

## **Outcomes Assessment 2014-2015**

**Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.**

### **Broad-Based Goals**

In order to realize its mission, the Business Department pursues a set of broad-based student learning goals and operational goals.

#### **Student Learning Goals**

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

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

The specific goals of the Graduate Organizational Management Program are:

To educate individuals for successful careers as managers in for-profit and not-for profit organizations in public and private spheres

1. To reflect a management perspective that assumes that the professional is able to
  - a. analyze problems

- b. synthesize solutions
- c. communicate decisions
- d. understand the organizational impact of those decisions
  - 1) To prepare students for responsible organizational leadership
  - 2) To enable students to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers
  - 3) To provide means for students to develop and use a variety of management skills and prescriptions in organizational environments
  - 4) To stress to students not only management theory, but the appreciation of that theory in various managerial situations
  - 5) To emphasize academic excellence and critical thinking
  - 6) To foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making
  - 7) To offer instruction in the methods of independent investigations
  - 8) To foster a spirit of research

The specific goals of the Master in Business Administration (MBA) Program are for students to be able to:

1. Analyze and evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.
2. Evaluate and interpret data and information as components of decision-making in business.
3. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people and the design and implementation of business strategies.
4. Recognize the ethical, moral, and legal implications in all situations involving the conduct of business and apply a personally-developed framework of ethical analysis that will consider the good of society in the determination of appropriate responses.

#### Departmental Operational Goals

1. Complete IACBE Updated Outcomes Assessment Plan
2. Encourage faculty scholarship
3. Improve teaching and learning
4. Analyze and evaluate Business Department course offerings.
5. Encourage students to enroll in internships
6. Analyze programs that expose students to international businesses

## **Student Learning Outcomes Results**

Student learning outcome data resulting from the implementation of our outcomes assessment plan are provided below for the Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Accounting (BSACCT), Bachelor of Science in Health Care Management (BSHCM), Bachelor of Science in Information Technology (BSIT), Bachelor of Science in Management (BSMGT), Bachelor of Science in Marketing (BSMKT), Bachelor of Science in Sport Management (BSSMG), Master of Science in Organizational Management (MSOM) and Master in Business Administration (MBA).

### **Bachelor of Science in Accounting (BSACCT)**

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

Assessment Tools for Intended Student Learning Outcomes  
**Final Project/Paper in ACC 440, Advanced Accounting (Direct Measure)**

Results

It was expected that 80% of the students in the major will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in the capstone course. 87.5% of graduating students in the Accounting program achieved a score of at least 80% in ACC 440 Advance Accounting. Therefore, the target was met.

**Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

Results

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm ( $\Rightarrow$  40%). 87% of graduating Accounting majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target of 80% was met.

**2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) “I was intellectually challenged.”

Results

It is expected that on the exit survey instrument, the mean score of Accounting major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Accounting program. The data revealed that the mean score of Accounting major participants was 4.0. Therefore, the target was met.

**2014-2015 Evaluation of Accounting Capstone Courses (Indirect Measure)**

Results

It was expected that on the course evaluation forms for Accounting capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing “very successful”). The weighted average rating was 4.8. Therefore, the target was met.

**Summary Table of Assessment Results  
Bachelor of Science in Accounting (BSBACCT)**

<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	80% of students completing the Accounting major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (40%).	87% of graduating Accounting majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.
ACC 440 Advanced Accounting	80% of the students in the Accounting program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in ACC 440.	87.5% of graduating students in the Accounting program achieved a score of at least 80% in ACC 440. Therefore, the target was met.

<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Accounting major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the accounting program.	The data revealed that the mean score of accounting major participants was 4.0. Therefore, the target was met.
<b>2014-2015 Evaluation of Accounting Capstone Courses</b>	It was expected that on the course evaluation forms for Accounting capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).	The weighted average rating on the course evaluation forms for Accounting capstone courses was 4.8. Therefore, the target was met.

**Bachelor of Science in Business Administration (BSBA)**

1. Identify the theoretical and empirical components of Business Administration.
2. Apply managerial skills and operational management techniques.

## Assessment Tools for Intended Student Learning Outcomes

### **Required Capstone Assessment Specific to Each Program (Direct Measure)**

#### Results

Graduating students in the Business Administration program are assessed on each learning outcome-related evaluation criterion through their capstone courses in their specializations.

### **Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

#### Results

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm ( $\Rightarrow 40\%$ ). 94% of graduating Business Administration majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.

### **2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) "I was intellectually challenged."

#### Results

It was expected that on the exit survey instrument, the mean score of Business Administration major participants would exceed 3.5 on the question that "they were intellectually challenged" to meet the intended outcomes of the Business Administration program. The data revealed that the mean score of Business Administration major participants was 3.8. Therefore, the target was met.

### **2014-2015 Evaluation of Business Administration Capstone Courses (Indirect Measure)**

#### Results

It was expected that on the course evaluation forms for the Business Administration capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing "very successful"). The weighted average was not reported due to the fact that a tenured faculty member taught the courses and thus was not evaluated.

**Summary Table of Assessment Results**

**Bachelor of Science in Business Administration (BSBA)**

<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	80% of students completing the Business Administration major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (40%).	94% of graduating Business Administration majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.
Capstone Course	80% of graduating students in the Business Administration program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in their selected specialization sequence.	Measured through capstone course in selected specialization.

<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Business Administration major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the accounting program.	The data revealed that the mean score of Business Administration major participants was 3.8. Therefore, the target was met.
<b>2014-2015 Evaluation of Business Administration Capstone Courses</b>	It was expected that on the course evaluation forms for Business Administration capstone courses, the weighted average rating on the item dealing with the degree of student success in	The weighted average was not reported due to the fact that a tenured faculty member taught the courses and thus was not evaluated.

achieving course learning objectives would be 3.5 or higher (out of a possible 5).

### **Bachelor of Science in Health Care Management (BSHCM)**

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

### **Assessment Tools for Intended Student Learning Outcomes**

### **Final Project/Paper in HCM 403, Health Care Strategic Management (Capstone course) (Direct Measure)**

#### **Results**

It was expected that 80% of students in the major will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in the capstone course. 100% of graduating students in the Health Care program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion. Therefore, the target was met.

### **Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

#### **Results**

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm (=>40%). 97% of graduating Health Care majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target of 80% was met.

### **2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) “I was intellectually challenged.”

### Results

It was expected that on the exit survey instrument, the mean score of Health Care Management major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Health Care Management program. The data revealed that the mean score of Health Care Management major participants was 4.3. Therefore, the target was met.

### **2014-2015 Evaluation of the Health Care Management Capstone Course (Indirect Measure)**

### Results

It was expected that on the course evaluation forms for Health Care Management capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing “very successful”). The weighted average rating was 4.3. Therefore, the target was met.

<b>Summary Table of Assessment Results</b>		
<b>Bachelor of Science in Health Care Management (BSHCM)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	Students completing the Health Care Management major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (40%).	97% of graduating Health Care Management majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.
Capstone Course	80% of graduating students in the Health Care Management program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in HCM 403.	100% of graduating students in the Health Care Management program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in HCM 403. Therefore, the target was met.
<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Health Care Management major participants would exceed 3.5 on the question that “they were intellectually	The data revealed that the mean score of Health Care Management major participants was 4.3. Therefore, the target was met.

challenged” to meet the intended outcomes of the accounting program.

**2014-2015 Evaluation of Health Care Management Capstone Courses**

It was expected that on the course evaluation forms for Health Care Management capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).

The weighted average rating on the course evaluation forms for Health Care Management capstone courses was 4.3. Therefore, the target was met.

**Bachelor of Science in Information Technology (BSIT)**

1. Apply appropriate computer methods, software and technology to business.
2. Analyze business needs and present them accurately and clearly to systems developers.
3. Accurately evaluate the security needs of organization.
4. Evaluate continuing technical change for application to business processes.
5. Implement appropriate electronic communications.
6. Define the legal implications and requirements of computer systems.
7. Explain the economic implications of alternate technologies.

**Assessment Tools for Intended Student Learning Outcomes**

**Final Project/Paper in MIS 491, Information Technology Management (Capstone course) (Direct Measure)**

**Results**

It was expected that 80% of students in the major will achieve an “acceptable” or “exemplary” rating on each of the learning outcome related evaluation criterion. 100% of graduating students in the IT program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion. Therefore, the target was met.

**Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

**Results**

It is expected that 80% of students in the major will compare favorably with other

students in similar institutions within 15% of the norm (=>40%). 100% of graduating IT majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.

### **2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) “I was intellectually challenged.”

#### Results

It was expected that on the exit survey instrument, the mean score of Information Technology major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Information Technology program. The data revealed that the mean score of Information Technology major participants was 4.5. Therefore, the target was met.

### **2014-2015 Evaluation of the Information Technology Capstone Course (Indirect Measure)**

#### Results

It was expected that on the course evaluation forms for Information Technology capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing “very successful”). The weighted average rating was not reported due to small numbers of students to evaluate the course.

<b>Summary Table of Assessment Results</b>		
<b>Bachelor of Science in Information Technology (BSIT)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	80% of students completing the Information Technology major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (40%).	100% of graduating Information Technology majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target of 80% was met.
Capstone Course	80% of graduating students in the Information Technology program achieved an “acceptable” or	100% of graduating students in the Information Technology program achieved an “acceptable” or

“exemplary” rating on each learning outcome-related evaluation criterion in MIS 491.

“exemplary” rating on each learning outcome-related evaluation criterion in MIS 491. Therefore, the target was met.

Indirect Measures	Assessment Criteria	Results of Assessment
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Information Technology major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the accounting program.	The data revealed that the mean score of Information Technology major participants was 4.5. Therefore, the target was met.
<b>2014-2015 Evaluation of Information Technology Capstone Courses</b>	It was expected that on the course evaluation forms for Information Technology capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).	The weighted average rating on the course evaluation forms for Information Technology capstone courses was not reported due to small numbers of students.

**Bachelor of Science in Management (BSMGT)**

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

**Assessment Tools for Intended Student Learning Outcomes**

**Final Project/Paper in BUS 472 Business Internship, or BUS 491 Seminar in Business Policies (Capstone course) (Direct Measure)**

*Results*

It is expected that 80% of students in the major will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in the capstone course. 91% of graduating students in the Management program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in BUS 491 Seminar. Therefore, the target was met.

**Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

Results

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm (=> 40%). 100% of graduating Management majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.

**2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) “I was intellectually challenged.”

Results

It was expected that on the exit survey instrument, the mean score of Management major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Management program. The data revealed that the mean score of Management major participants was 5.0. Therefore, the target was met.

**2014-2015 Evaluation of the Management Capstone Courses (Indirect Measure)**

Results

It was expected that on the course evaluation forms for the Management capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing “very successful”). The weighted average was not reported due to the fact that a tenured faculty member taught the courses and thus was not evaluated.

<b>Summary Table of Assessment Results</b>		
<b>Bachelor of Science in Management (BSMGT)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	80% of students completing the Management major will compare favorably with other business students in similar	100% of graduating Management majors achieved a final mean score of at least 40% on the

	institutions by scoring within 15% of the comparative norm (40%).	Common Professional Component exam. Therefore, the target was met.
Capstone Course	80% of graduating students in the Management program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in BUS 491 Seminar.	91% of graduating students in the Management program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in BUS 491 Seminar. Therefore, the target was met.

<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Management major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the accounting program.	The data revealed that the mean score of Management major participants was 5.0. Therefore, the target was met.
<b>2014-2015 Evaluation of Management Capstone Courses</b>	It was expected that on the course evaluation forms for Management capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).	The weighted average was not reported due to the fact that a tenured faculty member taught the courses and thus was not evaluated.

**Bachelor of Science in Marketing (BSMKT)**

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

## Assessment Tools for Intended Student Learning Outcomes

### **Final Project/Paper in BUS 403 Strategic Marketing (Capstone course) (Direct Measure)**

#### *Results*

It is expected that 80% of students in the major will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion in the capstone course. 100% of graduating students in the Marketing program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion. Therefore, the target was met.

### **Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

#### *Results*

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm ( $\Rightarrow$  40%). 100% of graduating Marketing majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was met.

### **2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) “I was intellectually challenged.”

#### *Results*

It was expected that on the exit survey instrument, the mean score of Marketing major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Marketing program. The data revealed that the mean score of Marketing major participants was 4.0. Therefore, the target was met.

### **2014-2015 Evaluation of the Marketing Capstone Course (Indirect Measure)**

#### *Results*

It was expected that on the course evaluation forms for Marketing capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing “very successful”). The weighted average rating was 3.5. Therefore, the

target was met.

<b>Summary Table of Assessment Results Bachelor of Science in Marketing (BSMKT)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	80% of students completing the Marketing major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (40%).	100% of graduating Marketing majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was not met.
Capstone Course	It was expected that 80% of graduating students in the Marketing program will achieve an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion	100% of graduating students in the Marketing program achieved an “acceptable” or “exemplary” rating on each learning outcome-related evaluation criterion. Therefore, the target was met.

<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Marketing major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the accounting program.	The data revealed that the mean score of Marketing major participants was 4.0. Therefore, the target was met.
<b>2014-2015 Evaluation of Marketing Capstone Courses</b>	It was expected that on the course evaluation forms for Marketing capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).	The weighted average rating on the course evaluation forms for Marketing capstone courses was 3.5. Therefore, the target was met.

**Bachelor of Science in Sport Management (BSSMG)**

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

#### Assessment Tools for Intended Student Learning Outcomes

##### **End of Program Internship (Direct Measure)**

###### Results

It was expected that 80% of students in the major will meet or exceed the objectives of their internship. 93% of graduating students in the Sport Management program achieved a score of at least 70% in their internships. Therefore, the target was met.

##### **Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Examination is used.

###### Results

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm (=> 40%). 71% of graduating Sport Management majors achieved a final mean score of at least 40% on the Common Professional Component exam.

##### **2014-2015 Graduating Senior Survey (Indirect Measure)**

The survey, given each year to graduating seniors, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) "I was intellectually challenged."

###### Results

It was expected that on the exit survey instrument, the mean score of Sport Management

major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Sport Management program. The data revealed that the mean score of Sport Management major participants was 4.33. Therefore, the target was met.

## 2014-2015 Evaluation of Sport Management Capstone Course (Indirect Measure)

### Results

On the course evaluation forms for the Sport Management capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (with 5.0 representing “very successful”). The weighted average rating on the course evaluation forms for Sport Management capstone courses was 4.9. Therefore, the target was met.

<b>Summary Table of Assessment Results</b>		
<b>Bachelor of Science in Sport Management (BSSMG)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Comprehensive Examination	80% of students completing the Sport Management major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (40%).	80% of graduating Sport Management majors achieved a final mean score of at least 40% on the Common Professional Component exam. Therefore, the target was not met.
Internship	80% of the Sport Management students meet or exceed the objectives of their internship.	93% of graduating students in the Sport Management program achieved a score of at least 70% in their internships. Therefore, the target was met.
<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Sport Management major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the accounting program.	The data revealed that the mean score of Sport Management major participants was 4.33. Therefore, the target was met.

**2014-2015 Evaluation of Sport Management Capstone Courses**

It was expected that on the course evaluation forms for Sport Management capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).

The weighted average rating on the course evaluation forms for Sport Management capstone courses was 4.9. Therefore, the target was met.

**Master of Science in Organizational Management (MSOM)**

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

Assessment Tools for Intended Student Learning Outcomes

**Final Project/Paper in OM 586 Strategic Planning (Direct Measure)**

Results

It was expected that 80% of graduating students in the MSOM program will achieve a score of at least 80% on the final paper/project. 100% of the graduating MSOM students scored at least 80% of graduating students in the OM Program will have a score of at least 80% on the final project/paper. Therefore, the target was met.

**Comprehensive Graduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Graduate Examination is used.

Results

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm (=> 45%). 67% of graduating

Organizational Management majors achieved a final mean score of at least 45% on the Common Professional Component exam. Therefore the target was not met.

### **2014-2015 Grade Exit Survey (Indirect Measure)**

The survey, given each year to graduating OM students, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) “I was intellectually challenged.”

#### Results

It was expected that on the exit survey instrument, the mean score of Organizational Management participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the Organizational Management program. The data revealed that the mean score of Organizational Management major participants was 4.125. Therefore, the target was met.

### **2014-2015 Evaluation of the MSOM Capstone Courses (Indirect Measure)**

#### Results

It was expected that on the course evaluation forms for Organizational Management capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing “very successful”). The weighted average rating was 3.2. Therefore, the target was not met.

<b>Summary Table of Assessment Results</b>		
<b>Master of Science in Organizational Management (MSOM)</b>		
<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Graduate Comprehensive Examination	Students completing the Organizational Management major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (45%).	67% of graduating Organizational Management majors achieved a final mean score of at least 45% on the Common Professional Component exam. Therefore the target was not met.
Final Project/Paper in OM 586 Strategic Planning, OM 515 Research Methods or OM 587 MIS Policy and Management of Technology	80% of the Organizational Management students achieve a score of at least 80% on the final paper/project.	100% of graduating students in the Organizational Management program achieved a score of at least 80% on the final project/paper. Therefore the target was met.

Indirect Measures	Assessment Criteria	Results of Assessment
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of Organizational Management major participants would exceed 3.5 on the question that “they were intellectually challenged”.	The data revealed that the mean score of Organizational Management major participants was 4.125. Therefore, the target was met.
<b>2014-2015 Evaluation of Organizational Management Capstone Courses</b>	It was expected that on the course evaluation forms for Organizational Management capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).	The weighted average rating on the course evaluation forms for Organizational Management capstone courses was 3.2. Therefore, the target was not met.

### **Master of Business Administration (MBA)**

1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.
2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.
3. Evaluate data and information as components of decision-making in business
4. Interpret data and information as components of decision-making in business.
5. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the management of people.
6. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.
7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.

## Assessment Tools for Intended Student Learning Outcomes

### **Final Project/Paper in MBA 650, Integrative MBA Capstone Experience (Direct Measure)**

#### Results

It was expected that 80% of the graduating students in the MBA program will achieve a score of at least 80% on the final project/paper. 100% of the graduating MBA students scored at least 80% on the final paper/project. Therefore, the target was met.

### **Comprehensive Undergraduate Examination (Direct Measure)**

The Peregrine Common Professional Component Outbound Graduate Examination is used.

#### Results

It is expected that 80% of students in the major will compare favorably with other students in similar institutions within 15% of the norm ( $\Rightarrow$  45%). 93% of graduating MBA majors will achieve a final mean score of at least 45% on the Common Professional Component exam. Therefore, the target was met.

### **2014-2015 Grade Exit Survey (Indirect Measure)**

The survey, given each year to graduating MBA students, is administered along with the Peregrine CPC Examination. The survey data in its entirety can be found in Appendix C. The focus of this indirect measure is on Question 17 (Q on the spreadsheet) "I was intellectually challenged."

#### Results

It was expected that on the exit survey instrument, the mean score of MBA participants would exceed 3.5 on the question that "they were intellectually challenged" to meet the intended outcomes of the MBA program. The data revealed that the mean score of MBA major participants was 4.25. Therefore, the target was met.

### **2014-2015 Evaluation of the MBA Capstone Courses (Indirect Measure)**

#### Results

It was expected that on the course evaluation forms for MBA capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5 representing "very successful"). The weighted average rating was 3.9. Therefore, the target was met.

**Summary Table of Assessment Results  
Master of Business Administration (MBA)**

<b>Direct Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
Peregrine Common Professional Core Graduate Comprehensive Examination	Students completing the MBA major will compare favorably with other business students in similar institutions by scoring within 15% of the comparative norm (45%).	93% of graduating MBA majors achieved a final mean score of at least 45% on the Common Professional Component exam. Therefore, the target was met.
Final Project/Paper in MBA 650 Integrative Capstone Experience	80% of the MBA students will achieve a score of at least 80% on the final paper/project.	100% of graduating students in the MBA program achieved a score of at least 80% on the final project/paper. Therefore, the target was met.
<b>Indirect Measures</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>
<b>Graduating Senior Survey</b>	It was expected that on the exit survey instrument, the mean score of MBA major participants would exceed 3.5 on the question that “they were intellectually challenged” to meet the intended outcomes of the MBA program.	The data revealed that the mean score of MBA major participants was 4.25. Therefore, the target was met.
<b>2014-2015 Evaluation of MBA Capstone Courses</b>	It was expected that on the course evaluation forms for MBA capstone courses, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives would be 3.5 or higher (out of a possible 5).	The weighted average rating on the course evaluation forms for MBA capstone courses was 3.9. Therefore, the target was met.

