



IACBE Outcomes Assessment Plan Results 2015-2016

Principle 1.1: Outcomes Assessment

Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.

1. *Provide a copy of the academic business unit's outcomes assessment plan that encompasses each business program included in the accreditation review (this should be placed in the appendix of the self-study).*

The outcomes assessment plan for the International College of the Cayman Islands can be found in Appendix J.¹ The direct and indirect measurement tools and their associated evaluation rubrics used for outcomes assessment are part of the outcomes assessment plan.

2. *For each business program included in the accreditation review for which the intended student learning outcomes do not substantially encompass the relevant Key Learning Outcomes for Business Programs as identified by the IACBE, provide a rationale and a justification for this variation.*

N/A

3. *Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide assessment results for each of the following areas:*

¹ Appendix K: The ICCI Outcomes Assessment Plan

- a. *Intended student learning outcomes: Provide student learning data relating to the intended student learning outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.*

Associate of Science in Business

The Associate of Science in Business General Program Intended Student Learning Outcomes (Program ISLOs) are as follows:

1. Students will be able to identify and describe the introductory concepts, basic theories, and fundamental practices principles in the principle functional areas of business.
2. Students will be able to use technology and computer applications in business practices.
3. Students will be able to produce and present effective oral and written forms of business communications.
4. Students will be able to describe and illustrate the significance of the economic environment of business.
5. Students will be able to define and analyze the ethical practices in the business decision process.

Direct results:

1. ETS Major Field Test – Associate was used to measure Program ISLO #1. The target was that at least 80% of all graduating Associate of Science in Business Students will place at the 50th percentile or higher including the assessment indicators of Assessment Indicators of Accounting, Economics, Management, and Marketing.

Results: The College used reports from ETS including the Individual Score Report, The Departmental Roster Report, Departmental Summary: Assessment Indicators and Design Your Own Analysis. This target was not achieved.² Only 33% of all graduating Associate of Science in Business Students were placed at the 50th percentile or higher. While 78% of tested students were all able to place in at the 50th percentile or higher in economics, the other assessment indicators of Accounting (44%), Management (11%) and Marketing (22%) were not met. Students tested below the 80% mark. Management scores were the lowest on the exam.

2. The End of Sequence Research Paper was the second direct measure used. This work product measured Program ISLOs 1, 2, 3,4 and 5. The target for this measure was on the rating scale in the research paper evaluation rubric (with “exemplary” being the highest rating), at least 80% of all graduating Associate of Science in Business Students will receive a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLOs assessed by this measure. To assess ISLO 2, on the rating scale in the research paper presentation rubric (with “exemplary” being the highest rating), at least 80% of all graduating Associate of Science in Business Students will receive a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLOs assessed by this measure.

² Appendix L: Sample ETS Reports for the Associate Degree.

Results: These targets were partially achieved.

For Program ISLO #1, 86% of students were able to identify and describe the introductory concepts, basic theories, and fundamental practices principles in the principle functional areas of business based on a rubric evaluation of acceptable or exemplary. This target was achieved.

For Program ISLO #2, 93% were able to use technology and computer applications in business practices based on a rubric evaluation of acceptable or exemplary. This target was achieved

For Program ISLO #3, 95% were able to produce and present effective oral and written forms of business communication based on a rubric evaluation of acceptable or exemplary. This target was achieved.

For Program ISLO #4, Only 60% were able to able to describe and illustrate the significance of the economic environment of business. This target was not achieved.

For Program ISLO #5, 91% of students were able to define and analyze the ethical practices in the business decision process. This target was achieved.

Indirect Results

1. Associate of Science in Business Exit Survey. This instrument was designed to measure the Program ISLOs 1,2,3,4. The target on the exit survey instrument was, at least 80% of all graduating Associate of Science students will indicate that they “agree” or “strongly agree” in achieving each of the program ISLOs with “strongly agree” being the highest rating.

Results: This target was partially met.

For Program ISLO #1 93% of students agreed or strongly agreed that they were able to identify and describe the introductory concepts, basic theories, and fundamental practices principles in the principle functional areas of business with “strongly agree” being the highest rating.

For Program ISLO #2 78% of students agreed or strongly agreed that they were able to use technology and computer applications in business practice with “strongly agree” being the highest rating. This indirect target was not met.

For Program ISLO #3. 98% of students agreed or strongly agreed that they were able to produce and present effective oral and written forms of business communication with strongly agree being the highest rating. This target was met.

For Program ISLO #4. 38% of students agreed or strongly agreed that they were able to describe and illustrate the significance of the economic environment of business with strongly agree being the highest rating. This target was not achieved.

For Program ISLO #5 96% of students agreed or strongly agreed that they were able to define and analyze the ethical practices in the business decision process with strongly agree being the highest rating.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration Program Intended Student Learning Outcomes are as follows:

1. Students will be able to construct coherent oral and written forms of communication and present them in a professional content.
2. Students will be able to identify and distinguish relevant theories and principles associated with the economic environment of business.
3. Students will be able to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business.
4. Students will be able to evaluate legal and ethical principles and apply them to organizational decision-making.

Direct Results

1. The ETS Major Field Test – Bachelors, was used to measure Program ISLO #2 and #3. The targets are at least 80% of all graduating Bachelor of Science in Business Administration Students will place at the 50th percentile or higher including the assessment indicators of Assessment Indicators of Accounting, Economics, Management, and Marketing.

Results: These targets were not achieved. The College used reports from ETS including the Individual Score Report, The Departmental Roster Report, Departmental Summary: Assessment Indicators and Design Your Own Analysis.³

Overall only 33% of all graduating Bachelor of Science in Business Administration students place in the 50th percentile or higher. The targets for Program ISLOs #2, #3 and #4, called for 80% of all graduating Bachelor of Science in Business Administration Students to place at the 50th percentile or higher. This target was not achieved. This target was not achieved. The percentages achieved for each indicator are as follows: Accounting (44%), Economics (38%), Management (8%), and Marketing (7%) This target was not achieved.

2. The Capstone Project Report was used to measure Program ISLOs 1,2,3 and 4. The target was on the rating scale in the Capstone paper evaluation rubric (with “exemplary” being the highest rating), at least 80% of all graduating Bachelor of Science In Business Administration Students will receive a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLOs assessed by this measure. To assess ISLO 2, on the rating scale in the research paper presentation rubric (with “exemplary” being the highest rating), at least 80% of all graduating Bachelor of Science in Business Students will receive a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLOs assessed by this measure.

Results: These targets were partially achieved.

For Program ISLO #1, 94% of all students assessed received a performance rating of “acceptable” or “exemplary” when evaluated on if they are able to construct coherent oral and written forms of communication and present them in a professional content. This target was met.

³ Appendix M: Sample ETS Reports for the Bachelor’s Degree

For Program ISLO #2, 52% of all students assessed received a performance rating of “acceptable” or “exemplary” when evaluated on students will be able to identify and distinguish relevant theories and principles associated with the economic environment of business. This target was not met.

For Program ISLO #3, 78% of all students assessed received a performance rating of “acceptable” or “exemplary” when evaluated on students will be able to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business. This target was not met.

For Program ISLO #4 87% of all students assessed received a performance rating of “acceptable” or “exemplary” when evaluated on students will be able to evaluate legal and ethical principles and apply them to organizational decision-making. This target was met.

Indirect Results

1. The Bachelor of Science in Business Administration Exit Survey. This instrument was designed to measure Program ISLOs: 1,2,3 and 4. The targets are on the exit survey instrument, at least 80% of all graduating Bachelor of Science in Business Administration Students will indicate that they “agree” or “strongly agree” in achieving each of the program ISLOs with “strongly agree” being the highest rating. Results: These targets were achieved.

For Program ISLO #1, 86% of all students surveyed responded “agree” or “strongly agree” when asked if they are able to construct coherent oral and written forms of communication and present them in a professional content. This target was met.

For Program ISLO #2, 80% of all students surveyed responded “agree or strongly “agree” or “exemplary” when asked if they are able to identify and distinguish relevant theories and principles associated with the economic environment of business. This target was met.

For Program ISLO #3, 89% of all students surveyed responded “agree” or “strongly agree” when asked if they are able to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business. This target was met.

For Program ISLO #4 94% of all students surveyed responded “agree or “strongly agree” when asked if they are able to evaluate legal and ethical principles and apply them to organizational decision-making. This target was met.

2. Course Evaluations. This instrument was designed to measure Program ISLOs 1,2,3 and 4. The targets for this measure are on the rating scale (with “Strongly agree” being the highest rating) in the course evaluation forms for all courses in the Bachelor of Science in Business Administration program combined, at least 80% of the students will indicate that they “agree” or strongly agree” that course learning contributed to them achieving each of the program ISLOs assessed by this measure.

Results: This target was partially met.

For Program ISLO #1, 95% of all students surveyed responded “agree” or “strongly agree” when asked if they are able to construct coherent oral and written forms of communication and present them in a professional content. This target was met.

For Program ISLO #2, 72% of all students surveyed responded “agree or strongly “agree” or “exemplary” when asked if they are able to identify and distinguish relevant theories and principles associated with the economic environment of business. This target was not met.

For Program ISLO #3, 61% of all students surveyed responded “agree” or “strongly agree” when asked if they are able to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business. This target was not met.

For Program ISLO #4 98% of all students surveyed responded “agree or “strongly agree” when asked if they are able to evaluate legal and ethical principles and apply them to organizational decision-making. This target was met.

Master of Business Administration

The Master of Business Administration Program ISLOs are as follows:

1. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and apply them to organizational decision making. in analysis, management, job performance, and creativity to real world workplace experiences.
2. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.
3. Students will be able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences
4. Students will be able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems.
5. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.

Direct Results

1. The ETS Major Field Test – MBA was used to assess Program ISLO #1. The target for this ISLO is at least 80% of all graduating Master of Business Administration students will place at the 50th percentile or higher including the assessment indicators of Assessment Indicators of Accounting, Finance , Management, and Marketing.⁴

Results: This targets were not achieved. The College used reports from ETS including the Individual Score Report, The Departmental Roster Report, Departmental Summary: Assessment Indicators and Design Your Own Analysis.

⁴ Appendix N: Sample ETS Reports for the Master of Business Administration Degree

Only 50% all graduating Master of Business Administration students placed at the 50th percentile or higher.

For Program ISLO#1, This target was not achieved. The percentages from the topical areas are follows: Marketing (62%), Management (50%), Finance (50%) and Accounting (39%).

2. Capstone Project and Presentation were used to measure Program ISLOs 1,2,3,4 and 5. The targets are on the rating scale in the Capstone Project evaluation rubric (with “advanced” being the highest rating) all graduating MBA students will achieve a performance rating of “acceptable” or higher on each evaluation criterion associated with the program ISLOS assessed by this measure. To assess ISLO 3, on the rating scale in the research paper presentation rubric (with “exemplary” being the highest rating), all graduating MBA students will receive a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLOs assessed by this measure.

Results: The targets were partially achieved.

For Program ISLO #1 when scored by a rubric with “advanced” being the highest rating all graduating MBA students achieved a performance rating of “acceptable” or higher measuring if students were able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and apply them to organizational decision making. in analysis, management, job performance, and creativity to real world workplace experiences. This target was achieved.

For Program ISLO #2 when scored by a rubric with “advanced” being the highest rating, all graduating MBA students achieved a performance rating of “acceptable” or higher measuring if they were able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making. This target was achieved.

For Program ISLO #3 when scored by a rubric with “advanced” being the highest rating, all graduating MBA students achieved a performance rating of “acceptable” or higher measuring if they were able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences. This target was achieved.

For Program ISLO #4 when scored by a rubric with “advanced” being the highest rating, only 84% of all graduating MBA students achieved a performance rating of “acceptable” or higher measuring if they were able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems. This target was not achieved.

For Program ISLO #5 when scored by a rubric with “advanced” being the highest rating, only 91% of all graduating MBA students achieved a performance rating of “acceptable” or higher measuring if they were able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues. This target was not achieved.

Indirect Results

1. The MBA Exit Survey was an instrument used for indirect for Program ISLOs 1,2,3,4, and 5. The target was that on the exit survey instrument, at least 80% of all graduating MBA students will indicate that they “agree” or “strongly agree” in achieving each of the program ISLOs with “strongly agree” being the highest rating.

Results: The targets were partially achieved.

For Program ISLO #1, 93% of all graduating MBA students indicated that they “agree” or “strongly agree” that they were able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and apply them to organizational decision making. In analysis, management, job performance, and creativity to real world workplace experiences. This target was achieved.

For Program ISLO #2, 97% of all graduating MBA students indicated that they “agree” or “strongly agree” that they were able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making. This target was achieved.

For Program ISLO #3, 92% of all graduating MBA students indicated that they “agree” or “strongly agree” that they were able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences. This target was achieved.

For Program ISLO #4 68% of all graduating MBA students indicated that they “agree” or “strongly agree” they were able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems. This target was not achieved.

For Program ISLO #5 when scored by a rubric with “advanced” being the highest rating, 76% of all graduating MBA students indicated that they “agree” or “strongly agree” they were able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues. This target was not achieved.

Master of Science in Human Resource Management

The Master of Science in Human Resource Management Program ISLOs are as follows:

1. Students will be able to articulate and present the major theories and concepts in the areas of accounting, finance, management, and marketing, and apply them to organizational decision making.
2. Students will be able to apply knowledge management tools and techniques in the management decision making process.
3. Students will be able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings
4. Student will be able to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change
5. Students will be able to differentiate between legal and ethical problems and apply standards of ethical behavior in business to management making decision making.

Direct Results

1. Peregrine Academic Services MS. Human Resources Outbound Assessment was used to assess Program ISLOs 2,3,4, and 5.⁵ On a rating scale with “very high” being the highest rating, all graduating

⁵ Appendix O: Sample Report from Peregrine Academic Services

Master of Science in Management students will achieve a performance rating of “average ” or higher overall and on each evaluation criterion associated with the program ISLOS assessed by this measure.⁶

Results: This target was partially met.

Overall all Master of Science in Human Resource Management Students achieved a performance rating of average. The results of the individual Program ISLOs are as follows:

For ISLO #2. Only 40% of students achieved an “average” rating in the categories measuring students will be able to apply knowledge management tools and techniques in the management decision making process. This target was not met.

For ISLO #3. Only 50% of students achieved an “average” rating in the categories measuring students will be able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings This target was not met.

For ISLO #4 Only 40% of students achieved an “average” rating in the categories measuring student will be able to apply multiple methods for supporting and developing talent in employees to grow high-performance teams, disperse expert knowledge and guide organizational change This target was not met.

For ISLO #5. Only 80% of students achieved an “average” rating in the categories measuring students will be able to differentiate between legal and ethical problems and apply standards of ethical behavior in business to management making decision making. This target was not met.

2. M.S. Capstone Project was used as a tool to measure Program ISLO 1,2,3,4 and 5. The target was on the rating scale in the Capstone Project evaluation rubric (with “advanced” being the highest rating) all graduating Master of Science in Management students will achieve a performance rating of “acceptable” or higher on each evaluation criterion associated with the program ISLOS assessed by this measure. To assess ISLO 1, on the rating scale in the research paper presentation rubric (with “exemplary” being the highest rating), all graduating Master of Science in Management students will receive a performance rating of “acceptable” or “exemplary” on each evaluation criterion associated with the program ISLOs assessed by this measure.

Results: These targets were partially met.

For ISLO #1, all graduating Master of Science in Management students achieved a performance rating of “acceptable” when measuring students will be able to articulate and present the major theories and concepts in the areas of accounting, finance, management, and marketing, and apply them to organizational decision making. This target was met.

For ISLO #2, 85% of all graduating Master of Science in Management students achieved a performance rating of “acceptable” when measuring students will be able to apply knowledge management tools and techniques in the management decision making process. This target was not met.

⁶ When the original outcomes assessment plan was submitted last year, the College was unaware of the Peregrine Academic Services Assessment instruments. Subsequently after consulting with other IACBE schools which had very favorable experiences with Peregrine for Human Resources, the College decided to use this instrument for the Master of Science in Human Resources.

For ISLO #3. 55% of all graduating Master of Science in Management students achieved a performance rating of “acceptable” when measuring students will be able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings. This target was not met.

For ISLO #4 all graduating Master of Science in Management students achieved a performance rating of “acceptable” when measuring students will be able to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change. This target was met.

For ISLO #5 all graduating Master of Science in Management students achieved a performance rating of “acceptable” when measuring students will be able to differentiate between legal and ethical problems and apply standards of ethical behavior in business to management making decision making. This target was met.

Indirect Results

1. The M.S. Exit Survey was used to assess Program ISLOs 1,2,3,4 and 5. The target is on the exit survey instrument, at least 80% of all graduating M.S. students will indicate that they “agree” or “strongly agree” in achieving each of the program ISLOs with “strongly agree” being the highest rating.

Results: This target was met. In each of the program ISLOs, at least 80% of all graduating M.S. students indicated that they “agree” or “strongly agree” in achieving each of the program ISLOs with “strongly agree” being the highest rating.

2. Course Evaluations were used to measure Program ISLOs 1,2,3,4 and 5. The targets are on the rating scale (with “Strongly agree” being the highest rating) in the course evaluation forms for all courses in the MS. program combined, at least 80% of the students will indicate that they “agree” or “strongly agree” that course learning contributed to them achieving each of the program ISLOs assessed by this measure.

Results: This target was met. In each of the program ISLOs, at least 80% of all graduating M.S. students indicated that they “agree” or “strongly agree” in achieving each of the program ISLOs with “strongly agree” being the highest rating.

b. Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.

The Intended Operational Outcomes for the International College of the Cayman Islands are as follows:

1. Faculty will provide innovative and technology driven instructional methodologies in their classes.
2. The College will be successful in providing high-quality instruction to its students.
3. The College will form partnerships with business community, professional organizations and the community at large.

4. Faculty will be engaged in ongoing professional development in their field of expertise:
5. The College will be successful in assisting students to find employment in their intended field of study.

Results

IOO #1, Faculty will provide innovative and technology driven instructional methodologies in their classes. To assess this outcome the college used the review of LMS Populi and Publisher related use stats. The target was at least 90% of faculty will use Populi to conduct classroom modules and 70% will use publisher's e-learning tools in their classes each quarter as indicated by statistical reports generated by these instruments.

This target was met. Based on a review of course statistics, 96% of all faculty used Populi to conduct at least one classroom module.⁷ Eight-five percent of all ICCI faculty used course labs provided by the publishers of course text books.

For IOO #2, The College will be successful in providing high-quality instruction to its students. To assess this outcome, the College used Course evaluations. The target was on the course evaluation survey instruments, at least 80% of students will indicate that they were "satisfied" or "very satisfied" when asked about the "quality of instruction received from faculty" in classes associated with business programs each quarter.

This target was met. Based on the review of course evaluations over the self-study year, 91% of students will indicate that they were "satisfied" or "very satisfied" when asked about the "quality of instruction received from faculty" in classes associated with business programs each quarter.⁸

For IOO #3, The College will form partnerships with business community, professional organizations and the community at large. The college used audits of involvement in organizations, number of speakers in classes, number of relationships with community partners, and outside experts' involvement on the business programs advisory committees.⁹ The target for this was at least 50% of all courses will have an industry related guest speaker come to classes or the classes will go out to participate in an industry related educational off campus outing. In each of the four academic quarters, outside industry experts will attend an advisory committee meeting.

This target was met.

One-hundred percent of all courses during the self-study year had at least one industry expert come to address the class, the class went to an off-site industry location, or the class participated in the Career Readiness Day sponsored each quarter. Classes are suspended one day each quarter to have industry professionals come in to speak to students and provide assistance with career search strategies. Each quarter the College participated in meetings and planning strategies with its chief advisor to accounting programs, The Cayman Islands Institute of Professional Accountants.

⁷ Appendix P: Sample Populi User Stats Report

⁸ Appendix Q: IOO #2 Survey Instrument and Sample Results

⁹ Appendix R: Sample Community Resources Form . The Community Resources Participation is consistent with ACICS accreditation criteria 3-1-512. Program Planning. A copy of those requirements is included in Appendix Q.

For IOO #4. Faculty will be engaged in ongoing professional development in their field of expertise. The College used the faculty professional development plans. The target was 100% of all faculty will be engaged in at least 1 discipline related professional development activity each quarter they teach.

This target was not met.

Based on a review of the faculty development plans and resulting reports only 78% of all faculty members were engaged in at least 1 discipline related professional development activity in which they teach.¹⁰ It should be noted however that 92% of all faculty members participated in at least 1 discipline related faculty development activity during the self-study year.

For IOO #5, The College will be successful in assisting students to find employment in their intended field of study. The six month alumni survey was used. The target was at least 80% of all graduates will report that they have found employment in their field of study and or using their skills in an existing job or continuing education.

This target was met. 98% of all graduates have reported that they have found employment in their field of study and/or are using their skills in an existing job or continuing education. One graduate from the study-year recently moved to Dubai and has reported that she is still looking, but as of this writing remains unemployed.¹¹ It should be noted that the immediately prior to the self-study, 100% of all graduates were successful in finding a job in their related degree field, reported receiving a raise, or promotion or other verified job benefit.¹²

4. *Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.*

The changes and improvements needed were all generated based on the results of the direct and indirect assessments in both the student learning outcomes area and the operational assessment areas. The summary of the needed improvements for each assessment area are as follows:

Student Learning Outcomes:

Associate of Science in Business

- Associate degree students were not able to demonstrate the recommended competency level in the assessment indicators of Economics, Management and Marketing, based on the results from the direct measures of the ETS Major Field Test and the Capstone Project.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Associate degree students did not agree at the recommended target level that they were able to use technology and computer applications in business practices on the indirect measurement survey.

¹⁰ Appendix S: Sample Faculty Development Plan

¹¹ Appendix T: Sample Graduate Benefit Reporting Sheet

¹² Appendix U: The ACICS Campus Accountably Report

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Associate degree students did not agree at the recommended target level that they were able to describe and illustrate the economic environment of business on the indirect measurement survey.

Improvement/Strategy Needed: On the actual survey instrument describe what might be an example of “the economic environment of business” so that students are clear about what is being asked.

Bachelor of Science in Business Administration

- Bachelor’s degree students were not able to demonstrate the recommended competency level in the assessment indicators of Economics, Management and Marketing, based on the results from the direct measures of the ETS Major Field Test.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Bachelor’s degree students were not able to demonstrate the recommended competency level in the area of identifying and distinguishing relevant theories and principles associated with the economic environment of business.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Bachelor’s degree students were not able to demonstrate the recommended competency level in the area of distinguishing the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Bachelor’s degree students did not agree at the recommended level that they were able to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business on the indirect measure of course evaluations.

Improvement/Strategy Needed: On the actual survey instrument describe what might be an example of “the functional areas of business” so that students are clear about what is being asked.

Master of Business Administration

- Master of Business Administration students were not able to demonstrate at the recommended competency level on the assessment indicators of management and marketing based on the results of the ETS Major Field Test direct measure.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Master of Business Administration students were not able to demonstrate at the recommended competency level that they were able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems based on the Capstone Project direct measure.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Master of Business Administration students did not agree at the recommend level they were able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems based on the MBA Exit Survey indirect measure.

Improvement/Strategy Needed: On the actual survey instrument describe what might be an example of “technological and quantitative methods tools” so that students are clear about what is being asked.

Master of Science in Human Resource Management

- Master of Science Students were not able to demonstrate at the recommended competency level that they were able to apply knowledge management tools and techniques in the management decision making process based on the direct measure on the Peregrine Academic Services test.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Master of Science Students were not able to demonstrate at the recommended competency level that they are able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings based on the direct measure on the Peregrine Academic Services test.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Master of Science Students were not able to demonstrate at the recommended competency level that they are able to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change based on the direct measure on the Peregrine Academic Services test.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

- Master of Science Students were not able to demonstrate at the recommended competency level that they were able to differentiate between legal and ethical problems and apply standards of ethical behavior in business to management making decision making based on the Peregrine Academic Services test.

Improvement/Strategy Needed: Conduct a review of all degree level syllabi to see where the learning gaps are.

Operational Assessment Area

- The College was did not the target of 100% of all faculty will be engaged in at least 1 discipline related professional development activity each quarter they teach.

Improvement/Strategy Needed: Survey faculty to see what are the hindrances to frequently participating in faculty development in their disciplines. Although 98% of all faculty have participated in teaching and learning professional development (i.e. using technology in the classrooms), the College has not seen the same rate of participation in discipline specific activities.

5. Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.

As early as Fall 2016 when examining the core areas of Peregrine Academic Services and The ETS Major Field Tests, the College knew there would be anticipated gaps in learning with particular respect to standardized instruments versus homegrown assessment instruments. The College has been participating with ETS for over 10 years and is listed in the institutional summary table.¹³ However, the institutions original outcomes assessment plan was not as expansive in topics as it would need to be as the College anticipated IACBE candidacy. The focus of the College has been the overall scores on the instrument as opposed to the specific assessment indicators. The Peregrine instrument was introduced to the College as part of the IACBE candidacy process, so the College understood that there would be gaps in what the College currently offered and what the instrument would measure.

Therefore, much of the action plan work over the self-study year has been centered on finding the gaps in teaching and learning in the business areas based on a new outcomes assessment plan and plugging those holes with curriculum improvements as the data rolled in. The work continues as each quarter the faculty is reporting their findings of learning gains at the course level in order to roll up improve the program and degree level outcomes.

¹³ Appendix V: Institutional Listing of ETS Colleges and Universities.

Summary Table of Action Plans 2015-2016			
Change or Improvement	Action Plan	Responsible Party	Timeline
Courses need to be aligned with Peregrine Academic Services, The ETS Major Field Tests and the CPC area outcomes.	Conduct a curriculum review of all courses to map outcomes to Peregrine Academic Services, The ETS Major Field Tests and the CPC area outcomes	The Assessment Coordinator, Faculty Leads, Academic Dean	January 2016 to August 2016.
Educate students on what the required IACBE degree levels outcomes are, how they are measured and how students can recognize the expected student learning outcomes	Provide updates to relevant syllabi and post announcements on the learning management system Populi.	Faculty Leads, Academic Dean and Assessment Coordinator	September 2015 to August 2016.
Educate all faculty on what the required IACBE degree levels outcomes are, how they are measured and how faculty can utilize rubrics and assignments to help students achieve the stated student learning outcomes at the degree level.	Conduct assessment training sessions and professional development sessions for faculty.	Faculty Leads, Academic Dean and Assessment Coordinator	October 2015 to July 2016
Determine the barriers to faculty participating in faculty development.	Conduct a survey of faculty to determine the issues preventing them from actively participating in faculty development.	The Assessment Coordinator	Winter Quarter 2016.
As marketing and quantitative skills have the lowest scores on all of assessment indicators, determine the opportunities for increased exposure of these topics in courses.	Request faculty to add additional modules in marketing and quantitative skills across courses at all degree levels.	Faculty Leads and Academic Dean	Fall Quarter 2015 to August 2016.
Conduct a line- by- line test results from ETS and conduct a specific question review for each item of the test to determine teaching gaps	Purchase the line-by-line report testing from ETS.	Faculty Leads, Academic Dean and Assessment Coordinator	Summer Quarter 2016
Better coaching and review for exiting students before they take international standardized assessments	Put a unit for assessment indicators in the Capstone course so that students can have a refresher on key areas of knowledge.	Faculty Leads, Academic Dean and Assessment Coordinator	Summer Quarter 2016

6. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.

The action plan has been integrated in the strategic planning process of the College in a number of ways.

- First, this data has been shared with the stakeholders: faculty, staff, students and the Board and shared on the College's Student Consumer Information Page: <http://www.icci.edu/assessment-student-learning/>. The strategic planning process requires communication about strategic initiatives and the rationales for why these initiatives are part of the strategic planning process.
- The College has now placed improving outcomes at the degree areas in the sub scoring areas of assessment to overall strategic planning goal Goal 3 which calls for measures to "Strengthen Academic Quality and Reputation" of the College.
- Because the College has a large contingent of adjuncts, it had not ever actually budgeted for professional development in the teaching discipline for those adjuncts. The College has now added to the its budget process professional development dollars for adjuncts.

7. Provide a summary of the realized outcomes that resulted from the execution of the action plans.

The realized outcomes from 2015-2016 are presented below in the following table. There has been actual progress in all of the areas except one. Faculty members who teach in the business areas have requested more time to review how marketing and economics/quantitative modules can be included in courses that not economic or marketing related.

Summary Table of Action Plans 2015-2016

Change or Improvement	Action Plan	Realized Outcome
Courses need to be aligned with Peregrine Academic Services, The ETS Major Field Tests and the CPC area outcomes.	Conduct a curriculum review of all courses to map outcomes to Peregrine Academic Services, The ETS Major Field Tests and the CPC area outcomes	The first curriculum review was completed in April 2016. Forty percent of all courses reviewed have been presented to the faculty committee with recommended changes to go into effect Fall 2016. The work on the other courses is ongoing.
Educate students on what the required IACBE degree levels outcomes are, how they are measured and how students can recognize the expected student learning outcomes	Provide updates to relevant syllabi and post announcements on the learning management system Populi.	60% of all syllabi have now been updated to include an explanation about business degree level outcomes and how the course level outcomes are helping students meet degree level outcomes. The work on the other courses is ongoing.
Educate all faculty on what the required IACBE degree levels outcomes are, how they are measured and how faculty can utilize rubrics and assignments to help students achieve the stated student learning outcomes at the degree level.	Conduct assessment training sessions and professional development sessions for faculty.	There have been three quarterly faculty meetings to date where the goals of our outcomes assessment plan have been discussed and presented. Where there was assessment data available, the data have been presented at the meetings. This educational process is continuing.
Determine the barriers to faculty participating in faculty development.	Conduct a survey of faculty to determine the issues preventing them from actively participating in faculty development.	One of the outcomes of the survey is that adjunct faculty stated they would be more included to participate in discipline specific faculty development, if the College would pay for that faculty development. There has now been a line added in the College's budget with the approval of the Board of Trustees Finance Chair for faculty development funds for adjunct annually in the budget.
As marketing and quantitative skills have the lowest scores on all of assessment indicators, determine the opportunities for increased exposure of these topics in courses.	Request faculty to add additional modules in marketing and quantitative skills across courses at all degree levels.	This plan has been presented and discussed with faculty about where and what courses need the respective modules. This conversation has been ongoing since October 2015. There is no resolution at this date. However, three courses have been approved to add additional modules currently.

Principle 1.2: Summary Evaluation of Outcomes Assessment

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its outcomes assessment process in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.*

There are a number of conclusions that resulted from the self-study. This analysis has been accomplished with respect to the College's mission and broad-based goals.

The mission of the International College of the Cayman Islands is to prepare students for career placement and enhancement. The ICCI education instills attitudes, behaviors, sensitivities, skills and knowledge that are essential to life and learning. The ICCI experience advances the potential for leadership and a commitment to community service. ICCI equips graduates with practical skills of critical thinking, problem solving and self-directed learning for success in the 21st century job market.

The College's Broad-Based Student Learning Goals are

1. Students will demonstrate effective written and oral communication skills.
2. Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.
3. Students will acquire effective business related professional skills.
4. Students will be able to describe and explain ethical obligations and responsibilities of business.

Missionary Connection

From the mission standpoint, the College concludes that it is providing a curriculum that prepares students for "career placement and enhancement." In that most of our students are preparing for careers which intersect financial services and that assessment indicators while not optimal gives the College some benchmarks for the first time to aspire in order to dramatically improve business education outcomes results.

Broad-Based Operational Goals:

1. The College will offer strong, comprehensive, and contemporary degree programs that prepare students for academic and professional careers, graduate school, and professional advancement.

Connection: The outcomes assessment review indicates that the College needs to do more to strengthen assessment areas that will add to our graduates professional advancement. Quantitative skills and a deeper understanding of economics in a global financial center like the Cayman Islands are essential. The assessment indicators concerning written and oral communication are encouraging.

2. The College will provide a supportive learning environment that fosters student success and contributes to excellence in business education.

Connection: Based on a review of the indirect measures from the outcomes assessment plan, the College believes that it is meeting this broad based operational goal. Students are reporting overwhelmingly that they feel the learning environment is supportive.

3. The College will integrate technology as an active learning tool to enhance the learning experience.

Connection: Based on a review of direct and indirect measures students are indicating that there is ample technology to meet their learning needs.

4. Students will be able to describe and explain ethical obligations and responsibilities of business.

Connection: Based on a review of direct and indirect measures, students are demonstrating the ability to not only describe ethical obligation, but make the relevant connections in the applications to the business environment.

2. *Identify any changes and improvements needed in the academic business unit's outcomes assessment process.*

There are a number of changes and improvements needed as the College looks to enter year two of its outcomes assessment plan.

Primarily in the student learning outcomes areas, there is a need to infuse the curriculum with more units in marketing, economics and, quantitative analysis. The direct measures across all degrees show that students are not demonstrating the competencies at the recommended level for the standardized assessments. The College needs to also to re-examine the homegrown instruments to see why students are able to meet competencies in these assessments, but not show similar scores on the international assessments. The College concludes that it may not have given enough hands-on exposure opportunities in these area to students in all degree plans. This is the major lesson from the outcomes assessment process.

3. *Describe proposed courses of action to make those changes and improvements.*

As detailed above in the tables, the direct and major course of action is the ongoing review of the curriculum. The assessment team is looking course by course to determine the opportunities to infuse marketing, economics and, quantitative analysis across courses. The team has determined that in the long term there may need to be additional courses added to the curriculum, but of course the approval processes given the shared governance processes can be lengthy. In the interim, the strategy is to see where, with the cooperation of the faculty, units can be added to existing classes to help augment students skills in the areas of marketing, economics and quantitative analysis to influence courses that are being offered in the Summer and Fall Quarters 2016.

For the operational assessment area, the major focus will be increasing the frequency of professional development opportunities undertaken by adjunct faculty. The recommended strategy for improvement

has already been implemented, by adding a budget line for adjunct faculty training in the annual budget and supplying that budget line with resources to a higher participation rate in faculty development.