hours per credit 1.83											Hours per credit 1.50										Form: A				
																					Chair Copy: No				

1. Percentages are based on the number of students who rated each item.

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SURVEY ID SP05:01720

Mail Box:
printed: 3/21/2006

Appendix F:

Undergraduate Student Exit Survey

(All Programs)

The Pre-graduation Student Survey

The Pre-graduation Student Survey (Undergraduate and Graduate), conducted by Peregrine Academic Services, Inc. in conjunction with the CPC assessment, consists of 11 questions with this five-point Likert-type scale response scheme.: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)

The questions are:

1. Courses listed in the catalog are offered frequently enough for timely completion of the degree.
2. The courses I took in the business department were taught well.
3. The faculty members of the business department are well qualified to teach their courses.
4. The faculty members of the business department are helpful and willing to meet with me to discuss my academic performance.
5. The Business Administration degree and my selected option area will prepare me for employment in my selected profession.
6. My program of study in the Business Department was intellectually challenging and stimulating.
7. The courses I took in the Business Department provided me with lifelong learning skills that I can use for any occupation.
8. The courses I took in the Business Department provided me with opportunities for personal and professional growth.
9. My skills in Excel and other business computer applications are strong.
10. My oral presentation skills have been well developed.
11. I am confident I can write a strong business report with tables, graphs, charts and analysis.

The survey also collected demographic data.

Appendix G:
End of Program Graduate Common
Professional Core Exam
(MS-OM, MBA)

Comprehensive Graduate Examination (Direct Measure)

The Peregrine Common Professional Component Outbound Examination “results are a direct measure of academic learning since the students taking the outbound exams have completed or nearly completed the degree program.... Outbound exam results, both cumulatively and individually, DO NOT correspond directly to a traditional academic grading scale, according to Peregrine Academic Services, the creator and administrator of the senior-level examination for Misericordia business students.

Students are tested on 12 common components of business programs. These components are Accounting, Business Ethics, Business Finance, Business Integration and Strategic Management, Business Leadership, Economics (Macro and Micro), Global Dimensions of Business, Information Management Systems, Legal Environment of Business, Management (Operations/Production Management, Human Resource Management, and Organizational Behavior), Marketing, and Quantitative Techniques and Business Statistics.

Peregrine notes “CPC-Based Comprehensive (COMP) Exam...includes all of the CPC topics to be assessed for a specified business program. Each CPC topic has 10 questions included within the examination, randomly selected from a validated test bank that includes 300-500 exam questions.... Exam questions were developed based upon the foundational topic information included within introductory chapters of the leading textbooks associated with the topic and the academic degree level. A 12-topic exam includes 120 questions, 10 questions/topic.”

Misericordia University Business Department does not have access to the questions that are part of the assessment.

Appendix H:
Final Project/Paper in Capstone Courses
(MS-OM, MBA)

Rubric Name	Case Study for OM 586 Strategic Management & Management of Change			
Description	This is a rubric to evaluate a written case study in strategic management			
Rubric Detail	Level of Achievement			
Criteria	Poor	Fair	Good	Excellent
Mission Statement 5% (concise statement of what business the firm are and are not in, key components of mission) CG = 4, 5 PG = 1	0 to 0 points No mission statement	1 to 2 points vague mission statement, does not distinguish organization, no clear components	3 to 4 points clear & distinctive mission statement with 1-3 components	5 to 5 points mission clearly tied to key strategic factors, 4+ components
External analysis 15% (description of external change drivers: political, economic, technological, social, CG = 1,3,4 PG = 1, 3, 4, 5	0 to 5 points limited discussion of external factors (1-2, poorly described, no examples)	6 to 10 points 3-4 external factors identified and described with examples	11 to 13 points 5-6 external factors described with examples, related to organizational events and performance	14 to 15 points 7-10 external factors described with related examples, prioritized relevant to the firm
Internal analysis (description of functional departments & relationships: finance, marketing, R&D, manufacturing, etc.) 15% CG = 1,2,3,4 PG = 1, 3, 4, 5	0 to 5 points limited discussion of internal factors (1 described, no examples)	6 to 10 points 2-3 internal factors described, with examples	11 to 13 points 4-5 internal factors described, with examples reflecting key processes	14 to 15 points 6+ internal factors described, prioritized, show systemic connections

Grammar 10%	0 to 2 points The written presentation contains more than 6 grammatical or sentence structure errors.	3 to 5 points The written contains more than 4 grammatical or sentence structure errors.	6 to 8 points The written presentation contains more than 2 grammatical or sentence structure errors	9 to 10 points The written presentation contains less than 2 grammatical or sentence structure errors
Format 10%	0 to 2 points -Little or no attention is given to following proper APA format. – Citations and references are not cited.	3 to 5 points -Some attention paid to APA formatting, but still some important errors. –Paper has cited sources but not according to proper APA formatting.	6 to 8 points -Some errors in APA formatting in body of paper. – Some errors in formatting citations in APA style	9 to 10 points -Fully compliant with APA format. – Sources are correctly cited.
SWOT, integration of information (Internal Strengths & Weaknesses, external Opportunities & Threats) CG = 1, 2, 3, 4 PG = 1, 3, 4, 5, 6 15%	0 to 5 points SWOT, integration of information (Internal Strengths & Weaknesses, external Opportunities & Threats)	6 to 10 points adequate but separate listing of internal and external factors	11 to 13 points cross tabulation or other integrated presentation of internal and external factors	14 to 15 points Integrated presentation of factors with clear implications for strategy
Strategic alternatives or scenarios (possible future	0 to 2 points no alternatives	3 to 5 points single alternative,	6 to 8 points single alternative, well described,	9 to 10 points more than one alternative scenario

scenarios and/or alternative recommendations for responding to strategic needs) 10% CG = 1, 2, 3, 4, 5 PG = 1, 3, 4, 5, 6	provided	vaguely described	clearly related to organization	considered, well described, clearly related to organization, and clear outgrowth of SWOT, key factors
Decision criteria (bases for deciding on strategic alternatives) 10% CG = 1, 2, 3, 4, 5 PG = 1, 2, 3, 4, 5, 6	0 to 2 points no criteria identified	3 to 5 points only one criterion and/or criteria presented are poorly defined	6 to 8 points at least two, well defined criteria	9 to 10 points clear, well defined, and multiple criteria
Implementation & Transition management (strategy for reducing resistance to change & facilitating transition for various stakeholders) 10% CG = 1, 2, 3, 4, 5 PG = 1, 2, 3, 4, 5, 6	0 to 2 points no consideration of implementation	3 to 5 points limited suggestions lack rationale for implementation and transition.	6 to 8 points Some suggestions and rationale for implementation and transition	9 to 10 points analysis of stages of transition including required resources and plan to deal with resistance
Total Score				

Course Goals

1. Identifying, discussing and conducting strategic analysis including techniques to recognize the internal and external environmental influences impacting the company or organization.
2. Comparing and contrasting methods to assess risk and the implications of trends and events in regard to organizational planning success.
3. Explaining and discussing strategic planning and management of change and their effects on organization culture

4. Analyzing and evaluating conditions and organization must have two create and implement change successfully.
5. Synthesizing various methods and tools in the strategic planning process and the management change into a philosophy organizational management.

Master of Science in Organizational Management (MSOM)

1. Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.
2. Students will be able to develop ethical organizational leadership.
3. Students will be able to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers.
4. Students will be able to develop and use a variety of management skills and prescriptions in organizational environments.
5. Students will be able to understand and appreciate management theory in various managerial situations.
6. Students will be able to demonstrate academic excellence and critical thinking.
7. Students will be able to conduct independent investigations and research.

Research Proposal Rubric

Total possible points is 100.

Course: Research Methods OM515

Description: Rubric to evaluate final research proposal

CONTENT	POOR	FAIR	GOOD	EXCELLENT
Front Matter: Title page with clear, concise, and descriptive title. Table of Contents.	0 to 1 Points Content is incomplete Title does not describe project. Improperly formatted	2 to 3 Points Content is not comprehensive Title somewhat descriptive Some areas properly formatted	4 to 4 Points Content is comprehensive Title is adequately descriptive Mostly formatted	5 to 5 Points Content is comprehensive Clear, concise and descriptive title Properly Formatted
Chapter 1 Introduction Contains all required section headings with appropriate content. CG - 3, 4 PG - 1, 3, 6	0 to 3 Points Not all required sections are included Problem Statement, Study Purpose, Significance is vague, incongruent, or not fully developed	4 to 9 Points All required sections present, but lacking detail Problem Statement, Study Purpose and Significance sections are somewhat congruent and developed	10 to 12 Points All sections are present with good detail Problem Statement, Study Purpose, and Significance sections are congruent and somewhat developed	13 to 15 Points All sections are included with excellent detail Problem Statement, Study Purpose, and Significance sections are congruent and well developed
Chapter 2 Literature Review CG - 1, 2 PG - 5, 6	0 to 3 Points Shallow literature review with few or no studies reviewed Articles or studies not well described	4 to 9 Points Literature review not comprehensive Works described, but lacks evaluation, integration, and synthesis	10 to 12 Points Comprehensive literature review Clear and comprehensive description studies, but lacking depth	13 to 15 Points Comprehensive and well organized lit review Clear, comprehensive and fully developed study descriptions
Chapter 3 Methodology CG - 3, 4, 5 PG - 5, 6	0 to 3 Points Poor description of participant selection, procedures, and not all required sections are included.	4 to 9 Points All required sections are included, but description of participant selection and procedures lacks detail, or is poorly organized	10 to 12 Points All required sections are included, with fairly organized description of participant selection and procedures	13 to 15 Points All required sections are included with well organized and comprehensive description of participant selection and procedures
Planned data analysis CG - 5 PG - 6	0 to 3 Points Missing, incorrect or incomplete statistical tests, or data analysis completely inappropriate for the given research questions	4 to 9 Points Planned statistics are incorrect or data analysis inadequate for the given research questions.	10 to 12 Points Correct planned statistics or data analysis appropriate for the given research questions	13 to 15 Points Correct and specific planned statistics or data analysis comprehensive and appropriate for the research questions

CONTENT	POOR	FAIR	GOOD	EXCELLENT
.Back Matter: Appendices, Reference List, and Bibliography	0 to 3 Points Content is incomplete. Improperly formatted.	4 to 9 Points Content is complete. Some areas are properly formatted.	10 to 12 Points Content is complete Mostly formatted correctly.	13 to 15 Points Content is complete Properly formatted
APA Style Reference Citation	0 to 2 Points Does not follow APA style	3 to 5 Points Marginally follows APA style.	6 to 8 Points APA style is followed, with some inconsistency.	9 to 10 Points Fully APA style compliant
Academic Writing with proper spelling, grammar, and punctuation	0 to 2 Points More than 10 errors in grammar, spelling, or punctuation	3 to 5 Points Fewer than 10, but more than 5 errors in grammar, spelling, or punctuation	6 to 8 Points Fewer than 5 errors in grammar, spelling, or punctuation	9 to 10 Points Only 1 or 2, if any errors in grammar, spelling or punctuation.

Course Goals: Upon successful completion of OM515, students will demonstrate the ability to:

1. Read, understand, and critically assess research reports and literature.
2. Conduct a literature review.
3. Distinguish between quantitative, qualitative, and mixed-methodology research methods.
4. Select a research problem and appropriate methodology to conduct a research study within the scope of organizational management.
5. Complete a Research Proposal including front matter, the first three chapters of the research report, and back matter as per the Five Chapter Model and the Publication Manual of the American Psychological Association (6th Edition).

The proposal assignment addresses each of the course goals. 1-5.

Program Goals: The Master of Science in Organizational Management program goals are that students will be able to:

1. Analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.
2. Develop ethical organizational leadership.
3. Think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers.
4. Develop and use a variety of management skills and prescriptions in organizational environments.
5. Understand and appreciate management theory in various managerial situations.
6. Conduct investigations and research.

The proposal assignment directly addresses goal 6 and builds a foundation for program goals 1 through 5.

MBA 650 Rubric

Element	Excellent >80%	Acceptable 67-80%	Unacceptable < 67%
Title 5% Introduction 15% PG=1-7	Concise, but not critical; accurately describes the research problem Background information is interesting and timely, research question is clearly stated and linked to theory	Concise and critical mildly describes the research problem Background information is moderately interesting, research question is presented, but not strongly linked to theory	Generic does not seem to describe the research problem Background information is fragmented, not germane, or uninteresting. There is no link between the research question and theory
Literature Review 20% CG=2,3	The literature is appropriately selected, sufficiently covered and sufficiently recent in relation to the research questions i.e. the proposed research is sufficiently justified in terms of the existing literature or Utilized a variety of appropriate sources that convincingly link theory to practice	The literature is appropriately selected, is sufficiently covered but not sufficiently recent in relation to the research questions i.e. the proposed research is mildly justified in terms of the existing literature or Utilized a fair amount of appropriate sources that seem to convincingly link theory to practice	The literature is not appropriately selected, not sufficiently covered and not sufficiently recent in relation to the research questions i.e. the proposed research is not justified in terms of the existing literature or Utilized a minimum amount of appropriate sources that do not clearly and convincingly link theory to practice.
Application/ Results 40% CG=1,4,5 PG=1-7	Results are clearly presented and explained. Data is interpreted objectively demonstrating a multidisciplinary understanding of the issues. Insightful application reflects ethical approaches taught in the program.	Results are presented and explained but not always in a clear and concise manner. Data interpretation is sometimes influenced by personal opinion. The multidisciplinary context of the issues is not thoroughly addressed. Application vaguely reflects ethical approaches taught in the program.	Not all results are explained. The quality of the explanation demonstrates a lack of understanding or comprehension. Data interpretation is not objective or supported by the evidence. The multidisciplinary multidisciplinary context of the issue is ignored Application does not reflects ethical approaches taught in the program.
Conclusion 15% CG=4,5 PG=1-7	All relevant findings are summarized. Organizational implications are thoroughly discussed. Ethical issues are substantively addressed.	Most relevant findings are summarized. The organizational implications are discussed but not thoroughly. Ethical issues are addressed.	Relevant findings are not summarized. There is a superficial or nonexistent discussion of organizational implications. Ethical issues are superficially addressed or completely ignored.

Communication 5%	All sources are included in the reference/bibliography section. Scholarly language is used throughout paper. Sentences are clear and concise creating paragraphs that convey a central message. Transitions between paragraphs are smooth and coherent. The paper is logically organized with appropriate use of headings and subheadings.	All sources are included in the reference/bibliography section. Scholarly language is used throughout paper. Sentences are moderately clear and concise. Transitions between paragraphs fairly smooth and coherent. The paper is fairly logically organized with fairly appropriate use of headings and subheadings.	Not all sources are included in the reference/bibliography section. Scholarly language is not used throughout paper. Sentences are not clear and concise do not create paragraphs that convey a central message. Transitions between paragraphs is not smooth and coherent. The paper is not logically organized with appropriate use of headings and subheadings.
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MBA Program Goals

The MBA program will produce graduates who will be able to:

- G1 Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.
- G2 Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.
- G3 Evaluate data and information as components of decision making in business.
- G4 Interpret data and information as components of decision making in business.
- G5 Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the *management of people*.
- G6 Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the *design of business strategies*.
- G7 Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the *implementation of business strategies*.

Course Goals

After taking this course students will demonstrate the ability to:

- G1 Develop action plans to address issues faced by high level management that utilize the integration of knowledge from all functional areas of business.
- G2 Interpret the results of research conducted by others relevant to specific business related challenges and opportunities.
- G3 Conduct research that can be used to develop action plans to deal with specific business related challenges and opportunities.
- G4 Develop action plans to address issues faced by high level management that explicitly presents considerations of the ethical and behavioral implications of the plans.
- G5 Identify the strategic opportunities and available resources of a business from the perspective of senior management and under conditions of uncertainty in order to pursue a competitive advantage.

Appendix I: Graduate Student Exit Survey (MS-OM, MBA)

The Pre-graduation Student Survey

The Pre-graduation Student Survey (Undergraduate and Graduate), conducted by Peregrine Academic Services, Inc. in conjunction with the CPC assessment, consists of 11 questions with this five-point Likert-type scale response scheme.: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)

The questions are:

1. Courses listed in the catalog are offered frequently enough for timely completion of the degree.
2. The courses I took in the business department were taught well.
3. The faculty members of the business department are well qualified to teach their courses.
4. The faculty members of the business department are helpful and willing to meet with me to discuss my academic performance.
5. The Business Administration degree and my selected option area will prepare me for employment in my selected profession.
6. My program of study in the Business Department was intellectually challenging and stimulating.
7. The courses I took in the Business Department provided me with lifelong learning skills that I can use for any occupation.
8. The courses I took in the Business Department provided me with opportunities for personal and professional growth.
9. My skills in Excel and other business computer applications are strong.
10. My oral presentation skills have been well developed.
11. I am confident I can write a strong business report with tables, graphs, charts and analysis.

The survey also collected demographic data.

Appendix J:
Course Evaluation Form
(MS-OM, MBA)

Instructional Assessment System

Course Summary Report

PSYC 5315
Psychology
Arts & Sciences
Sample University

Juanita Doe
Assistant Professor

Spring 2005
INSTRUCTOR COPY

STUDENT EVALUATION OF INSTRUCTION

E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor

PERCENTAGES¹

MEDIAN

DECILE RANK

	No. Resp's	E	VG	G	F	P	VP		Institution	College
1. The course as a whole was:	8	25	62	12				4.1	3 ***	2 **
2. The course content was:	8	25	50	25				4.0	2 **	2 **
3. The instructor's contribution to the course was:	8	38	50	12				4.3	2 **	2 **
4. The instructor's effectiveness in teaching the subj. matter was:	7	14	86					4.1	2 **	2 **
COMBINED ITEMS 1-4	31	26	61	13				4.1	2 **	2 **
5. Course organization was:	8	12	62	25				3.9	2 **	2 **
6. Clarity of instructor's voice was:	8	75	25					4.8	8 *****	8 *****
7. Explanations by instructor were:	8	38	50		12			4.3	3 ***	3 ***
8. Instr's ability to present alternative explan. when needed was:	8	38	50	12				4.3	3 ***	3 ***
9. Instructor's use of examples and illustrations was:	8	25	50	25				4.0	2 **	2 **
10. Quality of questions or problems raised by instructor was:	8	12	75	12				4.0	2 **	2 **
11. Student confidence in instructor's knowledge was:	8	50	50					4.5	3 ***	3 ***
12. Instructor's enthusiasm was:	8	50	50					4.5	3 ***	3 ***
13. Encouragement given students to express themselves was:	8	50	50					4.5	4 ****	4 ****
14. Answers to student questions were:	8	12	75		12			4.0	2 **	2 **
15. Availability of extra help when needed was:	8	38	38	12	12			4.2	3 ***	2 **
16. Use of class time was:	8	38	38	12	12			4.2	2 **	2 **
17. Instructor's interest in whether students learned was:	8	25	75					4.2	2 **	2 **
18. Amount you learned in the course was:	8	25	62	12				4.1	3 ***	2 **
19. Relevance and usefulness of course content were:	8	12	50	25	12			3.8	1 *	1 *
20. Evaluative and grading techniques (tests, papers, etc.) were:	8	25	62	12				4.1	2 **	2 **
21. Reasonableness of assigned work was:	8	25	50	25				4.0	2 **	2 **
22. Clarity of student responsibilities and requirements was:	8	25	50	25				4.0	2 **	1 *

Relative to other college courses you have taken:

		Much Higher	Average	Much Lower			
23. Do you expect your grade in this course to be:	8	38	38	12	12	6.2	7 ***** 7 *****
24. The intellectual challenge presented was:	8	25	50	12	12	6.0	5 ***** 5 *****
25. The amount of effort you put into this course was:	8	25	50	12	12	6.0	5 ***** 6 *****
26. The amount of effort to succeed in this course was:	8	25	50	25		6.0	5 ***** 5 *****
27. Your involvement in course (assignments, attendance, etc.)	8	38	50		12	6.3	6 ***** 6 *****

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers and any other course related work? (Percentages)	29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages)	30. What grade do you expect in this course? (Percentages)	31. In regard to your academic program, is this course best described as: (Percentages)
Under 2	Under 2	A (3.9-4.0) 50	In your major? 43
2-3 25	2-3 38	A- (3.5-3.8) 12	A distribution requirement?
4-5 25	4-5 25	B+ (3.2-3.4) 25	An elective?
6-7 25	6-7 12	B (2.9-3.1)	In your minor?
8-9 25	8-9 25	B- (2.5-2.8) 12	A program requirement? 57
10-11	10-11	C+ (2.2-2.4)	Other?
12-13	12-13	C (1.9-2.1)	
14-15	14-15	C- (1.5-1.8)	
16-17	16-17	D+ (1.2-1.4)	Challenge & Engagement Index CEI: 4
18-19	18-19	D (0.9-1.1)	
20-21	20-21	D- (0.7-0.8)	
22 or more	22 or more	E (0.0)	
		Pass	Enrollment: 9
		Credit	Returned forms: 8
		No Credit	Form: A
No. Resp's 8	No. Resp's 8	No. Resp's 8	Chair Copy: No
Class median 5.5	Class median 4.5	Class median 3.8	
Hours per credit 1.83	Hours per credit 1.50		

1. Percentages are based on the number of students who rated each item.

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