



## Outcomes Assessment Plan

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**Institution:** \_\_\_\_\_ International College of the Cayman Islands  
**Academic Business Unit:** \_\_\_\_\_ International College of the Cayman Islands  
**Date:** \_\_\_\_\_ July 21, 2015

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**OUTCOMES ASSESSMENT PLAN**  
*International College of the Cayman Islands*  
*International College of the Cayman Islands*

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

Mission Statement

**Mission of the *International College of the Cayman Islands*:**

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.

Broad-Based Goals

**Broad-Based Student Learning Goals:**

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.

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

**Broad-Based Operational Goals:**

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

## Section II: Student Learning Assessment

### ASSOCIATE-LEVEL PROGRAMS

#### Student Learning Assessment for the Associate of Science in Business

<b>Intended Student Learning Outcomes for the Associate of Science in Business</b>
<b>Associate of Science in Business General Program Intended Student Learning Outcomes (Program ISLOs)</b>
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.  Broad-Based Student Learning Goals Associated with this Outcome: 2
2. Students will be able to use technology and computer applications in business practices.  Broad-Based Student Learning Goals Associated with this Outcome: 3
3. Students will be able to produce and present effective oral and written forms of business communications.  Broad-Based Student Learning Goals Associated with this Outcome: 1
4. Students will be able to describe and illustrate the significance of the economic environment of business.  Broad-Based Student Learning Goals Associated with this Outcome: 2
5. Students will be able to define and analyze the ethical practices in the business decision process.  Broad-Based Student Learning Goals Associated with this Outcome: 4

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p>1. <i>ETS Major Field Test – Associate</i> Program ISLOs Assessed by the Measure: 1</p>	<p>At least 80% of all graduating Associate of Science in Business Students will place at the 50<sup>th</sup> percentile or higher including the assessment indicators of Assessment Indicators of Accounting, Economics, Management, and Marketing.</p>
<p>2. End of Sequence Research Paper Program ISLOs Assessed by this Measure: 1, 2, 3,4,5</p>	<p>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.</p>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p>1. Associate of Science in Business Exit Survey Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p>On the exit survey instrument, 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.</p>
<p>2. <i>Course Evaluations</i> Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p>On the rating scale (with “Strongly agree” being the highest rating) in the course evaluation forms for all courses in the Associate of Science in Business 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.</p>

**BACHELOR’S-LEVEL PROGRAMS**

Student Learning Assessment for the Bachelor of Science in Business Administration

<b>Intended Student Learning Outcomes for the Bachelor of Science In Business Administration</b>	
<b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b>	
<p>1. Students will be able to construct coherent oral and written forms of communication and present them in a professional content.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1</p>	
<p>2. Students will be able to identify and distinguish relevant theories and principles associated with the economic environment of business.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p>	
<p>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.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p>	
<p>4. Students will be able to evaluate legal and ethical principles and apply them to organizational decision-making.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p>1. ETS Major Field Test - Bachelors</p> <p>Program ISLO’s Assessed by this Measure: 2,3</p>	<p>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.</p>



<p>2. Capstone Project Report Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p>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.</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. Bachelor of Science in Business Administration Exit Survey Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p>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.</p>
<p>2. Course Evaluations Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p>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.</p>

**MASTER’S-LEVEL PROGRAMS**

Student Learning Assessment for Master of Business Administration

<b>Intended Student Learning Outcomes for Master of Business Administration Program:</b>
<p style="text-align: center;"><b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b></p>
<p>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.</p> <p><i>Broad-Based Student Learning Goals Associated with this Outcome: 2</i></p>
<p>2. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.</p> <p><i>Broad-Based Student Learning Goals Associated with this Outcome: 4</i></p>
<p>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</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1</p>
<p>4. Students will be able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p>
<p>5. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p>

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. ETS Major Field Test – MBA Program ISLOs Assessed by this Measure : 1	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.
2. Capstone Project <i>and Presentation</i> Program ISLOs Assessed by this Measure: 1,2,3,4,5	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.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. MBA Exit Survey ISLOS Assessed by this Measure: 1,2,3,4,5	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.
2. Course Evaluations Program ISLOs Assessed by this Measure: 1,2,3,4	On the rating scale (with “Strongly agree” being the highest rating) in the course evaluation forms for all courses in the MBA 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.

Student Learning Assessment for Master of Science in Management

<b>Intended Student Learning Outcomes for Master of Science in Management:</b>
<b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b>
<p>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.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p>
<p>2. Students will be able to apply knowledge management tools and techniques in the management decision making process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p>
<p>3. Students will be able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p>
<p>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</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p>
<p>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.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p>

<b>Intended Student Learning Outcomes: Human Resources Concentration: ISLOs</b>	
<p>1. Students will be able to articulate key theories needed to develop, implement, monitor, and assess core HR policies, procedures, and processes.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p>	
<p>2. Students will be able to evaluate statutory and legal requirements when administering HR policies and procedures.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p>	
<p>3. Students will be able to apply international HR practices across various cultures and recognize necessary adjustments for cross cultural differences.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<p>1. M.S. Capstone Project Core ISLOs Assessed by this Measure: 1,2,3,4,5 HR ISLOs Assessed by this measure: 1,2, 3</p>	<p>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.</p>
<p>2. GR 508 Management Policy Project Core ISLOs Assessed by this Measure: 1,2,3,4,5 HR ISLOs Assessed by this measure: 1,2, 3</p>	<p>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”</p>

	<p>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.</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. M.S. Exit Survey Core ISLOs Assessed by this Measure: 1,2,3,4,5 HR ISLOs Assessed by this measure: 1,2, 3</p>	<p>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.</p>
<p>2. Course Evaluations Program ISLOs Assessed by this Measure: 1,2,3,4</p>	<p>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.</p>

### Section III: Operational Assessment

<b>Intended Operational Outcomes for the International College of the Cayman Islands:</b>
1. Faculty will provide innovative and technology driven instructional methodologies in their classes.  Broad-Based Operational Goals Associated with this Outcome: 3
2. The College will be successful in providing high-quality instructions to its students.  Broad-Based Operational Goals Associated with this Outcome: 1
3. The College will form partnerships with business community, professional organizations and the community at large.  Broad-Based Operational Goals Associated with this Outcome: 2
4. Faculty will be engaged in ongoing professional development in their field of expertise:  Broad-Based Operational Goals Associated with this Outcome: 1
5. The College will be successful in assisting students to find employment in their intended field of study.  Broad-Based Operational Goals Associated with this Outcome: 1

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. Review of LMS Populi and Publisher related use stats.  IOOs Assessed by this Measure :1	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.
2. Course evaluations  IOOs Assessed by this Measure : 2	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.
3. Audit 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.  IOOs Assessed by the Measure : 3	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.
4. Faculty Professional Development Plan <i>IOOs Assessed by this Measure : 3</i>	100% of all faculty will be engaged in at least 1 discipline related professional development activity each quarter they teach.
5. Six month alumni survey IOOs Assessed by this Measure : 3	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.

**Note: Be sure that you identify an operational assessment measure/method for each intended operational outcome. However, please be aware that it is possible for a single operational assessment tool to be used to measure more than one outcome.**



## 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.*
- 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.*

For the last 15 years, the College has produced a required Campus Effectiveness Plan as part of its accreditation with the Accrediting Council for Independent Colleges and Schools. The "CEP" among other things examines, student retention rates, student placement rates, level of graduate satisfaction, level of employer satisfaction, student learning outcomes and graduation rates.

Each of the indicators is explored in each academic program. Specifically, the results of the student learning outcomes assessment plan are communicated with the College stakeholders including the Board of Trustees, students, alumni and the faculty. The College's business partners are included in the communications of outcomes as several companies sponsor students. The Cayman Islands' Government: The Ministry of Education is also a stakeholder as the Ministry provides support through to the College through scholarships and funding grants. Those results are reviewed with recommendations of improvements by the various stakeholders to be implemented in the short and long term.

These recommendations for the framework for building the next year's campus effectiveness plan to begin the cycle again. Typically during the first six months of the year, the College holds a "Teaching and Learning Summit" to talk about ways to strengthen the college's academic portfolio and to review student work products to see if these products exhibit the actual outcomes the college is claiming to have achieved.

The importance of assessment is integral to the operations of the College. In the Weekly Accountability Meetings held every Monday, Student Learning Assessment is a standing item. In the faculty meetings, assessment is a standing item for discussion, review and recommendation. Each quarter the faculty review the curriculum based on the current assessment plan in the Program and Curriculum Review Committee and the Graduate oversight committee.

This valuable and welcomed feedback from the last cycle on assessment outcomes have provided opportunities to for the College to move to improve the teaching and learning environment. Several tangible benefits have resulted that have been incorporated into the strategic planning:

1. The College has hired additional English instructors and tutors to help support the College's Broad based goal of students being able to "demonstrate effective written and oral communication skills." Additionally based on a review of writing, the College is requiring additional writing and speaking assignments in all courses in order to boost student competencies.
2. The College has hired additional tutors in accounting and finance to support the Broad based goal of students being able to "acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study."

The College's annual budget process begins in March of each year. Faculty are polled about outstanding needs in their discipline areas that they feel are required to help them achieve stated student learning outcomes at the program or course level based on the review of current assessment results. Last year, this polling and feedback resulted in additional online software that had not been previously in the budget. This year for the first time, assessment of student learning will be its own budget category as the College would like more intelligence of how much of its annual budget is tied to assessment goals as articulated in our strategic planning process.

## **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.

## **Appendix A**

### **ETS Major Field Test (MFT) In Business for Associate Degrees**



**Find out how to prove — and improve —  
the effectiveness of your Associate Degree in  
Business program with the ETS® Major Field Tests.**

### Content Validity

The Major Field Test (MFT) In Business for Associate Degree Programs, first administered in 2007, assesses mastery of concepts, principles and knowledge by students graduating with an Associate Degree in Business. To ensure fairness and content relevance, the test is revised approximately every four to five years.

### Developed by Leading Educators in the Field

Experienced faculty members representing all of the relevant areas of the discipline determine test specifications, questions and types of scores reported. ETS assessment experts subject each question to rigorous tests of sensitivity and reliability. Every effort is made to include questions that assess the most common and important topics and skills.

Questions that require interpretation of graphs, diagrams and charts are included. Academic departments may add up to two subgroups and as many as 50 additional locally written questions to test areas of the discipline that may be unique to the department or institution.

### National Comparative Data

A *Comparative Data Guide*, published each year, contains tables of scaled scores and percentiles for individual student scores, departmental mean scores and any subscores or group assessment indicators that the test may support. The tables of data for the MFT In Business for Associate Degree Programs are drawn from students exiting their Associate's program. Nearly 1,500 colleges and universities employ one or more of the Major Field Tests for student achievement and curriculum evaluation each year.

### Who Develops the MFT In Business for Associate Degree Programs?

Individuals who serve or recently have served on the Committee for the MFT In Business for Associate Degree Programs are faculty members from the following institutions:

**Doña Ana Branch  
Community College**  
**Drury University**  
**Metropolitan Community  
College**  
**Middlesex Community College**  
**Midlands Technical College**  
**Northwest State  
Community College**  
**Patco College**

### For more information about the MFT In Business for Associate Degree Programs:

Phone: **1-800-745-0269**  
Email: **highered@ets.org**  
Visit: **www.ets.org/mft**

Educational Testing Service  
Rosedale Road  
Princeton, NJ 08541



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## **Appendix B**

### **End of Sequence Materials For Associate Degree Direct Measure #2**

## Associate of Science in Business - Direct Measure #2

### Research/Exam Paper/Project

#### Directions:

This is the final exit paper for your end of sequence course in the Associate of Science in Business. This project will assess your abilities in one the Broad-Based Student Learning Goals for Business Programs and your specific intended student learning outcomes for your concentration.

The results of the project must be presented in the form of a detailed final, written report. The project must adhere to the APA citation guidelines. You are to address each question fully, indicating the appropriate references. Where possible, please also provide supplemental references from any appropriate text from your class. Your entire paper should have at least three distinct scholarly sources.

1. Please identify a business theory covered in one of your classes and/or readings. Please define that theory indicating and argue the extent to which the theory is applicable to the 21<sup>st</sup> century business model. Please describe how any Fortune 500's company may be exemplifying this theory "in practice" with specific examples. Mapped to ISLO #1
2. Please identify two technological or computer applications that are vital to the core functions of any modern business. Please evaluate your skill level with one of these applications. After that using screenshots or recorded screen captures, demonstrate an application. Please note that the recorded screen capture may be emailed to the instructor, but this question still requires a written response with references. Mapped to ISLO #2
3. Three years ago, your company (a carpet manufacturer) modernized its plant in Georgia in anticipation of increasing demands for carpets. Because of the depressed housing market, the increase in demand for new carpets has been slow to materialize. As a result, the company has excess capacity at both its Georgia and California plants. On the basis of your research you have recommended that the company close the California plant. The company president, J.P. Lawrence has asked you to prepare a justification report to support your recommendation. Based on the statistics provided (See attachment), please address the following:

-Which approach (focus on conclusions, recommendations, or logical arguments will you use to structure your report to the president? Why? (please be sure to provide references to support your answer.)

- Using the structure you selected for your report to the president, draft a final report outline with first and second-level informative headings. Mapped to ISLO #3

4. Using one of the following influences in the economic environment of business: Economic system, Economic planning, Industry, Agriculture, Infrastructure, Financial & fiscal sectors, Removal of regional imbalances, Price & distribution controls, Economic reforms, Human resource and Per capita income and national income, please indicate which of these factors is the most influential in the Cayman market. Please support your response with specific examples supported by specific research. Mapped to ISLO #4

5. Please compare and contrast an ethical dilemma versus and ethical lapse. Using a current example from published media reports in Cayman, please analyze a current ethical dilemma or lapse of a local company and make a recommendation as to how this situation could have been resolved differently in the decision making process. Mapped to ISLO #5

**Exit Project Evaluation Rubric Associate**

1. Identify and described the introductory concepts, basic theories, and fundamental practices principles in the principle functional areas of business.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

2. Used technology and computer applications in business practices.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

3. Produced and presented effective oral and written forms of business communications.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

4. Described and illustrated the significance of the economic environment of business.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

5. Defined and analyzed the ethical practices in the business decision process.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

Overall Evaluation of Exit Project- Total Score:

Program ISLOs- Total Score:



### Oral Presentation Rubric

1. The presentation had a clear and logical flow from beginning to end, easy to follow and well organized.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

2. The presentation made clear and convincing arguments based on sound rationale and logical thinking.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

3. The presentation offered workable and practical recommendations to address the business questions raised.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

4. The oral presentation content matches well with the stated title and focus of the exit project

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

5. The presenter had professional and polished oral communication during the presentation (good voice pitch, tone and projection).

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

6. The presenter used body language effectively during the presentation including good eye contact with audience members, no nervous physical habits (such as clearing throat, fidgeting, relaxed hands, posture and facial expressions).

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

7. The entire presentation was completed within the designated time frame effectively (15 minute max)

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

8. The presenter responded effectively to questions

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

## Appendix C

### Associate of Science in Business Exit Survey Indirect Measure #1

## Graduation Survey for the Associate in Science in Business –Indirect Measure 1

### Intended Student Learning Outcomes for Your Program

Please indicate your level of agreement with each of the following statements by putting an X in the appropriate box.

1. I am able to identify and described the introductory concepts, basic theories, and fundamental practices principles in the principle functional areas of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. I am able to use technology and computer applications in business practices.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. I am able to produce and present effective oral and written forms of business communications.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. I am able to describe and illustrate the significance of the economic environment of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. I am able to define and analyze the ethical practices in the business decision process.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

Thank you for completing this survey!

## Appendix D

### Course Evaluations Associate of Science Indirect #2

**Student Evaluation of Instructor and Course**

Your age

**17-24   25-34   35-44   45-54   55-over**

          

Your class attendance

**100%   90%   80%   70%   60%**

          

What is your current cumulative grade point average?

**3.50-4.00   3.00-3.49   2.00-2.99   1.00-1.99   under 1.00**

          

What grade do you expect to receive in this class?

**A   B   C   D   F   I**

             

How often did you participate in class?

**Every day   Frequently   Occasionally   Seldom**

       

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of your instructor's teaching effectiveness in the future. Circle one of the following alternatives:

4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement; N/A = Not applicable

The Instructor:

Demonstrated knowledge in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Promoted use of learning resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Referred to theories or research in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Stimulated student's critical thinking.

**Choose 1 answers:**



- 4
- 3
- 2
- 1
- N/A

Was available for guidance and consultation.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Conveyed feedback in a constructive fashion.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated respect for students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated an organized approach to instruction.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Used appropriate teaching strategies.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Followed course requirements as stated in the syllabus.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated interest in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Tested on objectives presented.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Gave examples to clarify complex ideas.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General appearance of instructor was appropriate.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General estimate of this instructor.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

COMMENTS:



Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of this course in the future. Circle one of the following alternatives:  
4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement ; N/A = Not Applicable

The Course:

[Edit](#) |

An adequate syllabus was given to students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Course objectives were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Evaluation methods were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course increased my knowledge in the subject.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course was relevant to my field of study.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Prerequisites prepared me adequately for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The textbook was appropriate for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The course encouraged use of the library.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The course used community resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course met my expectations.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

I would recommend this course to other students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A



Please state strengths of this course:

Please state suggestions for improving this course:

### Overarching Program Related Questions

1. The learning in this course helped me to identify and described the introductory concepts, basic theories, and fundamental practices principles in the principle functional areas of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. The learning in this course enabled me to use technology and computer applications in business practices.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. The learning in this course helped me to be able to produce and present effective oral and written forms of business communications.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. The learning in this course helped me to be able to describe and illustrate the significance of the economic environment of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. The learning in this course enabled me to be able to define and analyze the ethical practices in the business decision process.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

6. Please rate your overall satisfaction with the quality of instruction received from this business course this quarter.

<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neither Satisfied nor Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>

**Thank you for taking this survey!**

## **Appendix E**

### **ETS Major Field Test (MFT) In Business Bachelors**

## ETS Major Field Test in Business- Bachelors

### Test Content — Business

The Major Field Test in Business contains 120 multiple-choice items; some are based on case studies. The questions are designed to measure a student's knowledge and ability to apply that knowledge analytically. To assess levels of achievement, Business Test questions cover a broad range of difficulty, and encompass both the depth and the breadth of business knowledge. The programs can select the time and venue of the two-hour test, which may be split into two sessions. This test must be given by a proctor. Mathematical operations do not require the use of a calculator.

Following the general guidelines of business school accrediting agencies, the Business Test covers areas outlined in the Common Core Standards for undergraduate business education. Two assumptions inform the Business Test: 1) most institutions will offer a common core that includes accounting, economics, finance, law, management, marketing, information systems, quantitative analysis and international business; 2) the Common Core will address important social and international considerations of modern business operations.

The Business Test has five key objectives:

1. Measure students' knowledge of the multidisciplinary subject matter representative of undergraduate business education
2. Provide information to students regarding their level of achievement
3. Provide information on student achievement to faculty to enable institutions to assess their performance relative to their specific mission and objectives
4. Provide information to facilitate development of appropriate goals and educational programs
5. Strengthen the accountability of undergraduate business education

The distribution of the content areas with some examples of the topics covered is as follows:

#### I. Accounting (~15%)

- A. Financial accounting
1. Conceptual foundations
  2. Income statement and statement of retained earnings
  3. Balance sheet
  4. Statement of cash flows
- B. Managerial accounting
1. Cost concepts
  2. Product-costing systems
  3. Activity-based costing
  4. Cost, volume and profit analysis
  5. Budgeting (except capital budgeting covered under Finance)
  6. Standard costing
  7. Nonroutine decision making
- C. International accounting

#### II. Economics (~13%)

- A. Basic Economic Concepts
1. Scarcity and opportunity cost
  2. Production possibilities frontier
  3. Comparative advantage and specialization
  4. Economic systems
- B. Microeconomics
1. Supply and demand
  2. Models of consumer choice
  3. Production and costs
  4. Product market structures
  5. Resource markets
  6. Market failure and the role of government
- C. Macroeconomics
1. Measurement of economic performance
  2. Aggregate demand and aggregate supply
  3. Money and the banking system
  4. Monetary policy and fiscal policy
- D. International economics
1. International trade and policy
  2. Exchange rates
  3. Balance of payments

#### III. Management (~15%)

- A. Management principles
1. History and theory
  2. Functions (organizing, leading, planning and controlling)
  3. Group/team dynamics

#### B. Organizational behavior

1. Leadership and motivation
  2. Communication
  3. Managing diversity
  4. Human resource management
- C. Operations Management
1. Operations design
  2. Operations execution
  3. Total quality management
- D. Strategy and policy
1. Strategic analysis
  2. Policy determination
- E. International/cross cultural management
- F. Entrepreneurship

#### IV. Quantitative Business Analysis (~11%)

- A. Probability and statistics
1. Measure of set operations
  2. Conditional/joint probabilities
  3. Counting rules
  4. Measures of central tendency and dispersion
  5. Distributions (including normal and binomial)
  6. Sampling and estimation
  7. Hypothesis testing
  8. Correlation and regression
  9. Time-series forecasting
  10. Statistical concepts in quality control
- B. Quantitative Operations Management Techniques
1. Linear programming
  2. Project scheduling (including PERT and CPM)
  3. Inventory modeling
  4. Statistical process control
  5. Special topics (including queuing theory, simulation and decision analysis)

#### V. Information Systems (~10%)

- A. Information Systems in Business and Society
1. Information management in a global society
  2. Security, privacy and ethical issues
- B. Information Technology Concepts
1. Hardware technology
  2. Software technology
  3. Database management systems

#### 4. Network and Internet technology

- C. Business Information Systems
1. Automation and support systems
  2. Transaction processing systems
  3. Management information systems
  4. Decision support and expert systems
  5. Enterprise systems (ERP)
- D. Systems Development
1. Systems investigation and analysis
  2. Systems planning development and implementation

#### VI. Finance (~13%)

- A. Corporate Finance
1. Time value of money
  2. Capital budgeting
  3. Working capital management
  4. Financial statement analysis
  5. Cost of capital
  6. Capital structure
- B. Investments
1. Risk and returns
  2. Valuation of securities
  3. Financial markets and environments
- C. International Finance

#### VII. Marketing (~13%)

- A. Identifying attractive markets
1. Strategic marketing planning
  2. Scanning marketing environment
  3. Marketing research and information technology tools
  4. Consumer and organizational buyer behavior
- B. Serving Selected Markets
1. The marketing mix (Product, Price, Place and Promotion)
  2. Segmenting consumer and organizational markets
  3. Marketing services
  4. Marketing for not-for-profit organizations
  5. Marketing of social causes
- C. International Marketing

#### VIII. Legal and Social Environment (~10%)

- A. Legal environment

1. Courts and legal systems
  2. Constitution and business
  3. Administrative law
  4. Tort law
  5. Crimes
- B. Regulatory environment
1. Employment law
  2. Labor law
  3. Antitrust law
  4. Consumer protection
  5. Environmental and international law
  6. Security regulation
- C. Business relationships
1. Contract and sales law (UCC)
  2. Business organizations
  3. Law of agency
  4. Intellectual property
- D. Ethics and Social Responsibility
1. Ethics
  2. Social responsibility

#### IX. International Issues (overlapping and drawn from other content areas above)

How scores for the Major Field Test in Business are reported:

**Total Score** — Reported for each student and summarized for the group

**Assessment Indicators** — Reported for the group\* only

- Accounting (18)
- Economics (16)
- Management (18)
- Quantitative Business Analysis (13)
- Information Systems (12)
- Finance (16)
- Marketing (16)
- Legal and Social Environment (12)
- International Issues (~12, drawn from other content areas)

Numbers in parentheses are the approximate number of questions in each category.

\*A minimum of five (5) students is required for assessment indicators to be reported.

## **Appendix F**

### **Capstone Project Bachelor of Science in Business Administration**

CAPSTONE PROJECT  
Capstone Project Template Overview

This capstone projects allows the student to demonstrate competencies achieved through the completion of a major written paper on a significant business, idea or theory based on a business that you would like to launch or one that is already in existence. This paper should be no less than 10 pages.

The document is prepared using the American Psychological Association (APA) 6th edition style.

Sample Title Page

December 2015  
International College of the Cayman Islands  
Bachelor of Business Administration

Submitted to: Advisor's Name

Submitted by: Student's Name  
Address

Work Phone:

Home/Cell Phone:

Email:

Submission Date: Month, Day, Year

Capstone Project Title:

TITLE OF YOUR CAPSTONE PROJECT

CERTIFICATE OF AUTHORSHIP:

I certify that I am the author of this paper and that any assistance I receive in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or works, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature:

Advisor's Comments:

Capstone Template  
Jan 2015

<Business Plan OR Organizational Change Initiative Title>

Table of Contents

Executive Summary  
Mission, Vision, Core Values  
Industry and Proposed Company  
Products and Services  
Market Analysis  
Economics of the Business  
Marketing Plan  
Design and Development Plan  
Manufacturing and Operations Plan  
Management Team  
Sustainability and Impact  
Overall Schedule  
Risks, Potential Obstacles and Assumptions  
The Financial Plan (Income Statements –Balance Sheets)  
Proposed Funding Requirements  
References  
Appendices  
List of Tables



**Capstone Project Evaluation Rubric Bachelors –Direct Measure #2**

1. There was evidence that that the student was able to construct oral and written forms of communication and present them in a professional context..

	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
	1                      2	3                      4	5                      6	

2. There was evidence that the student was able to identify and distinguish relevant theories and principles associated with the economic environment of business.

	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
	1                      2	3                      4	5                      6	

3. There was evidence that the student was able to distinguish the principal concepts, theories and practices in and recognized the inter-relationship between the functional areas of business.

	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
	1                      2	3                      4	5                      6	

4. There was evidence that the student was able to evaluate legal and ethical principles and apply them to organizational decision-making.

	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Score</b>
	1                      2	3                      4	5                      6	

Total Score

### Oral Presentation Rubric

1. The presentation had a clear and logical flow from beginning to end, easy to follow and well organized.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

2. The presentation made clear and convincing arguments based on sound rationale and logical thinking.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

3. The presentation offered workable and practical recommendations to address the business questions raised.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

4. The oral presentation content matches well with the stated title and focus of the exit project

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

5. The presenter had professional and polished oral communication during the presentation (good voice pitch, tone and projection).

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

6. The presenter used body language effectively during the presentation including good eye contact with audience members, no nervous physical habits (such as clearing throat, fidgeting, relaxed hands, posture and facial expressions).

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

7. The entire presentation was completed within the designated time frame effectively (15 minute max)

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

8. The presenter responded effectively to questions

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

## **Appendix G**

### **Bachelor of Science in Business Administration Exit Survey Indirect #1**

**Graduation Survey for the Bachelor of Science in Business Administration  
–Indirect Measure 1**

**Intended Student Learning Outcomes for Your Program**

Please indicate your level of agreement with each of the following statements by putting an X in the appropriate box.

1. I am able to construct coherent oral and written forms of communication and present them in a professional content.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. I am able to identify and distinguish relevant theories and principles associated with the economic environment of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. I am able to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. I am able to evaluate legal and ethical principles and apply them to organizational decision making.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

Thank you for completing this survey!

## **Appendix H**

### **Course Evaluations Bachelor of Science in Business Administration Indirect #2**

**Student Evaluation of Instructor and Course**

Your age

**17-24   25-34   35-44   45-54   55-over**

          

Your class attendance

**100%   90%   80%   70%   60%**

          

What is your current cumulative grade point average?

**3.50-4.00   3.00-3.49   2.00-2.99   1.00-1.99   under 1.00**

          

What grade do you expect to receive in this class?

**A   B   C   D   F   I**

             

How often did you participate in class?

**Every day   Frequently   Occasionally   Seldom**

       

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of your instructor's teaching effectiveness in the future. Circle one of the following alternatives:

4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement; N/A = Not applicable



The Instructor:

Demonstrated knowledge in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Promoted use of learning resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Referred to theories or research in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Stimulated student's critical thinking.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Was available for guidance and consultation.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Conveyed feedback in a constructive fashion.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Demonstrated respect for students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated an organized approach to instruction.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Used appropriate teaching strategies.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Followed course requirements as stated in the syllabus.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated interest in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Tested on objectives presented.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Gave examples to clarify complex ideas.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General appearance of instructor was appropriate.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General estimate of this instructor.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

COMMENTS:

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of this course in the future. Circle one of the following alternatives: 4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement ; N/A = Not Applicable

The Course:

[Edit](#) |

An adequate syllabus was given to students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Course objectives were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Evaluation methods were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course increased my knowledge in the subject.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course was relevant to my field of study.

**Choose 1 answers:**

- 4
- 3

- 2
- 1
- N/A

Prerequisites prepared me adequately for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The textbook was appropriate for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The course encouraged use of the library.

**Choose 1 answers:**

- 4
- 3



- 2
- 1
- N/A

The course used community resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course met my expectations.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

I would recommend this course to other students.

**Choose 1 answers:**

- 4
- 3

- 2
- 1
- N/A

Please state strengths of this course:

Please state suggestions for improving this course:

**Overarching Program Related Questions**

1. The learning in this course helped to be able to construct coherent oral and written forms of communication and present them in a professional content.

Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

2. The learning in this course enabled me to be able to identify and distinguish relevant theories and principles associated with the economic environment of business.

Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

3. The learning in this course helped me to distinguish the principal concepts, theories and practices in and recognize the inter-relationship between the functional areas of business.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. The learning in this course helped me to be able to evaluate and demonstrate an understanding of accounting, including financial and managerial accounting with a clear understanding of the financial statements as well as cost concepts and international accounting.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Thank you for taking this survey!**

## **Appendix I**

### **ETS Major Field Test, MBA Direct Measure #1**

## Test Content – MBA (4JMF)

The Major Field Test for Master of Business Administration (MFT-MBA) contains 124 multiple-choice questions, half of which are based on short case-study scenarios. Programs can choose when and where to administer the test. The test, which must be given by a proctor, is designed to take three hours and may be split into two sessions. Mathematical operations do not require the use of a calculator.

Most of the questions require knowledge of specific information drawn from four content areas: marketing, management, finance and managerial accounting. Some questions require strategic integration skills — the ability to integrate knowledge of two or more content areas. The test also includes questions that focus on: international business, information technology, the legal and regulatory environment, business ethics and social responsibility, quantitative analysis, and managerial economics.

A unique feature of MFT-MBA design is the capability of measuring critical thinking ability — that is, the test assesses the ability to:

- analyze and interpret data
- apply concepts and ideas
- analyze theories and relationships deductively and inductively

The overall scaled score measures critical thinking and reasoning within the domain of a standard MBA curriculum.

While MBA curricula encompass many subfields and specialties, the MFT-MBA examination is designed to assess skills and subject matter common to most programs. The distribution of the content areas and a list of the topics covered are as follows:

### Test Outline

#### I. Marketing (25%)

- A. Strategic Marketing
  - 1. Metrics and Control Mechanisms
  - 2. Environment Scanning and Marketing Planning
  - 3. Innovation
- B. Buyer Behavior
  - 1. Consumer and Business Purchasing Processes
  - 2. Factors Influencing Consumer and Business Purchasing
  - 3. Segmentation
- C. Market Research
  - 1. Competitive Intelligence
  - 2. Research Process, Concepts and Tools
  - 3. Managerial Decision Making
- D. Marketing Planning: Target Segments and Marketing Mix
  - 1. Specifying Target Markets
  - 2. Pricing
  - 3. Products/Services
  - 4. Promotion
  - 5. Channels & Distribution/Supply Chain

#### II. Management (25%)

- A. Organizational Behavior
  - 1. Leadership
  - 2. Teams
  - 3. Conflict
  - 4. Negotiation
  - 5. Motivation
- B. Human Resource Management
  - 1. Recruiting and Selection
  - 2. Compensation
  - 3. Employment Planning
  - 4. Training and Development
- C. Organizational Theory
  - 1. Organizational Change & Development
  - 2. Organizational Structure Design
  - 3. Systems Thinking
  - 4. Entrepreneurship/Small Business Management

#### D. Operations Planning/Management Science

- 1. Quantitative Decision Making Models
- 2. Quality/Process Management
- 3. Supply Chain Logistics
- 4. Planning
- 5. Control
- 6. Service Management

#### III. Finance (25%)

- A. Corporate Finance
  - 1. Capital Budgeting
  - 2. Cost of Capital
  - 3. Capital Structure
  - 4. Dividend Policy
  - 5. Working Capital Management
  - 6. International Finance
- B. Investments
  - 1. Financing Instruments
  - 2. Risk and Return
  - 3. Securities Valuation and Analysis
  - 4. Options, Futures and Other Derivatives
- C. Financial Markets and Institutions
  - 1. Capital Markets
  - 2. Money Market
  - 3. Market Efficiency
  - 4. Investment Banking

#### IV. Accounting (25%)

- A. Relevant Cost
  - 1. Theory of Constraints
  - 2. Special Order
  - 3. Make or Buy
  - 4. Transfer Pricing
  - 5. Sell or Process Further
- B. Resource Planning and Analysis
  - 1. Forecasting
  - 2. Cash Budgeting
  - 3. Variance Analysis
- C. Cost-Volume-Profit Analysis
  - 1. Cost Behavior
  - 2. Break-Even Analysis
  - 3. Target Profit
- D. Product Costing
  - 1. Absorption vs. Variable
  - 2. Activity-based
  - 3. Process vs. Job Order
  - 4. Byproduct
- E. Financial Reporting and Analysis
  - 1. Financial Statements
  - 2. Financial Ratios
  - 3. Regulatory Environment

#### How scores for the Major Field Test for MBA are reported

**Total Score** – Reported for each student and summarized for the group.

**Assessment Indicators** – Reported for the group\* only.

- Marketing (31)
- Management (32)
- Finance (33)
- Managerial Accounting (28)
- Strategic Integration (62)

Numbers in parentheses are the approximate number of questions in each category.

\* A minimum of five (5) students is required for assessment indicators to be reported.

**Appendix J**  
**MBA Capstone**

MBA CAPSTONE PROJECT  
Capstone Project Template Overview

This capstone projects allows the student to demonstrate competencies achieved through the completion of a major written paper on a significant business, idea or theory based on a business that you would like to launch or one that is already in existence. This paper should be no **less than 20 pages**. Additionally this paper must have at least 5 scholarly sources representing elevant relevant work in top business scholarly journals.

The document is prepared using the American Psychological Association (APA) 6th edition style.

Sample Title Page

December 2015  
International College of the Cayman Islands  
Mater of Business Administration

Submitted to: Advisor's Name

Submitted by: Student's Name

Address

Work Phone:

Home/Cell Phone:

Email:

Submission Date: Month, Day, Year

Capstone Project Title:

TITLE OF YOUR CAPSTONE PROJECT

CERTIFICATE OF AUTHORSHIP:

I certify that I am the author of this paper and that any assistance I receive in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or works, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature:

Advisor's Comments:

Capstone Template  
Jan 2015

<Business Plan OR Organizational Change Initiative Title>

Table of Contents

Executive Summary  
Research Linkages to Business Scholarship or Literature  
Mission, Vision, Core Values  
Industry and Proposed Company  
Products and Services  
Market Analysis  
Economics of the Business  
Marketing Plan  
Design and Development Plan  
Manufacturing and Operations Plan  
Management Team  
Sustainability and Impact  
Overall Schedule  
Risks, Potential Obstacles and Assumptions  
The Financial Plan (Income Statements –Balance Sheets)  
Proposed Funding Requirements  
References  
Appendices  
List of Tables



**Capstone Project Evaluation Rubric MBA –Direct Measure #2**

1. There was evidence that the student was able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making analysis, management, job performance, and creativity to real world workplace experiences.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

2. There was evidence that the student was able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

3. There was evidence that the student was 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.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

4. There was evidence that the student was able to formulate appropriate technological and quantitative methods and tools to the solution of practical management problems.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

5. There was evidence that the student was able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

Total Score

### Oral Presentation Rubric

1. The presentation had a clear and logical flow from beginning to end, easy to follow and well organized.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

2. The presentation made clear and convincing arguments based on sound rationale and logical thinking.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

3. The presentation offered workable and practical recommendations to address the business questions raised.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

4. The oral presentation content matches well with the stated title and focus of the exit project

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

5. The presenter had professional and polished oral communication during the presentation (good voice pitch, tone and projection).

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

6. The presenter used body language effectively during the presentation including good eye contact with audience members, no nervous physical habits (such as clearing throat, fidgeting, relaxed hands, posture and facial expressions).

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

7. The entire presentation was completed within the designated time frame effectively (15 minute max)

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

8. The presenter responded effectively to questions

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

Total Score

## **Appendix K**

### **MBA Exit Survey Indirect #1**

## MBA Exit Survey

1. I am able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making. in analysis, management, job performance, and creativity to real world workplace experiences.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. I am able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. I am 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.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. I am able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues..

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. I am able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Thank you for taking this survey!**

**Appendix L:  
Course Evaluations MBA  
Indirect #2**

**Student Evaluation of Instructor and Course**

Your age

**17-24   25-34   35-44   45-54   55-over**

          

Your class attendance

**100%   90%   80%   70%   60%**

          

What is your current cumulative grade point average?

**3.50-4.00   3.00-3.49   2.00-2.99   1.00-1.99   under 1.00**

          

What grade do you expect to receive in this class?

**A   B   C   D   F   I**

             

How often did you participate in class?

**Every day   Frequently   Occasionally   Seldom**

       

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of your instructor's teaching effectiveness in the future. Circle one of the following alternatives:

4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement; N/A = Not applicable

The Instructor:

Demonstrated knowledge in subject area.



**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Promoted use of learning resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Referred to theories or research in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Stimulated student's critical thinking.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Was available for guidance and consultation.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Conveyed feedback in a constructive fashion.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated respect for students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated an organized approach to instruction.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Used appropriate teaching strategies.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Followed course requirements as stated in the syllabus.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated interest in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Tested on objectives presented.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Gave examples to clarify complex ideas.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General appearance of instructor was appropriate.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General estimate of this instructor.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

COMMENTS:

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of this course in the future. Circle one of the following alternatives: 4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement ; N/A = Not Applicable

The Course:

[Edit](#) |

An adequate syllabus was given to students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Course objectives were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Evaluation methods were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course increased my knowledge in the subject.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course was relevant to my field of study.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Prerequisites prepared me adequately for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The textbook was appropriate for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The course encouraged use of the library.

**Choose 1 answers:**

- 4
- 3
- 2



- 1
- N/A

The course used community resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course met my expectations.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

I would recommend this course to other students.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Please state strengths of this course:

Please state suggestions for improving this course:

### Overarching Program Related Questions

1. The learning in this course helped to be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making. in analysis, management, job performance, and creativity to real world workplace experiences.

Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

2. The learning in this course enabled me to be able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.

Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

3. The learning in this course helped me to 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.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. The learning in this course helped me to be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. The learning in this course helped me to be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Thank you for taking this survey!**

## **Appendix M**

### **Master of Science in Management: Human Resources Concentration Capstone Project Direct #1**

M.S. In Human Resources CAPSTONE PROJECT  
Capstone Project Template Overview

This capstone projects allows the student to demonstrate competencies achieved through the completion of a major written paper on a significant HR issue. For this project you will interview a HR Manager in a specific company ( approved by the advisor) and identify the major issues facing him/her and how they plan to address them. Generally, this is a three step process: (1) phone interview to identify an issue(s); (2) select an issue and develop a list of exploratory questions based on related theory and research; and (3) conduct an in-person interview, ask the questions, and explore possible interventions. This paper should be no **less than 20 pages**. Additionally, this paper must have at least 5 scholarly sources representing relevant work in top business or HR scholarly journals.

The document is prepared using the American Psychological Association (APA) 6th edition style.

Sample Title Page

December 2015  
International College of the Cayman Islands  
Master of Science in Human Resources

Submitted to: Advisor's Name

Submitted by: Student's Name

Address

Work Phone:

Home/Cell Phone:

Email:

Submission Date: Month, Day, Year

Capstone Project Title:

TITLE OF YOUR CAPSTONE PROJECT

CERTIFICATE OF AUTHORSHIP:

I certify that I am the author of this paper and that any assistance I receive in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or works, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature:

Advisor's Comments:

Capstone Template  
Jan 2015

<HR Plan OR Organizational Change Initiative Title>

Table of Contents

Executive Summary

Research Linkages to H.R. Scholarship or Literature

Mission, Vision, Core Values of the company

The scope of the problem

Impact on the current HR strategy

Impact on the company's competitive advantage

Impacts on employment planning, performance management system, organization design/development, compensation planning, quality of work life and promotion of diversity, and team building.

Proposed Solutions

Conclusion and Linkages to degree outcomes

References

Appendices

List of Tables

**Capstone Project Evaluation Rubric M.S. – Human Resources –Direct Measure #1**

1. There was evidence that the student was able to articulate and present the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

2. There was evidence that the student was able to apply knowledge management tools and techniques in the management decision making process.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

3. There was evidence that the student was able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

4. There was evidence that the student was able to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

5. There was evidence that the student was able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

Concentration ISLOs

6. There was evidence that the student was able to articulate key theories needed to develop, implement, monitor, and assess core HR policies, procedures, and processes.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

7. There was evidence that the student was able to evaluate statutory and legal requirements when administering HR policies and procedures.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

8. There was evidence that the student was able to apply international HR practices across various cultures and recognize necessary adjustments for cross cultural differences.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

Total Score



## **Appendix N**

### **Master of Science in Management: Management Policy Project Direct #2**

## Management Policy Project

Each student will select a project from a set of case studies. Each case study deals with companies in different industries, each presenting a unique set of challenges — challenges that the student, in the simulated role of the new HR Director, will have the opportunity to address in the form of a one-year project plan. The plan will be organized around the following HR knowledge areas:

- Employee engagement (includes onboarding, retention, training and employee relations)
- Compensation
- Benefits
- Recruiting
- Performance management
- Compliance (includes policy development, recordkeeping, legal and safety)
- HR metrics

Your plan should also address how to integrate the successful employee in working in a team.

The deliverables for the individual project will consist of:

- A written one-year project plan with timelines and success measures not to exceed 15 pages.
- A 15-minute oral presentation summarizing your project and your recommendations

**Management Policy Project Evaluation Rubric M.S. – Human Resources –Direct Measure #2**

1. There was evidence that the student was able to articulate and present the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

2. There was evidence that the student was able to apply knowledge management tools and techniques in the management decision making process.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

3. There was evidence that the student was able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

4. There was evidence that the student was able to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

5. There was evidence that the student was able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

Concentration ISLOs

6. There was evidence that the student was able to articulate key theories needed to develop, implement, monitor, and assess core HR policies, procedures, and processes.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

7. There was evidence that the student was able to evaluate statutory and legal requirements when administering HR policies and procedures.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

8. There was evidence that the student was able to apply international HR practices across various cultures and recognize necessary adjustments for cross cultural differences.

	<b>Needs Improvement</b>		<b>Acceptable</b>		<b>Exemplary</b>		<b>Score</b>
	1	2	3	4	5	6	

Total Score

### Oral Presentation Rubric

1. The presentation had a clear and logical flow from beginning to end, easy to follow and well organized.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

2. The presentation made clear and convincing arguments based on sound rationale and logical thinking.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

3. The presentation offered workable and practical recommendations to address the HR questions raised.

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

4. The oral presentation content matches well with the stated title and focus of the exit project

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

5. The presenter had professional and polished oral communication during the presentation (good voice pitch, tone and projection).

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

6. The presenter used body language effectively during the presentation including good eye contact with audience members, no nervous physical habits (such as clearing throat, fidgeting, relaxed hands, posture and facial expressions).

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

7. The entire presentation was completed within the designated time frame effectively (15 minute max)

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

8. The presenter responded effectively to questions

	Needs Improvement		Acceptable		Exemplary		Score
	1	2	3	4	5	6	

Total Score

## **Appendix 0**

### **M.S. in Human Resources Graduate Exit Survey Indirect #1**

### M.S. in Human Resources Graduate Exit Survey

1. I am able to articulate and present the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. I am able to apply knowledge management tools and techniques in the management decision making process.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. I am able to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>



4. I am able to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. I am able to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

Concentration ISLOs

6. I am able to articulate key theories needed to develop, implement, monitor, and assess core HR policies, procedures, and processes.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

7. I am able to evaluate statutory and legal requirements when administering HR policies and procedures.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

8. I am able to apply international HR practices across various cultures and recognize necessary adjustments for cross cultural differences.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

## **Appendix P**

### **M.S. in Human Resources Course Evaluations Indirect #2**

**Student Evaluation of Instructor and Course**

Your age

**17-24   25-34   35-44   45-54   55-over**

          

Your class attendance

**100%   90%   80%   70%   60%**

          

What is your current cumulative grade point average?

**3.50-4.00   3.00-3.49   2.00-2.99   1.00-1.99   under 1.00**

          

What grade do you expect to receive in this class?

**A   B   C   D   F   I**

             

How often did you participate in class?

**Every day   Frequently   Occasionally   Seldom**

       

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of your instructor's teaching effectiveness in the future. Circle one of the following alternatives:

4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement; N/A = Not applicable

The Instructor:

Demonstrated knowledge in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Promoted use of learning resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Referred to theories or research in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Stimulated student's critical thinking.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Was available for guidance and consultation.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Conveyed feedback in a constructive fashion.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated respect for students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated an organized approach to instruction.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Used appropriate teaching strategies.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Followed course requirements as stated in the syllabus.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Demonstrated interest in subject area.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Tested on objectives presented.

**Choose 1 answers:**

- 4
- 3
- 2
- 1



- N/A

Gave examples to clarify complex ideas.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General appearance of instructor was appropriate.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

General estimate of this instructor.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

COMMENTS:

Please read and answer each of the following questions carefully and objectively. Your responses can contribute to the improvement of this course in the future. Circle one of the following alternatives: 4 = Excellent; 3 = Above average; 2 = Average; 1 = Needs improvement ; N/A = Not Applicable

The Course:

[Edit](#) |

An adequate syllabus was given to students.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

Course objectives were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1

- N/A

Evaluation methods were presented clearly.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course increased my knowledge in the subject.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course was relevant to my field of study.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Prerequisites prepared me adequately for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The textbook was appropriate for this course.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

The course encouraged use of the library.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

The course used community resources.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

This course met my expectations.

**Choose 1 answers:**

- 4
- 3
- 2
- 1
- N/A

I would recommend this course to other students.

**Choose 1 answers:**

- 4
- 3
- 2

- 1
- N/A

Please state strengths of this course:

Please state suggestions for improving this course:

### Overarching Program Related Questions

1. The learning in this course enabled me to articulate and present the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. The learning in this course able to apply knowledge management tools and techniques in the management decision making process.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. The learning in the course enabled me to analyze business metrics, performance data and financial details needed for maintaining accountability in organizational settings.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. The learning in this course enabled me to apply multiple methods for supporting and developing talent in employees to grow high- performance teams, disperse expert knowledge and guide organizational change.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. The learning in this course enable me to recognize ethical problems and apply standards of ethical behavior in business to management making decision making.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

Concentration ISLOs

6. The learning in this course enabled me to be able to articulate key theories needed to develop, implement, monitor, and assess core HR policies, procedures, and processes.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

7. The learning in this course enabled me to be able to evaluate statutory and legal requirements when administering HR policies and procedures.articulate key theories needed to develop, implement, monitor, and assess core HR policies, procedures, and processes.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

8. The learning in this course enabled me to be able to apply international HR practices across various cultures and recognize necessary adjustments for cross cultural differences.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Thank you for taking this survey!**



