



# Franklin University

Academic Year 2007-2008

Outcomes Assessment Plan



# **I. Mission and Broad-Based Goals**

## **I. Mission**

### **Cornerstones:**

- Ensuring academic quality
- Providing access to educational opportunities
- Adapting to the needs of students
- Responding to changes in society, professions, and the business community

### **Vision:**

The College of Business exists to enlighten and educate our students and broader community by providing quality, dynamic educational opportunities that create effective and responsible leaders in the field of business who will provide service to a global society.

### **Mission:**

We will support the four cornerstones of the university by offering the highest quality and best value business programs to our constituents around the world, competing on the basis of innovation and relevance, meeting the needs of the students through new programs or new delivery modes, and maintaining productive relationships with the business community while respectfully engaging our students and stakeholders.

### **Core Values:**

- Honesty – In all of our dealing with colleagues, students, staff and the larger community
- Respect – For colleagues, students, staff and all members of the larger community. To value people of diverse backgrounds and perspectives. Respect for the value and importance of higher education in the 21<sup>st</sup> century.
- Accountability – For ensuring that the educational material we develop and distribute to our students is the best that we can provide within the limits of our personal effort and available resources.
- Responsibility:
  - Personal – To consistently be a good steward of university resources in providing a quality education to our students.
  - Corporate – To be a good representative of Franklin University in all dealings with colleagues and staff.
  - Civic – To work with the larger community to build relationships that increase the reach and benefit of Franklin University for the good of the community.
- Compassion – We need to care for our students, colleagues, and those persons with whom we interact on a daily basis.

- Empathy – We must be sensitive to the needs, perceptions and life situations of our students and colleagues as we interact with them and deal with them on a daily basis.
- Fairness – We must be fair and equitable in all our dealings with students, colleagues, and all other members of the community with whom we interact.
- Citizenship – We must strive to ensure that the work we do at Franklin University contributes to the greater good of our community and society in general.

## **B. Broad-based Goals**

### **Objectives:**

- To develop, deliver, and continually improve high-quality strategically focused business programs for scholars and practitioners in today's global marketplace
- To recruit, develop, and retain faculty who pursue excellence in teaching, scholarship, professional activities, service, and community engagement
- To develop well-rounded professionally prepared graduates who make sound, ethical, and integrity driven business decisions
- To forge relationships and engage the business community and build effective networks to the benefit of the entire Franklin community and its mission
- To support Franklin University through campus involvement and commitment to the strategic vision and objectives.

## **II. Student Learning Assessment**

### **A. Program-level Student Learning Objectives**

#### **Accounting and Finance Division**

##### Accounting

- Resolve contemporary accounting issues using technical, analytical and problem-solving skills;
- Demonstrate written and oral communication skills in accounting;
- Analyze various accounting software packages used by the profession to convey strategic accounting information;
- Analyze ethical issues in the accounting profession;
- Conduct specific accounting research and analyze accounting issues; and
- Conduct specific federal income tax research and analyze tax issues.

##### Business Forensics

- Apply critical-thinking, decision making and problem-solving skills to resolve current global organizational issues;
- Apply a strategic management process to determine the long-run performance of an organization;

- Demonstrate written and oral communication skills appropriate for organizational situations;
- Articulate ethical considerations in a socially responsible manner;
- Complete a self-assessment analysis and create a career portfolio;
- Plan, conduct, and document the interview of individuals;
- Prepare documentation of the findings of a fraud investigation; and
- Document and analyze internal controls.

### Financial Management

- Relate financial decision making to the environment in which this decision making takes place;
- Ethically manage the finances of a corporation in the pursuit of owner objectives;
- Appraise the various investments available and explain the process of portfolio management;
- Design finance models using technology;
- Provide financial advice by synthesizing and integrating financial concepts;
- Have the communication skills to develop text and speech which are rhetorically appropriate for the finance discipline; and
- Demonstrate information literacy; the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information.

### Forensic Accounting

- Resolve accounting issues using technical, analytical, and problem-solving skills;
- Conduct specific accounting research and analyze accounting issues;
- Analyze ethical issues in the accounting profession;
- Analyze various accounting software packages used by the profession to convey strategic accounting information;
- Demonstrate written and oral communication skills;
- Document and analyze internal controls;
- Plan, conduct and document the interview of individuals; and
- Prepare documentation of the findings of a fraud investigation.

## **Undergraduate Business Division**

### Allied Healthcare Management

- Knowledge: Demonstrate the ability to recognize and articulate facts, concepts, procedures, and practices for future application.
- Comprehension and Synthesis: Be able to integrate healthcare management theories, principles, and practices for future application.
- Application: Demonstrate the ability to systematically apply communication, technical, and analytical knowledge and skills to administrative and clinical healthcare management problem-solving.

- Analysis/Evaluation: Be able to evaluate the effectiveness of the plans, development, and implementation of healthcare management solutions.
- Creation: Be able to plan, design, and create solutions to address and solve societal, cultural, and environmental health issues.

### Applied Management

- Provide management and leadership in their field of expertise;
- Apply principles of management to personnel;
- Apply basic accounting and fiscal management principles;
- Apply proven managerial problem identification and solving techniques; and
- Perform statistical evaluation of quantifiable data.

### Business Administration

- Apply critical-thinking, decision making and problem-solving skills to resolve current global organizational issues;
- Apply a strategic management process to determine the long-run performance of an organization;
- Demonstrate written and oral communication skills appropriate for organizational situations;
- With a team, determine and use appropriate conflict management techniques;
- Articulate ethical considerations in a socially responsible manner; and
- Complete a self-assessment analysis and create a career portfolio.

### eMarketing

- Apply marketing theory to eMarketing practice;
- Integrate the web and other Internet technologies into business processes;
- Learn how Internet technologies influence consumer and business buying behaviors;
- Assess the impact of the Internet on marketing research and customer information gathering; and
- Gain understanding of how design, development, and implementation can drive a Web site's performance.

### Healthcare Information Systems Management

- Analyze the informatics processes as they relate to the healthcare enterprise;
- Integrate information management processes with clinical processes to provide effective healthcare delivery;
- Develop a plan to integrate the convergence of various healthcare information technologies into a healthcare organization;
- Identify the implications of federal regulations on healthcare IT;
- Compare and contrast the various process improvement strategies (six sigma, etc.) that can be used in a healthcare IT environment; and

- Analyze the relationship between the management of IT and the management of people within a healthcare organization.

### Healthcare Management

- Communicate clearly and effectively, a recommended course of action regarding healthcare policy issues;
- Demonstrate critical thinking in formulating viable courses of actions for healthcare organizations;
- Illustrate how the social, political and economic environment in the United States impacts the health services delivery system;
- Demonstrate the ability to interpret financial data and apply financial concepts in solving problems related to healthcare organizations;
- Demonstrate an ability to apply legal and ethical reasoning principles in resolving significant patient issues confronted by health service administrators; and
- Synthesize management and organizational theory in a health delivery system.

### Human Resources Management

- Communicate appropriately for a range of purposes and audiences;
- Demonstrate information literacy;
- Apply critical thinking, and analysis, to the strategic management of the organization and human resources activities;
- Synthesize human resource concepts, principles, and theories for application to realistic workplace scenarios;
- Apply concepts and theories of compensation to realistic organizational situations;
- Apply concepts and theories of training and development to realistic organizational situations;
- Apply staffing concepts and theories to realistic organizational situations; and
- Apply employee and labor relations concepts and theories to realistic organizational situations.

### Management

- Develop a personal framework/theory for managing others;
- Apply management theories to explain individual, group and organizational behavior; and
- Apply organizational theories to address organizational effectiveness.

### Marketing

- Demonstrate appropriate use of marketing research methods including assessment of information needs, data collection, analysis and interpretation;
- Demonstrate knowledge of generally accepted terms and concepts of the marketing profession;

- Demonstrate an understanding of the foundational consumer behavior constructs and the effect of message on product image and the purchase decision process;
- Working in teams, demonstrate the ability to manipulate the variables of the marketing mix to produce a marketing plan appropriate to accomplishing an organization's goals; and
- Demonstrate effective written and oral communication skills consistent with the marketing profession.

### Operations and Supply Chain Management

- Operations Management – the student will demonstrate knowledge of operations management principles as they learn new ways to implement “Green” policies in manufacturing and service industries.
- Quality – the student will demonstrate the ability to apply quality theory and practice in both a global and local environment.
- Supply Chain Management – the student will demonstrate the ability to apply supply chain concepts to accommodate the affects of globalization.
- Transportation and Logistics Management – the student will demonstrate knowledge of transportation and logistics for shipping product locally and internationally. In addition, the student will demonstrate the ability to provide “Quick Response” plans for aid relief in the event of natural and non-natural disasters. The student will demonstrate the ability to reduce fuel costs by optimizing the transportation system.
- Purchasing and Inventory Management – the student will apply purchasing and inventory management concepts to control inventory and reduce cost. In addition, the student will demonstrate the ability to apply “Green” policies to incoming and outgoing material.
- The student will demonstrate the ability to apply operations and supply chain management concepts to real world applications. The student will show expertise on globalization and its effects on the supply chain. The ability to design “Quick Response” plans to handle natural and non-natural disasters will be demonstrated. Finally, the student will show expertise in applying “Green” policies to all facets of the operations and supply chain.

### Organizational Leadership

- Develop a personal theory/approach of leadership based on the statement: leaders know themselves, leaders know their profession, and leaders know their people;
- Compare and contrast the nuances between leadership and management behaviors and approaches;
- Experience uncertainty, not by creating certainty, but by expanding your sphere of interest; and
- Evaluate the impact and importance of leadership applied in a variety of settings.

### Public Safety Management

- Apply principles of basic accounting, fiscal management and budgeting appropriate to a public safety agency;
- Compare and contrast the similarities and differences between the roles of managers and leaders in a public safety agency;
- Apply basic management skills of planning, organizing, staffing, directing, coordinating, managing change, and decision making within a public safety agency;
- Apply critical thinking, reasoning and analytical skills required for ethical decision-making and problem solving in a public safety agency;
- Apply appropriate ethical principles, laws, and human relations skills to all facets of operation in a public safety agency; and
- Demonstrate the ability to make optimal use of available resources to successfully design and manage projects in a public safety agency.

#### Safety, Security and Emergency Management

- Apply principles of basic accounting, fiscal management and budgeting appropriate to safety, security or emergency management agencies.
- Compare and contrast the similarities and differences between the roles of managers and leaders in safety, security or emergency management agencies.
- Apply basic management skills of planning, organizing, staffing, directing, coordinating, managing change, and decision making within safety, security or emergency management agencies.
- Apply critical thinking, reasoning and analytical skills required for ethical decision-making and problem solving in safety, security or emergency management agencies.
- Apply appropriate ethical principles, laws, and human relations skills to all facets of operation in safety, security or emergency management agencies.
- Demonstrate the ability to make optimal use of available resources to successfully design and manage projects in safety, security or emergency management agencies.
- Apply appropriate federal laws, regulations and guidelines regarding emergency management and homeland security to local safety, security or emergency management agencies.

### **Graduate Business Division**

#### Master of Business Administration

- Communicate effectively in professional situations by applying appropriate written, verbal, interpersonal, and presentation skills;
- Lead, manage, and contribute as a member to project teams;
- Employ tactical, operational, and strategic decision making and problem solving to organizational issues;
- Demonstrate a fundamental understanding of the workings of all aspects of an organization; and

- Analyze business issues by applying multi-functional theoretical and practical perspectives.
- Improve their effectiveness in their current work and life role;
- Recognize and capitalize on their next major professional and personal opportunity; and
- Identify and develop their potential for meeting future leadership challenges and make meaningful contributions in a world characterized by uncertainty.

### Master of Science in Marketing & Communication

- Apply marketing and communication terminology and concepts;
- Use financial and accounting tools (e.g. budgeting forecasting) in the management of the marketing and communication functions within an organization;
- Apply the appropriate research methodology for a specific situation;
- Apply consumer behavior theories, frameworks and tools to workplace situations and media strategies for selected target markets;
- Employ marketing and communication tactics and strategies to improve organizational performance;
- Evaluate legal, ethical, and regulatory considerations of the marketing and communication functions; and
- Create a scholarly work that applies marketing and communication theory and concepts to a business or organizational setting.

## **B. Measures of student learning**

### **Direct Measures of Student Learning**

#### Programmatic Assessment Plans

- The MFT, other national test, or, if none exist, an internally developed test, will be administered to undergraduate or graduate students in all programs.
  - The results will be reviewed annually as part of the annual assessment report process to assess weaknesses and to strengthen curriculum.
- Capstone Final Projects are evaluated in all programs at both the undergraduate and graduate levels.
- Additional artifacts are collected and evaluated on a programmatic basis.

### **Indirect Measures of Student Learning**

#### Graduating Student Survey

- Administered after each term to graduating students
- Assesses overall satisfaction as well as specific learning outcomes
- Self-report of student's perceptions

#### Alumni Surveys

- Surveys examine all aspects of the curriculum.

- Overall satisfaction and preparation questions are asked.
- Self-report of student's perceptions

#### Annual Assessment Report

- Assessment data is analyzed
- Program and course objectives are reviewed annually.
- Adjustments to course objectives, emphasis, sequencing, and curriculum are implemented the next academic year.
- Qualitative interviews and discussion groups assist us greatly in probing areas for more unstructured data.

#### Program Advisory Board

- Meet periodically throughout the academic year.
- Provide feedback on all curricular and extracurricular matters

#### Academic Program Reviews

- Self-studies are undertaken by each department every three years.
- Include SWOT
- External research reports.
- Peer institution comparisons.
- Long-term Objectives
- Action Plans
- Includes annual assessment report for that year

### **C. Assessment Instruments and Rubrics (Attached as available)**

#### **Annual Assessment Reports**

Each program within the College of Business prepares an annual assessment report (AAR). The objectives contained in the AAR are derived from the broad-based mission and goals of the university and college. The reports contain actual performance results for the students and faculty as well as a summary of the program's performance on the prior year's objectives. The report concludes with objectives and action items for the coming year.

#### **Academic Program Reviews**

Every three years, each program in the College of Business undertakes a self-study. The self-study is reviewed by internal evaluators in the university. The self-study includes three-year objectives and action plans for the program that are then updated in the next self-study. During the self-study, the program reviews all data collected since the last study. This information is used to evaluate the programs' performance on its objectives and action plans from the last self-study as well as formulate objectives and action plans for the next three years. To complete the process, the internal evaluators review the self-study. Feedback is provided and the program responds to the feedback to complete the process.

### **III. Operational Assessment**

#### **A. Identify unit-level operational objectives**

- 1) Declared majors/minors for each specific program of study.
- 2) Student head count for each program (BED and ending)
- 3) Credit hours for each program (BED and ending)
- 4) Attrition rate within program course prefixes (end of course)
- 5) Class sizes (number of student enrolled in specific section of a course)
- 6) Credit hours/activity points per faculty
- 7) Degrees awarded
- 8) Academic Dishonesty Cases
- 9) Student Probation/Dismissal

#### **B. Identify the measures that will be used to assess the degree to which the unit-level operational objectives have been accomplished, and provide copies of these measures.**

- 1) A number of declared majors will be consistent with the enrollment projections for the program. (Source: Expanded BED Enrollment Date Course Sections Summary, located at G/Enrollment/term yr Enrollment Report/Term Yr Expanded BED report/Majors Minors).
- 2) Student head count for each program (Source: Expanded BED Enrollment Date Course Sections Summary, located at G/Enrollment/term yr Enrollment Report/Term Yr Expanded BED report/Course Sections Summary).
- 3) Same as #2 above.
- 4) Attrition student (completed by term and annually) (Source: Institutional Effectiveness Office).
- 5) Class sizes (same report as #2)
- 6) Credit hours/activity points per faculty (faculty Activity Point Report, available on Clearspace)
- 7) Degrees awarded (Registrar's Office term report)
- 8) Academic dishonesty Cases (Report available from Academic Services)
- 9) Student Probation/Dismissal (Report available from Registrar's Office)

### **IV. Planning and Budgeting Integration Processes**

- Data derived from the instruments are discussed in program and divisional at the beginning of the fall semester.
- Based on discussions and ongoing assessment, programmatic recommendations are considered in light of the college's vision and mission and the program's long-term objectives contained in the annual reports and the academic program reviews and recommendations for improvements are agreed upon.
- The initiatives that are derived from this process are then prioritized with a final decision made on which items to integrate into the existing programmatic and college plans. The college's plans are then presented in late fall to the Provost.

- The final proposal then goes to the President's cabinet for funding and approval as required. Some elements may ultimately go to the Board of Trustees for final approval. The budgeting process begins in mid fall and is completed by the Board of Trustees meeting in the middle of July.

## College of Business Capstone Project Assessment

Objectives	Missing/No Value	Poor	Fair	Good	Excellent
Decision-making skills	Makes no decisions	Appears paralyzed when faced with decision making situations	Makes decisions, but it is hard to discern a clear decision making method	Makes sound decisions that clearly address the current situation, but cannot take from this strategies for addressing future situations	Makes sound decisions that clearly address the current situation, can explain why the situation improved and learned strategies for future situations
Dynamics and interrelationships	Has no comprehension of the interconnectedness of people in an organization	Has very little comprehension of the interconnectedness of people in an organization	Realizes that his/her actions affect others, but does not understand principles that guide the process	Understands how to effectively work with a limited portion of the total business environment	Understands the organization from a global perspective and how to work effectively in it
Values and Ethics	Does not include or has no understanding of ethics or personal ethics within a postmodern world	Has very little understanding of ethics and a vague understanding how to operationalize personal ethics within a postmodern world	Has some understanding of ethics and struggles with how to operationalize personal ethics within a postmodern world	Has basic understanding of ethics and some understanding how to operationalize personal ethics within a postmodern world	Embraces values and has clear understanding how to operationalize personal ethics within a postmodern world
Diversity	Does not include cultural diversity in the workplace	Has negative attitudes towards all cultures other than one's own	Has neutral attitude toward cultural differences	Has appreciation for people of other cultures but does not see how to maximize those differences in the workplace	Appreciates people of all cultures and can see ways of making cultural diversity an asset to the workplace
Research and Technology	Is unaware and/or does not include any business research or technology in the organization	Is unaware of current business research and advances in technology	Is aware of advances in research and technology but has not demonstrated the initiative to access them	Makes adequate use of advances in re-search and techno-logy with sporadic use of them to lead the organization	Consistently calls on the latest research and advances in technology to lead the organization
Problem identification and innovative solutions	Does not identify the problem and does not provide solutions	Struggles to identify key problem and solutions are poorly defined	Can identify the problem with some difficulty and solutions are poorly defined	Identifies problem and provides reasonable solutions	Identifies clear problem and provides well defined solutions
Application of theoretical concepts	Has no understanding of theoretical constructs and does not apply them to the business environment	Has low value for the role of theory in dealing with real-life situations	Works at understanding theoretical constructs, but both understanding and application are limited	Has good understanding of theoretical constructs and can apply them effectively to the business environment	Has excellent understanding of theoretical constructs and can apply them in novel and imaginative ways
Written expression	Complete lack of sentence structure and organizational structure	Poor sentence structure, incorrect word usage, incoherent organizational structure	Sentences are grammatically correct, but very simple. Clear major points but poor development. Confusing organizational structure	Well structured sentences in coherently organized paragraphs. Style is mechanical and lacks imagination	Writing is clear and compelling through the use of a distinctive style which expresses ideas in a distinctive manner. Logical organizational structure
Synthesis and Application at graduating level	Concepts are not integrated and there is no application nor support	Concepts have very little integration and application is mere opinion	Concepts are somewhat integrated and application is adequate	Concepts are adequately integrated and application is supported	Concepts are woven together into cohesive view and application is strongly supported

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Group/Term: \_\_\_\_\_

<b>Objectives</b>	<b>Missing/ No Value</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Decision-Making Skills	0	1	2	3	4
Dynamics and Interrelationships	0	1	2	3	4
Values and Ethics	0	1	2	3	4
Diversity	0	1	2	3	4
Research and Technology	0	1	2	3	4
Problem Identification and Innovative Solution	0	1	2	3	4
Application of Theoretical Concepts	0	1	2	3	4
Written Expression	0	1	2	3	4
Synthesis and Application at Graduate Level	0	1	2	3	4

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Total: \_\_\_\_\_