

Marshall Community & Technical College

Institutional Effectiveness & Outcome Assessment

IE/OA Tool Kit

Program-Degree or Certificate

Management Technology – Dual Degree in Business Administration

Steps	Date Completed
1. Program Mission Statement	<u>2-4-04</u>
2. Statements of Intended Outcome	<u>5-4-04</u>
3. Curriculum Audit	<u>5-4-04</u>
4. Assessment Measures	<u>2-10-05</u>
5. Assessment Timetable	<u>2-10-05</u>
6. Outcomes Assessment Tool (Feedback Loop)	<u>8-29-05</u>
7. Resources Requested for Program Improvement (use space provided below)	<u>9-6-05</u>
Class room dedicated to providing a retail setting for the customer service. Two retail cashier machines.	
8. New Directions Recommended for Program (IE Program Expansion, New Workforce Focus, etc.) (use space provided below)	<u>9-6-05</u>
Improve mechanisms for monitoring and collecting data on student and employer satisfaction, and student employment.	

Marshall Community & Technical College

Institutional Effectiveness & Outcomes Assessment

IE/OA 1. PROGRAM MISSION STATEMENT

Program-Degree or Certificate

Management Technology –Dual Degree in Business
Administration

Program or Department Name

Division of Business and Information Technology

Team Members

Richard Brown and Gerald Doyle

Date

February 4, 2004

Current Institutional Mission Statement

Marshall Community and Technical College is a comprehensive student-centered college focused on teaching and learning and responsive to changing and diverse needs.

Program Mission Statement

The Management Technology, Dual Degree in Business Administration cultivates a student-oriented learning environment that emphasizes excellence in teaching and a curriculum that is designed to prepare students for pursuit of a baccalaureate business degree, and prepare them for a career in business.

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IE/OA 2. STATEMENTS OF INTENDED OUTCOMES

Program-Degree or Certificate

Management Technology –Dual Degree in Business Administration

Team Members

Richard Brown and Gerald Doyle

Date

February 4, 2004

Program Mission Statement

The Management Technology, Dual Degree in Business Administration cultivates a student-oriented learning environment that emphasizes excellence in teaching and a curriculum that is designed to prepare students for pursuit of a baccalaureate business degree, and prepare them for a career in business.

STATEMENT OF INTENDED OUTCOME 1

Graduates of the Management Technology-Dual Degree in Business Administration program will be pursuing an advanced degree, employed in the field, or a related field,

STATEMENT OF INTENDED OUTCOME 2

Graduates of the Management Technology – Dual Degree in Business Administration program will demonstrate skills and knowledge required for success in obtaining an advanced degree in business, and/or working in their field or a related field.

STATEMENT OF INTENDED OUTCOME 3

Graduates of the Management Technology – Dual Degree in Business Administration program will be satisfied that the program's curriculum has prepared them for an advanced degree in business, and/or employment in field.

STATEMENT OF INTENDED OUTCOME 4

General Education Outcomes

- Communicate effectively using written and oral skills.
- Apply mathematics and basic scientific concepts for problem solving activities.
- Utilize technology competently.
- Use critical thinking skills.
- Develop an awareness of ethical behavior.
- Recognize the richness of diversity.

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IE/OA 3. CURRICULUM AUDIT

Curriculum Audit Grid*

Program Degree or Title		Management Technology –Dual Degree Business Administration										Courses										
Intended Outcomes		AAT 104	AC 201	AC 210	AC 234	COM 111	COM 112	COM 231	ECN 250	ECN 253	ENG 102	FN 231	IT 101	MAT 115	MAT 150	MG 101	MG 181	MG 202	MG 226	MG 296	MK 130	MK 279 & SS215
1.	Graduates will be accepted into a baccalaureate business degree or obtain employment in a business field.	I	I	E	E				E	E						I	E	E	E	E	E	EE
2.	Graduates will demonstrate skills and knowledge required for success in their field or related field.	I	I	E	E				E	E						I	E	E	E	E	E	EE
3.	Graduates will be satisfied that the program’s curriculum has prepared them for employment in field, a related field, or has enhanced their skills if they are already working in field.	I	I	E	E				E	E						I	E	E	E	E	E	EE
4.	General Education Outcomes:																					
	Communicate effectively using written and oral skills.	R	R	R	R				R	R		R				R	R	R	R	R	R	RR
	Apply mathematics and basic scientific concepts for problem solving activities.	R	E	R	R				R	R		E				I	R	R		R	R	RR
	Utilize technology competently.	E	R	R	R				R	R		E				I	R	R	R	E	R	RR
	Use critical thinking.	R	E	R	R				E	E		R				I	R	R	R	E	R	RR
	Develop an awareness ethical behavior.	R	R	R	R				R	R		R				I	R	E	R	R	R	RR
	Recognize the richness of diversity.	R	R	R	R				R	R		R				R	R	R	R	R	R	RR

I = Introduced E = Emphasized R = Reinforced

Introduces-Student is not familiar with content/skill, behavioral, or affective disposition. Instruction concentrates on introducing students to the content area/skill and bring them to some predetermined level of competence.

Emphasizes-Student should have brought basic content/skill to the component area. Instruction concentrates on enhancing content/strengthening skill and adding new content material/building more complex skills based on entrance competency.

Reinforces – Student bring reasonable knowledge/content/skill/competency to the situation as a result of content/skill being taught and/or emphasized at some previous point in their educational career. Instructional activity continues to build upon previous competency and reinforces content/skill competency.

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IE/OA 4. ASSESSMENT MEASURES

Program – Degree or Certificate

Management Technology – Dual Degree in Business Administration

Team Members

Richard Brown and Gerald Doyle

Date

February 4, 2004

* For each Outcome assessment measure, designate the assessment result/level that indicates

- Student learning has exceeded standards
- Student learning has met standards
- Student learning is below standards

Statement of Intended Outcome 1

Graduates of the Management Technology - Dual Degree in Business Administration program will be employed in the field, a related field, or be pursuing an advanced degree.

Assessment Measure #1

Student learning will exceed standards when more than 60 percent of the responding graduates of the Management Technology - Dual Degree in Business Administration program, who are not pursuing an advanced degree, report employment in the field, or a related field, on the Graduating Student Survey administered six months after graduation.

Student learning will meet standards when 60 percent of the responding graduates of the Management Technology - Dual Degree in Business Administration program, who are not pursuing an advanced degree, report employment in the field, or a related field, on the Graduating Student Survey administered six months after graduation.

Student learning will be below standards when less than 60 percent of the responding graduates of the Management Technology - Dual Degree in Business Administration program, who are not pursuing an advanced degree, report employment in the field, or a related field, on the Graduating Student Survey administered six months after graduation.

Assessment Measure #2

Student learning will exceed standards when more than 60 percent of the responding graduates of the Management Technology - Dual Degree in Business Administration program, who are not pursuing employment in the field or a related field, report they are pursuing an advanced degree on the Graduating Student Survey administered six months after graduation.

Student learning will meet standards when 60 percent of the responding graduates of the Management Technology - Dual Degree in Business Administration program, who are not pursuing employment in the field or a related field, report they are pursuing an advanced degree on the Graduating Student Survey administered six months after graduation.

Student learning will be below standards when less than 60 percent of the responding graduates of the Management Technology - Dual Degree in Business Administration program, who are not pursuing employment in the field or a related field, report they are pursuing an advanced degree on the Graduating Student Survey administered six months after graduation.

Assessment Measure #3

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Statement of Intended Outcome 2 Graduates of the Management Technology - Dual Degree in Business Administration program will demonstrate skills and knowledge required for success in their field or a related field.

Assessment Measure #1

Student learning has exceeded standards when more than 70 percent of them pass all courses with a designator of MG and MK with a grade of "C" or better.

Student learning has met standards when at least 70 percent of them pass all courses with a designator of MG and MK with a grade of "C" or better.

Student learning is below standards when less than 70 percent of them pass all courses with a designator of MG and MK with a grade of "C" or better.

Assessment Measure #2

Student learning has exceeded standards when more than 70 percent of them pass the capstone course (MG 296) with a grade of "C" or better.

Student learning has met standards when at least 70 percent of them pass the capstone course (MG 296) with a grade of "C" or better.

Student learning is below standards when less than 70 percent of them pass the capstone course (MG 296) with a "C" or better.

Assessment Measure #3

Student learning has exceeded standards when more than 70 percent of employers surveyed are satisfied with student's skill levels.

Student learning has met standards when at least 70 percent of employers surveyed are satisfied with student's skill levels.

Student learning is below standards when less than 70 percent of employers surveyed are satisfied with student's skill levels.

Statement of Intended Outcome 3 Graduates of the Management Technology - Dual Degree in Business Administration program will be satisfied that the program's curriculum has prepared them for employment in field, a related field, or has enhanced their skills if they are already working in field.

Assessment Measure #1

Student learning has exceeded standards when Student Survey results indicate that more than 70 percent of students indicate satisfaction with the program's curriculum.

Student learning has met standards when Student Survey results indicate that 70 percent of students indicate satisfaction with the program's curriculum.

Student learning is below standards when Student Survey results indicate that less than 70 percent of students indicate satisfaction with the program's curriculum.

Assessment Measure #2

Student learning has exceeded standards when student evaluations of management faculty results in an average score of less than two.

Student learning has met standards when student evaluations of management faculty results in an average score equal to two.

Student learning is below standards when student evaluations of management faculty results in an average score of greater than two.

Assessment Measure #3

Statement of Intended Outcome 4

General Education Outcomes

- Communicate effectively using written and oral skills.
- Apply mathematics and basic scientific concepts for problem solving activities.
- Utilize technology competently.
- Use critical thinking skills.
- Develop an awareness of ethical behavior.
- Recognize the richness of diversity.

Assessment Measure #1

Student learning has exceeded standards when WorkKeys Assessment exams' results indicate that more than 70 percent of students attained required levels of competency in reading and applied mathematics for the field of study.

Student learning has met standards when WorkKeys Assessment exams' results indicate that 70 percent of students attained required levels of competency in reading and applied mathematics for the field of study.

Student learning is below standards when WorkKeys Assessment exams' results indicate that less than 70 percent of students attained required levels of competency in reading and applied mathematics for the field of study.

Assessment Measure #2

Assessment Measure #3

Marshall Community & Technical College

IE/OA 6. OUTCOMES ASSESSMENT TOOLS (FEEDBACK LOOP)

Management Technology-Dual Degree in Business Administration

An Outcomes Assessment Plan should be in accord with the College's Mission Statement, the Division's Mission Statement, and the Program's intended outcomes. Ongoing Assessment Techniques should assess the effects of the program and its services upon campus students and the workforce:

Marshall Community and Technical College Mission Statement

Marshall Community and Technical College is a comprehensive student-centered college focused on teaching and learning, and responsive to changing and diverse needs.

Operational Vision Statement

Marshall Community and Technical College will be learning centered, community-connected, & future focused. Marshall Community and Technical College strives to provide high-quality and relevant learning opportunities to meet the workforce, transfer, basic skills, and lifelong learning needs of the communities it serves.

Operational Values

In support of our vision and mission, Marshall Community and Technical College affirms the following values:

- Learner-based education
- Broad-based and community-based partnerships
- Excellence and accountability
- Continuous program improvement
- Results-oriented decision-making.

Program/Option/Unit Mission Statement

The Management Technology, Dual Degree in Business Administration cultivates a student-oriented learning environment that emphasizes excellence in teaching and a curriculum that is designed to prepare student for pursuit of a baccalaureate business degree, and prepare them for a career in business..

Program Outcomes Upon completion of the program, What must students know?	Assessment Methods Used for Each Program Outcome	What standards or benchmarks (such as %) did you use?	How did you use the assessment results in program planning?	What dates were the assessment data reviewed and program/ curriculum revised?
<p>Graduates of the Management Technology-Dual degree program will be pursuing an advanced degree, employed in the field, or a related field.</p>	<p>More than 60% of responding graduates who are not pursuing an advanced degree report employment in field, or a related field on the Graduating Student survey administered six months after graduation.</p> <p>More than 60% of responding graduates who are not pursuing employment in the field or related field report they are pursuing an advanced degree on the Graduating Student survey administered six months after graduation.</p> <p>More than 70% of employers surveyed are satisfied with students' skill levels.</p>	<p>More than 60% of responding graduates who are not pursuing an advanced degree report employment in field, or a related field.</p> <p>More than 60% of responding graduates who are not pursuing employment in the field or related field report they are pursuing an advanced degree.</p> <p>More than 70% of employers surveyed are satisfied with students' skill levels.</p>		
<p>Graduates of the Management Technology-Dual Degree program will demonstrate skills and knowledge required for success in obtaining an advanced degree and/or working in the field or a related field.</p>	<p>Student performance in courses with MK or MG designators.</p> <p>Student performance in capstone course.</p> <p>Employers satisfaction with skills of graduates.</p>	<p>More than 70% of students will pass all courses with MK or MG designators with a grade of "C" or better.</p> <p>More than 70% of students will complete capstone course with a grade of "C" or better.</p> <p>More than 70% of employers surveyed are satisfied with students' skill levels.</p>		
<p>Graduates of the Management Technology-Dual Degree program will be satisfied that the program's curriculum has prepared them for and advanced degree and/or employment in field.</p>	<p>Student satisfaction with program.</p> <p>Student evaluations of Management faculty.</p>	<p>More than 70% of students indicate satisfaction with curriculum on Student Survey.</p> <p>An aggregate score of less than two for</p>		

		student evaluations of Management faculty.		
Current General Education Outcomes: <ul style="list-style-type: none"> • Communication Skills Oral Written • Quantitative Skills/Science • Technological Skills • Critical Thinking Skills • Ethical Behavior Awareness • Diversity Awareness 	Work Keys Assessment Exam.	More than 70% of students attained required levels of competency in reading, applied mathematics, and locating information for the field of study.		

PROGRAM ASSESSMENT METHODS	Would Like To Try This X	Have Used This X	Title of Course That Assessment Method Was Used In
PRE-ENTRY ASSESSMENT			
Application forms/Student Information			
Placement Tests			
Competencies			
Other??			
MID-PROGRAM ASSESSMENT			
Internship/Fieldwork Performance Review			
Skills Proficiency Tests			
Student Focus Groups			
Other??			
END OF MAJOR ASSESSMENT			
Summary Project, Paper		X	MG 296
Student GPA			
Portfolios			
Competency Exam			
Oral Presentation		X	MG 296
Are students performing better/worse than predecessors on Capstone Experience? Basis for judgment?			
Exit Interview, Oral and/or Written			
Licensure/Certification Practice Tests			
Licensure/Certification Exam Pass Rates			
Alumni Satisfaction Survey	X		
Community Needs Assessment			
Advisory Committees and Employer Feedback		X	
Placement Effectiveness			
Employment and/or Employer Satisfaction Measures	X		
Dropout and Non-Completer Rates			
Program Demographics – # Students Beginning, # Halfway, # Completes; % Change in Completes Over Time			
Program Review & Specialized Accreditation		X	
Other??			

CLASSROOM ASSESSMENT METHODS	Would Like to Try This X	Have Used This X	Title of Course that Assessment Method Was Used In:
Classroom Activities (handouts)		X	All courses
Daily Assignments		X	All courses
Evaluation Instruments From Other Sources			
Exam Evaluations			
Faculty Self-Assessment		X	
Notebooks			
Oral Presentation		X	MG 296
Placement Tests			
Portfolio		X	
Pre-Test, Post-Test		X	
Prompts (Journals/Index Cards)			
Quizzes		X	All courses
Student Evaluations using MCTC format		X	All courses
Student Focus Groups		X	MG 296
Student-Generated Test Questions			
Student Information		X	
Student Self-Assessment		X	
Student Input – Free form oral and written		X	
Team Assessments by Students		X	
Weekly Questions Drop Box			
Writing (Para, Essays, Reports, etc.)		X	
Minute Paper (CAT)			
Muddiest Point (CAT)			
One-sentence Summary (CAT)			
Other CAT's			