University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor Degree of Business Administration including majors in General Business, Management, Accounting, Marketing, Management Information Systems, Sport Management and Health Care Management.
- Masters of Business Administration (MBA)
- Masters in Organizational Management (OM)
## Misericordia University Business Department
### Outcomes Assessment Plan
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I. Mission and Goals

A. Mission Statement of the Business Department

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

B. Measures of Mission Achievement

1. Annual Business Department Report
2. Student Evaluations of Courses and Instructors
3. Noel-Levitz Student Satisfaction Inventory
4. Alumni Survey
5. Employer Survey

C. Broad-based Goals of the Business Department

1. To Be Flexible and therefore willing to change course when the dynamic environments in which we operate change; to realize that structure follows process.

2. To Be Proactive and therefore willing to seek out new and different ways in which to serve stakeholders; to anticipate and create areas of opportunity.

3. To Be Student-Focused and therefore believe that we exist to serve our stakeholders in general and our students in particular; to make changes in process that are made with students foremost, but not exclusively, in our considerations; to include stakeholders in our decision-making process.

4. To Have Integrity and therefore believe that our actions and decisions must meet both moral and ethical challenges.

5. To Emphasize Relevance and therefore understand that our services must remain pragmatic as well as academic for all our stakeholders.
6. **To Create Integration** and therefore understand that our services must not stand in isolation from each other; each must enhance the others so as to gain synergy.

7. **To Exhibit and Promote Technological Competence** and therefore provide our stakeholders, particularly students, the opportunity to acquire the theory, process and tools of technology to aid them in personal and career pursuits.

8. **To Have a Behavioral Emphasis** by emphasizing the human side of organizations rather than the metrics side; however, keeping in mind that metrics still remain

D. **Measures of Broad-based Goals Accomplishment**

<table>
<thead>
<tr>
<th>Measurement Instrument</th>
<th>GOAL1</th>
<th>GOAL2</th>
<th>GOAL3</th>
<th>GOAL4</th>
<th>GOAL5</th>
<th>GOAL6</th>
<th>GOAL7</th>
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<td>Student Evaluations</td>
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<td>Noel-Levitz Student Satisfaction Survey</td>
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<td>Alumni Survey</td>
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<td>Employer Survey</td>
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<td>Student Job and Advanced -Schooling Rates</td>
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II. Student Learning Outcomes

All undergraduate students majoring in the programs housed in the Business Department take a common core of twelve Business Department courses. These courses are required of our undergraduates in order to address goals common to all undergraduate programs in the Business Department. Separate and additional goals specific to each major in the Department are in place for each individual major. The upper-level courses required in each major address the goals of that program. So, in effect, for each student there are two sets of expected outcomes, one for being a member of the Business Department and one for the major he or she has chosen. The one graduate program in the Department, Organizational Management, has in place a separate set of goals that are addressed by the courses taken at the graduate level.

A. Common Goals for all Undergraduate Programs in the Business Department

Graduates of the undergraduate programs in the Business Department will:

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

All undergraduate students must successfully pass, transfer in, challenge through the Prior Learning Process, or satisfy by the College Level Exam Program the following twelve Business Core courses, which address the goals of the Business Department per the matrix provided below:

<table>
<thead>
<tr>
<th>Course</th>
<th>GOAL 1</th>
<th>GOAL 2</th>
<th>GOAL 3</th>
<th>GOAL 4</th>
<th>GOAL 5</th>
<th>GOAL 6</th>
<th>GOAL 7</th>
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<td>BUS 107 Essential Communications</td>
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<tr>
<td>BUS 207 Contemporary Economics</td>
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<tr>
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<td>BUS 306 Organizational Behavior</td>
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<td>BUS 352 Business Law</td>
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<td>BUS 371 Business Financial Management</td>
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<td>MIS 110 Introduction to Information Systems</td>
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<tr>
<td>ACC 101 Principles of Accounting</td>
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</table>
C. Measure of Undergraduate Business Department Goals via Assessment of the Objectives for Undergraduate Business Core Courses: The Comprehensive Undergraduate Examination (Direct Measure)

All undergraduate Business Department Students take a comprehensive multiple choice examination that measures the achievement of the Business Department Goals by assessing the degree to which the specific objectives of the twelve required Business Department courses have been met. The objectives of the twelve Business Core courses tested by the multiple choice questions are as follows:

1. BUS 105 Basic Computer Technology:
   a. Explain how a computer works by being able to identify and explain computer architecture, displays and display controllers, input peripherals, output peripherals, storage, memory, communications, multimedia, Internet(s), and classifications of software.
   b. Describe computer operating systems and how they work.
   c. Use the basics of word processing software, spreadsheet software, database software, and presentation software.
   d. Use common Internet services such as E-mail and the World Wide Web.
   e. Describe the vast variety of technology software available for business and personal use.

2. BUS 107 Essential Communications for Leaders
   a. Plan, compose, and revise written documents, including reports, resumes, application letters, proposals, etc.
   b. Utilize oral communications, such as interviewing, conducting meetings, brainstorming, and working on team projects.
   c. Apply nonverbal components of communication focusing on delivery and listening skills.
   d. Utilize technological applications to improve business communications in navigating the Internet, gaining information from research sources including the library, engaging in on-line writing, including email, and developing visual aids.
   e. Explain how the law relates to issues such as plagiarism and manipulation.
3. BUS 207 Contemporary Economics
   a. Compare and contrast the nature and scope of microeconomics and macroeconomics.
   b. Explain scarcity, choice, and opportunity cost.
   c. Explain the workings of the U.S. economic system.
   d. Compare and contrast the roles of supply and demand in the determination of prices.
   e. Identify the components of production, cost, and profit.
   f. Explain perfect and imperfect competition.
   g. Explain the concepts of money, the Federal Reserve System, and the money supply.
   h. Analyze the determinants of output and income in the United States.
   i. Explain the role of macroeconomic and microeconomic models.

4. BUS 208 Principles of Management
   a. Explain how the historical forces in society have influenced the practice of management.
   b. Identify the four management functions and the type of management activity associated with each.
   c. Explain the approaches organizations use to adapt to a changing environment.
   d. Identify techniques managers use to influence and control changes in the organizations environment.
   e. Discuss the management revolution and evaluate how it will affect future managers.

5. BUS 269 Principles of Marketing
   a. Explain the scope of marketing, its core concepts, and process.
   b. Analyze the major challenges and opportunities facing marketers.
   c. Explain the importance of information to the company, and learn how to collect it.
   d. Define consumer and business markets and describe their unique characteristics and differences.
   e. Explain the significance of selecting target markets.
   f. Identify and apply the elements of the marketing mix to real world examples.
   g. Demonstrate techniques used to manage marketing effort and develop strategy.
6. **BUS 306 Organizational Behavior**  
   **a.** Explain the foundations of organizational behavior including emerging contemporary challenges for organizations.  
   **b.** Explain the micro perspective of organizational behavior including the perception process and impression management, personality and attitudes, motivation and motivating performance through job design and goal setting, and organizational learning.  
   **c.** Identify the dynamics of organizational behavior including group dynamics and teams, interactive conflict and negotiation skills, occupational stress, power and politics and leadership and leadership styles, activities, and skills.  
   **d.** Explain the macro perspective of organizational behavior including communication technology and interpersonal processes, decision making, organization theory and design and organizational culture.  
   **e.** Explain the horizons for organizational behavior including international organizational behavior and organizational change and development.  

7.  
   **a.** Distinguish and explain the major issues in human resource management.  
   **b.** Discuss the major impact of the external environment on human resource management within the firm.  
   **c.** Explain and discuss the value of and characteristics of systems approaches to management.  
   **d.** Identify and list specifics of the value human resources systems add to the firm.  
   **e.** Compare and contrast the evolving theories of human resource management and the impact on current paradigms.  
   **f.** Explain the fundamental responsibilities of human resource managers.  
   **g.** Identify the major functions of the human resource effort within an organization.
8. BUS 352 Business Law
   a. Explain the essential elements of a contract.
   b. Draft and negotiate the essential elements of a contract from both a business perspective and a legal perspective.
   c. Identify the elements necessary for a completed sale.
   d. Identify and explain the risks and remedies of the buyer and the seller in commercial transactions.
   e. Describe the different types of corporate entities.
   f. Describe the formal requirements that an instrument must meet to be negotiable.
   g. Explain the process of bank deposits and bank transactions.
   h. Describe the rights of both a consumer and creditor in everyday transactions.
   i. Discuss secured transactions.

9. BUS 371 Business Financial Management
   a. Apply the techniques and tools used to estimate the financial needs of a business.
   b. Analyze financial statements of a corporation.
   c. Analyze breakeven and cost-volume-profit levels.
   d. Explain the components of corporate capital structure.
   e. Describe the management of working capital.
   f. Explain and compute operating and financial leverage.
   g. Evaluate corporate financing through equity and debt securities.

10. BUS 415 International Business
    a. Explain forces that are leading international firms to the globalization of their production and marketing.
    b. Identify and explain the three environments (domestic, foreign, international) in which an international company operates.
    c. Evaluate the theories on why certain goods are traded internationally.
    d. Identify the three major parts of the World Bank and explain the role that the World Bank plays in international business.
    e. Explain how a country’s balance of payment impacts on its economy.
    f. Explain what causes exchange rates to change.
    g. Identify and evaluate the ideological forces that affect business.
11. MIS 110 Introduction to Information Systems
   a. Describe computer-based information systems that support the operations, management, and decision-making functions of an organization.
   b. Identify the basic technical, behavioral, economic, and organizational concepts relevant to information systems.
   c. Explain and apply the different methodologies used to analyze and design information systems.
   d. Evaluate the social impact of information technologies.
   e. Synthesize the management theories, technology alternatives, and feasibility concerns related to information systems into a working view of MIS.

12. ACC 101 Principles of Accounting
   a. Apply accounting principles.
   b. Analyze financial statements using key ratios.
   c. Use current spreadsheet software to complete accounting tasks.
   d. Explain the budgeting process and its importance to the organization.
   e. Discuss tax issues and their impact on the organization.
   f. Integrate ethical considerations into discussions on current accounting practices.

D. Goals of the Graduate Organizational Management Program

1. To educate individuals for successful careers as managers in for-profit and not-for-profit organizations in both public and private spheres
2. To reflect a management perspective that assumes that the professional is able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions
3. To prepare students for responsible organizational leadership
4. To enable students to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers
5. To provide means for students to develop and use a variety of management skills and prescriptions in organizational environments
6. To stress to students not only management theory, but the appreciation of that theory in various managerial situations
7. To emphasize academic excellence and critical thinking
8. To foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making
9. To offer instruction in the methods of independent investigations
10. To foster a spirit of research
E. Measure of Graduate Goal Achievement

Required Capstone Assessment Specific to Each Program (Direct Measure)

The students participate in a capstone experience they have chosen. In each of these capstone experiences the students, in a variety of ways determined by the instructors in most cases based upon feedback from supervisors in internships or business mentors/evaluators, demonstrate whether they exhibit the characteristics and possess the knowledge and skills that would indicate the program goals have been met with regard to their business education. The instructor responsible for a course that represents a capstone experience assesses the degree to which the students in that course have met the goals specific to the program for which the course represents a capstone experience.

F. Additional Goals for Each Program in the Business Department

In addition to the expectation that all undergraduate Business Department students will meet the objectives of the twelve Business Core courses, the achievement of which is measured directly via the comprehensive multiple choice examination described in a previous section, each undergraduate student must meet goals specific to the degree in which he or she is enrolled.

1. The Goals Specific to the Bachelor of Science in Accounting Program

A student graduating with a BS in Accounting is expected to be able to:

a. Explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes, and auditing.

b. 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.

c. Use and interpret the results of a cost accounting system and other managerial accounting information systems.

d. 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.

e. Interpret an audit plan, follow an audit program, and perform audit procedures.
2. **The Goals Specific to the Bachelor of Science in Business Administration Program**

A student graduating with a BS in Business Administration is expected to be able to:

a. Identify the theoretical and empirical components of Business Administration.

b. Apply managerial skills and operational management techniques.

Note: There are several minor sequences from which a student can choose in the very flexible Business Administration degree, including a select specialization in an area not offered by Misericordia University. The goals, therefore, reflect only those that are universal to the curriculum.

3. **The Goals Specific to the Bachelor of Science in Information Technology Program**

A student graduating with a BS in Information Technology is expected to be able to:

a. Apply appropriate computer methods, software and technology to business.

b. Analyze business needs and present them accurately and clearly to systems developers.

c. Accurately evaluate the security needs of organization.

d. Evaluate continuing technical change for application to business processes.

e. Implement appropriate electronic communications.

f. Define the legal implications and requirements of computer systems.

g. Explain the economic implications of alternate technologies.

4. **The Goals Specific to the Bachelor of Science in Management Program**

A student graduating with a BS in Management is expected to be able to:
a. Discuss the nature of society.

b. Construct a personal social philosophy.

c. Define and describe the American economic system and the major functional areas of business.

d. Develop management strategies.

e. Analyze and evaluate management strategies.

f. Implement strategic management through the use of management concepts.

5. **The Goals Specific to the Bachelor of Science in Marketing Program**

A student graduating with a BS in Marketing is expected to be able to:

a. Identify the theoretical and empirical bases of marketing.

b. Evaluate and compare the economic, social, and strategic components of marketing.

c. Apply marketing analysis skills and operational marketing techniques.

d. Apply accepted marketing standards and practices in their professional lives.
6. **The Goals Specific to the Bachelor of Science in Sport Management Program**

A student graduating with a BS in Sport Management is expected to be able to:

a. Explain the principles of sport management theories involved in staffing, communicating, motivating, and evaluating job performance in sport organizations.

b. 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.

c. Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts, and services.

d. Analyze the types of control processes for financial management of sport business organizations.

e. Express the main methods for financing sport in the United States and economic factors and principles confronting sport managers.

f. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry.

g. Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices.
7. **Goals of the Graduate Organizational Management Program**

a. To educate individuals for successful careers as managers in for-profit and not-for profit organizations in both public and private spheres
b. To reflect a management perspective that assumes that the professional is able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions
c. To prepare students for responsible organizational leadership
d. To enable students to think deeply and broadly from a system viewpoint about the roles, the functions and the tasks of managers
e. To provide means for students to develop and use a variety of management skills and prescriptions in organizational environments
f. To stress to students not only management theory, but the appreciation of that theory in various managerial situations
g. To emphasize academic excellence and critical thinking
h. To foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making
i. To offer instruction in the methods of independent investigations
j. To foster a spirit of research

8. **Goals Specific to the Bachelor of Science in Health Care Management Program**

A student graduating with a BS in Health Care Management is expected to be able to:

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

9. **Goals Specific to the Master of Business Administration Program**

A student graduating with an MBA is expected to be able to:

a. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies.
b. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.
c. Evaluate data and information as components of decision making in business.
d. Interpret data and information as components of decision making in business.
e. 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.
f. 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.
g. 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.
h. 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.

G. Measures of the Goals of Each Program in the Business Department

1. Direct Measures

a. Required Comprehensive Undergraduate Examination

All undergraduate Business Department students take a comprehensive multiple-choice examination that measures the achievement of the Business Department Goals by assessing the degree to which the specific objectives of the twelve required Business Department courses have been met.
b. Required Capstone Assessment Specific to Each Program

The students participate in capstone experiences specific to the degree which they have chosen. In each of these capstone experiences the students, in a variety of ways determined by the instructors, demonstrate whether they exhibit the characteristics and possess the knowledge and skills that would indicate the program goals have been met with regard to their business education. The instructor, responsible for a course that represents a capstone experience, assesses the degree to which the students in that course have met the goals specific to the program for which the course represents a capstone experience.

- **ACC 472, Accounting Internship**, represents the capstone experience for the Accounting Program.
- **BUS 472, Business Internship, or BUS 491 Seminar in Business Policies**, represents the capstone experience for the Business Administration and Management Programs.
- **MIS 491, Information Technology Management**, represents the capstone experience for the Information Technology Program.
- **BUS 472, Business Internship, or BUS 403, Strategic Marketing**, represents the capstone experience for the Marketing Program.
- **SMG 410, Sport Management Internship**, represents the capstone experience for the Sport Management Program.
- **HCM 403, Health Care Strategic Management**, represents the capstone experience in the Health Care Management Program.
- **OM 515, Research Methods, or OM 586, Strategic Planning and Management of Change, or OM 587, MIS Policy and Management of Technology**, represents the capstone experience for the Organizational Management Program.
- **MBA 650, Integrative MBA Capstone Experience**, represents the capstone for the MBA Program.
2. Indirect Measures

a. Student Evaluations of Courses and Instructors

Students evaluate teachers and courses on a cyclical basis. Classes taught by untenured full-time faculty are evaluated once a year. Classes taught by full-time tenured faculty are evaluated a minimum of two years in any five year period. Undergraduate on-campus classes taught by adjunct faculty are evaluated every third time the adjunct teaches. Graduate on and off-campus courses taught by adjunct and full-time faculty are evaluated every time they are offered. Off-campus undergraduate courses taught by adjunct or full-time faculty are evaluated every time they are offered.

b. Noel-Levitz Student Satisfaction Inventory

The Business Department encourages all the students in its programs to complete the Noel-Levitz Student Satisfaction Inventory once per year.

c. Alumni Survey

Alumni of the Business Department Programs are surveyed two and five years after graduation each September and April, respectively. The survey assesses the former students’ evaluation of the relevance of what they learned to their careers and/or continuing education and their evaluation of faculty and program administration.

d. Employer Survey

Employers of Business Department alumni are surveyed approximately 18 months after the students graduate each January. The survey asks the employers to rank the attributes and/or skills they want Business Department graduates to possess and then requests assessment of those attributes and/or skills in the Business Department graduates they employ.
e. Job and Advanced-schooling Placement Rates

Each year the Business Department obtains data from the Misericordia University Insalaco Career Development Center on the Business Department’s job and advanced-schooling placement rates one year after graduation.

H. Evaluation Criteria and Thresholds for Success

1. Required Comprehensive Undergraduate Examination

For each of the twelve sections of the examination, there are eight multiple choice questions. The following rubrics are used to evaluate results:

For one student for any one eight-question section (one of the twelve areas of the Business Core):

<table>
<thead>
<tr>
<th>Number of Questions Answered Correctly</th>
<th>Business Goals Addressed by the Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 3</td>
<td>appear not to have been met</td>
</tr>
<tr>
<td>4 to 5</td>
<td>may have been met, but marginally at best</td>
</tr>
<tr>
<td>6 to 8</td>
<td>appear to have been met</td>
</tr>
</tbody>
</table>

For the results of one student in all twelve sections evaluation for each section is calculated using a score of:

0 where course goals appear not to have been met
1 where course goals may have been met marginally
2 where course goals that appear to have been met

For the results of a student who takes the examination, the following evaluation rubric is used:

<table>
<thead>
<tr>
<th>Total Score of One Student on All Twelve Sections</th>
<th>The Student, with Regard to Business Department Goals and Expected Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 11</td>
<td>appears not to have achieved success in Business education</td>
</tr>
<tr>
<td>12 to 17</td>
<td>may have achieved success in Business education, but marginally at best</td>
</tr>
<tr>
<td>18 to 24</td>
<td>appears to have achieved success in Business education</td>
</tr>
</tbody>
</table>

For the results of all students who take the examination in one year, the following evaluation rubric is used:
<table>
<thead>
<tr>
<th>Total Percentage of Students Who Appear to Have Not Achieved Success</th>
<th>Total Percentage of Students Who Appear to Have Achieved Success</th>
<th>The Business Department Has, with Regard to Students Graduating that Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 16%</td>
<td>more than 70%</td>
<td>exceeded expectations</td>
</tr>
<tr>
<td>between 16% and 20%</td>
<td>more than 75%</td>
<td>exceeded expectations</td>
</tr>
<tr>
<td>between 21% and 25%</td>
<td>more than 70%</td>
<td>met expectations</td>
</tr>
<tr>
<td>more than 25%</td>
<td>75% or less</td>
<td>has not met expectations</td>
</tr>
</tbody>
</table>

2. **Capstone Experiences**

The instructors for the capstone experiences in each program provide a written documentation to the Business Department Chair as to whether each student has exceeded, met, or not met expectations based upon the goals specific to that program. Success is achieved if 90% or greater of the students have met or exceeded expectations in a program.

3. **Student Evaluations of Course and Instructors**

The evaluation of the results of student evaluations is approached qualitatively and in the context of many different and dynamic factors. Due to confidentiality this is done by the Chair of the Business Department in cooperation with the Dean of the College of Professional Studies and Social Sciences, Vice President of Academic Affairs, and the Faculty Status Committee.

4. **Noel-Levitz Student Satisfaction Inventory**

The evaluation of the results of the Noel-Levitz Student Satisfaction Inventory is approached qualitatively. The Business Department reviews the results looking for patterns, constructive criticism, suggestions, etc.

5. **Noel-Levitz Adult Priority Index**

The evaluation of the results of the Noel-Levitz Adult Priority Index is approached qualitatively. The Business Department reviews the results looking for patterns, constructive criticism, suggestions, etc.
6. **Alumni Survey**

The evaluation of the results of the alumni survey is approached qualitatively. The Business Department reviews the results looking for patterns, constructive criticism, suggestions, etc.

7. **Employer Survey**

The evaluation of the results of the employer survey is approached qualitatively. The Business Department reviews the results looking for patterns, constructive criticism, suggestions, etc.

8. **Job and Advanced-schooling Placement Rates**

Success in placement is achieved if greater than 90% of the respondents to the survey indicate that they are employed full time or continuing their education.
III. Statement on Basic Skills Development at Misericordia University

Misericordia University explicitly states that it prepares students in the essential skills related to oral communication, written communication, scientific reasoning, quantitative reasoning, technological capabilities, and information literacy. The following table depicts each of these skills, the approach(es) used to address development or improvement of the skill, and the evaluation procedure:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Development Approach(es)</th>
<th>Evaluation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>-Presentations are required in many general core courses.</td>
<td>-Oral communication assessments are integrated into many general core courses.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>-Each student must take two writing-intensive courses in which additional writing assignments and peer collaboration are used to develop and/or improve writing skills. -The College maintains a Writing Center open to all students.</td>
<td>-A Writing Competency Examination is given to upper class undergraduates and students need to pass the exam in order to receive their degrees. -Writing assessments are integrated into writing-intensive courses.</td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td>-Every undergraduate student must take a sequence of science courses that include labs.</td>
<td>-Lab reports that demand proficiency in the scientific reasoning are required in the science courses.</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>-Every undergraduate student must take two math courses.</td>
<td>-Homework and examinations are integrated into math courses.</td>
</tr>
<tr>
<td>Technological Capabilities</td>
<td>-Many courses in the general core and in major programs include instruction in and use of relevant technology. -All students must complete on-line tutorials on general computer operation, computer communications and networks, spreadsheets, and databases.</td>
<td>-Per the “Technology Competencies Implementation Plan,” all students must demonstrate, through an on-line exam, proficiency in general computer operations, computer networks and communications, office management, productivity tools.</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>-Freshman, as a part of their required Freshman Year Experience class, must attend information literacy sessions. -All students must complete on-line tutorials on information literacy.</td>
<td>-Per the “Technology Competencies Implementation Plan,” all students must demonstrate, through an on-line exam, proficiency in information literacy.</td>
</tr>
</tbody>
</table>
The Business Department builds on the University’s approach to these essential skills in the following ways:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Additional Business Department Development Approach(es)</th>
</tr>
</thead>
</table>
| Oral Communication      | - All Business Department students must take BUS 107, Essential Communications for Leaders, where oral communications skills are addressed.  
                         | - All Business Department students must take BUS 105, Basic Computer Technology, where the use of software for oral presentations (ex. PowerPoint) is covered.  
                         | - Presentations are required in most of the Business Department classes.                                                  |
| Written Communication   | - All Business Department students must take BUS 107, Essential Communications for Leaders, where written communication skills are addressed. |
| Scientific Reasoning    | - All Business Department students must take MIS 110, Introduction to Information Systems where the scientific method is addressed. |
| Quantitative Reasoning  | - All Business Department students must take MTH 115, Statistics where quantitative reasoning is required.               |
| Technological Capabilities | - All Business Department students must take BUS 105, Basic Computer Technology, where the use of business software is covered very thoroughly.  
                         | - All Business Department students must take MIS 110, Introduction to Information Systems, where information technology and business information systems are covered very thoroughly.  
                         | - Many courses in the Business Department instruction in and use of relevant technology.                                    |
| Information Literacy    | - All Business Department students must take BUS 105, Basic Computer Technology, where the use of information literacy tools is covered very thoroughly. |
IV. Statement on Personal Development of Students at Misericordia University

Misericordia University emphasizes many co-curricular and other non-academic aspects of its students’ personal development. One area stressed to a high degree is service leadership. The mission of Misericordia University's Service Leadership Center is to engage students in the development of life-long civic responsibility through academic coursework. We believe that through service engagement, students will gain the knowledge, skills and commitment to make a significant impact on the communities in which they live. It is our goal to not just engage our students in learning through service, but to instill a life-long commitment to mercy, service and justice. Further, we believe that the combination of strong academics, career development and community-service leadership will foster the development of citizens who will take leadership roles in creating communities where mercy and justice prevail. The goals of the Service Leadership Center at Misericordia are:

A. Support the incorporation of community service opportunities into college courses.
B. Provide service-learning experiences supportive of the College's mission that connect students with their communities.
C. Foster a commitment to mercy and justice.
D. Develop strong community partnerships between the College and the within the Community that will enable further development of the potential within the larger community in which the College is located.
E. Implement programming such that each student will participate in at least one service-learning academic experience before graduation.
Students at Misericordia University develop a Student Leadership Transcript to document their development. The Student Leadership Transcript (SLT) is a dynamic way for students to assess, organize, and internalize their accomplishments and experiences outside the classroom. The utilization of the tool enables students to demonstrate their active participation and achievements within Misericordia University's extra-curricular opportunities. The completed transcript may be used to showcase a student's extra-curricular involvement to potential employers and graduate schools. The SLT is a self-reported document that may be accessed and updated anywhere Web access is available. The SLT can be used to record, reflect on, and build connections between academic and co-curricular accomplishments and experiences. The following main categories (with specific examples) are what make up the SLT:

**Leadership Experience**

- Campus Activities
- Student Organization Memberships
- Volunteer and Community Service Activities
- Multicultural Activities

**Pre-professional Work Experience**

- Public Speaking and Writing Skills
- Creative and Design Skills
- Computer and Technical Skills
- Problem-solving and Decision-making Skills
- Adaptive Skills
- Training and Management Skills
- Marketing and Public Relation Skills
- Volunteering/Non-credit Internships/Job Shadowing
Honors, Awards, and Recognition

- Academic Honor Societies
- Specific Financial Aid Awards
- Community Service Awards
- Dean’s List

Professional and Educational Development

- Student Development Workshops
- Professional Organization Conferences
- Academic Club Sponsored Workshops
- Professional Guest Speakers
- Campus Awareness Activities
- Residential Life Training
- Job Shadowing/Volunteering

Participation in Student Organizations and Activities

- Misericordia University Student Government-sanctioned Clubs and Organizations
- Campus-sponsored Co-curricular activities

The Business Department sponsors and coordinates many opportunities for students to develop personally, especially in the areas of leadership and service. Advisors and instructors are very diligent in making students aware of these opportunities and encouraging the students to participate. Some examples include: the Volunteer Income Tax Assistance Program; the volunteer design of, conduct of, and summarization of results of a market survey for a municipality market survey needed for a government grant application; Business Club activities; and similar endeavors.
V. Measures of Business Department Effectiveness

A. Business Department Annual Report

The information in the Annual Report provides evidence on whether the Business Department has been effective in the most recent year with regard to its mission and broad-based goals.

B. Student Evaluations, Noel-Levitz Student Satisfaction Inventory, and Noel-Levitz Adult Priority Index

The Student Evaluations, Noel-Levitz Student Satisfaction Inventory, Noel-Levitz Adult Priority Index, and Graduate Survey provide evidence on whether the Business Department is effective in the eyes of its primary stakeholders, current students in the Department.

C. Alumni Survey and Employer Survey

The Alumni Survey and Employer Survey provide feedback on whether the education and experiences facilitated by the Business Department was effective in preparing students for the first five years of their careers.

D. Student Job and Advanced-schooling Rates

The student job and advanced-schooling placement rates provide evidence on whether the Business Department was effective in preparing students for immediate entry into these phases of their professional lives.

E. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

On a regular basis, the Business Department participates in SWOT analysis through the College of Professional Studies and Social Sciences. This activity examines effectiveness in the eyes of the faculty.

VI. Linkage of Business Department Outcomes Assessment and Misericordia University’s Planning and Budgeting Process

A. Annual Business Department Report

The Annual Business Department Report is submitted to the Dean of the College of Professional Studies and Social Sciences and the Vice President of Academic Affairs. This is used as a starting point for curriculum decisions and planning, budget development, and staffing decisions.

B. Required Comprehensive Undergraduate Examination
The results of the Comprehensive Undergraduate Examination are discussed by the Business Department and become the basis for making decisions regarding the effectiveness of the Business Core. Any resulting proposed changes to the Business Core curriculum go to the Misericordia University Curriculum Committee and if approved to the Faculty Senate and if approved to the Vice President of Academic Affairs for approval. The curriculum approval process includes consideration and approval of additional and increased budget items for the Business Department.

C. **Required Capstone Assessment Specific to Each Program**

The Capstone Assessments Specific to Each Program are discussed by the Business Department and become the basis for making decisions regarding the effectiveness of the Program. Any resulting proposed changes to the Business Core curriculum go to the Misericordia University Curriculum Committee and if approved to the Faculty Senate and if approved to the Vice President of Academic Affairs for approval. The curriculum approval process includes consideration and approval of additional and increased budget items for the Business Department.

D. **Student Evaluations of Courses and Instructors**

The results of the Student Evaluations of Courses and Instructors are reviewed by the Business Department Chair and discussed with each individual faculty member. The results are also reviewed by the College Dean, the Misericordia University Faculty Status Committee and the Vice President of Academic Affairs. The results are used to help the faculty member recognize and make improvements where needed and recognize the aspects of instruction that the students feel are going well and should be retained. The evaluations also become the most important factor in reappointment, promotion, and tenure decisions. In addition, the evaluations may indicate the need to look at curriculum changes. Any resulting proposed changes to the Business Core curriculum go to the Misericordia University Curriculum Committee and if approved to the Faculty Senate and if approved to the Vice President of Academic Affairs for approval. The curriculum approval process includes consideration and approval of additional and increased budget items for the Business Department.
E. Noel-Levitz Student Satisfaction Inventory and Noel-Levitz Adult Priority Index

The results of the Graduate Survey, Noel-Levitz Student Satisfaction Inventory, and Noel-Levitz Adult Priority Index are used by the Chair of Business Department and the Director of Adult Education to determine if there are any relevant comments that can be brought forth to the Business Department faculty for discussion and consideration of changes that would make the Department more effective.

F. Alumni and Employer Surveys

The results of the Alumni and Employer Surveys are used by the Business Department to assess the effectiveness of the Business Department and drive curriculum and related changes. Any resulting proposed changes to the Business Core curriculum go to the Misericordia University Curriculum Committee and if approved to the Faculty Senate and if approved to the Vice President of Academic Affairs for approval. The curriculum approval process includes consideration and approval of additional and increased budget items for the Business Department.

G. Annual Budgeting Process

The annual budgeting process is driven by Misericordia University’s and the Business Department’s strategic plans. Any increases in budget line items must be justified through the two strategic plans.
## Appendix to Outcomes Assessment Plan

### Copies of Self-developed Measurement Instruments

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Business Core Comprehensive Examination (subject to change)</td>
<td>32-48</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>49-50</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>51-52</td>
</tr>
<tr>
<td>Student Evaluation - Undergraduate</td>
<td>53-56</td>
</tr>
<tr>
<td>Student Evaluation - Graduate</td>
<td>57-59</td>
</tr>
</tbody>
</table>
1. The revenue recognition principle dictates that revenue should be recognized in the accounting period in which it is:
   a. collected.
   b. earned.
   c. most likely to be collected.
   d. earned and collected.

2. The information provided in the notes that accompany financial statements is required because of the:
   a. cost principle.
   b. full disclosure principle.
   c. matching principle.
   d. revenue recognition principle.

3. The current assets of Kiley Company are $150,000. The current liabilities are $100,000. The current ratio expressed as a proportion is
   a. 150%.
   b. 1.5:1
   c. .67:1
   d. $150,000 ÷ $100,000.

4. Which one of the following ratios would not likely be used by a short-term creditor in evaluating whether to sell on credit to a company?
   a. Current ratio
   b. Acid-test ratio
   c. Asset turnover
   d. Receivables turnover

5. The accounting process that allows an organization to plan for future needs and opportunities and provide goals to which actual financial operations can be compared is:
   a. budgeting
   b. SWOT analysis
   c. posting
   d. auditing
6. In a period of increasing prices, which inventory flow assumption will result in the lowest amount of income tax expense?
   a. FIFO
   b. LIFO
   c. Average Cost
   d. Income tax expense for the period will be the same under all assumptions.

7. You are the director of marketing and have just discovered that an accountant in your company is unintentionally reporting revenues at a value higher than is allowed by generally accepted accounting principles, the result of which is that you are eligible for a bonus. You:
   a. should not report the discovery to anyone because you are not in the accounting department and no authority to say anything.
   b. should report the discovery to the police because generally accepted accounting principles are government laws, the breaking of which is a capital offense.
   c. should discuss the situation with the accountant and/or a person in management in a level higher than the accountant as generally accepted accounting principles should, for ethical and legal reasons, not be violated.
   d. should ignore the situation as accounting is not your responsibility and no one is really being hurt.

8. A spreadsheet program, such as Microsoft’s Excel, is the appropriate tool to:
   a. record journal entries for a large organization such as Microsoft.
   b. analyze financial data for management purposes as part of a decision support system.
   c. producing a mailing list of prospective customers.
   d. preparing a presentation on new products.

9. Which of the following is not an element of secondary information?
   a. experiments
   b. government publications
   c. Web sites
   d. magazines and journals

10. Which of following is not a main method for collecting primary information?
    a. conducting surveys
    b. making formal observations
    c. conducting interviews
    d. searching electronic databases
11. Which of the following is the most effective method for delivering a presentation?
   a. memorizing
   b. reading
   c. speaking from notes
   d. impromptu speaking

12. An effective PowerPoint© text slide:
   a. is in bulleted list form rather than long sentences.
   b. contains no more than 40 words.
   c. covers only one thought or idea.
   d. does all of the above.

13. You can improve non-verbal communications by:
   a. maintaining direct, but not continuous eye contact.
   b. crossing your arms whenever you speak.
   c. speaking as quickly as possible.
   d. keeping your lips moist by licking them periodically.

14. Which of the following is an advantage of working in teams?
   a. the hidden agendas held by some team members
   b. increased performance levels when compared to what individual team members might accomplish
   c. the high cost of coordinating group activities
   d. the free-ride attitude that may be held by some team members

15. Which of the following is not an attribute of ethical communication?
   a. the message is true in every sense
   b. it avoids language that manipulates, discriminates, or exaggerates
   c. it does not conceal negative information by misrepresenting numbers or distorting visual aids
   d. It omits damaging or unflattering comments to paint a better picture of your company

16. Violating copyright law and/or committing plagiarism can be avoided by:
   a. paraphrasing material created by another so that you do not need to give the creator credit for his or her work
   b. giving credit to the author of a copyrighted questionnaire you are copying and pasting into a report you are writing so that you do not need to spend the time to contact the questionnaire’s author for permission to reproduce his or her work
   c. using in a report you are writing a short phrase such as “You’re fired.” without giving any credit to anyone
   d. all of the above are violations of copyright law and/or commissions of plagiarism
17. A data definition language
   a. Defines each data element as it appears in the database
   b. Is used to enter raw data into the database
   c. Is used to remove data from the database
   d. All of the above
   e. None of the above

18. A legacy system
   a. Is a very new system using new software
   b. Is normally used only for backup
   c. Is an old system which may be used only because of replacement cost.
   d. Is always a relational database.

19. Feedback is
   a. The conversion, manipulation and analysis of raw input.
   b. Streams of raw facts representing events.
   c. A system resting on accepted and fixed representation of data
   d. Output that is returned to help evaluate or correct input.

20. Customer personalization
   a. Only occurs in small shops
   b. Is a method of fitting web pages to the customer
   c. Is only used in B2B systems
   d. All of the above
   e. None of the above.

21. Mass customization
   a. Is the capacity to offer individually tailored products on a large scale.
   b. Is the same as mass production as introduced by Ford.
   c. Is the same as remodeling.
   d. Will generally reduce the sales of a company.

22. Customer relationship management.
   a. Provides a unified view of customers
   b. Supports long term customer relationships.
   c. Identifies the best customers.
   d. All of the above.
   e. None of the above.

23. Data redundancy
   a. Is encouraged in data retrieval systems
   b. Saves space in data storage systems
   c. Provides for security of data
   d. Is the presence of duplicate data in multiple data files
24. The following is a communications structure
   a. A star network
   b. A bus network
   c. A ring network
   d. All of the above
   e. None of the above

25. GUI refers to
   a. How sticky your fingers get when eating at the keyboard
   b. The windows Graphical User Interface
   c. The windows Character User Interface
   d. The Common User Interface
   e. None of the above

26. Formatting a disk does the following:
   a. Erases all files on the disk
   b. Checks the surface of the disk for defects
   c. Creates tracks, a space to store the directory and two File Allocation Tables (FAT’s)
   d. All of the Above

27. The most basic components of a computer are:
   a. Input
   b. Output
   c. Processing
   d. Storage
   e. All of the above

28. Microsoft PowerPoint and similar programs are what category of software:
   a. Word-processing
   b. Spreadsheet
   c. Database
   d. Presentations
   e. None of the above

29. Microsoft Excel and similar programs are what category of software:
   a. Word-processing
   b. Spreadsheet
   c. Database
   d. Presentations
   e. None of the above
30. Microsoft Word and similar programs are what category of software:
   a. Word-processing
   b. Spreadsheet
   c. Database
   d. Presentations
   e. None of the above

31. Email suggested rules of etiquette include which of the following:
   a. Include a clear subject
   b. Do not type in all CAPS
   c. Indicate if a document is attached
   d. If replying to an email include enough of the previous message to allow the recipient to understand what you are replying to
   e. All of the above

32. Which of the following should be considered when evaluating a web site?
   a. Date site was last updated
   b. Sponsor of the site
   c. Are the links provided valid
   d. Is information easy to locate
   e. All of the above

33. ___ is not a function of management.
   a. Plan
   b. Control
   c. Organize
   d. Lead
   e. Performance

34. Selecting goals and ways to attain them refers to controlling
   a. Planning.
   b. Organizing.
   c. Staffing.
   d. Leading.

35. Which of these perspectives emphasize a rational, scientific approach to the study of management and sought to make organizations efficient operating machines?
   a. The human relations movement
   b. The behavioral sciences approach
   c. The classical perspective
   d. The quantitative management approach
   e. The TQM approach
36. Most early interpretations of the Hawthorne studies argued that the factor that best explained increased output was
   a. money.
   b. days off.
   c. human relations.
   d. lighting.
   e. free food.

37. Which of these means giving employees the power, freedom, knowledge, and skills to make decisions and perform effectively?
   a. Empowerment
   b. TQM
   c. Promotion
   d. Benchmarking
   e. Culture

38. Major changes on the way for which managers must prepare include all of the following EXCEPT
   a. workplace diversity.
   b. globalization.
   c. paradigm shifts.
   d. technology.
   e. the increased importance of organizing.

39. The current trend is toward development of the __, which engages everyone in problem solving and continuous improvement based on the lessons of experience.
   a. international organization
   b. learning organization
   c. unified organization
   d. lean organization
   e. vertical organization

40. Organizational development can help managers address problems such as merger/acquisitions, conflict management, and __.
   a. cultural changes
   b. force field analysis
   c. organizational productivity
   d. organizational decline/revitalization
   e. none of the above

41. Generally, in economics we study how people react to changes in government policy
   a. react to changes in government policy
b. make choices when resources are scarce
c. react to rising prices
d. get increases in income

42. An example of a macroeconomic model is
a. the price of chicken influences the quantity of chicken bought
b. the size of the total national output depends on the size of total spending
c. the output of a product is influenced by the cost of production for the product
d. all of the above

43. In economics, scarcity means that
a. there are not enough resources for everything that people want
b. we can never feed every person in the country
c. the price of goods has increased more rapidly than the general price level
d. there is not enough of a particular good for everyone to buy all they want at the prevailing price

44. The profit maximizing/loss minimizing output for any type firm occurs where
a. AC = AR
b. MC = MR
c. MC is just tangent to the AVC curve
d. TC = TR
e. None of the above

45. Every society faces some basic economic choices such as
a. what to produce
b. which resources to use
c. who gets to have what share of the output
d. all of the above

46. The point where quantity demanded and quantity supplied are equal is known as the
a. ceiling price
b. minimum price
c. equilibrium price
d. administered price

47. One reason the Federal Reserve System was set up was to
a. increase the safety of the U.S. banking system
b. provide the United States with a more flexible supply of currency
c. provide banking services for the federal government
d. all of the above

48. The GDP does not include
a. final goods
b. services
49. Quantitative Analysis is
   a. a logical approach to decision making
   b. a rational approach to decision making
   c. a scientific approach to decision making
   d. all of the above

50. When using a graphical solution procedure, the region bounded by the set of constraints is called the
   a. solution
   b. feasible region
   c. infeasible region
   d. maximum profit region
   e. none of the above

51. In the optimal solution for a linear programming problem, there are 20 units of slack for a constraint. From this we know
   a. the dual price for this constraint is 20
   b. the dual price for this constraint is 0
   c. this constraint must be redundant
   d. the problem must be a maximization problem

52. A typical transportation problem has 4 sources and 3 destinations. How many constraints would there be for this problem?
   a. 3
   b. 4
   c. 7
   d. 12

53. Which of the following would have 1 as the right-hand side value of each constraint?
   a. a transportation problem
   b. an assignment problem
   c. a portfolio selection problem
   d. a pert problem
54. The following problem type is such a special case of Linear Programming that a special algorithm has been developed to solve it
   a. the transportation problem
   b. the diet problem
   c. the ingredient mix problem
   d. none of the above

55. For which of the following would multiple regression be used
   a. two variables, paired data, desire to predict
   b. two variables, non-paired data, desire to predict
   c. 5 variables, paired data, desire to predict
   d. 5 variables, non-paired data, desire to predict
   e. none of the above

56. Which technique is used to connect all points of a network together while minimizing the distance between them?
   a. maximal flow
   b. minimal flow
   c. minimal spanning tree
   d. shortest route
   e. longest span

57. Which of the following is not an essential element of a common law contract?
   a. an agreement that includes a valid offer and a valid acceptance
   b. motive, price, reason, or cause that represents legally sufficient and bargained-for consideration
   c. all parties to the contract possessing characteristics that under the law give them the contractual capacity to enter in a contract
   d. a written document that is the contract

58. Which of the following transactions can be drafted and negotiated in the form of a valid contract?
   a. the sale of a drug in Dallas, PA that is legal in Mexico, but is illegal in the United States
   b. the long-term treatment of an illness by an unlicensed chiropractor
   c. a loan bearing an interest rate that is approved by both lender and borrower and considered usury in the state in which the loan is to be made
   d. the written agreement between two parties for a act that is required to be in writing under the applicable state’s Statute of Frauds
59. Unlike other common law contracts, a sales contract governed by the Uniform Commercial Code does not require:
   a. consideration
   b. acceptance
   c. legality of purpose
   d. parties’ legal capacity to enter into a contract

60. The breach of a contract entitles the non-breaching party to sue for damages. The type of damages that represent direct losses and cost is:
   a. compensatory
   b. consequential
   c. punitive
   d. nominal

61. A company that is incorporated in Delaware but doing business in Pennsylvania is in Pennsylvania called a(n):
   a. domestic corporation
   b. foreign corporation
   c. alien corporation
   d. none of the above

62. The Uniform Commercial Code requires that for commercial paper to be a negotiable instrument it must:
   a. be in writing
   b. be signed by the maker
   c. be payable to order of bearer
   d. all of the above (a, b, and c are correct responses)
   e. none of the above responses is correct

63. When a customer of a bank makes a deposit into its checking account at the bank, the relationship created is:
   a. the customer is a debtor and the bank is a creditor
   b. the bank is a debtor and the customer is a creditor
   c. both the bank and the customer are debtors
   d. both the bank and the customer are creditors

64. When personal property is put up as collateral for a loan by a debtor, the transaction is known as:
   a. a secured transaction
   b. an unsecured transaction
   c. a mortgaged transaction
   d. a contract of suretyship
65. The five (5) concepts under which business organizations conduct their marketing activities include the production, product,
a. selling, marketing and societal marketing concepts.
b. selling, human resources and societal marketing concepts.
c. perceived value, human resources and societal marketing concepts.
d. selling, perceived value, human resources and societal marketing concepts.

66. Which of the following is an external macro environmental factor affecting a company’s marketing decision?
a. education levels of top executives
b. price of the product
c. federal legislation/laws
d. promotional campaigns

67. The consumer buying process starts long before the actual need for the product, because consumers receive stimuli from
a. marketing media (billboards, radio, newspaper).
b. marketing media and the economic environment.
c. marketing media and the biological environment.
d. marketing media and the suppliers.

68. Which of the following is an example of a consumer product?
a. a bedspread bought by the motel owner to replace one that was ruined by a motel customer.
b. a case of Gatorade purchased for the school’s track team to drink.
c. Mrs. Wilson’s purchase of a new vacuum cleaner to clean her home.
d. new books purchased by the head librarian for the college library

69. Which of the following is an example of a business product?
a. a bottle of aspirin bought by a mother at the start of summer vacation.
b. shrimp purchased by a caterer to serve at a wedding rehearsal dinner.
c. a student’s subscription to "The Wall Street Journal."
d. a high school graduate purchasing a computer for their college dorm room

70. The subdivision of consumer goods into various categories is based on:
a. promotional activities.
b. how the goods were manufactured.
c. consumer buying behavior.
d. how the goods will be distributed.
71. In the long run, who will mostly likely benefit the most from a price war?
   a. the consumer
   b. the small shop owner
   c. the largest of the competing firms in the industry
   d. the hourly wage assembly worker

72. To “connect” with consumers, companies use a process sometimes referred to as S.T.P. The letters S.T.P. represent:
   a. subculture, targeting and positioning.
   b. subculture, technology and positioning.
   c. segmentation, technology and post purchase.
   d. segmentation, targeting and positioning.

73. All of these areas are most closely related to Organizational Behavior, EXCEPT
   a. organizational theory.
   b. marketing.
   c. human resource management.
   d. strategic management.
   e. both a and d.

74. According to the current view of managerial functions, the central role for managers is to
   a. plan and control.
   b. organize and control.
   c. conceptualize and be in charge of others.
   d. provide leadership and direction.
   e. do none of these.

75. Which of the five personality dimensions is more strongly correlated to job performance?
   a. Extroversion/introversion
   b. Openness
   c. Agreeableness
   d. Conscientiousness
   e. Emotional stability

76. Cultural diversity is important to managers due to
   a. globalization.
   b. social changes.
   c. heterogeneous workforce.
   d. demographic changes.
   e. all of the above.
77. Which job characteristic(s) affects the critical psychological state of experience meaningfulness of work?
   a. Skill variety
   b. Task identity
   c. Task significance
   d. All of the above
   e. None of the above

78. A cycle of ______ starts when a person has a significant amount of power and access to resources with limited or no accountability to a manager.
   a. authority abolishment
   b. power corruption
   c. power accumulation
   d. dictatorship

79. Every mission and strategy should carry a communication component that serves which of these functions?
   a. Anticipates public debate about organization mission
   b. Clarifies issues that require management attention
   c. Clarifies the communication objective
   d. Provide a communication plan
   e. All of these

80. What type of technology has become a valuable tool for organizations to use in communicating with their environment?
   a. Robotics
   b. Internet
   c. Satellites
   d. Fax machines

81. The two macro factors that seem to underlie the trend towards greater globalization are:
   a. the increase in barriers to the free flow of goods, services, and capital that has occurred since the end of World War II, and the decline in economic pressures around the world
   b. the decline in political tensions around the world, formal and informal barriers to trade between countries
   c. the decline in barriers to the free flow of goods, services, and capital that has occurred since the end of World War II, and technological change
   d. a convergence in consumer tastes around the world, an increase in political tensions around the world
82. American firms like eBay, General Electric, and Microsoft have substantial business activities outside the United States. This practice is referred to as:
   a. transnational diversification
   b. international investment expansion
   c. cross-national commerce
   d. foreign direct investment

83. Since the late 1980s there have been two major changes in the political economy of many of the world's nation-states. These two changes have been:
   a. a wave of democratic revolutions have swept the world, and there has been a strong move away from centrally planned and mixed economies and toward a more free market economic model
   b. a wave of socialistic revolutions have swept the world, and there has been a strong move away from mixed economies and towards a more centrally planned economic model
   c. a wave of communist revolutions have swept the world, and there has been a strong move away from free market economies and towards more mixed and centrally planned economic models
   d. a wave of democratic revolutions have swept the world, and there has been a strong move away from centrally planned economies and towards more mixed economic models

84. According to Smith, countries should specialize in the production of goods for which they have an ______, and then trade these goods for the goods produced by other countries.
   a. approximate advantage
   b. proportionate advantage
   c. absolute advantage
   d. comparative advantage

85. The four main benefits of FDI for a host country are:
   a. the cultural awareness effect, the political stability effect, the sociocultural effect, and the resource transfer effect
   b. the balance-of-payments effects, the cultural awareness effect, the accounting effect, and the currency exchange effect
   c. the resource transfer effect, the employment effect, the balance-of-payments effect, and the effect on competition and economic growth
   d. the capital transfer effect, the technology effect, the currency exchange effect, and the employment effect
86. The pragmatic nationalism ideology has the following host-government policy implications:
   a. no restrictions on FDI
   b. restrict FDI where costs outweigh benefits; bargain for greater benefits and fewer costs; aggressively court beneficial FDI by offering incentives
   c. prohibit FDI; nationalize subsidiaries of foreign-owned MNEs
   d. no restrictions on FDI; nationalize subsidiaries of foreign-owned MNEs

87. The foreign exchange market serves two main functions. These are:
   a. collect duties on imported products and convert the currency of one country into the currency of another
   b. insure companies against foreign exchange risk and set interest rates charged to foreign investors
   c. collect duties on imported products and set interest rates charged to foreign investors
   d. convert the currency of one country into the currency of another and provide some insurance against foreign exchange risk

88. The task of the World Bank, as established by the Bretton Woods agreement, is to:
   a. maintain order in the international monetary system
   b. set currency exchange rates
   c. arbitrate trade disputes
   d. promote general economic development

89. Corporations are allowed to deduct specific expenses for income tax purposes. Which of the following is an allowable tax-deductible expense?
   a. Dividends paid to common stockholders.
   b. Retained earnings.
   c. Accounts payable to suppliers.
   d. Interest paid on bonds.
   e. All of the above.

90. If you were given current assets and current liabilities, what ratio could you compute?
   a. accounts receivable turnover ratio
   b. net profit margin
   c. current ratio
   d. current debt margin
91. Preferred stock is similar to common stock in the following way:
   a. neither preferred stock nor common stock contain a maturity date
   b. both investments provide a specifically stated cash flow each period
   c. both contain a dividend growth factor
   d. both provide interest payments
   e. none of the above

92. In an efficient securities market the market value of a security is equal to:
   a. its liquidation value
   b. its book value
   c. its intrinsic value
   d. none of the above

93. Net working capital investment is important in capital budgeting cash flow analysis because:
   a. it is tax-deductible, thus it reduces taxes.
   b. it reduces annual incremental cash flow.
   c. its recovery has a present value smaller than the initial investment in net working capital.
   d. none of the above.

94. Cost components of capital structure may include:
   a. accounts payable
   b. retained earnings
   c. bonds
   d. all of the above
   e. b and c above

95. Which of the following is not true regarding the use of short-term debt?
   a. It must be rolled over more often than long-term debt.
   b. There is uncertainty connected with interest costs on short-term debt from year to year.
   c. The firm is subjected to greater liquidity risk when using short-term credit.
   d. Interest rates are usually higher on short-term debt.

96. Break-even analysis is limited to:
   a. linear cost-volume-profit relationships
   b. fixed production and sales mixes
   c. both a and b
   d. none of the above
Misericordia University Business Department
Alumni Survey

Dear Alum of the Business Department,

In an ongoing effort to ascertain whether our curriculum is meeting the needs of our students, we respectfully request that you take a few minutes of your time to complete the following survey.

Please answer all questions using:

1 = Significantly Exceeded Expectations
2 = Consistently Met Expectations
3 = Occasionally Met Expectations
4 = Consistently Below Expectations
5 = Significantly Below Expectations

Based upon your experience in the years since you graduated form Misericordia University, please rate the following aspects of your Business-related education:

1. Course content within your degree program
2. Course goals and objectives met
3. Level of faculty knowledge
4. Quantity of instructor feedback
5. Value of instructor feedback
6. Rate the overall quality of the instruction you received
7. Availability/helpfulness of computer lab
8. Level of which program met your expectations/goals
9. Value of tuition

I would recommend Misericordia University to others:  _____ Yes  _____ No
The feedback gathered from our graduates is invaluable in assuring that our current and future students receive education that is relevant to their future career opportunities and growth and also to their personal development. Your participation in this survey is greatly appreciated.

Name (Optional): ________________________________

Please mail the completed survey in the enclosed self-addressed, postage-paid envelope.

Thank you again for your time and consideration,

The Faculty of the Business Department

Any questions and or comments regarding this survey should be directed to the Chair of the Business Department:

Dr. John Sumansky
jsumansk@misericordia.edu
(570) 674-6158
Dear Employer of Misericordia University Business Department Alumni:

In an ongoing effort to ascertain whether our curriculum is meeting the needs of our students, we respectfully request that you take a few minutes of your time to complete the following survey. We are asking that you evaluate how well the educational system has prepared college graduates for the skills needed to become successful in a professional environment.

Please answer all questions using:

1 = Significantly Exceeded Expectations
2 = Consistently Met Expectations
3 = Occasionally Met Expectations
4 = Consistently Below Expectations
5 = Significantly Below Expectations

Please rate your experience with our alumni with respect to the following:

1. Oral Communication
2. Written Communication
3. Interpersonal Skills
4. Decision-making
5. Risk taking
6. Responsibility/Accountability
7. Ability to be a valuable team member
8. Creativity/Critical thinking skills
9. Presentation skills
10. Time management
11. Ethical values
12. Computer skills
13. Project management
The feedback gathered from employers is invaluable in assuring that our current and future students receive educational training that is relevant to their future career opportunities and growth and also to their personal development. Your participation in this survey is greatly appreciated.

Company Name: ____________________________

Industry: ____________________________

Total Employee Population: ____________________________

Please mail the completed survey in the enclosed self-addressed, postage-paid envelope.

Thank you again for your time and consideration,

The Faculty of the Business Department

Any questions and or comments regarding this survey should be directed to the Chair of the Business Department:

Dr. John Sumansky
jsumansk@misericordia.edu
(570) 674-6158
UNDERGRADUATE FACULTY

EVALUATION

Instructor Evaluation Questionnaire

Student evaluations are used both to help the college make decisions on reappointment, promotion and tenure of faculty and to help faculty improve their teaching. It is essential, therefore, that you not only rate your instructor on those items that call for numbers, but also explain why you gave the score you did. Use specific examples where appropriate.

Your assistance in this assessment process will enable us to attain the highest level of academic quality possible at Misericordia University.

This evaluation process will be partially computerized. That is why you are being supplied with a questionnaire and a computer answer SCANTRON form. There is no need to put your name or student number on any of these forms.

INSTRUCTIONS

This evaluation form includes two (2) sections. The first items identify the course, instructor, etc. Items 6-18 deal with the evaluation itself. In recording your response, for Part A use a #2 pencil and write your rationale as briefly as possible, then transform your score onto a SCANTRON form for Part B. The last two items (17 and 18) are also very important. Do your best to write thoughtful short paragraphs for both. Write in complete sentences. Evaluation forms which do not include these narrative comments will not be counted.

Instructor Evaluation Questionnaire

I. IDENTIFICATION: Item numbers 1 through 5 pertain to your instructor and this course. This information can be found on the blackboard.

II EVALUATION

For questions 6 through 16 use the following rating scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree; (5) N/A, does not apply in this class.

Remember to explain, your rating for each item in the space provided.
PART A

Course # _______  Course Section _______ Faculty I.D. # _ __ ___ 

Rating Scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree; (5) N/A, does not apply in this class. Please be as brief as possible with your rationale.

Item
6. This instructor makes clear to students what they are to learn in the course (objectives or goals).
Score ___ Rationale: ________________________________

7. The instructor has organized the course well.
Score ___ Rationale: __________

8. The instructor comes to class prepared.
Score ___ Rationale: _________

The instructor helps students understand difficult concepts by doing such things as answering questions, offering examples, or asking questions that help students think about the concepts.
Score ___ Rationale: ________________________________

The instructor teaches in ways that encourage students to think for themselves: to draw conclusions from evidence, for example, or to analyze or interpret or make judgments, rather than simply repeating previously learned material.
Score ___ Rationale: ________________________________

9. The instructor helps students understand difficult concepts by doing such things as answering questions, offering examples, or asking questions that help students think about the concepts.
Score ___ Rationale: ________________________________
Rating Scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree; (5) N/A, does
not apply in this class. Please be as brief as possible with your rationale.

10. The instructor teaches in ways that encourage students to think for themselves: to draw conclusions from evidence, for example, or to analyze or interpret or make judgments, rather than simply repeating previously learned material.

Score _ Rationale: ________________________________

11. The instructor makes clear and challenging assignments which ask students to analyze or evaluate, or to apply learned material to a new problem, and not simply to repeat learned material.

Score _ Rationale: ________________________________

12. The instructor makes substantial informative comments and suggestions regarding students' work (papers, exams, class presentations, etc.).

Score _ Rationale: ________________________________

13. The instructor returns work quickly enough to be of help on future assignments. Score _ Rationale: ________________________________

14. The instructor encourages and is available for conferences on students' work.

Score _ Rationale: ________________________________

15. The instructor creates a classroom atmosphere in which students feel free to ask questions and take part in discussions.

Score _ Rationale: ________________________________
Rating Scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree; (5) N/A, does not apply in this class. Please be as brief as possible with your rationale.

16. The instructor makes sure students understand material and are keeping up by doing such things as asking questions, stopping to ask for questions, or being flexible enough to change a class plan in order to ensure genuine understanding of material.

Score Rationale: ____________________________

17. In a short paragraph, explain very specifically what you liked best about this course and the instructor's approach to it, and why.

18. In a short paragraph, explain very specifically what improvements you would suggest for the course and the instructor's methods.

PARTB

Part B deals with your SCANTRON form. Items 1 through 5 deal with the Faculty Identification Number which is the same number indicated on Part A. Kindly take your scores from Part A and put them on your SCANTRON form starting with Item 6.
MISERICORDIA UNIVERSITY
EVALUATION OF FACULTY BY
STUDENTS

GRADUATE FACULTY/COURSE EVALUATION QUESTIONNAIRE

Student evaluations of faculty are used to help faculty improve their teaching and to help the college make decisions on reappointment, promotion, and tenure of faculty. It is essential, therefore, that you rate your instructors on their teaching ability and offer explanatory comments that relate to those ratings. Your assistance in this assessment process of graduate faculty and courses will enable us to attain the high quality of graduate education that you expect and to which we aspire. The component of the evaluation process in which you rate faculty performance on a scale uses a Scantron form to enable computer tabulation and analysis of aggregate data. In addition you are asked to respond to two open-ended questions directly on the questionnaire. There is no need to put your name or student number on either of the forms.

INSTRUCTIONS

I. Complete the first section of the Scantron form as follows:
   A. Identification
      1-5. Item numbers 1-5 on the Scantron form are used to identify the course and the instructor. The person administering the questionnaire provides this information to you.

   B. Demographic Information

      6. Your MAJOR

         (1) Education
         (2) Medical Imaging
         (3) Nursing
         (4) Occupational Therapy
         (5) Organizational Management
         (6) Physical Therapy
         (7) Speech/Language Pathology

      7. Your INSTRUCTOR (Ask if you do not know.)

         (8) Full time
         (9) Part time

     8. According to the Registrar, your ACADEMIC CLASSIFICATION at the present time

         (1) Graduate Student
         (2) Undergraduate Student
         (3) Non-Matriculated
Semester___Year____ Please rate the faculty member in this course using the following rating scale:

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree 9 - Does Not Apply in this Course

This faculty member provides a teaching/learning environment in which:

9. **The learning experiences are consistent with the course outcomes (objectives).** Rating

10. **The assignments foster comprehensive study involving out of classroom resources.** Rating

11. **The teaching/learning strategies encourage collaboration.** Rating

12. **The teaching/learning strategies encourage self-directed learning.** Rating

13. **The learning activities promote critical analysis.** Rating

14. **The relationship between the faculty member and students is mutually respectful.** Rating

15. **The relationship among faculty and students promotes shared learning.** Rating

16. **Students are expected to fulfill writing requirements that demonstrate analytical skills.** Rating

17. In a short paragraph, explain very specifically what you liked best about the course and the instructor's approach to it, and why.

18. In a short paragraph, explain very specifically what improvements you would suggest for the course and the instructor's teaching methods.
II. Complete the Questionnaire Form.
   A. Print the course number, section, faculty ID#, semester, and year in the spaces indicated.

   B. Complete items 9-16 using the following rating scale:
      1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree 9 - Does not apply in this course

   C. Respond to Items 17 and 18 in thoughtful narrative format.

III. Transfer your ratings for Items 9-16 from the questionnaire to the Scantron form using a number 2 pencil.

IV. Return the completed questionnaire and Scantron form to the person administering the evaluation.

THANK YOU!