



## Public Disclosure of Student Learning

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Institution	<u>Nichols College</u>
Academic Business Unit	<u>Graduate and Professional Studies</u>
Academic Year	<u>July 2015-June 2016</u>

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# Report of Student Learning and Achievement

*Institution*

*Name of your Academic Business Unit*

For Academic Year: 2015-2016

## Mission of the *Division of Graduate and Professional Studies*

With a focus on career advancement and professional development, GPS engages students in a creative, relevant, and energized journey of business and leadership education. Mindful of the differences in student learning styles, life situations, and professional goals, GPS responds flexibly with innovative curricular choices. Our experienced and talented faculty are committed to student success.

## Student Learning Assessment for *Master of Business Administration*

### Program Intended Student Learning Outcomes (Program ISLOs)

***Critically analyze business problems to find creative solutions. Use quantitative and qualitative business models to evaluate alternatives to find the most feasible business result.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#2: Critical Thinking & Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information*

***Apply an ethical decision framework to business problems to evaluate alternative solutions to address ethical concerns.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#2: Critical Thinking & Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information*

*#3: Ethics & Personal Accountability - Recognize and assess questions of right and wrong and demonstrate a willingness to act responsibly in personal and professional life.*

***Develop cultural awareness and communication skills to interact with global issues.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#1: Communication - Effectively express and accurately comprehend concepts and facts using a range of appropriate and current communication methods.*

*#4: Civic & Social Engagement - Articulate an understanding and appreciation of cultural and human differences, acknowledging the*

*interconnectedness of a global society and one's social and civic responsibility to the community, the nation and the world.*

***Develop negotiating, coaching and mentoring skills necessary for highly productive and collaborative relationships among individuals, teams and organizations.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#5: Leadership & Teamwork - Work effectively and collaboratively in a group, assume leadership when appropriate, and support leadership in others.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

*Capstone Course Simulation – MBA800*

Program ISLOs Assessed by this Measure:

*#1: Critically analyze business problems to find creative solutions. Use quantitative and qualitative business models to evaluate alternatives to find the most feasible business result.*

*#3: Develop cultural awareness and communication skills to interact with global issues.*

*#4: Develop negotiating, coaching and mentoring skills necessary for highly productive and collaborative relationships among individuals, teams and organizations*

*On the rubric, the performance rating of at least 80% of all graduating MBA students will be an acceptable or higher for each of the key knowledge areas, as well as written and oral communication*

*Peregrine Comprehensive Exam*

Program ISLOs Assessed by this Measure:

*#1: Critically analyze business problems to find creative solutions. Use quantitative and qualitative business models to evaluate alternatives to find the most feasible business result.*

*#2: Apply an ethical decision framework to business problems to evaluate alternative solutions to address ethical concerns.*

*#3: Develop cultural awareness and communication skills to interact with global issues.*

*At least 80% of graduating MBA students will achieve a mean exam score of average (40%-59%) in all identified competency areas as compared to other similarly sized IACBE institutions*

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p><i>Student Exit Survey</i></p> <p>Program ISLOs Assessed by this Measure:</p> <p>#1: Critically analyze business problems to find creative solutions. Use quantitative and qualitative business models to evaluate alternatives to find the most feasible business result.</p> <p>#2: Apply an ethical decision framework to business problems to evaluate alternative solutions to address ethical concerns.</p> <p>#3: Develop cultural awareness and communication skills to interact with global issues.</p> <p>#4: Develop negotiating, coaching and mentoring skills necessary for highly productive and collaborative relationships among individuals, teams and organizations</p>	<p><i>On the exit survey, 80% of graduating students will indicate that they agree or strongly agree (4 =agree, 5=strongly agree) they were successful in achieving the intended learning outcomes for the MBA.</i></p>

**Assessment Results: Master of Business Administration**

**Summary of Results from Implementing Direct Measures of Student Learning:**

**Summary of Results from Direct Measure 1-Capstone Course Simulation:**

<i>Class Section</i>	<i># of students</i>	<i># of students meeting benchmark</i>	<i>% of students meeting benchmark</i>
Summer II 2015	15	16	100%
Fall II 2015	22	22	100%
Spring II 2016	47	47	100%

**Summary of Results from Direct Measure 2-Peregrine Exam:**

	<b>Mean Score</b>	<b># of students completing exam</b>
Summer II 2015	49.20	16
Fall II 2015	64.94	22

Spring II 2016	58.60	47
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**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. *Summary of Results for Indirect Measure 1*

<i>Class Section</i>	<i>% of respondents indicating a 4 or 5 for</i>	<i>% of respondents indicating a 4 or 5 for</i>	<i>% of respondents indicating a 4 or 5 for</i>	<i>% of respondents indicating a 4 or 5 for</i>	<i># of total respondents</i>
	<i>ISLO #1</i>	<i>ISLO #2</i>	<i>ISLO #3</i>	<i>ISLO #4</i>	
Summer II 2015	69%	75%	75%	69%	16
Fall II 2015	82%	100%	91%	95%	22
Spring II 2016	87%	87%	94%	81%	47

**Summary of Achievement of Intended Student Learning Outcomes:**

<b>Intended Student Learning Outcomes</b>	<b>Learning Assessment Measures</b>							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</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>
	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>	<i>Performance Target Was...</i>
1. <i>Program Learning Outcome 1</i>	met	met			not met			
2. <i>Program Learning Outcome 2</i>	N/A	met			not met			
3. <i>Program Learning Outcome 3</i>	met	met			not met			
4. <i>Program Learning Outcome 4</i>	met	N/A			not met			

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

1. We experienced a drop in exit exam scores (direct), and also in our exit survey scores (indirect) in Summer II 2015. We still met our target for exit exam scores, but with the drop in scores for our indirect measure, we reviewed our curriculum mapping, and also reviewed the set of students who completed the assessment to determine how many of them completed their entire degree program in our curriculum that was launched in

Summer 2014. There were a mix of students, so we made no changes and continued to collect data, and with the subsequent data sets, as more students were completing entire degrees in our new curriculum, targets were met.

### **Student Learning Assessment for *Master of Science in Organizational Leadership***

#### **Program Intended Student Learning Outcomes (Program ISLOs)**

***Apply leadership principles and theory and critical thinking skills to creatively solve problems.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#2: Critical Thinking & Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information*

*#5: Leadership & Teamwork - Work effectively and collaboratively in a group, assume leadership when appropriate, and support leadership in others.*

***Use an ethical framework to analyze complex situations, identify organizational needs, and develop effective strategies to meet defined objectives.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#2: Critical Thinking & Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information*

*#3: Ethics & Personal Accountability - Recognize and assess questions of right and wrong and demonstrate a willingness to act responsibly in personal and professional life.*

***Develop negotiating, coaching and mentoring skills necessary for highly productive and collaborative relationships among individuals, teams and organizations.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#5: Leadership & Teamwork - Work effectively and collaboratively in a group, assume leadership when appropriate, and support leadership in others.*

***Develop cultural awareness and communication skills to interact with global issues.***

*Broad-Based Student Learning Goals Associated with this Outcome:*

*#1: Communication - Effectively express and accurately comprehend concepts and facts using a range of appropriate and current communication methods.*

*#4: Civic & Social Engagement - Articulate an understanding and appreciation of cultural and human differences, acknowledging the interconnectedness of a global society and one's social and civic responsibility to the community, the nation and the world.*

***Employ qualitative and quantitative research methods for organizational analysis and problem solving.***

<p><i>Broad-Based Student Learning Goals Associated with this Outcome:</i></p> <p><i>#2: Critical Thinking &amp; Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information</i></p>	
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p>
<p><i>Capstone Course Project – MSOL800</i></p> <p>Program ISLOs Assessed by this Measure:</p> <p>#1: Apply leadership principles and theory and critical thinking skills to creatively solve problems.</p> <p>#4: Develop cultural awareness and communication skills to interact with global issues.</p> <p>#5: Employ qualitative and quantitative research methods for organizational analysis and problem solving.</p>	<p><i>Rubric developed to develop students’ understanding using the core value field experience. On the rubric, the performance rating of at least 80% of all graduating MSOL students will be a 2 or higher (out of a possible 3, representing “mastery”) on each evaluation criterion.</i></p>
<p><i>Peregrine Comprehensive Exam</i></p> <p>Program ISLOs Assessed by this Measure:</p> <p>#1: Apply leadership principles and theory and critical thinking skills to creatively solve problems.</p> <p>#2: Use an ethical framework to analyze complex situations, identify organizational needs, and develop effective strategies to meet defined objectives.</p> <p>#3: Develop negotiating, coaching and mentoring skills necessary for highly productive and collaborative relationships among individuals, teams and organizations.</p> <p>#4: Develop cultural awareness and communication skills to interact with global issues.</p> <p>#5: Employ qualitative and quantitative research methods for organizational analysis and problem solving.</p>	<p><i>At least 80% of graduating MSOL students will achieve a mean exam score of average (40%-59%) in all identified competency areas as compared to other similarly sized IACBE institutions</i></p>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:																
<p><i>Student Exit Survey</i></p> <p>Program ISLOs Assessed by this Measure:</p> <p>#1: Apply leadership principles and theory and critical thinking skills to creatively solve problems.</p> <p>#2: Use an ethical framework to analyze complex situations, identify organizational needs, and develop effective strategies to meet defined objectives.</p> <p>#3: Develop negotiating, coaching and mentoring skills necessary for highly productive and collaborative relationships among individuals, teams and organizations.</p> <p>#4: Develop cultural awareness and communication skills to interact with global issues.</p> <p>#5: Employ qualitative and quantitative research methods for organizational analysis and problem solving.</p>	<p><i>On the exit survey, 80% of graduating students will indicate that they were successful in achieving the intended learning outcomes for the MSOL.</i></p>																
<b>Assessment Results: <i>Master of Science in Organizational Leadership</i></b>																	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>																	
<b>Summary of Results for Direct Measure 1-Capstone Course Project:</b>																	
<table border="1"> <thead> <tr> <th data-bbox="170 1065 522 1174"><i>Class Section</i></th> <th data-bbox="522 1065 657 1174"><i># of students</i></th> <th data-bbox="657 1065 926 1174"><i># of students meeting benchmark</i></th> <th data-bbox="926 1065 1215 1174"><i>% of students meeting benchmark</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="170 1174 522 1214">Fall I 2015</td> <td data-bbox="522 1174 657 1214">4</td> <td data-bbox="657 1174 926 1214">4</td> <td data-bbox="926 1174 1215 1214">100%</td> </tr> <tr> <td data-bbox="170 1214 522 1255">Spring I 2016</td> <td data-bbox="522 1214 657 1255">0</td> <td data-bbox="657 1214 926 1255">N/A</td> <td data-bbox="926 1214 1215 1255">N/A</td> </tr> <tr> <td data-bbox="170 1255 522 1295">Summer I 2016</td> <td data-bbox="522 1255 657 1295">3</td> <td data-bbox="657 1255 926 1295">3</td> <td data-bbox="926 1255 1215 1295">100%</td> </tr> </tbody> </table>		<i>Class Section</i>	<i># of students</i>	<i># of students meeting benchmark</i>	<i>% of students meeting benchmark</i>	Fall I 2015	4	4	100%	Spring I 2016	0	N/A	N/A	Summer I 2016	3	3	100%
<i>Class Section</i>	<i># of students</i>	<i># of students meeting benchmark</i>	<i>% of students meeting benchmark</i>														
Fall I 2015	4	4	100%														
Spring I 2016	0	N/A	N/A														
Summer I 2016	3	3	100%														
<b>Summary of Results for Direct Measure 2-Peregrine Exit Exam:</b>																	

	Mean Score	# of students completing exam
Fall I 2015	59.33	3
Spring I 2016	N/A	0
Summer I 2016	52.5	2

**Summary of Results from Implementing Indirect Measures of Student Learning:**

*Summary of Results for Indirect Measure 1: Student Exit Exam*

<i>Class Section</i>	<i>% of respondents indicating a 4 or 5 for ISLO #1</i>	<i>% of respondents indicating a 4 or 5 for ISLO #2</i>	<i>% of respondents indicating a 4 or 5 for ISLO #3</i>	<i>% of respondents indicating a 4 or 5 for ISLO #4</i>	<i>% of respondents indicating a 4 or 5 for ISLO #5</i>	<i># of respondents</i>
Fall I 2015	100%	100%	100%	100%	100%	3
Spring I 2016	N/A	N/A	N/A	N/A	N/A	0
Summer I 2016	100%	100%	100%	100%	100%	2

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</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...
5. <i>Program Learning Outcome 1</i>	met	met			met			
6. <i>Program Learning Outcome 2</i>	N/A	met			met			
7. <i>Program Learning Outcome 3</i>	N/A	met			met			
8. <i>Program Learning Outcome 4</i>	met	met			met			

9. Program Learning Outcome 5	met	met			met			
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
2. Even though we met all our targets, we did look at the drop in scores in the last data set. The student population in this program has been so small, it is difficult to draw any significant conclusions, but we will continue to collect and review data as this program grows								

<b>Student Learning Assessment for Master of Science in Accounting</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
Critically analyze accounting problems in order to find creative solutions <i>Broad-Based Student Learning Goals Associated with this Outcome:</i> #2: Critical Thinking & Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information	
Identify, comprehend and apply appropriate professional accounting rules and standards. Understand current issues and emerging trends in accounting. <i>Broad-Based Student Learning Goals Associated with this Outcome:</i> #2: Critical Thinking & Quantitative Analysis - Utilize qualitative and quantitative problem-solving skills to analyze and interpret information	
Apply an ethical decision making framework to accounting issues to find solutions <i>Broad-Based Student Learning Goals Associated with this Outcome:</i> #3: Ethics & Personal Accountability - Recognize and assess questions of right and wrong and demonstrate a willingness to act responsibly in personal and professional life	
Use cultural awareness and communication skills to foster highly productive and collaborative relationships <i>Broad-Based Student Learning Goals Associated with this Outcome:</i> #1: Communication - Effectively express and accurately comprehend concepts and facts using a range of appropriate and current communication methods. #4: Civic & Social Engagement - Articulate an understanding and appreciation of cultural and human differences, acknowledging the interconnectedness of a global society and one's social and civic responsibility to the community, the nation and the world.	

#5: Leadership & Teamwork - Work effectively and collaboratively in a group, assume leadership when appropriate, and support leadership in others.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

*Peregrine Comprehensive Exam*

Program ISLOs Assessed by this Measure:

- #1 Critically analyze accounting problems in order to find creative solutions
- #2 Identify, comprehend and apply appropriate professional accounting rules and standards. Understand current issues and emerging trends in accounting.
- #3 Apply an ethical decision making framework to accounting issues to find solutions
- #4 Use cultural awareness and communication skills to foster highly productive and collaborative relationships

*At least 80% of graduating MSA students will achieve a mean exam score of average (40%-59%) in all identified competency areas as compared to other similarly sized IACBE institutions*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

*Student Exit Survey*

Program ISLOs Assessed by this Measure:

- #1 Critically analyze accounting problems in order to find creative solutions
- #2 Identify, comprehend and apply appropriate professional accounting rules and standards. Understand current issues and emerging trends in accounting.
- #3 Apply an ethical decision making framework to accounting issues to find solutions
- #4 Use cultural awareness and communication skills to foster highly productive and collaborative relationships

*On the exit survey, 80% of graduating students will indicate that they were successful in achieving the intended learning outcomes for the MSA.*

**Assessment Results: *Master of Science in Accounting***

**Summary of Results from Implementing Direct Measures of Student Learning:**

The Master of Science in Accounting degree formally launched in May 2015. No program level assessment data has been collected to date, as there are no students who have completed the program. The first set of data should be collected in August 2016.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</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...
10. Program Learning Outcome 1								
11. Program Learning Outcome 2								
12. Program Learning Outcome 3								
13. Program Learning Outcome 4								

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

- 3. Course of Action 1
- 4. Course of Action 2
- 5. Course of Action 3
- 6. Course of Action 4