<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Program</th>
<th>Learning Outcome</th>
<th>Program Learning Outcome</th>
<th>Expected Measure</th>
<th>Actual Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC431</td>
<td>Comprehensive Research Project</td>
<td>Direct</td>
<td>1</td>
<td>PLO1</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td>ACC432B</td>
<td>Tax Returns Project</td>
<td>Direct</td>
<td>2</td>
<td>PLO2</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td>ACC433B</td>
<td>Case Analysis paper</td>
<td>Direct</td>
<td>3</td>
<td>PLO3</td>
<td>Exceeded</td>
<td>Exceeded</td>
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<tr>
<td>ACC434B</td>
<td>Signature Assignment</td>
<td>Direct</td>
<td>4</td>
<td>PLO4</td>
<td>Exceeded</td>
<td>Exceeded</td>
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<tr>
<td>ACC438</td>
<td>Professional Ethics</td>
<td>Direct</td>
<td>5</td>
<td>PLO5</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td>ACC695M</td>
<td>Comprehensive Case Study Project</td>
<td>Direct</td>
<td>6</td>
<td>PLO6</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

Ideal Target: Increase at least 2% over 74% in the performance of all students as measured by the end of the course.
Findings for Exit Survey

The Master of Accountancy Exit Survey was conducted by OEEA in FY 2016 for all program completers in FY 2016. It was a 6-item survey distributed to 39 graduates with 15 completing the survey with a 38% response rate. The objective was to gather information from recent graduates related to their experiences in their program at National University.

1. At least 82% of graduates in the MAcc program will indicate that they were satisfied in achieving the program learning outcomes (PLOs) for the Master in Accountancy.

2. The ideal target is for students to complete 80% of all Case Study Assignments and to achieve a presentation score of 4 out of 5 on the Comprehensive Case Study.

3. At least 80% of the graduates perceived that the MAcc degree helped them in their professional advancement.

4. At least 82% of the graduates perceived that the MAcc degree helped them in the development of competencies covered by the eight (8) Program Learning Outcomes (PLOs) published in the NU catalog.

Findings for Alumni Survey

This Office of Educational Effectiveness and Accreditation Master of Science in Accountancy Alumni Survey for 2016 was a 23-item survey conducted in 2016 for all program completers during FY13. It was distributed to 37 students of which 2 were completed. The objective was to gather information from alumni related to their perceptions of the program and employment since graduation.

1. At least 80% of graduates in the MAcc program will indicate that they are employed.

2. At least 82% of the graduates perceived that MAcc degree helped them in their professional advancement.

3. At least 82% of the graduates perceived that the MAcc degree helped them in the development of competencies covered by seven (8) Program Learning Outcomes (PLOs) published in the NU catalog.

4. The expectation is for students to complete 82% of all Case Study Assignments.
| School of Business and Management  
<table>
<thead>
<tr>
<th>2016 Outcome Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Findings for Exit Survey</strong></td>
</tr>
<tr>
<td><strong>Integrate the knowledge and skills acquired from the program to analyze and solve accounting related issues.</strong></td>
</tr>
<tr>
<td><strong>The expectations are:</strong></td>
</tr>
<tr>
<td>1. At least 80% of graduates in the MAcc program will indicate that they are employed.</td>
</tr>
<tr>
<td>2. At least 80% of the graduates perceived that the MAcc degree will indicate that they were satisfied in achieving the program learning outcomes (PLOs) for the Master in Accountancy.</td>
</tr>
<tr>
<td><strong>Outcome 4 Master of Accountancy</strong></td>
</tr>
<tr>
<td><strong>Department of Economics and Finance</strong></td>
</tr>
<tr>
<td><strong>Demonstrate effective communication of accounting information.</strong></td>
</tr>
<tr>
<td><strong>Findings for BUS 480 Strategic Audit</strong></td>
</tr>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
<tr>
<td>The strategic audit is a capstone project where students apply knowledge previously acquired in the program and synthesize it to analyze a business case study from a business holistic perspective. The strategic audit has five sections and we will use two of them to evaluate this PLO: Section 2 - Comprehensiveness: includes EFAS, IFAS, and SWOT analysis.</td>
</tr>
<tr>
<td><strong>Findings for BBA Exit Survey</strong></td>
</tr>
<tr>
<td><strong>Indirect - Survey</strong></td>
</tr>
<tr>
<td>Survey asking graduates of the BBA how the program helped them achieve the PLOs. 90 percent of respondents agree or strongly agree that the BBA helps to achieve this PLO. 75 percent of students achieve an average score or above based on the Peregrine suggested grading scale.</td>
</tr>
<tr>
<td><strong>BBA Comprehensive Exam</strong></td>
</tr>
<tr>
<td><strong>Direct - Exam</strong></td>
</tr>
<tr>
<td>This is an exam provided by Peregrine Academic Services. It is given in the capstone course for the BBA (BUS 480). The exam has average score or above based on grades awarded by instructors. Meeting standards = 2.0 or above comes from NU grading system outlined in NU catalog.</td>
</tr>
<tr>
<td><strong>BBA alumni survey</strong></td>
</tr>
<tr>
<td><strong>Indirect - Survey</strong></td>
</tr>
<tr>
<td>Likert scale of alumni perception of achievement of PLO. Conducted on graduates from last 3 years. 90 percent of respondents agree or strongly agree that the BBA helps to achieve this PLO. 75 percent of students achieve an average score or above based on the Peregrine suggested grading scale.</td>
</tr>
<tr>
<td><strong>Case Study Analysis Paper</strong></td>
</tr>
<tr>
<td><strong>Direct Measure for PLO No. 8 (PLO8)</strong></td>
</tr>
<tr>
<td>Demonstrate effective communication of accounting information. Assignment. Case Study Analysis Paper. Exceeded Exceeded</td>
</tr>
<tr>
<td><strong>Findings for Case Study Analysis Paper Presentation - Direct Measure for PLO No. 4 (PLO4)</strong></td>
</tr>
<tr>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Department of Business Administration</td>
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<td>------------------------------------</td>
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<tr>
<td>Department of Business Administration</td>
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<tr>
<td>Department of Business Administration</td>
</tr>
</tbody>
</table>

Note: The table above represents the findings for specific courses and outcomes within the School of Business and Management. It highlights the assessment methods and expected outcomes for various skills and objectives within the program. The last column represents the status of achieving the expected outcomes (Met, Approaching, Not Met).
## Findings for Exit Survey

**Objective:** Evaluate corporate long-term projects based on the capital budgeting techniques.

**Findings:** Alumni survey results indicated that at least 75% of students were very satisfied or very satisfied with the capital budgeting techniques used in the program. The survey also revealed that 90% of Alumni of the MBA Program agreed or strongly agreed that they understood the learning objectives of the program.

**Objective:** Examine the financial position of an organization and make financial decisions.

**Findings:** The exit survey revealed that at least 75% of graduating students in the MBA Program said that they were satisfied with the learning objectives related to financial decision-making.

**Objective:** Business plan financial analysis.

**Findings:** The end of program business plan or project course indicated that at least 85% of graduating students in the MBA Program achieved an “acceptable achievement” or above rating on the Program Learning Outcome.

**Objective:** Address a specific problem of a business company as a client of the MBA Program where an individual is tasked to study real-life problems and make recommendations to higher level decision-makers in a business organization. Accurately identify the current problem, research, and gather supporting data. Develop and provide an analysis of alternative solutions, reflecting on the cost of implementation, benefit, and execution.

**Findings:** The exit survey instrument showed that 90% of respondents were satisfied with the problem-solving and decision-making aspects of the program.

**Objective:** Examine stakeholder governance considerations and reflect on the impact of decisions and changes a merger would have on the corporate business model.

**Findings:** The alumni survey indicated that at least 85% of graduates were satisfied with the program’s approach to stakeholder governance and mergers.

**Objective:** On the exit survey instrument, 75% of respondents agreed that they were “satisfied” (or better) in achieving the intended Program Learning Outcome in the MBA program.

**Findings:** The exit survey revealed that at least 75% of respondents were satisfied with the program’s overall learning outcomes.

**Objective:** On the end of the program business plan or project course, 85% of graduating students in the MBA Program will indicate that they were “satisfied” (or better) in achieving the intended Program Learning Outcome in the MBA program.

**Findings:** The exit survey indicated that at least 75% of respondents were satisfied with the program’s approach to business plan development.

**Objective:** The Program Learning Outcomes are assessed through a rubric that assesses students’ overall performances in the application of knowledge, skills, and abilities acquired in the MBA program. The rubric is used to evaluate the effectiveness of the program in achieving the intended learning outcomes. This is done through either a business plan, business client project, or both.

**Findings:** The exit survey revealed the effectiveness of the program in achieving the intended learning outcomes through the business plan and business client project assessments.

**Objective:** The collected raw data are provided to the Office of the MBA Program and the results are distributed to the appropriate Offices and individuals at National University. A copy of the Exit Survey Questionnaire is attached to this Report.

**Findings:** The exit survey results were disseminated to the appropriate offices and individuals at National University, and a copy of the Exit Survey Questionnaire was attached to this report.
On the Alumni Survey instrument, 85% of Alumni of the MBA School of Business and Management indicated that they were “satisfied” (or better) in achieving the intended Program Learning Outcome in the MBA program. The details of the items and multiple questions used in the questionnaire are included in the attached Alumni Survey Results. The participants are encouraged to provide thoughtful and honest feedback. For any questions, concerns, or rights as a participant, contact OEEA at assessment@nu.edu. The data and information are collected, tabulated, and reported in aggregate manner by OEEA independent of the Office of the MBA Program and the results are shared with the Program Leadership and Governance – Demonstrate leadership ability and management skills within an environment of change to meet the objectives of the stakeholders of the organization.

The Program Learning Outcomes are assessed through a rubric that assesses students’ overall performances in the application of what they have learned in both the online and onsite graduate programs. This is done through several comprehensive case studies. The brief descriptions of the cases are provided in this section. A copy of the MBA Program PLO Assessment rubric used for the Exit Survey is included in the appendix. The rubric evaluates the ability to analyze the case study, craft strategies, execute their strategies and tactics, and make recommendations. The findings for Exit Survey indicate that at least 85% of graduating students in the program will indicate that they were “satisfied” (or better) in achieving the intended Program Learning Outcome in the MBA program. For the details of the items and multiple questions, please see the attached Exit Survey Questionnaire. The participants are encouraged to provide thoughtful and honest feedback. For any questions, concerns, or rights as a participant, contact OEEA at assessment@nu.edu. The data and information are collected, tabulated, and reported in aggregate manner by OEEA independent of the Office of the MBA Program and the results are shared with the Program Leadership and Governance – Demonstrate leadership ability and management skills within an environment of change to meet the objectives of the stakeholders of the organization.

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Findings for End of Program Comprehensive School of Business and Management Case Study (in MGT685C)

Economics

Global Awareness & Citizenship – Evaluate the forces that they have learned in both the online and onsite graduate programs. This is done through several comprehensive case studies that focus on the application of knowledge and skills in a real-world context. The brief descriptions of the cases are provided in this section. A copy of the MBA Program PLO Assessment rubric used in the global business environment, including social responsibility, sustainability, ethics, and the risk and opportunities associated with operating within a multi-cultural, business environment.

Airlines case focuses on the critical thinking, analysis and decision making required to problem solve the integration of the individual airline companies into a single entity. The analyzation required for the Verizon/Vodafone merger case study (Week 3 and 4) measures a student's ability to evaluate the competitive advantage. The analysis requires a student to conduct research, interpret data, and make recommendations to higher level decision-makers in a business organization. Accurately identify the current state of the market, identify the potential impact of a merger on stakeholders, and develop a plan to mitigate any negative effects.

Findings for Exit Survey

On the exit survey instrument, at least 85% of graduating students in the MBA Program will indicate that they were "satisfied" (or better) in achieving the intended Program Learning Outcome. This is done through a survey that consists of several items with multiple questions within each item and is expected to take between 10-15 minutes to complete. For the details of the items and multiple questions, please see the attached Exit Survey Questionnaire. The participants are encouraged to provide thoughtful and honest responses and contact OEEA at assessment@nu.edu in the event of questions, concerns, or their rights as a participant. The data and information are distributed to the appropriate Offices and individuals at National University. A copy of the Exit Survey Questionnaire is attached to this Report.

Findings for Alumni Survey

Program will indicate that they were "satisfied" (or better) in achieving the intended Program Learning Outcome in the MBA program. On the exit survey instrument, at least 85% of graduating students in the MBA Program will indicate that they were "satisfied" (or better) in achieving the intended Program Learning Outcome. This is done through a survey that consists of several items with multiple questions within each item and is expected to take between 10-15 minutes to complete. For the details of the items and multiple questions, please see the attached Exit Survey Questionnaire. The participants are encouraged to provide thoughtful and honest responses and contact OEEA at assessment@nu.edu in the event of questions, concerns, or their rights as a participant. The data and information are distributed to the appropriate Offices and individuals at National University. A copy of the Exit Survey Questionnaire is attached to this Report.

Quantitative Analysis – Apply economic models, accounting principles, statistical techniques, and financial theories, analysis, and reporting in business decision-making.

A business plan's purpose is to provide the basis for business decisions and is used to acquire capital. Students are to provide a vibrant and persuasive description impeccably integrating all important financial concepts including calculations, present numerous substantial supporting market research, seasonality, and full capacity as rationale and how estimates affect net profit. The Rufus Company concerns a change in leadership leading to value destruction and an abandon business model. Students are to solve the problem and make recommendations to higher level decision-makers. The American Airlines bankruptcy case is a classic, students are to analyze the financial statements, examine stakeholder governance considerations and reflect on the impact of decisions and changes a merger would have on the financial statements. The Southwest Airlines vs United Airlines merger case is for students to research, develop a proposal, and present their interpretation of the data, independent of the Course/Lead Faculty of Management, and distributes the results.

Findings for Exit Survey

On the exit survey instrument, at least 85% of graduating students in the MBA Program will indicate that they were "satisfied" (or better) in achieving the intended Program Learning Outcome. This is done through a survey that consists of several items with multiple questions within each item and is expected to take between 10-15 minutes to complete. For the details of the items and multiple questions, please see the attached Exit Survey Questionnaire. The participants are encouraged to provide thoughtful and honest responses and contact OEEA at assessment@nu.edu in the event of questions, concerns, or their rights as a participant. The data and information are distributed to the appropriate Offices and individuals at National University. A copy of the Exit Survey Questionnaire is attached to this Report.
On the Alumni Survey instrument, 85% of Alumni of the MBA School of Business and Management find effective business communication skills through written reports, presentations, and working in a collaborative, team setting. The information is collected from the students that graduated in the year 1990% of Alumni of the MBA Program will indicate that they were "satisfied" (or better) in achieving the intended Program Learning Outcome in the MBA program. The survey consists of several items with multiple questions within each item and is included in the attached Alumni Survey Results. The participants are encouraged to provide thoughtful and honest feedback. Questions, concerns, or their rights as a participant can be addressed to OEEA at assessment@nu.edu. The data and information for the End of Program Business Plan or Project (in MGT695C) are based on sound business, economic, financial, marketing, human resources, operations, leadership, and management principles. The Program Learning Outcomes are assessed through a rubric that assesses students' overall performances in the application of Design alternatives to solve business problems utilizing quantitative analysis, critical thinking, and sound ethical decision-making. What they have learned in both the online and onsite graduate programs is done through either a business plan, business client project, or business research project and presentations, followed by questions and answers period embedded in the online and onsite MGT695C courses. Students are required to select one of the above option in the MGT695C course. The brief description of the Exit Survey Questionnaire is attached. The data are collected by respective faculty in each of the MGT695C course sections under the supervision of the main instructor.
### Findings for End of Program Comprehensive School of Business and Management

#### On the end of the program Economics

Critical thinking, Analysis and Problem Solving – On the end of the program Comprehensive Case Study analysis and measured by their ability to identify the destruction of governorship, value creation, loss of communication and the resultant chaos in decision making, ethics, sustainability, productivity, corporate responsibility, strategy deployment and execution. The Southwest Exceeded Exceeded Airlines case focuses on the critical thinking, analysis and decision making required to problem solve the integration of the individ

Together, these case studies require students to analyze and solve complex situations related to numerous business functions that cut across a wide front -- ethics, the individual, his/her personal system and way it affects his/her perceptions and actions, corporate culture, values, operating practices, strategy, practices and operating approaches, crisis management, sudden distraught, ... productivity, stakeholders, competitive advantage, training, security, sourcing, capacity, supervision, conflict avoidance, environment, revenue, declining market, alliances, competition, government and exit strategy. Students were required to

On the exit survey instrument, at least 85% of graduating students in

Exit Survey Indirect - Survey Note: Effective this year, all PLOs are assessed.

Design alternatives to solve business problems utilizing quantitative analysis, critical thinking, and sound ethical decision-making.

The purpose of the alumni Survey is to obtain the information about the MBA Program, assess the Program Learning Outcomes, and invite suggestions for ways to improve the Program. The information is collected from the students that graduated in the year

and are collected, tabulated, and reported in aggregate manner by OEEA independent of the Office of the MBA Program and the results

Findings for End of Program Business Plan or Project (in MGT695C)

On the end of the program business plan or project, 85% of graduating students working as teams in the MBA Program will achieve an “acceptable achievement” or above rating on the intended Program Learning Outcome.

The Program Learning Outcomes are assessed through a rubric that assesses students' overall performances in the application of

Virtually the same critical thinking process the Verizon and Vodafone leadership teams were required to perform prior to each side's decision to execute its side of the Verizon wireless partnership transaction.

### Findings for Alumni Survey

Program will indicate that they were “satisfied” (or better) in achieving the intended Program Learning Outcome.

Describe the types of business organizations and their basic functions.

The Program continues to serve Binghamton within the Eastern Panhandle Community of the School of Business and Management’s mission.

Financial reporting is a critical component of a firm's information system. It is used by managers to make decisions related to cause-effect relationships, revenue-cost-profit relationships, shareholder expectations, and any strategic changes.

The Program continues to serve Binghamton within the Eastern Panhandle Community of the School of Business and Management’s mission.

Financial planning is a critical component of a firm's information system. It is used by managers to make decisions related to cause-effect relationships, revenue-cost-profit relationships, shareholder expectations, and any strategic changes.

Financial statement analysis is a critical component of a firm's information system. It is used by managers to make decisions related to cause-effect relationships, revenue-cost-profit relationships, shareholder expectations, and any strategic changes.

Financial ratio analysis is a critical component of a firm's information system. It is used by managers to make decisions related to cause-effect relationships, revenue-cost-profit relationships, shareholder expectations, and any strategic changes.
<table>
<thead>
<tr>
<th>Department of Business Administration</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Description</th>
<th>Outcomes/Desired Results</th>
<th>Findings for Exit Survey</th>
<th>Findings for Alumni Survey</th>
<th>Findings for ACC 202 Signature Assignment</th>
<th>Findings for BUS 100 Signature Assignment</th>
<th>Findings for MKT 200 Signature Assignment</th>
<th>Findings for MGT 309C Signature Assignment</th>
</tr>
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<tr>
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</tr>
</tbody>
</table>
Describe the legal and ethical issues surrounding the Alumni Survey Indirect - Survey Alumni Survey At least 80% of graduating students the program will indicate that they were "satisfied." Moving Away

Outcome 7 Bachelor of Science in Business and Management

Findings for BSOL Program Alumni Survey

Identify challenges and advantages of diverse groups in organizations within a global environment.

Leadership and Human Resource Management

PLO3 Bachelor of Science in Organizational Leadership

Assess benefits relevant to the employee population and development of ideas, critical thinking skills, writing skills, and use of resources.

Department of Leadership and Human Resource Management

Alumni Survey Indirect - Survey General Information about the Survey

Title: Bachelor of Science in Organizational Leadership Alumni Survey

Purpose: To gather information from students related to their experiences in the program. All program completers from FY10–15. Source: E-mail list provided by SOAR. Instrument: 9-item survey Period: FY15

Findings for Alumni Survey

At least 90% of graduating students in the program will indicate that they were "satisfied." Not Met Moving Away

End Program Exit Survey Indirect - Survey General Information about the Survey

Title: Bachelor of Science in Organizational Leadership Exit Survey

Purpose: To gather information from students related to their experiences in the program. All program completers for FY15. Source: E-mail list provided by SOAR. Instrument: 6-item survey Period: FY16

Findings for Exit Survey

At least 80% of graduating students in the program will indicate that they are "satisfied." Not Met Moving Away

Direct - Student Artifact End of course signature assignment. At least 70% of students demonstrate acceptable achievements (2.0 or above) on grades.

Direct - Exam Comprehensive Final Exam document located under "additional information." At least 70% of graduating students in the BSOL program will achieve at least 80% on the Comprehensive Final Exam.

Direct - Other Signature Assignment to be utilized in HRM637. Rubric will be used to analyze students' portfolios and evaluate students' development of ideas, critical thinking skills, writing skills, and use of resources.

Master of Arts Human Resource Management

PLO2 Bachelor of Science in Organizational Leadership

Assess benefits relevant to the employee population and development of ideas, critical thinking skills, writing skills, and use of resources.

Department of Leadership and Human Resource Management
### Department of Leadership and Human Resource Management

**PLO 1: Master of Science in Organizational Leadership**

- **Goal:** To develop leaders who can interpret organizational dynamics, group dynamics, and behavior in order to solve problems and create effective strategies.
- **Findings for Exit Survey:** At least 85% of assessed students in the MSOL program will indicate satisfied or above in the development of leadership skills, and 80% of students will score program at 2.8 points on 5-point scale for the satisfaction of at least 4.50 for PLO# 4. An average of 4.50 or more would be ideal for this measure.

**PLO 7: Implement effective use of emerging technology, leadership to promote innovation and confront complex issues within organizations.**

- **Findings for Exit Survey:** At least 85 percent of students will score program at 3.5 Likert scale.

### Department of Leadership and Human Resource Management

**PLO 2: Paper assignment on ethics, leadership, theory and application.**

- **Findings for Exit Survey:** At least 80 percent of assessed students in the MSOL program will indicate satisfied or above in the development of presentation skills and communication both in face to face and virtual environments.

**PLO 4: Demonstrate effective communication skills consistent with a professional marketing environment.**

- **Findings for Exit Survey:** At least 80 percent of students will score program at 2.8 points on 5-point scale for the development of presentation skills and communication both in face to face and virtual environments.

**PLO 6: Apply appropriate theoretical precepts and practical skills in communication.**

- **Findings for Exit Survey:** At least 80 percent of students will score program at 2.8 points on 5-point scale for the satisfaction of at least 4.50 for PLO# 4. An average of 4.50 or more would be ideal for this measure.

### Department of Leadership and Human Resource Management

**PLO 1: Paper assignment on leadership**

- **Findings for Exit Survey:** At least 85 percent of assessed students in the MSOL program will achieve satisfactory/acceptable or B or better.

### Department of Leadership and Human Resource Management

**PLO 7: Demonstrate effective communication skills consistent with a professional marketing environment.**

- **Findings for Exit Survey:** At least 80 percent of students will score program at 2.8 points on 5-point scale for the satisfaction of at least 4.50 for PLO# 4. An average of 4.50 or more would be ideal for this measure.

### Department of Leadership and Human Resource Management

**PLO 1: Paper assignment on leadership**

- **Findings for Exit Survey:** At least 85 percent of students will score program at 3.5 Likert scale.

### Department of Leadership and Human Resource Management

**PLO 4: Develop a strategic communication program, gathering and utilizing data from the conduct of appropriate market research.**

- **Findings for Exit Survey:** At least 85 percent of students will score program at 3.5 Likert scale.

### Department of Leadership and Human Resource Management

**PLO 6: Apply appropriate theoretical precepts and practical skills in communication.**

- **Findings for Exit Survey:** At least 80 percent of students will score program at 2.8 points on 5-point scale for the satisfaction of at least 4.50 for PLO# 4. An average of 4.50 or more would be ideal for this measure.

### Department of Leadership and Human Resource Management

**PLO 1: Paper assignment on leadership**

- **Findings for Exit Survey:** At least 85 percent of assessed students in the MSOL program will achieve satisfactory/acceptable or B or better.
80 percent of students will score 73 percent or better. 90% of students will score 80 percent or better.

Findings for MKT 480 Signature Assignment

Evaluate global marketing strategies for products and services, utilizing contemporary buyer behavior.

Department of Business and Management

MKT 480 Signature Assignment Direct - Other To develop an IMC plan for marketing for yourself when you graduate, including preparation of marketing communication plan that contains all essential elements, including ethical considerations.

Also, develop a 5-7 minute video about your plan that contains all essential elements, including ethical considerations. You will embed your video into your LinkedIn profile. The CV will then be shared with the MM program.

Likert scale

At least 90% of students will report that the program has been helpful in improving this competency.

At least 85% of the students completing this assignment will have an "acceptable" or better evaluation of their work.

Reflective Journal in MKT 480

Reflective Journal in MKT 480 Indirect - Other For the Reflective Journal, you should download the reflective journal template from Doc Sharing. You complete the journal template which should tell the story of your progress through the Bachelor of Arts in Integrated Marketing Communications Program. Grading based on rubric provided.

Likert scale

At least 80% of the students completing the course will have an "acceptable" or better paper.

E portfolio

End of program application

End of program integration

Alumni survey Indirect - Survey Students will complete an alumni survey six months after completion of the BA IMC program and again 2 years after the completion of the program to evaluate the program. The CV will then be shared with the MM program.

Likert scale

At least 90% of students will report that the program has been helpful in improving this competency.

At least 80% of students completing the course will have an "acceptable" or better paper.

BAM Exit Survey Indirect - Survey As students complete the program, an exit survey will be administered by OIRA to collect data on student's evaluation of how the program helped them.

Likert scale

At least 80% of the those completing the capstone course will have an "acceptable" or better paper.

End of program application

End of program integration

PLO5 Bachelor of Arts in Integrated Marketing Communication

Describe the basic functions of management and their practical implications.

At least 85% of the students will be able to describe the basic functions of management and their practical implications.

Integrate program content to develop a basic marketing dissemination plan.

Basic theory and skills in the area of marketing to the extent that the student can develop and present basic dissemination plan and market the plan to colleagues and/or target audience.

Likert scale

At least 90% of the students completing this assignment will be able to develop and present a basic dissemination plan and market the plan to colleagues and/or target audience.

At least 80% of the those completing the capstone course will have an "acceptable" or better paper.

End of program application

End of program integration

PLO3 Bachelor of Arts in Integrated Marketing Communication

"Understand marketing research, marketing strategy, and marketing management." 

At least 85% of the students will be able to understand marketing research, marketing strategy, and marketing management.

"Understand the diversity of the marketplace and the impact on marketing and communications strategies and tactics." 

At least 85% of the students will be able to understand the diversity of the marketplace and the impact on marketing and communications strategies and tactics.

"Understand strategic marketing planning and execution within the context of the marketing communications strategy." 

At least 85% of the students will be able to understand strategic marketing planning and execution within the context of the marketing communications strategy.

"Understand the role marketing research plays in the marketing communications strategy development process." 

At least 85% of the students will be able to understand the role marketing research plays in the marketing communications strategy development process.

"Understand the role of customer and competition analysis plays in the marketing communications strategy development process." 

At least 85% of the students will be able to understand the role of customer and competition analysis plays in the marketing communications strategy development process.

"Understand the role of environmental analysis plays in the marketing communications strategy development process." 

At least 85% of the students will be able to understand the role of environmental analysis plays in the marketing communications strategy development process.

"Understand brand management and the role of branding in the marketing communications strategy development process." 

At least 85% of the students will be able to understand brand management and the role of branding in the marketing communications strategy development process.

"Understand the role of relationship marketing plays in the marketing communications strategy development process." 

At least 85% of the students will be able to understand the role of relationship marketing plays in the marketing communications strategy development process.

"Understand the role of customer relationship management plays in the marketing communications strategy development process." 

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"Understand the role of technology and trends plays in the marketing communications strategy development process." 

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<table>
<thead>
<tr>
<th>Department of Management and Marketing</th>
<th>Outcome 1</th>
<th>Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define problems, use program concepts to frame analysis, generate conclusions from analysis, and make recommendations for positive action.</strong></td>
<td>[\text{MGM Alumni Survey Indirect}]</td>
<td>[\text{MGM Exit Survey Indirect}]</td>
</tr>
<tr>
<td></td>
<td>[\text{Survey Alumni of the MGM will be surveyed to ask their evaluation of how the program helped them improve their competency in the area of this PLO.} ]</td>
<td>[\text{Survey Graduates of the MGM will be surveyed to ask their evaluation of how the program helped them improve their competency in the area of this PLO.} ]</td>
</tr>
<tr>
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<td>[\text{70% of the respondents will report that the program was helpful in improving their competency in this area.} ]</td>
<td>[\text{80% of the respondents will report that the program was helpful in improving their competency in this area.} ]</td>
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</tr>
<tr>
<td><strong>Choose the most appropriate action to solve managerial challenges through the application of the steps of planning, organizing, and controlling.</strong></td>
<td>[\text{MGM Alumni Survey Indirect}]</td>
<td>[\text{MGM Student Exit Survey Indirect}]</td>
</tr>
<tr>
<td></td>
<td>[\text{Survey Alumni of the MGM will be surveyed three years after graduation to ask their evaluation of how the program helped them improve their competency in the area of this PLO.} ]</td>
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