OUTCOMES ASSESSMENT PLAN

M.S. in Finance
M.S. in Integrated Marketing Communications
M.S. in International Management
M.S. in Leadership and Strategic Management
M.S. in Organizational Management and HR Development
M.S. in Sport Business Management

School of Graduate & Professional Studies
As Amended February 2009
MANHATTANVILLE COLLEGE  
School of Graduate & Professional Studies  
OUTCOMES ASSESSMENT PLAN  

Executive Summary  

This Outcomes Assessment Plan, which applies to business degree programs of the School of Graduate & Professional Studies (GPS) of Manhattanville College (College), was developed in May 2005 and amended in March 2006, October 2006 and now February 2009 with the help of the GPS faculty and staff.

The purpose of the outcomes assessment process is to measure on a continuous basis the effectiveness of the School in improving the quality of the business education provided in its degree and certificate programs. Outcomes assessment is linked to the missions of Manhattanville College and the School of Graduate & Professional Studies and is an integral part of the strategic planning process and its associated budgeting process. The plan is also a requirement for the College’s accreditation body, the Middle States Commission on Higher Education, and for the School’s accreditation body, the International Assembly for Collegiate Business Education (IACBE).

There are three major phases in the outcomes assessment process: 1) preparation of the outcomes assessment plan, 2) implementation of the plan through assessment, analysis and action planning, and 3) monitoring changes and improvements resulting from implementation of the action plan.

This outcomes assessment plan document represents completion of the first phase of the process. The introduction to the plan states the need for outcomes assessment, describes how the process will be administered, and what the linkages are to Manhattanville College’s strategic planning process. The plan envisions the use of a variety of internal and external scanning activities to assess the environment on a regular basis, and the use of a number of techniques to assess student learning for each GPS program. These techniques include direct and indirect measures of learning outcomes and other measures of operational effectiveness, including course evaluations, student and alumni surveys, and regular meetings with the faculty and the GPS Corporate Educational Advisory Board.

Since the publication of its first outcomes assessment plan in 2005, GPS has worked to implement the plan, the second phase of the outcomes assessment process, and as data has been gathered and analyzed, has identified the changes and improvements required to strengthen its effectiveness.
In the ongoing third phase of the outcomes assessment process, progress in achieving the results expected from the actions taken is monitored and is summarized in the annual report to IACBE. This report details the changes and improvements made to date along with plans for future changes and improvements.

Preamble

Manhattanville College, founded in 1841, is located on a 100-acre campus in Purchase, New York, in Westchester County, about thirty miles north of New York City. As an independent, coeducational liberal arts institution, the College serves a diverse population of more than 1,000 graduate students and 1,600 full-time undergraduates from over thirty states and over fifty nations. The College’s mission, “to educate ethically and socially responsible leaders for the global community,” is actualized through the many academic and extracurricular programs offered through its full- and part-time undergraduate programs, the programs of the School of Education, and the programs of the School of Graduate & Professional Studies.

The School of Graduate & Professional Studies offers adult students many opportunities to grow personally and professionally in master-level programs. The Office of the School of Graduate & Professional Studies is located in Brownson Hall, which also houses the Registrar’s office and most of the classrooms on campus. The College’s library is in the building adjacent to Brownson Hall.

The College’s first graduate management program, a Master of Science in Organizational Management and Human Resource Development, was launched by GPS in 1993. Building on that base, five new degree programs and one certificate program have been offered in succeeding years:

- Master of Science in Leadership and Strategic Management (1996)
- Master of Science in Management Communications (2000). This program was refocused and renamed Master of Science in Integrated Marketing Communication in 2006.
- Graduate Certificate in Nonprofit Leadership (2005)
- Master of Science in International Management (2005)
- Master of Science in Sport Business Management (2006)
- Master of Science in Finance (2008)

Completed credits for the graduate certificate program may be applied towards the M.S. in Leadership and Strategic Management. Dual degree opportunities are offered to students in the undergraduate school’s accelerated degree completion program in the GPS graduate programs in Human Resources, Leadership, Communications, and International Management. At present, there are approximately 250 students enrolled in the graduate management programs.
It should be noted that the undergraduate management programs conducted by the Department of Economics, Finance and Management are not included in the IACBE accreditation process. After discussion with the Department’s Chairman and with the Provost of the College, it was decided that IACBE accreditation was not critical to the continued success of the Department and that accreditation by the Middle States Commission on Higher Education was sufficient.

It should also be noted that the Outcomes Assessment Plans submitted to IACBE in May 2005 and March 2006 included undergraduate accelerated Bachelor of Science degree programs. Responsibility for these programs was transferred from GPS to the Academic Advising Department of the undergraduate division of the College in 2006. In keeping with the decision on the undergraduate management programs, the accelerated undergraduate programs are no longer included in the IACBE accreditation process.

Dr. Ruth Dowd, RSCJ, has been Dean of the School of Graduate & Professional Studies since 1983. All the graduate management programs have been developed during her administration. Dean Dowd is also director of two Master of Arts programs: M.A. in Writing, and M.A. in Liberal Studies.

Donald J. Richards, Ph.D., Associate Dean, is director of the M.S. programs in Human Resources and International Management. Andrea Covell, Ph.D., Assistant Dean, is responsible for the M.S. programs in Leadership and Communications as well as the Certificate in Nonprofit Leadership. David Torromeo, M.S., is Director of the Sport Business Management program. John Fontana, MBA, is temporarily in charge of the M.S. in Finance program until a full-time doctorally qualified individual is hired to direct and teach in the program. William Stopper, MBA, Academic Advisor (part-time), and two administrative support personnel complete the staff devoted to the GPS management programs.

GPS faculty members are drawn primarily from practitioners in area companies and consulting firms as adjunct professors. While all adjunct faculty members hold a minimum of a master’s level degree, their real expertise lies in their experience in the area in which they teach. The addition of full-time doctorally qualified faculty is a priority of the School.

GPS maintains a critical link to the business community through a Corporate Educational Advisory Board of some thirty-five major companies in the area, among them IBM, Morgan Stanley, PepsiCo, Pfizer and Sony. The board, established in 1983, meets regularly with the GPS staff to review its programs and advise on matters related to issues and trends in business as well as curriculum relevance. Advisory Board members have also been important advisors in the creation and development of new GPS management programs and in offering ongoing advice and guidance on how to improve program effectiveness.
A. INTRODUCTION

1. Statement of Need for Outcomes Assessment

Outcomes assessment is needed to assist the School of Graduate & Professional Studies in carrying out its responsibility to be accountable for the effectiveness of its programs.

2. Definition of Outcomes Assessment

Outcomes assessment is a process of evaluation that helps determine the importance of a result and whether changes or improvements are needed.

3. Purpose of Outcomes Assessment

The purpose of outcomes assessment is to measure the effectiveness of the overall performance of the School of Graduate & Professional Studies.

4. Characteristics of Outcomes Assessment

Outcomes assessment is a systematic process of continuous improvement whereby an academic unit ensures through a formalized approach that learning experiences are maximized. The characteristics of outcomes assessment are: a) multiple measures of learning outcomes; b) identification of needed changes and improvements; c) production of evidence in support of making changes and improvements; d) determination of whether School is operating effectively by providing a formalized method of evaluation to show whether planned outcomes are realized; e) active involvement of the faculty throughout the assessment process; and f) linkage of outcomes assessment with department and institutional planning.

5. Administration of Outcomes Assessment

The Office of the School of Graduate and Professional Studies administers the outcomes assessment process. The Office consists of the Dean Ruth Dowd, RSCJ, Associate Dean Donald Richards, Assistant Dean Andrea Covell, Director David Torromeo, and Interim Director John Fontana, and Academic Advisor William Stopper, who also serves as the Outcomes Assessment Coordinator. This team reports to the Provost of the College, who in turn reports to the College President. In addition, faculty and alumni of the School of Graduate & Professional Studies participate in the administration of the outcomes assessment process. The results of planned outcomes are monitored throughout the year in conjunction with the administration of the annual budget.
6. Chronology of Outcomes Assessment of GPS Programs

GPS's efforts to formalize the outcomes assessment process began in earnest in July 2004. In previous years there was an informal outcomes assessment process based on student course evaluations (faculty, instruction methods, and facilities) and comments from the GPS Corporate Educational Advisory Board. As a result of this process, some faculty members have been replaced. The first GPS Outcomes Assessment Plan was submitted to IACBE in May 2005.

The School of Graduate & Professional Studies was established in 1983. Since that time, the following changes and improvements have been made under the direction of the Dean. Focus groups drawn from the Corporate Educational Advisory Board, faculty, alumni and students have been an essential part of the process for determining the establishment of new programs.

1993 – Initial offering of the M.S. Degree in Organizational Management and Human Resource Development.

1996 – Initial offering of the M.S. Degree in Strategic Management and Leadership. The program originally offered a set curriculum of thirteen courses over a thirteen-month period. Through the evaluation of student feedback, the program has since been expanded to offer alternative courses and is now on the same weekend schedule as the other M.S. programs. In its new format, the program is now typically completed in eighteen to twenty-four months.

2000 – Initial offering of the M.S. Degree in Management Communications.

2001 – Publication of Faculty Guidelines to improve the consistency and quality of the educational experience of our students.

2001 – Application for accreditation by IACBE. Initial accreditation was received on July 8, 2001.

2002 – Survey of graduate program alumni requesting feedback on the value of their educational experience.

2003 – The addition of multimedia/Internet capability to all classrooms.

2004 – Revision of the Student Handbook given to each entering student.

2005 – Initial offering of the M.S. Degree in International Management.

2005 – Approval by the New York State Department of Education of a Graduate Certificate in Nonprofit Leadership, and of dual degree programs in Human
Resource Management, Leadership, Communications, and International Management.

2005 – Creation of a separate, dedicated admissions team for GPS marketing and student recruitment reporting to the Vice President of Enrollment Management for the College. Prior to the establishment of this department, the GPS staff was responsible for marketing and recruitment as well as academic matters.

2005 – Submission of the first Outcomes Assessment Plan to IACBE.

2006 – Initial offering of the revised communications program, now named M.S. Degree in Integrated Marketing Communications.

2006 – Submission of an amended Outcomes Assessment Plan to IACBE

2006 – Initial offering of the M.S. Degree in Sport Business Management.

2007 – Submission of Self-Study Report to IACBE

2007 – Establishment of The Ethics Center at Manhattanville College

2008 - Site visit by IACBE accreditation team.

2008 – Revision of Faculty Guidelines.

2008 – Hiring of the School’s first full-time faculty member as Director of the M.S. in Finance Program. (The Director subsequently resigned after four months to take a corporate position.)

2008 – Initial offering of the M.S. Degree in Finance.

2009 – Submission of an amended Outcomes Assessment Plan to IACBE

Throughout these years, individual courses have been added to the curriculum to enhance the learning experience of our students, and new faculty have been recruited to teach the added courses or to replace faculty members whose evaluations did not meet standards of consistent quality.

7. Linkage with Manhattanville College’s Institutional Planning

The GPS outcomes assessment process is linked to the College’s institutional planning process. As a result of the assessment performed, plans are developed to improve program quality and enrollment. Budgets are developed to meet the
expanded needs of the School and approved by the College administration. Monitoring of the approved action plans takes place throughout the year as the budget is being executed.

GPS is a participant in the College’s accreditation process conducted by the Middle States Commission on Higher Education.

In 2001, GPS developed a three-year strategic plan to identify opportunities for increased enrollment and to support budget requests.

In 2004, GPS participated in the College’s strategic planning process in conjunction with the mid-term report to the Middle States Commission on Higher Education. GPS continues to participate in this process.

In 2005, GPS participated in developing the College’s outcomes assessment process for the mid-term report to the Middle States Association of Colleges and Schools. GPS continues to participate in this process.

In 2008, at the request of GPS, the College commissioned a market research study to be conducted by Hanover Research Council to determine trends and opportunities for graduate business programs in the local area.

B. MISSION AND BROAD-BASED GOALS

The mission of the School of Graduate & Professional Studies, as it relates to graduate business programs, is to educate students to become ethically and socially responsible business leaders and managers in an increasingly global community. This mission is inspired by the mission statement of Manhattanville College.

In line with this mission, GPS is dedicated to achieving the following goals:

- To offer a curriculum that is relevant to a global economy driven by intense competition, rapidly changing technology, and human need;

- To teach a blend of theory and application that equips students to deal with a multitude of real-life challenges intelligently and with conviction;

- To provide an environment open to the exchange of information and diverse points of view among students and faculty;

- To promote a commitment to values-based leadership and excellence in teaching among the faculty;
• To generate among GPS students a commitment to ethical practice and lifelong learning and development; and

• Overall, to develop leaders who will actively contribute to the effective and ethical management of for-profit and nonprofit organizations.

Attainment of these goals will be evaluated by the measures outlined in Section F.

C. STUDENT LEARNING OUTCOMES

1. Outcomes

The School of Graduate & Professional Studies offers five graduate degree programs in business for working professionals:

- Master of Science in Finance
- Master of Science in Integrated Marketing Communications
- Master of Science in International Management
- Master of Science in Leadership and Strategic Management
- Master of Science in Organizational Management and Human Resource Development
- Master of Science in Sport Business Management

The learning outcomes of these programs share a common base. As a result of the learning acquired, students will

• Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.

• Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.

• Have mastered the arts of critical thinking and effective oral and written business communications.

There are additional specific learning outcomes for the different programs:

**M.S. in Finance**

• Understand the nature of corporate finance, the banking system and investments.
• Possess a solid foundation in the principles and analytical techniques used in the field of finance.

• Be able to evaluate and integrate information from a wide variety of sources.

• Be able to effectively analyze and participate in the solution of practical financial problems as well as apply principles of finance to conceptual problems.

• Be able to analyze complex business situations and make sound judgments and recommendations from a financial perspective.

**M.S. in Integrated Marketing Communications**

• Understand the need to integrate communications with an organization's marketing and financial objectives.

• Understand the need to maintain a consistent brand image and ensure that a coherent organizational message is delivered to internal and external audiences.

**M.S. in International Management**

• Embrace cultural differences and deal comfortably with complexity and ambiguity.

• Seize opportunities for business success in both mature and emerging markets.

**M.S. in Leadership and Strategic Management**

• Lead change effectively, that is, with vision and a sense of entrepreneurship.

• Promote teamwork and collaboration and develop the skills required to communicate, motivate and inspire others to action.

**M.S. in Organizational Management and Human Resource Development**

• Be prepared to become strategic business partners and an integral part of the senior management team.

• Understand the complex legal implications of diverse and global workplaces.
M.S. in Sport Business Management

- Possess a thorough interdisciplinary business background for application in the sport and fitness industries.
- Have the flexibility to take advantage of developing career opportunities in a new field of management.

2. Measurements

Both direct and indirect measures will be used to evaluate student learning outcomes, as follows:

a. Direct Measurements

1) Portfolios (Appendix I) – At the end of their degree programs, students submit a portfolio of work accomplished during the program together with a written assessment of how the program met its objectives as well as their personal learning objectives. Each portfolio is evaluated by the director of the program and a selected faculty member using a standard evaluation rubric. Portfolios are ungraded. The intended outcome is that 80% of students will achieve a score of 41 of a possible 45 points. An ePortfolio system is being investigated for use in GPS programs, if not the whole College.

2) Final Projects (Appendix II - A through E) – The Final Project for the Communications, Finance, Human Resources, International Management and Leadership programs entails a written report and an oral presentation. Identifying learnings from the curriculum of the program and how the program contributed to the attainment of the student’s educational goals are key elements of Final Projects. The projects are evaluated using a standard grading rubric (Appendix II-F). The intended outcome is that 75% of students will achieve a score of 43 of a possible 48 points.

Thesis Option (Appendix III) – In the M.S. in Organizational Management and Human Resource Development students have the option of preparing a six-credit thesis in lieu of taking an additional elective course and undertaking a Final Project. Similar to the Final Project, students identify learnings from the curriculum of the program and how the program contributed to the attainment of their educational goals. A separate rubric is used to grade the thesis. The intended outcome is that 75% of students will achieve a score of 27 of a possible 30 points.
3) Internships (Appendix IV) – The curriculum of the M.S. in Sport Business Management requires an internship rather than a final project paper and presentation. Internships are graded by a faculty supervisor on a pass/fail basis against the requirements of the internship. The intended outcome is that at least 90% of students will achieve a passing grade (213 of a possible 250 points) on the first evaluation round. If an internship does not make sense for a particular student because of work experience in the sport management field, a final project is substituted.

b. Indirect Measurements

1) Faculty and Course Evaluations (Appendix V)

At the end of each GPS course, students are asked to complete a Faculty and Course Evaluation Form to assess faculty performance and the achievement of course objectives.

The dean of each program reviews these evaluations to determine where improvements in content and teaching can be made. The results of the evaluations are shared with respective faculty members.

Annually, the evaluations are summarized and the faculty and courses are ranked for further determination of where improvements can be made. The intended outcome is that at least 92% of faculty and courses are rated favorably.

Student evaluations of faculty are supplemented by in-classroom assessments of teaching competencies by program directors and/or peer faculty members.

2) Graduating Student Surveys (Appendix VI - A through F)

Prior to graduating, all students are asked to complete a program evaluation form that measures how students have met the learning objectives of their degree program. The Deans use the results to develop program improvements. A survey outlining the specific learning objectives for each program has been developed for this purpose. The intended outcome is that at least 90% of students will agree their program met its objectives.
3) Alumni Surveys (Appendix VII)

A survey of students graduated in the last five years is conducted biannually. The survey focuses on each graduate’s view of student learning and his or her perception of the overall value of the degree program. Positive results will be used in our communications with companies in the area and in our advertising. Results calling for improvement are used by the deans to initiate program enhancements and to seek funding for needed improvements. The intended outcome is that at least 90% of alumni will agree their program met their learning objectives.

4) Faculty Surveys (Appendix VIII)

The faculty is surveyed annually to evaluate their perceptions of student quality and learning, the learning environment in which they teach, and the administrative support they receive. Faculty suggestions for improvement in student learning outcomes and in the overall effectiveness of GPS programs are also solicited. The intended outcome is that all survey items will receive a favorable rating of at least 80%.

D. BASIC SKILLS DEVELOPMENT

Students are expected to join the graduate programs with basic skills. The Communications, HR, International Management and Leadership programs require a minimum of two years of relevant work experience for admission. All applicants are required to submit an essay describing his or her education goals and career experiences. The essay is used to learn about the student’s ability to think and write creatively and critically, and to qualify applicants for admission to GPS programs. Early in their programs, writing samples are collected and evaluated by a qualified writing instructor for students in the Communications, Human Resources, International Management and Leadership programs. In addition, during their programs, any student who is identified by the faculty as needing assistance is are counseled to take advantage of the free tutoring services available through the College’s Academic Resource Center. Finally, students in the Communications, Human Resources, International Management and Leadership programs are required to enroll in a course in research, writing and oral communications in preparation for their final project or thesis. A Research Methods course is an elective in the Sport Business Management Program.

E. PERSONAL DEVELOPMENT

As mentioned in the Basic Skills Section D, each student submits an essay describing his or her education and career experiences as part of the admissions process. One of the areas covered by the essay is the applicant’s reflections on how the program will
further his or her personal and professional goals. At the end of the program, students use this same essay as the basis for evaluating whether the program yielded the outcomes expected by the student. These evaluations are part of the Final Project or Thesis document.

During their programs, students are made aware of professional development workshops and other events on campus and are encouraged to join professional associations.

Developing leadership capabilities is a major goal of the six graduate programs offered by the School of Graduate & Professional Studies. The alumni survey mentioned above is used to assess the leadership achievements of our graduates (see Appendix VII).

F. EFFECTIVENESS MEASURES

The effectiveness of the School of Graduate & Professional Studies is measured against the goals articulated in Section B, as follows:

<table>
<thead>
<tr>
<th>GOAL</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Curriculum</td>
<td>We review our curricula regularly to assure courses are meeting the needs of our students and their employers.</td>
</tr>
<tr>
<td>Theory &amp; Application</td>
<td>We use program evaluations and graduate/alumni surveys to assess how well equipped students and graduates are to meet workplace and marketplace challenges.</td>
</tr>
<tr>
<td>Open Exchange</td>
<td>We use course evaluations, faculty surveys and faculty meetings to assess whether we have created an open learning environment.</td>
</tr>
<tr>
<td>Excellence in Teaching</td>
<td>We use faculty and course evaluations and program evaluations to assess the quality of our faculty, the content of courses, and the overall value of the classroom experience.</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>We use alumni surveys to track how many students pursue advanced degrees, participate in company educational programs, and attend Manhattanville seminars and workshops.</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>We use the alumni survey to gather information regarding leadership positions held by our graduates.</td>
</tr>
</tbody>
</table>

Additionally, we measure the effectiveness of the School through the following means:

1. SWOT Analysis (Appendix IX)

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is used to identify where changes and improvements are needed within the School of
Graduate & Professional Studies. GPS assesses its internal strengths and weaknesses in delivering high quality business education, and the opportunities and threats that are or may be encountered in the external marketplace. The focus of the SWOT analysis is improving the environment for student learning and distinguishing GPS from the competition.

Coupled with the results of direct and indirect measures of student learning outcomes, the SWOT analysis provides essential information and direction for developing the School’s strategic plan.

2. Enrollment Trends

The quality and attractiveness of our programs are best measured by enrollment trends. If the number of students seeking admission and graduating from our programs increases, and if companies continue to refer employees to our school, it is a good sign that our programs are fulfilling their objectives.

3. Faculty Retention

The ability to attract and retain a highly qualified adjunct faculty is a measure of the quality of our School and its programs. A faculty roster is kept to help determine faculty turnover and the results of the faculty evaluations conducted after each course are used to determine if faculty should be re-contracted.

4. Budget Attainment

Meeting our revenue targets and attracting funds from the College Administration for the growth of our School are additional ways to measure effectiveness.

G. INTEGRATION WITH PLANNING AND BUDGETING PROCESSES

Following is a description of the planning and budgeting processes of the School of Graduate & Professional Studies:

1. The Planning Process

The Middle States Commission on Higher Education has identified strategic planning and its linkage to the budget process as priorities for Manhattanville. A strategic plan is being developed by the College for submission to Middle States in March 2009. GPS, as well as the senior administration of the College, faculty members and staff, are involved in this endeavor. The plan is guided by the mission of Manhattanville College: “to educate ethically and socially responsible leaders for the global community.” GPS aligned its strategic plan with the plan submitted by the College to Middle States in 2007. Middle States did not accept
the plan. When the new plan is complete, GPS will again align its goals, programs and action plans to the institution’s strategic plan.

As mentioned earlier, a market research study has been commissioned to more carefully and clearly identify trends in the graduate business education market. When concluded, GPS will use the study results them—along with the results of outcomes assessment—to help set its strategic direction.

2. The Budgeting Process

The Vice President of Finance of the College is responsible for coordinating, developing and maintaining the College’s budget based on allocations approved through appropriate academic and administrative processes. The Vice President of Finance’s office prepares reports for College departments and members of the Board of Trustees.

The College budget process is divided into four areas: 1) budget development, 2) budget amendment processing, 3) budget reporting, and 4) position/salary review. Besides revenue and expense budgets, the College maintains budgets for renovation and building projects. The College’s budget recommendations are submitted to the Board of Trustees for approval.

Following approval of the College budget, the Vice President of Finance approves budget allocations for the functional units of the College. The allocation for the School of Graduate & Professional Studies is based on the experience of previous years, forecasted enrollments, and development of new programs. The budget is the primary instrument of fiscal control and contains all revenue and expenses for a fiscal year.

H. IMPLEMENTING OUTCOMES ASSESSMENT

Implementing this outcomes assessment plan involves five activities:

1. Assessment

External assessments currently take place in the areas of technological changes, education industry changes, and competitor changes. In the future, consideration will be given to demographic changes in our target geographic area and changes in company funding of higher education degree programs.

Internal Assessments track progress in fulfilling the mission and broad-based goals of Manhattanville College and the School of Graduate & Professional Studies; the achievement of student learning outcomes; and the support given
student learning by various Manhattanville College functions, facilities and activities.

2. **Identification of Changes and Improvements**

When the external and internal assessment activities are completed, evidence is produced and analyzed to identify where changes and improvements are needed.

3. **Action Planning and Execution**

After needed changes and improvements have been identified and agreed upon, action plans are prepared and action taken to implement the changes. Action plans are linked to the College's planning and budgeting processes. The GPS Outcomes Assessment Action Plan template is given in Appendix X.

4. **Periodic Reviews**

Semi-annual reviews are conducted of the progress made in executing the action plans. The results of the actions are documented and a determination made if the changes actually improved student learning and the overall effectiveness of the School of Graduate & Professional Studies. The GPS Outcomes Assessment Plan is then amended as needed and the cycle of assessment, action and review is repeated. The timing of the reviews is coordinated with the College's annual budgeting cycle and the IACBE's annual report cycle.

5. **Reporting**

Each year, an annual summary is prepared to: a) record the findings of the assessment process, b) identify the changes and improvements that are needed as a result of the assessments, and c) show the realized outcomes as a result of making the changes and improvements. These reports are submitted to the College Administration and to IACBE.

These five activities are incorporated into the GPS strategic plan.
Appendices

Copies of the evaluation and survey instruments used by the School of Graduate & Professional Studies to assess learning outcomes are provided in the following Appendices:

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MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Portfolio Requirements

M.S. in Finance
M.S. in Integrated Marketing Communications
M.S. in International Management
M.S. in Leadership and Strategic Management
M.S. in Organizational Management and Human Resource Development
M.S. in Sport Business Management
Graduate Certificate in Nonprofit Leadership

At the end of their degree program, students will submit a portfolio of work accomplished during the program together with a written assessment of how the program met 1) its published learning objectives and 2) the personal learning objectives of the student. Submission of the portfolio is required for graduation. However, the portfolio will not be graded since its purpose is to assist the School of Graduate & Professional Studies in measuring student learning outcomes in order to continuously improve the quality of the degree program.

The portfolio should be neatly assembled and indexed and contain the following:

1. Cover Page (Student Name, Program, Planned Date of Graduation)
2. Program Learning Objectives
3. Personal Learning Objectives
4. List of Courses Taken (including dates)
5. A Major Paper from Each Course Taken (do not include the Final Project Paper)
6. Professional Affiliations and Recognition Received
   a. Current memberships in professional associations
   b. Conferences attended during the program
   c. Awards and other recognition received during the program
7. 3-5 Page Narrative Assessment of Attainment of Program and Personal Learning Objectives

The director of the program and a selected faculty member will evaluate each portfolio using the attached rubric. The director of the program will conduct a progress review of the portfolio after a student has completed four courses.
Rubric for Portfolio Evaluation

Name of Student: ____________________________  Program: ____________________________  Page 1 of 2

<table>
<thead>
<tr>
<th>Element</th>
<th>0 - Unacceptable</th>
<th>1 - Meets Expectations</th>
<th>2 - Exceeds Expectations</th>
<th>3 - Excellent</th>
<th>Points</th>
</tr>
</thead>
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<td>Disorganized</td>
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<td>Organized in a clear and recognizable pattern</td>
<td>Organized in a logical and unique pattern apparent to reader immediately</td>
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<td>No errors. Writes clearly and smoothly</td>
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<td>Final Portfolio Review: Evidence of Having Met Learning Objectives</td>
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<td>Completeness (Project Management)</td>
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<td>Many errors</td>
<td>Awkward style</td>
<td>Acceptable style, vocabulary and grammar</td>
<td>No errors. Writes clearly and smoothly</td>
<td></td>
</tr>
<tr>
<td>Creativity and Originality</td>
<td>Not evident</td>
<td>Some level of creativity evident</td>
<td>High level of creativity and originality</td>
<td>Exceptional creativity and originality</td>
<td></td>
</tr>
<tr>
<td>Growth and Reflection</td>
<td>Not evident</td>
<td>Single focus or too broad; lacks supporting evidence</td>
<td>Multidimensional with sufficient supporting evidence</td>
<td>Multidimensional with a variety of supporting observations and personal experiences</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>0 - Unacceptable</td>
<td>1 - Meets Expectations</td>
<td>2 - Exceeds Expectations</td>
<td>3 - Excellent</td>
<td>Points</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>Leadership and Teamwork</td>
<td>Not evident</td>
<td>Applies learning to current situations</td>
<td>Applies learning to current situations in a convincing manner</td>
<td>Applies learning to current situations and gains acceptance by others</td>
<td></td>
</tr>
<tr>
<td>Business Knowledge and Skills, including Strategic Analysis and Integration</td>
<td>Not evident</td>
<td>Evidence of basic knowledge and skills</td>
<td>Good grasp of subject matter</td>
<td>Excellent grasp of subject and can teach others</td>
<td></td>
</tr>
<tr>
<td>Academic, Business and Social Ethics</td>
<td>Not evident</td>
<td>Ethics evident in coursework</td>
<td>High standard of integrity evident in coursework</td>
<td>High standard of integrity and courage evident in coursework</td>
<td></td>
</tr>
<tr>
<td>Global Awareness</td>
<td>Not evident</td>
<td>Evidence of awareness in several areas</td>
<td>Evidence of awareness in many areas</td>
<td>Embraces differences in people, cultures, and perspectives</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking &amp; Problem Recognition and Problem Solving</td>
<td>Not evident</td>
<td>Evidence of critical thinking and of problem solving methods</td>
<td>Evidence of new insights and different approaches to problem solving</td>
<td>Analyses are incisive, free of bias and lead to effective solutions</td>
<td></td>
</tr>
<tr>
<td>Information Literacy and Application of Quantitative Methods</td>
<td>Not evident</td>
<td>Familiarity with sources</td>
<td>Recognizes when information is needed and where to get it</td>
<td>Uses information from a variety of sources effectively and with critical evaluation</td>
<td></td>
</tr>
<tr>
<td>Self-Directed Learning</td>
<td>Not evident</td>
<td>Recognizes knowledge gaps</td>
<td>Recognizes knowledge gaps and develops actions to overcome them</td>
<td>Demonstrates constant interest in personal and professional improvement</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS (Maximum 45)**

Comments: ________________________________________________________________

Evaluator: ______________________ Date: ______________________
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Master of Science in Finance

Final Project

To culminate the Master of Science in Finance, students are asked to:

• research an organizational issue of importance to the financial performance of his or her organization;
• consider alternative solutions to the issue;
• arrive at a preferred solution to the issue;
• summarize the results of the research in a case study format;
• prepare an annotated bibliography on the chosen topic;
• present the case study to an evaluating board comprised of the program director and selected faculty members; and
• prepare an addendum to the case study which describes how this project contributed to the attainment of their educational goals? Reference should be made to the goals outlined in the essay submitted as part of the admissions process.

A classroom segment on research and writing will be provided to assist students in completing their selected projects.

Both the case study and oral presentation should address the following questions:

1. What is the financial challenge, problem or issue in your organization?
2. How and why is this financial issue of importance? Provide organizational background to the issue.
3. What is the current thinking on this topic – integrate ideas from your Finance courses, online resources, and printed resources.
4. Is there a particular model or approach that you learned from your Finance studies which would help you and your organization address the organizational challenge?
5. What recommendations for change, improvement, or action do you propose and why? Who will lead the action and to what extent will you be involved?

Registration and Completion Requirements

Students may register for MFIN 5107 (Final Integrative Project) after completing ten courses in their program. Before registering the final project course, students should meet with the Director of the program to discuss their proposed projects. Appropriate advisors will be appointed to assist students in completing their projects.
M.S. in Finance Final Project (continued)

Students are expected to complete a full first draft of the paper and the annotated bibliography during the semester in which the student registered for the final project course. The final project, including the oral presentation, must be completed within two semesters.

Final Project Presentation

The Director of the program and/or the faculty advisor determine(s) when the requirements for the case study and bibliography are fulfilled. The student's oral presentation will then be scheduled. The oral presentation should be no more than 20 minutes in length, plus 10 minutes of questions from the audience. The presentation will be made to the Director of the program, the faculty advisor, and other faculty members, as appropriate.

Evaluators of the presentation will be the Director of the program, the faculty advisor and the. If desired, the student may invite guests to the presentation.

Grading

The Director of the program and the faculty advisor will evaluate and grade the final project, as follows:

- Case Study 65%
- Bibliography of Works Consulted 15%
- Oral Presentation and Response to Questions 20%
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Master of Science in Integrated Marketing Communications

Final Project

To culminate the Master of Science in Integrated Marketing Communications, students are asked:
- to do research on a communication issue of importance to their work/career;
- to prepare a written essay summarizing their investigation,
- to apply learning from coursework to help resolve the issue, and
- to make an oral presentation to faculty reporting on what was learned.

Both the student’s essay and oral presentation should address the following questions:
6. What is the communications challenge, problem or issue in your organization?
7. How and why is this communication issue of importance? Provide organizational background to the issue.
8. What is the current thinking on this topic – integrate ideas from your Communications courses, online resources, and printed resources.
9. Is there a particular model or approach that you learned from your Communication studies which would help you and your organization address the organizational challenge?
10. What recommendations for change, improvement, or action do you propose and why? Who will lead the action and to what extent will you be involved?
11. How did this project contribute to the attainment of your educational goals? Reference should be made to the goals outlined in the essay submitted as part of the admissions process.

Preparing for the Final Project:

Before registering for MGTC 5099 (Final Project), students should meet with the Director of the program to discuss the proposed project. An appropriate advisor will be appointed.

Students will prepare an annotated bibliography on the chosen topic, a written paper addressing the above questions, and an outline of the Final Project presentation.

Students may register for MGTC 5099 after completing ten Communication courses. During the semester of the course, students are expected to complete a full first draft of the paper and an annotated bibliography.
Final Project Presentation

The Director of the program and/or the faculty advisor determine(s) when the requirements for the paper and bibliography are fulfilled. The student's oral presentation will then be scheduled. The oral presentation should be no more than 20 minutes in length, plus 10 minutes of questions from the audience.

Evaluators of the presentation will be: the faculty advisor and the Director of the program. If desired, the student may invite guests to the presentation.

Grading

- Paper and Executive Summary 65%
- Bibliography of Works Cited 15%
- Oral Presentation and Response to Questions 20%
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Master of Science in International Management

Final Project

To complete the requirements for the M.S. in International Management, each student will research an international management issue that relates to his or her work, write an essay summarizing his or her investigation, and make a multi-media presentation on what was learned. The essay should be thirty to thirty-five pages in length, follow MLA style guidelines, and include an executive summary and bibliography of works cited. Site visits to gather information from internal and external contacts are encouraged. The project will be conducted under the guidance of the Program Director and a faculty adviser.

The essay and oral presentation should address the following questions:

- What is the international challenge, problem or issue in the chosen organization?
- How and why is this international issue of importance to the organization?
- What is the current thinking on this topic? Identify and integrate ideas from the International Management curriculum as well as printed and online resources.
- Is there a particular model or approach learned from the International Management program that will help the student and his or her organization address the organizational challenge?
- What recommendation for change, improvement, or action is proposed and why? Who will lead the action and to what extent will the student be involved?
- How did this project contribute to the attainment of the student’s educational goals? Reference should be made to the goals outlined in the essay submitted as part of the admissions process.

Presentation

The Program Director and/or faculty advisor determine(s) when the requirements for the paper and bibliography are fulfilled. The student’s oral presentation will then be scheduled. The oral presentation should be no more than twenty minutes in length, plus ten minutes for questions. Evaluators of the presentation will be the faculty adviser, the Program Director, and the writing instructor. If desired, the student may invite guests to the presentation.

Grading

Grades are based on content, format, and writing and presentation skills. The number of drafts required to reach a satisfactory final document and the timeliness of submission will be taken into account. Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper and Executive Summary</td>
<td>65%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Master of Science in Leadership and Strategic Management

Final Project

To culminate the Master of Science in Leadership and Strategic Management, Leadership students are asked:

- to do research on an organizational issue of importance to their work/career;
- to prepare a written essay summarizing their investigation;
- to apply learning from coursework to help resolve the issue; and
- to make an oral a presentation to faculty reporting on what was learned.

The student's essay as well as oral presentation should address the following questions:

1. What is the leadership challenge, problem or issue in your organization?
2. How and why is this leadership issue of importance? Provide organizational background to the issue.
3. What is the current thinking on this topic? Identify and integrate ideas from your Leadership courses, online resources, and printed resources.
4. Is there a solution—a particular model or approach—learned from your Leadership studies that will help you and your organization address the organizational challenge?
5. What recommendations for change, improvement, or action are proposed and why? Who will lead the action and to what extent will you be involved?
6. How did this project contribute to the attainment of your educational goals? Reference should be made to the goals outlined in the essay submitted as part of the admissions process.

Preparing for the Final Project

Before registering for LSMP 5010, students should meet with the Director of the Leadership program to discuss the proposed project, and if appropriate, identify an advisor.

Students need to successfully complete LSMP 5010 Research Techniques, Writing, and Effective Presentations class. At the end of the course, they will have prepared an annotated bibliography on the chosen topic, a full outline of the paper, and a nearly completed draft of the paper. Students will be advised to take LSMP 5010 Research Techniques, Writing, and Effective Presentations after completing at least nine Leadership courses.

Students should register for LSMP 5099 Final Project in the semester following successful completion of LSMP 5010 Research Techniques, Writing, and Effective Presentations.
Final Project Presentation

The Director of the Leadership program and/or the faculty advisor determine(s) when the requirements for the paper and bibliography are fulfilled. The student’s oral presentation will then be scheduled. The oral presentation should be no more than 20 minutes in length, plus 10 minutes of questions from the audience.

Evaluators of the presentation will be: the faculty advisor, the Program Director, and the writing professor. If desired, the student may invite guests to the presentation.

Grading

- Paper and Executive Summary: 65%
- Bibliography of Works Cited: 15%
- Oral Presentation and Response to Questions: 20%
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Master of Science in Organizational Management
and Human Resource Development

Final Project

Each student will research an area of interest in the field of human resource management that
relates to his or her work, write an essay summarizing his or her investigation, and make an oral
presentation on what was learned. The project will be conducted under the guidance of the
Program Director and a faculty advisor. The oral presentation will be made to the Program
Director, faculty, and, as appropriate, a member or members of the student’s work organization.

Students should have completed all of their required courses with a minimum cumulative
average of 3.0 before registering for the Final Project Course. With the Program Director’s
advance approval, in some instances students may be allowed to register for the Final Project in
conjunction with their last course.

The essay should be thirty to thirty-five pages in length, follow MLA style guidelines, and
include an executive summary and an annotated bibliography of works consulted. The essay
should address the following questions:

1. What is the human resource management challenge, problem or issue in the chosen
organization and why was it chosen as the subject of this project?
2. How and why is this issue of importance to the organization? Provide historical and
organizational background to the issue.
3. What is the current thinking on this topic? Identify and integrate ideas from the degree
program and from printed and online sources.
4. How have other companies addressed the selected challenge or issue?
5. Is there a solution to the issue? Identify the particular model or approach learned from
the degree program that will help the student and his or her organization address the
organizational challenge?
6. What alternatives for action were considered and what final recommendations for action
are proposed and why?
7. Who will be involved in implementing the proposed action(s)? To what extent will the
student be involved in the implementation?
8. How will success be measured? How will the organization know that the recommended
actions successfully achieved the expected results?
9. Additionally, the essay should include a final section devoted to describing 1) the specific areas of the degree program (theories, applications, models) that the student found most useful in completing the Final Project; and 2) how the degree program contributed to the attainment of the student’s educational goals/expectations and enhanced the student’s understanding of the theory and application of human resource management. Reference should be made to the educational goals described in the essay submitted by the student as part of the program admissions process.

Students should submit a draft copy of the essay and bibliography to the Program Director for review.

**Final Project Presentation**

The oral presentation will be scheduled when the Program Director determines that the student has fulfilled the written requirements of the project. The oral presentation should summarize the essay with the most attention paid to the actions be taken, the student’s involvement in implementation, and the value of the degree program in arriving at a solution to the organizational challenge or issue.

The presentation should be made using available audio-visual techniques. The presentation should be no more than twenty-minutes in length and allow an additional ten minutes for questions by the reviewers.

After the essay has been reviewed and the oral presentation made, the student will be asked to make any final revisions to the essay. After making the suggested revisions, the student should submit two bound copies of the revised essay and presentation with a third copy in electronic form (diskette or CD-ROM) to the Program Director for grading.

**Grading**

Grades are based on content, format, and writing and presentation skills. The number of drafts required to reach a satisfactory final document and the timeliness of submission will be taken into account. Grades will be determined as follows:

- Paper and Executive Summary: 65%
- Annotated Bibliography: 15%
- Oral Presentation and Response to Questions: 20%
# Rubric for Final Project Evaluations

**Name of Student:** ____________________________  
**Program:** ____________________________

<table>
<thead>
<tr>
<th>Element</th>
<th>0 - Unacceptable</th>
<th>1 - Meets Expectations</th>
<th>2 - Exceeds Expectations</th>
<th>3 - Excellent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness</td>
<td>Missing required elements of project</td>
<td>All required elements of project submitted</td>
<td>More than required elements of project submitted</td>
<td>Much more than required elements of project submitted</td>
<td>Paper</td>
</tr>
<tr>
<td>Organization</td>
<td>Disorganized</td>
<td>Organized</td>
<td>Well organized with clear methodology</td>
<td>Organized in an immediately apparent logical and unique pattern with clear methodology</td>
<td></td>
</tr>
<tr>
<td>Style and Correctness</td>
<td>Many errors</td>
<td>Satisfactory writing and presentation style</td>
<td>No errors. Very readable style. Evident command of presentation material</td>
<td>No errors. Very clear and smooth writing style, and very poised and convincing presentation style</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Not evident</td>
<td>Evidence of familiarity with sources. Integration of quotations/paraphrases</td>
<td>Familiarity with a variety of sources and smooth integration of quotations</td>
<td>Integration and evaluation of information from a wide variety of sources coupled with own critical thinking</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Not evident</td>
<td>Evidence of critical thinking and of problem solving methods</td>
<td>Evidence of new insights and different approaches to problem solving</td>
<td>Analyses are incisive, free of bias and lead to effective solutions</td>
<td></td>
</tr>
<tr>
<td>Application of Theory and Models</td>
<td>Not evident</td>
<td>Grasp of theory and models</td>
<td>Strong grasp of theory and models and their uses in current situations</td>
<td>Very strong grasp of theory and models and their uses with a variety of supporting observations and personal experiences</td>
<td></td>
</tr>
<tr>
<td>Creativity and Originality</td>
<td>Not evident</td>
<td>Some level of creativity evident</td>
<td>High level of creativity and originality</td>
<td>Exceptional level of creativity and originality</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Not evident</td>
<td>Evidence of reflection</td>
<td>Evidence of reflection and growth</td>
<td>Evidence of reflection, growth and conviction</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS AWARDED (Maximum 48)**

**Comments:** ____________________________________________________________

**Evaluator:** ____________________________  
**Date:** ____________________________
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

M.S. Degree in Organizational Management
and Human Resource Development

**Thesis Option**

The Thesis is divided into two parts. Each part is a three-credit course. The requirements for each part are given below.

As the capstone of the degree program, the Thesis offers students the opportunity to demonstrate the knowledge and skills they have acquired and to integrate their program of study with in-depth exploration of an area of interest, pursued through library research or field work. Throughout the Thesis, the student should reference the specific areas of the degree program (theories, models, applications) that facilitated the study of their chosen topic.

With the guidance of a Thesis Director, the Thesis demonstrates the student’s ability to do independent research and present the research following MLA style guidelines. Because the thesis shows mastery of method and material, it is tangible evidence of the capacity to do substantive academic work at the graduate level. The Thesis also demonstrates the student’s ability to write clearly and logically, to reflect deeply and think critically, and to develop creative, insightful solutions to problems.

It is important to recognize that the thesis is not merely a collection of facts gathered by library research. The facts and concepts gained by the research must be logically organized and developed in support of a single controlling idea or premise—the assertion or thesis from which this academic project takes its name.

The Thesis Director with the help of a faculty advisor, as appropriate, will be directly responsible for guiding the student in completing the Thesis. This guidance takes the form of advising about research, monitoring progress, and checking work on a schedule arranged by mutual consent. The Thesis Director is also concerned with clear writing and correct presentation, development of paragraphs that adequately and accurately support the thesis, proper insertion of quotations and associated reference citations in the text, and appropriate documentation.

Letter grades are assigned to each part of the Thesis. Grades are based on content, format and writing ability, and evidence of critical thinking and creativity. The format must follow MLA style guidelines. The number of drafts required to reach a satisfactory final document is also taken into account.
Thesis Option (continued)

Thesis – Part I
Students should have completed all of their required courses before registering for Thesis – Part I with a minimum cumulative average of 3.0. In some instances, students may be allowed to register for Thesis – Part I in conjunction with their last course. Upon registration, students should meet with the Program Director to discuss Thesis requirements and to select a Thesis Director. Thesis Part I should be completed in one semester.

During Thesis Part I, students will complete the following requirements:

1. A chapter outline of the Thesis, indicating how many pages will be devoted to each chapter. A sample chapter outline follows:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction</td>
</tr>
<tr>
<td>II</td>
<td>Historical Perspective</td>
</tr>
<tr>
<td></td>
<td>Chart development: Why is it an emerging issue? How does it relate to corporate culture? How was this issue treated in the past?</td>
</tr>
<tr>
<td>III</td>
<td>Theorists/Practitioners</td>
</tr>
<tr>
<td></td>
<td>Explain major writers/theorists in this field.</td>
</tr>
<tr>
<td>IV</td>
<td>Company Cases, Experiences, Benchmarks, Best Practices</td>
</tr>
<tr>
<td>V</td>
<td>Your Own Model/Suggestions</td>
</tr>
<tr>
<td></td>
<td>How can this model be applied to support organizational effectiveness?</td>
</tr>
<tr>
<td>VI</td>
<td>Summary/Conclusion</td>
</tr>
<tr>
<td>VII</td>
<td>Annotated Bibliography/Works Consulted</td>
</tr>
</tbody>
</table>

   Estimated Pages
   4-6 pages
   10-12 pages
   10-12 pages
   12-16 pages
   10-14 pages
   8-10 pages
   8-10 pages (10-15 sources)

2. A 4-6 page introduction (Chapter I) which includes:
   - Why the topic was chosen
   - The student’s professional interest or involvement in the topic
   - The topic’s relationship/potential for human resource management
   - A description of how the topic relates to what the student has learned during his or her program of study
   - A description of the sources of research material
   - A chapter-by-chapter description of what will be covered in the Thesis
   - A description of what topic areas will not be covered and why
Amended 02/2009

Thesis Option (continued)

3. A preliminary annotated bibliography (normally this bibliography is the one developed during OMHR 5007 Research Techniques, Report Writing and Communication Development.

Thesis – Part II
Typically, Thesis – Part II takes a year from start to completion. An extension may be granted for legitimate reasons, but it is generally advisable not to plan on more than three semesters to complete the Thesis. The process for completing Thesis – Part II is as follows:

After successfully completing Thesis – Part I, students should submit a draft copy of the Thesis (65-80 pages) to the Thesis Director and Program Director for review. The paper should include:

1. Cover page in the required format
2. A one-page executive summary
3. A table of contents based on the chapter outline submitted in Thesis – Part I, with beginning pages for each chapter shown
4. An annotated bibliography with a minimum of twenty entries of works consulted.

Students should also submit at this time a separate essay of 3-5 pages describing how the degree program contributed to their educational goals and how it enhanced their understanding of the theory and application of human resource management. Reference should be made to the educational goals described in the essay by the student when he or she applied for admission to the program.

The Thesis will be evaluated by the Thesis Director and one or two other readers.

After making revisions suggested by the evaluators, students should submit two bound copies of the final Thesis with a third copy in electronic form (diskette or CD-ROM) to the Program Director for grading.
# Rubric for Thesis Evaluations

**Name of Student:**

**Program:**

<table>
<thead>
<tr>
<th>Element</th>
<th>0 - Unacceptable</th>
<th>1 - Meets Expectations</th>
<th>2 - Exceeds Expectations</th>
<th>3 - Excellent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>Missing required elements of thesis submitted</td>
<td>All required elements of thesis submitted</td>
<td>More than required elements of thesis submitted</td>
<td>Much more than required elements of thesis submitted</td>
<td></td>
</tr>
<tr>
<td>Premise</td>
<td>Not stated</td>
<td>Stated and supported with data</td>
<td>Stated with conviction and clearly supported with data</td>
<td>Clearly stated with strong position taken. Position clearly supported throughout thesis</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Disorganized</td>
<td>Organized</td>
<td>Well organized with clear methodology</td>
<td>Organized in an immediately apparent logical and unique pattern with clear methodology</td>
<td></td>
</tr>
<tr>
<td>Style and Correctness</td>
<td>Many errors</td>
<td>Satisfactory style and word choice. Few errors</td>
<td>No errors. Very readable style. Good vocabulary and grammar</td>
<td>No errors. Very clearly and smoothly written with variation in sentence patterns</td>
<td></td>
</tr>
<tr>
<td>Information Literacy and</td>
<td>Not evident</td>
<td>Familiarity with sources. Integration of quotations and</td>
<td>Familiarity with wide variety of sources and smooth</td>
<td>Integration and evaluation of information from a wide variety of sources with own critical thinking</td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td></td>
<td>paraphrases</td>
<td>integration of quotations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>Insufficient</td>
<td>Adequate number of sources and proper formatting</td>
<td>Relevance of sources and annotations evident. No errors in formatting</td>
<td>Relevance of sources evident. Annotations insightful as well as informative</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem</td>
<td>Not evident</td>
<td>Evidence of critical thinking and of problem solving</td>
<td>Evidence of new insights and different approaches to</td>
<td>Analyses are incisive, free of bias and lead to effective solutions</td>
<td></td>
</tr>
<tr>
<td>Solving</td>
<td></td>
<td>methods</td>
<td>problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of Theory and</td>
<td>Not evident</td>
<td>Grasp of theory and models</td>
<td>Strong grasp of theory and models and their uses in</td>
<td>Very strong grasp of theory and models and their uses with a variety of supporting observations and personal experiences</td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
<td>current situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity and Originality</td>
<td>Not evident</td>
<td>Some level of creativity evident</td>
<td>High level of creativity and originality</td>
<td>Exceptional level of creativity and originality</td>
<td></td>
</tr>
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<td>Learning Outcomes</td>
<td>Not evident</td>
<td>Evidence of reflection</td>
<td>Evidence of reflection and growth</td>
<td>Evidence of reflection, growth and conviction</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS (30 Points Maximum)**

**Comments:**

**Evaluator:**

**Date:**
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

M.S. in Sport Business Management

Internships

The internship provides students the opportunity to link sport management theory to sport organization practice. Internships move the individual from the role of student to the role of professional and thus expand career horizons. They provide students the chance to 1) gain valuable work experience under the supervision of a qualified practicing professional, 2) develop and expand their network of contacts, 3) assume responsibility for project development and implementation, and 4) open the door to future employment.

The learning objectives associated with sport management internships include:

- Applying theories and principles from the curriculum to specific situations in the sport industry
- Using interpersonal and professional communication skills
- Demonstrating creativity, initiative and responsibility
- Exercising and improving time and stress management skills
- Analyzing professional behavior in the sport industry
- Demonstrating critical thinking and problem solving skills.

To participate in an internship, students are required to:

- Attend an orientation to internships
- Establish an email account for internship communications
- Submit a resume and cover letter for a prospective employer
- Complete bi-weekly timesheets
- Maintain an activity log, including citations of journal articles relevant to the activities of the prior two weeks.
- Be evaluated by the site supervisor at the mid-point and end of the internship
- Complete a major project that includes the assumption of professional and/or supervisory responsibilities, and makes a meaningful and substantial contribution to the host organization.
- Participate in a site visit by the faculty supervisor
- Complete a Personal Evaluation describing the beneficial and detrimental experiences of the internship
- Present an overview of the internship (duties, responsibilities, major project, personal evaluation) in electronic media to the members of the faculty and host organization.
Grading

Internships are graded pass/fail against the requirements of the internship, using the following point system. Students must attain 85% of the available points to pass.

<table>
<thead>
<tr>
<th>Element</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Site Supervisor Evaluations (2)</td>
<td>20</td>
</tr>
<tr>
<td>Final Report/Major Project</td>
<td>60</td>
</tr>
<tr>
<td>Faculty Site Visit</td>
<td>10</td>
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<tr>
<td>Resume/Cover Letter</td>
<td>10</td>
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<tr>
<td>Article Summaries</td>
<td>50</td>
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<td>Presentation</td>
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<td>Personal Evaluation</td>
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<tr>
<td>Total</td>
<td>250</td>
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<tr>
<td>Passing (85%)</td>
<td>213</td>
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MANHATTANVILLE COLLEGE  
School of Graduate & Professional Studies  

Faculty and Course Evaluation  

<table>
<thead>
<tr>
<th>Faculty Member's Name</th>
<th>Course Title</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
</table>

This evaluation is used to help improve the effectiveness of the programs offered by the School of Graduate & Professional Studies.  

Faculty Effectiveness  

To what extent do you agree with the following statements about the effectiveness of the faculty member?  

1 – Strongly Agree  2 – Agree  3 – Neither Agree nor Disagree  4 – Disagree  5 – Strongly Disagree  

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Comments about faculty effectiveness:  

__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  

**Course Evaluation**

*How satisfied were you regarding the following course factor?*

1 – Very Satisfied  2 – Satisfied  3 – Neither Satisfied nor Dissatisfied  4 – Dissatisfied  5 – Very Dissatisfied

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<tr>
<td>18. Class preparation requirements</td>
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<td>19. Difficulty of course related to your ability and preparation</td>
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<td>20. Difficulty of course related to other courses in your program</td>
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<td>21. Pace of instruction</td>
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<td>22. Class participation requirements</td>
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<td>23. Workload (readings, papers, team projects)</td>
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<td>24. Fulfillment of course objectives</td>
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<td>25. Value of course in increasing your interest in the course subject</td>
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<td>26. Value of course in meeting the objectives of your degree/certificate program</td>
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<td>27. Value of course in meeting your personal goals</td>
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<tr>
<td>28. Value of course in meeting your professional goals</td>
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<td>29. Overall satisfaction with the course</td>
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Would you recommend this course to others?  ____Yes  ____No

Comments about the Course: __________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Signed: ____________________________  Optional

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
Program Objectives:

- Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.
- Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.
- Have mastered the arts of critical thinking and effective oral and written business communications.
- Understand the nature of corporate finance, the banking system and investments.
- Possess a solid foundation in the principles and analytical techniques used in the field of finance.
- Be able to evaluate and integrate information from a wide variety of sources.
- Be able effectively analyze and participate in the solution of practical financial problems as well as apply principles of finance to conceptual problems.
- Be able to analyze complex business situations and make sound judgments and recommendations from a financial perspective.

Reflecting on these objectives and your experience at Manhattanville, to what extent do you agree with the following statements?

1 - Strongly Agree 2 - Agree 3 - Neither Agree nor Disagree 4 - Disagree 5 - Strongly Disagree

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<td>4. My graduate program will be beneficial to my career advancement.</td>
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<td>5. I grew personally and professionally as a result of my program.</td>
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<td>6. The faculty was effective in presenting course content.</td>
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<td>7. The faculty was effective in fostering an open exchange of ideas.</td>
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<td>8. The faculty was accessible.</td>
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<td>9. The faculty was fair in grading.</td>
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<td>12. None of my courses was too hard.</td>
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13. Small class size was a positive feature of the program.

14. The weekend scheduling was a positive feature.

15. My interaction with the academic dean was positive throughout my program.

16. My interaction with the administrative staff was positive.

17. The faculty, dean and staff were flexible in addressing my individual needs.

18. The Manhattanville campus, facilities and services created an environment conducive to learning.

19. I would recommend this graduate program to others.

20. I plan to be an active member of the Manhattanville alumni.

21. Overall, I am satisfied with my educational experience at Manhattanville.

22. Please comments on any statements you strongly disagreed with.

23. Please make any suggestions you wish about improving the program.

Signed: ____________________________ Date: ____________________________

(optional)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Graduating Student Survey
M.S. in Integrated Marketing Communications (MGTC)

Program Objectives:
- Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.
- Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.
- Have mastered the arts of critical thinking and effective oral and written business communications.
- Understand the need to integrate communications with an organization's marketing and financial objectives.
- Understand the need to maintain a consistent brand image and ensure that a coherent organizational message is delivered to internal and external audiences.

Reflecting on these objectives and your experience at Manhattanville, to what extent do you agree with the following statements?

1 – Strongly Agree  2 – Agree  3 – Neither Agree nor Disagree  4 – Disagree  5 – Strongly Disagree

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Graduating Student Survey – M.S. in Integrated Marketing Communication (continued)

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<td>13. Small class size was a positive feature of the program.</td>
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<td>14. The weekend scheduling was a positive feature.</td>
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<td>15. My interaction with the academic dean was positive throughout my program.</td>
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<td>16. My interaction with the administrative staff was positive.</td>
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<td>17. The faculty, dean and staff were flexible in addressing my individual needs.</td>
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<td>18. The Manhattanville campus, facilities and services created an environment conducive to learning.</td>
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<td>20. I plan to be an active member of the Manhattanville alumni.</td>
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<td>21. Overall, I am satisfied with my educational experience at Manhattanville.</td>
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22. Please comments on any statements you strongly disagreed with.

23. Please make any suggestions you wish about improving the program.

Signed: ____________________________ Date: ____________________________

(optional)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Graduating Student Survey
M.S. in International Management (MSIM)

Program Objectives:

- Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.
- Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.
- Have mastered the arts of critical thinking and effective oral and written business communications.
- Embrace cultural differences and deal comfortably with complexity and ambiguity.
- Seize opportunities for business success in both mature and emerging markets.

Reflecting on these objectives and your experience at Manhattanville, to what extent do you agree with the following statements?

1 – Strongly Agree 2 – Agree 3 – Neither Agree nor Disagree 4 – Disagree 5 – Strongly Disagree

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### Graduating Student Survey – M.S. in International Management (continued)

| 13. Small class size was a positive feature of the program. | 1 | 2 | 3 | 4 | 5 |
| 14. The weekend scheduling was a positive feature. | 1 | 2 | 3 | 4 | 5 |
| 15. My interaction with the academic dean was positive throughout my program. | 1 | 2 | 3 | 4 | 5 |
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| 19. I would recommend this graduate program to others. | 1 | 2 | 3 | 4 | 5 |
| 20. I plan to be an active member of the Manhattanville alumni. | 1 | 2 | 3 | 4 | 5 |
| 21. Overall, I am satisfied with my educational experience at Manhattanville. | 1 | 2 | 3 | 4 | 5 |

22. Please comments on any statements you strongly disagreed with.

23. Please make any suggestions you wish about improving the program.

Signed: ________________________ Date: ________________________

(optional)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
MANHATTANVILLE COLLEGE
School of Graduate & Professional Studies

Graduating Student Survey
M.S. in Leadership and Strategic Management (LSMP)

Program Objectives:
- Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.
- Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.
- Have mastered the arts of critical thinking and effective oral and written business communications.
- Lead change effectively, that is, with vision and a sense of entrepreneurship.
- Promote teamwork and collaboration and develop the skills required to communicate, motivate and inspire others to action.

Reflecting on these objectives and your experience at Manhattanville, to what extent do you agree with the following statements?

1 - Strongly Agree  2 - Agree  3 - Neither Agree nor Disagree  4 - Disagree  5 - Strongly Disagree

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### Graduating Student Survey – M.S. in Leadership and Strategic Management (continued)

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<tbody>
<tr>
<td>13. Small class size was a positive feature of the program.</td>
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<td>16. My interaction with the administrative staff was positive.</td>
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<td>17. The faculty, dean and staff were flexible in addressing my individual needs.</td>
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<td>18. The Manhattanville campus, facilities and services created an environment conducive to learning.</td>
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<td>20. I plan to be an active member of the Manhattanville alumni.</td>
<td>1</td>
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<tr>
<td>21. Overall, I am satisfied with my educational experience at Manhattanville.</td>
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</tr>
</tbody>
</table>

22. Please comments on any statements you strongly disagreed with.

23. Please make any suggestions you wish about improving the program.

Signed: __________________________    Date: __________________________

(optional)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
MANHATTANVILLE COLLEGE  
School of Graduate & Professional Studies  

Graduating Student Survey  
M.S. in Organizational Management  
and Human Resource Development (OMHR)

Program Objectives:

- Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.
- Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.
- Have mastered the arts of critical thinking and effective oral and written business communications.
- Prepared students to be strategic business partners and an integral part of the senior management team.
- Understand the complex legal implications of diverse and global workplaces.

Reflecting on these objectives and your experience at Manhattanville, to what extent do you agree with the following statements?

1 – Strongly Agree  2 – Agree  3 – Neither Agree nor Disagree  4 – Disagree  5 – Strongly Disagree

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<tr>
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<th>1</th>
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<tbody>
<tr>
<td>1.</td>
<td>My graduate program achieved its objectives.</td>
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<td>2.</td>
<td>My graduate program met my expectations.</td>
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<tr>
<td>3.</td>
<td>My graduate program is relevant to my work.</td>
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<tr>
<td>4.</td>
<td>My graduate program will be beneficial to my career advancement.</td>
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<tr>
<td>5.</td>
<td>I grew personally and professionally as a result of my program.</td>
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<tr>
<td>6.</td>
<td>The faculty was effective in presenting course content.</td>
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<tr>
<td>7.</td>
<td>The faculty was effective in fostering an open exchange of ideas.</td>
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<tr>
<td>8.</td>
<td>The faculty was accessible.</td>
<td></td>
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<tr>
<td>9.</td>
<td>The faculty was fair in grading.</td>
<td></td>
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<tr>
<td>10.</td>
<td>The curriculum was intellectually and professionally challenging.</td>
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<tr>
<td>11.</td>
<td>None of my courses was too easy.</td>
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<td>12.</td>
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13. Small class size was a positive feature of the program. | 1 | 2 | 3 | 4 | 5
14. The weekend scheduling was a positive feature. | 1 | 2 | 3 | 4 | 5
15. My interaction with the academic dean was positive throughout my program. | 1 | 2 | 3 | 4 | 5
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17. The faculty, dean and staff were flexible in addressing my individual needs. | 1 | 2 | 3 | 4 | 5
18. The Manhattanville campus, facilities and services created an environment conducive to learning. | 1 | 2 | 3 | 4 | 5
19. I would recommend this graduate program to others. | 1 | 2 | 3 | 4 | 5
20. I plan to be an active member of the Manhattanville alumni. | 1 | 2 | 3 | 4 | 5
21. Overall, I am satisfied with my educational experience at Manhattanville. | 1 | 2 | 3 | 4 | 5

22. Please comments on any statements you strongly disagreed with.

23. Please make any suggestions you wish about improving the program.

Signed: ____________________________  Date: ____________________________
(optional)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
Program Objectives:
- Possess the skills and knowledge necessary to lead organizations into the future, particularly through familiarity with the areas of strategy, finance, and technology.
- Be prepared to operate effectively and creatively in the global marketplace in a highly ethical and socially responsible way.
- Have mastered the arts of critical thinking and effective oral and written business communications.
- Provide a thorough interdisciplinary business background for application in the sport and fitness industries.
- Develop the flexibility to take advantage of developing career opportunities in a new field of management.

Reflecting on these objectives and your experience at Manhattanville, to what extent do you agree with the following statements?

1 - Strongly Agree  2 - Agree  3 - Neither Agree nor Disagree  4 - Disagree  5 - Strongly Disagree

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. My graduate program achieved its objectives.</td>
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<td>2. My graduate program met my expectations.</td>
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<td>5. I grew personally and professionally as a result of my program.</td>
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<td>5</td>
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<td>6. The faculty was effective in presenting course content.</td>
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<td>7. The faculty was effective in fostering an open exchange of ideas.</td>
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<td>8. The faculty was accessible.</td>
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<tr>
<td>9. The faculty was fair in grading.</td>
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<td>10. The curriculum was intellectually and professionally challenging.</td>
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<td>12. None of my courses was too hard.</td>
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14. The weekend scheduling was a positive feature.

15. My interaction with the academic dean was positive throughout my program.

16. My interaction with the administrative staff was positive.

17. The faculty, dean and staff were flexible in addressing my individual needs.

18. The Manhattanville campus, facilities and services created an environment conducive to learning.

19. I would recommend this graduate program to others.

20. I plan to be an active member of the Manhattanville alumni.

21. Overall, I am satisfied with my educational experience at Manhattanville.

22. Please comments on any statements you strongly disagree with.

23. Please make any suggestions you wish about improving the program.

Signed: ____________________________  Date: ____________________________

(optational)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
MANHATTANVILLE COLLEGE  
School of Graduate & Professional Studies  

Alumni Survey  

1. General Information  
   a. What year did you graduate from Manhattanville?  
   
   b. In which program were you enrolled?  
      ____ M.S. in Finance  
      ____ M.S. in Organizational Management & Human Resource Development  
      ____ M.S. in Leadership and Strategic Management  
      ____ M.S. in Management Communications  
      ____ M.S. in International Management  
      ____ M.S. in Sport Business Management  
      ____ Graduate Certificate in Nonprofit Management  
   
   c. What was your undergraduate major?  
   
   d. How would you describe your position upon entering Manhattanville?  
      ____ Executive Management  ____ Management  ____ Professional  
      ____ Administrative  ____ Unemployed  ____ Other  
   
   e. Were you promoted while you pursued your degree?  ____ Yes  ____ No  
   
   f. How would you describe your position upon graduating from Manhattanville?  
      ____ Executive Management  ____ Management  ____ Professional  
      ____ Administrative  ____ Unemployed  ____ Other  
   
   g. Have you been promoted since completing your degree?  ____ Yes  ____ No  
   
   h. Have you changed careers since completing your degree?  ____ Yes  ____ No  
   
   i. How would you describe your current position?  
      ____ Executive Management  ____ Management  ____ Professional  
      ____ Administrative  ____ Unemployed  ____ Other  
   
   j. How many years have you held your current position?  

52
Alumni Survey (continued)

k. Have you published any article or books since graduating from Manhattanville? If yes, how many?
   Number: __ 1-2 __ 3-4 __ 5-6 __ More than 6

l. Have you given a formal public presentation at a conference, association meeting or other organization since graduating from Manhattanville? If yes, how many?
   Number: __ 1-2 __ 3-4 __ 5-6 __ More than 6

m. Have you earned additional degrees/certifications since graduating from Manhattanville? If yes, which degree(s)?
   ___ M.S. ___ M.A. ___ MBA ___ Ph.D. ___ Certificate in __________

n. Have you kept in contact with others you met during your program at Manhattanville? If yes, with whom?
   ___ Fellow Students ___ Faculty ___ Staff ___ Other

o. Do you belong to a professional association? Which one(s)?

   ____________________________________________________________________________________________

2. Value of the Program

Thinking back on your time at Manhattanville, to what extent do you agree with the following statements about your program?

1 – Strongly Agree  2 – Agree  3 – Neither Agree nor Disagree  4 – Disagree  5 – Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. Course content was valuable.</td>
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<tr>
<td>2. Materials / books / papers immediately applied to work.</td>
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<td>3. Course schedule was convenient</td>
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<td>4. Faculty was knowledgeable and motivating.</td>
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<tr>
<td>5. Faculty provided valuable advice.</td>
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<tr>
<td>6. Staff provided valuable advice.</td>
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<tr>
<td>7. Program met my expectations about quality.</td>
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<td>8. Campus experience supported learning.</td>
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<tr>
<td>9. What I learned was a good return on my tuition investment.</td>
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<tr>
<td>10. Knowledge and skills were immediately transferable to work.</td>
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</tbody>
</table>
Alumni Survey (continued)

As a graduate, to what extent do you agree with the following statements about attainment of your personal and professional objectives?

1 - Strongly Agree  2 - Agree  3 - Neither Agree nor Disagree  4 - Disagree  5 - Strongly Disagree

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<tr>
<td>11. My program met my learning objectives.</td>
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<tr>
<td>12. My program enabled me to apply learning directly to work.</td>
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<tr>
<td>13. My program helps me obtain/keep employment.</td>
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<tr>
<td>14. My program prepared me for employment advancement.</td>
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<td>15. My program helped me change careers.</td>
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<tr>
<td>16. My current position is directly related to my program.</td>
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<tr>
<td>17. My program helps me achieve my personal goals.</td>
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<tr>
<td>18. My program helps me achieve my professional goals.</td>
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</table>

19. How likely are you to recommend Manhattanville to a friend or relative?

   _ Very Likely   _ Likely   _ Neither Likely nor Unlikely   _ Unlikely   _ Very Unlikely

20. Have you already recommended a friend or relative to Manhattanville?

   _____ Yes   _____ No

3. Suggestions for Improvement

What program improvements would you recommend to enhance the learning experience at Manhattanville? Considering the following:

- Registration process
- Curriculum
- Faculty
- Schedule
- Staff support
- Classroom environment
- Media services
- Library/research services
- Food facilities

Signed: ___________________________ Date: ___________________________

(optional)

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
MANHATTANVILLE COLLEGE  
School of Graduate & Professional Studies  

Faculty Survey

Please indicate the program(s) in which you teach.

- M.S. in Finance
- M.S. in Integrated Marketing Communications
- M.S. in International Management
- M.S. in Leadership & Strategic Management
- M.S. in Organizational Management & Human Resource Development
- M.S. in Sport Business Management
- Graduate Certificate in Nonprofit Leadership

To what extent do you agree with the following statements?

1 – Strongly Agree  2 – Agree  3 – Neither Agree nor Disagree  4 – Disagree  5 – Strongly Disagree

<table>
<thead>
<tr>
<th>Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Students admitted to the program are of uniformly high quality.</td>
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<td>2. Students come to class well prepared.</td>
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<td>3. Students complete assignments on time.</td>
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<td>4. Students demonstrate a high quality of organization and thought in the assignments they complete.</td>
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<tr>
<td>5. The level of student participation in class discussion is satisfactory.</td>
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<tr>
<td>6. Students transfer learning from one class to another; i.e., what students have learned in other classes of this program enhance the discussion in my class.</td>
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<thead>
<tr>
<th>Teaching Environment</th>
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<th>2</th>
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<tbody>
<tr>
<td>7. I have the freedom to conduct my classes as I deem appropriate.</td>
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<tr>
<td>8. Class schedules are satisfactory.</td>
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<td>9. The classroom facilities are conducive to learning.</td>
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<tr>
<td>10. Media services are satisfactory.</td>
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<tr>
<td>11. Library services are satisfactory.</td>
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<tr>
<td>12. The teaching environment at Manhattanville enhances my professional development.</td>
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<tr>
<td>13. Interaction with other Manhattanville faculty enhances my teaching ability and professional development.</td>
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</table>
Faculty Survey (continue)

To what extent do you agree with the following statements?

1 - Strongly Agree  2 - Agree  3 - Neither Agree nor Disagree  4 - Disagree  5 - Strongly Disagree

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<tbody>
<tr>
<td>14. The support given by the Manhattanville staff is responsive and of high quality.</td>
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<td>15. The staff is open to new ideas and new ways of doing things.</td>
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<tr>
<td>16. The process for contracting faculty is satisfactory.</td>
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<tr>
<td>17. The processes for syllabus preparation, grading, and grade submission are satisfactory.</td>
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</table>

Please comment on those statements with which you Strongly Disagreed.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please let us know if you have suggestions for how the School of Graduate & Professional Studies can enhance student learning and improve the overall effectiveness of our programs.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed: ___________________________ Date: ___________________________

Thank you for your cooperation and for the time and effort you spent providing this valuable information.
SWOT analysis is one way of identifying an institution's internal strengths and weaknesses and external opportunities and threats. In conducting the analysis it is helpful to keep comparisons to local competitors in mind. Some examples are listed below:

- **Strengths** - internal focus such as knowledge and competence of faculty; tuition cost advantages compared to local competitors; and ability to create new programs much quicker than other institutions.

- **Weaknesses** - internal focus such as limited technological support or weak market image.

- **Opportunities** - external focus such as new international or online market opportunities or industry interest in partnering with colleges for employee education.

- **Threats** - external focus such as market saturation and competitor expansion or intense competition for scarce faculty resources.

**Instructions:**

1. Please identify the major strengths, weaknesses, opportunities and threats applicable to GPS.

**STRENGTHS:**

**WEAKNESSES:**
2. Considering all the factors you have identified, which are the top five areas that the School of Graduate and Professional Studies should pursue to increase the effectiveness of its programs?

   a. 
   b. 
   c. 
   d. 
   e. 

3. For each of these top five priorities, please identify the changes and improvements you think would be beneficial to the School by responding to the questions on the attachment.
School of Graduate & Professional Studies

SWOT Analysis – Priority Changes and Improvements

Priority: _____________________________________________________________

1. Describe the specific change or improvement that you believe is needed.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Provide evidence and/or your rationale to support making the change or improvement.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. What suggestions can you offer on ways to make the change or improvement?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. Is there an anticipated cost associated with the recommended change or improvement? If so, can you provide an approximate range of cost?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. Who will be impacted by the proposed change or improvement?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
6. Who should be involved in making the proposed change or improvement?

[Text]

7. What are the expected outcomes if the change or improvement is made?

[Text]
MANHATTANVILLE COLLEGE  
School of Graduate & Professional Studies  
Outcomes Assessment Action Plan  

PART I: Identification and Decision  

1. As a result of the outcomes assessment process, classify the identified change or improvement as one of the following:  
   _____ An issue to be resolved  
   _____ An objective to be accomplished  
   _____ An outcome to be realized  

2. Describe the identified issue, objective or outcome.  

3. Provide any background information that is important to the issue, objective or outcome.  

4. Provide evidence to support the benefit of pursuing the resolution of the issue, the accomplishment of the objective, or the realization of the outcome.  

5. Identify a minimum of three strategies (alternative ways) to resolve the issue, accomplish the objective, or realize the outcome.  

   Strategy 1:  

   Strategy 2:  

   Strategy 3:  

6. Decide whether it is worthwhile to proceed with the action.  
   Proceed _____  
   Do Not Proceed (explain why) ___________________________________________
Outcomes Assessment Action Plan (continued)

PART II: Plan of Action

1. Identify the preferred strategy from Part I: Strategy No. ____________________________

2. Identify the tasks to be performed to implement the preferred strategy.

3. Identify who will be responsible for carrying out this plan of action: ___________________

4. Identify other departments with which coordination must take place for the successful implementation of this plan of action.

5. Identify how and when completion of this action plan will be determined.

6. Identify the estimated start and completion dates of this action plan.
   Estimate start date: _______________   Estimated completion date: _______________

7. Identify the cost of this plan in staff, operating expenses and capital outlay.
   Number of full-time equivalent staff (FTE): ____________
   Cost of full-time equivalent staff: ____________
   Operating Expenses: ____________
   Capital Outlay: ____________

PART III: Outcomes Assessment

1. Identify the expected outcomes of this plan of action.

2. Describe the evaluation process for determining if the issue has been resolved, the objective accomplished, or the outcome realized.

Prepared by: _______________________________   Date: _______________________________