



Public Disclosure of Student Learning Form

Institution:	Franklin Pierce University
Academic Business Unit:	College at Rindge Undergraduate Business Programs
Academic Year:	2014-15

Report of Student Learning and Achievement
College at Rindge Undergraduate Business Programs
Franklin Pierce University

For Academic Year: 2014-2015

Mission of the Rindge Undergraduate Business Programs

The mission of the Division of Business Administration is to provide a rich and diverse supportive learning environment for undergraduate students, with the aim of fostering creative ideas and solutions that can be applied to different organizational settings. Within this mission, students develop practical skills and knowledge in the areas of leadership, management, administration, marketing, communication, economics, finance, law, and ethics.

Student Learning Information for *Bachelor of Science in Accounting-Finance*

Intended Student Learning Outcomes for Bachelor of Science in Accounting-Finance :

1. Students will demonstrate knowledge of core tax, accounting or finance concepts.
2. Students will be able to apply quantitative tools and strategies to support organizational decision making in the domains of accounting or finance.
3. Students will be able to communicate clearly and effectively both verbally and in writing.
4. Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context

Assessment Tools/Methods for Intended Student Learning Outcomes—
Direct Measures of Student Learning:

Performance Targets/Criteria for Direct Measures:

- | | |
|--|--|
| 1. Internship or Student Senior Project (LO # 1, 2, 3, & 4) | 75% of accounting and finance students will score at least 80% (80 points) on their internship report. |
| 2. Accounting/Finance Comprehensive Final Exam (LO #1, 2, & 4) | 70% of accounting and finance graduates will score at least 70% on the accounting comprehensive exam on the first attempt. |

Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Graduating Student Survey (LO # 1, 2, & 4)	On a scale from 1 to 5, with 5 being strongly agree, 90% of accounting and finance graduates will either agree (4) or strongly agree (5) that they developed competencies to prepare them for success in their profession.	
2. Alumni Information (LO # 1, 2, & 4)	90% of the previous year's accounting and finance graduates state that their job performance has improved as a result of the business curriculum at Franklin Pierce University.	
Summary of Results from Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Fall Semester 2014-15 – Target Met 100% of Accounting-Finance students scored at least 80% on their internship report or senior project. 1 student was assessed and met the target (n=1)</p> <p>Spring Semester 2014-15 – Target Met 100% of Accounting-Finance students scored at least 80% in their internship report or senior project. 2 students were assessed and met the target (n=2)</p>	X	
<p>2. Fall Semester 2014-15 – Target Met 80% of the Accounting-Finance program students scored at least 70% on the Comp Exam on the first attempt. Of 5 students assessed, 4 students met the target (n=5)</p> <p>Spring Semester 2014-15 – Target Met 100% of the Accounting-Finance students scored at least 70% on the Comp Exam on the first attempt. 3 students were assessed and met the target (n=3)</p>	X	X
Summary of Results from Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Accounting-Finance program students in the senior capstone course (BA471) indicated that they had developed competencies to prepare them for success in their profession as follows:</p> <p>Fall Semester 2014-2015 – Target Met LO #1 = 100%, LO #2 = 100%, LO #4 = 100% (n=1)</p>	X	

<p>Spring Semester 2014-2015 – Target Met LO #1 = 100%, LO #2 = 100%, LO #4 = 100% (n=2)</p>	X	
<p>2. Accounting-Finance program alumni from the previous year indicated their job performance has improved as a result of the business curriculum.</p> <p>Fall Semester 2014-15 – Data wasn't gathered for Fall LO #1, LO #2, LO #4</p> <p>Spring Semester 2014-15 – Data wasn't gathered for Spring LO #1, LO #2, LO #4</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>During the review of the Spring 2013 alumni survey data, it was discovered that the same alumni from the previous survey is responding and providing the same responses. As a result, it was decided by members of the Business Administration Department to (1) restructure the alumni survey questions and (2) redirect those questions to first-year alumni of Franklin Pierce University. This decision was made in order to provide a clearer understanding of alumni's beliefs about job performance as a result of business curriculum. This process began at the beginning of the 2014 fall year but was forced to be delayed due to the loss of the University's institutional research person. As university policy, this person is needed to approve all university surveys being distributed. Therefore, the Accounting-Finance Department seeks to implement a new approved alumni survey for first-year alumni during the Spring 2015-16 academic year.</i></p>		

<p>Student Learning Information for Bachelor of Science in Management</p>
<p>Intended Student Learning Outcomes for Bachelor of Science in Management :</p>
<p>1. Students will be able to describe the essential functions of an effective business operation and analyze business opportunities.</p>
<p>2. Students will demonstrate an understanding of the relationship between businesses and market/nonmarket stakeholders as it pertains to local, societal, global needs.</p>
<p>3. Students will be able to use quantitative and qualitative tools and strategies to support organizational decision making.</p>
<p>4. Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.</p>
<p>5. Students will be able to communicate clearly and effectively.</p>

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. Internship or Student Senior Project (LO # 1, 2, 3, 4, & 5)	75% of management students will score at least 80% (80 points) on their internship report or student senior project.	
2. Management Comprehensive Final Exam (LO #1, 2, 3, & 4)	70% of management graduates will score at least 70% on the accounting comprehensive exam on the first attempt.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Graduating Student Survey (LO # 1, 2, 3, & 4)	On a scale from 1 to 5, with 5 being strongly agree, 90% of management graduates will either agree (4) or strongly agree (5) that they developed competencies to prepare them for success in their profession.	
2. Alumni Information (LO # 1, 2, 3, & 4)	90% of the previous year's management graduates state that their job performance has improved as a result of the business curriculum at Franklin Pierce University.	
Summary of Results from Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Fall Semester 2014-15 – Data wasn't gathered for the Fall No Management student completed an internship or senior project during the Fall 2014 semester (n=0) Spring Semester 2014-15 – Target Met 100% of Management students scored at least 80% in their internship report or senior project. 2 students were assessed and met the target (n=2)	N/A X	
2. Fall Semester 2014-15 – Target Met 75% of the Management students scored at least 70% on the Comp Exam on the first attempt. Of 12 students assessed, 9 students met the target (n=12) Spring Semester 2014-15 – Target Met 83% of the Management students scored at least 70% on the Comp Exam on the first attempt. Of 6 students assessed, 5 students met the target (n=6)	X X	

Summary of Results from Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Management program students in the senior capstone course (BA471) indicated that that they had developed competencies to prepare them for success in their profession as follows:</p> <p>Fall Semester 2014-15 – Target Not Met LO #1 = 75%, LO #2 = 75%, LO #3 = 75%, LO #4 = 75% (n=4)</p> <p>Spring Semester 2014-15 – Target Met LO #1 = 100%, LO #2 = 100%, LO #3 = 100%, LO #4 = 100% (n=3)</p>	X	X
<p>2. Management program alumni in the last year indicated their job performance has improved as a result of the business curriculum:</p> <p>Fall Semester 2014-15 – Data wasn't gathered for Fall</p> <p>Spring Semester 2014-15 – Data wasn't gathered for Spring LO #1 =, LO #2, LO #3, LO #4</p>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>Due to the small sample size, the Management Department will monitor assessment results for the senior capstone course (BA471) in response to not meeting performance targets in those areas. This department will monitor the senior capstone results through the 2015 fall semester for trends. Over the course of the spring 2016 semester, the fall 2015 data will be gathered and analyzed. The results of this analysis will be discussed with the faculty in April or May 2016 to determine needed action(s). The action(s) will be implemented in the 2016 fall semester.</i></p>		
<p>2. <i>During the review of the Spring 2013 alumni survey data, it was discovered that the same alumni from the previous survey is responding and providing the same responses. As a result, it was decided by members of the Business Administration Department to (1) restructure the alumni survey questions and (2) redirect those questions to first-year alumni of Franklin Pierce University. This decision was made in order to provide a clearer understanding of alumni's beliefs about job performance as a result of business curriculum. This process began at the beginning of the 2014 fall year but was forced to be delayed due to the loss of the University's institutional research person. As university policy, this person is needed to approve all university surveys being distributed. Therefore, the Accounting-Finance Department seeks to implement a new approved alumni survey for first-year alumni during the Spring 2015-16 academic year.</i></p>		

Student Learning Information for Bachelor of Science in Marketing		
Intended Student Learning Outcomes for Bachelor of Science in Marketing:		
1. <i>Students will analyze the internal and external environment, including global and ethical perspectives, via appropriate information sources when making marketing decisions.</i>		
2. <i>Students will distinguish how to develop, distribute, price, and promote quality products that integrate sustainable business practice.</i>		
3. <i>Students will distinguish consumer and organizational buyer behavior.</i>		
4. <i>Students will demonstrate effective business writing skills.</i>		
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. Marketing Capstone Analysis (MK474) (LO # 1, 2, 3, & 4)	Based on a grading rubric, 75% of students will score at least 80% (80 points).	
2. Marketing Comprehensive Final Exam (LO #1, 2, 3, & 4)	70% of marketing graduates will score at least 70% on the accounting comprehensive exam on the first attempt.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Graduating Student Survey (LO # 1, 2, & 3)	On a scale from 1 to 5, with 5 being strongly agree, 90% of marketing graduates will either agree (4) or strongly agree (5) that they developed competencies to prepare them for success in their profession.	
2. Alumni Information (LO # 1, 2, & 3)	90% of the previous year's marketing graduates state that their job performance has improved as a result of the business curriculum at Franklin Pierce University.	
Summary of Results from Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Spring Semester 2013-14 – Target Met 77% of students scored at least 80% on their capstone analysis. Of 13 students assessed, 10 students met the target (n=13)	X	
Spring Semester 2014-15 – Target Met 77% of students scored at least 80% on their capstone analysis. Of 13 students assessed, 10 students met the target (n=13)	X	

<p>2. Fall Semester 2014-15 - Target Not Met 67% of the Marketing students scored at least 70% on the Comp Exam on the first attempt. Of 3 students assessed, 2 students met the target (n=3)</p> <p>Spring Semester 2014-15 – Target Met 92% of the Marketing students scored at least 70% on the Comp Exam on the first attempt. Of 12 students assessed, 11 students met the target (n=12)</p>	X	X
<p>Summary of Results from Indirect Measures of Student Learning:</p>	Performance Target Was...	
	Met	Not Met
<p>1. Marketing program students in the senior capstone course (BA471) indicated that that they had developed competencies to prepare them for success in their profession as follows:</p> <p>Fall Semester 2014-15 – Target Met LO #1 = 90%, LO #2 = 90%, LO #3 = 90% (n=10)</p> <p>Spring Semester 2014-15 – Target Not Met LO #1 = 89%, LO #2 = 89%, LO #3 = 89% (n=9)</p>	X	X
<p>2. Marketing program alumni in the last year indicated their job performance has improved as a result of the business curriculum:</p> <p>Fall Semester 2014-15 – Data wasn't gathered for Fall LO #1, LO #2, LO #3</p> <p>Spring Semester 2014-15 – Data wasn't gathered for Spring LO #1, LO #2, LO #3</p>		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>Due to the small sample size, the Marketing Department will monitor assessment results for the comp exam in response to not meeting performance targets in those areas. This department will monitor the comp exam results through the 2015 fall semester for trends. Over the course of the spring 2016 semester, the fall 2015 data will be gathered and analyzed. The results of this analysis will be discussed with the faculty in April or May 2016 to determine needed action(s). The action(s) will be implemented in the 2016 fall semester.</i></p>		
<p>2. <i>The Marketing Department will monitor assessment results for the senior capstone course (BA471) in response to not meeting performance targets in those areas. This department will monitor the senior capstone results through the 2015 fall semester for trends. Over the course of the spring 2016 semester, the fall 2015 data will be gathered and analyzed. The results of this analysis will be discussed with the faculty in April or May 2016 to determine needed action(s). The action(s) will be implemented in the 2016 fall semester.</i></p>		

3. During the review of the Spring 2013 alumni survey data, it was discovered that the same alumni from the previous survey is responding and providing the same responses. As a result, it was decided by members of the Business Administration Department to (1) restructure the alumni survey questions and (2) redirect those questions to first-year alumni of Franklin Pierce University. This decision was made in order to provide a clearer understanding of alumni's beliefs about job performance as a result of business curriculum. This process began at the beginning of the 2014 fall year but was forced to be delayed due to the loss of the University's institutional research person. As university policy, this person is needed to approve all university surveys being distributed. Therefore, the Accounting-Finance Department seeks to implement a new approved alumni survey for first-year alumni during the Spring 2015-16 academic year.

Student Learning Information for Bachelor of Science in Sports and Recreation Management

Intended Student Learning Outcomes for Bachelor of Science in Sports and Recreation Management:

1. Students will understand and articulate how the history and development of the recreation, sports, and leisure services industries relate to current professional standards within its industries.
2. Students will understand and apply the significance of recreation, sports and leisure in contemporary society from historical, technological, economic, political, sociological/psychological, international, physical, philosophical and environmental perspectives.
3. Students will understand and apply the significance of recreation, sports and leisure services throughout a person's life-span as well as how the importance and influence of play, recreation, and leisure change across various life stages.
4. Students will understand and implement sound principles and procedures related to program and/or event planning of recreation, sports, and leisure services for enhanced individual, group, and community quality of life.
5. Students will understand and apply the fundamental principles and procedures of management, budgeting, marketing strategies, professional communication, application of current technology, and development of areas and facilities through assessment, planning, functional design, evaluation, operation, and maintenance.
6. Students will understand and apply appropriate risk management, safety, emergency, and legal principles as they are applicable in recreation, sports, and leisure services settings.

Assessment Tools/Methods for Intended Student Learning Outcomes—
Direct Measures of Student Learning:

Performance Targets/Criteria for Direct Measures:

- | | |
|---|--|
| 1. Internship or Student Senior Project (LO # 1, 2, 3, 4, 5, & 6) | 75% of sports and recreation management students will score at least 80% (80 points) on their internship report. |
| 2. Sports and Recreation Management Comprehensive Final Exam (LO #1, 2, 3, 4, 5, & 6) | 70% of sports and recreation management graduates will score at least 70% on the accounting comprehensive exam on the first attempt. |

Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Graduating Student Survey (LO # 2, 3, 4, 5, & 6)	On a scale from 1 to 5, with 5 being strongly agree, 90% of sports and recreation management graduates will either agree (4) or strongly agree (5) that they developed competencies to prepare them for success in their profession.	
2. Alumni Information (LO # 2, 4, 5, & 6)	90% of the previous year's sports and management graduates state that their job performance has improved as a result of the business curriculum at Franklin Pierce University.	
Summary of Results from Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Fall Semester 2014-15 – Target Met 100% of students scored at least 80% on their internship report or senior report. 5 students were assessed and met the target (n=5)</p> <p>Spring Semester 2014-15 – Target Met 83% of the students scored at least 80% on their internship reports or senior project. Of 12 students assessed, 10 students met the target (n=12)</p>	X X	
<p>2. Fall Semester 2014-15 – Target Not Met 5% of the Sports & Recreation Management students scored at least 70% on the Comp Exam on the first attempt. Of 19 students assessed, 1 student met the target (n=19)</p> <p>Spring Semester 2014-15 – Target Met 100% of the Sports & Recreation Management students scored at least 70% on the Comp Exam on the first attempt. 8 students were assessed and met the target (n=8)</p>	X	X
Summary of Results from Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Sports & Recreation Management program students in the senior capstone course (BA471) indicated that they had developed competencies to prepare them for success in their profession as follows:</p> <p>Fall Semester 2014-15 – Target Met LO #2 = 100%, LO #3 = 100%, LO #4 = 100%, LO #5 = 100%, LO #6 = 100% (n=4)</p> <p>Spring Semester 2014-15 – Target Not Met LO #2 = 67%, LO #3 = 67%, LO #4 = 67%, LO #5 = 67%, LO #6 = 37% (n=3)</p>	X	X

<p>2. Sports & Recreation Management program alumni in the last year indicated their job performance has improved as a result of the business curriculum:</p> <p>Fall Semester 2014-15 – Data wasn't gathered for Fall LO #2, LO #4, LO #5 =, LO #6</p> <p>Spring Semester 2014-15 – Data wasn't gathered for Spring LO #2, LO #4, LO #5 =, LO #6</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>After a thorough review of the Sports and Recreation Management Comp Exam during the 2013-14 academic year, the decision was made within the Department to provide students with a study guide prior to the exam to help them prepare. This study guide was developed during the Fall 2014-15 academic year and handed out to the students who took the Spring 2015 comp exam. In addition, a 1-page scenario text was handed out to students during this time to serve as a context for the comp exam questions. The results of these changes will be reviewed in greater detail to determine if there are particular areas presenting difficulty to students. This review will be conducted during the academic year of 2015-16.</i></p>		
<p>2. <i>The Sports and Recreation Management Department will monitor assessment results for the 2013 fall semester in the senior capstone course (BA471) in response to not meeting the performance target in the 2014 spring semester. The results of the assessment from the 2015 fall semester from this course will guide the necessary changes over the course of the 2016 spring semester. These changes will be documented and implemented in the 2016 fall semester.</i></p>		
<p>3. <i>During the review of the Spring 2013 alumni survey data, it was discovered that the same alumni from the previous survey is responding and providing the same responses. As a result, it was decided by members of the Business Administration Department to (1) restructure the alumni survey questions and (2) redirect those questions to first-year alumni of Franklin Pierce University. This decision was made in order to provide a clearer understanding of alumni's beliefs about job performance as a result of business curriculum. This process began at the beginning of the 2014 fall year but was forced to be delayed due to the loss of the University's institutional research person. As university policy, this person is needed to approve all university surveys being distributed. Therefore, the Accounting-Finance Department seeks to implement a new approved alumni survey for first-year alumni during the Spring 2015-16 academic year.</i></p>		