

Appendix I. International Maritime Business (IMB) Department Outcomes Assessment Plan

Section 1: Mission and Broad Based Goals

Mission of the International Maritime Business Department:

Our program serves the international maritime business interests of the Commonwealth and the nation. The emphasis on curricular design is aligned to the educational philosophy of the academy: Learn–Do–Learn. This successful learning model has been developed through opportunities for the practical application of theories and concepts learned through the sea term and cooperative experiences in real world corporate settings. The mission of the IMB department is to create a disciplined, hard-working and positive-thinking professional who will be generally well-versed in all functional areas of international business, and at the same time, will have specific expertise in the maritime sector, where such expertise will be earned as much from practical experience as from a rigorous academic program.

Broad-Based Student Learning Goals:

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| 1. | Students will possess a strong foundation in the core functional areas in international business and management, as well as in maritime business. |
| 2. | Students will be able to analyze complex information and data using decision support tools, quantitative techniques and IT skills in a variety of contexts related to business and transportation. |
| 3. | Students will develop a strong sense of discipline, integrity, responsibility, self-confidence, leadership and inter-personal skills necessary to work effectively in an increasingly complex and dynamic world. |
| 4. | Students will be able to work, individually or as part of a team, in projects to evaluate and analyze critical issues and cases, and present their findings professionally. |
| 5. | Students will acquire hands-on experiential learning through cooperative programs at sea or ashore which afford unique opportunities for integrating, applying and sharpening further their shipping and business knowledge and professional skills. |

Broad-Based Operational Goals:	
1.	The IMB Department will offer rigorous, challenging and current industry-oriented programs that effectively prepare students for excellent professional careers.
2.	The IMB Department will attract and retain faculty who are highly-qualified and passionate about their teaching fields and are dedicated in promoting the academic progress and broader development of their students.
3.	The IMB Department will provide students with personalized guidance, support and motivation to bring out the best in them and to ensure that they will progress systematically through their curriculum.
4.	The IMB Department will ensure that teaching takes places in a setting that nurtures students' active participation and interaction with their instructors.
5.	The IMB Department will offer a highly conducive academic environment that provides students with adequate access to a variety of opportunities and up-to-date resources for them to effectively carry out their learning activities.
6.	The IMB Department will work to ensure that students have good opportunities beyond the classroom to work and interact with industry practitioners and to demonstrate and apply the knowledge and skills acquired in line with its "learn-do-learn" mission.

Section II: Student Learning Assessment

Intended Student Learning Outcomes:	
1.	Students will be able to demonstrate proficiency in current concepts, principles and practical issues in the key domains of knowledge in international business and management.
2.	Students will be able to demonstrate proficiency in current concepts, principles and practical issues in the key domains of knowledge in maritime business.
3.	Students can demonstrate their ability to apply various techniques and tools (quantitative techniques, IT skills, surveys, etc.) for problem-solving and decision-making in specific areas in business and transportation.

4.	Students can demonstrate critical thinking and appreciation that decision-making in business and management involves multiple and often conflicting goals which require careful trade-offs on the basis of global understanding, ethics, integrity and responsibility.
5.	Students will have a high level of competence in their presentation and communication skills.
6.	Students can effectively complete projects and assignments independently or as a member of a team.
7.	Students will be able to apply the professional skills and knowledge learned in the classroom in real-world administration or corporate settings.

Student Learning Assessment and Performance Targets

Assessment Tools for Intended Student Learning Outcomes — Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. IMB Student Competency Exam	Each student scores at least 50% in each of the two topical groupings and at least 65% overall.
2. IMB Capstone Research Project	At least 60% of students are “competent” or “exemplary” in each of the skills (as specified on the rubrics).
3. IMB Faculty Evaluation of Student Coop Project	At least 70% of students are “competent” or “exemplary” in each of the skills (as specified on the rubrics).
Assessment Tools for Intended Student Learning Outcomes — Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. MMA Coop Employer Evaluation of Student	At least 90% of students are rated as “exceptional” or “above average” on work performance, technical ability, intellectual acuity and communication skills.
2. MMA Student Exit Survey	At least 75% of students rated each outcome at least 3 on a 1-5 scale with 5 being highest.
3. IMB Student Exit Assessment	At least 65% of students rated each outcome at least 4 on a 1-5 scale with 5 being highest.

Mapping of Specific Intended Learning Outcomes to Broad-Based Learning Goals

Broad-Based Student Learning Goals	(1) Possess a strong foundation in core functional areas in international business and management, and in maritime business	(2) Able to analyze complex data using decision support tools, quantitative techniques and IT skills in business and transportation	(3) Develop discipline, responsibility integrity, and inter-personal skills necessary to work in a dynamic world	(4) Able to work, individually and as a team, in projects and cases and present their findings professionally	(5) Acquire hands-on experiential knowledge through cooperative programs at sea or ashore
Intended Student Learning Outcomes					
(1) Students will be able to demonstrate proficiency in current concepts, principles and practical issues in the key domains of knowledge in international business and management	X				X
(2) Students will be able to demonstrate proficiency in current concepts, principles and practical issues in the key domains of knowledge in maritime business	X				X
(3) Students can demonstrate their ability to apply various techniques and tools (quantitative techniques, IT skills, surveys, etc.) for problem-solving and decision-making in specific areas in business and transportation		X		X	X
(4) Students can demonstrate critical thinking and appreciation that decision-making in management involves conflicting goals which require trade-offs on the basis of global understanding, ethics, integrity and responsibility		X	X		X
(5) Students will have a high level of competence in their presentation and communication skills		X	X	X	X
(6) Students can effectively complete projects and assignments independently or as a team player		X	X	X	X
(7) Students will be able to demonstrate their professional skills and knowledge in real-world administration or corporate settings		X	X	X	X

Mapping of Assessment Measures to Intended Student Learning Outcomes

Assessment Measures Intended Student Learning Outcomes	Direct Measures			Indirect Measures		
	IMB Student Competency Exam	IMB Capstone Research Project	IMB Faculty Evaluation of Student Coop Project	MMA Coop Employer Evaluation of Student	MMA Student Exit Survey	IMB Student Exit Assessment
(1) Students will be able to demonstrate proficiency in current concepts, principles and practical issues in the key domains of knowledge in international business and management	X				X	X
(2) Students will be able to demonstrate proficiency in current concepts, principles and practical issues in the key domains of knowledge in maritime business	X				X	X
(3) Students will be able to demonstrate the ability to apply various techniques and tools (quantitative techniques, IT skills, surveys, etc.) for problem-solving and decision-making in specific areas in business and transportation	X			X	X	X
(4) Students can demonstrate critical thinking and appreciation that decision-making in management involves conflicting goals which require trade-offs on the basis of global understanding, ethics, integrity and responsibility		X	X	X	X	X
(5) Students have a high level of competence in their presentation and communication skills		X	X	X	X	X
(6) Students are able to effectively complete projects and assignments independently or as a team player		X	X	X	X	X
(7) Students will be able to demonstrate their professional skills and knowledge in real-world administration or corporate settings			X	X	X	X

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: IMB Program

The direct measures of student learning provide for the assessment of the “Key Learning Outcomes for Business Programs” as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below.

Key Learning Outcomes	Direct Measures of Student Learning		
International Maritime Business Program Graduates should be able to:	<i>Direct Measure 1</i> IMB Student Competency Exam	<i>Direct Measure 2</i> IMB Capstone Research Project	<i>Direct Measure 3</i> IMB Faculty Evaluation of Student Coop Project
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	X		
2. Evaluate the legal, social, and economic environments of business	X		
3. Describe the global environment of business	X	X	X
4. Describe and explain the ethical obligations and responsibilities of business	X	X	X
5. Apply decision-support tools to business decision making	X	X	
6. Construct and present effective oral and written forms of professional communication		X	X
7. Apply knowledge of business concepts and functions in an integrated manner		X	X

Section III: Operational Assessment

Intended Operational Outcomes:	
1.	The IMB Department will maintain a curriculum that is effectively structured, current and relevant in line with the demands of the industry.
2.	The IMB Department will be successful in placing its graduates in well-paying jobs in their field.
3.	Faculty members in the IMB program will bring substantial expertise, experience and enthusiasm to the courses they teach.
4.	Faculty members will engage in research and professional activities which advance their knowledge both in their specialized fields of interest and, more broadly, in methodologies in business teaching.
5.	Faculty members in the IMB Department will be highly effective in their role as academic advisors and mentors to their students.
6.	The IMB Department will adopt appropriate instructional methods/tools and ensure that adequate resources are available to facilitate more effective learning by students.
7.	The IMB Department will take concrete steps to facilitate a more personal/interactive approach to learning.
8.	The IMB Department will be committed to creating suitable out-of-classroom experiential learning opportunities for students, including internships and co-operatives and avenues for students to participate in conferences and exchange programs.

Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

Broad-Based Operational Goals Intended Operational Outcomes	(1) Offer a rigorous, and current industry- oriented undergraduate program that prepares students for professional careers	(2) Attract faculty who are highly- qualified and passionate and are dedicated in promoting the intellectual development of their students	(3) Provide students with personalized guidance and motivation to ensure that they will progress systematically through their curriculum	(4) Ensure that teaching takes places in a setting that nurtures students' active participation and interaction with their instructors	(5) Offer a highly conducive academic environment with adequate access to opportunities and resources for students to learn effectively	(6) Ensure that students have opportunities beyond the classroom to demonstrate their knowledge and skills acquired
(1) The IMB Department will maintain a curriculum that is effectively structured, current and relevant in line with the demands of the industry.	X					
(2) The IMB Department will be successful in placing its graduates in well-paying jobs in their field.	X					
(3) Faculty members in the IMB program will bring substantial expertise, experience and enthusiasm to the courses they teach.		X				
(4) Faculty members will engage in research and professional activities which advance their knowledge both in their specialized fields of interest and, more broadly, in methodologies in business teaching.		X			X	
(5) Faculty members in the Department will be highly effective in their role as academic advisors and mentors to their students.			X			
(6) The Department will adopt appropriate instructional methods/tools and ensure that adequate resources are available to facilitate more effective learning by students.				X	X	
(7) The Department will take concrete steps to facilitate a more personal/interactive approach to learning.				X		
(8) The IMB Department will be committed to creating suitable out-of-classroom experiential learning opportunities for students, including internships and co-operatives and avenues for students to participate in conferences and exchange programs.					X	X

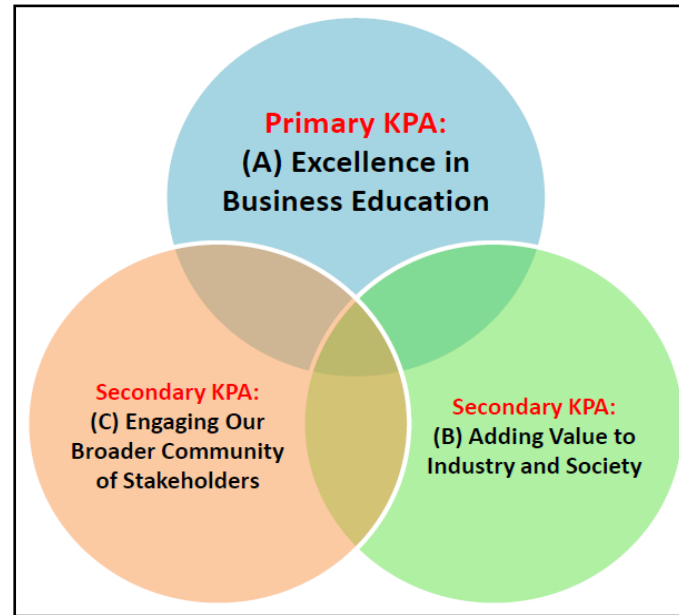
Mapping of Intended Operational Outcomes to Operational Assessment Measures

Operational Assessment Measures Intended Operational Outcomes	(A) Student graduation rate	(B) Job Placement	(C) Starting Salary linked with well paid jobs	(D) Faculty Qualification	(E) Faculty Professional Development	(F) Small Class Size for Experiential Learning	(G) Participation Rates in Student Exchange Programs	(H) Student satisfaction with program
(1) The IMB Department will maintain a curriculum that is effectively structured, current and relevant in line with the demands of the industry.	X							X
(2) The IMB Department will be successful in placing its graduates in well-paying jobs in their field.		X	X					X
(3) Faculty members in the IMB program will bring substantial expertise, experience and enthusiasm to the courses they teach.				X				X
(4) Faculty members will engage in research and professional activities which advance their knowledge both in their specialized fields of interest and, more broadly, in methodologies in business teaching.					X			
(5) Faculty members in the Department will be highly effective in their role as academic advisors and mentors to their students.	X							X
(6) Faculty members in the Department will adopt a wide array of methods and instructional tools in their courses to facilitate more effective learning by students.								X
(7) The Department will take concrete steps to facilitate a more personal/interactive approach to learning.						X		X
(8) The IMB Department will be committed to creating suitable out-of-classroom experiential learning opportunities for students, including internships and co-operatives and avenues for students to participate in conferences and student exchange programs.							X	X

Section IV: Linkage of Outcomes Assessment with Strategic Planning

- A. The Strategic Plan of the International Maritime Business (IMB) Department, developed in 2012, is structured around a number of broad key performance areas (KPAs) that are tied to the Department’s mission (Figure 1). Under each KPA, we have more specific key performance indicators (KPIs) and an associated action plan with clearly defined goals and targets (Figure 2).

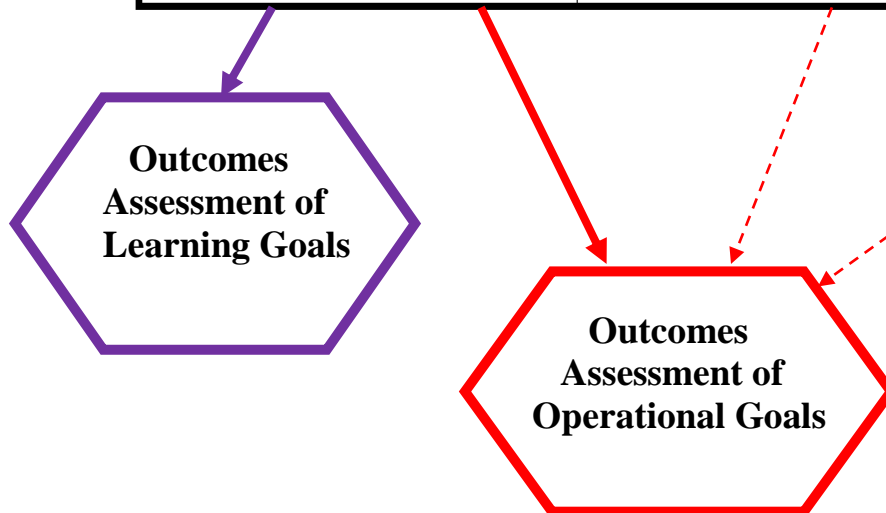
Figure 1: Key Performance Areas (KPAs)



Of the three broad KPAs identified by the IMB Department, the primary focus is on “**(A) Excellence in Business Education**” (Figure 2). The **outcomes assessment of the learning goals and operational goals** offers feedback and planning insights that are useful for the analysis of this specific KPA. In addition, the assessment of operational goals also provides some insights to the two secondary KPAs (B and C). Proper execution of the outcomes assessment plan, and corrective measures along the way, will determine the quality of our program.

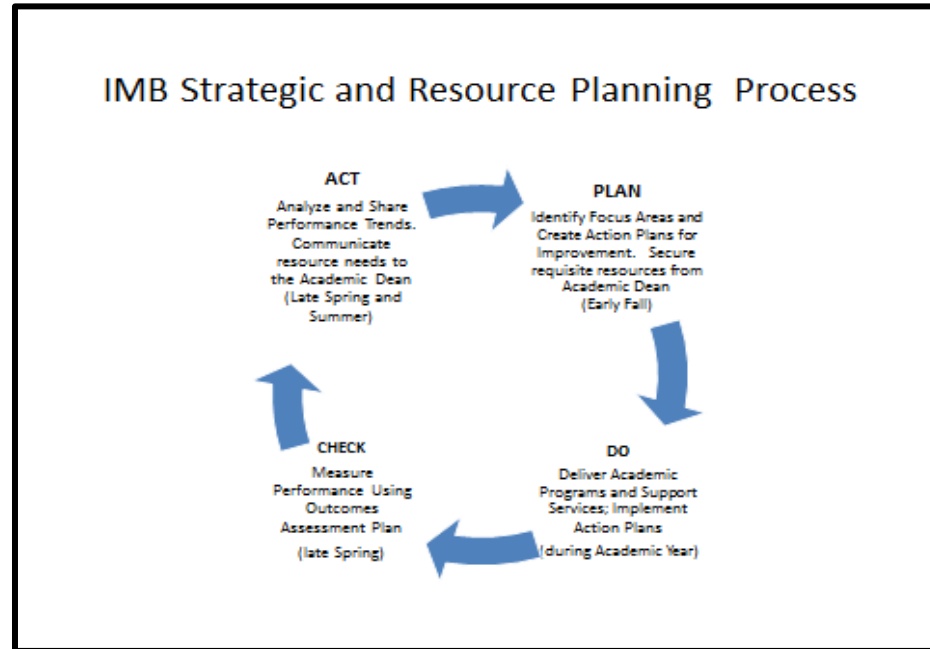
Figure 2: Key Performance Indicators (KPIs)

(A) Excellence in Business Education	(B) Adding Value to Industry and Society	(C) Engaging our Broader Community of Stakeholders
<p>Programs A1: Program Structure</p> <p>Students A2: Student Numbers A3: Learning Opportunities</p> <p>Teaching Resources A4: Faculty A5: Other Resources</p> <p>Quality Assurance A6: Internal A7: External – Accreditation</p>	<p>Academic Community B1: Research B2: Networking</p> <p>Business Community B3: Research B4: Networking</p> <p>Public Community B5: Youth Outreach B6: Student Community Projects</p>	<p>Stakeholders C1: Students and Parents C2: Alumni C3: Industry and Public</p>



B.

Figure 3: Linkage of Outcomes Assessment to Institutional Budgeting Process



- Data on the outcomes assessment will be collected, compiled and analyzed annually at the end of the Spring semester. The IMB Department will work closely with the Director of Institutional Effectiveness, Academic Affairs at MMA for data compilation and analysis. Summer will be the time for introspection and re-evaluation.
- At the beginning of the Fall semester of every year, the IMB Department will examine and identify focus areas that need improvement on the basis of the findings of the outcomes assessment. These results/findings will provide directions on how we can advance the quality of the program. They will be made more concrete in the form of an **Action Plan**. The action plan will essentially be a list of strategic steps and measures to address identified gaps in performance (i.e. the areas in our outcomes assessment plan where our stated targets have not been met). The Action Plan will incorporate an assessment of the **resources needed** to implement the plan
- A complete report of the outcomes assessment results for the previous year, the action plan and its implementation process, and the resources required (budget estimates) for the following year, will be submitted to the Dean's Office for consideration and

approval in the Spring semester. Resources to meet these needs will be secured from the Academic Dean in the Fall semester. In this way, the outcomes assessment exercise will be directly linked to the **institutional budgeting** process.

- The IMB Department will actively participate in the Assessment Committee of MMA to ensure a proper institutional channel to meet its assessment related needs.

Section V: Appendices

- A. Blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes.*
- B. Blank copies of all the evaluation rubrics associated with the assessment instruments.*

List of Assessment Instruments:

Appendix A: IMB Student Competency Exam – Direct Measure of Learning Outcomes 1, 2 and 3

Appendix B: IMB Capstone Research Project – Direct Measure of Learning Outcomes 4, 5 and 6

Appendix C: IMB Faculty Evaluation of Student Coop Project – Direct Measure of Learning Outcomes 4, 5, 6 and 7

Appendix D: MMA Coop Employer Evaluation of Student Performance– Indirect Measure of Learning Outcomes 3, 4, 5, 6 and 7

Appendix E: MMA Student Exit Survey – Indirect Measure of Learning Outcomes (All Outcomes) and Operational Outcomes 1, 3, 5, 6 and 7

Appendix F: IMB Student Exit Assessment – Indirect Measure of Learning Outcomes (All Outcomes) and Operational Outcomes 1, 2, 3, 5, 6, 7 and 8

Appendix G: MMA Job Placement Survey – Measure of Operational Outcome 2

Appendix H: IMB Faculty Qualifications Summary – Measure of Operational Outcome 3

Appendix I: IMB Faculty Professional Development Summary – Measure of Operational Outcome 4

Appendix J: Registrar's IMB Program Statistics – Measure of Operational Outcomes 1, 5, 7 and 8

Assessment Tools for Student Learning and Operational Outcomes: Evaluation Rubrics

Appendix A: IMB Student Competency Exam – Direct Measure of Learning Outcomes 1, 2 and 3

The competency exam draws questions from each course taken in IMB curriculum. Each course subject will have three questions on the competency exam. The courses are categorized in one of two areas: general business or maritime business.

(A) General Business (14 courses = 42 questions)

- Accounting I (IM-2121)
- Accounting II (IM-2221)
- Finance I (IM-3133)
- Finance II (IM-3233)
- Microeconomics (SS-2131)
- Macroeconomics (IM-1212)
- Business Communication (HU-6072)
- Organization Management (IM-1211)
- Marketing (IM-3241)
- Logistics (IM-4151)
- Business Law (SS-3221)
- Business Computing (IM-1214)
- Quantitative Methods (SM-2127)
- Business Ethics & Negotiation (IM-4211)

(B) Maritime Business (6 courses = 18 questions)

- Business of Shipping (IM-2211)
- Chartering and Brokerage (IM-3231)
- Maritime Insurance (IM-4111)
- Port and Terminal Operations (MT-3252)
- Transportation Operations Management (IM-3111)
- International Business and Ocean Shipping (IM-4112)
- Admiralty & Maritime Law (SS-3225)

Target: Each student scores at least 50% in each of the two topical groupings and at least 65% overall.

Appendix B: IMB Capstone Research Project – Direct Measure of Learning Outcomes 4, 5 and 6

Students will undertake a project that integrates different components and tests various professional skills

Tests students on the following rubric:

- Independent research skills – Form research question; outline research project; Adhere to academic style
- Critical thinking skills – Evaluate issue, interpret evidence, identify arguments, conduct analysis, justifies conclusions
- Professional presentation skills – Write report; present research orally

Target: At least 60% of students are “competent” or “exemplary” in each of the skills (as specified on the rubrics).

Appendix C: IMB Faculty Evaluation of Student Coop Project - Direct Measure of Learning Outcomes 4, 5, 6 and 7

All students in the IMB program must complete two coops in order to graduate. In order to be eligible for a Coop, a student must maintain a 2.0 GPA and be in good disciplinary standing with the Regiment. The Coops are completed either during the summer (July-August) or Winter (January-February) break. At the end of the Coop, the student is required to submit a Coop project within a predetermined deadline to an IMB Faculty member. Project guidelines are enclosed. The different components of the project assess the following intended learning outcomes.

- Understanding of ethics, integrity and responsibility in a business environment
- Competence in presentation and communication skills
- Ability to effectively complete projects and assignments independently
- Demonstrate their professional skills and knowledge in real-world administration or corporate settings

Target: At least 70% of students are “competent” or “exemplary” in each of the skills (as specified on the rubrics).

Appendix D: MMA Coop Employer Evaluation of Student Performance – Direct Measure of Learning Outcomes 3, 4, 5, 6 and 7

Main Item:

- Rating on Overall Co-op Program (question 12)

Supplementary Items:

Work Performance

- Interpersonal Relations (question 7)

Technical Ability

- Technical knowledge (question 8)
- Computer knowledge (question 8)

Intellectual Acuity

- Critical thinking skills (question 9)
- Problem solving skills (question 9)
- Comprehension of concepts (question 9)

Communication Skills

- Verbal communication skills (question 10)
- Written communication skills (question 10)
- Articulation of ideas and concepts (question 10)

Target: At least 90% of students are rated as “exceptional” or “above average” on work performance, technical ability, intellectual acuity and communication skills.

Appendix E: MMA Student Exit Survey – Indirect Measure of All Learning Outcomes and Operational Outcomes 1, 3, 5, 6 and 7

<p>Learning Outcomes: Degree to which their MMA education and experiences have helped to increase their skills, abilities and attitudes</p> <ul style="list-style-type: none">• In-depth knowledge in your field• Writing ability• Public speaking ability• Computer skills• Ability to think analytically and evaluate new information and ideas• Ability to identify moral/ethical issues• Ability to use quantitative tools• Ability to explain your ideas• Ability to function effectively and achieve goals as a team member• Ability to function independently without supervision• Ability to solve problems• Ability to make rational, ethical and responsible decisions• Ability to behave in a professional manner• Sense of global awareness• Sense of social responsibility <p>Target: At least 75% of students rated each outcome at least 3 on a 1-5 scale with 5 being highest.</p>	<p>Operational Outcomes: Level of satisfaction in facilities services</p> <p>Section 12: Availability of Facilities/services</p> <ul style="list-style-type: none">• Academic advising• Tutoring/other academic assistance• Technology services• IT services are accessible• IT support is readily available• IT support ineffective• Blackboard is readily available• Blackboard is effectively used by faculty <p>Section 13: Quality of facilities/services</p> <ul style="list-style-type: none">• Library resources were available and adequate• Academic advising policies and procedures were clear <p>Section 14: Aspects of college experience</p> <ul style="list-style-type: none">• Class Size• Ability to meet with faculty• Faculty concern with academic progress• Level of academic challenge• Knowledge of faculty in his/her field <p>Target: At least 75% of students rated satisfaction at least 3 on a 1-5 scale with 5 being highest.</p>
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Appendix F: IMB Student Exit Assessment – Indirect Measure of All Learning Outcomes and Operational Outcomes 1, 2, 3, 5, 6, 7, 8

<p>Learning Outcomes:</p> <p>The IMB Student Evaluation Survey seeks to obtain more focused responses on IMB’s stated learning outcomes.</p> <p>Target: At least 65% of students rated each outcome at least 4 on a 1-5 scale with 5 being highest.</p>	<p>Operational Outcomes:</p> <p>The IMB Student Evaluation Survey seeks to obtain more focused responses on IMB’s stated operational outcomes.</p> <p>Target: At least 65% of students rated each outcome at least 4 on a 1-5 scale with 5 being highest.</p>
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Appendix G: MMA Job Placement Survey – Measure of Operational Outcome 2

<p>Senior Class Job Placement and Alumni Survey</p>	<p>Outcome 2</p>	<p>Target:</p> <ul style="list-style-type: none"> (1) At least 50% of IMB students will have a job within one month of graduation (2) At least 75% of the graduating class will be gainfully employed within six months of graduation (3) At least 50% of fresh IMB graduates will have jobs with starting salaries above \$50,000.
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Appendix H: IMB Faculty Qualifications Summary – Measure of Operational Outcome 3

<p>Faculty Data from HR</p>	<p>Outcome 3</p>	<p>Target:</p> <p>At least 90% of IMB Department’s full-time faculty members will have a PhD and all faculty members should be professionally qualified.</p>
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Appendix I: IMB Faculty Professional Development Summary– Measure of Operational Outcome 4

Faculty Annual Reviews (Research/Workshop/Conference)	Outcome 4	<p>Target:</p> <p>100% of all full-time faculty members will be engaged in at least one professional development activity each year (including research, conferences, and training workshops).</p>
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Appendix J: Registrar's IMB Program Statistics – Measure of Operational Outcomes 1, 5, 7 and 8

Data from Registrar's Office (Graduation Rate)	Outcomes 1 and 5	<p>Target: The IMB Department will have a four-year undergraduate student graduation rate of at least 75% (excluding dismissals) and 65% (including dismissals).</p>
Data from Registrar's Office (Class Size)	Outcome 7	<p>Target: At least 65% of all courses offered by the IMB Department will have a class size not exceeding 25 students.</p> <p>Target: The IMB Department will maintain a student: faculty ratio of no more than 15:1.</p>
Data from Registrar's Office	Outcome 8	<p>Target: At least 10% of every student cohort will participate in an international student program (duration of 4 weeks or longer).</p>

Assessment Instrument: IMB Faculty Qualifications Summary

Results of Measures of Operational Outcomes (Appendix H)

Target: At least **90%** of the school’s full-time faculty members will have a PhD and all faculty members will be professionally-qualified.

Faculty	Number and Qualification	2010	2011	2012	2013
Full-Time Faculty	Number				
	With PhD or Professional Qualification				
Adjunct Faculty	Number				
	With PhD or Professional Qualification				
TOTAL	Number				
	With PhD or Professional Qualification				
	Percentage of Total Faculty with PhD or Professional Qualification				

Assessment Instrument: IMB Faculty Professional Development Summary

Results of Measures of Operational Outcomes (Appendix I)

Target: All full-time faculty members will engage in at least one professional development activity in a year.

Full-Time Faculty	Year	Research	Academic Conference	Industry Conference	Training Workshop	Others (e.g., seminar)
Dr. Ani Dasgupta	2010					
	2011					
	2012					
	2013					
Dr. Bani Ghosh	2010					
	2011					
	2012					
	2013					
Dr. Ragu Krishnasamy	2010					
	2011					
	2012					
	2013					
Dr. Paul Szwed	2010					
	2011					
	2012					
	2013					
Dr. Shu Tian	2010					
	2011					
	2012					
	2013					

Assessment Instrument: Registrar's IMB Program Statistics

Results of Measures of Operational Outcomes (Appendix J)

Operational Outcome	Measure	2010-2011 Data (2007 Cohort)	2011-2012 Data (2008 Cohort)	2012-2013 Data (2009 Cohort)
1 & 5	Graduation Rate	Including students who withdrew: Not including students who withdrew:	Including students who withdrew: Not including students who withdrew:	Including students who withdrew: Not including students who withdrew:
7	Class Size	2010 Fall: 2011 Spring:	2011 Fall: 2012 Spring:	2012 Fall: 2013 Spring:
8	Participation in International Exchange Program			