



International Assembly for Collegiate Business Education

Public Disclosure of
Student Learning
Form

Institution:

Chatham University

Academic Business Unit:

Department of Business and Entrepreneurship

Academic Year:

2014-15

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: 2014-15

Mission of the Department of Business and Entrepreneurship

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.
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Student Learning Information for Undergraduate Business Majors: Accounting, Economics, International Business, Management, Marketing

Intended Student Learning Outcomes: Students will be able to
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| 1. Analyze situations and solve problems in business settings and make appropriate business decisions. |
| 2. Use quantitative reasoning skills in statistical analysis and research design. |
| 3. Communicate in written and oral formats. |
| 4. Integrate knowledge of business concepts and functions. |
| 5. Develop a professional identity through bridging curricular, co-curricular, and workplace events. |
| 6. Demonstrate leadership skills through the ability to set direction and work with others. |
| 7. Understand the functional areas of accounting, finance, management, and marketing. |
| 8. Evaluate the impact on business of the legal, social, and economic environments. |
| 9. Understand the impact of the global environment on business. |
| 10. Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas. |
| 11. Advanced knowledge in major field. |

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
<p>1. Analyze situations and solve problems in business settings and make appropriate business decisions.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation - Analysis • Internship Supervisor Evaluation – Demonstrated Problem Solving Ability <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning – I have developed skills for analyzing and solving business problems. 	<p>Analyze situations and solve problems in business settings and make appropriate business decisions.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation - Analysis: 80% students score 3 or above • Internship Supervisor Evaluation – Demonstrated Problem Solving Ability: 80% students receive “Agree” or “Strongly Agree” from internship supervisor <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning – I have developed skills for analyzing and solving business problems: 80% students score 3 or above (Agree or Strongly Agree)
<p>2. Use quantitative reasoning skills in statistical analysis and research design.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Information Literacy • Tutorial Faculty Evaluation - Methodology • ETS Quantitative Business Analysis • ETS Information Systems <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning – I am comfortable with statistical analysis 	<p>Use quantitative reasoning skills in statistical analysis and research design.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Information Literacy: 80% students score 3 or above • Tutorial Faculty Evaluation - Methodology: 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"> • Senior Student Self-Reported Learning – I am comfortable with statistical analysis: 80% students score 3 or above (Agree or Strongly Agree)
<p>3. Communicate in written and oral formats.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Writing • Tutorial Faculty Evaluation – Oral Communication • CLA – Writing Subscores <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - The department has provided ample opportunities to develop my writing skills. 	<p>Communicate in written and oral formats.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Evaluation by Faculty - Writing: 80% students score 3 or above • Tutorial Evaluation by Faculty – Oral Communication: 80% students score 3 or above • CLA – Writing Subscores: 75% students score 3 or above <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - The department has provided ample opportunities to develop my writing skills.: 80% students score 3 or above (Agree or Strongly Agree)
<p>4. Integrate knowledge of business concepts and functions.</p>	<p>Integrate knowledge of business concepts and functions.</p>

<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Integration • Internship Supervisor Evaluation – Demonstrated Necessary Skills to Perform Tasks <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - My business courses integrated key concepts across business functions • Tutorial Student Evaluation- The tutorial integrates material and skills across the business curriculum. 	<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation - Integration: 80% students score 3 or above. • Internship Supervisor Evaluation – Demonstrated Necessary Skills to Perform Tasks: 80% students received “Agree” or “Strongly Agree” from internship supervisor <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - My business courses integrated key concepts across business functions.: 80% students score 3 or above (Agree or Strongly Agree) • Tutorial Student Evaluation- The tutorial integrates material and skills across the business curriculum. 80% students score 3 or above (Agree or Strongly Agree)
<p>5. Develop a professional identity through bridging curricular, co-curricular, and workplace events.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Develop a professional identity through bridging curricular, co-curricular, and workplace events. <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I have gained professional development opportunities from course activities and extracurricular events. 	<p>Develop a professional identity through bridging curricular, co-curricular, and workplace events.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Develop a professional identity through bridging curricular, co-curricular, and workplace events.: 80% students score 3 or above. <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I have gained professional development opportunities from course activities and extracurricular events: 80% students score 3 or above (Agree or Strongly Agree)
<ul style="list-style-type: none"> • Demonstrate leadership skills through the ability to set direction and work with others. <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"> • None 	<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. • Internship Supervisor Evaluation - Demonstrated initiative and readily assumed new responsibilities: 80% students received “Agree” or “Strongly Agree” from internship supervisor <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I gained leadership skills from planning and working on assignments with other students: 80% students score 3 or above (Agree or Strongly Agree)
<p>6. Understand the functional areas of accounting, finance, management, and marketing.</p>	<p>Understand the functional areas of accounting, finance, management, and marketing.</p>

<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Core • ETS Accounting • ETS Finance • ETS Management • ETS Marketing <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I understand the functional areas of accounting, finance, management, and marketing. 	<p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Core: 80% students score 3 or above • ETS Accounting: 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"> • Senior Student Self-Reported Learning - I understand the functional areas of accounting, finance, management, and marketing.: 80% students score 3 or above (Agree or Strongly Agree)
<p>7. 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"> • ETS Economics • ETS Legal and Social Environment <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I can evaluate the impact of business on 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"> • ETS Economics: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • 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"> • Senior Student Self-Reported Learning - I can evaluate the impact of business on legal, social and economic environments: 80% students score 3 or above (Agree or Strongly Agree)
<p>8. Understand the impact of the global environment on business.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • ETS International Issues • Tutorial Faculty Evaluation- Understand the impact of the global environment on business. <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I understand the impact of the global environment on business. 	<p>Understand the impact of the global environment on business.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • ETS International Issues: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score • Tutorial Faculty Evaluation- Global Impact: 80% students score 3 or above. <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I understand the impact of the global environment on business: 80% students score 3 or above (Agree or Strongly Agree)
<p>9. Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas.</p> <p><u>Direct Measures</u></p>	<p>Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas.</p> <p><u>Direct Measures</u></p>

<p>Tutorial Faculty Evaluation- Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas. <u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning – I am aware of the ethical obligations and responsibilities of business • Senior Student Self-Reported Learning-- I can evaluate ethical dilemmas faced by businesses 	<ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Ethical Obligations: 80% students score 3 or above. <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning – I am aware of the ethical obligations and responsibilities of business80% students score 3 or above (Agree or Strongly Agree) • Senior Student Self-Reported Learning – I can evaluate ethical dilemmas faced by businesses: 80% students score 3 or above (Agree or Strongly Agree)
<p>10. Advanced knowledge in major field. <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 • Marketing Tutorial Faculty Evaluation - Prepare, analyze, and critique marketing plans and marketing research plans • Marketing Tutorial Faculty Evaluation- Develop marketing strategies <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Accounting Senior Student Self-Reported Learning - I am able to prepare interpret and analyze financial statements • Economics Senior Student Self-Reported Learning - I am able to construct and use economic models to describe economic behavior • Economics Senior Student Self-Reported Learning - I am able to use economic data to describe the economy and to test hypotheses • International Business Senior Student Self-Reported Learning - I am able to 	<p>Advanced knowledge in major field. <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 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. • 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. <p><u>Indirect Measures</u></p>

<p>take into account cultural differences in international business practices and international economic policy</p> <ul style="list-style-type: none"> • International Business Senior Student Self-Reported Learning - I am able to design international business strategies • Management Senior Student Self-Reported Learning - I understand management concepts and theories • Management Senior Student Self-Reported Learning - I am able to analyze business strategies • Marketing Senior Student Self-Reported Learning - I am able to prepare, analyze and critique marketing plans <p>Marketing Senior Student Self-Reported Learning - I am able to develop marketing strategies</p>	<ul style="list-style-type: none"> • Accounting Senior Student Self-Reported Learning - I am able to prepare interpret and analyze financial statements: 80% students score 3 or above (Agree or Strongly Agree) • Economics Senior Student Self-Reported Learning - I am able to construct and use economic models to describe economic behavior: 80% students score 3 or above (Agree or Strongly Agree) • Economics Senior Student Self-Reported Learning - I am able to use economic data to describe the economy and to test hypotheses: 80% students score 3 or above (Agree or Strongly Agree) • International Business Senior Student Self-Reported Learning - I am able to take into account cultural differences in international business practices and international economic policy: 80% students score 3 or above (Agree or Strongly Agree) • International Business Senior Student Self-Reported Learning - I am able to design international business strategies: 80% students score 3 or above (Agree or Strongly Agree) • Management Senior Student Self-Reported Learning - I understand management concepts and theories: 80% students score 3 or above (Agree or Strongly Agree) • Management Senior Student Self-Reported Learning - I am able to analyze business strategies: 80% students score 3 or above (Agree or Strongly Agree) • Marketing Senior Student Self-Reported Learning - I am able to prepare, analyze and critique marketing plans: 80% students score 3 or above (Agree or Strongly Agree) • Marketing Senior Student Self-Reported Learning - I am able to develop marketing strategies: 80% students score 3 or above (Agree or Strongly Agree)
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Summary of Results from Direct and Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Analyze situations and solve problems in business settings and make appropriate business decisions. <u>Direct Measures</u> <ul style="list-style-type: none">Tutorial Faculty Evaluation - Analysis: 100% students scored 3 or above (Goal=80%)Internship Supervisor Evaluation – Demonstrated Problem Solving Ability: 100% students receive “Agree” or “Strongly Agree” from internship supervisor (Goal=80%) <u>Indirect Measures</u> <ul style="list-style-type: none">Senior Student Self-Reported Learning – I have developed skills for analyzing and solving business problems: 100% students score 3 or above (Agree or Strongly Agree) (Goal=80%)		X	
2. Use quantitative reasoning skills in statistical analysis and research design. <u>Direct Measures</u> <ul style="list-style-type: none">Tutorial Faculty Evaluation – Quantitative Reasoning: 100% students score 3 or above (Goal=80%)Tutorial Faculty Evaluation - Methodology: 100% students score 3 or above (Goal=80%)ETS Quantitative Business Analysis: Mean Percent Correct 34% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 36.4% ±5.4)<u>Indirect Measures</u>Senior Student Self-Reported Learning – I am comfortable with statistical analysis: 100% students score 3 or above (Agree or Strongly Agree) (Goal=80%)		X	
3. 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 (Goal=80%)Tutorial Evaluation by Faculty – Oral Communication: 100% students score 3 or above (Goal=80%)<u>Indirect Measures</u>Senior Student Self-Reported Learning - The department has provided ample opportunities to develop my writing skills.: 100% students score 3 or above (Agree or Strongly Agree)(Goal=80%)		X	
4. Integrate knowledge of business concepts and functions. <u>Direct Measures</u> <ul style="list-style-type: none">Tutorial Faculty Evaluation - Integration: 100% students score 3 or above. (Goal=80%)Internship Supervisor Evaluation – Demonstrated Necessary Skills to Perform Tasks: 100% students received “Agree” or “Strongly Agree” from internship supervisor (Goal=80%)<u>Indirect Measures</u>		X	

	<ul style="list-style-type: none"> • Senior Student Self-Reported Learning - My business courses integrated key concepts across business functions.: 100% students score 3 or above (Agree or Strongly Agree) (Goal=80%) • Tutorial Student Evaluation- The tutorial integrates material and skills across the business curriculum. 100% students score 3 or above (Agree or Strongly Agree) (Goal=80%) 		
5.	<p>Develop a professional identity through bridging curricular, co-curricular, and workplace events.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation – Professional Identity: 100% students score 3 or above. (Goal=80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I have gained professional development opportunities from course activities and extracurricular events: 100% students score 3 or above. (Goal=80%) 	X	
6.	<p>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%) • Internship Supervisor Evaluation - Demonstrated initiative and readily assumed new responsibilities: 96% students received “Agree” or “Strongly Agree” from internship supervisor (Goal=80%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I gained leadership skills from planning and working on assignments with other students: 100% students score 3 or above. (Goal=80%) 	X	
7.	<p>Understand the functional areas of accounting, finance, management, and marketing.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS Accounting: Students scored 28% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 41.5% ±6.4) • ETS Finance: Students scored 29% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 42.4% ±6.8) • ETS Management: Students scored 46% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 54.3% ±6.6) • ETS Marketing: Students scored 49% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 55% ±7.0) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I understand the functional areas of accounting, finance, management, and marketing.: 100% students score 3 or above. (Goal=80%) 		X
8.	<p>Evaluate the impact on business of the legal, social, and economic environments.</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS Economics: Students scored 37% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional 	X	

<p>Assessment Indicator Mean Score: 39.8% \pm6.3)</p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Legal Impact: 100% students scored 3 or above. (Goal=80%) <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I can evaluate the impact of business on legal, social and economic environments: 100% students score 3 or above. (Goal=80%) 		
<p>9. Understand the impact of the global environment on business.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • ETS International Issues: Students scored 41% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 40.3% \pm6.0) • Tutorial Faculty Evaluation- Global Impact: 100% students scored 3 or above. (Goal=80%) <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning - I understand the impact of the global environment on business: 100% students score 3 or above. (Goal=80%) 	X	
<p>10 Describe the ethical obligations and responsibilities of business and evaluate ethical dilemmas.</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Tutorial Faculty Evaluation- Ethical Obligations: 100% students scored 3 or above. (Goal=80%) <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Senior Student Self-Reported Learning – I am aware of the ethical obligations and responsibilities of business: 100% students score 3 or above. (Goal=80%) • Senior Student Self-Reported Learning – I can evaluate ethical dilemmas faced by businesses: 100% students score 3 or above. (Goal=80%) 	X	
<p>11 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: 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: 100% students scored 3 or above. (Goal=80%) • Economics Tutorial Faculty Evaluation- Use economic data to describe the economy and to test hypotheses. 100% students scored 3 or above. (Goal=80%) • 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%) 	X	

<ul style="list-style-type: none"> • 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%) • Marketing Tutorial Faculty Evaluation - Prepare, analyze, and critique marketing plans and marketing research plans: No data • Marketing Tutorial Faculty Evaluation- Develop marketing strategies: No data <p>Indirect Measures</p> <ul style="list-style-type: none"> • Accounting Senior Student Self-Reported Learning - I am able to prepare interpret and analyze financial statements: Goal= 80% students score 3 or above. No Data. • Economics Senior Student Self-Reported Learning - I am able to construct and use economic models to describe economic behavior: Goal= 80% students score 3 or above. No Data. • Economics Senior Student Self-Reported Learning - I am able to use economic data to describe the economy and to test hypotheses. Goal= 80% students score 3 or above. No Data. • International Business Senior Student Self-Reported Learning - I am able to take into account cultural differences in international business practices and international economic policy: Goal= 80% students score 3 or above. No Data. • International Business Senior Student Self-Reported Learning - I am able to design international business strategies: Goal= 80% students score 3 or above. No Data. • Management Senior Student Self-Reported Learning - I understand management concepts and theories: 100% students score 3 or above. (Goal=80%) • Management Senior Student Self-Reported Learning - I am able to analyze business strategies: 100% students score 3 or above. (Goal=80%) • Marketing Senior Student Self-Reported Learning - I am able to prepare, analyze and critique marketing plans: 100% students score 3 or above. (Goal=80%) • Marketing Senior Student Self-Reported Learning - I am able to develop marketing strategies: 100% students score 3 or above. (Goal=80%) 		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
Department met all student learning outcomes except for: Understand the functional areas of accounting, finance, management and marketing. On the ETS exam the student scores were within one standard deviation of the mean for marketing but not for accounting, finance and management. The students achieved a score within one standard deviation for economics and international business as well.		
1) The Department has moved the Organizational Behavioral course into the core requirements and added business strategy to a required course to shore up knowledge in management.		
2) Department will hire new faculty in Finance or Operations to improve instruction and add courses in those areas.		
3) Department is working to integrate quantitative and analytical skills across courses so students learn material in introductory courses and then use that knowledge in upper level courses.		

Report of Student Learning and Achievement
Department of Business and Entrepreneurship
Chatham University
For Academic Year: 2014-15

Mission of the MBA (Master of Business Administration) program

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.

Student Learning Information for MBA

Intended Student Learning Outcomes for MBA :

1. Recognize problems in business settings and propose solutions
2. Use strategic analysis and integration
3. Apply creativity and innovation in business practice
4. Apply quantitative methods to real-world business situations
5. Evaluate the impact on business of the global environment
6. Identify and understand the ethical obligations and responsibilities of business
7. Communicate effectively in written materials to relevant publics
8. Communicate professionally in spoken words in one-on-one or business presentation situations
9. Work with a team of colleagues on projects
10. Demonstrate project management skills
11. Demonstrate leadership skills through the ability to set direction and work with others
12. Understand a specific area of business practice in depth

13 Demonstrate professional expertise in the MBA concentration area: Entrepreneurial Leadership and Strategy Healthcare Management Project Management Supply Chain Management Sustainability	
Assessment Tools/Methods for Intended Student Learning Outcomes	Performance Targets/Criteria
1. Recognize problems in business settings and propose solutions <u>Direct Measures</u> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Project team addresses client issues • Capstone Faculty Evaluation – Tactics are actionable and realistic • Capstone Client Evaluation - Project team addresses client issues • Capstone Faculty Evaluation – Tactics are actionable and realistic <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am able to recognize problems in business settings 	Recognize problems in business settings and propose solutions <u>Direct Measures</u> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Project team addresses client issues: 75% students score 3 or 4 • Capstone Faculty Evaluation – Tactics are actionable and realistic: 75% students score 3 or 4 • Capstone Client Evaluation - Project team addresses client issues: 75% students score 3 or 4 • Capstone Client Evaluation – Tactics are actionable and realistic: 75% students score 3 or 4 <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am able to recognize problems in business settings: 75% students score 3 or 4
2. Use strategic analysis and integration <u>Direct Measures</u> <ul style="list-style-type: none"> • ETS – Strategic Integration <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I can perform a strategic analysis 	Use strategic analysis and integration <u>Direct Measures</u> <ul style="list-style-type: none"> • ETS – Strategic Integration: Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I can perform a strategic analysis: 75% students score 3 or 4
3. Apply creativity and innovation in business practice <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am creative in business practice • Graduate Student Self-Reported Learning - I am innovative in business practice 	Apply creativity and innovation in business practice <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am creative in business practice: 75% students score 3 or 4 • Graduate Student Self-Reported Learning - I am innovative in business practice: 75% students score 3 or 4
4. Apply quantitative methods to real-world business situations <u>Direct Measures</u> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of research: thorough, well 	Apply quantitative methods to real-world business situations <u>Direct Measures</u> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of research: thorough, well

<p>analyzed</p> <ul style="list-style-type: none"> Capstone Client Evaluation - Quality of research: thorough, well analyzed <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> Graduate Student Self-Reported Learning - I can apply quantitative methods to real-world business situations 	<p>analyzed: 75% students score 3 or 4</p> <ul style="list-style-type: none"> Capstone Client Evaluation - Quality of research: thorough, well analyzed: 75% students score 3 or 4 <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> Graduate Student Self-Reported Learning - I can apply quantitative methods to real-world business situations: 75% students score 3 or 4
<p>5. Evaluate the impact on business of the global environment</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"> Graduate Student Self-Reported Learning - I can evaluate the impact on business of the global environment 	<p>Evaluate the impact on business of the global environment</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"> Graduate Student Self-Reported Learning - I can evaluate the impact on business of the global environment: 75% students score 3 or 4
<p>6. Identify and understand the ethical obligations and responsibilities of business</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"> Graduate Student Self-Reported Learning - I understand the ethical obligations and responsibilities of business 	<p>Identify and understand the ethical obligations and responsibilities of business</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"> Graduate Student Self-Reported Learning - I understand the ethical obligations and responsibilities of business: 75% students score 3 or 4
<p>7. Communicate effectively in written materials to relevant publics</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"> Graduate Student Self-Reported Learning - I communicate effectively in written materials to relevant publics 	<p>Communicate effectively in written materials to relevant publics</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"> Graduate Student Self-Reported Learning - I communicate effectively in written materials to relevant publics: 75% students score 3 or 4
<p>8. Communicate professionally in spoken words in one-on-one or business presentation situations</p> <p><u>Direct Measures</u></p> <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><u>Indirect Measures</u></p> <ul style="list-style-type: none"> Graduate Student Self-Reported Learning - I communicate effectively in written materials to relevant publics 	<p>Communicate professionally in spoken words in one-on-one or business presentation situations</p> <p><u>Direct Measures</u></p> <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><u>Indirect Measures</u></p> <ul style="list-style-type: none"> Graduate Student Self-Reported Learning - I communicate professionally in spoken words in one-on-one situations: 75% students score 3 or 4

<p>9. Work with a team of colleagues on projects</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation – Communication between team and client during project <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am able to work with a team of colleagues on projects 	<p>Work with a team of colleagues on projects</p> <p><u>Direct Measures</u></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><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am able to work with a team of colleagues on projects: 75% students score 3 or 4
<p>10. Demonstrate project management skills</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • ETS - Management <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am skilled in project management 	<p>Demonstrate project management skills</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • ETS – Management: 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"> • Graduate Student Self-Reported Learning - I am skilled in project management: 75% students score 3 or 4
<p>11. 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"> • None <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am skilled in leadership • Graduate Student Self-Reported Learning - I am able to set directions for 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"> • None <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am skilled in leadership: 75% students score 3 or 4 • Graduate Student Self-Reported Learning - I am able to set directions for others: 75% students score 3 or 4
<p>12. Understand a specific area of business practice in depth</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • ETS – Marketing • ETS – Accounting • ETS – Finance <p><u>Indirect Measures</u></p> <p>Graduate Student Self-Reported Learning – I understand one specific area of business practice in depth</p>	<p>Understand a specific area of business practice in depth</p> <p><u>Direct Measures</u></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 – Accounting: 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 <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning – I understand one specific area of business practice in depth: 75% students score 3 or 4
<p>13. Demonstrate professional expertise in the MBA concentration area: Entrepreneurial Leadership and Strategy Healthcare Management</p>	<p>Demonstrate professional expertise in the MBA concentration area: Entrepreneurial Leadership and Strategy Healthcare Management</p>

<div>Project Management</div> <div>Supply Chain Management</div> <div>Sustainability</div> <div><u>Direct Measures</u></div> <div><ul style="list-style-type: none">• Capstone Faculty Evaluation – Professional Expertise in Entrepreneurial Leadership and Strategy• Capstone Faculty Evaluation – Professional Expertise in Healthcare Management• Capstone Faculty Evaluation – Professional Expertise in Project Management• Capstone Faculty Evaluation – Professional Expertise in Supply Chain Management• Capstone Faculty Evaluation – Professional Expertise in Sustainability</div> <div><u>Indirect Measures</u></div> <div><ul style="list-style-type: none">• Graduate Student Self-Reported Learning – I possess professional expertise in Entrepreneurial Leadership and Strategy• Graduate Student Self-Reported Learning – I possess professional expertise in Healthcare Management• Graduate Student Self-Reported Learning – I possess professional expertise in Project Management• Graduate Student Self-Reported Learning – I possess professional expertise in Supply Chain Management• Graduate Student Self-Reported Learning – I possess professional expertise in Sustainability</div>	<div>Project Management</div> <div>Supply Chain Management</div> <div>Sustainability</div> <div><u>Direct Measures</u></div> <div><ul style="list-style-type: none">• Capstone Faculty Evaluation – Professional Expertise in Entrepreneurial Leadership and Strategy: 75% students score 3 or 4• Capstone Faculty Evaluation – Professional Expertise in Healthcare Management: 75% students score 3 or 4• Capstone Faculty Evaluation – Professional Expertise in Project Management: 75% students score 3 or 4• Capstone Faculty Evaluation – Professional Expertise in Supply Chain Management: 75% students score 3 or 4• Capstone Faculty Evaluation – Professional Expertise in Sustainability: 75% students score 3 or 4</div> <div><u>Indirect Measures</u></div> <div><ul style="list-style-type: none">• Graduate Student Self-Reported Learning – I possess professional expertise in Entrepreneurial Leadership and Strategy: 75% students score 3 or 4• Graduate Student Self-Reported Learning – I possess professional expertise in Healthcare Management: 75% students score 3 or 4• Graduate Student Self-Reported Learning – I possess professional expertise in Project Management: 75% students score 3 or 4• Graduate Student Self-Reported Learning – I possess professional expertise in Supply Chain Management: 75% students score 3 or 4• Graduate Student Self-Reported Learning – I possess professional expertise in Sustainability: 75% students score 3 or 4</div>	
Summary of Results from Direct and Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<div>1. Recognize problems in business settings and propose solutions</div> <div><u>Direct Measures</u></div> <div><ul style="list-style-type: none">• Capstone Faculty Evaluation - Project team addresses client issues: 100% students score 3 or 4 (Goal=75%)• Capstone Faculty Evaluation – Tactics are actionable and realistic: 100% students score 3 or 4 (Goal=75%)• Capstone Client Evaluation - Project team addresses client issues: 100% students score 3 or 4 (Goal=75%)• Capstone Client Evaluation – Tactics are actionable and realistic: 100% students score 3 or 4 (Goal=75%)</div> <div><u>Indirect Measures</u></div> <div><ul style="list-style-type: none">• Graduate Student Self-Reported Learning - I am able to recognize problems in business settings: 100% students score 3 or 4 (Goal=75%)</div>	X	

2.	Use strategic analysis and integration <u>Direct Measures</u> <ul style="list-style-type: none"> • ETS – Strategic Integration: Students scored 47% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 51.3% ±6.2) <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I can perform a strategic analysis: 96% students score 3 or 4 (Goal=75%) 	X	
3.	Apply creativity and innovation in business practice <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am creative in business practice: 96% students score 3 or 4 (Goal=75%) • Graduate Student Self-Reported Learning - I am innovative in business practice: 96% students score 3 or 4 (Goal=75%) 	X	
4.	Apply quantitative methods to real-world business situations <u>Direct Measures</u> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of research: thorough, well analyzed: 75% students score 3 or 4 (Goal=75%) • Capstone Client Evaluation - Quality of research: thorough, well analyzed: 75% students score 3 or 4 (Goal=75%) <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I can apply quantitative methods to real-world business situations: 88% students score 3 or 4 (Goal=75%) 	X	
5.	Evaluate the impact on business of the global environment <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I can evaluate the impact on business of the global environment: 92% students score 3 or 4 (Goal=75%) 	X	
6.	Identify and understand the ethical obligations and responsibilities of business <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I understand the ethical obligations and responsibilities of business: 100% students score 3 or 4 (Goal=75%) • Graduate Student Self-Reported Learning - I am able to identify the ethical obligations and responsibilities of business: 100% students score 3 or 4 (Goal=75%) 	X	
7.	Communicate effectively in written materials to relevant publics <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I communicate effectively in written materials to relevant publics: 100% 	X	

	students score 3 or 4 (Goal=75%)		
8.	<p>Communicate professionally in spoken words in one-on-one or business presentation situations</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation - Quality of presentation: clear, organized: 100% students score 3 or 4 (Goal=75%) • Capstone Faculty Evaluation - Ability to answer questions: 100% students score 3 or 4 (Goal=75%) • Capstone Client Evaluation - Quality of presentation: clear, organized: 100% students score 3 or 4 (Goal=75%) • Capstone Client Evaluation - Ability to answer questions: 100% students score 3 or 4 (Goal=75%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I communicate professionally in spoken words in one-on-one situations: 96% students score 3 or 4 (Goal=75%) 	X	
9.	<p>Work with a team of colleagues on projects</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation – Communication between team and client during project: 100% students score 3 or 4 (Goal=75%) • Capstone Client Evaluation – Communication between team and client during project: 100% students score 3 or 4 (Goal=75%) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am able to work with a team of colleagues on projects: 100% students score 3 or 4 (Goal=75%) 	X	
10	<p>Demonstrate project management skills</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Management: Students scored 54% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 58.5% ±7.1) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am skilled in project management: 96% students score 3 or 4 (Goal=75%) 	X	
11	<p>Demonstrate leadership skills through the ability to set direction and work with others</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • None <p>Indirect Measures</p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning - I am skilled in leadership: 96% students score 3 or 4 (Goal=75%) • Graduate Student Self-Reported Learning - I am able to set directions for others: 96% students score 3 or 4 (Goal=75%) 	X	
12	<p>Understand a specific area of business practice in depth</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • ETS – Marketing: Students scored 51% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 57.4% ±6.8) • ETS – Accounting: Students scored 41% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 46.5% ±5.6) 	X	

<ul style="list-style-type: none"> • ETS – Finance: Students scored 40% (Goal=Mean Percent Correct is within one standard deviation of ETS Institutional Assessment Indicator Mean Score: 43.9% ±5.6; 25) <p>Indirect Measures</p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning – I understand one specific area of business practice in depth: 100% students score 3 or 4 (Goal=75%) 		
<p>13 Demonstrate professional expertise in the MBA concentration area: Entrepreneurial Leadership and Strategy Healthcare Management Project Management Supply Chain Management Sustainability</p> <p>Direct Measures</p> <ul style="list-style-type: none"> • Capstone Faculty Evaluation – Professional Expertise in Entrepreneurial Leadership and Strategy • Capstone Faculty Evaluation – Professional Expertise in Healthcare Management • Capstone Faculty Evaluation – Professional Expertise in Project Management • Capstone Faculty Evaluation – Professional Expertise in Supply Chain Management • Capstone Faculty Evaluation – Professional Expertise in Sustainability <p>Indirect Measures</p> <ul style="list-style-type: none"> • Graduate Student Self-Reported Learning – I possess professional expertise in Entrepreneurial Leadership and Strategy • Graduate Student Self-Reported Learning – I possess professional expertise in Healthcare Management • Graduate Student Self-Reported Learning – I possess professional expertise in Project Management • Graduate Student Self-Reported Learning – I possess professional expertise in Supply Chain Management • Graduate Student Self-Reported Learning – I possess professional expertise in Sustainability 	N/A	N/A
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. The currently available assessment date indicates that MBA students achieve the student learning outcomes. The Department continues to work on the assessment instruments.		
2. New concentrations continue to be added to the MBA. Department needs to develop student learning outcomes for the concentrations.		

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

For Academic Year: 2014-15

Mission of the MAcc (Master of Accounting)

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.

Student Learning Information for Master of Accounting (MAcc)

Intended Student Learning Outcomes for Master of Accounting (MAcc):

1. Recognize problems in business settings and propose solutions
2. Use strategic analysis and integration
3. Apply quantitative methods to real-world business situations
4. Identify and understand the ethical obligations and responsibilities of business
5. Communicate effectively in written materials to relevant publics
6. Communicate professionally in spoken words in one-on-one or business presentation situations
7. Work with a team of colleagues on projects
8. Demonstrate project management skills
9. Prepare, interpret, and analyze all types of financial reports

Assessment Tools/Methods for Intended Student Learning Outcomes

Performance Targets/Criteria

- | | |
|--|---|
| 1. Recognize problems in business settings and propose solutions | Recognize problems in business settings and propose solutions |
|--|---|

<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"> • Student Self-Reported Learning - I am able to recognize problems in business settings • Student Self-Reported Learning - I am able to propose effective solutions to business problems 	<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"> • Student Self-Reported Learning - I am able to recognize problems in business settings: 75% students score 3 or 4 • Student Self-Reported Learning - I am able to propose effective solutions to business problems: 75% students score 3 or 4
<p>2. Use strategic analysis and integration</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"> • Student Self-Reported Learning – I can perform a strategic analysis • Student Self-Reported Learning – I can integrate the results of strategic analyses 	<p>Use strategic analysis and integration</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"> • Student Self-Reported Learning – I can perform a strategic analysis: 75% students score 3 or 4 • Student Self-Reported Learning – I can integrate the results of strategic analyses: 75% students score 3 or 4
<p>3. Apply quantitative methods to real-world business situations</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 Alumni Survey- Ground you in theory and practice of accounting 	<p>Apply quantitative methods to real-world business situations</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 Alumni Survey- Ground you in theory and practice of accounting: 75% students score 3 or 4
<p>4. Identify and understand the ethical obligations and responsibilities of business</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Peregrine’s Accounting Exam- Legal Environment • Peregrine’s Accounting Exam- Business Ethics <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Self-Reported Learning – I understand the ethical obligations and responsibilities of business • Student Self-Reported Learning – I am able to identify the ethical obligations and responsibilities of business 	<p>Identify and understand the ethical obligations and responsibilities of business</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 Peregrine’s Accounting Aggregate Score (Traditional Delivery Method) • Peregrine’s Accounting Exam- Business Ethics: Mean Percent Correct is less than 10% lower than Peregrine’s Accounting Aggregate Score (Traditional Delivery Method) <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • Student Self-Reported Learning – I understand the ethical obligations and responsibilities of business: 75% students score 3 or 4

	<ul style="list-style-type: none"> • Student Self-Reported Learning – I am able to identify the ethical obligations and responsibilities of business: 75% students score 3 or 4
5. Communicate effectively in written materials to relevant publics <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I communicate effectively in written materials to relevant publics 	Communicate effectively in written materials to relevant publics <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I communicate effectively in written materials to relevant publics: 75% students score 3 or 4
6. Communicate professionally in spoken words in one-on-one or business presentation situations <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I communicate professionally in spoken words in one-to-one situations • Student Self-Reported Learning – I communicate effectively in spoken words in business presentations 	Communicate professionally in spoken words in one-on-one or business presentation situations <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I communicate professionally in spoken words in one-to-one situations: 75% students score 3 or 4 • Student Self-Reported Learning – I communicate effectively in spoken words in business presentations: 75% students score 3 or 4
7. Work with a team of colleagues on projects <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I am able to work with a team of colleagues on projects 	Work with a team of colleagues on projects <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I am able to work with a team of colleagues on projects: 75% students score 3 or 4
8. Demonstrate project management skills <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I am skilled in project management 	Demonstrate project management skills <u>Direct Measures</u> <ul style="list-style-type: none"> • None <u>Indirect Measures</u> <ul style="list-style-type: none"> • Student Self-Reported Learning – I am skilled in project management: 75% students score 3 or 4
9. Prepare, interpret, and analyze all types of financial reports <u>Direct Measures</u> <ul style="list-style-type: none"> • Institutional Mean Score on Peregrine’s Accounting Exam <u>Indirect Measures</u> <ul style="list-style-type: none"> • MAcc Alumni Survey- Ground you in theory and practice of 	Prepare, interpret, and analyze all types of financial reports <u>Direct Measures</u> <ul style="list-style-type: none"> • Institutional Mean Score on Peregrine’s Accounting Exam Mean Percent Correct is less than 10% lower than Peregrine’s Accounting Aggregate Score (Traditional Delivery Method)

accounting	<u>Indirect Measures</u> <ul style="list-style-type: none"> MAcc Alumni Survey- Ground you in theory and practice of accounting: 75% students score 3 or 4. 	
Summary of Results from Direct and Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Recognize problems in business settings and propose solutions <u>Direct Measures</u> <ul style="list-style-type: none"> None <u>Indirect Measures</u> <ul style="list-style-type: none"> Student Self-Reported Learning - I am able to recognize problems in business settings: No Data Student Self-Reported Learning - I am able to propose effective solutions to business problems: No Data 	N/A	N/A
2. Use strategic analysis and integration <u>Direct Measures</u> <ul style="list-style-type: none"> None <u>Indirect Measures</u> <ul style="list-style-type: none"> Student Self-Reported Learning – I can perform a strategic analysis: No Data Student Self-Reported Learning – I can integrate the results of strategic analyses: No Data 	N/A	N/A
3. Apply quantitative methods to real-world business situations <u>Direct Measures</u> <ul style="list-style-type: none"> None <u>Indirect Measures</u> <ul style="list-style-type: none"> MAcc Alumni Survey- Ground you in theory and practice of accounting: 100% students scored 3 or 4 	X	
4. Identify and understand the ethical obligations and responsibilities of business <u>Direct Measures</u> <ul style="list-style-type: none"> Peregrine Mean Percent Correct Legal Environment: Students scored 60% (Goal= Mean Percent Correct is less than 10% lower than Peregrine’s Accounting Aggregate Score(Traditional Delivery Method): 44.52%) Peregrine Mean Percent Correct Business Ethics: Students scored 55% (Goal= Mean Percent Correct is less than 10% lower than Peregrine’s Accounting Aggregate Score(Traditional Delivery Method):39.61%) <u>Indirect Measures</u> <ul style="list-style-type: none"> Student Self-Reported Learning – I understand the ethical obligations and responsibilities of business: No Data Student Self-Reported Learning – I am able to identify the ethical obligations and responsibilities of business: No Data 	X	

<p>5. Communicate effectively in written materials to relevant publics</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"> • Student Self-Reported Learning – I communicate effectively in written materials to relevant publics: No Data 	N/A	N/A
<p>6. Communicate professionally in spoken words in one-on-one or business presentation situations</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"> • Student Self-Reported Learning – I communicate professionally in spoken words in one-to-one situations: No Data • Student Self-Reported Learning – I communicate effectively in spoken words in business presentations: No Data 	N/A	N/A
<p>7. Work with a team of colleagues on projects</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"> • Student Self-Reported Learning – I am able to work with a team of colleagues on projects: No Data 	N/A	N/A
<p>8. Demonstrate project management skills</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"> • Student Self-Reported Learning – I am skilled in project management: No Data 	N/A	N/A
<p>9. Prepare, interpret, and analyze all types of financial reports</p> <p><u>Direct Measures</u></p> <ul style="list-style-type: none"> • Institutional Mean Score on Peregrine’s Accounting Exam Students scored 62.5% (Goal= Mean Percent Correct is less than 10% lower than Peregrine’s Accounting Aggregate Score(Traditional Delivery Method): 52.05%) <p><u>Indirect Measures</u></p> <ul style="list-style-type: none"> • MAcc Alumni Survey- Ground you in theory and practice of accounting: 100% students scored 3 or 4.(Goal=75%) 	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. On previous Peregrine exam results, three sub-categories—business ethics, individual taxation and corporate taxation were substantially lower than other scores. The results for corporate taxation are still substantially lower. The department has since hired a full professor from another</p>		

	IACBE accredited institution as an adjunct for the corporate taxation course, which hopefully will help us improve in this area
2.	Department will revise student learning outcomes and assessment measures for the MAcc. The external Peregrine exam is a good fit for the program, but other measures need to be revised.