

GWYNEDD-MERCY COLLEGE

SCHOOL OF BUSINESS



OUTCOMES ASSESSMENT REPORT

CREATION DATE: JANUARY, 2011

INSTITUTIONAL LEARNING OUTCOME GOALS PROGRAM LEARNING OUTCOME GOALS ASSESSMENT PLAN AND ACTION STEPS /TIMELINE

Prepared by:

The Faculty and Administration of the School of Business

Mr. Ronald Bruce, Associate Professor
Mr. Kurt Heiselmoyer, Assistant Professor
Dr. Ralph Hoffman, Associate Professor
Mr. Stephen Mumford, Assistant Professor
Dr. Heather Pfleger, Dean
Dr. Michael Shaffer, Associate Professor
Mr. Carlo Silvesti, Assistant Professor

Document Created: January 15, 2011
Updated: October 24, 2011

Section 1 – Institutional Program Learning Outcomes Goals

INSTITUTIONAL LEARNING OUTCOMES

Mission of the College:

Gwynedd-Mercy College is a Catholic College founded in 1948 and sponsored by the Sisters of Mercy. The Middle States Association of College and Secondary Schools Commission on Higher Education accredit the College. Our mission is to create a learning community rooted in Gospel values and rich in the liberal arts. In an atmosphere of inquiry and dialogue, the college seeks to combine education for professional competency with the Mercy tradition of services to society.

Core Values: The following values lie at the heart of higher education in the Mercy tradition:

- Academic Excellence
- Community and Collaboration
- Compassion
- Competence
- Dignity of Each Person
- Integrity
- Rigorous Intellectual Inquiry
- Service
- Social Responsibility
- Spirit of Hospitality and valuing Diversity

The College, in reflection of its mission, developed a set of institutional learning outcome goals. These learning outcome goals are:

1. Written/Oral Communication

Business professionals are required to communicate in written and oral skills that emphasize the fundamentals of business using appropriate terminology and concepts. Students should begin to confidently use business vernacular and techniques to deliver information that is understandable, meaningful, and often times persuasive. Professional situations require the development of listening skills that promote effective two-way communication.

2. Critical Thinking

Critical thinking requires the evaluation of material and possible alternatives as well as choosing a solution through the application of learned skills and experiences. Indeed, these skills are often at the core of professional practice and the way in which it adds value to the relationship between the organization and its internal and external customers. To do this requires an ability to recognize problems, identify possible solutions creatively and objectively, and assess alternatives using quantitative and qualitative analysis tools.

3. Ethical and Moral Judgment

Society is best served when business professionals adhere to ethical and moral standards. Individuals entering business should aspire to preserve and even enhance these beliefs by preparing themselves academically as well as practicing honest, objective behaviors throughout all areas of study. A full understanding of legitimate business practices needs to be compared and contrasted through discussions of alternative, often controversial, practices.

4. Critical and Competent Use of Technology

Business professionals are required to embrace and adapt to technology as it continues to change the global business environment. This requires knowledge of current available technology as well as the ability to adapt new technology to current and evolving situations. The objective is two-tiered; first to obtain a level of skill with applications and a basic understanding of computer and information systems; second, to develop an attitude of awareness and continued learning to give the professional the tools with which to practice, learn, and communicate.

5. Leadership

The preparation of a business professional includes practice and instruction in leading individuals. This skill includes the ability to motivate others, organize and chair a team, respect the input of others, arrive at consensus using compromise when necessary and appropriate and establish priorities. All professionals benefit from leadership skill development. Organizations need professionals with the ability to delegate, train, inspire, and get things done by leveraging their talents among many staff members. Since these represent a prerequisite for advancement, they are perceived as a requirement for admission into the professional workforce.

6. Professional Competency

Professional competency requires the command and confident use of an ever-expanding body of knowledge. This exists at three levels. First, understanding the chosen profession, its function and origin and learning basic business theories, concepts and methods. Second, establishing proficiency within these frameworks using a solid traditional business core, supplemented by a specific professional concentration that allows the student to complete a more in-depth, focused study of a particular discipline to prepare for a career in that discipline. Third, preparing students to seek continued opportunities to enhance their ongoing professional development.

7. Problem Solving

Business professionals are often required to evaluate circumstances and information and create alternative original solutions. Frequently, this involves the use of research, judgment, awareness of the issues, and problem solving skills. It also includes the understanding and application of a basic problem solving framework and problem solving activities specific to business applications.

Section 2 - PROGRAM LEARNING OUTCOMES

The School of Business developed program learning outcome goals linked directly to the defined institutional learning outcome goals.

The degree programs offered through the School of Business are:

Undergraduate Programs:

Associate of Science in Business Administration (Adult Degree Completion Program offered through the College's Center for Lifelong Learning)

Bachelor of Science in Business Administration (Main Campus Program)

Bachelor of Science in Business Administration (Adult Degree Completion Program offered through the College's Center for Lifelong Learning)

Bachelor of Science in Accounting (Main Campus Program)

Bachelor of Science in Business Education (Main Campus Program)

Graduate Program:

Master of Science in Management (Adult Degree Completion Program offered through the College's Center for Lifelong Learning)

Programs Offered At The School of Business

Bachelor of Science in Business Administration

Learning Outcome Goal 1: The ability to produce a business related papers using APA format. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators include (1) properly formatted title page, (2) properly formatted and constructed abstract, (3) properly formatted body with proper use of parenthetical references, (4) properly format and complete references, and (5) properly formatted appendices (as required). *Relates to institutional goal of Written/Oral Communications*

Rationale: The undergraduate programs of the School of Business aim to prepare students to enter graduate school. As such, this learning outcome goal will assist students in being better prepared to create properly formatted APA papers. APA is the standard format for research in the business professions and students matriculated in the undergraduate programs within the School of Business will be assessed on their ability to prepare acceptably formatted reports at several stages within their programs of study.

Learning Outcome Goal 2: The ability to clearly and effectively prepare written business communications. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators: (1) grammatically correct, (2) spelling error free, (3) well organized, (4) contains a well structured introduction, (5) provides supporting paragraphs that support the purpose of the paper, (6) provides a logical and clear conclusion, (7) is accurate (factual information is correct), appropriate (paper reflects purpose of assignment), and (8) adequate (thorough analysis is completed). *Relates to institutional goal of Written/Oral Communications*

Rationale: Business professionals are required to be able to effectively communicate in written form. The School of Business has embedded writing assignments in specific courses that will assess our student's ability to prepare well organized and grammatically correct written reports. This is especially important as students participate in internship experiences.

Learning Outcome Goal 3: Business students will apply knowledge and skills to make appropriate business decisions. *Relates to Institutional goals of professional competency and leadership*

Assessment indicators: Leadership, Collaboration and Teamwork, Financial Analysis, Financial Management, Operations Management, Human Resource Management, Strategic Analysis and Planning, and Corporate Social Responsibility to make business decisions.

Rationale: Business professionals will need to integrate resources (human and non-human) in order to meet strategic goals set forth by a company. This integration will include effectively using teams and collaborative decision-making. Students' ability to demonstrate their knowledge in key business area as well as an ability to conduct strategic planning and analysis through teamwork and collaboration is critical to their preparedness for both the job market and/or graduate studies.

Learning Outcome Goal 4: The student will be able to apply ethical and moral decision-making principles to business situations. *Relates to institutional goal of ethical moral judgment*

Assessment indicators: As a Gwynedd-Mercy graduate we would expect our students to be able to recognize an ethical dilemma, the circumstances that contributed to the situation and the decision making philosophies that could be used to help in formulating a solutions to the

dilemma. The student would also be expected to be able to identify the stakeholders that could be impacted by the decision and create viable solutions to the dilemma.

Rationale: Business professionals are required to make ethical decisions on a daily basis. Students need to be able to identify ethical dilemmas and apply moral/ethical principles to these problems to attain acceptable solutions to all stakeholders.

Learning Outcome Goal 5: The student will display appropriate quantitative problem-solving abilities in the context of a business problem. *Relates to institutional goal of problem-solving*

Assessment indicators: (1) the student will demonstrate the successful identification of the problem by selecting an appropriate formula or solution algorithm, (2) the student will demonstrate the ability to correctly identify and apply the elements of the formula or solution algorithm, (3) the student will perform the computations required by the formula to determine a correct solution, and (4) the student will be able to interpret and apply the solution in the context of a business problem.

Rationale: Business professionals face problems that need to be solved on a daily basis. Being able to use quantitative tools to solve these problems is an essential part of a successful business person.

Learning Outcome Goal 6: The student will demonstrate the ability to use appropriate technological skills required for business professionals. *Relates to institutional goal of critical and competent use of technology*

Assessment indicators: (1) the student will demonstrate the ability to use Microsoft Word to prepare a written paper in APA format, and (2) the student will demonstrate the ability to use Microsoft Excel to generate support for making business decisions.

Rationale: Business professionals need to successfully apply technical skills in their jobs in order to be both effective and efficient.

Learning Outcome Goal 7: The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. *Relates to institutional goal of critical thinking*

Assessment Indicators: (1) ability to recognize gaps in knowledge, (2) find sources of information, (3) evaluate sources of information and (4) synthesize and apply information appropriately.

Rationale: The business professional will need to be able to identify, synthesize, and apply relevant information from variety of courses in order to conduct research relevant to business tasks and situations.

Bachelor of Science in Accounting

Learning Outcome Goal 1: The ability to produce a business related papers using APA format. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators include (1) properly formatted title page, (2) properly formatted and constructed abstract, (3) properly formatted body with proper use of parenthetical references, (4) properly format and complete references, and (5) properly formatted appendices (as required).

Rationale: The undergraduate programs of the School of Business aim to prepare students to enter graduate school. As such, this learning outcome goal will assist students in being better prepared to create properly formatted APA papers. APA is the standard format for research in the business professions and students matriculated in the undergraduate programs within the School of Business will be assessed on their ability to prepare acceptably formatted reports at several stages within their programs of study.

Learning Outcome Goal 2: The ability to clearly and effectively prepare written business communications. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators: (1) grammatically correct, (2) spelling error free, (3) well organized, (4) contains a well structured introduction, (5) provides supporting paragraphs that support the purpose of the paper, (6) provides a logical and clear conclusion, (7) is accurate (factual information is correct), appropriate (paper reflects purpose of assignment), and (8) adequate (thorough analysis is completed).

Rationale: Accounting professionals are required to be able to effectively communicate in written form. The School of Business has embedded writing assignments in specific courses that will assess our student's ability to prepare well organized and grammatically correct written reports. This is especially important as students participate in internship experiences.

Learning Outcome Goal 3: Business students will apply knowledge and skills to make appropriate business decisions. *Relates to Institutional goals of professional competency and leadership*

Assessment indicators: Leadership, Collaboration and Teamwork, Financial Analysis, Financial Management, Operations Management, Human Resource Management, Strategic Analysis and Planning, and Corporate Social Responsibility to make business decisions.

Rationale: Accounting professionals will need to integrate resources (human and non-human) in order to meet strategic goals set forth by a company. This integration will include effectively using teams and collaborative decision-making. Students' ability to demonstrate their knowledge in key business area as well as an ability to conduct strategic planning and analysis through teamwork and collaboration is critical to their preparedness for both the job market and/or graduate studies.

Learning Outcome Goal 4: The student will be able to apply ethical and moral decision-making principles to business situations. *Relates to institutional goal of ethical moral judgment*

Assessment indicators: As a Gwynedd-Mercy graduate we would expect our students to be able to recognize an ethical dilemma, the circumstances that contributed to the situation and the decision making philosophies that could be used to help in formulating a solutions to the

dilemma. The student would also be expected to be able to identify the stakeholders that could be impacted by the decision and create viable solutions to the dilemma.

Rationale: Business professionals are required to make ethical decisions on a daily basis. Students need to be able to identify ethical dilemmas and apply moral/ethical principles to these problems to attain acceptable solutions to all stakeholders.

Learning Outcome Goal 5: The student will display appropriate quantitative problem-solving abilities in the context of a business problem. *Relates to institutional goal of problem solving*

Assessment indicators: (1) the student will demonstrate the successful identification of the problem by selecting an appropriate formula or solution algorithm, (2) the student will demonstrate the ability to correctly identify and apply the elements of the formula or solution algorithm, (3) the student will perform the computations required by the formula to determine a correct solution, and (4) the student will be able to interpret and apply the solution in the context of a business problem.

Rationale: Accounting professionals face problems that need to be solved on a daily basis. Being able to use quantitative tools to solve these problems is an essential part of a successful business person.

Learning Outcome Goal 6: The student will demonstrate the ability to use appropriate technological skills required for business instruction. *Relates to institutional goal of critical and competent use of technology*

Assessment indicators: (1) the student will demonstrate the ability to use Microsoft Word to prepare a written paper in APA format, and (2) the student will demonstrate the ability to use Microsoft Excel to generate support for making business decisions.

Rationale: Accounting professionals need to successfully apply technical skills in their jobs.

Learning Outcome Goal 7: The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. *Relates to institutional goal of critical thinking*

Assessment Indicators: (1) ability to recognize gaps in knowledge, (2) find sources of information, (3) evaluate sources of information and (4) synthesize and apply information appropriately.

Rationale: The accounting professional will need to be able to identify, synthesize, and apply relevant information from variety of courses in order to conduct research relevant to business tasks and situations.

Learning Outcome Goal 8: The ability to prepare, present, and interpret financial statements using Generally Accepted Accounting Principles (GAAP). *Relates to institutional goal of professional competency*

Assessment indicators: Complete information, analysis, and interpretation of financial statements.

Rationale: Accounting professionals major responsibility is to prepare and interpret financial statements of a business.

Bachelor of Science in Business Education

Learning Outcome Goal 1: The ability to produce a business related papers using APA format. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators include (1) properly formatted title page, (2) properly formatted and constructed abstract, (3) properly formatted body with proper use of parenthetical references, (4) properly format and complete references, and (5) properly formatted appendices (as required). *Relates to institutional goal: Written/Oral Communications*

Rationale: The undergraduate programs of the School of Business aim to prepare students to enter graduate school. As such, this learning outcome goal will assist students in being better prepared to create properly formatted APA papers. APA is the standard format for research in the business professions and students matriculated in the undergraduate programs within the School of Business will be assessed on their ability to prepare acceptably formatted reports at several stages within their programs of study.

Learning Outcome Goal 2: The ability to clearly and effectively prepare written business communications. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators: (1) grammatically correct, (2) spelling error free, (3) well organized, (4) contains a well structured introduction, (5) provides supporting paragraphs that support the purpose of the paper, (6) provides a logical and clear conclusion, (7) is accurate (factual information is correct),

Rationale: Business education teachers are required to be able to effectively communicate in written form. The School of Business has embedded writing assignments in specific courses that will assess our student's ability to prepare well organized and grammatically correct written reports. This is especially important as students participate in internship experiences.

Learning Outcome Goal 3: Students will obtain the accounting, business, and technological knowledge and skills necessary to become certified K-12 teachers. *Relates to Institutional goals of professional competency*

Assessment indicators: Students will be able to pass the business, technology, and accounting sections of the PRAXIS examination.

Rationale: Business Education Teachers are required to possess knowledge in accounting, technology, and general business fields in order to be certified and success teachers.

Rationale: Business professionals will need to integrate resources (human and non-human) in order to meet strategic goals set forth by a company. This integration will include effectively using teams and collaborative decision-making. Students' ability to demonstrate their knowledge in key business area as well as an ability to conduct strategic planning and analysis through teamwork and collaboration is critical to their preparedness for both the job market and/or graduate studies.

Learning Outcome Goal 4: Students will obtain the educational knowledge and skills necessary to become certified K-12 teachers. *Relates to Institutional goals of professional competency*

Assessment indicators: Students will be able to pass the education sections of the PRAXIS examination.

Rationale: Teachers need the necessary education, special-education and related fields in order to be certified and successful teachers.

Learning Outcome Goal 5: The student will be able to apply ethical and moral decision-making principles to business situations. *Relates to institutional goal of ethical moral judgment*

Assessment indicators: As a Gwynedd-Mercy graduate we would expect our students to be able to recognize an ethical dilemma, the circumstances that contributed to the situation and the decision making philosophies that could be used to help in formulating a solutions to the dilemma. The student would also be expected to be able to identify the stakeholders that could be impacted by the decision and create viable solutions to the dilemma.

Rationale: Business education teachers are required to make ethical decisions on a daily basis. In addition, teachers will need to instruct students on this need as well. Students need to be able to identify ethical dilemmas and apply moral/ethical principles to these problems to attain acceptable solutions to all stakeholders.

Learning Outcome Goal 6: The student will display appropriate quantitative problem-solving abilities in the context of a business problem. *Relates to instructional goal of problem solving*

Assessment indicators: (1) the student will demonstrate the successful identification of the problem by selecting an appropriate formula or solution algorithm, (2) the student will demonstrate the ability to correctly identify and apply the elements of the formula or solution algorithm, (3) the student will perform the computations required by the formula to determine a correct solution, and (4) the student will be able to interpret and apply the solution in the context of a business problem.

Rationale: Business professionals face problems that need to be solved on a daily basis. Being able to use quantitative tools to solve these problems is an essential part of a successful business person.

Learning Outcome Goal 7: The student will demonstrate the ability to use appropriate technological skills required for business professionals. *Relates to institutional goal of critical and competent use of technology*

Assessment indicators: (1) the student will demonstrate the ability to use Microsoft Word to prepare a written paper in APA format, and (2) the student will demonstrate the ability to use Microsoft Excel to generate support for making business decisions.

Rationale: Business education teacher will need to successfully apply technical skills in their jobs and to instruct students as to how to apply these skills as part of the teaching/learning process.

Learning Outcome Goal 8: The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. *Relates to institutional goal of critical thinking*

Assessment Indicators: (1) ability to recognize gaps in knowledge, (2) find sources of information, (3) evaluate sources of information and (4) synthesize and apply information appropriately.

Rationale: The business education teacher will need to be able to instruct students as to how to identify, synthesize, and apply relevant information from variety of courses in order to conduct research relevant to business tasks and situation.

Programs Offered Through the Center for Lifelong Learning

Associate of Science in Business Administration (Adult Degree Completion Program offered through the College's Center for Lifelong Learning)

Learning Outcome Goal 1: The ability to clearly and effectively prepare written business communications. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators: (1) grammatically correct, (2) spelling error free, (3) well organized, (4) contains a well structured introduction, (5) provides supporting paragraphs that support the purpose of the paper, (6) provides a logical and clear conclusion, (7) is accurate (factual information is correct), appropriate (paper reflects purpose of assignment), and (8) adequate (thorough analysis is completed). *Relates to institutional goal: Written/Oral Communications*

Rationale: Business professionals are all required to be able to effectively communicate in written form. The School of Business has embedded writing assignments in specific courses that will assess our student's ability to prepare well organized and grammatically correct written reports.

Learning Outcome Goal 2: The student will display appropriate quantitative problem solving abilities in the context of a business problem. *Relates to institutional goal of problem solving*

Rationale: Business professionals face problems that need to be solved on a daily basis. Being able to use quantitative tools to solve these problems is an essential part of a successful business person.

Assessment indicators: (1) the student will demonstrate the successful identification of the problem by selecting an appropriate formula or solution algorithm, (2) the student will demonstrate the ability to correctly identify and apply the elements of the formula or solution algorithm, (3) the student will perform the computations required by the formula to determine a correct solution, and (4) the student will be able to interpret and apply the solution in the context of a business problem.

Learning Outcome Goal 3: The student will be able to apply ethical and moral decision-making principles to business situations. *Relates to institutional goal of ethical moral judgment*

Assessment indicators: As a Gwynedd-Mercy graduate we would expect our students to be able to recognize an ethical dilemma, the circumstances that contributed to the situation and the decision making philosophies that could be used to help in formulating a solutions to the dilemma. The student would also be expected to be able to identify the stakeholders that could be impacted by the decision and create viable solutions to the dilemma.

Rationale: Business professionals are required to make ethical decisions on a daily basis. Students need to be able to identify ethical dilemmas and apply moral/ethical principles to these problems to attain acceptable solutions to all stakeholders.

Learning Outcome Goal 4: The student will be able to synthesize the course work completed as a part of the associate degree program to solve business problems.

Assessment indicators: As an associate degree graduate students should be able to (1) identify business challenges, (2) identify possible solutions, (3) evaluate possible solutions, (4) select a solution and provide a rationale as to why that solution was selected over the other possible choices.

Rationale: Business professionals, at all levels within an organization, are directly involved in analyzing business challenges and selecting a viable solution that will help the organization meet its goals. This course, using a case study methodology, will provide students the opportunity to strengthen their skills for their careers as well as prepare them to continue their studies at the bachelor-level.

Bachelor of Science in Business Administration (Adult Degree Completion Program offered through the College's Center for Lifelong Learning)

Learning Outcome Goal 1: The ability to produce a business related papers using APA format. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators include (1) properly formatted title page, (2) properly formatted and constructed abstract, (3) properly formatted body with proper use of parenthetical references, (4) properly format and complete references, and (5) properly formatted appendices (as required). *Relates to institutional goal of Written/Oral Communications*

Rationale: The undergraduate programs of the School of Business aim to prepare students to enter graduate school. As such, this learning outcome goal will assist students in being better prepared to create properly formatted APA papers. APA is the standard format for research in the business professions and students matriculated in the undergraduate programs within the School of Business will be assessed on their ability to prepare acceptably formatted reports at several stages within their programs of study.

Learning Outcome Goal 2: The ability to clearly and effectively prepare written business communications. *Relates to institutional goal of Written/Oral Communications*

Assessment indicators: (1) grammatically correct, (2) spelling error free, (3) well organized, (4) contains a well structured introduction, (5) provides supporting paragraphs that support the purpose of the paper, (6) provides a logical and clear conclusion, (7) is accurate (factual information is correct), appropriate (paper reflects purpose of assignment), and (8) adequate (thorough analysis is completed). *Relates to institutional goal: Written/Oral Communications*

Rationale: Business professionals are required to be able to effectively communicate in written form. The School of Business has embedded writing assignments in specific courses that will assess our student's ability to prepare well organized and grammatically correct written reports. This is especially important as students participate in internship experiences.

Learning Outcome Goal 3: Business students will apply knowledge and skills to make appropriate business decisions. *Relates to Institutional goals of professional competency and leadership*

Assessment indicators: Leadership, Collaboration and Teamwork, Financial Analysis, Financial Management, Operations Management, Human Resource Management, Strategic Analysis and Planning, and Corporate Social Responsibility to make business decisions.

Rationale: Business professionals will need to integrate resources (human and non-human) in order to meet strategic goals set forth by a company. This integration will include effectively using teams and collaborative decision-making. Students' ability to demonstrate their knowledge in key business area as well as an ability to conduct strategic planning and analysis through teamwork and collaboration is critical to their preparedness for both the job market and/or graduate studies.

Learning Outcome Goal 4: The student will be able to apply ethical and moral decision-making principles to business situations. *Relates to institutional goal of ethical moral judgment*

Assessment indicators: As a Gwynedd-Mercy graduate we would expect our students to be able to recognize an ethical dilemma, the circumstances that contributed to the situation and the decision making philosophies that could be used to help in formulating a solutions to the dilemma. The student would also be expected to be able to identify the stakeholders that could be impacted by the decision and create viable solutions to the dilemma.

Rationale: Business professionals are required to make ethical decisions on a daily basis. Students need to be able to identify ethical dilemmas and apply moral/ethical principles to these problems to attain acceptable solutions to all stakeholders.

Learning Outcome Goal 5: The student will display appropriate quantitative problem-solving abilities in the context of a business problem. *Relates to institutional goal of problem solving*

Assessment indicators: (1) the student will demonstrate the successful identification of the problem by selecting an appropriate formula or solution algorithm, (2) the student will demonstrate the ability to correctly identify and apply the elements of the formula or solution algorithm, (3) the student will perform the computations required by the formula to determine a correct solution, and (4) the student will be able to interpret and apply the solution in the context of a business problem.

Rationale: Business professionals face problems that need to be solved on a daily basis. Being able to use quantitative tools to solve these problems is an essential part of a successful business person.

Learning Outcome Goal 6: The student will demonstrate the ability to use appropriate technological skills required for business professionals. *Relates to institutional goal of critical and competent use of technology*

Assessment indicators: (1) the student will demonstrate the ability to use Microsoft Word to prepare a written paper in APA format, and (2) the student will demonstrate the ability to use Microsoft Excel to generate support for making business decisions.

Rationale: Business professionals need to successfully apply technical skills in their jobs.

Learning Outcome Goal 7: The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. *Relates to institutional goal: of critical thinking*

Assessment Indicators: (1) ability to recognize gaps in knowledge, (2) find sources of information, (3) evaluate sources of information and (4) synthesize and apply information appropriately.

Rationale: The business professional will need to be able to identify, synthesize, and apply relevant information from variety of courses in order to conduct research relevant to business tasks and situations.

Master of Science in Management (Adult Degree Completion Program offered through the College's Center for Lifelong Learning)

Learning Outcome Goal 1: Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business issues. *Relates to institutional goal: Written/Oral Communication*

APA assessment indicators include (1) properly formatted title page, (2) properly formatted and constructed abstract, (3) properly formatted body with proper use of parenthetical references, (4) properly format and complete references, and (5) properly formatted appendices (as required).

Writing assessment indicators include: (1) grammatically correct, (2) spelling error free, (3) well organized, (4) contains a well structured introduction, (5) provides supporting paragraphs that support the purpose of the paper, (6) provides a logical and clear conclusion, (7) is accurate (factual information is correct), appropriate (paper reflects purpose of assignment), and (8) adequate (thorough analysis is completed).

Rationale: Successful graduate students must be able to communicate professionally in a written, scholarly manner. Managers must present themselves in written form in a clear, concise way.

Learning Outcome Goal 2: Students will effectively communicate verbally ideas and arguments associated with business issues. *Relates to institutional goal of Written/Oral Communications*

Assessment Indicators: professionally presented in terms of (1) professional traits [eye contact, body language, poise], (2) Verbal Skills [enthusiasm, elocution], and (3) Content [subject knowledge, organization, mechanics].

Rationale: Managers must be able to communicate with customers, subordinates, superiors and peers in a persuasive manner.

Learning Outcome Goal 3: Students will apply knowledge and skills to make appropriate business decisions. *Relates to Institutional goals of professional competency and leadership*

Assessment indicators: Leadership, Collaboration and Teamwork, Financial Analysis, Financial Management, Operations Management, Human Resource Management, Strategic Analysis and Planning, and Corporate Social Responsibility.

Rationale: Successful managers must have a core of business knowledge necessary to make informed business decisions.

Learning Outcome Goal 4: Apply emerging trends in management within an organizational context. *Relates to institutional goal of professional competency*

Assessment Indicators: Can identify, compare, and contrast a corporations existing management methods/structure with emerging trends from published literature.

Rationale: A successful manager will apply the best in contemporary management thought and research and apply it to an organization.

Learning Outcome Goal 5: Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge. *Relates to institutional goal of critical thinking*

Assessment Indicators: recognize gaps in their knowledge, find sources of information, evaluate the relevancy and credibility of information, and analyze and apply the information to make business decisions.

Rationale: Business managers must be able to identify gaps in knowledge and identify valid and relevant sources of information to address these gaps while solving varied business tasks and challenges.

Learning Outcome Goal 6: Student will evaluate globalization strategies of corporations as they relate to management decisions. *Relates to institutional goal of professional competency*

Assessment Indicators: Identify and analyze a corporation's entry strategy into global market, identify distribution strategies, identify pricing and promotional strategies

Rationale: Corporations operate in a global environment. It is essential that managers understand how corporations enter into new international markets, the differences in distribution strategies, and pricing strategies.

Learning Outcome Goal 7: Student will identify issues and strategies related to corporate social responsibility and its implications for business. *Relates to institutional goal of ethical moral judgment*

Assessment Indicators: Identify an ethical problem in a corporation, research how a corporation has worked within its structure to solve those problems.

Rationale: Managers must be able to identify ethical and moral issues that face organizations and employ strategies for evaluating and solving those issues.

Section 3 - Assessment Plan (Direct and Indirect Measures of Assessment), Timeline and Action Steps

The School of Business developed an assessment plan that identifies how specific learning outcomes goals for each program will be directly assessed and action steps and timelines of curriculum changes based on the assessments completed.

The following section identifies the program learning outcomes, where the assessment of the learning outcomes will take place, how the assessment will be directly measured, and a record of the decision making process and timelines based on the assessment data analyzed.

The following a summary of key action steps undertaken based on a review of the total assessment plan in place for each academic year:

2009-2010 Summative Assessment Analysis Meeting (5/10/2011)

1. It was decided that the simulation software would be used for the BS and MSM degree programs at CLL. Implementation would begin in the 2010-2011 academic year.
2. Recommended that a full-time faculty member be hired specifically for CLL who would have administrative release time to oversee the academic policies and procedures at all CLL campuses including learning outcomes assessment.
3. All rubrics currently in place were reviewed.
4. It was decided that all syllabi will be regularly reviewed to ensure that learning outcomes and indirect and direct measurements of assessment are clearly defined.

2010-2011 Summative Assessment Analysis Meeting (5/9/2011)

1. Recommend that data collection for BUS 4000 be broken down by major for 2011-2012AY (starting fall 2011).
2. Remove BUS 321 from BS in Accounting program (main campus) since not all accounting majors are required to take this course. Develop a new assessment measurement in an accounting course in 2011-2012AY.
3. Multiple assignments in BUS 101 will all require APA format.
4. Re-evaluating rubrics in ACC 206.
5. Incorporate technology assignments in ACC 106 measuring excel competencies.
6. Evaluate benchmarks for newly created assessment measurements.
7. Evaluate continued use of simulation in BUS 512 (CLL).
8. In response to the low financial analysis results in the capstone course (BUS 4000 at CLL) the AS and BS curricula are being modified to: require ACC 110 at the AS level and expand ACC 300 to 7 weeks with a heavier emphasis on financial analysis. The capstone course will be expanded to 7 weeks (4 credits).
9. Specific action steps to be undertaken in the 2011-2012 academic year are noted in the assessment plan for each program of study offered at all campuses.
10. It was decided that the School would continue to use the simulation exercise in the capstone course (BUS 4000 – previously BUS 492) in the BS program and in the capstone course (BUS 512) in the MSM

program. The simulation software is presented differently for each level and it serves to compare output between degree levels (BS to MS).

Programs Offered At the School of Business

Bachelor of Science in Accounting (Main Campus Program)							School Assessment Review and Action Steps for 2011-2012	
Program Learning Outcome Goals	Timeline & Frequency	Course Reference and Identification of Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: 50% at least proficient</u></p> <p>2010-2011: SP2011 reflects a change to curriculum with multiple APA assignments. This methodology will be used in 2011-2012AY.</p> <p><u>Benchmark: 70% at least proficient</u></p> <p>2010-2011: No action required</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually Accounting data will be compiled SP2012.</p> <p><u>Benchmark : Minimum of 70% above moderately.</u></p>
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 101 – rubric based	FL2010 FL2010 SP2011	5% 32%	26% 9% 4%	32% 29% 8%	37% 29% 88%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2011		10%	45%	45%	
				Poor	Fair	Good	Excellent	
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012					
	Spring semester	Indirect: Alumni survey Q16A	SP2012	Not at all		Moderately	Extremely	

2. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: 70% at least proficient</u></p> <p>2010-2011: FL2010 used ARC instruction. Recommend this be continued in 2011-2012AY (for all sections)</p> <p><u>Benchmark: 70% at least proficient</u></p> <p>2010-2011: No action required</p> <p><u>Benchmark: New assessment for 2011 – to be determined</u></p> <p>2010-2011: The Internship Evaluations were redesigned in Spring of 2011 to be aligned with assessment plan and will be implemented in the 2011-2012 academic year</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually Accounting data will be compiled SP2012. <u>Benchmark : Minimum of 70% above moderately.</u></p>	
				Below 70%	70- 79 %	80-89 %	90 – 100%		
	Fall and Spring Semesters	Direct: BUS 101 – rubric based	FL2010 FL2010 SP2010	4%	5% 9% 13%	11% 24% 8%	84% 67% 71%		
				Unacceptable	Approaching	Proficient	Mastery		
				Below 70%	70-79 %	80-89 %	90 – 100%		
	Fall and Spring Semester	Direct: BUS 321 – rubric based	SP2010	5%	22%	33%	40%		
				Inadequate Excellent					
				1	2	3	4		5
	Fall and Spring semesters	Direct: Internship – Mid-term Evaluation	FL2012						
				Inadequate Excellent					
			1	2	3	4	5		
Fall and Spring semesters	Direct: Internship Final Evaluation	FL2012							
			Poor	Fair	Good	Excellent			
Fall and Spring semesters	Indirect: Student exit survey	SP2012							
			Not at all		Moderately		Extremely		
Spring semester	Indirect: Alumni Survey Q16B	SP2012							



3. Business students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>			Gwynedd-Mercy College Student Percentile Ranking									
			Leadership Skills	Collaboration & Team Work	Financial Analysis	Financial Management	Operations Management	Marketing Management	Human Resource Management	Strategic Analysis & Planning	Corporate Social Responsibility	
Fall and Spring Semesters	Direct: BUS 4000 – Gaming Strategy - with benchmark data (percentile ranking) comparing our students to students worldwide doing this exercise Note: Each line of data represents a summative evaluation of a section of BUS 4000	FL2010	74	76	60	60	57	45	37	71	42	<u>Benchmark: Will be determined based on median data analysis in the 2011-12AY</u> 2010-2011: Due to the variability of the data it is recommended that median data be used when analyzing results. This will be implemented in the 2011-12AY. A new exit survey was developed for spring of 2012. Survey conducted annually Accounting data will be compiled SP2012. <u>Benchmark : Minimum of 70% above moderately.</u>
		FL2010	53	66	66	67	65	59	33	78	52	
		SP2011	56	65	57	58	58	30	49	69	31	
		SP2011	40	48	45	76	67	42	23	68	55	
			Poor		Fair		Good		Excellent			
Fall and spring semesters	Indirect: Student Exit Survey	SP2012										
Spring semester	Indirect: Alumni Survey Q16F	SP2012	Not at all		Moderately		Extremely					

4. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>				Unacceptable	Approaching	Proficient	Mastery	<p>Benchmark : Minimum 70% proficient.</p> <p>Scheduled assessment for fall 2011</p> <p>Benchmark: 50%</p> <p>2010-2011: No action necessary – will continue to monitor to see if we stay consistently above 50%</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually Accounting data will be compiled SP2012.</p> <p><u>Benchmark : Minimum of 70% above moderately.</u></p>
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Once per academic year	Direct: BUS 304 – rubric based	FL2011					
				Gwynedd-Mercy College Student Percentile Ranking Corporate Social Responsibility Assessment				
	Fall and Spring Semesters	Direct: BUS 4000 – Corporate Social Responsibility Assessment of Gaming Strategy	FL2010 FL2010 SP2011 SP2011	42% 52% 31% 55%				
				Poor	Fair	Good	Excellent	
	Fall and Spring semesters	Indirect: Student exit survey	SP2012					
			Not at all		Moderately	Extremely		
Spring semester	Indirect: Alumni Survey Q16D	SP2012						

5. The student will display appropriate quantitative problem-solving abilities in the context of a business problem. <i>Relates to institutional goal: problem solving</i>				Specific Problem Solving Ability	Unacceptable	Acceptable	Mastery	<p>Benchmark: 70% acceptable or better (for each of the 4 indicators)</p> <p>2010-2011: No action necessary</p> <p>Benchmark: at least 80% proficient</p> <p>2010-2011: No action necessary</p> <p>A new exit survey was developed for spring of 2012.</p>
	Twice per academic year	Direct: BUS 306 - rubric based	FL2010	Identify Formula Use formula Calc solution Interpret solution	14% 7% 7% 14%	0% 7% 7% 17%	86% 86% 86% 69%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Once per academic year	Direct: ACC 206 – rubric based	SP2011				100%	
				Poor	Fair	Good	Excellent	
Fall and spring semesters	Indirect: Student exit survey	SP2012						

				Not at all		Moderately		Extremely	Survey conducted annually Accounting data will be compiled SP2012. <u>Benchmark : Minimum of 70% above moderately.</u>
	Spring Semester	Indirect: Alumni survey Q16E	SP2012						

6. The student will demonstrate the ability to use appropriate technological skills required for business instruction. <i>Relates to institutional goal of critical and competent use of technology</i>	Fall and Spring semesters	Direct: BUS 101 – rubric based	SP2011	Unacceptable Below 70%	Approaching 70-79 %	Proficient 80-89 %	Mastery 90 – 100%	<u>Benchmark: 80% at least proficient</u> 2010-2011: Recommend remove BUS 321 and incorporate a course that uses more Excel for 2011-2012 <u>Benchmark: 90% at least proficient</u> 2010-2011: No action required <u>Benchmark: 80% at least Acceptable</u> 2010-2011: No action necessary A new exit survey was developed for spring of 2012. Survey conducted annually Accounting data will be compiled SP2012. <u>Benchmark : Minimum of 70% above moderately.</u>
						12%	88%	
				Unacceptable Below 70%	Approaching 70-79 %	Proficient 80-89 %	Mastery 90 – 100%	
	Fall and Spring semesters	Direct: BUS 321 – rubric based	FL2010 SP2011				100% 100%	
				Indicators	Unacceptable	Acceptable	Mastery	
	Spring semester	Direct BUS 340 – rubric based	SP2011	Create chart Use analysis tools Interpret results	5% 5% 10%	14% 10% 19%	81% 85% 71%	
			SP2011 online	Create chart Use analysis tools Interpret results	5% 5% 5%	5% 5% 26%	90% 90% 68%	
				Poor	Fair	Good	Excellent	
	Fall and spring semesters	Indirect: Student exit survey	SP2012					
	Fall Semester	Indirect: Alumni Survey Q16H	SP2012	Not at all		Moderately	Extremely	

7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. <i>Relates to institutional goal of critical thinking</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: 80% proficient</u> 2010-2011: No action needed <u>Benchmark: 80% at least proficient</u> 2010-2011: Benchmark was not met because 1 group of students did not submit required item. Will re-evaluate in 2011-2012AY. A new exit survey was developed for spring of 2012. Survey conducted annually Accounting data will be compiled SP2012. <u>Benchmark : Minimum of 70% above moderately.</u>
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 101 – rubric based	SP2011	4%	4%	8%	83%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Once during the academic year	Direct: ACC 206 – rubric based	SP2011	50%			50%	
				Poor	Fair	Good	Excellent	
Fall and spring semesters	Indirect: Student exit survey	SP2012						
			Not at all		Moderately		Extremely	
Fall and spring semesters	Indirect: Student exit survey Q16E	SP2012						
8. The ability to prepare, present, and interpret financial statements using Generally Accepted Accounting Principles (GAAP). <i>Relates to institutional goal of professional competency</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 The internship evaluations
	Once per academic year	Direct: ACC 205 – rubric based	FL2011					
				Unacceptable	Approaching	Proficient	Mastery	
	Each time course is offered	Direct: ACC 405 – rubric based	FL2011					
	Fall and spring semesters	Direct: Internship – Mid-term evaluation	FL2011					

	Fall and spring semesters	Direct: Internship Final evaluation	FL2011					<p>were redesigned to be aligned with assessment plan. To e implemented 2011-2012</p> <p>Student survey to be administered in the spring, 20121</p> <p>Survey conducted annually Accounting data will be compiled SP2012. <u>Benchmark : Minimum of 70% above moderately.</u></p>
				Poor	Fair	Good	Excellent	
	Fall and spring semesters	Indirect: Student exit survey	SP2012					
	Spring Semester	Indirect: Alumni Survey	SP2012	Not at all		Moderately	Extremely	

Bachelor of Science in Business Administration							School Assessment Review and Action Steps for 2011-2012	
Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
	Fall and Spring semesters	Direct: BUS 101 – rubric based	FL2010 FL2010 SP2011	Below 70%	70-79 %	80-89 %	90 – 100%	
				5% 33%	26% 9% 4%	32% 29% 8%	37% 29% 88%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2010	5%	22%	33%	40%	
			Inadequate		Excellent			
			1	2	3	4	5	

Bachelor of Science in Business Administration (Main Campus Program)							School Assessment Review and Action Steps for 2011-2012	
Program Learning Outcome Goals	Timeline & Frequency	Course Reference and Identification of Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: 50% at least proficient</u></p> <p>2010-2011: SP2011 reflects a change to curriculum with multiple APA assignments. This methodology will be used in 2011-2012AY.</p> <p><u>Benchmark: 70% at least proficient</u></p> <p>2010-2011: No action required</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 101 – rubric based	FL2010 FL2010 SP2011	5% 32%	26% 9% 4%	32% 29% 8%	37% 29% 88%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2011		10%	45%	45%	
				Poor	Fair	Good	Excellent	
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012					
Spring semester	Indirect: Alumni survey Q16A	SP2010	0	12.5%	12.5%	62.5%	12.5%	
Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
2. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: 70% at least proficient</u>
				Below 70%	70- 79 %	80-89 %	90 – 100%	
Fall and Spring semesters	Direct: BUS 101 – rubric based	FL2010 FL2010	0% 0%	5% 9%	11% 24%	84% 67%		

Written/Oral Communications			SP2011	4%	13%	8%	71%	<p>2010-2011: FL2010 used ARC instruction. Recommend this be continued in 2011-2012AY (for all sections)</p> <p><u>Benchmark: 80% at least proficient</u></p> <p>2010-2011: No action required</p> <p>2010-2011: The Internship Evaluations were redesigned in Spring of 2011 to be aligned with assessment plan and will be implemented in the 2011-2012 academic year</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>	
				Unacceptable	Approaching	Proficient	Mastery		
				Below 70%	70-79 %	80-89 %	90 – 100%		
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2011		10%	45%	45%		
				Inadequate $\xrightarrow{\hspace{10em}}$ Excellent					
				1	2	3	4		5
	Fall and Spring semesters	Direct: Internship – Mid-term Evaluation	FL2011						
				Inadequate $\xrightarrow{\hspace{10em}}$ Excellent					
				1	2	3	4		5
	Fall and Spring semesters	Direct: Internship Final Evaluation	FL2011						
			Poor	Fair	Good	Excellent			
Fall and Spring semesters	Indirect: Student exit survey	SP2011		6%	47%	47%			
			Not at all		Moderately		Extremely		
Spring semester	Indirect: Alumni Survey Q16B	SP2010	12.5%	12.5%	12.5%	50%	12.5%		

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis Level Met of Goal Expectations										Action Steps
3. Business students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>			Gwynedd-Mercy College Student Percentile Ranking										<p><u>Benchmark: Will be determined based on median data analysis in the 2011-12AY</u></p> <p>2010-2011: Due to the variability of the data it is recommended that median data be used when analyzing results. This will be implemented in 2011-12AY.</p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>
	Fall and Spring semesters	Direct: BUS 4000 – Gaming Strategy - with benchmark data (percentile ranking) comparing our students to students worldwide doing this exercise Note: Each line of data represents a summative evaluation of a section of BUS 4000	FL2010 FL2010 SP2011 SP2011	74 53 56 40	76 66 65 48	60 66 57 45	60 67 58 76	57 65 58 67	45 59 30 42	37 33 49 23	71 78 69 68	42 52 31 55	
				Not at all		Moderately		Extremely					
	Spring semester	Indirect: Alumni Survey Q16F	SP2010	0%		0%		50%		25%		25%	

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis				Action Steps		
			Level Met of Goal Expectations						
4. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>			Unacceptable Below 70%	Approaching 70- 79 %	Proficient 80-89 %	Mastery 90 – 100%	<u>Benchmark: Minimum 70% proficient.</u> Scheduled assessment for fall 2011 <u>Benchmark: 50%</u> 2010-2011: No action necessary – will continue to monitor to see if we stay consistently above 50% 2010-2011: The Internship Evaluations were redesigned in Spring of 2011 to be aligned with assessment plan and will be implemented in the 2011-2012 academic year A new exit survey was developed for spring of 2012. Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>		
	Once per academic year	Direct: BUS 304 – rubric based	FL2011						
				Gwynedd-Mercy College Student Percentile Ranking Corporate Social Responsibility Assessment					
	Fall and Spring Semesters	Direct: BUS 4000 – Corporate Social Responsibility Assessment of Gaming Strategy	FL2010 FL2010 SP2011 SP2011	42% 52% 31% 55%					
				Inadequate $\xrightarrow{\hspace{10em}}$ Excellent					
				1	2	3		4	5
	Fall and Spring semesters	Direct: Internship – Mid-term Evaluation	FL2011						
				Inadequate $\xrightarrow{\hspace{10em}}$ Excellent					
				1	2	3		4	5
	Fall and Spring semesters	Direct: Internship Final Evaluation	FL2011						
			Poor Fair Good Excellent						
Fall and Spring semesters	Indirect: Student exit survey	SP2011			20%	80%			
			Not at all Moderately Extremely						
Spring semester	Indirect: Alumni Survey Q16D	SP2010	0%	0%	12.5%	62.5%	25%		

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis					Action Steps	
			Level Met of Goal Expectations						
5. The student will display appropriate quantitative problem-solving abilities in the context of a business problem. <i>Relates to institutional goal of problem solving.</i>			Specific Problem Solving Ability	Unacceptable	Acceptable	Mastery	<p><u>Benchmark: At least 80% acceptable</u></p> <p>2010-2011: No action required</p> <p>The Internship Evaluations were redesigned in Spring of 2011 to be aligned with assessment plan and will be implemented in the 2011-2012 academic year</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>		
		Direct: BUS 306 - rubric based	FL2010	Identify Formula	14%	0%		86%	
				Use formula	7%	7%		86%	
				Calc solution	7%	7%		86%	
				Interpret solution	14%	17%		69%	
				Inadequate → Excellent					
				1	2	3		4	5
	Fall and Spring semesters	Direct: Internship – Mid-term Evaluation	FL2011						
				Inadequate → Excellent					
				1	2	3		4	5
Fall and Spring semesters	Direct: Internship Final Evaluation	FL2011							
			Poor		Fair	Good	Excellent		
Fall and Spring semesters	Indirect: Student exit survey	SP2011		6%	47%	47%			
			Not at all		Moderately		Extremely		
Spring Semester	Indirect: Alumni survey Q16E	SP2010	0%	0%	12.5%	25%	62.5%		

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis					Action Steps
			Level Met of Goal Expectations					
6. The student will demonstrate the ability to use appropriate technological skills required for business professionals. <i>Relates to institutional goal of critical and competent use of technology</i>			Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: 80% at least proficient</u></p> <p>2010-2011: Recommend remove BUS 321 and incorporate a course that uses more Excel for 2011-2012</p> <p><u>Benchmark: 90% at least proficient</u></p> <p>2010-2011: No action required</p> <p><u>Benchmark: 80% at least Acceptable</u></p> <p>2010-2011: No action necessary</p> <p>2010-2011: The Internship Evaluations were redesigned in Spring of 2011 to be aligned with assessment plan and will be implemented in the 2011-2012 academic year</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>	
			Below 70%	70-79 %	80-89 %	90 – 100%		
	Fall and Spring semesters	Direct: BUS 101 – rubric based	SP2011			12%		88%
				Unacceptable	Approaching	Proficient		Mastery
				Below 70%	70-79 %	80-89 %		90 – 100%
	Fall and Spring semesters	Direct: BUS 321 – rubric based	FL2010 SP2011					100% 100%
				Indicators	Unacceptable	Acceptable		Mastery
	Spring Semester	Direct: BUS 340 – rubric based	SP2011	Create chart	5%	14%		81%
				Use analysis tools	5%	10%		85%
				Interpret results	10%	19%		71%
			SP2011 online	Create chart	5%	5%		90%
				Use analysis tools	5%	5%		90%
				Interpret results	5%	26%		68%
				Inadequate $\xrightarrow{\hspace{10em}}$ Excellent				
			1	2	3	4	5	
Fall and Spring semesters	Direct: Internship – Mid-term Evaluation	FL2011						
			Inadequate $\xrightarrow{\hspace{10em}}$ Excellent					
			1	2	3	4	5	
Fall and Spring semesters	Direct: Internship Final Evaluation	FL2011						
			Poor	Fair	Good	Excellent		
Fall and Spring semesters	Indirect: Student Exit Survey	SP2012		6%	47%	47%		
			Not at all		Moderately	Extremely		
Fall Semester	Indirect: Alumni Survey Q16H		0%	0%	50%	12.5%	12.55	

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis				Action Steps	
			Level Met of Goal Expectations					
7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. <i>Relates to institutional goal of critical thinking</i>			Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: 80% proficient</u> 2010-2011: No action needed <u>Benchmark: 80% proficient</u> 2010-2011: Personnel change may be factor. Will re-evaluate in 2011-2012AY A new exit survey was developed for spring of 2012. Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>	
			Below 70%	70-79 %	80-89 %	90 – 100%		
	Fall and Spring semesters	Direct: BUS 101 – rubric based	SP2011	4%	4%	8%		83%
				Unacceptable	Approaching	Proficient		Mastery
				Below 70%	70-79 %	80-89 %		90 – 100%
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2011	40%				60%
				Poor	Fair	Good		Excellent
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012			47%		53%
	Fall and spring semesters	Indirect: Student exit survey Q16E	SP2012	0%	0%	12.5%		25%

Bachelor of Science in Business Education (Main Campus Program)							School Assessment Review and Action Steps for 2011-2012	
Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis				Action Steps	
			Level Met of Goal Expectations					
1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: 50% at least proficient</u></p> <p>2010-2011: SP2011 reflects a change to curriculum with multiple APA assignments. This methodology will be used in 2011-2012AY.</p> <p><u>Benchmark: 70% at least proficient</u></p> <p>2010-2011: No action required</p> <p>A new exit survey was developed for spring of 2012.</p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>
				Below 70%	70-79 %	80-89 %	90 –100%	
	Fall and Spring semesters	Direct: BUS 101 – rubric based	FL2010 FL2010 SP2011	14% 5%	26% 9% 4%	32% 29% 8%	37% 29% 88%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 –100%	
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2010	5%	22%	33%	40%	
				Poor	Fair	Good	Excellent	
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012					
				Not at all		Moderately	Extremely	
	Spring semester	Indirect: Alumni Survey	SP2012					

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis				Action Steps	
				Level Met of Goal Expectations					
2_ The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>	Fall and Spring semesters	Direct: BUS 101 – rubric based	FL2010 FL2010 SP2011	Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: 70% at least proficient</u> 2010-2011: FL2010 used ARC instruction. Recommend this be continued in 2011-2012AY (for all sections) <u>Benchmark: 80% at least proficient</u> 2010-2011: No action required A new exit survey was developed for spring of 2012. Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>	
				Below 70%	70-79 %	80-89 %	90 – 100%		
				0%	5%	11%	84%		
	0%	9%	24%	67%					
	4%	13%	8%	71%					
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2011	Unacceptable	Approaching	Proficient	Mastery		
				Below 70%	70-79 %	80-89 %	90 – 100%		
					10%	45%	45%		
					Poor	Fair	Good		Excellent
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012						
			Not at all		Moderately		Extremely		
Spring semesters	Indirect: Alumni Survey	SP2012							

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations					Action Steps
3. Students will obtain the accounting, business, and technological knowledge and skills necessary to become certified K-12 teachers. <i>Relates to Institutional goals of professional competency</i>			% Pass						
	Annually	Direct: Praxis Pass rates	2007/08 2008/09 2009/10 2010/11	100% 100% 100% 100%					<u>Benchmark: 100%</u> 2010-2011: No action required
			Category I (Content and Pedagogy)						
				Unsatisfactory	Satisfactory	Superior	Exemplary		
	Annually	Direct: Pre-Student Teaching Evaluations - PA Dept of Ed rubric used	Fall2010				100%		<u>Benchmark: 90% Superior or better</u> 2010-2011: No action Required
			Category I (Content and Pedagogy)						
				Unsatisfactory	Satisfactory	Superior	Exemplary		
	Annually	Direct: Student Teaching Evaluations - PA Dept of Ed rubric used	Sp2011			45%	55%		<u>Benchmark: 80% Superior or better</u> 2010-2011: No action Required
			Lesson Plan Artifact Analysis						
					Little to no evidence	Limited evidence	Clear evidence	Clear & consistent evidence	
	Each BE 4000 course offered	Direct: BE 4000 Electronic Portfolio Analysis (rubric based)	FL2010	Educ Content Artifacts Content Cover letter/resume Phil of Education Tran/clear/recom Lesson Plans			33%	100% 100% 100% 67% 100% 100%	<u>Benchmark: 90% Clear evidence or better</u> 2010-2011: No action required
			Exit Survey						
				Poor	Fair	Good	Excellent		
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012						A new exit survey was developed for spring of 2012.
			Not at all		Moderately	Extremely			
Spring semesters	Indirect: Alumni Survey	SP2012						Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>	

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis Level Met of Goal Expectations				Action Steps		
4. Students will obtain the educational knowledge and skills necessary to become certified K-12 teachers. <i>Relates to Institutional goals of professional competency</i>	Annually	Direct: Praxis Pass Rate	2007/08 2008/09 2009/10 2010/11	% Pass				<u>Benchmark: 100%</u> 2010-2011: No action required	
					Category II (Classroom Environment/learning)				
					Unsatisfactory	Satisfactory	Superior	Exemplary	<u>Benchmark: 90% Superior or better</u> 2010-2011: No action Required
	Fall and Spring semesters	Direct: Pre-Student Teaching Evaluations - PA Dept of Ed rubric used	FL2010	37%				63%	
					Category III (Instructional Delivery)				
					Unsatisfactory	Satisfactory	Superior	Exemplary	<u>Benchmark: 90% Superior or better</u> 2010-2011: No action Required
	Fall and Spring semesters	Direct: Pre-Student Teaching Evaluations - PA Dept of Ed rubric used	FL2010	100%					
					Category II (Classroom Environment/learning)				
					Unsatisfactory	Satisfactory	Superior	Exemplary	<u>Benchmark: 80% Superior or better</u> 2010-2011: No action Required
	Fall and Spring semesters	Direct: Student Teaching Evaluations - PA Dept of Ed rubric used	FL2010	25%				19%	
					Category III (Instructional Delivery)				
					Unsatisfactory	Satisfactory	Superior	Exemplary	<u>Benchmark: 90% Superior or better</u> 2010-2011: No action Required
	Fall and Spring semesters	Direct: Student Teaching Evaluations – PA Dept of Ed rubric used	FL2010	12%				38%	

				Poor	Fair	Good	Excellent		
Fall and Spring semesters	Indirect: Student Exit Survey	SP2012							A new exit survey was developed for spring of 2012. Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>
			Not at all		Moderately		Extremely		
Spring semesters	Indirect: Alumni Survey	SP2012							

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis *				Action Steps
				Level Met of Goal Expectations				
5. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>				Unacceptable Below 70%	Approaching 70-79 %	Proficient 80-89 %	Mastery 90 – 100%	<u>Benchmark: To be determined in 2011-12AY</u> Scheduled assessment for fall 2011 A new exit survey was developed in spring of 2011. First results scheduled for June 2011.
		Direct: BUS 304 – rubric based	FL2011					
				Poor	Fair	Good	Excellent	
	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012					
				Not at all		Moderately	Extremely	
	Spring semesters	Indirect: Alumni Survey	SP2012					

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis				Action Steps	
			Level Met of Goal Expectations					
6. The student will demonstrate the ability to use appropriate technological skills required for business professionals. <i>Relates to institutional goal of critical and competent use of technology</i>			Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: 80% at least proficient</u></p> <p>2010-2011: Recommend remove BUS 321 and incorporate a course that uses more Excel for 2011-2012</p> <p><u>Benchmark: 90% at least proficient</u></p> <p>2010-2011: No action required</p> <p>2010-2011: Proposed for 2011-2012 academic year with assessment to be conducted in same year.</p> <p><u>Benchmark: 90% Superior or better</u></p> <p>2010-2011: No action Required</p> <p><u>Benchmark: 80% Superior or better</u></p>	
			Below 70%	70-79 %	80-89 %	90 – 100%		
	Fall and Spring semesters	Direct: BUS 101 – rubric based	SP2011			12%		88%
				Unacceptable	Approaching	Proficient		Mastery
				Below 70%	70-79 %	80-89 %		90 – 100%
		Direct: BUS 321 – rubric based	FL2010 SP2011					100% 100%
				Unacceptable	Approaching	Proficient		Mastery
	Annually	Direct: Portfolio analysis of CIS courses	SP2012					
				Category I (Content and Pedagogy)				
				Unacceptable	Approaching	Proficient		Mastery
	Fall and Spring semesters	Direct: Pre-Student Teaching Evaluations - PA Dept of Ed rubric used	FL2010					100%
				Category I (Content and Pedagogy)				
				Unacceptable	Approaching	Proficient		Mastery
	Fall and Spring semesters	Direct: Student Teaching Evaluations - PA Dept of Ed rubric used	FL2010			45%		55%
			Poor	Fair	Good	Excellent		

	Fall and Spring semesters	Indirect: Student Exit Survey	SP2012						A new exit survey was developed for spring of 2012.
				Not at all		Moderately		Extremely	
	Spring semesters	Indirect: Alumni Survey	SP2012						Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis				Action Steps
				Level Met of Goal Expectations				
7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. <i>Relates to institutional goal of critical thinking</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: 80% proficient</u> 2010-2011: No action needed <u>Benchmark: 80% proficient</u> 2010-2011: Personnel change may be factor. Will re-evaluate in 2011-2012AY
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 101 – rubric based	SP2011	4%	4%	8%	83%	
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	Fall and Spring semesters	Direct: BUS 321 – rubric based	SP2011	40%			60%	

Programs Offered Through the Center for Lifelong Learning

Associate of Science in Business Administration (CLL Branch Campus and Approved Sites)							School Assessment Review and Action Steps for 2011-2012	
Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
1. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: 70% at least proficient</u> 2010-2011: Assessment will take place in fall 2011 <u>Benchmark: 70% at least proficient</u> 2010-2011: Assessment will take place in summer and fall 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY.
				Below 70%	70-79 %	80-89 %	90 – 100%	
	2 cohort courses per calendar year	Direct: BUS 101 CLL Writing Rubric	FL2011					
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	2 cohort courses per calendar year	Direct: BUS 304 CLL Writing Rubric	SU2011 SU2011	8%	42% 12%	17% 13%	33% 75%	
			Poor	Fair	Good	Excellent		
2 cohort courses per calendar year	Indirect: Student exit survey	FL2011						

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis				Action Steps	
				Level Met of Goal Expectations					
2. The student will display appropriate quantitative problem solving abilities in the context of a business problem. <i>Relates to institutional goal of problem solving</i>				Specific Problem Solving Ability	Unacceptable	Acceptable	Mastery	<u>Benchmark: At least 80% acceptable</u> 2010-2011: Assessment will take place in summer and fall of 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY	
	2 cohort courses per calendar year	Direct: BUS 310 Problem Solving Rubric	SU2011	Identify Formula Use formula Calc solution Interpret solution			100% 100% 100% 100%		
			SU2011	Identify Formula Use formula Calc solution Interpret solution					
					Poor	Fair	Good		Excellent
	2 cohort courses per calendar year	Indirect: Student exit survey	FL2011						

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps	
3. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>					Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in summer 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in Fall 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY
	2 cohort courses per calendar year		Direct: BUS 304 rubric based	FL2011	Below 70%	70-79 %	80-89 %	90 – 100%	
					Ethics Case Study Analysis				
	2 cohort courses per calendar year		Direct: BUS 292 rubric based	FL2011	Below 70%	70-79 %	80-89 %	100%	
					Poor	Fair	Good	Excellent	
	2 cohort courses per calendar year	Indirect: Student exit survey	FL2011						

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations					Action Steps
4: The student will be able to synthesize the course work completed as a part of the associate degree program to solve business problems.				Topic	Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in Fall 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY
	2 cohort courses per calendar year	Direct: BUS 292 rubric based	FL2011	Gen business Acc/Finance Marketing Bus Ethics Bus Law					
					Poor	Fair	Good	Excellent	
	2 cohort courses per calendar year	Indirect: Student exit survey	FL2011						

Bachelor of Science in Business Administration (CLL Branch Campus and Approved Sites)						School Assessment Review and Action Steps for 2011-2012		
Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in summer 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 A new exit survey was developed for spring of 2012. Benchmark: Minimum of 70% good.
				Below 70%	70-79 %	80-89 %	90 – 100%	
	2 cohort courses per calendar year	Direct: BUS 371 – Research rubric based	SU2011					
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	1 cohort per calendar year	Direct: HA 402 – Research rubric based	FL2011					
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	2 cohort courses per calendar year	Direct: BUS 321 – rubric based	FL2011					
				Unacceptable	Approaching	Proficient	Mastery	
			Below 70%	70-79 %	80-89 %	90 – 100%		
2 cohort courses per calendar year	Direct: HA 402 –rubric based	FL2011						
			Poor	Fair	Good	Excellent		
2 cohort courses per calendar year	Indirect: Student Exit	SU2011		20%	20%	60%		

	year	Survey							Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>
				Not at all		Moderately		Extremely	
	2 cohort classes per calendar year	Indirect: Alumni survey	SP2012						

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis				Action Steps
				Level Met of Goal Expectations				
2. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in summer 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011 A new exit survey was developed for spring of 2012. <u>Benchmark: Minimum of 70% good.</u> Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>
				Below 70%	70-79 %	80-89 %	90 – 100%	
	2 cohort courses per calendar year	Direct: BUS 371 – rubric based	SU2011					
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
		HA 402 – rubric based						
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
	2 cohort courses per calendar year	Direct: BUS 321 ** – rubric based	FL2011					
				Unacceptable	Approaching	Proficient	Mastery	
				Below 70%	70-79 %	80-89 %	90 – 100%	
		HA 402 – rubric based						
				Poor	Fair	Good	Excellent	
	2 cohort courses per calendar year	Indirect: Student Exit Survey	SU2011			40%	60%	
			Not at all		Moderately	Extremely		
2 cohort courses per calendar year	Indirect: Alumni survey	SP2012						

** BUS 321 is required for the Organizational Management option - HA 402 is required for Health Administration Option

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis Level Met of Goal Expectations										Action Steps
3. Business students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>			Gwynedd-Mercy College Student Percentile Ranking										
			Leadership Skills	Collaboration & Team Work	Financial Analysis	Financial Management	Operations Management	Marketing Management	Human Resource Management	Strategic Analysis & Planning	Corporate Social Responsibility		
	All sections	Direct: BUS 4000 – Gaming Strategy - with benchmark data (percentile ranking) comparing our students to students worldwide doing this exercise	47	58	18	73	75	67	46	72	70		<u>Benchmark: Will be determined based on median data analysis in the 2011-12AY</u> 2010-2011: Due to the variability of the data it is recommended that median data be used when analyzing results. This will be implemented in 2011-12AY. * NA – course was not done in groups – indicator not measured
24	FL2011	FL2011	24	22	44	80	74	53	49	67	58	62	
70	SP2011	SP2011	70	76	41	39	46	42	75	53	62	76	
NA*	SP2011	SP2011	NA*	NA*	37	63	64	64	29	56	76	41	
63	SU2011	SU2011	63	75	58	28	46	54	56	35	41	55	
35	SU2011	SU2011	35	39	34	50	58	39	48	69	55	68	
48	SU2011	SU2011	48	55	18	58	63	56	33	71	68	64	
0	SU2011	SU2011	0	0	14	26	47	55	67	35	64		
MEDIAN TO DATE			35	39	37	50	63	54	48	53	55		

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
4. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>			Gwynedd-Mercy College Student Percentile Ranking				<u>Benchmark: 50%</u> 2010-2011: No action necessary A new exit survey was developed for spring of 2012. <u>Benchmark: Minimum of 70% good.</u> Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>	
	2 cohort courses per calendar year	Direct: BUS 4000	FL2010 FL2010 SP2011 SP2011	70% 58% 62% 76%				
				Poor	Fair	Good		Excellent
	2 cohort courses per calendar year	Indirect: Student Exit Survey	SU2011			20%		80%
				Not at all		Moderately		Extremely
2 cohort courses per calendar year	Indirect: Alumni Survey	SP2012						

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis Level Met of Goal Expectations						Action Steps
5. The student will display appropriate quantitative problem-solving abilities in the context of a business problem. <i>Relates to institutional goal of critical thinking</i>			Topic		Unacceptable	Approaching	Proficient	Mastery	<p><u>Benchmark: New assessment for 2011 – to be determined</u></p> <p>2010-2011: Assessment will take place in fall 2011</p> <p><u>Benchmark: New assessment for 2011 – to be determined</u></p> <p>2010-2011: Assessment will take place in fall 2011</p> <p>A new exit survey was developed for spring of 2012. <u>Benchmark: Minimum of 70% good.</u></p> <p>Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u></p>
	2 cohort courses per calendar year	Direct: BUS 341 Problem Solving Rubric	FL2011	Identify Formula Use formula Calc solution Interpret solution					
			Topic		Unacceptable	Approaching	Proficient	Mastery	
	2 cohort courses per calendar year	Direct: BUS 312 – rubric based	FL2011	Identify Formula Use formula Calc solution Interpret solution					
				Poor	Fair	Good	Excellent		
	2 cohort classes per calendar year	Indirect: Student Exit Survey	SU2011		20%	40%	40%		
			Not at all		Moderately	Extremely			
	2 cohort classes per calendar year	Indirect: Alumni Survey	SP2012						

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis				Action Steps	
			Level Met of Goal Expectations					
6. The student will demonstrate the ability to use appropriate technological skills required for business professionals. <i>Relates to institutional goal of critical and competent use of technology</i>			Unacceptable	Acceptable	Mastery		<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011	
	2 cohort courses per calendar year	Direct: ACC 106 - rubric based	FL2011					
				Unacceptable	Acceptable	Mastery		<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment will take place in fall 2011
	2 cohort courses per calendar year	Direct: BUS 341	FL2011					
				Poor	Fair	Good	Excellent	A new exit survey was developed for spring of 2012. <u>Benchmark: Minimum of 70% good.</u> Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>
	2 cohort courses per calendar year	Indirect: Student Exit Survey	SU2011	20%		40%	40%	
			Not at all		Moderately	Extremely		
	2 cohort classes per calendar year	Indirect: Alumni Survey	SP2012					

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment	Data Analysis				Action Steps	
			Level Met of Goal Expectations					
7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. <i>Relates to institutional goal of critical thinking</i>			Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in summer 2011 A new exit survey was developed for spring of 2012. <u>Benchmark: Minimum of 70% good.</u> Survey conducted annually <u>Benchmark : Minimum of 70% above moderately.</u>	
	2 cohort courses per calendar year	Direct: BUS 321 – rubric based	FL2011					
				Unacceptable	Approaching	Proficient		Mastery
	2 cohort courses per calendar year	Direct: BUS 371 - rubric based	SU2011					
				Poor	Fair	Good		Excellent
	2 cohort courses per calendar year	Indirect: Student Exit Survey	SU2011	20%		20%		60%
				Not at all		Moderately		Extremely
	2 cohort courses per calendar year	Indirect: Alumni Survey	SP2012					

Master of Science in Management (CLL Branch Campus and Approved Sites)							School Assessment Review and Action Steps for 2011-2012	
Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
				Unacceptable	Approaching	Proficient	Mastery	
1. Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business issues. <i>Relates to institutional goal: Written/Oral Communication</i>	2 cohort courses per calendar year	Direct: BUS 506 – rubric based	FL2011					<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011
				Unacceptable	Approaching	Proficient	Mastery	
	2 cohort courses per calendar year	Direct: BUS 510 – rubric based	FL2011					<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011
				Poor	Fair	Good	Excellent	
	Every cohort	Indirect: Student Exit Survey	FL2011					An exit survey was developed in spring of 2011 for implementation in 2011-2012AY

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis				Action Steps
				Level Met of Goal Expectations				
2. Students will effectively communicate verbally ideas and arguments associated with business issues. <i>Relates to institutional goal of Written/Oral Communications</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011 <u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in summerl 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY
	2 cohort courses per calendar year	Direct: BUS 511 – rubric based	SU2011				100%	
				Unacceptable	Approaching	Proficient	Mastery	
	2 cohort courses per calendar year	Direct: BUS 512 – rubric based	SU2011			17%	83%	
				Poor	Fair	Good	Excellent	
	Every cohort	Indirect: Student Exit Survey	FL2011					

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations									Action Steps			
3. Students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>				Gwynedd-Mercy College Student Percentile Ranking									<u>Benchmark: To be determined when more data is available in 2011-2012AY.</u> 2010-2011: Will be collecting more data in 2011-2012AY for future analysis. Will be using median data in the future.			
				Leadership Skills	Collaboration & Team Work	Financial Analysis	Financial Management	Operations Management	Marketing Management	Human Resource Management	Strategic Analysis & Planning	Corporate Social Responsibility				
				All sections	BUS 512	SP2011 SU2011 SU2011	58 60 56	61 63 68	25 51 42	69 60 44	66 57 70	53 78 37		12 29 58	82 78 57	92 66 54
				MEDIAN			58	63	42	60	66	53		29	78	66

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
5. Students will be able to apply critical thinking to real life work problems through the application of theoretical and experiential knowledge. <i>Relates to institutional goal of critical thinking</i>	2 cohort courses per calendar year	Direct: BUS 509 – rubric based	FL2011	Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY
			Poor	Fair	Good	Excellent		
	Every cohort	Indirect: Student Exit Survey	FL2011					

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
6. Students will be able to evaluate globalization strategies of corporations as they relate to management decisions: <i>Relates to institutional goal of professional competency</i>				Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011 An exit survey was developed in spring of 2011 for implementation in 2011-2012AY
	2 cohort courses per calendar year	Direct: BUS 509 – rubric based	FL2011					
				Poor	Fair	Good	Excellent	
	Every cohort	Indirect: Student Exit Survey	FL2011					

Program Learning Outcome Goals	Timeline & Frequency (minimum)	Course Reference and Identification of Direct Measures of Assessment		Data Analysis Level Met of Goal Expectations				Action Steps
7. Student will identify issues and strategies related to corporate social responsibility and its implications for business. <i>Relates to institutional goal of ethical moral judgment</i>	2 cohort courses per calendar year	Direct: BUS 510 – rubric based	FL 2011	Unacceptable	Approaching	Proficient	Mastery	<u>Benchmark: New assessment for 2011 – to be determined</u> 2010-2011: Assessment to take place in fall 2011 <u>Benchmark: 80%</u> 2010-2011: No action necessary
				Gwynedd-Mercy College Student Percentile Ranking				
	2 cohort courses per calendar year	Direct: BUS 512 – simulation software	SP2011	92%				

APPENDIX
OF
ASSESSMENT INSTRUMENTS

BS in Accounting Main Campus

ACC 205 Financial Statement Preparation, Presentation and Interpretation Rubric
ACC 206 Financial Statement Ratio Analysis / Apply Sources of Information Rubric
ACC 405 Financial Statement Preparation, Presentation and Interpretation Rubric

BUS 101 APA, Writing, Critical Thinking and Technology Assessment Rubric
BUS 304 Ethics Rubric
BUS 306 Problem Solving Rubric
BUS 306 Technology Assessment Rubric
BUS 321 APA, Writing, Critical Thinking and Technology Assessment Rubric

Internship Mid-Term Evaluation
Internship Final Evaluation

Student Exit Survey

BS in Business Administration Main Campus

BUS 101 APA, Writing, Critical Thinking and Technology Assessment Rubric
BUS 304 Ethics Rubric
BUS 306 Problem Solving Rubric
BUS 321 APA, Writing, Critical Thinking and Technology Assessment Rubric

Internship Mid-Term Evaluation
Internship Final Evaluation

Student Exit Survey

BS in Business Education Main Campus

BE 4000 Electronic Portfolio Analysis

BUS 101 APA, Writing, Critical Thinking and Technology Assessment Rubric
BUS 304 Ethics Rubric
BUS 321 APA, Writing, Critical Thinking and Technology Assessment Rubric

Pre-Student Teacher Evaluation
Student Teacher Evaluation

Student Exit Survey

**AS in Business Administration
CLL**

BUS 101	APA, Writing, Critical Thinking and Technology Assessment Rubric
BUS 292	Business Content Area Competencies [General, Accounting & Finance, Marketing and Consumer Behavior, Business Ethics, and Business Law Ethics Rubric
BUS 304	Ethics Rubric
BUS 310	Quantitative Problem Solving Rubric
BUS 321	APA, Writing, Critical Thinking and Technology Assessment Rubric
	Student Exit Survey

**BS in Business Administration
CLL**

BUS 341	Technological Competency Rubric
BUS 312	Quantitative Problem Solving Rubric
BUS 321	APA, Writing, Critical Thinking and Technology Assessment Rubric
BUS 341	Quantitative Problem Solving Rubric
BUS 371	Critical Thinking / Credible Sources of Information Rubric
	Student Exit Survey

**MS in Management
CLL**

BUS 506	APA, Writing Assessment Rubric
BUS 509	Globalization Strategies Rubric
BUS 510	APA, Writing Assessment Rubric
BUS 510	Corporate Social Responsibility Rubric
BUS 511	Verbal Communication Assessment Rubric
BUS 512	Verbal Communication Assessment Rubric
	Student Exit Survey

UPDATE RECORD

5/10/2011 – Main Campus Spring data added

8/09/2011 – Summer CLL data added

8/15/2011 – Summer CLL data added