



Outcomes Assessment Plan

Institution Vaughn College of Aeronautics and Technology

Academic Business Unit The Management Department

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Volume 2

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See - <http://iacbe.org/pdf/key-learning-outcomes-business-programs.pdf> for the list of IACBE key learning outcomes referenced below.

OUTCOMES ASSESSMENT PLAN
Vaughn College of Aeronautics and Technology
Management Department

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the Vaughn College of Aeronautics and Technology - Management Department

The mission of the Management Department is to create an environment in which students will acquire and continually develop theoretical and practical knowledge needed to achieve professional success in their respective fields of study along with ethical standards conducive to responsible citizenship. While focusing on the aviation industry, the Management Department prepares our students for general business careers in both the private and public sectors.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Students will demonstrate appropriate knowledge of aviation and general management skills.
2. Students will demonstrate appropriate knowledge of quantitative and analytical business-related skills.
3. Students will demonstrate effective communication skills.
4. Students will demonstrate an understanding of the ethical and international environments in which business operates.

Broad-Based Operational Goals:

1. The Management Department will offer comprehensive management and aviation-focused degree programs that effectively prepare students for their professional careers or graduate studies.
2. The Management Department will provide a supportive learning environment that provides ample opportunities for learning experiences.
3. The Management Department will attract and retain highly qualified faculty who are effective educators and regularly engage in professional development activities.

Section II: Student Learning Assessment

ASSOCIATE-LEVEL PROGRAMS

Student Learning Assessment for the <i>Associate in Applied Science in Airport Management</i> Degree	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. Describe basic principles of different functional areas general management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 1</p>	
<p>2. Define current knowledge, issues and tools used in the airport industry.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 2</p>	
<p>3. Demonstrate effective oral and written communication.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 3</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Departmental Comprehensive Exam – Peregrine Exam 1</p>	<p>The mean score of Vaughn College’s AAS Airport Management students on the Peregrine sub-tests will demonstrate mastery of functional areas of business as listed below by matching or exceeding the mean scores of Vaughn’s peer institutions in these areas.</p> <p><u>ISOL 1 is measured by the following Peregrine Sub-tests:</u> Accounting</p>

	Business Finance Macroeconomics Operations/Productions Organizational Behavior
2. Departmental Comprehensive Exam – Airports Exam 2	70% of students will demonstrate mastery of comprehensive airport exam by scoring in the passing or better range (70%+).
3. Departmental Comprehensive Exam – Ethics Essay 3 (written communication)	70% of students will score in the passing or better range for the rubric created to assess written communication in the business ethics essay exam (3+).
4. Departmental Comprehensive Exam – Teamwork Video 3 (oral communication)	70% of students will score in the passing or better range for the rubric created to assess oral communication in a video presentation to discuss team work (3+).
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Student Exit Survey 1, 2, 3	80% or more of all students completing the AAS program will ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) 1, 2, 3, assessed by the student survey. <u>Indirect measures of ISLO’s 1,2,3 by survey questions administered by Peregrine for Vaughn College to students enrolled in an exiting class (APM485 Airport Development and Management):</u> <u>ISLO 1 – Indirect measure by:</u> Accounting - self rating Business Finance- self rating

	<p>Macroeconomics- self rating Operations/Productions- self rating Organizational Behavior- self rating</p> <p><u>ISLO 2 - Indirect measure by:</u> Written communication- self rating</p> <p><u>ISLO 3 - Indirect measure by:</u> Oral communication- self rating</p>
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BACHELOR’S-LEVEL PROGRAMS

Student Learning Assessment for the <i>Bachelor of Science in Airport Management</i> Degree	
Program Intended Student Learning Outcomes (Program ISLOs)	
1.	<p>Demonstrate knowledge of major concepts of different functional areas of management -.Peregrine</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1</p>
2.	<p>Analyze professional, ethical, social and global issues. Peregrine – scores for ethical and global</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>
3.	<p>Demonstrate an appropriate mastery of current knowledge, issues and tools used in the airport industry. Internship</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 3, 5, 7</p>
4.	<p>Demonstrate effective oral and written communication. Internship</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 6</p>
5.	<p>Apply quantitative concepts and skills to address managerial issues. Peregrine</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 5, 7</p>
6.	<p>Operate individually and on multidisciplinary teams. Capsim</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 6, 7</p>

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Peregrine</p> <p>1, 2, 5</p>	<p>The mean score of Vaughn College’s BS management students on the Peregrine tests will match or exceed the mean scores of Vaughn’s peer institutions.</p> <p>ISOL 1 is measured by the following Peregrine Sub-tests: Accounting Business Finance Business Integration and Strategic Management Economics Marketing Operations/Production Management Organizational Behavior</p> <p>ISOL 2 is measured by the following Peregrine Sub-tests: Business Ethics Legal Environment of Business Global Dimensions of Business</p> <p>ISOL 5 is measured by the following Peregrine Sub-tests: Quantitative Research Techniques and Statistics</p>
<p>2. Internship or Degree Project</p> <p>3, 4,</p>	<p>75% of students will meet or exceed requirement based (3+) on the rubric for presentation criteria, including knowledge of airport management and oral communication.</p> <p><u>ISLO 3 (airport, airline, general) is measured by Internship Rubric Categories:</u> Degree Program (Airport, Airline or General Management) Internship or Degree Project Course Overall quality of internship or degree project Knowledge of Information</p>

	<p>Critical thinking and Response to Questions</p> <p><u>ISLO 4 (communication) is measured by Internship Rubric Categories:</u> Organization and timeliness Mechanics - verbal Mechanics - quantitative Delivery</p>
<p>3. Peer Evaluation (from CapSim)</p> <p>6</p>	<p>70% of students show satisfactory involvement or better in team efforts based on the peer evaluation section of Capsim.</p> <p><u>ISLO 6 is measured by Capsim Peer Evaluation Subtest and Rubric:</u> Peer ratings of team work - self-management/accountability quantity of work quality of work & contextual performance</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>1. Student Exit Surveys</p> <p>1, 2, 3, 4 5, 6</p>	<p>80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey</p> <p><u>Indirect measures of ISLO’s 1,2,3,4,5,6 by survey questions administered by Peregrine for Vaughn College to students enrolled in exiting classes (MGT403 Internship and MGT480 Capstone):</u></p> <p><u>ISOL 1 -</u> Accounting- self rating Business Finance- self rating Business Integration and Strategic Management- self rating Economics- self rating Marketing- self rating Operations/Production Management- self rating</p>

	<p>Organizational Behavior- self rating</p> <p><u>ISOL 2 -</u> Business Ethics- self rating Legal Environment of Business- self rating Global Dimensions of Business- self rating</p> <p><u>ISLO 3 -</u> <u>Knowledge of airports – self rating</u></p> <p><u>ISLO 4 -</u> <u>Efective oral and written communication – self rating</u></p> <p><u>ISOL 5 -</u> Quantitative ResearchTechniques and Statistics- self rating</p> <p><u>ISLO 6 -</u> <u>Temawork effectiveness – self rating</u></p>
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Student Learning Assessment for the *Bachelor of Science in Airline Management* Degree

Program Intended Student Learning Outcomes (Program ISLOs)

1. Demonstrate knowledge of major concepts of different functional areas of management and airline management.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1

2. Analyze professional, ethical, social and global issues.

Broad-Based Student Learning Goals Associated with this Outcome: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4

3. Demonstrate an appropriate mastery of current knowledge, issues and tools used in the airline and management industries.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 5, 7

4. Demonstrate effective oral and written communication.

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6

5. Apply quantitative concepts and skills to address managerial issues.

Broad-Based Student Learning Goals Associated with this Outcome: 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7

6. Operate individually and on multidisciplinary teams.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6, 7

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Peregrine 1 (except airline management), 2, 3, 4, 5	The mean score of Vaughn College’s BS management students on the Peregrine tests will match or exceed the mean scores of Vaughn’s peer institutions.
2. Internship or Degree Project 1 (including airport management), 2, 3, 4, 5	75% of students will receive a 60% or better based on the rubric for presentation criteria, including knowledge of airline management and oral communication.
3. Peer Evaluation (from CapSim) 6	70% of students show satisfactory involvement or better in team efforts based on the peer evaluation section of Capsim.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Student Exit Surveys 1, 2, 3, 4, 5, 6	80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey

Student Learning Assessment for the *Bachelor of Science in General Management Degree*

Program Intended Student Learning Outcomes (Program ISLOs)

1. Demonstrate knowledge of major concepts of different functional areas of general management.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1

2. Analyze professional, ethical, social and global issues.

Broad-Based Student Learning Goals Associated with this Outcome: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4

3. Demonstrate an appropriate mastery of current knowledge, issues and tools used in general management.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 5, 7

4. Demonstrate effective oral and written communication.

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6

5. Apply quantitative concepts and skills to address managerial issues.

Broad-Based Student Learning Goals Associated with this Outcome: 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7

6. Operate individually and on multidisciplinary teams.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6, 7

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Peregrine 1, 2, 3, 4, 5	The mean score of Vaughn College’s BS management students on the Peregrine tests will match or exceed the mean scores of Vaughn’s peer institutions.
2. Internship or Degree Project 1, 2, 3, 4, 5	75% of students will receive a 60% or better based on the rubric for presentation criteria, including knowledge of general management and oral communication.
3. Peer Evaluation (from CapSim) 6	70% of students show satisfactory involvement or better in team efforts based on the peer evaluation section of Capsim.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Student Exit Surveys 1, 2, 3, 4, 5, 6	80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey

MASTER’S-LEVEL PROGRAMS

Student Learning Assessment for the <i>Master of Science in Airport Management</i> Degree	
Program Intended Student Learning Outcomes (Program ISLOs)	
1.	<p>Demonstrate the ability to recognize problems and evaluate solutions for general business situations. . Peregrine</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
2.	<p>Demonstrate the ability to recognize problems and evaluate solutions for the aviation industry. (Thesis)</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
3.	<p>Demonstrate the ability to apply quantitative methods to general business situations. . Peregrine</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
4.	<p>Use effective written and oral communication skills to justify a position. (Thesis)</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 4</p>
5.	<p>Demonstrate the ability to support a team of colleagues on projects. (Capsim)</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p>

Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 5	
6. Demonstrate the ability to evaluate ethical obligations and global issues. (Peregrine)	
Broad-Based Student Learning Goals Associated with this Outcome: 4	
Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 6	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Peregrine 1, 3, 6	<p>The mean score of Vaughn College’s MS management students on the Peregrine tests will match or exceed the mean scores of Vaughn’s peer institutions.</p> <p>ISOL 1 (business) is measured by the following Peregrine Sub-tests: Accounting Business Finance Business Integration and Strategic Management Economics Marketing Operations/Production Management Organizational Behavior</p> <p>ISOL 3 (quantitative) is measured by the following Peregrine Sub-tests: Quantitative Research Techniques and Statistics</p> <p>ISOL 6 (ethics and global) is measured by the following Peregrine Sub-tests: Business Ethics Global Dimensions of Business Legal Environment of Business</p>
2. Thesis Presentation	75% of students will receive a 70% or better based on the rubric for presentation criteria to include evaluations of oral presentation and

<p>2, 4</p>	<p>communication, aviation and general management skills.</p> <p>ISLO 2 (aviation) is measured by Thesis Rubric Subcategories: Degree Program (Airport, Airline or General Management) Internship or Degree Project Course Overall quality of internship or degree project Knowledge of Information Critical thinking and Response to Questions</p> <p>ISLO 4 (communication) is measured by Thesis Rubric Subcategories: Organization and timeliness Mechanics - verbal Mechanics - quantitative Delivery</p>
<p>3. Peer Evaluation (from CapSim)</p> <p>5</p>	<p>70% of students show satisfactory involvement or better in team efforts based on the peer evaluation section of Capsim.</p> <p>ISLO 5 (teamwork) is measured by <u>CapSim Peer Evaluation Subtest and Rubric</u>: Peer ratings of team work - self-management/accountability quantity of work quality of work & contextual performance</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>1. Student Exit Survey</p> <p>1, 2, 3, 4, 5, 6 ISLO 1 (business) ISLO 2 (aviation) ISLO 3 (quantitative) ISLO 4 (communication) ISLO 5 (teamwork) ISLO 6 (ethics and global)</p>	<p>80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey</p> <p>Indirect measures of ISLO’s 1,2,3,4,5,6 by survey questions administered</p>

	<p>by Peregrine for Vaughn College to students enrolled in exiting classes (MGT 600 Thesis and MGT 509 Capstone):</p> <p>ISOL 1 (business): Accounting – self rating Business Finance – self rating Business Integration and Strategic Management – self rating Economics – self rating Marketing – self rating Operations/Production Management – self rating Organizational Behavior – self rating</p> <p>ISLO 2 (aviation): <u>Knowledge of aviation/airports – self rating</u></p> <p>ISOL 3 (quantitative): Quantitative Research Techniques and Statistics – self rating</p> <p>ISLO 4 (communication): <u>Efective oral and written communication – self rating</u></p> <p>ISLO 5 (teamwork): Quantitative ResearchTechniques and Statistics- self rating</p> <p>ISOL 6 (ethics and global): Business Ethics – self rating Global Dimensions of Business – self rating Legal Environment of Business – self rating</p>
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DOCTORAL-LEVEL PROGRAMS

Not Applicable

Section III: Operational Assessment

Intended Operational Outcomes for Vaughn College of Aeronautics and Technology's <i>Management Department</i> :	
1. The Management Department will be successful in placing students in appropriate jobs or in graduate programs.	
2. The Management Department will provide a supportive learning environment, and deliver high quality instruction where full time faculty members engage in appropriate scholarly and profession activity.	
3. All faculty members in the Management Department will be highly qualified in their teaching disciplines.	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. Job Placement Rate 1	75% of graduates will be employed or continuing their education 6 months after graduation.
2. Faculty Performance Reviews (SIR-II) 2	The department's 'course outcomes' section of the students' course evaluation survey of their instructors' teaching effectiveness will be an average of at least 4 out of 5. (Generally, 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective)
3. Faculty Credentials 3	100% of all faculty are doctorally or professionally qualified. 100% of all full-time faculty engage in one or more professional development activity per year.
4. Student Exit Survey – Indirect Measure 1, 2, 3	80% or more of all graduating students will indicate that they were 'successful' or 'very successful' achieving each of the intended operational outcomes (IOO's) assessed by the survey.

	<p><u>Indirect measures of IOO's 1,2,3 by exit survey questions. Student survey is administered by Peregrine for Vaughn College to students who provide self- assessments. Students are enrolled in exiting courses as follows:</u></p> <p><u>AAS – APM 485 Airport Development and Management</u> <u>BS – MGT 403 Internship and MGT 480 Capstone</u> <u>MS - MGT 600 Thesis and MGT 509 Capstone</u></p>
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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.*

At the beginning of each fall semester, the management department meets to review the prior academic year's student learning and assessment results compared with the strategic planning goals for the department and the institution overall. Recommendations for changes and improvements are discussed. Additionally, the department participates in institution-wide strategic planning, and the required Middle States Commission on Higher Education assessment activities. Based on analyses and evaluations of these results in light of both learning and operational performance objectives, the department then determines the areas in which changes and improvement are needed, and discusses alternative strategies for implementing the identified changes and improvements. The department's plans are also discussed in the context of the college-wide operational plan that guides revisions and implementation of its strategic plan.

Once a consensus is reached in the department regarding the most appropriate and effective strategic improvements based on student learning outcomes assessment results, the department develops action plans. These action plans articulate the specific steps and tasks necessary to carry out the strategies, including identifying the responsible individual(s) for each step/task, the timeline for accomplishing the steps/tasks, and the necessary resources and costs involved.

With regard to reporting to IACBE about outcomes assessment, the department prepares the required outcomes assessment or public disclosures report for IACBE, which summarizes departmental assessment results; the changes and improvements needed; and the strategies and action plans for accomplishing the identified changes and improvements. In creating these reports, there is a great deal of discussion regarding each result, its validity and implications for continuous improvements, how to implement those improvements. In addition, the department examines previous improvement efforts, and decides how to best continue. Finally these discussions are distilled and written into the summary of outcomes assessment results and plans in the IACBE report. The draft outcomes assessment reports are submitted to the vice president for academic affairs for final approval and discussion prior to submission to IACBE. As described above, the IACBE reports and if needed, additional information, are also submitted to the vice president for academic affairs for additional inclusion in Vaughn's overall institutional assessment and operational planning process. The IACBE reports are displayed on Vaughn's website.

The assessment committee for the institution annually reviews the results of the academic and staff departments and ensures that there is alignment with the institution's overall strategic plan. On a regular basis, this committee reviews, updates, and revises as necessary previously-executed action plans. This committee can request that the departments conduct a variety of external and internal environmental analyses. These analyses usually include competitor analyses, marketing efforts, new course development, resource situational analyses (human, physical, financial, technological resources), and SWOT analyses and use those results to determine the areas in which changes and improvements are needed. Alternatively, the departments can initiate new reviews, program development and other activities related to continuous improvements in providing students with a supportive and excellent learning environment.

The assessment activities also guide Vaughn's budget development process. Based on the assessment and planning analyses and the resulting strategies and action plans, the department will request detailed, line-item budget requests by category. These requests flow from the identified action plans and are supported by assessment and planning data. These requests are then reviewed by the vice president for academic affairs who, when appropriate, will work with the department to make changes and/or modifications based on overall institutional goals. Examples include revising the fee structure so that students' payments for Peregrine Assessments are financial aid eligible; and Vaughn's Institutional Effectiveness and Grants Assistant Director was made available to the Department to assist in assessment and accreditation activities.

The strategic planning process of Vaughn College incorporates a five-year planning horizon and is coordinated by the College's senior staff, which consists of the president, vice president for academic affairs, vice president of finance and business services and the vice president of enrollment. The steering committee of the strategic plan also meets bi-annually to review the progress and goals of the 2013 to 2018 strategic plan. Development of the next five-year strategic plan is currently under discussion. For example, one of the current activities related to college-wide strategic planning is to re-examine the college's mission statement.

Every five to seven years, Vaughn engages in a comprehensive planning process that involves all of its stakeholders and results in a new strategic vision for the institution. During this process, Vaughn's mission, vision, and strategic goals are reviewed and renewed, and a fresh set of broad strategic initiatives are developed for moving the institution forward over the coming five years. A set of strategic indicators and assessment metrics are also developed during the process to measure the outcome of the strategic plan. Those indicators are presented on an annual basis by the president to the college-wide community including the board of trustees at their winter meeting. Budget preparations begin in February of each year and the strategic indicators, department assessments and strategic initiatives are assessed and factored into the College business model. This model inexplicably links the strategic agenda to the budget and includes all anticipated revenue and expenses, as well as capital requirements for the institution for the previous five years, the budget year being requested and the four remaining years of the plan. The board then approves the budget at their spring meeting with identified initiatives for the following fiscal year.

- 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.*

The Department develops an annual budget driven by its strategic plan, which provides input to the institutional budgeting process. Strategic elements of the Department's budget include funding for:

- Professional Development
- Technology Acquisition
- Curriculum Development
- Faculty Retention
- Faculty Recruitment

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.*

The assessment instruments are listed as separate Word, Excel and PDF files in the Outcomes Assessment Plan Dropbox and email submitted to IACBE on 11/30/16, include the following:

1. AAS Essay - Written Communication
2. AAS Video - Oral Communication
3. AAS, BS, MS - CPC's, Writing, Peregrine and AAS - Airport Exam
4. BS Internship, MS Thesis Oral Presentation
5. BS, MS Capsim Peer Evaluation
6. Indirect - AAS, BS, MS - Student Exit Survey
7. Indirect Assessment - Peregrine format (1)
8. SIRII Faculty Evaln Form - IOO

- 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.*

Note: For security and copyright reasons, if you are using a purchased exam from an external vendor as a direct measure of student learning, do not include a copy of the exam in your outcomes assessment plan. Most vendors will provide an exam content outline that summarizes the types of questions included on the exam. Please use this content summary for this purpose.

Note that several of the assessments are administered within Vaughn's LMS, called Sakai. Relevant Sakai assessments also include a link to the testing materials purchased from an external vendor, Peregrine Academic Services. The relevant Sakai instruments are included as part of particular courses which are taught towards the end of each program, AAS, BS or MS.

A table showing the assessments' instructions and rubrics, degrees, courses and ISLO's related to each assessment is listed below.

More detailed documents for each set of assessment instructions, content outlines and marking rubrics are attached. The attached documents show the instruments' instructions as screen shots of Sakai pages where relevant. Rubrics for marking the assessments in accordance with the instructions and ISLO's are shown in Excel or Word files in the attachments.

Also, please see attached PDF documents from Peregrine Academic Services providing detailed examples and outlines of tests of CPC areas for the graduate and undergraduate tests. For more information please see <http://www.peregrineacademics.com/home/business-administration> .

Peregrine Academic Services administers assessments of business and management CPC's related to the ISLO's for each degree program as appropriate. Content area outlines for each degree level are shown

below the table. Peregrine provides raw scores for each student, overall scores, trends and comparisons to student performance from peer colleges. The management department and Peregrine advisors hold annual discussions regarding selection of CPC areas for testing in relation to Vaughn program objectives, updates to tests and selection of peer colleges.

Peregrine also administers the airport content area exam for the AAS degree. Note that the AAS airport content area exam was created by a set of multiple choice and some true/false questions collected from all sections of the airport courses' midterm and final exams. Airport and airline content areas for the BS and MS degrees are assessed within the internship and thesis course assessments respectively. Therefore, these specialized aviation content areas are not included in Peregrine-administered exams for the BS and MS degree levels.

In addition, Peregrine administers the indirect measures for ISLO's and IOO's as student satisfaction surveys within all the appropriate Sakai exams for each degree program.

The table below also includes Intended Operational Outcome (IOO) #2. This is because IOO #2 refers to course assessments that are measured by an external vendor, The Educational Testing Service (ETS). A blank copy of the SIRII form is shown as a PDF file. The URL for ETS SIRII is https://www.ets.org/sir_ii/about/.

The ETS SIRII is a paper and pencil test that assesses faculty and course delivery in eight areas:

1. Course organization and planning
2. Faculty communication
3. Faculty/student interaction
4. Assignments, exams and grading
5. Instructional methods and materials
6. Course outcomes
7. Student effort and involvement
8. Course difficulty, workload and pace

Summary table of assessments, locations of exams and ISLO's measured:

Assesment Instrument Title in attached documents	Content outline	Degree	Course where exam is embedded	ISLO (IOO)
AAS Essay - Written Communication in Sakai	Ethics essay and rubric	AAS	APM485 Airport Development and Management	3 (written communication)
AAS Video - Oral Communication in Sakai	Teamwork discussion on self-made video	AAS	APM485 Airport Development and Management	3 (oral communication)
AAS, BS, MS - CPC's, Writing, Peregrine and AAS - Airport Exam in Sakai	CPC's - Peregrine	AAS	APM485 Airport Development and Management	1, 2 (except for airport management)
AAS, BS, MS - CPC's, Writing, Peregrine and AAS - Airport Exam in Sakai	Airport Management exam – created by Vaughn, administered by Peregrine	AAS	APM485 Airport Development and Management	1, 2 (only for airport management)
Indirect - AAS, BS, MS - Student Exit Survey	Indirect Assessment - Peregrine format (1) – created by Vaughn, administered by Peregrine	AAS	APM485 Airport Development and Management	1, 2, 3
AAS, BS, MS - CPC's, Writing, Peregrine and AAS - Airport Exam in Sakai	CPC's - Peregrine	BS	MGT480 Capstone – Strategic Management	Peregrine 1 (except airport management), 2, 3, 4, 5
BS Internship, MS Thesis Oral Presentation	Internship or Degree Project - Rubric shown in Excel	BS	MGT403 Internship Degree Management Project	1 (including airport, airline or general management, as appropriate), 2, 3, 4, 5
BS, MS Capsim Peer Evaluation	Peer Evaluation (adapted from CapSim)	BS	MGT480 Capstone – Strategic Management	6
Indirect - AAS, BS, MS - Student Exit Survey	Indirect Assessment - Peregrine format	BS	MGT480 Capstone – Strategic Management	1, 2, 3, 4, 5

	(1) – created by Vaughn, administered by Peregrine			
AAS, BS, MS - CPC's, Writing, Peregrine and AAS - Airport Exam in Sakai	CPC's - Peregrine	MS	MGT509 Strategic Business Simulations	Peregrine 1 (except airport management), 2, 4, 5
BS Internship, MS Thesis Oral Presentation	Thesis - Rubric shown in Excel	MS	MGT600 Thesis	1 (including airport, airline or general management, as appropriate), 2, 4, 5
BS, MS Capsim Peer Evaluation	Peer Evaluation (adapted from CapSim)	MS	MGT509 Strategic Business Simulations	3
Indirect - AAS, BS, MS - Student Exit Survey	Indirect Assessment - Peregrine format (1) – created by Vaughn, administered by Peregrine	MS	MGT509 Strategic Business Simulations	1, 2, 3, 4
SIRII Faculty Evaln Form - IOO	SIRII – PDF form	AAS, BS (airport, airline or general management), MS	APM485, MGT480, MGT509	Intended Operational Outcomes for all programs –(IOO) 2

**Peregrine Academic Services – Content Area Outlines and Explanations -
CPC areas for AAS, BS and MS degrees:**

Summary – Peregrine tests of CPC areas:

AAS exam (Management CPC's for Airport Management degree)

- APM 485 Airport Development and Management- Accounting, Airport Administration, Business Finance, Macroeconomics, Operations/Productions, and Organizational Behavior.

BS exam (Management CPC's for Airport, Airline and General Management degrees)

- MGT 480 Capstone- Accounting, Business Ethics, Business Finance, Business Integration and Strategic Management, Economics, Global Dimensions of Business, Legal Environment of Business, Marketing, Operations/Production Management, Organizational Behavior, Quantitative Research Techniques and Statistics.

MS exam (Management CPC's for Airport Management degree)

- MGT 509 Accounting, Business Ethics, Business Finance, Business Integration and Strategic Management, Economics, Global Dimensions of Business, Legal Environment of Business, Marketing, Operations/Production Management, Organizational Behavior, Quantitative Research Techniques and Statistics

(And see attached PDF documents from Peregrine Academic Services providing detailed examples and outlines of tests of the graduate and undergraduate tests. For general information, see <http://www.peregrineacademics.com/home/business-administration> .)