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## Outcomes Assessment Plan

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Institution Vaughn College of Aeronautics and Technology

Academic Business Unit The Management Department

Date 11/29/2016 (rev. 8-5-2020; 10-17-2022; 2-14-2023)

Volume 2

## Directions

Section II (Student Learning Assessment) of the outcomes assessment plan must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, (iii) intended operational outcomes, and (iv) assessment instruments.

If the academic business unit does not offer programs at a particular degree level (e.g., associate-level programs, doctoral-level programs, etc.), then delete those sections from the outcomes assessment plan.

In the rows of the student learning assessment tables in which the academic business unit identifies the Key Learning Outcomes (as specified by the IACBE) to which its own intended student learning outcomes are linked, if a particular intended learning outcome is not linked to any of the Key Learning Outcomes but is instead an additional content- or skills-related outcome, please simply enter 'Additional Outcome' in the relevant space.

Italicized entries in the template represent areas where the academic business unit should insert its own assessment information.

A comprehensive example of a complete outcomes assessment plan that meets the IACBE's expectations and requirements for assessing the quality of an academic business unit's programs and operations is available upon request from IACBE headquarters at: [iacbe@iacbe.org](mailto:iacbe@iacbe.org).

Please be sure to delete these directions before submitting your assessment plan to the IACBE.

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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 management\* and general management skills. (\*General Management B.S. students will demonstrate appropriate knowledge of 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 offers ample opportunities for learning experiences.

**Broad-Based Operational Goals:**

3. The Management Department will attract and retain highly qualified faculty who are effective educators The Management Department will attract and retain highly qualified faculty who are effective educators and where full-time faculty members 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 the introductory concepts of traditional areas of business and general management. (Peregrine)</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: 4, 8</p>	
<p>2. Utilize current knowledge, issues and decision-support tools used in the airport industry. (Peregrine)</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 5,1</p>	
<p>3. Demonstrate effective oral and written communication via multiple channels of exchange, ethics and interaction. (Department exam)</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: 3,7</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></p> <p>Accounting  Business Finance  Macroeconomics  Operations/Productions  Organizational Behavior</p>
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+).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Student Exit Survey  1, 2, 3	<p>An average score of 3.75 or better will be obtained for at least 75% of the criteria measured, employing a Likert scale where 1 = Strongly Disagree to 5 = Strongly Agree</p> <p><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></p> <p><u>ISLO 1 – Indirect measure by:</u></p>

	<p>Accounting - self rating Business Finance- self rating 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**

<b>Student Learning Assessment for the <i>Bachelor of Science in Airport Management</i> Degree</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
1.	<p>Apply major concepts within the traditional areas of business and management. (Peregrine)</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: 4, 8</p>
2.	<p>Apply professional, legal ethical, economic and global issues. (Peregrine)</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: 7, 8</p>
3.	<p>Demonstrate an ability to obtain and process information in order to make decisions and solve problems as used in the airport industry. (Internship and Peregrine)</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: 1, 4, 5, 8</p>
4.	<p>Deliver effective, ethical and professional oral and written communication. (Internship and Peregrine)</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: 3,7</p>
5.	<p>Apply decision-support tools as well as quantitative concepts and skills to address managerial issues and decision making. (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: 5, 1,</p>
6.	<p>Contribute to the development of a high performing team and collaborative environment. (Capsim)</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p>

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 6

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 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>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></p>

	<p>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><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 (3+):</u>          Peer ratings of team work -              self-management/accountability              quantity of work              quality of work &amp; contextual performance</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—          Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. Student Exit Surveys</p> <p>1, 2, 3, 4 5, 6</p>	<p>An average score of 3.75 or better will be obtained for at least 75% of the criteria measured, employing a Likert scale where 1 = Strongly Disagree to 5= Strongly Agree</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</p>

	<p>Business Integration and Strategic Management- self rating Economics- self rating Marketing- self rating Operations/Production Management- self rating 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>Effective oral and written communication – self rating</u></p> <p><u>ISOL 5 -</u> Quantitative Research Techniques and Statistics- self rating</p> <p><u>ISLO 6 -</u> <u>Teamwork 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. Apply major concepts within the traditional areas of business and management. (Peregrine)

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: 4, 8

2. Apply professional, legal ethical, economic and global issues. (Peregrine)

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: 7, 8

3. Demonstrate an ability to obtain and process information in order to make decisions and solve problems as used in the airline industry. (Internship and Peregrine)

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: 1, 4, 5, 8

4. Deliver effective, ethical and professional oral and written communication. (Internship and Peregrine)

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: 3,7

5. Apply decision-support tools as well as quantitative concepts and skills to address managerial issues and decision making. (Peregrine)

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: 5, 1,

6. Contribute to the development of a high performing team and collaborative environment. (Capsim)

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: 2, 3, 6

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
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.
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Student Exit Surveys 1, 2, 3, 4, 5, 6	An average score of 3.75 or better will be obtained for at least 75% of the criteria measured, employing a Likert scale where 1 = Strongly Disagree to 5= Strongly Agree

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

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Apply major concepts within the traditional areas of business and management. (Peregrine)

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: 4, 8

2. Apply professional, legal ethical, economic and global issues. (Peregrine)

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: 7, 8

3. Demonstrate an ability to obtain and process information in order to make decisions and solve problems as used in general management. (Internship and Peregrine)

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: 1, 4, 5, 8

4. Deliver effective, ethical and professional oral and written communication. (Internship and Peregrine)

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: 3,7

5. Apply decision-support tools as well as quantitative concepts and skills to address managerial issues and decision making. (Peregrine)

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: 5, 1,

6. Contribute to the development of a high performing team and collaborative environment. (Capsim)

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: 2, 3, 6

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
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.
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Student Exit Surveys  1, 2, 3, 4, 5, 6	An average score of 3.75 or better will be obtained for at least 75% of the criteria measured, employing a Likert scale where 1 = Strongly Disagree to 5= Strongly Agree



## 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. Demonstrate the ability to recognize problems and evaluate solutions for <b>general business</b> situations in an integrated manner. (Peregrine)	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4, 8</p>
2. Integrate theory, ethics and practice in the process of complex problem solving with applications to the <b>aviation industry</b> . (Thesis and Peregrine)	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1,2,4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 8</p>
3. Analyze complex data with multiple implications for business decision-making. (Peregrine)	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 5,1</p>
4. Demonstrate highly developed written and oral communication skills needed by effective business professionals. (Thesis, Peregrine)	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3,7</p>
5. Contribute effectively to the achievement of organizational goals in a team environment. (Capsim)	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2,3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>

6. Evaluate the ethical, legal, social, economic, and global environments of business (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: 7, 8

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, 3, 6</p>	<p>The mean score of Vaughn College’s MS 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>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>
<p>2. Thesis Presentation</p> <p>2, 4</p>	<p>75% of students will receive a 70% or better based on the rubric for presentation criteria to include evaluations of oral presentation and communication, aviation and general management skills.</p>

	<p>ISLO 2 (aviation) is measured by Thesis Rubric Subcategories:          Thesis Course          Overall quality of thesis 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 (3+)</u>:          Peer ratings of team work -              self-management/accountability              quantity of work              quality of work &amp; contextual performance</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes — Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></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>An average score of 3.75 or better will be obtained for at least 75% of the criteria measured, employing a Likert scale where 1 = Strongly Disagree to 5= Strongly Agree</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 (MGT 509 Capstone):</u></p>

	<p><b>ISOL 1 (business):</b> 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><b><u>ISLO 2 (aviation):</u></b> <b><u>Knowledge of aviation/airports – self rating</u></b></p> <p><b>ISOL 3 (quantitative):</b> Quantitative Research Techniques and Statistics – self rating</p> <p><b>ISLO 4 (communication):</b> <b><u>Effective oral and written communication – self rating</u></b></p> <p><b>ISLO 5 (teamwork):</b> Quantitative Research Techniques and Statistics- self rating</p> <p><b>ISOL 6 (ethics and global):</b> Business Ethics – self rating Global Dimensions of Business – self rating Legal Environment of Business – self rating</p>
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**Student Learning Assessment for the *Master of Business Administration in Aviation Management* Degree**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Demonstrate the ability to recognize problems and evaluate solutions for **general business** situations in an integrated manner. (Peregrine)

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

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4, 8

2. Integrate theory and practice in the process of complex problem solving with applications to the **aviation industry**. (Industry Analysis and Peregrine)

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

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 8

3. Analyze complex data with multiple implications for business decision-making. (Peregrine)

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

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 5,1

4. Demonstrate highly developed written and oral communication skills needed by effective business professionals. (Industry Analysis, Peregrine)

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

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

5. Contribute effectively to the achievement of organizational goals in a team environment. (Capsim)

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

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6

6. Evaluate the ethical, legal, social, economic, and global environments of business (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: 7, 8

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Peregrine  1, 3, 6	<p>The mean score of Vaughn College’s MBA 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>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. Industry Analysis Presentation  2, 4	<p>75% of students will receive a 70% or better based on the rubric for presentation criteria to include evaluations of oral presentation and communication, aviation and general management skills.</p> <p>ISLO 2 (aviation) is measured by Industry Analysis Rubric Subcategories: Industry Analysis Course</p>

	<p>Overall quality of internship or degree project  Knowledge of Information  Critical thinking and Response to Questions</p> <p>ISLO 4 (communication) is measured by Industry Analysis 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 (3+)</u>:  Peer ratings of team work -  self-management/accountability  quantity of work  quality of work &amp; contextual performance</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes — Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></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>An average score of 3.75 or better will be obtained for at least 75% of the criteria measured, employing a Likert scale where 1 = Strongly Disagree to 5= Strongly Agree</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 (MGT 509 Capstone):</u></p> <p>ISOL 1 (business):</p>

	<p>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><b><u>ISLO 2 (aviation):</u></b>  <u>Knowledge of aviation/airports – self rating</u></p> <p><b>ISOL 3 (quantitative):</b>  Quantitative Research Techniques and Statistics – self rating</p> <p><b>ISLO 4 (communication):</b>  <u>Effective oral and written communication – self rating</u></p> <p><b>ISLO 5 (teamwork):</b>  Quantitative Research Techniques and Statistics- self rating</p> <p><b>ISOL 6 (ethics and global):</b>  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 that offers high-quality teaching and related support services to students.	
3. All faculty members in the Management Department will be highly qualified in their teaching disciplines and where full-time faculty members engage in appropriate scholarly and professional activities.	
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. Student Exit Survey (IOTA360 Faculty Evaluation Form – direct measure - and Student ratings administered by Peregrine - indirect)  2	<p>An overall IOTA360 score of 3.75 or better.</p> <p>For the Peregrine measures, an average score of 3.75 or better will be obtained for approximately 75%, or ten of fourteen of the *question items or criteria measured; employing a Likert scale where 1 = Strongly Disagree to 5= Strongly Agree, regarding the intended operational outcomes (IOO's) assessed by the survey.</p> <p><u>Measures of IOO 2 by exit survey questions.</u></p> <p>The student survey is administered by Peregrine for Vaughn College students who provide self- assessments and ratings. Students are enrolled in exiting courses per degree level as follows: AAS (Airport Management) – APM 485 Airport Development and Management</p>

	<p>BS (Airport, Airline, General Management) – MGT 403 Internship and MGT 480 Capstone  MS (Airport Management) - MGT 600 Thesis and MGT 509 Capstone  MBA (Aviation Management) - MGT610 Industry Analysis and MGT 509 Capstone</p> <p>*Student exit survey conducted by Peregrine - students rate their faculty members' teaching supportiveness, effectiveness, quality of academic advisement, etc., for example:  My faculty are supportive by taking the time to answer my questions or give me feedback  My faculty are supportive to me by being respectful and explaining content to me  My faculty teach me in an effective manner  My professors were accessible to me  Overall, the teaching methods of faculty members are excellent</p> <ul style="list-style-type: none"> <li>- Note that other, similar questions, assess students' views of related support services.</li> </ul>
<p>3. Faculty Credentials</p> <p>3</p>	<p>100% of all faculty are doctorally, academically or professionally qualified.*</p> <p>100% of all full-time faculty engage in one or more professional development activity per year.</p> <p>*Doctorate, J.D., or terminal degree and/or relevant professional experience.</p>

## 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 supportive 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, MBA - CPC's, Writing, Peregrine and AAS - Airport Exam
4. BS Internship, MS Thesis Oral Presentation, MBA Industry Analysis (as of 2020-21)
5. BS, MS, MBA Capsim Peer Evaluation
6. Indirect - AAS, BS, MS, MBA - Student Exit Survey
7. Indirect Assessment - Peregrine format (1)
8. IOTA360 Faculty Evaluation Form by Students.  
(Note that the Faculty Evaluation Form changed from SIR-II to IOTA360 in 2019 – 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 D2L. The LMS at Vaughn changed from Sakai to D2L in 2019. Relevant D2L assessments also include a link to the testing materials purchased from an external vendor, Peregrine Academic Services. The relevant D2L instruments are included as part of particular courses which are taught towards the end of each program, AAS, BS, MS, MBA.

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 D2L 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/MBA degrees are assessed within the internship, thesis and industry analysis course assessments respectively. Therefore, these specialized aviation content areas are not included in Peregrine-administered exams for the BS and MS/MBA degree levels.

In addition, Peregrine administers the indirect measures for ISLO's and IOO's as student satisfaction surveys within all the appropriate D2L exams for each degree program.

When we submitted Vaughn's IQAR to IACBE in 2019, we observed that some results for the direct assessment of intended student learning outcomes (all programs) were distorted. We observed that some students were answering these exams extremely hastily, resulting in skewed, poor results. Therefore, we adjusted the exam scores and removed those outliers, based on the criterion to remove scores if the exam was completed in 25 minutes or less. This adjustment improved the substantive results. We plan to continue to remove outliers for Peregrine-administered exams in the future, as needed.

The listing below also includes Intended Operational Outcome (IOO) #2. This is because IOO #2 refers to course assessments that are measured by an external vendor, IOTA360 (<https://iota360.com/>). A blank copy of the IOTA360 form is shown below. Selected items from the general IOTA360 were customized for Vaughn College by a faculty committee in 2019. The IOTA360 is an online test administered each semester that assesses faculty and course delivery as follows:

### **IOTA360 – Student Rating Criteria for Courses (1 – 5; 5 = “Best”)**

- 1 My instructor comes prepared to class.
- 2 The instructor conveys course concepts in a way that I understand.
- 3 My instructor makes the material interesting through discussions, problems and exercises in class.
- 4 My instructor responds to student questions and concerns in a timely and effective manner.
- 5 My instructor treats all students with respect.
- 6 My instructor regularly informs me about my progress through Starfish or other methods.
- 7 My instructor's standards for evaluating my work are clear and consistently applied.
- 8 The course syllabus clearly outlines objectives of the course.
- 9 The course is relevant to my major.
- 10 The course is relevant to my development as a member of society.
- 11 This course is intellectually stimulating.
- 12 I was properly prepared to enter this course.
- 13 Assigned readings, videos, projects and exercises are valuable in learning course content.
- 14 I receive adequate technical support for software that is part of this class.
- 15 The instructor made me aware of safety policies and considerations.

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

<b>Assessment Instrument Title in Attached Documents</b>	<b>Content outline</b>	<b>Degree</b>	<b>Course where exam is embedded</b>	<b>ISLO (IOO)</b>
AAS Essay - Written Communication in D2L	Ethics essay and rubric	AAS	APM485 Airport Development and Management	Peregrine 3 (written communication)
AAS Video - Oral Communication in D2L	Teamwork discussion on self-made video	AAS	APM485 Airport Development and Management	3 (oral communication)
AAS - CPC's, Writing, Peregrine and AAS - Airport Exam in D2L	CPC's - Peregrine	AAS	APM485 Airport Development and Management	1, 2 (except for airport management)
AAS - CPC's, Writing, Peregrine and AAS - Airport Exam in D2L	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/MBA - Student Exit Survey	Indirect Assessment - Peregrine format (1) – created by Vaughn, administered by Peregrine	AAS	APM485 Airport Development and Management	Peregrine 1, 2, 3
BS - CPC's, Writing, Peregrine and AAS - Airport Exam in D2L	CPC's - Peregrine	BS	MGT480 Capstone – Strategic Management	Peregrine 1 (except airport management), 2, 3, 4, 5
BS Internship-Degree Project 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 Capsim Peer Evaluation	Peer Evaluation (adapted from CapSim)	BS	MGT480 Capstone – Strategic Management	6



Indirect - AAS, BS, MS, MBA - Student Exit Survey	Indirect Assessment - Peregrine format (1) – created by Vaughn, administered by Peregrine	BS	MGT480 Capstone – Strategic Management	1, 2, 3, 4, 5
MS, MBA - CPC's, Writing, Peregrine and AAS - Airport Exam in D2L	CPC's - Peregrine	MS, MBA	MGT509 Strategic Business Simulations	Peregrine 1 (except airport management), 2, 4, 5
MS Thesis, MBA Industry Analysis - Oral Presentation	Thesis, Industry Analysis - Rubrics shown in Excel	MS, MBA	MGT600 Thesis, MGT610 Industry Analysis	1 (including airport, airline or general management, as appropriate), 2, 4, 5
MS, MBA Capsim Peer Evaluation	Peer Evaluation (adapted from CapSim)	MS, MBA	MGT509 Strategic Business Simulations	3
Indirect - AAS, BS, MS, MBA - Student Exit Survey	Indirect Assessment - Peregrine format (1) – created by Vaughn, administered by Peregrine	MS, MBA	MGT509 Strategic Business Simulations	1, 2, 3, 4
IOTA360 Faculty Evaluation Form - IOO	IOTA360 – PDF form - Administered college wide in all courses	AAS, BS (airport, airline or general management), MS, MBA	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/MBA 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/MBA exam (Management CPC's for Airport Management and Aviation Management degrees)**

- 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> .)