



Public Disclosure of
Student Learning
Form

Institution:	Chatham University
Academic Business Unit:	Department of Business and Entrepreneurship
Academic Year:	2015-2016

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

**Report of Student Learning and Achievement
Department of Business and Entrepreneurship
Chatham University**

For Academic Year: 2015-2016

Mission of the Department of Business and Entrepreneurship
<p>The Department of Business and Entrepreneurship teaches students the fundamentals of business practice through learning and applying academic content, practicing business skills, and evaluating the context of business decision-making. The Department integrates material and programming incorporating the University’s mission in global understanding and environmental responsibility and prepares students to work as leaders in professional and civic arenas. Through student-centered curricular and co-curricular offerings, the Department assists students to reach their full potential in the business world.</p>

Student Learning Information for Undergraduate Business Majors: Accounting, Economics, International Business, Management, Marketing	
Intended Student Learning Outcomes: Students will be able to	
1. Communicate in written and oral formats.	
2. Evaluate ethical obligations and responsibilities of businesses and organizations	
3. Analyze situations and solve problems in business settings and make appropriate business decisions.	
4. Use quantitative reasoning skills in statistical analysis and research design. Apply decision support tools to business decision-making	
5. Understand the functional areas of accounting, economics, finance, management, and marketing.	
6. Evaluate the impact on business of the legal, social, and economic environments.	
7. Demonstrate leadership skills through the ability to set direction and work with others.	
8. Advanced knowledge in major field.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Communicate in written and oral formats. <u>Direct Measures</u> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Writing • Tutorial Faculty Evaluation – Oral Communciation 	Communicate in written and oral formats. <u>Direct Measures</u> <ul style="list-style-type: none"> • Tutorial Evaluation by Faculty - Writing: 80% students score 3 or above

<ul style="list-style-type: none"> • Internship Supervisor Evaluation: Demonstrated necessary skills to perform tasks (i.e. writing, research, computer, etc.) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I am able to communicate effectively in written and oral formats. 	<ul style="list-style-type: none"> • Tutorial Evaluation by Faculty – Oral Communication: 80% students score 3 or above • Internship Supervisor Evaluation: Demonstrated necessary skills to perform tasks (i.e. writing, research, computer, etc.) 80% students score “Agree” or higher. <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I am able to communicate effectively in written and oral formats.: 80% students score 3 or above (Agree or Strongly Agree)
<p>2. Evaluate ethical obligations and responsibilities of businesses and organizations</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Ethical Obligations <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment – I am able to evaluate ethical obligations and responsibilities of businesses and organizations 	<p>Evaluate ethical obligations and responsibilities of businesses and organizations</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Ethical Obligations: 80% students score 3 or above <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree assessment – I am able to evaluate ethical obligations and responsibilities of businesses and organizations.: 80% students score 3 or above (Agree or Strongly Agree)
<p>3. Analyze situations and solve problems in business settings and make appropriate business decisions.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Analyze Situations • Tutorial Faculty Evaluation – Evaluate Impact • Internship Supervisor Evaluation- Demonstrated problem solving ability. <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I can analyze situations and solve problems in business settings and make appropriate business decisions. • Student Degree Assessment - I am able to apply decision support tools to business decision-making. 	<p>Analyze situations and solve problems in business settings and make appropriate business decisions.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Evaluation by Faculty – Analyze Situations: 80% students score 3 or above • Tutorial Evaluation by Faculty – Evaluate Impact: 80% students score 3 or above • Internship Supervisor Evaluation- Demonstrated problem solving ability.:80% students score “Exceeds Expectations” or higher. <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I can analyze situations and solve problems in business settings and make appropriate business decisions.: 80% students score 3 or above (Agree or Strongly Agree) • Student Degree Assessment - I am able to apply decision support tools to business decision-making. 80% students score 3 or above (Agree or Strongly Agree)
<p>4. Use quantitative reasoning skills in statistical analysis and research design. Apply decision support tools to business decision-making</p>	<p>Use quantitative reasoning skills in statistical analysis and research design. Apply decision support tools to business decision-making</p>

<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Uses Quantitative Reasoning • ETS Quantitative Business Analysis <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I am able to apply decision support tools to business decision-making. 	<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation - Uses Quantitative Reasoning: 80% students score 3 or above. • ETS Quantitative Business Analysis: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I am able to apply decision support tools to business decision-making.: 80% students score 3 or above (Agree or Strongly Agree)
<p>5. Understand the functional areas of accounting, economics, finance, management, and marketing.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Integrate knowledge of business concepts and functions. • ETS: Accounting • ETS: Economics • ETS: Finance • ETS: Management • ETS: Marketing <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I understand the functional areas of accounting, economics, finance, management, and marketing. 	<p>Understand the functional areas of accounting, economics, finance, management, and marketing.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Integrate knowledge of business concepts and functions: 80% students score 3 or above. • ETS: Accounting- Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS: Economics- Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS: Finance- Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS: Management- Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS: Marketing- Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I understand the functional areas of accounting, economics, finance, management, and marketing.: 80% students score 3 or above (Agree or Strongly Agree)
<p>6. Evaluate the impact on business of the legal, social, and economic environments.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Evaluate the impact on business of the legal, social, and economic environments 	<p>Evaluate the impact on business of the legal, social, and economic environments.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Evaluate the impact on business of the legal, social, and economic environments: 80% students score 3 or

<ul style="list-style-type: none"> • ETS: Legal and Social Environment <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I can evaluate the impact of business on legal, social, and economic environments 	<p>above.</p> <ul style="list-style-type: none"> • ETS: Legal and Social Environment- Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I can evaluate the impact of business on legal, social, and economic environments.: 80% students score 3 or above (Agree or Strongly Agree)
<p>7. Demonstrate leadership skills through the ability to set direction and work with others.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Demonstrate leadership skills through the ability to set direction and work with others • Internship Supervisor Evaluation - Demonstrated initiative and readily assumed new responsibilities <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I can demonstrate leadership skills through the ability to set direction and work with others. 	<p>Demonstrate leadership skills through the ability to set direction and work with others.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Leadership Skills: 80% students score 3 or above. <p>Internship Supervisor Evaluation - Demonstrated initiative and readily assumed new responsibilities: 80% students received “Exceeds Expectations” or “Far Exceeds Expectations” from internship supervisor</p> <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Degree Assessment - I can demonstrate leadership skills through the ability to set direction and work with others.: 80% students score 3 or above (Agree or Strongly Agree)
<p>8. Advanced knowledge in major field.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Accounting Tutorial Faculty Evaluation – Prepare, analyze, and interpret different types of financial statements. • Accounting Tutorial Faculty Evaluation- Understand accounting practices. • Economics Tutorial Faculty Evaluation - Construct and use economic models to describe economic behavior. • Economics Tutorial Faculty Evaluation- Use economic data to describe the economy and to test hypotheses. • International Business Tutorial Faculty Evaluation- Describe the role of governments in international business and international economic policy. • International Business Tutorial Faculty Evaluation - Design international business strategies taking into account cultural differences. • Management Tutorial Faculty Evaluation- Understand management concepts and theories. • Management Tutorial Faculty Evaluation - Analyze business strategies 	<p>Advanced knowledge in major field.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Accounting Tutorial Faculty Evaluation – Prepare, analyze, and interpret different types of financial statements: 80% students score 3 or above. • Accounting Tutorial Faculty Evaluation- Understand accounting practices. 80% students score 3 or above. • Economics Tutorial Faculty Evaluation - Construct and use economic models to describe economic behavior: 80% students score 3 or above. • Economics Tutorial Faculty Evaluation- Use economic data to describe the economy and to test hypotheses. 80% students score 3 or above. • International Business Tutorial Faculty Evaluation- Describe the role of governments in international business and international economic policy: 80% students score 3 or above. • International Business Tutorial Faculty Evaluation - Design international business strategies taking into account cultural

- **Management Information Systems Tutorial Faculty Evaluation- Effectively apply core knowledge of programming, networking, databases, and system design**
- **Management Information Systems Tutorial Faculty Evaluation - Effectively solve problems in an MIS context**
- **Marketing Tutorial Faculty Evaluation - Prepare, analyze, and critique marketing plans and marketing research plans**
- **Marketing Tutorial Faculty Evaluation- Develop marketing strategies**

Indirect Measures

- **Accounting Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of accounting.**
- **Economics Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of economics.**
- **International Business Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of international business.**
- **Management Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of management.**
- **Management Information Systems Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of management information systems.**
- **Marketing Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of marketing.**

differences: 80% students score 3 or above

- **Management Tutorial Faculty Evaluation- Understand management concepts and theories: 80% students score 3 or above.**
- **Management Tutorial Faculty Evaluation - Analyze business strategies: 80% students score 3 or above.**
- **Management Information Systems Tutorial Faculty Evaluation- Effectively apply core knowledge of programming, networking, databases, and system design: 80% students score 3 or above.**
- **Management Information Systems Tutorial Faculty Evaluation - Effectively solve problems in an MIS context: 80% students score 3 or above.**
- **Marketing Tutorial Faculty Evaluation - Prepare, analyze, and critique marketing plans and marketing research plans: 80% students score 3 or above.**
- **Marketing Tutorial Faculty Evaluation- Develop marketing strategies: 80% students score 3 or above.**

Indirect Measures

- **Accounting Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of accounting.:80% students score 3 or above (Agree or Strongly Agree)**
- **Economics Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of economics: 80% students score 3 or above (Agree or Strongly Agree)**
- **International Business Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of international business: 80% students score 3 or above (Agree or Strongly Agree)**
- **Management Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of management: 80% students score 3 or above (Agree or Strongly Agree)**
- **Management Information Systems Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of management information systems: 80% students score 3 or above (Agree or Strongly Agree)**
- **Marketing Student Degree Assessment - I am able to demonstrate**

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research, analysis and technical skills critical in the field of marketing: 80% students score 3 or above (Agree or Strongly Agree)

Summary of Results from Direct and Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1.	<p>Communicate in written and oral formats.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Evaluation by Faculty - Writing: 100% students scored 3 or above (Goal=80%) • Tutorial Evaluation by Faculty – Oral Communication: 100% students scored 3 or above (Goal=80%) • Internship Supervisor Evaluation: Demonstrated necessary skills to perform tasks (i.e. writing, research, computer, etc.) 100% scored “Exceeds Expectations” or higher. (Goal=80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I am able to communicate effectively in written and oral formats.: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) 	x	
2.	<p>Evaluate ethical obligations and responsibilities of businesses and organizations</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Ethical Obligations: 100% students scored 3 or above (Goal=80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment – I am able to evaluate ethical obligations and responsibilities of businesses and organizations.: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) 	X	
3.	<p>Analyze situations and solve problems in business settings and make appropriate business decisions.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Evaluation by Faculty – Analyze Situations: 100% students score 3 or above (Goal=80%) • Tutorial Faculty Evaluation- Evaluate Impact: 100% students score 3 or above (Goal=80%) • Internship Evaluation- Demonstrated problem solving ability.:100% students score “Exceeds Expectations” or higher. (Goal= 80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I can analyze situations and solve problems in business settings and make appropriate business decisions.: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) • Student Degree Assessment - I am able to apply decision support tools to business decision-making. 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) 	x	
4.	<p>Use quantitative reasoning skills in statistical analysis and research design. Apply decision support tools to business decision-making</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation - Uses Quantitative Reasoning: 100% students score 3 or above. (Goal=80%) 	X	

<ul style="list-style-type: none"> • ETS Quantitative Business Analysis: Mean Percent Correct 44% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 36.3% ±5.2) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I am able to apply decision support tools to business decision-making.: 100% students score 3 or above (Agree or Strongly Agree) (Goal=80%) 		
<p>5. Understand the functional areas of accounting, economics, finance, management, and marketing.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Integrate knowledge of business concepts and functions: 100% students score 3 or above. (Goal=80%) • ETS Accounting: Mean Percent Correct 47% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 41.3% ±6.1) • ETS Economics: Mean Percent Correct 31% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 39.5% ±6.1) • ETS Finance: Mean Percent Correct 36% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 42.2% ±6.5) • ETS Management: Mean Percent Correct 56% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 54.0% ±6.5) • ETS Marketing: Mean Percent Correct 52% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 54.9% ±6.7) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I understand the functional areas of accounting, economics, finance, management, and marketing.: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) 		X
<p>6. Evaluate the impact on business of the legal, social, and economic environments.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Evaluate the impact on business of the legal, social, and economic environments: 100% students score 3 or above. (Goal=80%) • ETS: Legal and Social Environment-: Mean Percent Correct 58% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 59.3% ±6.0) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I can evaluate the impact of business on legal, social, and economic environments.: 100% students scored 3 or above (Agree or Strongly Agree) (Goal= 80%) 	X	
<p>7. Demonstrate leadership skills through the ability to set direction and work with others.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Leadership Skills: 100% students scored 3 or above. (Goal=80%) 	X	

	<ul style="list-style-type: none"> • Internship Supervisor Evaluation - Demonstrated initiative and readily assumed new responsibilities: 93% students received “Exceeds Expectations” or “Far Exceeds Expectations” from internship supervisor (Goal=80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Student Degree Assessment - I can demonstrate leadership skills through the ability to set direction and work with others.: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) 		
8.	<p>Advanced knowledge in major field.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Accounting Tutorial Faculty Evaluation – Prepare, analyze, and interpret different types of financial statements: 100% students scored 3 or above. (Goal=80%) • Accounting Tutorial Faculty Evaluation- Understand accounting practices. 100% students scored 3 or above. (Goal=80%) • Economics Tutorial Faculty Evaluation - Construct and use economic models to describe economic behavior • Economics Tutorial Faculty Evaluation- Use economic data to describe the economy and to test hypotheses • International Business Tutorial Faculty Evaluation- Describe the role of governments in international business and international economic policy: 100% students scored 3 or above. (Goal=80%) • International Business Tutorial Faculty Evaluation - Design international business strategies taking into account cultural differences: 100% students scored 3 or above. (Goal=80%) • Management Tutorial Faculty Evaluation- Understand management concepts and theories: 100% students scored 3 or above. (Goal=80%) • Management Tutorial Faculty Evaluation - Analyze business strategies: 100% students scored 3 or above. (Goal=80%) • Management Information Systems Tutorial Faculty Evaluation- Effectively apply core knowledge of programming, networking, databases, and system design • Management Information Systems Tutorial Faculty Evaluation - Effectively solve problems in an MIS context • Marketing Tutorial Faculty Evaluation - Prepare, analyze, and critique marketing plans and marketing research plans: 100% students scored 3 or above. (Goal=80%) • Marketing Tutorial Faculty Evaluation- Develop marketing strategies: 100% students score 3 or above. (Goal=80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Accounting Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of accounting: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) • Economics Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of economics • International Business Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of international business: 100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) • Management Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of management.:100% students scored 3 or above (Agree or Strongly Agree) (Goal=80%) • Management Information Systems Student Degree Assessment - I am able to demonstrate research, analysis and 	X	

	<p>technical skills critical in the field of management information systems</p> <ul style="list-style-type: none"> • Marketing Student Degree Assessment - I am able to demonstrate research, analysis and technical skills critical in the field of marketing. 100% students score 3 or above (Agree or Strongly Agree) (Goal=80%) 		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>			
<ol style="list-style-type: none"> 1) Only half of the Capstone students completed the degree and tutorial assessments, compromising the validity and effectiveness of the data and its analysis. Steps will be included to emphasize the importance of these surveys to the students. Mandatory completion may be implemented. 2) Scores on Tutorial Student Evaluation suggest flaw in instrument design, so the data was not included in AY 2015-2016. The instrument scales will be re-worked. 3) To improve student performance in the areas of computer literacy, quantitative analysis, finance, economics, and operations: <ol style="list-style-type: none"> a. The department is attempting to hire a full-time faculty member with finance/economics and business analytics expertise. b. We are investigating statistics lab products for quantitative analysis. c. We will analyze syllabi for content and assignments that can include more emphasis on quantitative skill-building. d. We have made the Logistics and Operations course a requirement in the Management major. 			

Report of Student Learning and Achievement
Department of Business and Entrepreneurship
Chatham University
For Academic Year: 2015-16

Mission of the MBA (Master of Business Administration) program
<p>The Department of Business and Entrepreneurship teaches students the fundamentals of business practice through learning and applying academic content, practicing business skills, and evaluating the context of business decision-making. The Department integrates material and programming incorporating the University’s mission in global understanding and environmental responsibility and prepares students to work as leaders in professional and civic arenas. Through student-centered curricular and co-curricular offerings, the Department assists students to reach their full potential in the business world.</p>

Student Learning Information for MBA	
Intended Student Learning Outcomes for MBA :	
1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines	
2. Analyze ethical implications of business practices using advanced levels of ethical reasoning	
3. Perform strategic analysis effectively	
4. Apply quantitative methods to business problem solving	
5. Assess global opportunities and challenges for business growth	
6. Collaborate effectively as a business leader	
7. In-depth Knowledge for specific MBA concentrations: Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations	
Assessment Tools/Methods for Intended Student Learning Outcomes	Performance Targets/Criteria
1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines <u>Direct Measures</u>	Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines <u>Direct Measures</u>

<ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of presentation: clear, organized • Capstone Faculty Evaluation - Ability to answer questions • Capstone Client Evaluation - Quality of presentation: clear, organized • Capstone Client Evaluation - Ability to answer questions <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I am able to communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines. 	<ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of presentation: clear, organized: 75% students score 3 or 4 • Capstone Faculty Evaluation - Ability to answer questions: 75% students score 3 or 4 • Capstone Client Evaluation - Quality of presentation: clear, organized: 75% students score 3 or 4 • Capstone Client Evaluation - Ability to answer questions: 75% students score 3 or 4 <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I am able to communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines.: 75% students score 3 or 4
<p>2. Analyze ethical implications of business practices using advanced levels of ethical reasoning</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • None <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I am able to analyze ethical implications of business practices using advanced levels of ethical reasoning. 	<p>Analyze ethical implications of business practices using advanced levels of ethical reasoning</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • None <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I am able to analyze ethical implications of business practices using advanced levels of ethical reasoning.: 75% students score 3 or 4
<p>3. Perform strategic analysis effectively</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Strategic Integration <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can perform a strategic analysis • MBA Alumni Survey-To what extent did Chatham's MBA program... [Strengthen your strategic analysis skills] 	<p>Perform strategic analysis effectively</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Strategic Integration: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can perform a strategic analysis: 75% students score 3 or 4 • MBA Alumni Survey-To what extent did Chatham's MBA program... [Strengthen your strategic analysis skills] 75% students score 3 or 4
<p>4. Apply quantitative methods to business problem solving</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Finance • ETS- Accounting <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can apply quantitative methods to business problem solving. 	<p>Apply quantitative methods to business problem solving</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Finance: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS – Accounting: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can apply quantitative methods to business problem solving.: 75% students score 3 or 4

<ul style="list-style-type: none"> • MBA Alumni Survey- To what extent did Chatham's MBA program... [Equip you to apply quantitative methods to business problem solving] 	<ul style="list-style-type: none"> • MBA Alumni Survey- To what extent did Chatham's MBA program... [Equip you to apply quantitative methods to business problem solving] .: 75% students score 3 or 4
<p>5. Assess global opportunities and challenges for business growth</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • None <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can assess global opportunities and challenges for business growth. • MBA Alumni Survey-To what extent did Chatham's MBA program... [Develop your abilities to assess global opportunities and challenges for business growth] 	<p>Assess global opportunities and challenges for business growth</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • None <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment-I can assess global opportunities and challenges for business growth.: 75% students score 3 or 4 • MBA Alumni Survey-To what extent did Chatham's MBA program... [Develop your abilities to assess global opportunities and challenges for business growth] .: 75% students score 3 or 4
<p>6. Collaborate effectively as a business leader</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation – Communication between team and client during project • Capstone Client Evaluation – Communication between team and client during project <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can collaborate effectively as a business leader 	<p>Collaborate effectively as a business leader</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation – Communication between team and client during project: 75% students score 3 or 4 • Capstone Client Evaluation – Communication between team and client during project: 75% students score 3 or 4 <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can collaborate effectively as a business leader.: 75% students scored 3 or 4
<p>7. In-depth Knowledge for specific MBA concentrations:</p> <p>Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures</p> <p>Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently</p> <p>Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently</p> <p>Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently</p> <p>Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations</p> <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Entrepreneurial Leadership and Strategy • MBA Student Degree Assessment – I understand one specific area of 	<p>In-depth Knowledge for specific MBA concentrations:</p> <p>Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures</p> <p>Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently</p> <p>Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently</p> <p>Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently</p> <p>Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations</p> <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Entrepreneurial Leadership and Strategy 75% students scored 3 or 4

<p>business practice in depth-Healthcare Management</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Project Management MBA Student Degree Assessment – I understand one specific area of business practice in depth-Supply Chain Management • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Sustainability • MBA Alumni Survey- To what extent did Chatham's MBA program... [Prepare you in your MBA concentration (if applicable)] 	<ul style="list-style-type: none"> • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Healthcare Management 75% students scored 3 or 4 • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Project Management 75% students scored 3 or 4 • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Supply Chain Management 75% students scored 3 or 4 • MBA Student Degree Assessment – I understand one specific area of business practice in depth-Sustainability 75% students scored 3 or 4 • MBA Alumni Survey- To what extent did Chatham's MBA program... [Prepare you in your MBA concentration (if applicable)] : 75% students score 3 or 4 	
<p>MBA Students understand functional areas of business: Direct Measures</p> <ul style="list-style-type: none"> • ETS-Marketing • ETS- Management • ETS- Finance • ETS- Accounting • ETS- Strategic Integration 	<p>MBA Students understand functional areas of business: Direct Measures</p> <ul style="list-style-type: none"> • ETS – Marketing: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS – Management: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS – Finance: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS – Accounting: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • ETS – Strategic Integration: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score 	
<p>Summary of Results from Direct and Indirect Measures of Student Learning:</p>	<p>Performance Target Was...</p>	
	<p>Met</p>	<p>Not Met</p>
<p>1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of presentation: clear, organized: 71.4% students scored 3 or 4 (Goal=75%) • Capstone Faculty Evaluation - Ability to answer questions: 62% students scored 3 or 4 (Goal=75%) • Capstone Client Evaluation - Quality of presentation: clear, organized: 100% students scored 3 or 4 (Goal=75%) • Capstone Client Evaluation - Ability to answer questions: 100% students scored 3 or 4 (Goal=75%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I am able to communicate professionally as a business leader both orally and in 		<p>X</p>

	writing to bridge diverse perspectives, cultures, and disciplines.: 100% students scored 3 or 4 (Goal=75%)		
2.	Analyze ethical implications of business practices using advanced levels of ethical reasoning <u>Direct Measures</u> <ul style="list-style-type: none"> None <u>Indirect Measures</u> <ul style="list-style-type: none"> MBA Student Degree Assessment - I am able to analyze ethical implications of business practices using advanced levels of ethical reasoning.: 100% students score 3 or 4 (Goal=75%) 	X	
3.	Perform strategic analysis effectively <u>Direct Measures</u> <ul style="list-style-type: none"> ETS – Strategic Integration: Mean Percent Correct 42% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 51.0% ±6.2) <u>Indirect Measures</u> <ul style="list-style-type: none"> MBA Student Degree Assessment - I can perform a strategic analysis: 94% students scored 3 or 4 (Goal=75%) MBA Alumni Survey-To what extent did Chatham's MBA program... [Strengthen your strategic analysis skills] 84% students score 3 or 4(Goal=75%) 		X
4.	Apply quantitative methods to business problem solving <u>Direct Measures</u> <ul style="list-style-type: none"> ETS – Finance: Mean Percent Correct 37% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 43.6% ±6.0) ETS – Accounting: Mean Percent Correct 40% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 46% ±5.6) <u>Indirect Measures</u> <ul style="list-style-type: none"> MBA Student Degree Assessment - I can apply quantitative methods to business problem solving: 94% students scored 3 or 4 (Goal=75%) MBA Alumni Survey- To what extent did Chatham's MBA program... [Equip you to apply quantitative methods to business problem solving] .: 76% students score 3 or 4 (Goal=75%) 		X
5.	Assess global opportunities and challenges for business growth <u>Direct Measures</u> <u>Indirect Measures</u> <ul style="list-style-type: none"> MBA Student Degree Assessment-I can assess global opportunities and challenges for business growth: 100% students scored 3 or 4 (Goal=75%) MBA Alumni Survey-To what extent did Chatham's MBA program... [Develop your abilities to assess global opportunities and challenges for business growth] .: 78% students score 3 or 4 (Goal=75%) 	X	
6.	Collaborate effectively as a business leader <u>Direct Measures</u> <ul style="list-style-type: none"> Capstone Faculty Evaluation – Communication between team and client during project: 75% students score 3 or 4(Goal=75%) Capstone Client Evaluation – Communication between team and client during project: 100% students score 3 or 	X	

<p>4(Goal=75%)</p> <p>Indirect Measures</p> <ul style="list-style-type: none"> • MBA Student Degree Assessment - I can collaborate effectively as a business leader.: 100% students scored 3 or 4 (Goal=75%) 		
<p>7. In-depth Knowledge for specific MBA concentrations:</p> <p>Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures:</p> <p>Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently:</p> <p>Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently:</p> <p>Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently:</p> <p>Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations:</p> <p>Direct Measures None</p> <p>Indirect Measures</p> <p>MBA Student Degree Assessment – I understand one specific area of business practice in depth-Entrepreneurial Leadership and Strategy 100% students scored 3 or 4 (Goal=75%; N=3)</p> <p>MBA Student Degree Assessment – I understand one specific area of business practice in depth-Healthcare Management 100% students scored 3 or 4 (Goal=75%)</p> <p>MBA Student Degree Assessment – I understand one specific area of business practice in depth-Project Management 83% students scored 3 or 4 (Goal=75%)</p> <p>MBA Student Degree Assessment – I understand one specific area of business practice in depth-Supply Chain Management 100% students scored 3 or 4 (Goal=75%)</p> <p>MBA Student Degree Assessment – I understand one specific area of business practice in depth-Sustainability 100% students scored 3 or 4 (Goal=75%)</p> <p>MBA Alumni Survey- To what extent did Chatham's MBA program... [Prepare you in your MBA concentration (if applicable)]: 87% students score 3 or 4 (Goal=75%)</p>	x	
<p>MBA Students understand functional areas of business:</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Marketing: Mean Percent Correct 53% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 57% ±6.8) • ETS – Management: Mean Percent Correct 53% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 58.2% ±7.1) • ETS – Finance: Mean Percent Correct 37% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 43.6% ±6.0) • ETS – Accounting: Mean Percent Correct 40% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 46% ±5.6) 		x

<ul style="list-style-type: none"> • ETS – Strategic Integration: Mean Percent Correct 42% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 51.0% ±6.2) 		
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Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

- 1) Direct measures need to be developed and implemented for:
 - a. Ethics
 - b. Assessing Global Opportunities
 - c. Advanced learning in a concentration area
- 2) Capstone assessment instruments measure team performance over individual student performance. Instruments must be modified to better capture individual performance.
- 3) To improve student performance in the areas of computer literacy, quantitative analysis, finance, economics, and strategy:
 - a. The department is attempting to hire a full-time faculty member with finance/economics and business analytics expertise.
 - b. We are investigating statistics lab products for quantitative analysis.
 - c. We will analyze syllabi for content and assignments that can include more emphasis on quantitative skill-building.
 - d. We have hired a PhD-level adjunct instructor with significant strategic analysis expertise.

**Report of Student Learning and Achievement
Department of Business and Entrepreneurship
Chatham University**

For Academic Year: 2015-2016

Mission of the MAcc (Master of Accounting)
<p>The Department of Business and Entrepreneurship teaches students the fundamentals of business practice through learning and applying academic content, practicing business skills, and evaluating the context of business decision-making. The Department integrates material and programming incorporating the University’s mission in global understanding and environmental responsibility and prepares students to work as leaders in professional and civic arenas. Through student-centered curricular and co-curricular offerings, the Department assists students to reach their full potential in the business world.</p>

Student Learning Information for Master of Accounting (MAcc)	
Intended Student Learning Outcomes for Master of Accounting (MAcc):	
1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines	
2. Analyze ethical implications of business practices using advanced levels of ethical reasoning	
3. Formulate and execute analytical solutions to business problems using appropriate accounting techniques	
4. Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting	
Assessment Tools/Methods for Intended Student Learning Outcomes	Performance Targets/Criteria
1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures and disciplines <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> MAcc Degree Student Assessment- I am able to communicate	Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures and disciplines <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • MAcc Degree Student Assessment:I am able to communicate

<p>professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines.</p>	<p>professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines.:75% students score 3 or 4</p>
<p>2. Analyze ethical implications of business practices using advanced levels of ethical reasoning</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Legal Environment • Peregrine’s Accounting Exam- Business Ethics <p>Indirect Measures</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment – I am able to analyze ethical implications of business practices using advanced levels of ethical reasoning • MAcc Degree Student Assessment --I understand the ethical obligations and responsibilities of business • MAcc Degree Student Assessment --Making ethical decisions in professional life 	<p>Analyze ethical implications of business practices using advanced levels of ethical reasoning</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Legal Environment: Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students • Peregrine’s Accounting Exam- Business Ethics: Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students <p>Indirect Measures</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment – I am able to analyze ethical implications of business practices using advanced levels of ethical reasoning.: 75% students score 3 or 4 • MAcc Degree Student Assessment --I understand the ethical obligations and responsibilities of business.: 75% students score 3 or 4 • MAcc Degree Student Assessment --Making ethical decisions in professional life—75% students score 3 or 4
<p>3. Formulate and execute analytical solutions to business problems using appropriate accounting techniques</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Accounting and the Business Environment • Peregrine’s Accounting Exam- Completing the Accounting Cycle • Peregrine’s Accounting Exam- Corporations: Effects on Retained Earnings and the Income Statement • Peregrine’s Accounting Exam- Financial Statement Analysis • Peregrine’s Accounting Exam- Internal Control and Cash <p>Indirect Measures</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I can formulate and execute 	<p>Formulate and execute analytical solutions to business problems using appropriate accounting techniques</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Accounting and the Business Environment: : Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students • Peregrine’s Accounting Exam- Completing the Accounting Cycle: : Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students • Peregrine’s Accounting Exam- Corporations: Effects on Retained Earnings and the Income Statement: Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students

<p>analytical solutions to business problems using appropriate accounting techniques</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I am able to prepare all types of financial reports. • MAcc Degree Student Assessment- I am able to analyze all types of financial reports. • MAcc Degree Student Assessment- I am able to interpret all types of financial reports. • MAcc Degree Student Assessment- I am able to apply GAAP to different accounting situations. • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on individuals. • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on businesses. • MAcc Degree Student Assessment- Solving business problems. 	<ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Financial Statement Analysis: : Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students • Peregrine’s Accounting Exam- Internal Control and Cash: Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I can formulate and execute analytical solutions to business problems using appropriate accounting techniques: 75% students score 3 or 4 • MAcc Degree Student Assessment- I am able to prepare all types of financial reports: 75% students score 3 or 4 • MAcc Degree Student Assessment- I am able to analyze all types of financial reports:75% students score 3 or 4 • MAcc Degree Student Assessment- I am able to interpret all types of financial reports: 75% students score 3 or 4 • MAcc Degree Student Assessment- I am able to apply GAAP to different accounting situations: 75% students score 3 or 4 • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on individuals: 75% students score 3 or 4 • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on businesses: 75% students score 3 or 4 • MAcc Degree Student Assessment- Solving business problems: 75% students score 3 or 4
<p>4. Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Completing the Accounting Cycle • Peregrine’s Accounting Exam- Corporations: Effects on Retained Earnings and the Income Statement • Peregrine’s Accounting Exam- Financial Statement Analysis <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I can prepare professional analysis which demonstrates theoretical and technical 	<p>Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Completing the Accounting Cycle: : Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students • Peregrine’s Accounting Exam- Corporations: Effects on Retained Earnings and the Income Statement: : Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students

<p>competency in the professional field of accounting</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I am able to prepare all types of financial reports. • MAcc Degree Student Assessment- I am able to analyze all types of financial reports. • MAcc Degree Student Assessment- I am able to interpret all types of financial reports. • MAcc Degree Student Assessment- I am able to apply GAAP to different accounting situations. • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on individuals. • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on businesses. • MAcc Alumni Survey- Ground you in theory and practice of accounting 	<ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Financial Statement Analysis: : Mean Percent Correct is less than 10% lower than the Aggregate Score of ACBSP (Eastern Council) students <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I can prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting: 75% students score 3 or 4. • MAcc Degree Student Assessment- I am able to prepare all types of financial reports: 75% students score 3 or 4. • MAcc Degree Student Assessment- I am able to analyze all types of financial reports75% students score 3 or 4. • MAcc Degree Student Assessment- I am able to interpret all types of financial reports75% students score 3 or 4. • MAcc Degree Student Assessment- I am able to apply GAAP to different accounting situations: 75% students score 3 or 4. • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on individuals: 75% students score 3 or 4. • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on businesses: 75% students score 3 or 4. • MAcc Alumni Survey- Ground you in theory and practice of accounting: 75% students score 3 or 4. 	
<p>Summary of Results from Direct and Indirect Measures of Student Learning:</p>	<p>Performance Target Was...</p>	
<p>1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • None <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment –I am able to communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines.: 100% students scored 3 or 4 (Goal=75%) 	<p>Met</p> <p>X</p>	<p>Not Met</p>
<p>2. Analyze ethical implications of business practices using advanced levels of ethical reasoning</p>	<p>X</p>	

<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Legal Environment: Mean Percent Correct is less than 10% lower than Aggregate Score of ACBSP (Eastern Council) Student. [Score=48.6% vs. ACBSP (Eastern Council) = 53.4%] • Peregrine’s Accounting Exam- Business Ethics: Mean Percent Correct is less than 10% lower than Aggregate Score of ACBSP (Eastern Council) Student. [Score=47.1% vs. ACBSP (Eastern Council) = 46.4%] <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment – I am able to analyze ethical implications of business practices using advanced levels of ethical reasoning.: 100% students scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment --I understand the ethical obligations and responsibilities of business.: 100% students scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment --Making ethical decisions in professional life—100%students scored 3 or 4 (Goal=75%) 		
<p>3. Formulate and execute analytical solutions to business problems using appropriate accounting techniques</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Accounting and the Business Environment: Mean Percent Correct higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=91.4% vs. ACBSP (Eastern Council) = 53.3%] • Peregrine’s Accounting Exam- Completing the Accounting Cycle: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=71.4% vs. ACBSP (Eastern Council) = 51%] • Peregrine’s Accounting Exam- Corporations: Effects on Retained Earnings and the Income Statement: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=65.7% vs. ACBSP (Eastern Council) = 62%] • Peregrine’s Accounting Exam- Financial Statement Analysis: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=68.6% vs. ACBSP (Eastern Council) = 53.1%] • Peregrine’s Accounting Exam- Internal Control and Cash: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=75.7% vs. ACBSP (Eastern Council) = 45%] <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I can formulate and execute analytical solutions to business problems using appropriate accounting techniques: 100% student scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to prepare all types of financial reports.: 100% students score 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to analyze all types of financial reports.: 100% students score 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to interpret all types of financial reports.: 100% students score 	X	

<p>3 or 4 (Goal=75%)</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I am able to apply GAAP to different accounting situations.: 100% students score 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on individuals.: 100% students score 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on businesses.: 100% students score 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- Solving business problems.: 100% students score 3 or 4 (Goal=75%) 		
<p>4. Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Completing the Accounting Cycle: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=71.4% vs. ACBSP (Eastern Council) = 51%] • Peregrine’s Accounting Exam- Corporations: Effects on Retained Earnings and the Income Statement: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=65.7% vs. ACBSP (Eastern Council) = 62%] • Peregrine’s Accounting Exam- Financial Statement Analysis: Mean Percent Correct is higher than the Aggregate Score of ACBSP (Eastern Council) Students. [Score=68.6% vs. ACBSP (Eastern Council) = 53.1%] <p>Indirect Measures</p> <ul style="list-style-type: none"> • MAcc Degree Student Assessment- I can prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting: 100% students scored 3 or 4. (Goal=75%) • MAcc Degree Student Assessment- I am able to prepare all types of financial reports: 100% students score 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to analyze all types of financial reports: 100% students scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to interpret all types of financial reports: 100% students scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to apply GAAP to different accounting situations: 100% students scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on individuals: 100% students scored 3 or 4 (Goal=75%) • MAcc Degree Student Assessment- I am able to assess the tax impact of situations on businesses: 100% 	X	

<p>students scored 3 or 4 (Goal=75%)</p> <ul style="list-style-type: none"> • MAcc Alumni Survey- Ground you in theory and practice of accounting: 100% alumni scored 3 or 4 (Goal=75%) 		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<ol style="list-style-type: none"> 1) A direct measure for communication must be developed and implemented in AY 2016-2017. 2) Students performed well, meeting or exceeding, all the direct and indirect measures' targets in 2015-2016. We will assess the history of the MAcc students' performance along these measures to determine whether measurement standards should be raised in 2016-2017. 		