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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

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

**Broad-Based Operational Goals:**

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

## Section II: Student Learning Assessment

### ASSOCIATE-LEVEL PROGRAMS

Student Learning Assessment for the <i>Associate in Applied Science in Airport Management</i> Degree	
Program Intended Student Learning Outcomes (Program ISLOs)	
<p>1. Describe basic principles of different functional areas of airport and general management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 1</p>	
<p>2. Define current knowledge, issues and tools used in the airport and management industries.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 2</p>	
<p>3. Demonstrate effective oral and written communication.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Associate-Level Business Program to which this Outcome is Linked: 3</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Departmental Comprehensive Exam – Peregrine Exam	The mean score of Vaughn College’s AAS Airport Management students on the Peregrine tests will match or exceed the mean scores of Vaughn’s peer institutions in functional areas of business.
2. Departmental Comprehensive Exam – Airports Exam	70% of students will achieve a passing score of 60 or better on the comprehensive airport exam.
3. Departmental Comprehensive Exam – Ethics Essay	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.
4. Departmental Comprehensive Exam – Teamwork Video	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.
<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	80% or more of all students completing the AAS program will ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey.

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

<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	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	75% of students will receive a 60% or better based on the rubric for presentation criteria, including knowledge of airport management and oral communication.
3. Peer Evaluation (from CapSim)	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	80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey



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

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

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

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

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

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

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

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

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

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

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

4. Demonstrate effective oral and written communication.

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

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

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

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

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

6. Operate individually and on multidisciplinary teams.

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

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

<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	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	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)	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	80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey

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

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

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

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

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

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

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

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

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

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

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

4. Demonstrate effective oral and written communication.

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

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

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

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

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

6. Operate individually and on multidisciplinary teams.

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

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

<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	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	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)	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	80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey

**MASTER’S-LEVEL PROGRAMS**

<b>Student Learning Assessment for the <i>Master of Science in Airport Management</i> Degree</b>
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>
<p>1. Demonstrate the ability to use quantitative methods to recognize problems, evaluate aviation-related and general business situations, and recommend strategies for solutions.</p> <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: 1, 2, 3</p>
<p>2. Use effective written and oral communication skills to justify a position.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 4</p>
<p>3. Demonstrate the ability to support a team of colleagues on projects.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2 , 4</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 5</p>
<p>4. Demonstrate the ability to evaluate ethical obligations and global issues.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 6</p>

<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	The mean score of Vaughn College’s MS management students on the Peregrine tests will match or exceed the mean scores of Vaughn’s peer institutions.
2. Thesis Presentation	75% of students will receive a 60% or better based on the rubric for presentation criteria to include evaluations of oral presentation and communication, ethics, aviation and general management skills.
3. Peer Evaluation (from CapSim)	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 Survey	80% or more of all graduating students will indicate that they ‘agree’ or ‘strongly agree’ that they were successful in achieving each of the intended student learning outcomes (ISLO’s) assessed by the survey

**DOCTORAL-LEVEL PROGRAMS**

Not Applicable

### Section III: Operational Assessment

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



## Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

- A. *Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.*

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

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

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

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

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

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

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

- B. If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.*

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

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

## Section V: Appendices

- A. *Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes. These should be separated by tabs and identified in a table of contents.*
- 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.