

---

---

## Outcomes Assessment Plan

---

---

Institution EDWARD WATERS COLLEGE

Academic Business Unit DEPARTMENT OF BUSINESS  
ADMINISTRATION

Date Academic Year – 2018- 2019

**Contact: Dr. Francis Ikeokwu, Sr., Chair/Professor  
(904) 470-8134**

## Table of Contents

Table of Contents .....	ii
Section I: Mission and Broad-Based Goals .....	1
Mission Statement.....	1
Broad-Based Goals .....	1
Section II: Student Learning Assessment .....	3
Student Learning Assessment for (Bachelor's-Level Program 1): Bachelors of Business Administration .....	3
Section III: Operational Assessment.....	21

# *Department of Business Administration*

## **Section I: Mission and Broad-Based Goals**

### **Mission Statement**

#### **Mission of the Name of your Academic Business Unit:**

The Bachelor of Business Administration is designed to provide business students with a springboard needed to further academic or professional careers, and to instill the skills required to compete in the business and professional world. Therefore, *our mission is to position EWC Business students for good job prospects, including basic social and critical thinking, communication, technology, leadership, and/or entrepreneurship abilities.*

### **Broad-Based Goals**

#### **Broad-Based Student Learning Goals:**

1. Students will gain competitive knowledge in leadership theories appropriate to their program of study.
2. Students will demonstrate analytical knowledge using quantitative tools and apply them in effective decision-making in a business setting.
3. Students will acquire critical, reliable, and lifelong learning skills to enhance employability in both domestic and global business environments.
4. Students will demonstrate effective professional ethics in business-related disciplines.
5. Students will apply analytical business concepts in a qualitative and quantitative manner.

**Broad-Based Operational Goals:**

1. The Department of Business Administration will provide sustainable academic programs, services, and instructions that technically and academically support student learning.
2. The Department of Business Administration will recruit, develop, and retain quality faculty/staff, and support faculty participation in professional developments.
3. The Department of Business Administration will provide opportunities for on-the-job experiential learning that will enable our students secure leadership positions in the corporate and professional world.
4. The Department of Business Administration will prepare students academically and professionally, as well as provide effective learning opportunity that contribute to students' intellectual development and personal growth. These include future plan to establish a graduate (MBA) program to provide competitive edge for our students.
5. The Department of Business Administration will assure that business faculty engage in appropriate scholarly and professionally activities.

**Section II: Student Learning Assessment**

Student Learning Assessment for ( <i>Bachelor's-Level Program 1</i> ): Bachelors of Business Administration	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. <i>Program Learning Outcome 1</i></p> <p>Students will demonstrate basic knowledge in leadership theories, interpersonal skills in management, and legal environment situations between functional areas of the organization.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2 Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1</p>	
<p>2. <i>Program Learning Outcome 2</i></p> <p>Students will apply general knowledge of economics, international finance and global business environments to organizational decision making.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 2, 3 Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1</p>	
<p>3. <i>Program Learning Outcome 3</i></p> <p>Students will demonstrate analytical skills and development of strategies, abilities, and technical competences in solving business problems, using quantitative analysis, accounting, and finance decision-making tools.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 1,2 Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1</p>	
<p>4. <i>Program Learning Outcome 4</i></p> <p>Students will explain the ethical obligations and responsibilities of business operations.</p> <p>Broad-Based Student Learning Goals to which this Outcome is Linked: 3,4 Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2,3</p>	

5. *Program Learning Outcome 5*

Students will present effective oral and written types of communication in professional business manners.

Broad-Based Student Learning Goals to which this Outcome is Linked: 1,4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1,3

6. *Program Learning Outcome 6*

Students will acquire qualitative and quantitative knowledge in analytical and computational areas of studies.

Broad-Based Student Learning Goals to which this Outcome is Linked: 5

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

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p>1. <i>Direct Measure 1</i></p> <p><b>Direct Measure: Senior Capstone Course: ADM 450 – Business Policy/Strategy</b></p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p><b>Direct Measure 1(a):</b> 70% of students taking the capstone course will achieve score of 85% on the comprehensive exam.</p> <p>(ISLOs 1 through 6)</p> <p><b>Direct Measure 1(b):</b> 70% of students will achieve an average score of 80% on case study project for the capstone course.</p> <p>(ISLOs 1 through 6)</p>
<p>2. <i>Direct Measure 2</i></p> <p><b>Direct Measure: ETS BUSINESS MFT EXAM</b></p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p><i>Objective (Target/Criterion) for Direct Measure 2</i></p> <p>50% of all graduating BBA students will attain a score that is equal to or greater than the national mean on the MFT as tabulated on the Assessment Knowledge Indicators, consisting of Accounting, Economics, Finance, Information Systems, Legal &amp; Social environment, Management Quantitative Business Analysis, and Global Trade and Issues.</p> <p>(ISLOs 1 through 6)</p>
<p>3.. <i>Direct Measure 3</i></p> <p><b>Direct Measure: ADM 460 - Business Practicum</b></p>	<p><i>Objective (Target/Criterion) for Direct Measure 3</i></p> <p><b>Direct Measure 3(a):</b> 85% of students engaged in internship activities will successfully complete the required internship activities with an average passing</p>

<p>Program ISLOs Assessed by this Measure: 1, 4, 5</p>	<p>score of 80% on both technical research report for mid-term and final exam each semester.</p> <p>(ISLOs 1 through 6)</p> <p><b>Direct Measure 3(b):</b> 80% of all internship supervisors will rate students at 85% or higher on the overall internship evaluation.</p> <p>(ISLOs 1 through 6)</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—</b></p> <p><b>Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Indirect Measure 1</i></p> <p><b>Indirect Measure: Exit Interview/Survey</b></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p>On a Likert Scale ranging from 1 representing “Lowest” to 5 representing “highest,” 80% of the graduating seniors will indicate that they agree having positive and successful experiences in their business program as indicated on this competency measure.</p>
<p>2. <i>Indirect Measure 2</i></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2</i></p>

## Learning Assessment Results: Bachelor of Business Administration (BBA)

### Summary of Results from Implementing Direct Measures of Student Learning:

#### Direct Assessment Objectives -- ADM 450 – CAPSTONE

##### Performance Objectives:

##### *Direct Measure 1(a):*

70% of students taking the capstone course will achieve score of 85% on the comprehensive test.

##### *Direct Measure 1(b):*

70% of students will achieve an average score of 80% on case study project for the capstone course.

#### Direct Assessment Results -- ADM 450 – CAPSTONE

Our current result and observation show that--on average, only 50% of senior-business students who took the capstone course, which comprise of comprehensive exam achieved the score of 70%.

On the case study project, our current result and observation show that--on average, only 55% of senior-business students who completed the case study project achieved the score of 70%.

##### Action Plan:

- The Business Department will improve students' performance in the Capstone course (Business Policy & Strategy) by providing mini-seminars and workshops. All business faculty members provide expert assistance in each course for developing students' skills for completing the Capstone course requirements. The Business Department provides educational session during the scheduled Capstone course.
- The Business Department offers the students personal assistance and tutoring services, laying in-depth emphasis on complex subject areas such as accounting, economics, quantitative analysis, and financial management; as well as coordinating with the Writing Center to maximizing students' performance in each course, as well as enhancing their writing skills and quantitative/qualitative concepts.

- We have integrate student professional development in all business courses through enhancing communication skills, which includes formal presentations and in-class discussions; research methodologies; team building activities; and critical thinking based on application of concepts and case studies.
- In order to improve student performance on the Capstone Course and ETS exam, all business faculty have implemented Business Academic Success Seminar/tutoring activities, consisting of educational sessions, as well as exposing students to externship training initiatives which also focus on the assessment outcome indicators, such as accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. Students are tested after each seminar to determine seminar efficiency.
- The Business Department is revisiting its one-on-one business student advising strategies in order to achieve maximum student growth, development and retention rate. These development plan will include efficient academic advising and career counseling of students; evaluating student transcripts for early detection of at-risk students; assisting students in planning their programs of study each semester; exposing students to different professional development opportunities; providing a non-threatening environment where students can seek individual support and attention as a member of the Business Department. Each student in the Business Administration program is assigned to individual business faculty who keeps permanent record of mentoring sessions throughout the student's term in the department.

### **Direct Assessment Objectives -- ETS BUSINESS MFT EXAM**

#### **Performance Objectives:**

50% of all graduating BBA students will attain a score that is equal to or greater than the national mean on the MFT as tabulated on the Assessment Knowledge Indicators, consisting of Accounting, Economics, Finance, Information Systems, Legal & Social environment, Management Quantitative Business Analysis, and Global Trade and Issues.

#### **Direct Assessment Results -- ETS BUSINESS MFT EXAM**

Less than 50% of business students who took the ETS exam scored less than the national average mean score. Our business scored an average mean of 31% on the overall Assessment Indicators, compared to the 46% mean score from Institutional Assessment Indicators of 563 colleges and universities.

The score indicates that our students did not perform very well on the exam. We observed that our students are not taking the exam seriously, because they believe that the ETS exam scores are not tied to any performance consequence. Students know that lower scores, below the benchmark have no direct effect on their graduation requirement.

**Action Plan:**

- Business Department made overall instructional modifications in some areas of our course objectives, which are now reflected in our 2016 degree plans.
- Business faculty seminar series are now provided to seniors, covering assessment knowledge indicators, such as accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. The lecture/coaching seminars now provided to seniors each semester by knowledge experts in each knowledge indicator area indicator will help prepare our students.
- Other plan of action on the successful use of the ETS exam result is to implement alternatives for effectively communicating the benefits of applying the national benchmark as a measure of our student learning outcome. We have used the result from our students' performance to make overall instructional modifications in some areas of our course objectives.

**Direct Assessment Objectives – INTERNSHIP – ADM 460 – Business Practicum**

***Direct Measure 3(a):***

85% of students engaged in internship activities will successfully complete the required internship activities with an average passing score of 80% on both technical research report for mid-term and final each semester.

***Direct Measure 3(b):***

80% of all internship supervisors will rate students overall performance at 85% or higher on the overall internship evaluation.

**Direct Assessment Results -- INTERNSHIP – ADM 460 – Business Practicum**

Eight out of ten senior business students engaged in internship activities for the evaluation periods successfully completed the internship activities with an average passing score of 80% or higher.

Ten out of twelve internship site supervisors rated overall student performance at 85% or more on the internship evaluation.

**Action Plan:**

Although, most intern score well on other areas of internship activities, the students still struggle on the technical research and writing portion of the internship activities, especially on sentence structures, citations and APA referencing style. As a result, more structured lecture on research and writing methodologies have been incorporated as part of the learning objective on the course.

Also, students are currently referred to the writing lab for additional instruction on citation and APA referencing style.

**Indirect Assessment Objectives – Exit Interview/Survey**

On a Likert Scale ranging from 1 representing “Lowest” to 5 representing “highest,” 80% of the graduating seniors will indicate that they agree having positive and successful experiences in their business program as indicated on this competency measure.

**Indirect Assessment Results - Exit Interview/Survey**

The score on this survey is below the “Highest” average of “5”, but considered inconclusive. The available result from this measure only tabulated college-wide scores. We are able to focus on the operational results dealing with learning environment, resources, and other administrative services. The average scores in these areas are 3.6 out of 5.

**Action Plan:**

The Department of Business Administration’s plan is to obtain an exclusive Exit Interview/Survey result that focuses on the business programs. Currently, we have created a separate exit survey for the Department of Business Administration, which will henceforth be used for the business graduating seniors.

**Indirect Assessment Objectives - Alumni /Tracking/Survey**

70% of our business graduate alumni is expected to be gainfully employed within two years of graduation in their major field of business.

**Indirect Assessment Results - Alumni /Tracking/Survey**

The Institution in general is putting together a plan to capturing EWC alumni and documenting their employment history.

**Action Plan:**

Immediately this institutional plan is implemented, the Department of Business Administration plans to narrow its assessment of graduated students to the last two years of obtaining their business degree.

## **Intended Student Learning Outcomes -- Based on Individual Concentration**

### **Concentration in [Business Management](#) -- Learning Outcome**

1. Students will analyze a firm's performance to determine its strengths and weaknesses, and be able to use financial analysis to improve performance at domestic and international levels.
2. Students will apply appropriate human resource skills to complete case study assignments and participation in class discussions.
3. Students will demonstrate leadership skills using knowledge gain in business strategy concepts and operations research approach to decision making.

### **Concentration in [Computer Information Systems](#) -- Learning Outcome**

1. Students will demonstrate proficiency in designing efficient algorithms and programming in object-oriented and event-driven programming language.
2. Students will demonstrate proficiency in database concepts, and proficiency in developing effective data models for RDBMS, and manipulating data using SQL.

3. Students will understand the concept of systems life cycle and the importance of involving users in systems design, as well as demonstrate the ability to use appropriate systems analysis and design tools and techniques including UML.

**Concentration in International Finance and Global Trade –Learning Outcome**

1. Students will compare and contrast major trade theories and trade policies, and their effect on international business.
2. Students will illustrate knowledge of cultural variables of domestic business concepts and global trade impact on multinational corporations.
3. Students will apply knowledge of a firm’s risk, and explain how such risk affects the value of a firm in the global business arena.

**Concentration in Accounting –Learning Outcome**

1. Students will possess well-rounded knowledge and confidence in discussing, preparing; and analyzing accounting information and ethical issues in structured accounting profession.
2. Students will be able to formulate and analyze the four major types of financial statement and explain their impacts on financial decision making.
3. Students will demonstrate knowledge of the Generally Accepted Accounting Principles (GAAP) and its relationship with the accounting standards.

**Concentration in Organizational Management -- Learning Outcome**

1. Students will identify dynamic groups and team activities and articulate stages of group/team functions that models leadership functions.
2. Students will understand external and internal implications of communications in management using various steps of communication processes and channels in conflict resolution.

3. Demonstrate analytical skills in business plans, process and strategies.

**Concentration in Healthcare Management -- Learning Outcome**

1. Students will identify dynamic groups and team activities and articulate stages of group/team functions that models Healthcare Administration.

2. Students will understand external and internal implications of communications in Healthcare Administration using various steps of communication processes and channels in healthcare management.

3. Demonstrate analytical skills in business plans, process and strategies to manage healthcare administrative issues.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning: Business Management**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

*Senior Capstone Course (ADM 450 -- Business Strategy/Policy)*

70% of students taking the capstone course will achieve score of 85% on the comprehensive test.

Methods of Assessment and Performance Targets:  
 Four Examinations: E1: 15% MT: 15%, E2: 15%, FE: 15% = 60% of Grade  
 Student Paper Project: = 20% of Grade  
 Four Sections for completing the project:  
 Section 1 – 4 = 20% of Grade  
 Total Score = 100% of the Students' Grade

70% of students will achieve an average score of 80% on case study for the capstone course.

(ISLOs -- 1 through 6)

Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6

*Internship (ADM 460 -- Business Practicum)*

85% of students engaged in internship activities will successfully complete the required internship activities with an average passing score of 80%.

Methods of Assessment and Performance Targets:  
 Resume writing (1<sup>st</sup> and final draft) = 10%

<p>Classroom participation (Internship overview) = 10%  Daily activity log = 10%  Supervisor's evaluation = 20%  Mid-term technical research report = 20%  Final technical research report = 30%</p> <p>Program ISLOs Assessed by this Measure: 1, 4, 5</p>	<p>80% of all internship supervisors will rate students at 85% or higher on the overall internship evaluation.</p> <p>(ISLOs -- 1 through 6)</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—  Indirect Measures of Student Learning: Business Management</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p><i>Exit Interview/Survey</i></p>	<p>On a Likert scale ranging from 1 representing “very unsuccessful” to 5 representing “very successful.” 80% of the graduating seniors are expected to score within the range of “very successful.” . (See overall comment on the program level)</p>
<p><i>Alumni Tracking/Survey</i></p>	<p>Tabulation for the Alumni is still in progress. . (See overall comment on the program level)</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—  Direct Measures of Student Learning: Computer Information Systems Management</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p>
<p><i>Senior Capstone Course (CIS 460 – Applied Software Development Project)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p>90% of students who completed the Applied Software Development Project will score on average of 70%; comprising of activities to create the requirement specification, design documents, and to implement a portion of the system.</p> <p>(ISLOs 1 through 6)</p>

<p><b><i>Internship (ADM 460 -- Business Practicum)</i></b>  Methods of Assessment and Performance Targets:  Resume writing (1<sup>st</sup> and final draft) = 10%  Classroom participation (Internship overview) = 10%  Daily activity log = 10%  Supervisor’s evaluation = 20%  Mid-term technical research report = 20%  Final technical research report = 30%</p> <p>Program ISLOs Assessed by this Measure: 1, 4, 5</p>	<p>85% of students engaged in internship activities will successfully complete the required internship activities with an average passing score of 80%.</p> <p>80% of all internship supervisors will rate students at 85% or higher on the overall internship evaluation.</p> <p>(ISLOs 1 through 6)</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—  Indirect Measures of Student Learning: Computer Information Systems Management</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p><i>Exit Interview/Survey</i></p>	<p>On a Likert scale ranging from 1 representing “very unsuccessful” to 5 representing “very successful,” more than 75% of the graduating seniors are expected to score on the “very successful” range. . (See overall comment on the program level)</p>
<p><i>Alumni Tracking/Survey</i></p>	<p>Tabulation for the Alumni is still in progress.</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—  Direct Measures of Student Learning: International Finance &amp; Global Trade</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p>
<p><b><i>Senior Capstone Course (INF 450 – Research in Global Management)</i></b>  Methods of Assessment and Performance Targets:  Participation 100 points  Mid-term and Final Exams 100 points</p>	<p>On average, students who took the capstone course, which comprise of case studies, comprehensive reports, research paper on multinational firms, and a comprehensive exam will score an overall average of 85%.</p>

Assignments 140 points Quizzes 140 points Individual projects 100 points Group Projects 100 points  Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6	(ISLOs 1 through 6)
<b><i>Internship (ADM 460 -- Business Practicum)</i></b> Methods of Assessment and Performance Targets: Resume writing (1 <sup>st</sup> and final draft) = 10% Classroom participation (Internship overview) = 10% Daily activity log = 10% Supervisor's evaluation = 20% Mid-term technical research report = 20% Final technical research report = 30% Program ISLOs Assessed by this Measure: 1, 4, 5	85% of students engaged in internship activities will successfully complete the required internship activities with an average passing score of 80%.  80% of all internship supervisors will rate students at 85% or higher on the overall internship evaluation.  (ISLOs 1 through 6)
<b>Assessment Instruments for Intended Student Learning Outcomes—          Indirect Measures of Student Learning: International Finance &amp; Global Trade</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<i>Exit Interview/Survey</i>  <b>Indirect Measure: Exit Interview/Survey</b>	On a Likert scale ranging from 1 representing “very unsuccessful” to 5 representing “very successful,” more than 75% of the graduating seniors are expected to score on the “very successful” range. (See overall comment on the program level)
<i>Alumni Tracking/Survey</i>	Tabulation for the Alumni is still in progress.
<b>Assessment Instruments for Intended Student Learning Outcomes—          Direct Measures of Student Learning: Accounting</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>

<p><b>Senior Capstone Course (ADM 450 – Business Policy)</b>  Methods of Assessment and Performance Targets:  Participation 100 points  Mid-term and Final Exams 100 points  Assignments 140 points  Quizzes 140 points  Individual projects 100 points  Group Projects 100 points</p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p>On average, students who took the capstone course, which comprise of case studies, comprehensive reports, research paper on multinational firms, and a comprehensive exam will score an overall average of 85%.</p> <p>(ISLOs 1 through 6)</p>
<p><b>Internship (ADM 460 -- Business Practicum)</b>  Methods of Assessment and Performance Targets:  Resume writing (1<sup>st</sup> and final draft) = 10%  Classroom participation (Internship overview) = 10%  Daily activity log = 10%  Supervisor’s evaluation = 20%  Mid-term technical research report = 20%  Final technical research report = 30%  Program ISLOs Assessed by this Measure: 1, 4, 5</p>	<p>85% of students engaged in internship activities will successfully complete the required internship activities with an average passing score of 80%.</p> <p>80% of all internship supervisors will rate students at 85% or higher on the overall internship evaluation.</p> <p>(ISLOs 1 through 6)</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—</b>  <b>Indirect Measures of Student Learning: Accounting</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p><i>Exit Interview/Survey</i></p> <p><b>Indirect Measure: Exit Interview/Survey</b></p>	<p>On a Likert scale ranging from 1 representing “very unsuccessful” to 5 representing “very successful,” more than 75% of the graduating seniors are expected to score on the “very successful” range. (See overall comment on the program level)</p>
<p><i>Alumni Tracking/Survey</i></p>	<p>Tabulation for the Alumni is still in progress.</p>

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: Organizational Management</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p><i>(ADM 494 -- Business Application Project)</i> Methods of Assessment and Performance Targets: Discussion/Participation Responses (in the form of discussion board) 10% Case Study/Oral Presentation 20% Final Reflection/Research Paper 70%</p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p>On average, students who took the capstone course, which comprise of case study, discussion/participation, case study/oral presentation, and final reflection/research are expected to score an overall average of 85% in the course.</p> <p>(ISLOs 1 through 6)</p>
<p><i>(ADM 450 -- Business Policy/Strategy)(Capstone)</i></p>	<p>On average, students who took the capstone course, which comprise of case studies, comprehensive reports, research paper on multinational firms, and a comprehensive exam will score an overall average of 85%.</p>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: Organizational Management</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p><i>Exit Interview/Survey</i></p> <p><b>Indirect Measure: Exit Interview/Survey</b></p>	<p>On a Likert scale ranging from 1 representing “very unsuccessful” to 5 representing very successful. More than 75% of the graduating seniors indicated that they were either successful or very successful in achieving the intended learning outcomes in the major. (See overall comment on the program level)</p>
<p><i>Alumni Tracking/Survey</i></p>	<p>Tabulation for the Alumni is still in progress.</p>

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: Healthcare Management</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p><i>Senior Capstone Course (ADM 494 -- Business Application Project)</i> Methods of Assessment and Performance Targets: Discussion/Participation Responses (in the form of discussion board) 10% Case Study/Oral Presentation 20% Final Reflection/Research Paper 70%</p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p>On average, students who took the capstone course, which comprise of case study, discussion/participation, case study/oral presentation, and final reflection/research are expected to score an overall average of 85% in the course.</p> <p>(ISLOs 1 through 6)</p>
<p><i>(HCM 360 – Healthcare Business Strategy)(Capstone)</i></p> <p>Program ISLOs Assessed by this Measure: 1,2, 3, 4, 5,6</p>	<p>On average, students who took the capstone course, which comprise of case studies, comprehensive reports, research paper on multinational firms, and a comprehensive exam will score an overall average of 85%.</p> <p>(ISLOs 1 through 6)</p>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: Healthcare Management</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p><i>Exit Interview/Survey</i></p> <p><b>Indirect Measure: Exit Interview/Survey</b></p>	<p>On a Likert scale ranging from 1 representing “very unsuccessful” to 5 representing very successful. More than 75% of the graduating seniors indicated that they were either successful or very successful in achieving the intended learning outcomes in the major. (See overall comment on the program level)</p>
<p><i>Alumni Tracking/Survey</i></p>	<p>Tabulation for the Alumni is still in progress.</p>



# OPERATIONAL PLAN

## Intended Operational Outcomes for the for the Department of Business Administration

### 1. *Intended Operational Outcome 1*

The Department of Administration will succeed in providing effective academic advising and student services that support student learning, and contribute to students' intellectual development and professional growth.

Broad-Based Operational Goals to which this Outcome is Linked: 1,4

### 2. *Intended Operational Outcome 2*

The Department of Business Administration will be successful in providing high-quality learning in all areas of business disciplines that will impact student success and knowledge- growth.

Broad-Based Operational Goals to which this Outcome is Linked: 1, 4

### 3. *Intended Operational Outcome 3*

The Department of Business Administration will incorporate effective technological resources and up-to-date 21<sup>st</sup> Century instructional methodologies in all business classrooms.

Broad-Based Operational Goals to which this Outcome is Linked: 1

### 4. *Intended Operational Outcome 4*

The Department of Business Administration will recruit and retain highly-qualified faculty in their areas of instructions.

Broad-Based Operational Goals to which this Outcome is Linked: 2

### 5. *Intended Operational Outcome 5*

The Department of Business Administration will succeed in exposing students to experiential learning (internship) opportunities

every semester.

Broad-Based Operational Goals to which this Outcome is Linked: 3

*6. Intended Operational Outcome 6*

The Department of Business Administration faculty will engage in effective professional and scholarly activities each academic year.

Broad-Based Operational Goals to which this Outcome is Linked: 5

*7. Intended Operational Outcome 7*

The Department of Business Administration will be successful in graduating students in a timely manner.

Broad-Based Operational Goals to which this Outcome is Linked: 1,4

*8. Intended Operational Outcome 8*

The Department of Business Administration will be successful in starting an MBA graduate program to help further our students' interest in advanced professional education, as well as provide them with tools to compete in the corporate world.

Broad-Based Operational Goals to which this Outcome is Linked: 1,3,4

<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
<p>1. <i>Operational Assessment Measure/Method 1</i></p> <p>Student Transcripts from the Registrar’s Office and Individual Student Degree Plans</p> <p>IOOs Assessed by this Measure: 1</p>	<p><i>Objective (Target/Criterion) for Measure/Method 1</i></p> <p>90% of the business degree curriculum will be reviewed and updated every year for program improvement.</p>
<p>2. <i>Operational Assessment Measure/Method 2</i></p> <p>Faculty Credentials and Files from the Academics Affairs Office</p> <p>IOOs Assessed by this Measure: 6</p>	<p><i>Objective (Target/Criterion) for Measure/Method 2</i></p> <p>80% of the Department of Business Administration faculty will participate in faculty development and some sort of scholarly activities.</p>
<p>3. <i>Operational Assessment Measure/Method 3</i></p> <p>Graduation Data from the Registrar’s Office</p> <p>IOOs Assessed by this Measure: 7</p>	<p><i>Objective (Target/Criterion) for Measure/Method 3</i></p> <p>85% of business students will graduate following the four-year undergraduate plan for the program.</p>
<p>4. <i>Operational Assessment Measure/Method 4</i></p> <p>Annual Report of the Student Affairs—Career Planning and Placement</p> <p>IOOs Assessed by this Measure: 5</p>	<p><i>Objective (Target/Criterion) for Measure/Method 4</i></p> <p>90% of our business juniors or seniors will be placed of internship for experiential learning each academic year.</p>
<p>5. <i>Operational Assessment Measure/Method 5</i></p> <p>Business Department -- Student Advising Log Sheet</p> <p>IOOs Assessed by this Measure: 1</p>	<p><i>Objective (Target/Criterion) for Measure/Method 5</i></p> <p>85% of business unit advisors/faculties will be able to advice and mentor business students each semester for academic success.</p>

<p>6. <i>Operational Assessment Measure/Method 6</i></p> <p>Business Department -- Student Transcript for the Registrar's Office and Business Department's Internship File Archive.</p> <p>IOOs Assessed by this Measure: 5</p>	<p><i>Objective (Target/Criterion) for Measure/Method 6</i></p> <p>80% of juniors or seniors will successfully complete their Internship programs in all Spring and Fall of each academic session.</p>
---	--

#### **Section IV: Linkage of Outcome Assessment with Strategic Planning**

The structure of the business program supports the educational goals of the college and the Business Department strategic plan. The institutional strategic plan is reviewed annually and revised as necessary, and operational plans are developed and implemented annually based on the results of the institutional evaluation. The strategic plan for the Business Department provides the basis for program direction, organization, administration and improvement of programs and services.

The strategic plan provides a system for identifying new courses and opportunities to meet the needs of the students, which includes ensuring efficiency in classroom instruction and enhance instructor/student relationship through effective learning environment; and providing quality education, mentoring, and advising to achieve maximum student growth, development, graduation and retention rate. These are all tied to the institutional budgeting process as identified on the Business Department's program goals.

The Department of Business Administration is designed for intensive student development of the whole person, body, mind, and spirit that will lead to successful career opportunities and advancement in business and industry.

The goals for the program are designed to create high quality business curricula that supports disciplinary, interdisciplinary, and professional academic excellence that meet global and 21<sup>st</sup> Century business education perspectives.

At Edward Waters College, we understand that students are our assets and customers, and we take performance management very serious when it comes to assessing and strategically planning for performance improvements. Faculties and administrators are cooperatively responsible for completing the necessary expectations in tracking and evaluating the success of our students, and to provide effective action plans for improvements. This expectation is a very important objective in the College's mission.

In support of the College's mission and philosophy, the Department of Business Administration's operational outcomes and program goals are tied into the strategic planning as follows:

- The Department of Business Administration in addition to its monthly meetings to discuss areas of changes and improvement, all departmental staff hold important meeting at the beginning of each semester to review the previous academic year's student learning, operational assessment results, and long/short-term strategic plan for the department.
- In order to determine the areas for changes and improvements, the team reviews and evaluates the results of student learning assessments and operational performance objectives. Then, this leads to brainstorming for various strategies that would help to draft effective action plans.

- The business team's next action is to draft effective action plans that will be used to implement the strategic initiatives, which may include individual steps, tasks to be undertaken, as well as time management that will be drawn for the completion of the action plan. The action plan is always tied to the Program or Curriculum Review reports that are compiled each academic year. Each business faculty is accountable to drafting effective instructional plan based on individual course taught, as well as assuring that his/her instructional plan is tied to student learning competencies, operational goals, and strategic plan of the college.
- The Chair of the Business Department coordinates and finalizes the report of the actions and decisions from the departmental meeting. He summarizes the team's findings and adoptions into a monthly report to the Vice President for Academic Affairs (VPAA). Upon receiving comments and approval from the VPAA, the Chair documents and presents all instructional and academic related proposals to the Curriculum Committee for further review and approval.
- When the Curriculum Committee finalizes its review and approves of the changes, additions, or deletions, the Curriculum Committee Chair forwards the proposed package to the Senate Committee, who then finalizes the adoption. The final phase is for the Chair of Senate Committee to submit the approved changes to the VPAA to be presented to the Executive Committee of the College. Finally, the VPAA submits the adopted changes to the Strategic Planning Committee to be included in the College's Strategic Plan.
- It is the responsibility of the Strategic Planning Committee to assure that all implemented changes from each academic and support service departments are include and published in the Strategic Plan.
- In addition to the processes described above, the Department of Business Administration's monitoring of students' academic performances, reviewing and updating academic plans, and revising course syllabi are ongoing, but are tabled and discussed on the department's monthly meetings where the action plans are voted.