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<td>1. Graduates will demonstrate disciplinary competence and/or professional proficiency.</td>
<td>1. Graduates will demonstrate the disciplinary competence and/or professional proficiency with a global perspective in service to others.</td>
<td>MS-ITM students will be able to explain the core concepts, capabilities, and tools of information technology. MS-ITM students will be able to apply information technology and business knowledge in business-world contexts.</td>
<td>Policy for continued enrollment: A student who accumulates more than six credit hours of C grade or any one grade less than C in his or her graduate program is disqualified (dismissed) from the Graduate School. In addition, graduate students must maintain a 3.0 GPA in order to continue in the program, as well as graduate. Whenever a student falls below the 3.0 level of achievement, the student is placed on academic probation.</td>
<td>In 2008-2009, no MS-ITM students were placed on probationary status. On average we expect about one probationary student per year.</td>
<td>Students are sent a letter notifying them of probationary status and counseled on methods to improve their grades and encourage them to meet with faculty member if they are encountering any difficulties during the semester. The plan for 2009-2010 is to require all students on probationary status to meet with program counselors to develop an action plan to move out of probationary status.</td>
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<td>2. Graduates will demonstrate critical thinking skills.</td>
<td>2. Graduates will demonstrate an ability to combine critical thinking, disciplined research, and effective problem-solving in their field of study.</td>
<td>MS-ITM students will be able to apply analytical, critical thinking and professionalism skills in a broad business context.</td>
<td>Direct measures of outcomes assessment will be developed in concert with our AACSB accreditation starting in Fall 2009. We currently use 2008 Educational Benchmarking Institute (EBI) data to evaluate this goal. In addition to EBI data, entering students show proficiency in written communication by achieving a score of 500 or greater on the Graduate Management Admission Test (GMAT).</td>
<td>Student responses to the EBI survey on factor 14 describing how our curriculum addresses critical thinking and problem solving show us as ranking #5 among seven peer institutions in addressing this goal. Ninety-seven percent of our students responded “moderately” to “extremely” when asked if the curriculum enhanced student ability to think critically. Ninety-seven percent responded “moderately” to “extremely” when asked if our curriculum enhanced student ability to solve problems. Eighty-seven percent of our students responded “moderately” to “extremely” when asked if the curriculum enhanced student ability to analyze and interpret data.</td>
<td>Our ranking among peers suggests we need to improve our efforts to develop our graduates’ critical thinking skills in general and their data analysis skills in particular. In 2009-10, the graduate programs committee will pursue plans to develop course modules designed to improve student skills in analyzing and interpreting data.</td>
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In 2008 - 2009, 85 percent of our enrolled students earned proficiency based on GMAT scores.

3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.

3. Graduates will demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values.

4. Graduates will demonstrate the ability to communicate clearly and effectively.

4. Graduates will respectfully and effectively communicate information through all modes of expression. MS-ITM students will be able to demonstrate effective interpersonal communication and collaborative skills. Direct measures of outcomes assessment will be developed in concert with our AACSB accreditation starting in Fall 2009. We currently use 2008 Educational Benchmarking Institute (EBI) data to evaluate this goal. In addition to EBI data, entering students show proficiency in written communication by achieving a score of 500 or greater on the Graduate Management Admission Test (GMAT).

International students from non-English speaking countries are also required to demonstrate English language proficiency by earning a score of x or above on the Test of English as a Foreign Language (TOEFL). Student responses to the EBI survey on factor 11 describing how our curriculum addresses developing effective communication and team skills issues show us as ranking #5 among seven peer institutions in addressing this goal. Ninety-three percent of our students responded “moderately” to “extremely” when asked if the curriculum enhanced presentation skills. Ninety-six percent responded “moderately” to “extremely” when asked if our curriculum enhanced writing skills. Ninety-six percent of our students responded “moderately” to “extremely” when asked if the curriculum enhanced team skills.

Our ranking among peers suggests we need to improve our efforts to develop our graduates’ communication skills. In response to previous concerns about student oral presentation skills, we developed three communication skills electives in Fall 2008. In 2009-10, the graduate programs committee will pursue plans to develop course modules designed to improve student written communication skills.

5. Graduates will demonstrate deliberative reflection for personal and professional formation.

5. Graduates will demonstrate deliberative reflection for lifelong personal and professional development. Our ranking among peers suggests we need to improve our efforts to develop our graduates’ communication skills. In response to previous concerns about student oral presentation skills, we developed three communication skills electives in Fall 2008. In 2009-10, the graduate programs committee will pursue plans to develop course modules designed to improve student written communication skills.
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.

6. Graduates will demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.