Outcomes Assessment Results

For Academic Year: 2012-2013

Section I: Student Learning Assessment

Student Learning Assessment for *Accounting Major*	
Intended Student Learning Outcomes for *Accounting Major (Program 1)* :	
1. Identify and apply the concepts put forth in the FASB's conceptual framework of accounting	
2. Demonstrate proficiency in applying GAAP to various accounting problems	
3. Analyze financial statements and make decisions based on that analysis	
4. Understand, apply and interpret cost accounting systems	
5. Understand the federal tax laws and prepare tax returns	
6. Demonstrate an understanding of ethical and professional responsibilities of an audit professional	
7. Identify & define major concepts of assurance services	
8. Demonstrate ability to perform consolidation theory applications to the consolidated worksheet	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone Course Project (Business Policy)	On a case study evaluation rubric, at least 80% of graduating seniors in accounting will achieve a “proficient” or “mostly proficient” rating on each learning-outcome-related evaluation criterion.
2. End-of-Program Comprehensive Exam	All graduating seniors in accounting will score at least a 70% on a comprehensive exam (prepared internally)
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Undergraduate Alumni Survey	On the survey instrument, at least 70% of alumni will “agree” or

	"strongly agree" with the statement that their learning in the major prepared them well for their current positions.
2. Senior Exit Survey	At least 70% of graduating seniors will indicate they agree or strongly agree that "Overall my degree program met my educational goals"

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Capstone Course Project (Business Policy)	X	
2. End-of-Program Comprehensive Exam	N/A* See Pg. 22	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Undergraduate Alumni Survey		X
2. Senior Exit Survey	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *See Page 22*
2.

Section I: Student Learning Assessment

Student Learning Assessment for *Business Competitive Intelligence Major*	
Intended Student Learning Outcomes for *Business Competitive Intelligence Major (Program 2):*	
1. Demonstrate detailed knowledge of the functions & processes of the marketing research and competitive intelligence fields.	
2. Exhibit project management skills including planning research, organizing, securing, and managing resources.	
3. Show operational understanding of research design, analysis, and measurement.	
4. Produce written & oral reports/assessments based on research & analysis	
5. Apply analytical findings to strategic formulation and key findings for decision makers.	
6. Identify and integrate information at a global scale cognizant of differing cultures, economic conditions, legal systems and other macroenvironmental effects.	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Comprehensive Capstone Business & Competitive Intelligence Project (Advanced Competitive Intelligence RIAP 365)	On the grading rubric 90% of students will achieve a "good" or "excellent" rating on each learning outcome-related evaluation criteria.
2. Comprehensive Capstone Project for all Business Majors (Business Policy & Strategy BADM 405)	On the grading rubric, 90% of students will achieve a score of "Mostly proficient content" or higher on Section 1: Historical Analysis and Section 2: Current Analysis - Company and Industry Profiles.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Internship Program	All students will successfully pass an internship in either marketing research or competitive research prior to graduation with a score of 70% or better. 90% of students will rate "adequately prepared" or higher for **How well did the coursework you've completed at Mercyhurst prepare you for the internship you completed?**

	and 90 % will rate "applied periodically or better" **To what degree were the theoretical concepts you learned in your major courses applied during the course of your internship?** (see survey: http://surveys.mercyhurst.edu/CoopInternshipEval/).
2. Undergraduate Alumni Survey	At least 85% of students will be pursuing further education or will have a job within 6 months. Greater than 90% of graduates will answer yes to: **While at Mercyhurst, did you complete an internship or externship?** (see survey: http://surveys.mercyhurst.edu/GraduateSurvey2012/).

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Comprehensive Capstone Business & Competitive Intelligence Project (Advanced Competitive Intelligence RIAP 365)	X	
2. Comprehensive Capstone Project for all Business Majors (Business Policy & Strategy BADM 405)	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Internship Program	X	
2. Undergraduate Alumni Survey	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *N/A - All direct and indirect targets that were measured were met.*

Section I: Student Learning Assessment

Student Learning Assessment for *Business Economics Major*	
Intended Student Learning Outcomes for *Business Economics Major (Program 3):*	
1. Analyze the consequences of economic shocks to particular markets	
2. Apply marginal analysis to determine optimal economic decisions.	
3. Analyze business operations under varying competitive conditions	
4. Differentiate between the effects of fiscal and monetary policies on the domestic economy.	
5. Understand the impact of international economic events on the domestic economy.	
6. Understand how economists use statistics to learn about economic behavior.	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Examination on Macroeconomics and Microeconomics	All graduating seniors will score at least 70% on the comprehensive exam
2. Business Policy and Strategy Course	Students are required to get at least "Mostly Proficient Content- (80 – 89 %)" on the Strategic Plan component of the final paper.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Walker School of Business Senior Satisfaction /Exit Survey	The Senior Satisfaction Survey is given to each graduating senior during the Capstone Business Policy and Strategy Course. The goal is to have a median response of agree or strongly agree to the question: "Course content within my degree program was valuable"
2. Walker School of Business Senior Satisfaction/Exit Survey	The Senior Satisfaction Survey is given to each graduating senior during the Capstone Business Policy and Strategy Course. The goal is to have a median response of agree or strongly agree to the question: "Overall my

	degree program met my educational goals”	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. End-of-Program Comprehensive Examination on Macroeconomics and Microeconomics	N/A*	
2. Business Policy and Strategy Course		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Walker School of Business Senior Satisfaction/Exit Survey	X	
2. Walker School of Business Senior Satisfaction/Exit Survey	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. See Page 22		
2.		

Section I: Student Learning Assessment

Student Learning Assessment for *Business Marketing Major*	
Intended Student Learning Outcomes for *Business Marketing Major (Program 4):*	
1. Apply consumer behavior knowledge to the marketing of products and services	
2. Apply marketing skills in evaluating domestic and international markets	
3. Demonstrate effective decision-making, critical thinking, and business evaluation skills and techniques	
4. Apply appropriate research tools and skills for exploring marketing opportunities	
5. Formulate sound business strategies that support the mission of the organization	
6. Construct rationale and recommend action plans for given business situations, with an emphasis on the marketing related aspects	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone Course	Business Marketing majors should score at least an 85% or better on the Capstone Project that relates specifically to their major area (based on rubric)
2. Internship Review Reports	Business Marketing majors must complete an internship as part of their degree requirements; the goal is that 80% of employers will rate the student intern overall experience as a 3.5 (average) (Source: Employer internship evaluation report)
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	At least 85% of graduating seniors will indicate they agree or strongly agree that “the education received in the degree program will enable them to meet their professional goals”
2. Undergraduate Alumi Survey	At least 85% of alumni will indicate that they are employed full-time in

	their field of study and that their Mercyhurst education prepared them "well" for their current employment.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Capstone Course		X
2. Internship Review Reports (*100% of employers rated the student experience as 3.7 or above)	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Senior Exit Survey		X
2. Undergraduate Alumni Survey		X

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. See Page 22
2.

Section I: Student Learning Assessment

Student Learning Assessment for *Finance Major*	
Intended Student Learning Outcomes for *Finance Major (Program 5):*	
1. Students will be able to determine the value of firms and projects using time value of money techniques	
2. Students will be able to evaluate securities and manage portfolios	
3. Students will be able to evaluate the economic, legal and regulatory environment.	
4. Students will be able to analyze and interpret financial data	
5. Students will be able to recognize how financial markets are globally connected	
6. Students will be able to calculate the value of common stock and determine whether the stock is over-valued or under-valued	
7. Students will be able to distinguish between various types of risk and calculate returns given appropriate risk measures.	
8. Students will be able to identify bond risk characteristics and calculate the value of a bond	
9. Students will be able to calculate financial ratios using data from a firm's financial statements and explain their significance.	
10 Students will be able to demonstrate knowledge of the financial services provided by financial institutions.	
11 Students will be able to demonstrate knowledge of the regulation of financial professionals and institutions	
12 Students will be able to define basic banking concepts and terms	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Financial Plan Development Capstone Course	All students will receive a grade of average or better (rubric to be determined that will equate to the 'average' percentile) on the final deliverables for this course
2. Business Policy & Strategy – Capstone Course Strategic Plan	All graduating seniors will receive a score of "Mostly proficient content – 89-80% credit" or higher

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Job or graduate school placement data	Graduates will have a 90% job or graduate school placement rate
2. Undergraduate Alumni Survey	On the survey instrument, at least 80% of third-year alumni will "agree' or "strongly agree" with the statement that their education equipped them well for their current positions

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Financial Plan Development Capstone Course	N/A**	
2. Business Policy & Strategy Capstone Course – Strategic Plan		X

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Job or graduate school placement data	X	
2. Undergraduate Alumni Survey		X

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *See Page 22*
2.

Section I: Student Learning Assessment

Student Learning Assessment for *Human Resource Management Major*	
Intended Student Learning Outcomes for *Human Resource Management Major (Program 6):*	
1. Demonstrate detailed knowledge of functions and processes of the human resource management industry.	
2. Utilize current and emerging information technology to support the practice of human resource management.	
3. Develop and implement legally sustainable and ethical HR planning; ensure compliance with government regulations.	
4. Demonstrate proficiency in written and oral communication including presentation and interpersonal skills based on research and analysis.	
5. Contrast global human resource management practices and recognize necessary adjustments for cross cultural and diversity issues to effectively function in a business environment.	
6. Develop and exhibit project management skills including planning, researching, organizing, analyzing, securing, and managing resources of the firm.	
7. Formulate analysis utilizing various data, and apply key findings as a basis for managerial decisions in the economic environment of organizations.	
8. Apply critical thinking to recognize potential problems, formulate and implement possible solutions utilizing established research and analysis methodologies.	
9. Manage professional development for self, and provide leadership to others in the achievement of ongoing competence in human resource management professional practice.	
10. Recognize opportunities to implement activities that foster constructive organizational change through commitment, motivation, teamwork, wellness, safety and values.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. All Human Resource Management majors are required to complete the end of program Business Policy capstone course (MGMT 405 –	Ninety percent of all graduating Human Resource Management majors should score (adequate proficient content or above) 71% or above on

Business Policy and Strategy).	their capstone company analysis, indicating that they have a comprehensive understanding of internal and external environmental factors that influence strategic management and can perform a strategic audit of an organization.
2. All Human Resource Management majors are required to complete the end of the program Human Resource Management Internship (MGMT 475 – Human Resource Management Internship).	Internship Evaluation: Ratings of student skills by their internship supervisors. Ninety percent of all Human Resource Management majors completing their Human Resource Management Internship will meet or exceed expectations in the categories related to the intended learning outcome by scoring 70% or above on their evaluation.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Undergraduate Alumni Survey	A minimum of seventy percent of our graduates will be employed in the field of Human Resource Management within one year of post-graduation. Mercyhurst University's Office of Career Services executes an annual Graduate Placement Report through a letter survey sent to graduates. Graduates are asked various questions about their current employment and intentions for continuing education. Several of the primary questions asked on the survey that attempt to capture the students' post-graduation information are as follows: 1. Which best describes your current employment status (full-time, part-time)? 2. Are you working in your degree field or your major field of study? 3. Please select the range that reflects your total current annual salary from your primary employer (includes a range of salaries to choose from)? 4. Do you plan to attend graduate/professional school in the future?
2. Senior Exit Survey	The goals set for the Human Resource Management Program is that seventy percent or more of Human Resource Management students respond that that they agree or strongly agree that their education sufficiently prepared them in the Human Resource Management area. This measure will be used to determine whether Mercyhurst University Human Resource Management graduates are confident in their

	competency and academic preparation in their discipline.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Capstone Course	X	
2. Internship Reports	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Undergraduate Alumni Survey	See below	
2. Senior Exit Survey	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *Data from the Undergraduate Alumni Survey indicated only one graduate response; the alum was attending a masters of human resource management program, full-time.*
2. *All other direct/indirect targets were met.*

Section I: Student Learning Assessment

Student Learning Assessment for *Integrated Marketing Major*	
Intended Student Learning Outcomes for *Integrated Marketing Major (Program 7):*	
1. Develop foundational business knowledge and skills through the core courses	
2. Develop strategic communication strategies via use of data gathered through appropriate market research	
3. Evaluate global marketing strategies and develop communication strategies for linking a firm's vision, mission, marketing plan and customers	
4. Integrate program content to develop a basic marketing plan that contains all essential elements	
5. Demonstrate effective communication skills consistent with a professional marketing environment	
6. Understand marketing in the digital age and exploit opportunities available to marketers through adopting technological advancement	
7. Explain and demonstrate how marketing decisions are influenced by various forces in the external business environment	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone Course – Business Policy - Project	All graduating seniors will score at least "Mostly Proficient Content- (80 – 89 %)" on the Strategic Plan component of the final deliverables for this course.
2. Comprehensive Exam	All majors will earn at least an 85% on the comprehensive exam (prepared in-house)
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	At least 85% of graduating seniors will indicate they agree or strongly agree that "the education received in the degree program will enable

	them to meet their professional goals”
2. Undergraduate Alumni Survey	At least 85% of alumni will indicate that they are employed full-time in their field of study.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Capstone Course		X
2. Comprehensive Exam	N/A*	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Senior Exit Survey	X	
2. Undergraduate Alumni Survey	See Below #2	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *See page 22 re: target that was not met*
2. *There was only 1 graduate of this major in 2012, and this alumni did not respond to the survey.*

Section I: Student Learning Assessment

Student Learning Assessment for *International Business Major*	
Intended Student Learning Outcomes for *International Business Major (Program 8):*	
1. Incorporate diverse cultural perspectives into business	
2. Learn about the different international trade theories and the impact of international trade on participating countries' welfare as well as on their citizens and businesses	
3. Explain the role of international organizations (International Monetary Fund, the World Bank, the World Trade Organization) and agreements and regional agreements (North American Free Trade Agreement, European Monetary Union etc.) that would affect businesses as organizations	
4. Evaluate the impact of globalization on the strategies that would be undertaken by businesses in order to be more competitive	
5. Implement alternative management techniques in MNCs due to different cultural values	
6. Identify the determinants of exchange rates to be able to make international investment decisions and to be able to make international financial projections	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Examination on International Economics and International Finance courses	All graduating seniors will score at least 75% on the comprehensive exam
2. Business Policy and Strategy Course Project	Students are required to get at least "Mostly Proficient Content- (80 – 89 %)" on the Strategic Plan component of the final paper.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Exit Survey	The Senior Satisfaction Survey is given to each graduating senior during

	the Capstone Business Policy and Strategy Course. The goal is to have a median response of agree or strongly agree on the question: "Overall my degree program met my educational goals"
2. Undergraduate Alumni Survey	The goal is to have a median response of fairly well or well prepared on the question "How well did your Mercyhurst education prepare you for this job"

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Comprehensive Exam	N/A*	
2. Capstone Course		X

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Senior Exit Survey	X	
2. Undergraduate Alumni Survey	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *See page 22*
2.

Section I: Student Learning Assessment

Student Learning Assessment for Management Major	
Intended Student Learning Outcomes for Management Major *(Program 9):*	
1. Students will be able to demonstrate foundational knowledge of the 4 functions of management.	
2. Students will be able to explain the environmental factors affecting management and management decision-making.	
3. Students will be able to demonstrate knowledge of legal and ethical principles in business and apply them to decision-making.	
4. Students will be able to communicate effectively in a professional context.	
5. Students will be able to work effectively in a team situation.	
6. Students will be able to demonstrate a depth of knowledge and appropriate competencies in human resource management.	
7. Students will be able to demonstrate a depth of knowledge and appropriate competencies in organizational behavior.	
8. Students will be able to demonstrate a depth of knowledge and appropriate competencies in strategic management.	
9. Students will be able to assess relevant international considerations and their impact on management decision-making.	
10. Students will be able to demonstrate a depth of knowledge and appropriate competencies in entrepreneurship.	
11. Students will be able to demonstrate a depth of knowledge and appropriate competencies in operations and supply-chain management	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Business Plan Formulation & Presentation	All Management majors will score at least 80% on both the paper and presentation components of the business plan.
2. Comprehensive Capstone Strategic Plan	All Management majors will score at least 80% on both the paper and

	presentation components of the business plan.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Undergraduate Senior Exit Survey	On the exit survey instrument, at least 90% of graduating seniors in management will indicate that they"agree" or "strongly agree" to the question pertaining to the Management program meeting the students' educational goals.
2. Undergraduate Alumni Survey	On the survey instrument, at least 80% of alumni will indicate they are employed full-time in their field of study.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Business Plan	X	
2. Capstone Course – Strategic Plan		X

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Senior Exit Survey	X	
2. Undergraduate Alumni Survey		X

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *See Page 22*
2.

Section I: Student Learning Assessment

Student Learning Assessment *for Sport Business Management Major*	
Intended Student Learning Outcomes for *Sport Business Management Major (Program 10):*	
1. Demonstrate an understanding of the managerial considerations involved in sport management practice within a variety of professional settings	
2. Effectively link the application of marketing principles to a variety of sport management settings	
3. Possess an understanding of the economic and financial dimensions of sport management practice, including resource acquisition and budget considerations	
4. Understanding the applicability of ethical and legal contexts of successful sport management practice	
5. Possess sound critical thinking and effective written and oral communication skills that are required for success in practicing management in the sport business context	
6. Possess the skills and knowledge necessary to lead and provide value-added service to organizations, particularly through familiarity with the areas of strategy and management practices	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone Course (Business Policy & Strategy) Project	At least 85% of all students will score with "mostly proficient content" in their overall capstone course project according to the grading rubric (thereby earning between 80 and 90% credit on the assignment)
2. Comprehensive Exam	In SMKT390 (Sport Governance), generally the last course taken in the major requirements, there will be administration of a comprehensive exam (capturing questions from the other required major courses). All seniors will earn at least an 85% on the exam.

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1 Senior Exit Survey	At least 85% of graduating seniors will indicate they agree or strongly agree that "the education received in the degree program will enable them to meet their professional goals"
2 Undergraduate Alumni Survey	At least 85% of alumni will indicate that they are employed full-time in their field of study and that their Mercyhurst education prepared them "well" for their current employment.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1 Capstone Course		X
2 Comprehensive Exam	N/A*	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1 Senior Exit Survey		X
2 Undergraduate Alumni Survey		X

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. See Page 22
2.

Additional Information

*N/A for "Comprehensive Exam" Direct Measure

The majors of Accounting, Integrated Marketing, Business Economics, International Business, and Sport Business Management listed an in-house prepared Comprehensive Exam as one of its direct measurement tools in the original assessment plan. The assessment plan is intended to be modified so that, rather than use the prepared in-house exams, all business majors will be subject to the ETS Major Field Test to assess the achievement level of core learning outcomes across the majors. As this measurement tool selection has changed, so too will our assessment plan. Therefore, we will need

to revise the assessment plan and re-submit as we intend to remove the in-house comprehensive exam as a direct measurement tool. In order to allow the Dean adequate time to advise faculty on the implementation of the ETS exam and to review the other direct/indirect measurements for appropriateness, we intend to meet at the end of the first semester as a full-faculty, and will submit revisions to the assessment after re-examination of these components.

****N/A for the Finance Major Direct Measure of Capstone Financial Plan Course**

The Financial Plan Development Course has not yet run, as it applies to students who matriculated after 1-1-2012, therefore there is no assessment data from this course available yet. The first section of this course is due to run in the 2014-2015 academic year.

Planned Course of Action for Targets Not Met:

Below is a summary by major program of the direct and/or indirect measure (or measures) whose targets were not met. At the end of each list is a proposed course of action.

Accounting Targets Not Met -
Indirect Measure #1

1. Undergraduate Alumni Survey	On the survey instrument, at least 70% of alumni will "agree" or "strongly agree" with the statement that their learning in the major prepared them well for their current positions.

Action Plan: 92% of the alumni responses indicate they are employed or employed and attending graduate school. Of this group, 67% felt they were 'well prepared' or 'fairly well prepared' for their current positions. Target was not met. The Accounting faculty will meet to address this issue in conjunction with the other direct and indirect measurement results. Starting in spring 2014, the School faculty will begin reviewing the assessment data to determine what, if any, curricular changes are necessary to improve student achievement of course learning outcomes. Additionally, for both indirect measures used throughout the business department, the data suffers from small sample sizes, thus, results must be interpreted with caution.

Business Economics – Direct Measure Target Not Met – Capstone Course Results

2. Business Policy and Strategy Course	Students are required to get at least "Mostly Proficient Content- (80 – 89 %)" on the Strategic Plan component of the final paper.

Action Plan: The data by individual major for this Direct Measure (capstone, BADM 405, course) are not meaningful because the outcome statement for each major emphasizes a different aspect of its program, whereas the course, BADM 405, measures students' ability to form an overall strategy and develop a business plan. Therefore, it would be impossible to change the curriculum in the major to improve the achievement of the assessment goal in that major. It makes more sense to modify the assessment goal in each major to be consistent with the overall goal. For 2012-2013, there were 4 business economics majors in the Course. Of the 4 business economics majors, 2 achieved a rating of at minimum "proficient" or "mostly proficient" on the written portion of the strategic plan which resulted in a 50% outcome. The assessment goal was not met for the 2012-2013 academic year. Starting in spring 2014, the School faculty will begin reviewing the assessment data to determine what, if any, curricular changes are necessary to improve student achievement of course learning outcomes.

Business Marketing – Direct Measure Not Met – Capstone Course Results
Indirect Measures Not Met – Senior Exit Survey and Undergraduate Alumni Survey

1. Capstone Course	Business Marketing majors should score at least an 85% or better on the Capstone Project that relates specifically to their major area (based on rubric)

Indirect Measures

1. Senior Exit Survey	At least 85% of graduating seniors will indicate they agree or strongly agree that "the education received in the degree program will enable them to meet their professional goals"
2. Undergraduate Alumni Survey	At least 85% of alumni will indicate that they are employed full-time in their field of study and that their Mercyhurst education prepared them "well" for their current employment.

Action Plan: Direct Measure Target was that 100% of the majors would score at least 85% or better on the Capstone project. In the 2012-2013 academic year, 20 students were business marketing majors in the BADM 405 course. Of the 20 business marketing majors, 17 achieved a rating of at minimum "mostly proficient" on the written portion of the strategic plan which resulted in a 85% outcome. The assessment goal was not met for the 2012-2013 academic year. The data by individual major for this Direct Measure (capstone, BADM 405, course) are not meaningful because the outcome statement for each major emphasizes a different aspect of its program, whereas the course, BADM 405, measures students' ability to form an overall strategy and develop a business plan. Therefore, it would be impossible to change the curriculum in the major to improve the achievement of the assessment goal in that major. It makes more sense to modify the assessment goal in each major to be consistent with the overall goal. For 2012-2013, there were 4 business economics majors in the Course. Starting in spring 2014, the School faculty will begin reviewing the assessment data to determine what, if any, curricular changes are necessary to improve student achievement of course learning outcomes.

For the Indirect Measures - The senior exit survey indicated 80% of students agreed or strongly agreed the education in their degree program would enable them to meet their professional goals – Target was not met. And, 63% of alumni responses indicate they are employed, full-time, related to their major. 75% of respondents indicated they felt their education prepared them 'well' or 'fairly well' for their current positions. Target was not met. Both targets were 85% and the results were 80 and 63% respectively. This particular major has suffered from the lack of a dedicated full-time faculty person for many consecutive years. Thus, the Dean has made review of the curriculum and if need be, the hiring of a full-time faculty person for this area, a priority. Because of small sample sizes, we must interpret these results carefully. We plan to repeat these surveys to get a better understanding of students' achievement of their professional goals and determine how best to meet them.

Finance – Direct Measure Not Met – Capstone Course

Direct Measure

2. Business Policy & Strategy – Capstone Course Strategic Plan	All graduating seniors will receive a score of "Mostly proficient content – 89-80% credit" or higher

Indirect Measure Not Met – Alumni Survey Result

2. Undergraduate Alumni Survey	On the survey instrument, at least 80% of third-year alumni will "agree' or "strongly agree" with the statement that their education equipped them well for their current positions

Action Plan: In the 2012-2013 academic year, 19 students were finance majors in the BADM 405 course. Of the 19 finance majors, 12 achieved a rating of at minimum "proficient" or "mostly proficient" on the written portion of the strategic plan which resulted in a 63.2% outcome. The assessment goal was not met for the 2012-2013 academic year. The data by individual major for this Direct Measure (capstone, BADM 405, course) are not meaningful because the outcome statement for each major emphasizes a different aspect of its program, whereas the course, BADM 405, measures students' ability to form an overall strategy and develop a business plan. Therefore, it would be impossible to change the curriculum in the major to improve the achievement of the assessment goal in that major. It makes more sense to modify the assessment goal in each major to be consistent with the overall goal. For 2012-2013, there were 4 business economics majors in the Course. Starting in spring 2014, the School faculty will begin reviewing the assessment data to determine what, if any, curricular changes are necessary to improve student achievement of course learning outcomes.

Indirect Measure - 70% of alumni respondents indicated they are "well" or "fairly well" prepared for their current positions based upon their education at Mercyhurst. Target was not met for 2012-2013, however, the target itself needs to be addressed/re-worded as the target was built on third-year

alumni but the other program areas were assessing based on previous year alumnus. Because of small sample sizes, we must interpret these results carefully. We plan to repeat these surveys to get a better understanding of students' achievement of their professional goals and determine how best to meet them.

Integrated Marketing - Direct Measure Not Met – Capstone Course

1. Capstone Course – Business Policy - Project	All graduating seniors will score at least "Mostly Proficient Content- (80 – 89 %)" on the Strategic Plan component of the final deliverables for this course.

Action Plan: The Integrated Marketing is currently under review as it was recommended at the end of 2012-2013 that the major itself be moved to the Communications Department (at the recommendation of the Office for Academic Affairs). The curriculum of the major is currently under review for possible revision by the Chair of the Communications Department. The Chairs of both Communications and Business, along with the Dean and Associate Deans are reviewing the possibility of merging the Integrated Marketing & Business Marketing majors. In the 2012-2013 academic year, 2 students were integrated marketing majors in the BADM 405 course. Of the 2 integrated marketing majors, 0 achieved a rating of at minimum "mostly proficient" on the written portion of the strategic plan which resulted in a 0% outcome. The assessment goal was not met for the 2012-2013 academic year. The data by individual major for this Direct Measure (capstone, BADM 405, course) are not meaningful because the outcome statement for each major emphasizes a different aspect of its program, whereas the course, BADM 405, measures students' ability to form an overall strategy and develop a business plan. Therefore, it would be impossible to change the curriculum in the major to improve the achievement of the assessment goal in that major. It makes more sense to modify the assessment goal in each major to be consistent with the overall goal.

International Business – Direct Measure Not Met - Capstone Course

2. Business Policy and Strategy Course Project	Students are required to get at least "Mostly Proficient Content- (80 – 89 %)" on the Strategic Plan component of the final paper.

Action Plan: In the 2012-2013 academic year, 1 student was an international business major in the BADM 405 course. Of the 1 international business major, 0 achieved a rating of at minimum "mostly proficient" on the written portion of the strategic plan which resulted in a 0% outcome. The assessment goal was not met for the 2012-2013 academic year, however, there was not sufficient data to warrant a substantial change. The data by individual major for this Direct Measure (capstone, BADM 405, course) are not meaningful because the outcome statement for each major emphasizes a different aspect of its program, whereas the course, BADM 405, measures students' ability to form an overall strategy and develop a business plan.

Therefore, it would be impossible to change the curriculum in the major to improve the achievement of the assessment goal in that major. It makes more sense to modify the assessment goal in each major to be consistent with the overall goal. Still, all assessment data will be reviewed in the Spring of 2014 to determine what, if any, curricular changes are necessary to improve student achievement of course learning outcomes.

Management - Direct Measure Not Met – Capstone Plan and Indirect Measure Not Met – Alumni Survey

2. Comprehensive Capstone Strategic Plan	All Management majors will score at least 80% on both the paper and presentation components of the business plan.

Indirect Measure

2 Undergraduate Alumni Survey .	On the survey instrument, at least 80% of alumni will indicate they are employed full-time in their field of study.

Action Plan: In the 2012-2013 academic year, 17 students were management majors in the BADM 405 course. Of the 17 management majors, 9 achieved a rating of at minimum "proficient" or "mostly proficient" on both the written portion of the strategic plan and the presentation portion which resulted in a 52.9% outcome. The assessment goal was not met for the 2012-2013 academic year. Again, as stated with the other majors, the data by individual major are not meaningful because the outcome statement for each major emphasizes a different aspect of its program, whereas the course, BADM 405, measures students' ability to form an overall strategy and develop a business plan. Therefore, it would be impossible to change the curriculum in the major to improve the achievement of the assessment goal in that major. It makes more sense to modify the assessment goal in each major to be consistent with the overall goal.

Indirect Measure - 78% of alumni respondents indicated they are employed full-time in a position related to their major. Only 11% were employed full time in a field not related to the major. And the other 11% were employed part-time, related to the major. Target was not met. Because of small sample sizes, we must interpret these results carefully. We plan to repeat these surveys to get a better understanding of students' achievement of their professional goals and determine how best to meet them.

Sport Business Management - Direct Measure Not Met – Capstone Course and Indirect Measures not Met – Senior Exit and Alumni Surveys

1. Capstone Course (Business Policy & Strategy) Project	At least 85% of all students will score with "mostly proficient content" in their overall capstone course project according to the grading rubric (thereby earning between 80 and 90% credit on the assignment)

Indirect Measures

1 Senior Exit Survey	At least 85% of graduating seniors will indicate they agree or strongly agree that "the education received in the degree program will enable them to meet their professional goals"
2 Undergraduate Alumni Survey	At least 85% of alumni will indicate that they are employed full-time in their field of study and that their Mercyhurst education prepared them "well" for their current employment.

Action Plan – Direct Measure - In the 2012-2013 academic year, 7 students were sport business management majors in the BADM 405 course. Of the 7 sport business management majors, 4 achieved a rating of at minimum "mostly proficient" on the written portion of the strategic plan which resulted in a 57.1% outcome. The assessment goal was not met for the 2012-2013 academic year. Starting in spring 2014, the School faculty will begin reviewing the assessment data to determine what, if any, curricular changes are necessary to improve student achievement of course learning outcomes. This major area can definitely benefit from some stability especially in the direction of the major and the dedication of a faculty member. During 2012-2013, the major was being directed temporarily, but, the faculty person assigned to it will be hired permanently for the 2013-2014 academic year.

Indirect Measures - 60% of students agreed or strongly agreed that the education in their degree program would enable them to meet their professional goals – target was not met and 50% of respondents indicated they were employed full-time in a position related to their major. 50% felt their education prepared them "well" for their current position of employment. Target was not met. Because of small sample sizes, we must interpret these results carefully. We plan to repeat these surveys to get a better understanding of students' achievement of their professional goals and determine how best to meet them. Additionally, as mentioned above, this program suffered from faculty turnover, that hopefully will stabilize in the 2013-2014 academic year.

Section II: Operational Assessment (**Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011**.)

Operational Assessment for	
Mission of the Business Department in the Walker School of Business & Communication	
The mission of the Walker School of Business & Communication is to prepare students for leadership roles on the national and international level, to become the entrepreneurs of the future, and to continue their education in graduate and professional schools. With its collegial and supportive culture, the Walker School of Business & Communication embraces a rigorous and collaborative approach to learning that inspires informed judgment, decisive action and a global, enterprise perspective. The Walker School of Business and Communication graduates will embrace the Mercy mission's core values of respect and tolerance for people and their ideas, and dignity in the treatment of all workers.	
Intended Operational Outcomes:	
1. Assure student satisfaction with faculty instruction for each departmental major	
2. Assure a reasonable level of student satisfaction with respect to the advising process	
3. Ensure successful career placement with the degree earned in the Business Department	
4. Ensure students feel adequately prepared for entry into the professional world	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. Student assessment of faculty – SIR II Reports	At least 75% of students would rate their overall satisfaction of a course with a score of 4.0 (or higher) according to results from the SIR II reports.
2. Senior Exit Survey administered in the Capstone Course	At least 80% of students would agree or strongly agree that "the advising process met or exceeded expectations"

3. Alumni Survey Via Career Services Department	At least 70% of alumni will respond their current employment status is "employed full-time related to my major"
4. Senior Exit Survey administered in the Capstone Course	At least 80% of students would agree or strongly agree that "the education received in their degree program(s) would enable them to reach their professional goals".

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was…	
	Met	Not Met
1. SIR II Reports		X
2. Senior Exit Survey – Advising Process	X	
3. Alumni Survey	X	
4. Senior Exit Survey – Educational Experience	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. The overall median score for student satisfaction (measured for all faculty SIRS for the 2012-2013 year) was 4.16, however, out of the 73 course SIRS that were complied for the academic year, 48 out of the 73 contained overall course ratings of 4.0 or better (66%). The target was not met, and, to note, all faculty who taught and had SIRS were included in the total, thus providing a comprehensive look at all who teach for the business school including adjunct faculty, part-time faculty, and full-time faculty included. Discussion among faculty will have to take place to address the issue of overall student satisfaction and ways to enhance student learning and meeting their expectations will be a priority.
2. This target was met; 84.3% of students agreed or strongly agreed the advising process met or exceeded expectations.
3. 69.7% of respondents indicated they were employed full-time, related to their major areas of study.
4. This target was met; 88% of students agreed or strongly agreed that the education in their program would enable them to reach their professional goals.