



Outcomes Assessment Plan

Institution Manhattanville College

Academic Business Unit School of Business

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OUTCOMES ASSESSMENT PLAN
Manhattanville College
School of Business (MSB)

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the *School of Business*:

The mission of the School of Business is to provide students with a competitive advantage by teaching them how to become successful and ethically-responsible leaders in local and global communities. As with all programs at Manhattanville College, these goals reflect the tradition of Manhattanville as a leader in liberal arts education based on a commitment to instill habits of lifelong learning, innovation and excellence, rooted in ethical values.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Relate leadership skills to real life business situations, utilizing specific content knowledge appropriate to the student's program of study. (Leadership)
2. Operate effectively and creatively in a global marketplace in a highly ethical and socially responsible way. (Ethics)
3. Master the art of critical thinking and effective oral and written business communications. (Communication)
4. Evaluate and integrate information from a wide variety of sources. (Research)
5. Possess the skills and knowledge necessary to lead organizations into the future. (Future)

Broad-Based Operational Goals:

1. Offer curriculum that is relevant to a global economy driven by intense competition, rapidly changing technology and human need.
2. Teach a blend of theory and application that equips students to deal with a multitude of real-life challenges intelligently and with conviction.
3. Provide an environment open to the exchange of information and diverse points of view among students and faculty.
4. Promote a commitment to values-based leadership and excellence in teaching among the faculty.
5. Generate among MSB students and faculty a commitment to ethical practice and lifelong learning and development.
6. Develop leaders who will actively contribute to the effective and ethical management of for-profit and nonprofit organizations.

Section II: Student Learning Assessment

MASTER’S-LEVEL PROGRAMS

M.S. IN BUSINESS LEADERSHIP

Student Learning Assessment for Master of Science in Business Leadership (MSBL)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Students demonstrate an understanding of effective strategic management principles. Broad-Based Student Learning Goals Associated with this Outcome: 1, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 2	
2. Students develop workplaces that embrace teamwork, collaboration and innovative growth initiatives. Broad-Based Student Learning Goals Associated with this Outcome: 1, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 3, 4	
3. Students lead enterprises in ethical decision making. Broad-Based Student Learning Goals Associated with this Outcome: 1, 2 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 3	
4. Students apply analytical and technological tools to enhance organizational effectiveness. Broad-Based Student Learning Goals Associated with this Outcome: 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 2, 4, 6	
5. Students demonstrate effective written and oral communication and presentation skills. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 5	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Direct Measure 1: Final Project (Capstone) Program ISLOs Assessed by this Measure: 2, 3, 5	<i>As scored on the final project rubric, at least 90% of all graduating students will achieve an acceptable or higher evaluation on their final project.</i>
2. Direct Measure 2: Class final exam from Business Strategy (MGPS 5000) Program ISLO Assessed by this Measure: 1	At least 90% of Business Leadership graduating students will achieve a satisfactory or higher evaluation on the course final exam.

<p>3. Direct Measure 3: Class case study from Analytical and Financial Tools for Decision Making (MGPS 5040) Program ISLO Assessed by this Measure: 4</p>	<p>At least 90% of Business Leadership graduating students will achieve a satisfactory or higher evaluation on the course case study.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>Indirect Measure 1: Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 (see below for details)</p> <p>Graduating Student Survey Program ISLOs Assessed by this Measure: 1</p> <p>Graduating Student Survey Program ISLOs Assessed by this Measure: 2</p> <p>Graduating Student Survey Program ISLOs Assessed by this Measure: 3</p> <p>Graduating Student Survey Program ISLOs Assessed by this Measure: 4</p> <p>Graduating Student Survey Program ISLOs Assessed by this Measure: 5</p>	<p>At least 80% of students “agree” or “strongly agree” with a series of statements in the online graduating student survey.</p> <p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has provided me with a strong background with teamwork, collaboration and innovative growth initiatives.”</i></p> <p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has enhanced my level of competence in strategic management.”</i></p> <p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has enhanced my ethical decision making process.”</i></p> <p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has made me comfortable with analytical and technological tools to enhance organizational effectiveness.”</i></p> <p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program enhanced my presentation, written and oral communication skills.”</i></p>

See Section V: Appendices for the mapping of intended student learning outcomes to broad-based student learning goals for the M.S. in Business Leadership program (also, Key Learning Outcomes reference for business programs).

M.S. IN FINANCE

Student Learning Assessment for Master of Science in Finance (MFIN)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Students create, analyze and utilize key financial statements and information in potential management roles; e.g. CFO, Comptroller, Strategist. Broad-Based Student Learning Goals Associated with this Outcome: 2, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 3, 4	
2. Students examine relative strengths and weaknesses in an enterprise, entity, or organization’s financial position. Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 6	
3. Students derive and evaluate financial metrics to report the financial health and risk of an enterprise, its competitors, suppliers and customers. Broad-Based Student Learning Goals Associated with this Outcome: 1, 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 5	
4. Students examine and report on key metrics including legal, regularity and legislative to identify opportunities and threats to formulate into tactics and strategy. Broad-Based Student Learning Goals Associated with this Outcome: 1, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 4, 6	
5. Students demonstrate effective written and oral communication and presentation skills. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 5	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Direct Measure 1: Final Project (Capstone) Program ISLOs Assessed by this Measure: 2, 4, 5	<i>As scored on the final project rubric, at least 90% of all graduating students will achieve an acceptable or higher evaluation on their final project.</i>
2. Direct Measure 2: Class final exam from Investment Theory and Practice (MFIN 5504) Program ISLO Assessed by this Measure: 1	At least 90% of Finance graduating students will achieve a satisfactory or higher evaluation on the course final exam.
3. Direct Measure 3: Class final exam from Financial Statement Analysis (MFIN 5503) Program ISLO Assessed by this Measure: 3	At least 90% of Finance graduating students will achieve a satisfactory or higher evaluation on the course final exam.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
Indirect Measure 1: Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 (see below for details)	At least 80% of students “agree” or “strongly agree” with a series of statements in the online graduating student survey.
Graduating Student Surveys Program ISLOs Assessed by this Measure: 1	At least 80% of students “agree” or “strongly agree” with the statement, “This program has enhanced my level of competence to create, analyze and utilize key financial statements and information in management.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 2	At least 80% of students “agree” or “strongly agree” with the statement, “This program has enhanced my level of competence to examine relative strengths and weaknesses in a company’s financial position.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 3	At least 80% of students “agree” or “strongly agree” with the statement, “This program has enhanced my level of competence to derive and evaluate financial metrics for financial reporting purposes.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 4	At least 80% of students “agree” or “strongly agree” with the statement, “This program has enhanced my level of competence to report on non-financial metrics to strategically identify opportunities and threats.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 5	At least 80% of students “agree” or “strongly agree” with the statement, “This program enhanced my presentation, written and oral communication skills.”

See Section V: Appendices for the mapping of intended student learning outcomes to broad-based student learning goals for the M.S. in Finance program (also, Key Learning Outcomes reference for business programs).

M.S. IN HUMAN RESOURCE MANAGEMENT & ORGANIZATIONAL EFFECTIVENESS

Student Learning Assessment for Master of Science in Human Resource Management & Organizational Effectiveness (HROE)	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. Students utilize analytical and technological tools to enhance organizational effectiveness. Broad-Based Student Learning Goals Associated with this Outcome: 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 4</p>	
<p>2. Students create effective strategies to enhance employee engagement, productivity and job satisfaction. Broad-Based Student Learning Goals Associated with this Outcome: 1, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 4</p>	
<p>3. Students assume the role of internal consultants to mediate and effectively and ethically lead change. Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 2, 3</p>	
<p>4. Students construct workplaces that embrace strategic global diversity and inclusion initiatives. Broad-Based Student Learning Goals Associated with this Outcome 2, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>	
<p>5. Students demonstrate an increased understanding of major HR functions. Broad-Based Student Learning Goals Associated with this Outcome: 1 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1</p>	
<p>6. Students demonstrate effective written and oral communication and presentation skills. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 5</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Direct Measure 1: Final Project (Capstone) Program ISLOs Assessed by this Measure: 2, 5, 6</p>	<p><i>As scored on the final project rubric, at least 90% of all graduating students will achieve an acceptable or higher evaluation on their final project.</i></p>
<p>2. Direct Measure 2: Class case study from Analytical and Financial Tools for Decision Making (MGPS 5040) or from HR Technologies (HROE 5604) Program ISLO Assessed by this Measure: 1</p>	<p>At least 90% of Human Resource Management & Organizational Effectiveness graduating students will achieve a satisfactory or higher evaluation on the course case study.</p>

<p>3. Direct Measure 3: Class final project from Leading Effectively and Ethically (MGPS 5050) Program ISLO Assessed by this Measure: 3</p>	<p>At least 90% of Human Resource Management & Organizational Effectiveness graduating students will achieve a satisfactory or higher evaluation on the course final project.</p>
<p>4. Direct Measure 4: Class final exam from Business Strategies for a Globally Diverse Workforce (HROE 5101) Program ISLO Assessed by this Measure: 4</p>	<p>At least 90% of Human Resource Management & Organizational Effectiveness graduating students will achieve a satisfactory or higher evaluation on the course final exam.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>Indirect Measure 1: Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6 (see below for details)</p>	<p>At least 80% of students “agree” or “strongly agree” with a series of statements in the online graduating student survey.</p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 1</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has helped me develop competency with analytical and technological tools used to enhance organizational effectiveness.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 2</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has helped me develop competency in creating effective strategies to enhance employee engagement, productivity and job satisfaction.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 3</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has helped me act as a change agent and assume the role of internal HR consultant to effectively and ethically lead change.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 4</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has made me comfortable with my ability to construct a workplace that embraces strategic global diversity and inclusion initiatives.”</i></p>

<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 5</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has made me comfortable with my level of understanding of major human resource functions.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 6</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program enhanced my presentation, written and oral communication skills.”</i></p>

See Section V: Appendices for the mapping of intended student learning outcomes to broad-based student learning goals for the M.S. in Human Resource Management and Organizational Effectiveness program (also, Key Learning Outcomes reference for business programs).

M.S. IN INTERNATIONAL MANAGEMENT

Student Learning Assessment for Master of Science in International Management (MSIM)	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. Students discover cultural differences in the workplace and their effect on business operations. Broad-Based Student Learning Goals Associated with this Outcome 1, 2 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 2, 4</p>	
<p>2. Students adapt business operations to deal with the complexity of global organizations. Broad-Based Student Learning Goals Associated with this Outcome: 2, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 6</p>	
<p>3. Students determine and act upon business opportunities in mature and emerging markets. Broad-Based Student Learning Goals Associated with this Outcome: 2, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 4</p>	
<p>4. Students synthesize global business issues to build and create socially responsible and ethical standards across markets. Broad-Based Student Learning Goals Associated with this Outcome: 1, 2 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 3</p>	
<p>5. Students demonstrate effective written and oral communication and presentation skills. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 5</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Direct Measure 1: Final Project (Capstone) Program ISLOs Assessed by this Measure: 1, 3, 5</p>	<p><i>As scored on the final project rubric, at least 90% of all graduating students will achieve an acceptable or higher evaluation on their final project.</i></p>
<p>2. Direct Measure 2: Class case study from Competing Globally (MSIM 5002) Program ISLO Assessed by this Measure: 2</p>	<p>At least 90% of International Management graduating students will achieve a satisfactory or higher evaluation on the course case study.</p>
<p>3. Direct Measure 4: Class final project from Managing Global Corporate Processes and Projects (MSIM 5006) Program ISLO Assessed by this Measure: 4</p>	<p>At least 90% of International Management graduating students will achieve a satisfactory or higher evaluation on the course final project.</p>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
Indirect Measure 1: Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 (see below for details)	At least 80% of students “agree” or “strongly agree” with a series of statements in the online graduating student survey.
Graduating Student Surveys Program ISLOs Assessed by this Measure: 1	At least 80% of students “agree” or “strongly agree” with the statement, “This program has helped me develop the ability to discover cultural differences in the workplace and their effect on business operations.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 2	At least 80% of students “agree” or “strongly agree” with the statement, “This program has helped me develop the ability to adapt to business operations to deal with the complexity of global organizations.
Graduating Student Surveys Program ISLOs Assessed by this Measure: 3	At least 80% of students “agree” or “strongly agree” with the statement, “This program helped me develop competencies to analyze and access business opportunities in mature and emerging markets.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 4	At least 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to synthesize global business issues to build and create socially responsible and ethical standards across markets.”
Graduating Student Surveys Program ISLOs Assessed by this Measure: 5	At least 80% of students “agree” or “strongly agree” with the statement, “This program enhanced my presentation, written and oral communication and skills.”

See Section V: Appendices for the mapping of intended student learning outcomes to broad-based student learning goals for the M.S. in International Management program (also, Key Learning Outcomes reference for business programs).

M.S. IN MARKETING COMMUNICATION MANAGEMENT

Student Learning Assessment for Master of Science in Marketing Communication Management (MKMC)	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. Students build and implement actionable marketing communications plans to support an organization’s strategic objectives. Broad-Based Student Learning Goals Associated with this Outcome: 1, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>	
<p>2. Students create consistent brand communications for internal and external audiences. Broad-Based Student Learning Goals Associated with this Outcome: 3, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 4, 5, 6</p>	
<p>3. Students develop brand communication/messaging based on research, ethics and critical reasoning. Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 2, 3, 5</p>	
<p>4. Students demonstrate effective written and oral communication and presentation skills. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 5</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Direct Measure 1: Final Project (Capstone) Program ISLOs Assessed by this Measure: 1, 2, 4</p>	<p><i>As scored on the final project rubric, at least 90% of all graduating students will achieve an acceptable or higher evaluation on their final project.</i></p>
<p>2. Direct Measure 2: Class final project from Communication Ethics and Regulations (MKMC 5101) Program ISLO Assessed by this Measure: 3</p>	<p>At least 90% of Marketing Communication Management graduating students will achieve a satisfactory or higher evaluation on the course final project.</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>Indirect Measure 1: Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4 (see below for details)</p>	<p>At least 80% of students “agree” or “strongly agree” with a series of statements in the online graduating student survey.</p>

<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 1</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program helped me develop the competencies needed to build and implement actionable marketing communications plans that support an organization’s strategic objectives.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 2</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program helped me develop the ability to create consistent brand communications for internal and external audiences.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 3</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program helped me develop the ability to create brand messages based on research, ethics and critical reasoning.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 4</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program enhanced my presentation, written and oral communication skills..”</i></p>

See Section V: Appendices for the mapping of intended student learning outcomes to broad-based student learning goals for the M.S. in Marketing Communication Management program (also, Key Learning Outcomes reference for business programs).

M.S. IN SPORT BUSINESS & ENTERTAINMENT MANAGEMENT

Student Learning Assessment for Master of Science in Sport Business & Entertainment Management (MSBM)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1.	<p>Students master the differing management concepts that make sport management a unique business discipline. Broad-Based Student Learning Goals Associated with this Outcome: 4, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 6</p>
2.	<p>Students lead change within a sports or entertainment organization by building a strong leadership culture. Broad-Based Student Learning Goals Associated with this Outcome: 1, 5 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 3, 4</p>
3.	<p>Students analyze moral and ethical issues related to sport and create a personal philosophy regarding social responsibility in a sports management setting. Broad-Based Student Learning Goals Associated with this Outcome: 2 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 3</p>
4.	<p>Students employ principles of strategic planning and financial management to enhance organizational effectiveness. Broad-Based Student Learning Goals Associated with this Outcome: 1 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 6</p>
5.	<p>Students assess marketing and media needs and formulate short and long term marketing solutions. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 4, 5</p>
6.	<p>Students conceive, plan, execute, and evaluate a sports event. Broad-Based Student Learning Goals Associated with this Outcome: 1, 4 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 1, 2</p>
7.	<p>Students demonstrate effective written and oral communication and presentation skills. Broad-Based Student Learning Goals Associated with this Outcome: 3 Key Learning Outcomes for Masters-Level Business Programs to which this Outcome is Linked: 5</p>

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Direct Measure 1: Internship Report (Capstone) Program ISLOs Assessed by this Measure: 1, 3, 5, 7	<i>As scored on the internship report, 90% of graduating achieve a passing grade of 213 points on the first round.</i>
2. Direct Measure 2: Class final project from Dynamics of Sport Business (MSBM 5001) Program ISLO Assessed by this Measure: 2	At least 90% of Sport Business and Entertainment Management graduating students will achieve a satisfactory or higher evaluation on the course final project.
3. Direct Measure 3: Class final project from Economic and Financial Aspects of Sports Management (MSBM 5003) Program ISLO Assessed by this Measure: 4	At least 90% of Sport Business and Entertainment Management graduating students will achieve a satisfactory or higher evaluation on the course final project.
4. Direct Measure 5: Class final project from Leading Sport Organizations (MSBM 5006) Program ISLO Assessed by this Measure: 6	At least 90% of Sport Business and Entertainment Management graduating students will achieve a satisfactory or higher evaluation on the course final project.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
Indirect Measure 1: Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7 (see below for details)	At least 80% of students “agree” or “strongly agree” with a series of statements in the online graduating student survey.
Graduating Student Surveys Program ISLOs Assessed by this Measure: 1	<i>At least 80% of students “agree” or “strongly agree” with the statement, “This program has enhanced my ability to apply differing management concepts that make sport and entertainment management a unique business discipline.”</i>
Graduating Student Surveys Program ISLOs Assessed by this Measure: 2	<i>At least 80% of students “agree” or “strongly agree” with the statement, “This program has enhanced my ability to be a change agent for a sport or entertainment organization utilizing business leadership skills.”</i>
Graduating Student Surveys Program ISLOs Assessed by this Measure: 3	<i>At least 80% of students “agree” or “strongly agree” with the statement, “This program has made me comfortable with my ability to analyze moral and ethical issues related to sport and create a personal philosophy regarding social responsibility in a sports management setting.”</i>

<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 4</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has enhanced my ability to employ principles of strategic planning and financial management to enhance organizational effectiveness.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 5</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has made me comfortable with my ability to assess marketing and media needs and formulate short and long term marketing solutions.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 6</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program has made me comfortable with my ability to conceive, plan, execute, and evaluate a sports event.”</i></p>
<p>Graduating Student Surveys Program ISLOs Assessed by this Measure: 7</p>	<p>At least 80% of students “agree” or “strongly agree” with the statement, <i>“This program enhanced my presentation, written and oral communication skills.”</i></p>

See Section V: Appendices for the mapping of intended student learning outcomes to broad-based student learning goals for the M.S. in Sport Business and Entertainment Management program (also, Key Learning Outcomes reference for business programs).

Section III: Operational Assessment

Intended Operational Outcomes for the (<i>Name of your Academic Business Unit</i>):	
1. MSB will be successful in contributing to the professional advancement of its Master’s graduates. Broad-Based Operational Goals Associated with this Outcome: 6	
2. MSB will seek to perpetuate professional growth of its faculty, students and programs. Broad-Based Operational Goals Associated with this Outcome: 5	
3. Faculty members of MSB will be highly-qualified in their teaching disciplines. Broad-Based Operational Goals Associated with this Outcome: 4	
4. MSB will be successful in providing high-quality instruction to its students. Broad-Based Operational Goals Associated with this Outcome: 1	
5. MSB will be successful in providing effective academic advising to its students. Broad-Based Operational Goals Associated with this Outcome: 3	
6. MSB will be successful in providing high-quality learning and technological resources to its students. Broad-Based Operational Goals Associated with this Outcome: 1	
7. Faculty members of MSB will incorporate innovative instructional methodologies in their classes. Broad-Based Operational Goals Associated with this Outcome: 2, 4	
8. The academic programs offered by MSB will be current, relevant, and meet the needs of business. Broad-Based Operational Goals Associated with this Outcome: 1, 2, 5	

Assessment Measures for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures:
1. Alumni Survey IOOs Assessed by this Measure: 2, 4, 8	IOO #2. On the survey instrument, at least 80% of alumni will indicate that our programs were “significant” or “very significant” in providing an opportunity to complete their program within a two-year period. IOO #4. On the survey instrument, at least 80% of alumni will “agree” or “strongly agree” that MSB provided high-quality instruction in their programs.

	IOO #8. On the survey instrument, at least 80% of alumni will indicate that the curriculum in our programs were “relevant” or “very relevant” to their current employment.
2. Alumni and Student Open House Events IOOs Assessed by this Measure: 1	MSB will facilitate an on-campus networking event at least twice a year.
3. Graduation Data from the Registrar’s Office IOOs Assessed by this Measure: 2	MSB will have a two-year student graduation rate of at least 90%.
4. Faculty Credentials Files IOOs Assessed by this Measure: 3	At least 90% of the school’s faculty members will be either doctorally- or professionally-qualified to teach in their respective disciplinary areas.
5. Faculty Performance Reviews IOOs Assessed by this Measure: 7	Data from faculty feedback surveys will show that at least 80% of the school’s faculty members have a net positive rating from students. New faculty members will demonstrate competency through a sample lecture presentation to colleagues and program director. An observation by the program director and adjunct faculty member will occur in a class in the faculty member’s first year of teaching at MSB.
6. Faculty and Course Evaluations IOOs Assessed by this Measure: 6	IOO #6. On the survey instrument, at least 80% of students will indicate that they were “satisfied” or “very satisfied” with the learning resources and technology provided in their courses.
7. Graduating Student Survey IOOs Assessed by this Measure: 5	IOO #5. On the survey instrument, at least 80% of all graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advisors.

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

- A. *Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.*
- B. *If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.*

With our new outcomes assessment plan in place for our self-study year (2016-2017), we plan to have MSB's dean, graduate program directors and selected adjunct faculty/advisors meet to review student learning outcomes and operational assessment results starting in June 2018, and annually thereafter. Meetings will take place prior to the start of each academic year. The inaugural meeting is scheduled for June 11.

In addition to reviewing our 2016-2017 student learning outcomes and operational assessment results in the June meeting, we plan to discuss the strategic plan and also identify areas of slow growth or weakness to target potential improvement opportunities in our M.S. programs. Manhattanville College allows each of its schools to make minor curriculum changes at the department level. More major curriculum changes that may include removing or adding courses to a programs of study would need to go through the College's Academic Policy Committee (APC).

By addressing major curriculum updates in advance to the start of the new academic year, and semi-annually thereafter, we can plan accordingly and prepare our program change proposals that would then need to be submitted weeks in advance to APC's monthly meeting schedule. As a committee, APC only meets in the fall and spring months to vote on proposals. Establishing a tighter internal process for curriculum updates in advance to the start (or end) of each academic year will help MSB operate more efficiently.

In 2018-2019, we plan to initiate the assembly of an Advisory Board for the School of Business. This board will consist of six to eight business executives with the majority being MSB alums. The board will meet at least twice a year with MSB's dean and program directors. Once the Advisory Board is assembled, a meeting agenda would need to be established. We anticipate the first Advisory Board meeting will take place before the end of the academic year.

With regard to the College-wide strategic plan, the reporting process integrates information from other departments as well as MSB to the VP for Academic Affairs. A report is prepared three times a year by the VP for Academic Affairs and presented in meetings with the Board of Trustees in the fall, spring and summer. As a department, we expect to continue to make regular contributions to the Manhattanville Strategic Plan 2017- 2020.

It's important to note, as with our previous outcomes assessment plan, MSB does not connect the strategic plan to the budget process. The budgeting process at Manhattanville College is based on established operational year-to-year budget allocations. MSB receives a fixed amount for annual operational expenses (advertising, faculty stipends, staff salaries, supplies, catering/business meals, etc.). There are no provisions for additional funding or supplemental financial support from the College for MSB.

Section V: Appendices

A. *Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes. These should be separated by tabs and identified in a table of contents.*

Assessment Instruments and Evaluation Rubrics

Assessment Instruments

Class Final Exam from Business Strategy / MGPS 5000 (Direct Measure)

- I. Class Case Study from Analytical and Financial Tools for Decision Making / MGPS 5040 (Direct Measure)
- II. Class Final Exam from Investment Theory and Practice / MFIN 5504 (Direct Measure)
- III. Class Final Exam from Financial Statement Analysis / MFIN 5503 (Direct Measure)
- IV. Class Case Study from Analytical and Financial Tools for Decision Making / MGPS 5040 (Direct Measure)
- V. Class Case Study from HR Technologies / HROE 5604 (Direct Measure)
- VI. Class Final Project from Leading Effectively and Ethically / MGPS 5050 (Direct Measure)
- VII. Class Final Exam from Business Strategies for a Globally Diverse Workforce / HROE 5101 (Direct Measure)
- VIII. Class Case Study from Competing Globally / MSIM 5002 (Direct Measure)
- IX. Class Final Project from Managing Global Corporate Processes and Projects / MSIM 5006 (Direct Measure)
- X. Class Final Project from Communication Ethics and Regulations / MKMC 5101 (Direct Measure)
- XI. Class Final Project from Dynamics of Sport Business / MSBM 5001 (Direct Measure)
- XII. Class Final Project from Economic and Financial Aspects of Sports Management / MSBM 5003 (Direct Measure)
- XIII. Class Final Project from Leading Sport Organizations / MSBM 5006 (Direct Measure)
- XIV. Midpoint Faculty and Course Evaluation (Indirect Measure)
- XV. MSB Faculty Observation Form
- XVI. Faculty and Course Evaluations (Indirect Measure)
- XVII. Alumni Survey (Indirect Measure)
- XVIII. Graduating Student Survey (Indirect Measure)

B. *Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in Part A above. These should be separated by tabs and identified in a table of contents.*

Evaluation Rubrics

- XIX. Writing Quality Standards Rubric (Direct Measure)
- XX. Internship (Capstone) Rubric (Direct Measure)

XXI. Final Project (Capstone) Rubric (Direct Measure)

MAPPING OF INTENDED STUDENT LEARNING OUTCOMES TO BROAD-BASED STUDENT LEARNING GOALS

(Reference to Key Learning Outcomes for Business Programs)

M.S. IN BUSINESS LEADERSHIP PROGRAM

Broad Based Goals:	Leadership	Ethics	Communication	Research	Future
ISLO's:					
1. Students demonstrate an understanding of effective strategic management principles.	MGPS 5000			MGPS 5000 MGPS 5040 MGPS 6000	MGPS 5000
2. Students develop workplaces that embrace teamwork, collaboration and innovative growth initiatives.	MGPS 5050 MSBL 5100	MGPS 5050 MSBL 5100	MGPS 5050 MSBL 5100		
3. Students lead enterprises in ethical decision making.	MGPS 5050	MGPS 5050	MGPS 5050		
4. Students apply analytical and technological tools to enhance organizational effectiveness.				MGPS 5040	MGPS 5040 MGPS 5070
5. Students demonstrate effective written and oral communication and presentation skills.	MGPS 5000 MSBL 5100	MGPS 5050	MGPS 5010	MGPS 5040 MGPS 6000	MGPS 5000 MGPS 5070

M.S. IN FINANCE PROGRAM

Broad Based Goals:	Leadership	Ethics	Communication	Research	Future
ISLO's:					
1. Students create, analyze and utilize key financial statements and information to develop financial management strategies.	MFIN 5504 MFIN 5500 MFIN 5600	MFIN 5611	MFIN 5504 MFIN 5500	MFIN 5503 MFIN 5504 MFIN 5500	MFIN 5504 MFIN 5500 MFIN 5711
2. Students examine relative strengths and weaknesses in a company, entity, or organization's financial position.	MFIN 5503 MFIN 5504 MFIN 5500	MFIN 5504 MFIN 5611	MFIN 5503 MFIN 5504	MFIN 5503 MFIN 5504 MGPS 6000	MFIN 5503 MFIN 5504
3. Students derive and evaluate financial metrics to report on financial health and risk of a company, its' competitors, suppliers and customers.	MFIN 5503 MFIN 5504 MFIN 5506		MFIN 5503 MFIN 5504	MFIN 5504 MFIN 5611 MGPS 6000 MFIN 5730	MFIN 5503 MFIN 5504 MFIN 5610 MFIN 5611

4. Students examine report on non-financial metrics to identify opportunities and threats to formulate into tactics and strategy.	MFIN 5502 MFIN 5611 MGPS 5020			MFIN 5610 MGPS 5030	MFIN 5610 MFIN 5611
5. Students demonstrate effective written and oral communication and presentation skills.	MFIN 5500 MFIN 5700		MFIN 5700 MGPS 5010 MGPS 6000	MFIN 5700 MGPS 5010 MGPS 6000	MFIN 5700 MGPS 6000

M.S. IN HUMAN RESOURCE MANAGEMENT & ORGANIZATIONAL EFFECTIVENESS PROGRAM

Broad Based Goals:	Leadership	Ethics	Communication	Research	Future
ISLO's:					
1. Students utilize analytical and technological tools to enhance organizational effectiveness	MGPS 5040 MGPS 5060		MGPS 5060	HROE 5604 HROE 5703	MGPS 5060
2. Students create effective strategies to enhance employee engagement, productivity and job satisfaction.	HROE 5102 HROE 5603		HROE 5102 HROE 5603	HROE 5102 HROE 5603	HROE 5603
3. Students assume the role of internal consultants to mediate and effectively and ethically lead change.	MGPS 5050 HROE 5702	MGPS 5050 HROE 5702	MGPS 5050 HROE 5702	MGPS 5050 HROE 5702	MGPS 5050 HROE 5702
4. Students construct workplaces that embrace strategic global diversity and inclusion initiatives.	HROE 5101	HROE 5101 MGPS 5050	HROE 5101 MGPS 5050		HROE 5603
5. Students demonstrate an increased understanding of HR functions.	HROE 5100 HROE 5102				
6. Students demonstrate effective written and oral communication and presentation skills.	MGPS 5050 MGPS 6000	MGPS 5050	MGPS 5010 MGPS 6000	MGPS 5010 MGPS 6000	

M.S. IN INTERNATIONAL MANAGEMENT PROGRAM

Broad Based Goals:	Leadership	Ethics	Communication	Research	Future
ISLO's					
1. Students evaluate cultural differences in the workplace and their effect on business operations.	MSBL 5601 MSIM5006	MSIM 5004	MSIM 5002	MGPS 6000 MSIM 5002	MSIM 5002
2. Students adapt business operations to deal with the complexity of global organizations	MSIM 5002 MSIM 5006	MSIM 5002 MSIM 5004	MSIM 5002 MGPS 5010	MSIM 5002 MSIM 5006	MSIM 5002 MSIM 5006
3. Students determine and act upon business opportunities in mature and emerging markets.	MSIM 5002 MSIM 5006	MSIM 5004		MGPS 6000	MSIM 5602
4. Students synthesize global business issues to build and create socially responsible and ethical standards across markets.	MSIM 5006	MSIM 5004 MSIM 5006		MSIM 5002	MSIM 5006
5. Students are expected to demonstrate effective written and oral communication and presentation skills.	MSIM 5002 MSIM 5006	MSIM 5004	MGPS 5010	MGPS 6000	MGPS 6000

M.S IN MARKETING COMMUNICATION MANAGEMENT PROGRAM

Broad Based Goals:	Leadership	Ethics	Communication	Research	Future
ISLO's:					
1. Students build and implement actionable marketing communications plans to support an organization's strategic objectives.	MGPS 5000 MGPS 6000	MKMC 5101 MGPS 5050	MGPS 5010 MKMC 5100		MKMC 5604 MKMC 5102
2. Students create consistent brand communications for internal and external audiences.			MGPS 5030 MKMC 5100 MKMC 5102	MGPS 5030 MKMC 5604	
3. Students develop brand communication/messaging based on research, ethics and critical reasoning.	MGPS 5030 MKMC 5604	MKMC 5101	MGPS 5030 MKMC 5604	MGPS 5030	MGPS 5030 MGPS 5070
4. Students demonstrate effective written and oral communication and presentation skills.	MGPS 5010 MGPS 5050	MGPS 5010	MGPS 5010 MKMC 5030	MGPS 6000 MKMC 5030	MGPS 5030 MGPS 5070

M.S. IN SPORT BUSINESS & ENTERTAINMENT MANAGEMENT PROGRAM

Broad Based Goals:	Leadership	Ethics	Communication	Research	Future
ISLO's:					
1. Students master the differing management concepts that make sport management a unique business discipline	MSBM 5001 MSBM 5005	MSBM 5099	MSBM 5004	MSBM 5011 MSBM 5014	MSBM 5001
2. Students lead change within a sports or entertainment organization by building a strong leadership culture	MSBM 5006 MSBM 5025	MSBM 5001 MSBM 5005	MSBM 5007	MSBM 5003	MSBM 5002
3. Students analyze moral and ethical issues related to sport and create a personal philosophy regarding social responsibility in a sports management setting.	MSBM 5025	MSBM 5005	MSBM 5099	MSBM 5012	MSBM 5012; MSBM 5025
4. Students employ principles of strategic planning and financial management to enhance organizational effectiveness.	MSBM 5029	MSBM 5025	MSBM 5200	MSBM 5003 MSBM 5014	MSBM 5011
5. Students assess marketing and media needs and formulate short and long term marketing solutions.	MSBM 5003	MSBM 5005	MSBM 5004 MSBM 5017 MSBM 5100; MSBM 5200	MSBM 5020; MSBM 5021	MSBM 5004
6. Students conceive, plan, execute, and evaluate a sports event.	MSBM 5007; MSBM 5028	MSBM 5004	MSBM 5100	MSBM 5100	MSBM 5007 MSBM 5028
7. Students demonstrate effective written and oral communication and presentation skills.	MSBM 5001	MSBM 5099	MSBM 5004 MSBM 5020 MSBM 5017	MSBM 5029	MSBM 5001

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master's---Level Programs

For each Master's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. As there is one Direct Assessment, all KLO's map to that assessment.