



Report of Outcomes Assessment Results

Institution

Lourdes University

Academic Business Unit

College of Business and Leadership

Academic Year

2018-2019

In these sections of the tables, (i) enter 'Met' in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended learning outcome in that row, (ii) enter 'Not Met' if the performance objective for the instrument in that column was not achieved for the intended learning outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended learning outcome in that row.

Italicized entries in the table template represent areas where the academic business unit should insert its own learning assessment information.

<i>College of Business and Leadership</i>	
Student Learning Assessment for: <i>Undergraduate Business Programs</i>	
Program Intended Student Learning Outcomes (Undergraduate Business Core)	
1.	Graduates demonstrate knowledge of the functional areas of accounting.
2.	Graduates demonstrate knowledge of the functional areas of marketing
3.	Graduates demonstrate knowledge of the functional areas of finance.
4.	Graduates demonstrate knowledge of the functional areas of management.
5.	Graduates demonstrate knowledge of the legal environment of business.
6.	Graduates demonstrate knowledge of the economic environment of business.
7.	Graduates demonstrate knowledge of the global environment of business.
8.	Graduates demonstrate knowledge of the social and ethical obligations and responsibilities of business.
9.	Graduates demonstrate the ability to use quantitative decision support tools.
10.	Graduates demonstrate the ability to communicate effectively.
11.	Graduates demonstrate the ability to apply knowledge of business concepts and functions in an integrated manner.
Program Intended Student Learning Outcomes (Accounting Major)	
1.	Graduates will demonstrate competence in Accounting.
Program Intended Student Learning Outcomes (Accounting & Finance Major)	
1.	Graduates will demonstrate competence in Accounting & Finance.

Program Intended Student Learning Outcomes (Business Administration Major)

1. Graduates will demonstrate competence in Management.

Program Intended Student Learning Outcomes (Health Care Administration Major)

1. Graduates demonstrate will knowledge of health management concepts and functions of health care administration.

Program Intended Student Learning Outcomes (Human Resource Management Major)

1. Graduates will demonstrate competence in Human Resource Management.

Program Intended Student Learning Outcomes (Integrated Business)

1. Graduates will demonstrate the ability to apply knowledge of business and functions in an integrated manner.

Program Intended Student Learning Outcomes (Management Major)

1. Graduates will demonstrate competence in Management.

Program Intended Student Learning Outcomes (Marketing Major)

1. Graduates will demonstrate competence in Marketing.

Assessment Instruments for Intended Student Learning Outcomes—

Direct Measures of Student Learning:

1. Comprehensive Business Exam

General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8

Accounting ISLOs Assessed by this Measure: 1

Business Administration ISLOs Assessed by this Measure: 1

Health Care Administration ISLOs Assessed by this Measure: None

Human Resource Management ISLOs Assessed by this Measure: 1

Integrated Business ISLOs Assessed by this Measure: none

Marketing ISLOs Assessed by this Measure: 1

2. Capstone Paper

General Program ISLOs Assessed by this Measure: 5, 6, 9, 10, 11

Performance Objectives (Targets/Criteria) for Direct Measures:

Students will meet or exceed the average score of students from peer institutions (as defined by CBE) or at least 70% of students will achieve basic competency (as defined by CBE) on the sections of the comprehensive examination related to the learning outcomes.

70% of all students sampled will score a 1 or 2 (meets or exceeds target) in the assessment categories related to the learning outcomes.

<p>Accounting ISLOs Assessed by this Measure: none</p> <p>Business Administration ISLOs Assessed by this Measure: none</p> <p>Health Care Administration ISLOs Assessed by this Measure: none</p> <p>Human Resource Management ISLOs Assessed by this Measure: none</p> <p>Integrated Business ISLOs Assessed by this Measure: 1</p> <p>Marketing ISLOs Assessed by this Measure: none</p>	
<p>3. <u>CompXM</u></p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 7, 8, 9, 10, 11</p> <p>Accounting ISLOs Assessed by this Measure: 1</p> <p>Business Administration ISLOs Assessed by this Measure: 1</p> <p>Health Care Administration ISLOs Assessed by this Measure: none</p> <p>Human Resource Management ISLOs Assessed by this Measure: 1</p> <p>Integrated Business ISLOs Assessed by this Measure: 1</p> <p>Marketing ISLOs Assessed by this Measure: 1</p>	<p>The class average will meet or exceed the national average in the areas related to the general program learning outcomes (1,2,3,4) on the CompXM simulation, and 75% of students will score 50% or higher in the areas related to the general program learning outcomes (7, 8, 9, 10 & 11) or there will be an increase in the class average in the areas related to the general program learning outcomes (1,2,3, 4, 7, 8, 9, 10 & 11) on the CompXM simulation.</p> <p>75% of students will score 50% or higher in the learning outcome area related to their major.</p>
<p>4. <u>Health Care Management Comprehensive Exam</u></p> <p>General Program ISLOs Assessed by this Measure: none</p> <p>Accounting ISLOs Assessed by this Measure: none</p> <p>Business Administration ISLOs Assessed by this Measure: None</p> <p>Health Care Administration ISLOs Assessed by this Measure: 1</p> <p>Human Resource Management ISLOs Assessed by this Measure: none</p> <p>Integrated Business ISLOs Assessed by this Measure: none</p> <p>Marketing ISLOs Assessed by this Measure: none</p>	<p>90% of Health Care Administration students will score at least 75% on the health care management examination.</p>
<p>5. <u>Health Care Case Study Analysis</u></p> <p>General Program ISLOs Assessed by this Measure: none</p>	<p>75% of Health Care Administration students will score a 2 (fulfills target) in the 3 areas of Application of both qualitative and quantitative analysis</p>

<p>Accounting ISLOs Assessed by this Measure: none Business Administration ISLOs Assessed by this Measure: none Health Care Administration ISLOs Assessed by this Measure: 1 Human Resource Management ISLOs Assessed by this Measure: none Integrated Business ISLOs Assessed by this Measure: none Marketing ISLOs Assessed by this Measure: none</p>	<p>of conditions and problem in HCA and an ability to reflect on problems in HCA and propose solutions.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <u>End-of-program Survey</u> General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Accounting ISLOs Assessed by this Measure: 1 Business Administration ISLOs Assessed by this Measure: 1 Health Care Administration ISLOs Assessed by this Measure: 1 Human Resource Management ISLOs Assessed by this Measure: 1 Integrated Business ISLOs Assessed by this Measure: 1 Marketing ISLOs Assessed by this Measure: 1</p>	<p>At least 70% of all students responding to the end-of-program survey will rate their knowledge a “above average” or “high” (4 or 5) with the statements related to the intended learning outcome.</p>

f. Summary of Results from Implementing Direct Measures of Student Learning:	
<p>1.</p>	<p>In the competency areas of Marketing, Finance, Legal environments, Economic Environment, International Business & Global Dimensions, and Social & Ethical Obligations the percentage of students scoring basic or higher or exceeded peer institutions on the CBE. In the competency areas of Accounting, and Management the percentage of students scoring basic or higher did not exceed 70% and the percentage did not exceed peer institutions. The percentage of students scoring basic or higher in their area of study exceed 70% in the major of Accounting, and Human Resource Management.</p>

2. % of students meeting or exceeding expectations in Legal Environments (90%), Economic Environments (90%), Use of Quantitative Support Tools (80%), Communication (77%), and Integration of Business Concepts (100%) on the Capstone Paper.
3. The class average met or beat the national average in the area of Accounting, Marketing, and Management. % of students scored 50% or higher in Social and Ethical Obligations (86%), Quantitative Decision Making (84%), Integration of Business core concepts (92%), Business Communication (98%), and Cultural Competence (96%). There was an increase in class average in areas of Management. The areas of Accounting, Marketing, and Integration of Business Core Concepts remained stable on the CompXM simulation.
4. 100% of students in the Health Care Administration Major scored 75% or higher on the health care management examination.
5. 100% of students in the Health Care Administration Major scored 2 (fulfills Target) or 3 on the Heath Care Study Analysis.

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1. % of students that rated their knowledge as a 4 or 5 in the competency areas of accounting (48%) marketing (72%), finance (39%) management (91%), legal environment (61%), economic environment (69%), global environment (59%), social & ethical obligations (78%), use of quantitative support tools (63%), communication (80%), and integration of business concepts (80%).

% of student that rated their knowledge as a 4 or 5 in the majors of Accounting (80%), Business Administration (85%), Health Care Administration (75%), Human Resource Management (60%), Integrated Business (N/A), and Marketing (86%).

h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
General Program ISLOs	<i>Direct Measure 1 CBE</i>	<i>Direct Measure 2 Capstone Paper</i>	<i>Direct Measure 3 CompXM</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1 End of Program Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Accounting	Not Met		Met		Not Met			
2. Marketing	Met		Met		Met			

3. Finance	Met		Not Met		Not Met			
4. Management	Not Met		Met		Met			
5. Legal Environment	Met		Met		Not Met			
6. Economic Environment	Met		Met		Not Met			
7. Global Environment	Met		Met		Not Met			
8. Social/Ethical Responsibility	Met		Met		Met			
9. Quantitative Competence		Met	Met		Not Met			
10. Communication		Met	Met		Met			
11. Integration of Business Concepts		Met	Met		Met			
Intended Student Learning Outcomes: Accounting Major	<i>Direct Measure 1 CBE</i>	<i>Direct Measure 2 CompXM</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1 End of Program Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates will demonstrate competence in Accounting.	Met	Met			Met			

Assessment Results: Bachelor of Science: Accounting Major

Summary of Results from Implementing Direct Measures of Student Learning:

1. 90% of students achieved Basic Competency or above on the CBE exam in the competency area related to their program specific learning outcome.

2. 100% of students scored 50% or higher in areas related to accounting in the Comp XM Simulation

Summary of Results from Implementing Indirect Measures of Student Learning:

1. 80% of Accounting students completing the survey rated their knowledge acquired related to their program specific learning outcome as a 4, or 5.

Intended Student Learning Outcomes: Business Administration Major	<i>Direct Measure 1 CBE</i>	<i>Direct Measure 2 CompXM</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1 End of Program Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates will demonstrate competence in Management.	Not met	Met			Met			

Assessment Results: Bachelor of Science: Business Administration Major

Summary of Results from Implementing Direct Measures of Student Learning:

1. 32% of students achieved Basic Competency or above on the CBE exam in the competency area related to their program specific learning outcome.

2. 92% of students scored 50% or higher in areas related to accounting in the Comp XM Simulation

Summary of Results from Implementing Indirect Measures of Student Learning:

1. 85% of students completing the survey rated their knowledge acquired related to their program specific learning outcome as a 4, or 5.

Intended Student Learning Outcomes: Health Care Administration Major	<i>Direct Measure 1 HCA Exam</i>	<i>Direct Measure 2 HCA Case Study Analysis</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1 End of Program Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
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	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates demonstrate will knowledge of health management concepts and functions of health care administration.	Met	Met			Met			

Assessment Results: Bachelor of Science: Health Care Administration Major

Summary of Results from Implementing Direct Measures of Student Learning:

- 100% of Health Care Administration students (2 grads) scored at least 75% on the health care management examination.
- 100% of students (2 grads) in the Health Care Administration Major scored 2 (fulfills Target) or 3 on the Health Care Study Analysis.

Summary of Results from Implementing Indirect Measures of Student Learning:

- 75% of students (2 Grads) completing the survey rated their knowledge acquired related to their program specific learning outcome as a 4, or 5.

Intended Student Learning Outcomes: <i>Human Resource Management Major</i>	<i>Direct Measure 1</i> CBE	<i>Direct Measure 2</i> CompXM	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i> End of Program Survey	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates will demonstrate competence in Human Resource Management.	Met	Met			Not Met			

Assessment Results: Bachelor of Science: Human Resource Management Major

Summary of Results from Implementing Direct Measures of Student Learning:

- 75% of students achieved Basic Competency or above on the CBE exam in the competency area related to their program specific learning outcome.

2. 100% of students scored 50% or higher in areas related to accounting in the Comp XM Simulation

Summary of Results from Implementing Indirect Measures of Student Learning:

1. 60% of students completing the survey rated their knowledge acquired related to their program specific learning outcome as a 4, or 5.

Intended Student Learning Outcomes: <i>Integrated Business Major</i>	<i>Direct Measure 1</i> <i>Capstone Paper</i>	<i>Direct Measure 2</i> <i>CompXM</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i> <i>End of Program Survey</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates will demonstrate the ability to apply knowledge of business and functions in an integrated manner.	N/A	N/A			N/A			

Assessment Results: Bachelor of Science: Integrated Business Major

Summary of Results from Implementing Direct Measures of Student Learning:

1. N/A % of students met or exceeded sponsor expectations in the competency area of related to their program specific learning outcome learning outcome. Note: 0 graduates

2. N/A % of students scored 50% or higher in areas related to accounting in the Comp XM Simulation. Note 0 Graduates

Summary of Results from Implementing Indirect Measures of Student Learning:

1. N/A % of students completing the survey rated their knowledge acquired related to their program specific learning outcome as a 4, or 5. Note: 0 Graduates.

Intended Student Learning Outcomes: Marketing Major	<i>Direct Measure 1</i> CBE	<i>Direct Measure 2</i> CompXM	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i> End of Program Survey	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates will demonstrate competence in Marketing.	Not Met	Met			Met			
Assessment Results: Bachelor of Science: Marketing Major								
Summary of Results from Implementing Direct Measures of Student Learning:								
1. 60% of students achieved Basic Competency or above on the CBE exam in the competency area related to their program specific learning outcome.								
2. 79% of students scored 50% or higher in areas related to accounting in the Comp XM Simulation.								
Summary of Results from Implementing Indirect Measures of Student Learning:								
1. 86% of students completing the survey rated their knowledge acquired related to their program specific learning outcome as a 4, or 5.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. Core ISLO 1: Continue to offer accounting workshops each semester as this seems to be improving student scores. Review course content and assignments in early accounting courses.								
2. CORE ISLO 1-8, Accounting, Management ISLO 1: Since CBE scores were lower across the board, but CompXM results were equal to or higher than last year, immediate changes will not be made but CBE scores will continue to be monitored.								
3. Core ISLO 9: Instructions for the Capstone paper were reviewed and clearer instructions increased quantitative content within the paper, thus increasing the scores on the rubrics used. Areas to include additional course content in quantitative reasoning will be considered. An increase of 3% has been found on the CompXM.								

4. Business Administration ISLO 1: Although percentages on CompXM increased drastically, the scores on the CBE drastically decreased. Additional simulations to incorporate more application of management principles into the Business Administration major courses will be recommended.

6. Marketing ISLO 1: Marketing program was revised for fall 2016. Marketing majors are take 6 additional credits in the field. An increase of students achieving Basic competency has been noted.

7. Inconsistencies in faculty and changes in COBAL administration have resulted in less oversight of content. More meetings with adjuncts will be planned.

8. Although there has been an increase in rating of knowledge on the End of Program Survey percentages are not up to the level of 70% in many areas. Consider timing of survey to see if confidence levels change.

Student Learning Assessment for: *Graduate Business Programs*

Program Intended Student Learning Outcomes (Master of Business Administration)

1. Ability to recognize complex problems and accurately apply management concepts as a team member, by drawing upon facts, frameworks and theories to strategically complete projects.
2. Ability to apply marketing concepts in order to effectively communicate, persuade and strategically engage diverse audiences within a technically driven business environment.
3. Ability to apply accounting concepts and quantitative techniques in the creation, and analysis of financial situations within a business environment
4. Ability to apply financial concepts and quantitative techniques and methods in the analysis of financial and non-financial purposes to minimize risk.
5. Understanding of ethical and social responsibility of leaders and their organizations, including an understanding of the value of diversity in leadership and leadership development.
6. Understanding of the multidimensional global business environment.

Assessment Instruments for Intended Student Learning Outcomes—

Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

<p>1. <u>Business Plan Critique</u> Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5, & 6</p>	<p>70% of all business plan critiques sampled will score a 4 (good) or a 5 (excellent) with the statements related to the learning outcomes</p>
<p>2. <u>ETS MBA Assessment Exam</u> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, & 6</p>	<p>60% (Marketing, Management), 50% (Accounting, Finance) of students will achieve basic competency as defined by ETS as achieving a score at the 40th percentile or higher <u>OR</u> the mean percent correct for Lourdes students will meet or exceed the mean score of students from peer institutions.</p> <p>50% responses related to Ethics & Social Responsibility and Global Business Environment questions answered by the total # of respondents will be correct.</p>

Summary of Results from Implementing Direct Measures of Student Learning:

1. % of all business plan critiques sampled will score a 4 (good) or a 5 (excellent) with the statements related to Management (100%), Marketing (100%), Accounting (96%), Financial concepts (96%), Social Responsibility (100%), Global Environment (Not measured)
2. % of students Achieving the 40th percentile on the ETS in the indicators of Management (243%), Marketing (57%), Accounting (29%), Financial concepts (29%). Average scores were equal or higher than peer institutions in no areas.

ETS subscription ran out and additional questions related to Social responsibility and Global business were not included on the ETS test. Issue has been resolved.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1 Business Plan Critique</i>	<i>Direct Measure 2 ETS Exam</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...

1. Management	Met	Not Met						
2. Marketing	Not Met	Met						
3. Accounting	Met	Not Met						
4. Finance	Met	Not Met						
5. Social Responsibility	Met	Not Measured						
6. Global Environment	Not Measured	Not Measured						

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Core ISLO 1-6: Implementation of a Business Plan in the MBA program as a new measurement of learning will be considered.
2. Content of the ETS exam has been distributed to all MBA faculty and competencies will be reviewed and integrated more fully into the entire MBA curriculum. Participation and sense of importance is lacking. Implementing the ETS in the classroom and adding a grade implication will be considered.
3. ETS subscription ran out and additional questions related to Social responsibility and Global business were not included on the ETS test. Issue has been resolved.
4. Textbooks will be reviewed for content.
5. Inconsistencies in faculty and changes in COBAL administration have resulted in less oversight of content. More meetings with adjuncts will be planned.

Student Learning Assessment for: *Graduate Business Programs*

Program Intended Student Learning Outcomes (Master of Organizational Leadership)

1. Identify leadership problems and apply leadership theory to real world problems.
2. Communicate effectively in writing and/or oral presentations.
3. Apply appropriate qualitative and quantitative research methods to investigate and solve problems in organizations.
4. Critically reflect on proposed projects and issues, foresee obstacles to project implementation, and apply a systematic process for dealing with challenges.
5. Demonstrate an understanding of ethical and social responsibility of leaders and their organizations, including an understanding of the value of diversity in leadership and leadership development.
6. Demonstrate the ability to initiate, implement, and complete multi-step project.
7. Analyze, collect, evaluate and synthesize information from multiple sources.

Assessment Instruments for Intended Student Learning Outcomes—

Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

1. Capstone Paper

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, & 7

75% of students will Score a 1 or 2 (meets or exceeds expectations) in each of the assessment categories related to learning outcomes.

2. Cultural Immersion Paper

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, & 7

75% of students will score a 1 or 2 (meets or exceeds expectations) in each of the assessment categories related to learning outcomes.

3. Leadership Philosophy Paper

Program ISLOs Assessed by this Measure: 1, 2, 5, 6, & 7

75% of students will score a 1 or 2 (meets or exceeds expectations) in each of the assessment categories related to learning outcomes.

Summary of Results from Implementing Direct Measures of Student Learning:

1. % of all Capstone Projects sampled will score a 4 (good) or a 5 (excellent) in the competency areas of identifying problems and applying theory (100%), communication(100%), research (80%) challenges (100%), social responsibility (75%), multi-step projects
2. % of all Cultural Immersion Papers sampled will score a 4 (good) or a 5 (excellent) in the competency areas of identifying problems and applying theory (100%), communication(100%), research (75%) challenges (100%), social responsibility (100%), and data

2. % of all Leadership Philosophy papers sampled will score a 4 (good) or a 5 (excellent) in the competency areas of identifying problems and applying theory (100%), communication(100%), social responsibility (100%), multi-step projects (100%), and data collection

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1 Capstone Paper</i>	<i>Direct Measure 2 Cultural Immersion Paper</i>	<i>Direct Measure 3 Leadership Philosophy Paper</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Identifying Problems	Met	Met	Met					
2. Communication	Met	Met	Met					
3. Research	Met	Met	Met					
4. Challenges	Met	Met	Met					
5. Social Responsibility	Met	Met	Met					
6. Multi-step Project	Met	Met	Met					
7. Data Collection	Met	Met	Met					

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. The process for evaluating the Capstone Paper, Cultural Immersion Paper, and Leadership Philosophy paper is being evaluated to ensure non-biased assessment.

8. Operational Assessment Results for the Academic Business Unit

Provide operational assessment information for the academic business unit. This information must include the following elements: (a) intended operational outcomes (IOOs) for the academic business unit, (b) a listing of the measures/methods that are used for assessing the IOOs, (c) performance objectives for each operational assessment measure/method, (d) results from the implementation of the operational assessment measures/methods, and (e) an indication of whether the academic business unit achieved each of the intended operational outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.

Notes:

Insert or delete rows in the table as needed in order to accommodate the number of your intended operational outcomes.

In the section of the operational assessment results table labeled “Summary of Achievement of Intended Operational Outcomes,” do not add or delete columns. Space is provided in this section for eight operational assessment measures. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information. In this section of the table, (i) enter ‘Met’ in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended operational outcome in that row, (ii) enter ‘Not Met’ if the performance objective for the instrument in that column was not achieved for the intended operational outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended operational outcome in that row.

Italicized entries in the table template represent areas where the academic business unit should insert its own operational assessment information.

OPERATIONAL ASSESSMENT	
Intended Operational Outcomes	
1.	The COBAL will build program enrollment to a level sufficient to support its development as a strong, regionally-respected provider of business and leadership education.
2.	The COBAL will have a strong and regionally respected faculty.
3.	The COBAL will cultivate outside resources that will support the enhancement of programs, faculty, and facilities.

4. The COBAL will be a point of intersection between the academic and the business and not-for-profit communities.		
5. The COBAL will maintain strong customer satisfaction with the programs and services that it offers.		
6. The COBAL will have a vibrant environment, encouraging participation in non-classroom opportunities that foster personal and professional growth.		
b. Assessment Measures/Methods for Intended Operational Outcomes:		c. Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1.	Student Profile Report Intended Operational Outcomes Assessed by this Measure: 1	COBAL will have growth in the areas of enrollment, enrollment from outside Lucas County, tradition age students, and number of feeder schools.
2.	Faculty Workload/Professional Development Report Intended Operational Outcomes Assessed by this Measure: 2	COBAL will have 65% or an annual increase of courses taught by permanent faculty and courses taught by doctorally or professionally qualified faculty. 50% of full time faculty will present at a national or regional conference every two years. 25% of full time faculty will be published in a refereed publication every 3 years.
3.	Institutional Advancement Report Intended Operational Outcomes Assessed by this Measure: 3	COBAL will have an increase in the number of grants sought and received, alumni making gifts, and number and amount of donation from the private sector.
4.	Student Engagement Report Intended Operational Outcomes Assessed by this Measure: 4	COBAL will have an increase in the number of community leaders presenting in classes or COBAL sponsored events, attendees at non-degree program events, and number of graduates (or 80%) participating in internship opportunities.

5.	<p>Student/Alumni Satisfaction Survey</p> <p>Intended Operational Outcomes Assessed by this Measure: 5</p>	<p>COBAL will have 75% student satisfaction rate in the following areas: overall, advising, quality of instruction, and faculty care of students; a 60% student satisfaction rate in the following areas: internship opportunities, and course availability;</p>
6.	<p>Career services, Alumni, Interview Coordinator, Advising and Enrollment Reports</p> <p>Intended Operational Outcomes Assessed by this Measure: 6</p>	<p>COBAL will have an increase in the percent of students participating in foreign travel, internships, career services programs, interview sessions, service and service learning, business organizations, and networking.</p>

d. Summary of Results from Implementing Operational Assessment Measures/Methods:

1.	<p>Student Profile Report showed an increase in the % of students enrolled from outside of Lucas County, and % of traditional age students, but not the number of feeder high schools' students and transfer students are coming from. Overall enrollment increased from 2017-2018 to 2018-2019</p>
2.	<p>Faculty Workload/ Professional Development Report showed an decrease in the % of classes taught by permanent faculty, an increase in the % of classes taught by terminally degreed faculty. 50% of faculty attended a National or regional conference within the last 2 years and 25% presented at those conferences. 27% of faculty published in a refereed publication in the last 3 years.</p>
3.	<p>Institutional Advancement report showed no increase in # of grants and appropriations sought, or \$ received, no increase in the # of alumni making an annual gift or the \$ received, or the # of private sector donations, and \$ received.</p>
4.	<p>Student Engagement Report shows a decrease in the number of community leaders presenting in classes or COBAL sponsored events, and the number of attendees at non-degreed programming offered to the business and not-for-profit community. The % of students participating in internship or mentoring opportunities was 80%.</p>
5.	<p>Student Satisfaction and Alumni surveys were not distributed for 2018-2019. Another measurement for this outcome may need to be determined. Graduating students are satisfied with the preparation for their careers and grad school.</p>

6. The Career Services, Alumni, Interview Coordinator, Advising and Enrollment reports showed a decrease in the number of students participating in foreign travel, practice interview sessions, and internships, but an increase in participation in Business organizations, participation in service learning, Career Services programming, and Networking events.

e. Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes (IOOs)		Operational Assessment Measures/Methods					
		<i>Operational Assessment Measure/ Method 1 Student Profile</i>	<i>Operational Assessment Measure/ Method 2 Faculty Workload/ Prof Develop</i>	<i>Operational Assessment Measure/ Method 3 Institutional Advance.</i>	<i>Operational Assessment Measure/ Method 4 Student Engagement</i>	<i>Operational Assessment Measure/ Method 5 Student/ Alumni Satisfaction</i>	<i>Operational Assessment Measure/ Method 6 Career Services/ Alumni/ Advising Interview</i>
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1.	COBAL will build program enrollment to a level sufficient to support its development as a strong, regionally –respected provider of business and leadership education	Met					
2.	COBAL will have a strong and regionally-respected faculty		Met				
3.	COBAL will cultivate outside resources that will support the enhancement of			Not Met			

	programs, faculty and facilities						
4.	COBAL will be a point of intersections between the academic and the business and not-for-profit communities				Not Met		
5.	<i>COBAL will maintain strong customer satisfaction with the programs and services that it offers</i>					N/A	
6.	COBAL will have a vibrant environment, encouraging participation in non-classroom opportunities that foster personal and professional growth						Not met

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

IOO 3. As the institution continues to address financial challenges, COBAL will actively pursue connections with business leaders throughout the region through financial support in a number of identified opportunities such as endowed professorships, chairs and scholarships for students. Further, COBAL will leverage existing relationships with members of the Accounting and Healthcare Administration advisory councils to pursue and secure corporate financial resources to support various student and faculty related projects and programs as well as enhancing our facilities for students.

IOO 4. Inconsistencies in faculty and changes in COBAL administration have resulted in less oversight and recording of data. More meetings with adjuncts will be planned.

IOO 6. Although larger University financial challenges have curtailed our ability to provide expanded opportunities off-campus for our students, our faculty and staff within COBAL will continue to work with our advisory councils, our alumni and the larger community to ensure that a diverse and vibrant non-classroom offering is available to all of our students. To accomplish this, we will continually work to promote study-abroad opportunities; and career services' opportunities; schedule off-campus networking and business visits for students to have one-on-one opportunities; when possible provide resources for our students to attend conferences and events related to their majors and career aspirations.

IOO 5. COBAL will determine if an in house survey of alumni and students is needed to measure areas of satisfaction.