Assessment Book

2010-2011

Contents

2007 – 2008: faculty members reviewed data from across the COBE core and in specific disciplines. The major finding may have been the need to develop new and better measures for defined outcomes.

2008 – 2009: faculty members revised the strategic plan, modified the MBA program, developed new measures (e.g. rubrics for written papers; summaries of simulations) and recommended changes to the curriculum (e.g. additional English courses). Faculty members "mapped" the curriculum in comparison to AACSB standards 15 and 18. Faculty members began discussion of discipline-specific measures, but the evidence was mostly anecdotal.

2009 – 2010: faculty members developed mini-cases, pilot tested (spring 2010) a few and reviewed results, reviewed summary measures for written communication, oral communication and other areas. Faculty members completed summary charts for the Academic Program Review process and highlighted progress with discipline-specific measures.

2010 – 2011: faculty members implemented mini-cases, reviewed results and revised the cases. Changes to the curriculum included: dropping BLAW 203 and ITEC 100/281 from pre-business core, leaving them as degree completion requirements and adding problems using Excel throughout the BBA and MBA curricula.

Kathryn Martel ended the 2009/2010 cycle and began the 2010/2011 cycle of assurance of learning with a 2-day visit to consult with us about how to improve our approach. She encouraged us to diversify our measures (we had too many course embedded, multiple choice tables), simplify the number of items we were measuring, and reinforced the concept of the mini-cases as an approach to program level assessment.

Over the summer the expanded assessment committee (AACSB and SACS) members then met to: revise the objectives, develop learning outcome statements, develop mini-cases to assess specific objectives, and develop rubrics. Fall, 2010, began with the "Blueprint" distributed to faculty for the administration of mini-cases throughout the BBA-core.

During Fall, 2010, we tested the mini-cases, applied the rubrics to assess outcomes, and reviewed the results. The major finding from Fall, 2010, was that the mini-cases needed further work to simplify expectations and to clarify the questions. New mini-cases were generated by having Ms. Chileva and others generate drafts that were reviewed and revised by the AoL committee members.

By Spring, 2011, the AoL committee had derived a simpler set of learning outcomes (from 18 to 12) to correspond to one major goal: *foster the development of responsible business professionals* by enhancing the learning outcomes of our students in: 1. knowledge of core business disciplines, 2. written communication, 3. oral communication, 4. logical decision making, 5. global knowledge, 6. cross cultural perspectives, 7. ethical dilemmas, 8. social responsibility components, 9. identify problems, 10. analyze situations based on the time value of money, 11. use financial statements to make decisions, and 12. use statistical methods to make decisions.

For Spring, 2011, the COBE will administer a revised set of mini-cases and capture additional measures (e.g. ETS for knowledge; course embedded for global knowledge; simulations…etc); summarize the changes in pedagogy, curriculum, and programs that have accrued as a result of assessment progress; and generate the next set of mini-cases to be administered in Fall, 2011.

Assurance of Learning/Assessment: BBA Core

Revised Blueprint and Results [draft] for Fall 2010/Spring 2011
1 Goal; 6 Objectives; 12 Assurance of Learning Outcome Statements

12 Assurance of Learning Outcome (ALO) Statements

A. Knowledge
1: Students will understand basic concepts of the core business disciplines.

B. Communication
2: Written--Students will identify the central topic, organize content, present information with good form, and cite content appropriately.
3: Oral--In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

C. Logical Decision Making
4: Students will identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.

D. Cross Cultural and Global
5: Students will exhibit knowledge of global issues.
6: Students will be able to compare and contrast perspectives of different cultural groups in a given situation.

E. Ethical
 7: Student will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequence of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.
8: Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.

F. Analytical Skills
9: Students will be able to identify and define the problem/issue/opportunity in a given situation.
10: Students will be able to analyze a situation based on knowledge of the time value of money.
11: Students will be able to use financial statements to make decisions.
12: Students will be able to use relevant statistical methods to make decisions.

COBE Strategic Goal 2: Foster the Development of Responsible Business Professionals

Objective A. Demonstrate knowledge of fundamental business concepts

Objective B. Improve abilities in communication.

Objective C. Foster understanding of a logical decision making process.

Objective D. Enhance cross cultural and global understanding.

Objective E. Enhance strengths in ethical intelligence.

Objective F. Improve analytical skills.

1. Knowledge
- The ETS measures of knowledge of basic, core concepts in 2010/11 indicate that RU students are at or near national averages in all content areas and overall. The scores for Finance are well above the national average; those for Management and Marketing are near or slightly lower than the national averages. The overall means for RU were 160 in the fall and 151 in the spring, thus meeting the target of 150, and placing near the national average of 153.
- Course embedded measures in Principles of Economics courses show that students are scoring less than 70% correct for 8 out of 13 learning outcomes.
- Course embedded measures in Principles of Marketing show students scoring less than 70% on 12 out of 50 concepts.
- Course embedded measure in Operations Management find students scoring less than 70% on almost all areas in the Fall and Spring semester courses.
- Students participating in the Business Game Simulation exercise in MGNT 428 ranked above the national average in 4 of 9 measures in the Fall classes, 6 in the Spring classes and 5 in a summer course. These scores are consistent with the results from the ETS measure.

Observations:
- The scores generated from the BSG simulation are very consistent with the ETS scores – when looking at our students' performance compared to a large number of other participants around the country and the world we are at about the 50th percentile. The two lowest scores were on Human Resource Management and on Marketing. The low score in HR is not surprising given that we do not require a HR course. The low score in Marketing is a little more surprising and troubling. For some reason the students do not seem to be retaining or applying the material from their marketing classes effectively.
- A size fluctuation across terms complicates
- Flatness of Economics relative to others; variance in legal
- Perhaps review data in "like-terms" all falls, all springs
- Students have shown improvement across all the disciplines in past three years
- Some disciplines lack course embedded measures (FINC)

Changes in BBA Courses:
- More emphasis on competitive role of OM in a Global Business Economy
- More focused and time devoted to case study to illustrate/apply relevant principles/concepts
- More emphasis on the competitive role of operations in corporate strategy (MGNT 357)
- Implemented CONNECT Software for assignments to improve student engagement with course content though discontinued due to software problems (MKTG 340)
- Ask 2-3 students to report some news stories in every class period (MKTG 340)
- Dept. made decision to emphasize common content-now have common questions to determine knowledge (MKTG 340)
- After seeing great variance of low average scores on HR measures in the BSG simulation, the behavioral management professors met and are discussing what areas in HR are most important, what special topics courses we want to try next year and exploring can it lead to an HR certification (MGNT 428)

Suggestions for changes:
- Target achievement levels need to be simplified and consistent across disciplines
- Don't need 100% of students to achieve a specific target

2. Written communication
- In the Fall 2010, 67.5% of all writing submissions in one section of BLAW 203 met the objective for writing; 72.9% did so in the Spring 2011 class.
- An assessment of writing on short answer quizzes in one section of MGNT 322 found that while all students scored 70% or better very few were able to score above 90%..
- Students prepared written reports on interviews conducted in MKTG 340 in the fall. The targets were met except for the grammar category.
- The application of a rubric for written communication to five mini-cases resulted in averages for framework, organization and grammar that were almost all below the target level of 3.0/4.

Observations:
- Results mediocre
- Due to lacking writing skills.
- For Criterion in BLAW 203
  - One was an 8:00 class and 8:00 classes tend to have lower performances and lower participation than classes meeting later in the day.
  - A blend of Criterion topics and instructor-generated topics were used for the writing assignments. The students thought that the correlation between class and/or current events and the writing topics was appropriate. Still, some students did not put as much effort into the Criterion assignment as they did into other materials and assignments for the semester.

Changes in BBA Courses:
- Improvement of Online Discussion Board-question writing (MGBT 357)
- Required a case study analysis paper
- Use discussion board and part of grading is writing –although not formal writing this informal approach is still helpful (MKTG 340)

Suggestions for changes:
- Students should hone writing skills in their freshmen/sophomore years.
- Do more writing classes
- Make communication part of the business core.
- The importance of Criterion as an assessment tool and as part of the overall grade was emphasized this term and it will be emphasized even more next semesters.
- We have an unacceptable level of students without fundamental writing skills.

3. Oral communication

- Students in one section of MGNT 322 achieved an excellent outcome, 26 out of 31, on a 5 minute presentation having been given specific guidance.
- Students in several sections of MGNT 428 averaged 3.74/4 with 78.7% scoring 4. On framework, delivery and relevance the scores were all above the target of 3 and at least 75% scored 3 or 4.
- Students conducting interviews in a section of MKTG 340 scored above 3 on framework, organization and relevance, though slightly lower, 2.89, on delivery. However, over 80% scored a 3 or 4 in each category.

Observations:
- The majority of the students in MGNT 322 achieved an excellent outcome on the presentation, mainly due to specific guidance given at the first week of class.
- In MGNT 428, students on the whole did the best on organizing their presentations. They also did a pretty good job of providing relevance to the objective and being persuasive and credible. However, they tended to be a bit weaker on defining the framework and relevant issues, with their delivery on a whole being the lowest category. From this I believe students need more practice in defining and specifying their objectives. Also, they appear to need more practice on delivering their information.

Changes in BBA Courses:
- Increased class discussion by requiring students to discuss end of chapter questions in class (MGNT 357)
- Used a short presentation for practice, before a longer one (MKTG 340)
- Less focus on lecture and more emphasis on student-faculty and student-student Q&A and debate
- By switching from group scores to individual scores, we have improved the rubric, we have a better focus on student expectations, with more engagement & better rehearsed presentations (MGNT 428)
- Team presentations don't challenge the students at individual level. Solution: the first presentation is individual assignment & the second is team presentation.

Suggestions for changes:
- Need to distinguish between large group, small group / team and individual oral communication
  - * already OK on large group presentations → more onto other two forms
- Look as listening skills
- Provide feedback for improvement
- Decrease class size
- Give students more practice at clearly defining their objectives and the relevant issues surrounding it. I plan on developing several in-class exercises that has students defining the most critical objectives for chapters before we go over them. Additionally, they will have to stand and present this information to their peers.

4. Logical decision making

A rubric for logical decision making was applied to two different minicases, one in the fall and another in the spring semester. Students achieved the target average score of 2.5/4 in three of the categories rated – framework, integration and relevance for the fall minicase; in two categories, framework and relevance, one group of raters found that they achieved the target for framework and evaluation. The other set of raters did not find them achieving the target for any category. The results for the spring minicase differed significantly among raters who also expressed concerns about using that particular minicase.

Observations:

Changes in BBA Courses:
Weekly problems online
Suggestions for changes:

5. Knowledge of global issues
Students scored an average of 74.2 in several Spring 2011 sections of Econ 340. They did best on questions about the WTO, business ethics and currency devaluation. They scored below 70% on questions about economic systems, comparative advantage and trade barriers.

Observations:
    ■ Students show appropriate understanding of key core concepts, with room of improvement in others
    ■ ETS results indicate above average levels of achievement for international issues.
    ■ Our target achievement levels are higher than the national average

Changes in BBA Courses: Integration of more Global Supply Chain Content (MGNT 357) All cases used have a global perspective and are chosen on that merit, as is the simulation (MGNT 428)
Suggestions for changes: Focus class discussion and pedagogy to address areas where students are below target levels. Report other measures of knowledge and experiences, such as projects, study abroad etc. Involve adjuncts in assessment process so they understand issues that need to be addressed

6. Cross cultural understanding
- A rubric was applied to two different minicases, one in the fall and another in the spring semester. Students did not achieve the target average score of 3.0/4 in any of the categories rated – framework, perspectives or evaluation. Over 70% scored only a 1 or 2 in each category for each case. The raters for the spring results expressed concerns about using that particular minicase (the same used for logical decision making in the spring.)
- Students in one section of MGNT 322 were asked to respond to scenario based multiple choice questions. Out of 32 students, 82% achieved 70% or better

Observations:
- The majority of the students in MGNT 322 achieved an average outcome. The questions were scenario-based, requiring students to apply the knowledge acquired in class.

Changes in BBA Courses:
- Added more discussions on cultural issues when covering location decisions for manufacturing & service operations
- Increased compare/contrast cultural values across groups with emphasis on how differences impact marketing strategies & tactics

Suggestions for changes:
- More emphasis should be placed, in class and in out of class assignments on application of the material.

7. Ethical

- Three different minicases were used to assess ethical intelligence; one in the fall and two in the spring. A different rubric was used for one of the spring minicases.
- In the fall pilot test, the average for each of the categories assessed – framework, perspectives, evaluation and differentiation was below 2.
- For the spring minicase using the same rubric, the target achievement level of 3.0 was attained only for framework. For perspectives and evaluation more 85% or more scored 1 or 2 (this was not scored for differentiation.) For the minicase assessed for differentiation, integration and correctness, the target was not achieved for integration, though 63% or more did score 3 or 4 in each category.
- When administered in sections of MKTG 340 as a course embedded instrument though the results showed that after a class lesson distinguishing ethical behavior from legal behavior, students appear to have a strong understanding of ethical/legal scenarios and unethical/illegal scenarios. Nearly three quarters are also able to identify a situation that may present legal but unethical behavior (in this specific case, legal price discrimination from businesses to consumers). Students were not as strong at classifying a price-fixing scenario. While they recognized the behavior as unethical, some students didn't recognize price-fixing to be illegal.
- Students averaged 88% on a series of 4 questions on ethics and social responsibility in MKTG 340.

Observations:
- Lack of clarity of what they were asking the students.
- Needs to be simplified, direct, straight forward
- Change the questions so that 1) they directly address the learning objective & 2) the students provide answers that can be assessed by the given rubric.

Changes in BBA Courses:
- Used more case studies and expanded discussions (ECON 340)
- Have discussed and refined mini case; prompted inter-disciplinary discussions with B-law faculty to ensure that price discrimination is being taught consistently(MKTG 340)
- Added a case problem on ethics (FINC 331)
- Financial Crisis now is covered in FINC 331
- Great emphasis on discussion of ethical issues overall (MKTG 340)

Suggestions for changes:
- Curriculum and assessments committees should review mini cases and revise
- Need an ideal answer provided to make scoring less subjective
- Specificity is key.

8. Corporate social responsibility

This was assessed using a minicase completed by 29 students. The group averages for framework, perspectives and evaluation were consistently below the target of 3.0 for all 6 raters. Fewer than half scored 3 or 4 except for one sample evaluated by one rater for framework.

Observations:
- We need to be more selective with how we measure social responsibility: ACTG 212 not ready or appropriate place to measure. Results won't change. Where in the core is the place to measure.
- MGNT 428 maybe?
- Should we measure a number of factors? Social responsibility certainly not that course alone, maybe in addition to a junior level course measure as stepped measures. Not the same rubric but the same concept.
- Too small of a sample
- Same as #7
- Results too low

Changes in BBA Courses:
- Financial Crisis now is covered in FINC 331

Suggestions for changes:
- Same as for #7
  - Curriculum and assessments committees should review mini cases and revise
  - Need an ideal answer provided to make scoring less subjective
  - Specificity is key.
- More attention on corporate social responsibility
- Increase our efforts in teaching
- Measure it possible in MGNT 428; or maybe in 2nd or 3rd year and then again in 428.

9. Define a problem/issue/opportunity
- Students' ability to identify and define a problem/issue/opportunity is measured by using the framework score from the application of rubrics to five different minicases administered in five different courses. The target achievement level of 2.5 was met in only one of these – the logical decision making minicase. For all the others the score was below 2.0.
- On a quantitative problem administered in sections of MGNT 333 in the Fall semester though more than 75% of the students correctly identified linear programming, inventory and project management situations. Only 62% correctly identified regression/forecasting situations.

Observations:
- Students demonstrate lack of understanding or identify problems versus opportunities
- Students seem to recognize appropriate tools

Changes in BBA Courses:
- More emphasis on identifying relevant aspects of problem situations and appropriate methods/tools available to decision makers (MGNT 333)
- Weekly problem sets (ECON 105)

Suggestions for changes:
- Problems used in mini cases need to be general instead of discipline specific.
- Introduce problem solving early in curriculum, with opportunities for practice and feedback within and across courses
- Develop and teach problem solving process
- Mini-cases need to be administered in early courses (sophomore) AND in later courses (junior/senior) to provide a comparison point.
- Revisions to the mini-cases themselves should also impact scores on this item as it was not clear they were expected to frame in the problem prior to providing a solution.

10. Time value of money
- One minicase was piloted in the Fall and assessed for framework, formulas and solutions. The average was below the 2.5 target for all these categories.
- A different minicase was piloted in the Spring however all the scores were below 2.5. The questions need to be clarified and simplified.
- On a course embedded quantitative problem in FINC 331on the time value of money, 84% of those attempting the problem had a correct answer.

Observations:
- The questions appear to be too difficult for the students. The questions need to be clarified and simplified.

Changes in BBA Courses:
- Reinforced in non-Core courses – Econ 203, 350, Finc 251, 332, 336, 341, 381, 436, 441

Suggestions for changes:
- Apply to more areas of decision making, e.g in investment production, investment, individual decision w.r.t. saving and consumption behavior, capital budgeting
- Provide (more) formula, tables, calculator
- Simplify questions and make them more specific (what exactly are we expecting the students to write down).

11. Using financial statements

Two different minicases were used, one in the fall and one in the spring and assessed based on framework, integration, solution and figures (only the fall one for this category.) Students did not achieve the target, 2.5, for any of these for any of these categories for either minicase. One-third or fewer scored 3 or 4 in any category in either minicase.

Observations:

Changes in BBA Courses:
- 1 slide of case presentation summarizes financial position of firm and how that info should guide strategy. It helps with logical decision making based on what the firm can feasibly do (MGNT 428)

Suggestions for changes:
- Reevaluate to clarify case
- Clarify what is expected (rubric)? Too many overlapping cases/assessment
- ABS minicase should not be applied to all students, should be applied to financial students or accounting students. A flaw in the evaluation process?
- Then looked at case & determined it could be relevant to all (the group was not clear on these 2 cases or the rubrics used to determine.)
- Be able to calculate losses or profits for ongoing business

12. Using statistical methods
- Two different minicases were used in the spring, one of which asked students to interpret regression analysis results, the other assessed understanding of probabilities.
- For regression analysis, students exceeded the target achievement average of 2.0 for the solution and integration categories, but not for framework. Less than half the students scored a 3 or 4. For the probability questions, the score was above 2 for the solution but less than 2 for integration.
- An assessment in MGNT 333 in the fall found students able to make the correct decision more than 80% of the time in the linear programming, inventory situations and project management situations. Only 46% though made a correct decision in regression forecasting situations.

Observations:
- Re-enforced in 357? No –(not used)
- Problem with students identifying what they are learning "regressions analysis"
- Grad / US students say that they never had it, yet the faculty know that they taught them – so is the problem that students just cannot identify the "label" of what they are learning?
- Better than #7 and #8
- Doing well on some statistical methods but not all of them.

Changes in BBA Courses:
- Focus on decision-making process vs. math problem solving (MGNT 357)
- Increased focus on application of methods to different managerial decision making situations – use mini case problems, practical application examples/problems (MGNT 333)
- More linkage between SQL (statistical quality control)and TQM principles (MGNT 357)

Suggestions for changes:
- Measure it in courses where it is practiced or mastered; maybe MGNT 428
- Need to reinforce regression in MGNT 357
- Gradual enforce using statistical methods(?)

BBA Curriculum Alignment and Assessment Matrix

1: Where are our core outcome concepts introduced, practiced, and mastered? 2. Where are our learning objectives assessed?

MC = mincase, CE=course embedded

BBA Core/ALOs	ECON 105	ECON 106	BLAW 203	ACT G 211	ACT G 212	ECON 340	MKTG 340	MGNT 322	MGNT 333	MGNT 357	FINC 331 N=4	MGNT 428
Written	*MC*	*MC*	I, P 5 assign using Criterion *CE, MC*	I(1)	P *MC*	P Case study papers *MC*	I, P Formal paper given outline and instructions *CE*	I, P Eight Open-ended quizzes *CE, MC*			I(1), P(1) Written assignment	P Paper
Oral				I(1)	P	P Case study discussions, oral presentations	I, P Group given outline and instructions *CE*	I, P Oral presentation *CE*			I(1) Inclass disc quest.	P Case presentation *CE*

Logical Decision Making	I, P Lectures, problem sets, exam question *MC*	I, P Lectures, problem sets, exam questions		I(1), P(1) Hmk, Inclass, exams *MC*		P Case studies, exam questions			I, P In-class exercises and test questions	I, P In-class exercises and test questions	I(1), P(2) Inclass exercises, MyFinanceLab assign, Hmk, exams	M Cases, Simulation
Global Knowledge	I	I	I, P Case days w/ 3 min essay			I ,P Case studies, exam questions *CE*	I Class disc, MC exam questions	I, P Lectures, exam questions				P Lectures, simulation
Cultural Understanding			*MC*	*MC*		I, P Case studies, exam questions	I Class disc, MC exam questions	I, P Lectures, exam questions *CE*				

Ethical Dilemmas		*MC*	I, P Class disc, Case day *MC*	I(3), P(1) Text exer., case hmk	I	I, P Case studies, exam questions *MC*	I, P Inclass vignettes using rubric, MC exam questions *MC*	I Lecture I, P examples			I(3) Class disc. Exam quest.	
Social Responsibility			I, P Class disc.	I(2), P(1) Class disc.		I, P Case studies, exam questions	MC exam questions	*MC*			I(3) Class disc.,exam quest.	
Framework (ID the problem	*MC*	*MC*	I, P IDES model *MC*	I(2), P(1) Hmk, Inclas s, exams *MC*	I *MC*	*MC*			I, P In-class exercis es and test questio n *CE*	I, P In-class exercis es and test questio n *MC*	I(1), P(1) Problem ID exerc.	P Cases, simulation
Time Value of Money				I(2), P(1) Hmks , exams						*MC*	I(2), P(2), M(3) Hmk, exams *CE*	P In-class exercise *MC*

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Financial Statements				I(3), P(4) Hmk, exams	I, P, M *MC*						P(3), M(1) Hmk, exams *MC*	P Cases, simulation
Statistical Methods						*MC*			I, P In-class exercises and test question *CE*	I, P In-class exercises and test question *MC*	I(1), P(3) Hmk, exams	

BBA learning outcome measures

1. Knowledge**: students will understand basic concepts of the core business disciplines**

Learning outcome: Knowledge 1. Students will understand basic concepts of the core business disciplines.
Measure: ETS major field test for BBA topics in business

The ETS Major Field Test for BBA topics in Business was administered in MGNT 428, Fall 2010 and Spring 2011. Students are required to making a passing score. Assessment indicators for 2010-11 cannot be compared to testing years prior to 2010 due to changes in the Business Test that were introduced in 2010. Assessment indicators are reported as percent correct.

	n	Accounting		Economics		Business Law	
		RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools**
Spring 2008	189	49.0	50.3	48.0	47.6	45.0	46.1
Spring 2009	177	53.0	49.8	51.0	47.4	50.0	46.1
Summer 2009*	27	51.0	49.8	48.0	47.4	45.0	46.1
Fall 2009	97	53.0	49.8	52.0	47.8	48.0	45.9
Spring 2010	165	57.0	49.8	55.0	47.8	56.0	45.9
Summer 2010*	55	53.0	49.8	51.0	47.8	53.0	45.9
Fall 2010	93	54		55		58	
Spring 2011	173	46	46	47	45	45	58

	n	Finance		International		Management	
		RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools**
Spring 2008	189	59.0	55.6	61.0	54.3	61.0	55.2
Spring 2009	177	58.0	54.9	62.0	54.0	65.0	54.7
Summer 2009*	27	60.0	54.9	58.0	54.0	59.0	54.7
Fall 2009	97	64.0	55.0	61.0	54.1	62.0	54.5
Spring 2010	165	64.0	55.0	65.0	54.1	66.0	54.5
Summer 2010*	55	63.0	55.0	62.0	54.1	64.0	54.5
Fall 2010	93	68		63		64	
Spring 2011	173	60	44	59	54	55	59

	n	Marketing		Quantitative		Information Systems	
		RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools**
Spring 2008	189	58.0	52.6	47.0	46.5	59.0	58.5
Spring 2009	177	61.0	52.0	49.0	46.2	62.0	58.0
Summer 2009*	27	59.0	52.0	45.0	46.2	59.0	58.0
Fall 2009	97	58.0	51.9	52.0	46.1	63.0	57.7
Spring 2010	165	58.0	51.9	52.0	46.1	62.0	57.7
Summer 2010*	55	61.0	51.9	50.0	46.1	63.0	57.7
Fall 2010	93	57		48		64	
Spring 2011	173	55	57	45	41	55	50

	n	Overall	
		RU mean	Mean all schools**
Spring 2008	189	154.0	152.1
Spring 2009	177	157.0	151.6
Summer 2009*	27	154.0	151.6
Fall 2009	97	157.0	151.6
Spring 2010	165	160.0	151.6
Summer 2010*	55	159.0	151.6
Fall 2010	93	160.0	
Spring 2011	173	151	153.5

*Sample includes students taking classes in Roanoke, VA

**All schools refers to 132,647 examinees at 618 other institutions administering the exam between August 2006 to June 2009. For 2010, all schools refers to 15,939 examinees at 259 institutions.

Assessment indicators for 2010 cannot be compared to testing years prior due to changes in the Business Test that were introduced in 2010.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the subject categories for the ETS test administered in MGNT 428 should be greater than or equal to 150.

Observations and suggested improvements:

Learning outcome: Knowledge 1. Students will understand basic concepts of the core business disciplines.

Measure: Course-embedded instrument designed to measure knowledge of the macroeconomic environment.

Administered in sections of ECON 105, Spring 1022

Learning outcome	Departmental Direct Assessment Measures, percent correct	
	ECON 105	
	2009/10	2010/11
Evaluating the state of the economy	46	57
Describe the relationship of Money supply to inflation in the long-run		49
Explain the nature and causes of business cycles		58
Describe and assess stabilization policies	36	72
Describe the sources of long-run economic growth	77	90

Note: The faculty of the Department of Economics revised the learning outcomes for knowledge of Macroeconomics, collapsing them in to 5 content areas and increasing the number of questions from 9 to 15.

Observations and suggested improvements:

Learning outcome: Knowledge 1. Students will understand basic concepts of the core business disciplines.

Measure: Course-embedded instrument designed to measure knowledge of economics in general and microeconomic issues

Administered in sections of ECON 106, Spring 2011

Learning outcome	Departmental Direct Assessment Measures, percent correct	
	ECON 106	
	2009/10	2010/11
To discuss the economic concepts of scarcity, trade-offs, opportunity cost and comparative advantage, and to apply them to situations requiring making choices	66	75
To explain the economist's way of thinking including the role of incentives in decision making, the use of marginal analysis and economic models	75	62
Demonstrate how markets work to allocate resources and describe alternative economic systems	76	83
Explain how consumers make decisions based on utility maximization based on preferences and subject to budget constraints	71	66
Explain how firms make production decisions to minimize cost and maximize profit given available technologies	56	53

Distinguish among different types of markets and explain show how firm behavior changes depending upon the type of market in which it operates	52	82
Explain the conditions under which markets may fail to organize economic activity efficiently		59
Illustrate how well designed government policy might improve market outcomes in instances of market failure		48

Note: The faculty of the Department of Economics revised the learning outcomes for knowledge of Microeconomics, collapsing them in to 8 content areas and increasing the number of questions from 12 to 24.

Observations and suggested improvements:

Learning outcome: Knowledge 1. Students will understand basic concepts of the core business disciplines.

Measure: Course-embedded instrument designed to measure knowledge of marketing.

Administered in sections of MKTG 340, Spring 2011

	S2009	F2009	S2010	S2011
1. Definition of Marketing	94.2	94.4	93.9	86.7
2. Marketing Mix	92.7	96.9	96.3	91.4
3. Target Market	94.9	98.8	97.1	99.4
4. Marketing Mix Elements	80.3	93.1	84.9	90.5
5. Monopolistic Competition	48.1	59.2	94.3	91.7
6. Oligopoly	60	63.6	66.1	57.5
7. Barriers to Entry	94.1	98.4	96.7	91.4
8. Ethical & Social Responsibility (Consumer Bill of Rights)	74.1	88.5	93.1	82.5
9. Ethical & Social Responsibility (Green Marketing)	98.5	94.1	96.7	95.6
10. Ethical & Social Responsibility (Ethics)	93.3	93.1	93.9	94.6
11. Ethical & Social Responsibility (Ethics & Laws)	83.7	89.9	84.5	79.7
12. Consumer Behavior (Extended Problem Solving)	87.3	87.7	84.2	87.6
13. Consumer Behavior (Reference Groups)	82	82.6	78.3	76.4

14. Consumer Behavior (Cognitive Dissonance)	82.8	84.5	81.3	81.2
15. Consumer Behavior (Routine Problem Solving)	93.3	92.7	95.4	88.2
16. Organizational Buying Behavior (Definition of Consumers)	81.2	76.4	78.1	78.8
17. Org. Buying Behavior (Types of Organizational Markets)	57.1	46.8	49.6	52.7
18. Org. Buying Behavior (Definition of Industrial Firm)	69.2	69.4	73.6	73.3
19. Global Marketing (Balance of Trade)	75.6	78	73.1	74.9
20. Global Marketing (US Balance of Trade)	82.4	80.3	87.6	86.2
21. Global Marketing (Protectionism)	89.3	90.2	81.4	81.4
22. Marketing Research (Definition)	77.9	82.3	69.0	68.6
23. Marketing Research (Definition of Sampling)	97.7	90.5	97.5	93.1
24. Marketing Research (Definition of Statistical Inference)	49.6	65.8	76.4	70.3
25. Marketing Research (Types of Data)	93.2	85.1	95.0	97.1
26. Market Segmentation (Market Segmentation)	58.8	60.1	63.2	66.1
27. Market Segmentation (Market Segments)	86.3	84.8	82.2	85.7
28. Market Segmentation (Product Differentiation)	82.4	85.4	81.8	82.4
29. Market Segmentation (Mass Customization)	86.3	82.9	82.2	79.5
30. Product Strategy (Convenience Good)	93.1	85.1	89.7	87.0
31. Product Strategy (Derived Demand)	56.5	65.5	71.5	63.8
32. Product Strategy	78.6	73.7	73.6	65.5

(Organizational/Production Products)				
33. Product Strategy (Trademark)	88.5	90.5	87.6	87.8
34. Product Strategy (Product Life Cycle)	93.9	92.1	93.8	94.9
35. Product Strategy (Product Adoption)	69.5	67.6	59.9	50.8
36. Product Strategy (Product Adoption)	67.2	67	60.7	62.7
37. Product Strategy (Product Life Cycle)	63.4	72.1	81.8	69.1
38. Pricing Strategy (Price Fixing)	67.7	81.8	79.3	70.7
39. Pricing Strategy (Price Discrimination)	58.5	65.7	66.4	70.7
40. Pricing Strategy (Loss Leader Pricing)	62.3	72	65.1	57.0
41. Pricing Strategy (Penetration Pricing)	90.8	93.1	90.9	81.6
42. Distribution Strategy (Logistics)	34.1	31.8	33.9	44.8
43. Distribution Strategy (Logistics Functions)	57.4	59.4	75.6	64.5
44. Distribution Strategy (Supply Chain)	82.9	81.4	85.1	85.8
45. Distribution Strategy (Intermodal Transportation)	84.5	81.8	86.8	77.1
46. Distribution Strategy (Reverse Logistics)	92.2	79.9	84.3	87.1
47. Promotion Strategy (Promotion Mix)	84.1	81.3	83.1	84.2
48. Promotion Strategy (Advertising)	75.4	73.8	73.6	75.7
49. Promotion Strategy (Personal Selling)	76.2	72.9	71.9	79.9
50. Promotion Strategy (Pull Promotional Strategy)	78.6	72.6	71.1	71.2
Average	78	79.1	80.3	78.3
n	129*	321	*240-245	315

*Includes students taking classes in Roanoke, VA

Observations and suggested improvements:

Learning outcomes: Knowledge: 1. Students will understand basic concepts of the core business disciplines; **Logical Decision Making** 4. Students will identify the problem/ issue/opportunity, organize information, and recommend relevant options in a given situation; **Analytical Skills** Students will be able to use relevant statistical methods to make decisions.

Measure: Course-embedded instrument designed to measure student knowledge relating to concepts in operations management.

Administered in sections of MGNT 357 Fall 2010

Knowledge of Operations Management Issues	% Correct Responses		
Area	Fall 2009	Spring 2010	Fall 2010
Definition of operations management	82	84	83
The role of OM in competitiveness	69	71	70
Differences in manufacturing and service operations	80	85	87
Identification of differences between product and service design	76	79	75
Productivity management	74	83	86
Product and service reliability	68	72	71
Statistical process and quality control	77	81	84
Sampling theory for quality control	67	70	73

* Percentages are round to the nearest integer.79

Area	Correct Responses(%)[*]
	Spring 2011
Definition of operations management	81
The role of OM in competitiveness	74
Differences in manufacturing and service operations	84
Identification of differences between product and service design	80
Productivity management	89
Product and service reliability	76
Statistical process and quality control	88
Sampling theory for quality control	68

Observations and suggested improvements:

Learning outcome: Knowledge 1. Students will understand basic concepts of the core business disciplines.

Measure: Strategic planning on BGS business simulation

Administered in sections of MGNT 428 during fall, spring and summer.

The percentile rankings shown in the Learning Assurance Report are based on the total population of students worldwide playing The Business Strategy Game over the past 12 months.

Course Assessment Results organized by Scoring Rubric Scale:

Percentile Ranking vs. All Simulation Players Worldwide Over the Last 12 Months

(Population statistics: Students = 34,230, Companies = 11,546, Schools = 381, Countries = 33)

STUDENT / PARTICIPANT	LEADERSHIP SKILLS	COLLABORATION & TEAMWORK	FINANCIAL ANALYSIS	FINANCIAL MANAGEMENT	OPERATIONS MANAGEMENT	MARKETING MANAGEMENT	HUMAN RESOURCES MANAGEMENT	STRATEGIC ANALYSIS & PLANNING	CORPORATE SOCIAL RESPONSIBILITY	N =
Fall 2010	45	44	56	58	67	35	37	70	46	40
Spring 2011	62	63	43	57	44	37	65	62	51	101
Summer 2011	54	53	47	59	54	43	43	64	27	35

The Learning Assurance Report is useful in two very important respects: 1) It provides you with a clear overview of how well your students rank relative to students at other schools worldwide who have gone through the competition-based simulation exercise. 2) Because the report offers highly credible evidence regarding the caliber of business understanding and decision-making prowess of your students, it can be used to help assess whether your school's academic curriculum in business is providing students with the desired degree of business understanding and decision-making acumen. Professors, department chairs, and deans at many business schools in the U.S. are engaged in developing ongoing evidence of whether their academic programs meet the Assurance of Learning Standards now being applied by the AACSB; a prime goal of this Learning Assurance Report is to contribute significantly to that effort.

Assessment Measure Description including Scoring Rubric Scale:

- **Leadership Skills** Assessment of the individual's leadership and independent thinking skills. Based co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.

- **Collaboration & Teamwork** Assessment of the individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' answers for items 1, 3, 8, 9, 11 on the peer evaluation exercise.

- **Financial Analysis** Assessment of the individual's skills in analyzing financial ratios and financial statements. Based on the individual's answers to selected questions from Quiz #2.

- **Financial Management** Assessment of the group's ability to apply financial management principles. Based on the company's ROE, credit rating, and stock price performances.

- **Operations Management** Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.

- **Marketing Management** Assessment of the group's ability to effectively market the company's product and control marketing costs. Based on the company's market image and marketing costs per unit sold.

- **Human Resources Management** Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold.

- **Strategic Analysis & Planning** Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.

- **Corporate Social Responsibility** Assessment of group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen". Based on the % of company revenues spent on the six corporate social responsibility initiatives.

Observations and conclusions of the faculty member(s) scoring and collecting data on student feedback from assessment and results of measure: The scores generated from the BSG simulation are very consistent with the ETS scores – when looking at our students performance compared to a large number of other participants around the country and the world we are at about the 50th percentile. The two lowest scores were on Human Resource Management and on Marketing. The low score in HR is not surprising given that we do not require a HR course. The low score in Marketing is a little more surprising and troubling. For some reason the students do not seem to be retaining or applying the material from their marketing classes effectively.

Observations and suggested improvements:

2. Written communication: Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Learning outcome: Communication 2. Written – Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Measure: Course embedded quizzes.

Assessment Measure Description including Scoring Rubric Scale: Students completed 8 quizzes throughout the semester, each quiz containing five short-answer questions, worth 5 points each. Students had similar practice-questions in preparation for the quizzes. The table below presents the distribution of grades using percent achieved of the maximum score. N = 31.

Course Assessment Results Organized by Scoring Rubric Scale:

	<59% (failing)	60%-69% (weak)	70%-79% (average)	80%-89% (above average)	90%-100% (Excellent)
Identify the topic and present it clearly	-	-	3	21	7

Observations and Conclusions: The majority of the students achieved an above average score in this measure, mainly due to the fact that they had access to similar questions prior to each quiz. The emphasis was understanding and presenting the material rather than memorizing it. Still, only 7 out of 31 achieved 90% or more, due to lacking writing skills.

Suggestions for Improvements/Changes: Students should hone writing skills in their freshmen/sophomore years.

Learning outcome: Communication 2. Written – Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Measure: Criterion online writing evaluation service

Administered in sections of BLAW 203, fall and spring.

<div align="center">

Criterion Writing Assessment

Criterion.ets.org

Fall 2010

</div>

BLAW 203, Section 01

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
6	0	1	0	0	0
5	16	11	11	9	6
4	15	20	16	17	21
3	6	2	2	5	7
2	2	0	1	0	0
1	0	0	1	1	1
Mean	4.15	4.32	4.13	4.03	3.86

A score of 5 or 6 is defined as "Doing Fine"

A score of 3 or 4 is defined as "Needs Some Help:

A score of 1 or 2 is defined as "Needs A Lot Of Help"

On assignment #1:

- No students scored a 6

- 16 of 39 students scored a 5, 41% of the submissions

- 21 students scored a 3 or a 4, 53.8%

- 2 students scored a 2, 5.1%

- No student scored a 1.

- 31 of the 39 students scored 4 or better, 79.5%

- This assignment was instructor-created.

On Assignment #2:

- 12 of 34 students scored a 5, 35.3% of the submissions

- 22 students scored a 3 or a 4, 64.76%

- No students scored a 2

- No student scored a 1

- 32 of the 34 students scored 4 or better, 94.1%

- This was by far the best performance by any class since I began using Criterion

- This was a Criterion assignment calling for an opinion rather than a right or wrong answer, and was much better received by the students.

On Assignment #3:

- 11 of 31 students scored a 5, 35.5% of the submissions

- 18 students scored a 3 or a 4, 58.1%

- 1 student scored a 2, 3.2%

- 1 student scored a 1, 3.2%.

- 27 of the 31 students scored 4 or better, 87.1%

On Assignment #4:

- 9 of 32 students scored a 5, 28.1% of the submissions

- 22 students scored a 3 or a 4, 68.7%

- 0 students scored a 2.

- 1 student scored a 1, 3.1%.

- 26 of the 32 students scored 4 or better, 81.25%

On Assignment #5:

- 6 of 29 students scored a 5, 20.7% of the submissions

- 22 students scored a 3 or a 4, 75.8%

- No student scored a 2.

- 1 student scored a 1, 3.4%.

- 21 of the 29 students scored 4 or better, 72.4%

[A score of 4 or higher *meets* our college objectives for writing.]

In this section 67.5% (112 of 166) of all submissions were at or above 4, thus meeting the college objective regarding writing scores. The mean score for all assignments was 3.80.

Two points to keep in mind:

1. This was an 8:00 class and 8:00 classes tend to have lower performances and lower participation than classes meeting later in the day.

2. A blend of Criterion topics and instructor-generated topics were used for the writing assignments. The students thought that the correlation between class and/or current events and the writing topics was appropriate. Still, some students did not put as much effort into the Criterion assignment as they did into other materials and assignments for the semester.

The importance of Criterion as an assessment tool and as part of the overall grade was emphasized this term and it will be emphasized even more next semesters.

Annual data

Measure: Criterion Online Writing Evaluation

	Fall 2009		Spring 2010		Fall 2010		Spring 2011	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Percentage of students meeting expectations	65.4	75.5	64.2	69.1			74.4	72.9
Total number of students assessed	104	102	81	81			67	59

	Fall 2009		Spring 2010		Fall 2010		Spring 2011	
Area Analysis	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Percent of students without grammar errors	19.3	27	18.0	23.0			13.8	28.5
Percent of students without usage errors	31.2	46	18.5	24.0			21.2	27.9
Percent of students without mechanics errors	59.6	60	59.0	46.0			67.6	54.3
Percent of students without style comments	11.0	6.0	20.0	28.5			18.3	19.2
Overall performance (mean score*)	3.87	4.17	3.82	3.98			3.91	3.8

*Scale: A score of 5 or 6 is defined as "Doing Fine," A score of 3 or 4 is defined as "Needs Some Help, A score of 1 or 2 is defined as "Needs A Lot Of Help"

Faculty Comments:

1. Of the two sections, one was an 8:00 class and 8:00 classes tend to have lower performances and lower participation than classes meeting later in the day.

2. A blend of Criterion topics and instructor-generated topics were used for the writing assignments. The students thought that the correlation between class and/or current events and the writing topics was appropriate. Still, some students did not put as much effort into the Criterion assignment as they did into other materials and assignments for the semester.

3. The importance of Criterion as an assessment tool and as part of the overall grade was emphasized this term and it will be emphasized even more next semesters.

4. We have an *unacceptable* level of students without fundamental writing skills.

Learning outcome: Communication 2. Written – Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Measure: Course embedded written reports

Written reports in MKTG 340 assessed using a rubric.

Fall 2010 Results (Pilot Test):

			Term	**n Raters**	**n Students**			
			Fall 2010	1	10			
BBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	0	1	9	3.90		0%	100%
Organization	0	0	2	8	3.80		0%	100%
Grammar	2	4	4	0	2.20		60%	40%
Citations	0	2	7	1	2.90		20%	80%

			Term	**n Raters**	**n Students**			
			Fall 2010	1	10			
BBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	1	3	6	3.50		10%	90%
Organization	0	0	7	3	3.30		0%	100%
Grammar	0	8	1	1	2.30		80%	20%
Citations	0	0	2	8	3.80		0%	100%

1. **Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.**

Observations and suggested improvements:

Learning outcome: Communication 2. Written – Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Measure: Minicases assessed using a rubric

The writing rubric was applied to the written responses for a variety of minicases.

BBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	1	3	6	3.50		10%	90%
Organization	0	0	7	3	3.30		0%	100%
Grammar	0	8	1	1	2.30		80%	20%
Citations	0	0	2	8	3.80		0%	100%

BBA: Written Communication (Mini-Case)	Fin. Stat. Case, n=15	Cross Cultural Case, n=20	Ethics Case, n=7	Log. Dec. Mak., n=11	Ethics Case, n=16
Framework	3.3	2.3	2.8	2.7	2.3
Organization	3.1	2.1	2.6	2.9	2.4
Grammar	3.0	1.8	1.7	2.5	2.3

Rubric #2– Appendix A1

Spring 2011 Results:

Case	Term	*n* Raters	*n* Students
S.11.05	Spring 2011	2	19

BBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	1	9	6	3	2.58		53%	47%
Organization	1	4	13	1	2.74		26%	74%
Grammar	1	9	9	0	2.42		53%	47%

Rubric #2– Appendix A1
Case S.11.05 – Appendix C1

Target achievement: As a near term (over the next three semesters) achievement target, the average scores on each of the areas of the rubric should be greater than or equal to 3.0

Observations and suggested improvements:

3. Oral Communication: In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information

Learning outcome: Communication 3. Oral - In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

Measure: 5 minute oral presentation.

Assessment Measure Description including Scoring Rubric Scale: Students completed a ~5 minute oral presentation, relating an item from the news to a topic covered in class. A rubric was applied to assess the topic knowledge, explaining how the news item relates to the topic learned in class, and the professional delivery of the material. Students' performance is summarized in the table below in terms of the percentage from the maximum points possible for each item on the rubric. N = 31. Administered in MGNT 322.

Course Assessment Results Organized by Scoring Rubric Scale:

	<59% (failing)	60%-69% (weak)	70%-79% (average)	80%-89% (above average)	90%-100% (Excellent)
Subject knowledge	-	-	-	2	29
Deliver content professionally	-	-	-	1	30
Establish relevance	-	2	3	-	26

Observations and Conclusions: The majority of the students achieved an excellent outcome on the presentation, mainly due to specific guidance given at the first week of class.

Suggestions for Improvements/Changes:

Learning outcome: Communication 3. Oral - In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

Measure: Case presentation.

Administered in MGNT 428. Fall 2010

Course Assessment Results organized by Scoring Rubric Scale: 89 Students reported

Rubric Area Name	Number (% of total) of Students Scoring at #1 – Poor	Number of Students (% of total) Scoring at #2 - Minimally acceptable	Number of Students (% of total) Scoring at #3 – Acceptable	Number of Students (% of total) Scoring at #4 – Exceptional	Class average
1. Framework	1.1%	6.7%	60.1%	31.5%	3.23
2. Organization	1.1%	2.2%	18.0%	78.7%	3.74
3. Delivery	4.5%	21.3%	31.5%	43.8%	3.17
4. Relevance	0%	4.5%	37.1%	58.4%	3.54

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.

Observations and conclusions of the faculty member(s) scoring and collecting data on student feedback from assessment and results of measure:

Students on the whole did the best on organizing their presentations. They also did a pretty good job of providing relevance to the objective and being persuasive and credible. However,

they tended to be a bit weaker on defining the framework and relevant issues, with their delivery on a whole being the lowest category. From this I believe students need more practice in defining and specifying their objectives.   Also, they appear to need more practice on delivering their information.

Given the above observations and conclusions what can you suggest for an improvement/change in the BBA or MBA core curriculum and/or the course:

I would suggest we give students more practice at clearly defining their objectives and the relevant issues surrounding it. I plan on developing several in-class exercises that has students defining the most critical objectives for chapters before we go over them. Additionally, they will have to stand and present this information to their peers.

Learning outcome: Communication 3. Oral - In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

Measure: Interviews assessed using a rubric.

Interviews conducted by students in MKTG 340 were assessed using a rubric

Fall 2010 Results:

Presentation(s)	Number At "1"	Number at "2"	Number at "3"	Number at "4"	Group average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	0	14	21	3.60		0%	100%
Organization	0	1	15	19	3.51		3%	97%
Delivery	0	7	25	3	2.89		20%	80%
Relevance	0	1	19	15	3.40		3%	97%

Rubric #3– Appendix A1

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.

Observations and suggested improvements:

4. Logical Decision Making Students will identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.

Measure: Minicases assessed using a rubric

Minicases

Fall 2010 Results (Pilot Test):

BBA: Logical Decision Making	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	3	2	40	19	3.17		8%	92%
Evaluation	1	50	13	0	2.19		80%	20%
Integration	3	28	28	5	2.55		48%	52%
Relevance	3	16	36	9	2.80		30%	70%

Case F.10.01 – Appendix C1
Rubric #4 – Appendix A1

Spring 2011 Results(a):

	Case	Term	*n* Raters	*n* Students
	S.11.02	Spring 2011	3	22

BBA: Logical Decision Making	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	4	5	6	7	2.73		41%	59%
Evaluation	3	7	12	0	2.41		45%	55%
Integration	5	10	6	1	2.14		68%	32%
Relevance	1	10	7	4	2.64		50%	50%

Spring 2011 Results(b):

	Case	Term	*n* Raters	*n* Students
	S.11.02	Spring 2011	3	22

BBA: Logical Decision Making	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	7	8	5	2	2.09		68%	32%
Evaluation	4	15	3	0	1.95		86%	14%
Integration	10	10	2	0	1.64		91%	9%
Relevance	3	16	2	1	2.05		86%	14%

Case S.11.02 – Appendix C1
Rubric #4– Appendix A1

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5.

Observations and suggested improvements:

5. Global knowledge: **Students will exhibit knowledge of global issues.**

Learning outcome: 5: Students will exhibit knowledge of global issues.

Measure: Faculty use a course-embedded instrument designed to measure knowledge of the global marketplace.

Administered in ECON 340 Global Economy and Business, Spring 2011.

Area	Percent of students answering correctly					
	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Spring 2011
Economic Systems and Incentives	54.7	53.1	49.2	57.3	59.7	54.0
Influence of Culture on Markets				94.5	96.8	72.6
Dimensions of Culture	71.9	52.3	57.8			
Dimensions of Political Systems	53.2	49.2	42.8	22.3	35.5	63.7
Globalization of Production	66.2	51.5	62.0	75.5	53.2	82.4
Comparative and Absolute Advantage	66.2	60.0	60.4	70.9	69.4	68.7
Tariffs and Quotas	56.1	41.5	39.6	44.5	40.3	65.7
Ethics				85.5	98.4	69.6
Trade Creation vs. Trade Diversion	59.7	46.2	49.7			
Currency Devaluation	81.3	77.7	70.6	79.1	75.8	86.3
International Monetary Fund	70.5	68.5	74.3	87.3	64.5	72.5
Floating Exchange Rates	61.9	70.8	54.5	67.3	43.5	78.5
World Trade Organization	88.5	87.7	75.9	90.9	87.1	93.1
Unethical Business Practices				84.5	88.7	83.3
Levels of Regional Integration	75.5	64.6	46.0			
Average	67.1	60.3	56.9	71.63	67.7	

	n	139	130	187	220	32	102

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.

Observations and suggested improvements:

6. Cross cultural understanding: **Students will be able to compare and contrast perspectives of different cultural groups in a given situation**

Learning outcome: 6. Students will be able to compare and contrast perspectives of different cultural groups in a given situation

Measure: Course embedded multiple choice questions.

Administered in one section of MGNT 322.

Assessment Measure Description including Scoring Rubric Scale: Students answered three multiple choice questions on an exam that assess the learning objective. The table below shows the distribution of students according to the percentage achieved of the maximum possible score.

Course Assessment Results Organized by Scoring Rubric Scale:

	<59% (failing)	60%-69% (weak)	70%-79% (average)	80%-89% (above average)	90%-100% (Excellent)
Subject knowledge	1	5	17	6	3

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.

Observations and Conclusions: The majority of the students achieved an average outcome. The questions were scenario-based, requiring students to apply the knowledge acquired in class.

Suggestions for Improvements/Changes: More emphasis should be placed, in class and in out of class assignments on application of the material.

Learning outcome: 6. Students will be able to compare and contrast perspectives of different cultural groups in a given situation

Measure: Minicases assessed using a rubric.

Minicases

Fall 2010 Results (Pilot Test):

Case	Term	*n* Raters	*n* Students
F.10.02	Fall 2010	2	65

BBA: Cross Cultural Understanding	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	29	29	7	0	1.66		89%	11%
Perspectives	31	28	6	0	1.62		91%	9%
Evaluation	40	19	6	0	1.48		91%	9%

Case F.10.02 – Appendix C1
Rubric #6 – Appendix A1

Spring 2011 Results:

Case	Term	*n* Raters	*n* Students
S.11.02	Spring 2011	3	22

BBA: Cross Cultural Understanding	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	10	6	6	0	1.82		73%	27%
Perspectives	14	5	2	1	1.55		86%	14%
Evaluation	18	2	2	0	1.27		91%	9%

Case S.11.02 – Appendix C1
Rubric #6 – Appendix A1

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.

Observations and suggested improvements:

7. Ethical: **Student will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequence of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.**

Learning outcome: 7. Student will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequence of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.

Measure: Minicases assessed using a rubric.

Minicases

Fall 2010 Results (Pilot Test):

	Case	Term	*n* Raters	*n* Students
	F.10.03	Fall 2010	1	166

BBA: Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	71	84	11	0	1.64		93%	7%
Perspectives	98	56	12	0	1.48		93%	7%
Evaluation	106	50	9	1	1.43		94%	6%
Differentiation	115	33	15	3	1.43		89%	11%

Case F.10.03 – Appendix C1
Rubric #7.1 – Appendix A1

Spring 2011 Results:

	Case	Term	*n* Raters	*n* Students
	S.11.03	Spring 2011	3	19

BBA: Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Differentiation	1	1	9	8	3.26		11%	89%
Integration	1	6	6	6	2.89		37%	63%
# Correct	0	1	2	16	3.79		5%	95%

Case S.11.03 – Appendix C1

Rubric #7.2– Appendix A1   *Note:* Rubric was changed due to ethical/legal content of Spring 2011 case.

Results from administration of minicase S.11.03 in MKTG 340

4 Scenarios	Scenario	Fall 2010	Fall 2010	S 2011	Total correct
	n=	67	20	27	114
1	Unethical/legal	37	6	13	49%
2	Unethical/illegal	37	5	10	46%
3	Ethical/legal	58	20	26	91%
4	Ethical/illegal	62	18	25	92%

Results from course embedded instrument designed to measure knowledge in Marketing (abstracted from complete results in Knowledge section)

Course embedded multiple choice questions in MKTG 340 S2011	
1. Ethical & Social Responsibility (Consumer Bill of Rights)	82.5
2. Ethical & Social Responsibility (Green Marketing)	95.6
3. Ethical & Social Responsibility (Ethics)	94.6
4. Ethical & Social Responsibility (Ethics & Laws)	79.7
Overall average	88.1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the areas of the rubric should be greater than or equal to 3.0.

Observations and Suggested Improvements *(Fall 2010)***:**
-   The questions need to be clarified. It looks like most of the students did not understand what has been asked.

-   Change the questions so that 1) they directly address the learning objective & 2) the students provide answers that can be assessed by the given rubric.

-   Takeaway Spring 2010: After a class lesson distinguishing ethical behavior from legal behavior, students appear to have a strong understanding of ethical/legal scenarios and unethical/illegal scenarios. Nearly three quarters are also able to identify a situation that may present legal but unethical behavior (in this specific case, legal price discrimination from businesses to consumers). Students were not as strong at classifying a price-fixing scenario. While they recognized the behavior as unethical, some students didn't recognize price-fixing to be illegal.

-   Takeaway Fall 2010: Percentages declined in all but scenario 4. More time and discussion should occur for scenarios 1, 2 & 3, especially regarding price fixing and price discrimination.

8. Corporate social responsibility: **Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.**

Learning outcome: 8. Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.

Measure: Minicases assessed using a rubric.

Minicases

Spring 2011 Results(a):

		Case	Term	*n* Raters	*n* Students			
		S.11.05	Spring 2011	3	29			
BBA: Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	6	12	9	2	2.24		62%	38%
Perspectives	11	12	4	2	1.90		79%	21%
Evaluation	11	11	5	2	1.93		76%	24%
Extent of Soc. Resp. Views		1			2.50			

Spring 2011 Results(b):

		Case	Term	*n* Raters	*n* Students			
		S.11.05	Spring 2011	3	29			
BBA: Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	2	7	15	5	2.79		31%	69%
Perspectives	8	13	8	0	2.00		72%	28%
Evaluation	5	15	9	0	2.14		69%	31%
Extent of Soc. Resp. Views		1			2.00			

Case S.11.05 – Appendix C1
Rubric #8 – Appendix A1

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0.

Observations and suggested improvements:

9. Problem identification: **Students will be able to identify and define the problem/issue/opportunity in a given situation.**

Learning outcome: 9. Students will be able to identify and define the problem/issue/opportunity in a given situation.

Measure: Quantitative problem in MGNT 333

Administered in MGNT 333 Fall 2010

Spring 2010 MGNT 333 (n = 116)

Quantitative Problem	% Correctly Identifying Situation
Linear Programming	80.3
Inventory Situations	81.6
Regression/Forecasting Situations	50.0
Project Management Situations	53.5

Fall 2010 MGNT 333 (n = 79)

Quantitative Problem	% Correctly Identifying Situation
Linear Programming	76.6
Inventory Situations	91.8
Regression/Forecasting Situations	62.0
Project Management Situations	81.0

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5.

Observations and suggested improvements:

Learning outcome: 9. Students will be able to identify and define the problem/issue/opportunity in a given situation.

Measure: Rubric applied to various minicases

Results of the assessment of performance for the "framework" item of the rubrics used to grade mini-cases are presented across cases to provide an overview of student outcomes for this item.

Fall 2010 Results:

Mini-Case Written Assignment(s)	Time Value of Money	Financial Statement Case	Cross Cultural Case	Ethics Case	Logical Decision Making
Framework	1.55	1.34	1.66	1.64	3.17
Course (level)	MGNT 357	ACTG 212	BLAW 203	ECON 106 & 340	ECON 105
Number rated	100	67	65	166	64

Rubric #9 – Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the areas of the rubric should be greater than or equal to 2.5.

Observations and Suggested Improvements:
- Mini-cases need to be administered in early courses (sophomore) AND in later courses (junior/senior) to provide a comparison point.

- Revisions to the mini-cases themselves should also impact scores on this item as it was not clear they were expected to frame in the problem prior to providing a solution.

10. Time value of money: **Students will be able to analyze a situation based on knowledge of the time value of money**

Learning outcome: 10. Students will be able to analyze a situation based on knowledge of the time value of money

Measure: Course embedded quantitative problem.

Administered in FINC 331 Spring 2011

Spring 2011

	Correct (4)	Partially Correct (3)	Incorrect (2)	Not Attempted (1)	Attempted	Total
Time Value of Money						
Chapter 4 Problem 29						
Students	101	7	12	14	120	134
Percent correct from Attempted	**84.17%**	5.83%	10.00%		100.00%	
Percent correct from Total	**75.37%**	5.22%	8.96%	10.45%		100.00%
Beta and Return						
Chapter 5 Problem 20						
Students	115	7	2	9	124	133
Percent correct from Attempted	**92.74%**	5.65%	1.61%		100.00%	
Percent correct from Total	**86.47%**	5.26%	1.50%	6.77%		100.00%

Stock Valuation

Chapter 7 Problem 10

Students	104	0	11	15	115	130
Percent correct from Attempted	**90.43%**	0.00%	9.57%		100.00%	
Percent correct from Total	**80.00%**	0.00%	8.46%	11.54%		100.00%

Stock Valuation

Chapter 7 Problem 20

Students	77	37	3	13	117	130
Percent correct from Attempted	**65.81%**	31.62%	2.56%		100.00%	
Percent correct from Total	**59.23%**	28.46%	2.31%	10.00%		100.00%

Capital Budgeting

Chapter 9 Problem 6

Students	90	8	4	28	102	130
Percent correct from Attempted	**88.24%**	7.84%	3.92%		100.00%	
Percent correct from Total	**69.23%**	6.15%	3.08%	21.54%		100.00%

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5**.**

Observations and suggested improvements:

Learning outcome: 10. Students will be able to analyze a situation based on knowledge of the time value of money

Measure: Minicases assessed using a rubric

Minicases

Fall 2010 Results (Pilot Test):

	Case	Term	*n* Raters	*n* Students			
	F.10.04	Fall 2010	2	100			
BBA: Time Value of Money	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average	Percentage 1 or 2	Percentage 3 or 4
Framework	49	47	4	0	1.55	96%	4%
Formulas	73	25	2	0	1.29	98%	2%
Solution	69	8	23	0	1.54	77%	23%

Case F.10.04 – Appendix C1
Rubric #10– Appendix A1

Spring 2011 Results:

	Case	Term	*n* Raters	*n* Students			
	S.11.06	Spring 2011	1	9			
BBA: Time Value of Money	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average	Percentage 1 or 2	Percentage 3 or 4
Framework	0	9	0	0	2.00	100%	0%
Formulas	6	3	0	0	1.33	100%	0%
Solution	6	3	0	0	1.33	100%	0%

Case S.11.06 – Appendix C1
Rubric #10– Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the areas of the rubric should be greater than or equal to 2.5.

Observations and Suggested Improvements *(Fall 2010):*
- The questions appear to be too difficult for the students. The questions need to be clarified and simplified.

- Students should be allowed to use calculators and should bring them when working on the mini-cases.

- Simplify questions and make them more specific (what exactly are we expecting the students to write down).

11. Financial statement analysis: **Students will be able to (develop)/use financial statement to make decisions.**

Learning outcome: 11. Students will be able to (develop)/use financial statement to make decisions.

Measure: Minicase assessed using a rubric

Minicase

Fall 2010 Results (Pilot Test):

Case	Term	*n* Raters	*n* Students
F.10.05	Fall 2010	1	67

BBA: Financial Statement Analysis	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	44	23	0	0	1.34		100%	0%
Figures	50	17	0	0	1.25		100%	0%
Integration	17	41	9	0	1.88		87%	13%
Solution	6	50	11	0	2.07		84%	16%

Case F.10.05 – Appendix C1
Rubric #11.1– Appendix A1

Spring 2011 Results:

Case	Term	*n* Raters	*n* Students
S.11.07	Spring 2011	2	18

BBA: Financial Statement Analysis	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	6	6	6	0	2.00		67%	33%
Integration	15	2	1	0	1.22		94%	6%
Solution	8	5	5	0	1.83		72%	28%

Case S.11.07 – Appendix C1
Rubric #11.1– Appendix A1   ***Note:*** Rubric was changed, "Figures" element was not rated.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the areas of the rubric should be greater than or equal to 2.5.

Observations and Suggested Improvements:

12. Using statistical methods: **Students will be able to use relevant statistical methods to make decisions.**

Learning outcome: 12. Students will be able to use relevant statistical methods to make decisions.

Measure: Quantitative problem

Administered in MGNT 333 Fall 2010

Spring 2010 MGNT 333 (n = 116)

Quantitative Tool	% Making Correct Decision
Linear Programming	81.2
Inventory Situations	80.7
Regression/Forecasting Situations	75.1
Project Management Situations	95.3

Fall 2010 MGNT 333 (n = 79)

Quantitative Tool	% Making Correct Decision
Linear Programming	81.7
Inventory Situations	98.1
Regression/Forecasting Situations	46.8
Project Management Situations	92.0

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.0.

Observations and suggested improvements:

Learning outcome: 12. Students will be able to use relevant statistical methods to make decisions.

Measure: Minicase assessed using a rubric

Minicase

Fall 2010 Results:

Term	*n* Raters	*n* Students
Fall 2010	1	79

Quantitative Tool	% Making Correct Decision
Linear Programming	81.7%
Inventory Situations	98.1%
Regression/Forecasting Situations	46.8%
Project Management Situations	92.0%

Spring 2011 Results:

Case	Term	*n* Raters	*n* Students
S.11.09	Spring 2011	2	18

BBA: Statistical Methods	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	8	8	1	1	1.72		89%	11%
Solution	4	6	6	2	2.33		56%	44%
Integration	6	6	2	4	2.22		67%	33%

Case S.11.09 – Appendix C1
Rubric #12.1– Appendix A1

Spring 2011 Results:

Case	Term	*n* Raters	*n* Students
S.11.08	Spring 2011	3	24

BBA: Stat. Methods / Probability	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Solution	5	3	12	4	2.63		33%	67%
Integration	13	11	0	0	1.46		100%	0%

Case S.11.08 – Appendix C1
Rubric #12.2– Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.0.

Observations and Suggested Improvements:

Discipline specific outcomes and measures

<u>Accounting learning outcomes and measures</u>

Accounting SACS Report

Accounting

Discipline-Specific Assessment

2010-11

Student Learning Outcome	*Assessment Methodology*	*Explanation Of Assessment Methodology*	*Timeline / Number of Students Assessed*	*Achievement Target*	*Results of Assessment*	*Feedback / Revision as a Result of Assessment*
Students will be able to construct and audit an accounting system that ensures internal control policies	1. Students submit two projects using Peachtree software in ACTG 312, Accounting Information Systems	1. Students in ACTG 312 use Peachtree accounting software to complete two projects, one early in the term and the other near the end of the term. Each project is scored on a rubric. Students are expected to show	1. ACTG 312 is a required class for all accounting majors. It is offered each fall semester. This assessment is conducted each time the course is offered.	1. The program target is for all students to meet at least a minimum level of performance on each project, and to have each student exhibit improvement on the second project.	1. On the first project the class average was a 79% (50 students, 2 sections); on project 2 the class average was 92%. 90% of the students improved by at least 10% on project 2.	1. Results were shared with the faculty. It was agreed that this assessment method should be continued.

	significant improvement on the second project.					
	2. An auditing project is assigned in ACTG 414, Auditing, at the start of the semester. Student submit a complete set of auditing documents over the course of the semester.	2. Students in ACTG 414 submit a total of 16 documents over the semester, comprising a complete set of auditing documents. Grades are based on organization, completeness, and quality.	2. ACTG 414 is a required class for all accounting majors. It is offered each spring semester. This assessment is conducted each time the course is offered.	2. The program target is for all accounting majors are able to prepare an audit report in proper form at an acceptable level. A minimum score of at least 70% is expected for each student.	2. The class average for this project was 90%. Scores ranged from 75 to 96. Every student exceeded minimum expectations on the project.	2. Results were shared with the faculty. It was agreed that this assessment method should be continued.

Student Learning Outcome	*Assessment Methodology*	*Explanation Of Assessment Methodology*	*Timeline / Number of Students Assessed*	*Achievement Target*	*Results of Assessment*	*Feedback / Revision as a Result of Assessment*
Students will be able to communicate effectively in oral and written form	1. A written report on a *Wall Street Journal* topic as a part of ACTG 314, Intermediate Accounting II.	1. Students in ACTG 314 are required to select a *Wall Street Journal* topic, read articles, gather financial data, and prepare a 4-6 page paper on the topic.	1. ACTG 314 is a required course for all majors, offered each spring and summer. This was the first time this method was used.	1. The program target is that 50% of the students score 60% or higher.	1. 91% of the students in the class exceeded the minimum acceptable score of 60%.	1. Given the significantly higher than targeted performance, the expectations will be increased for both the number of students succeeding and for the minimum acceptable score.
	2. A written	2. The paper and	2. ACTG 412 is	2. Students were	2. Randomly	2. The class

	report and an oral presentation on a selected tax issue is required in ACTG 412, Federal Tax II.	the oral presentations are scored on a rubric; the papers are graded for content and form.	an elective in the accounting program. It is offered each spring semester.	expected to score at least 70% on the paper and at least 75% on the oral presentations	selected papers were graded on content and form. The scores ranged from 88 to 95, with a mean of 92.6. Oral presentation scores ranged from 78 to 95, with a mean of 86.	performance exceeded the minimum expectations for the class. Faculty will review the results and determine whether to adjust expectations.

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to develop and use financial statements to make decisions. Students will be able to use financial statements to identify and define problems.	1. Students in ACTG 313, Intermediate Accounting I, were given a set of financial statements and a problem to be resolved using the date included in the financial statements.	1. Students in ACTG 313 were required to use financial statements to set up a framework for solving a problem, to integrate the data contained in the statements to solve the problem posed. Submissions were graded on a rubric using a scale of 1 – 4,	1. ACTG 313 is a required course for all accounting majors and a recommended elective for finance majors. ACTG 313 is offered each fall and summer. This was the first time this assessment tool and this rubric were used in this class.	1. The program target is that 60% of the students score a 3 or a 4 in each of the 3 areas: Framework; Integration; Solution.	1. For the establishment of a framework the class average was 2.43. Only 34.7% of the students scored a 3 or 4. For the integration portion the class average was 2.3. Only 30.4% of the students scored a 3 or a 4. For the solution portion the class average was 2.35.	These results were shared with the accounting faculty. The class performance in ACTG 313fell well below expectations. The performance in ACTG 314 exceeded expectations. More emphasis needs to be placed on the proper utilization of financial statements as a tool for problem solving and not just as a summary of data. This emphasis

	and they were graded for setting up a framework, the integration of their work, and the solution derived.	23 students were assessed this term.		Only 26.1% of the students scored a 3 or a 4.	should begin earlier in the accounting sequence. Students in ACTG 313 showed an inability to think "outside the box." By the time the students had progressed through most of the material in ACTG 314 they seemed to "get it," and were more flexible in their attitudes and in their approaches to the problem.
2. Students in ACTG 314, Intermediate Accounting II, were given a similar set of financial statements and a problem to be resolved using the date included in the financial statements.	2. Students in ACTG 314 were once again required to use financial statements to set up a framework for solving a problem, to integrate the data contained in the statements to solve the problem posed. Submissions were graded on the same rubric, using a scale of 1 – 4. They were graded for setting up a framework, the integration of their work, and the solution derived	2. ACTG 314 is a required course for all accounting majors and an elective for a few finance majors. ACTG 314 is offered each spring and summer. This was the first time this assessment tool and this rubric were used in this class. 19 students were assessed this term.	2. The program target is that 60% of the students score a 3 or a 4 in each of the 3 areas: Framework; Integration; Solution.	2. Students did much better in ACTG 314. For the establishment of a framework the class average was 3.47. 78.9% of the students scored a 3 or 4. For the integration portion the class average was 3.53. 84.2% of the students scored a 3 or a 4. For the solution portion the class average was 3.47. 84.2% of the students scored a 3 or a 4.	This assessment will continue to be used each of these classes.

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will demonstrate knowledge of the global financial reporting environment and International Financial Reporting Standards (IFRS). Students will demonstrate knowledge of global cultural diversity and how that diversity can impact financial reporting.	Students in ACTG 401, International Accounting, were given a number of embedded questions addressing each of these areas on their exams during the semester.	Students in ACTG 401 were given a combination of multiple-choice questions, fill in the blank questions, and short answer questions addressing each of these areas (IFRS and cultural diversity) on their exams during the semester.	ACTG 401 is a recommended elective for accounting majors. It is also a somewhat popular elective with finance majors, and some other business students take the class as an elective. It is offered each spring semester. This was the first semester this particular methodology was used.	The goal was for the students to score at least 70% on the questions for IFRS. The goal was for the students to score at least 70% on the questions concerning cultural diversity and its impact on financial reporting.	The students scored an average of 63.89% on the IFRS assessment. Students scored an average of 80.36% on the cultural diversity questions.	Two questions skewed the results for the IFRS area significantly. Without those two questions the students scored an average of 74%. Neither of those questions will be utilized in the future. More attention needs to be paid to the historical perspective of the International Accounting Standards Board. Student results were a pleasant surprise. More attention needs to be paid to the British concept of "true and fair view" of financial data. This assessment will be repeated, with some minor adjustments, the next time the class is offered.

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students should know the unique requirements for a financial statement for a not-for-profit or a governmental organization	A case problem involving the financial statements for a nonprofit organization was given to students in ACTG 416, Governmental Accounting.	Students were to analyze the financial statements provided and to list any deficiencies found. The statements included three major and two minor deficiencies.	ACTG 416 is a required class for accounting majors. It is offered each spring semester. This was the first semester this particular assessment tool was used. There were 46 students in the class this semester.	The primary goal was to have at least 60% of the class correctly identify at least three of the five deficiencies. A secondary goal was to have less than 50% of the class incorrectly list something as a deficiency.	Only 41.3% of the students correctly identified at least three deficiencies. 60.9% of the students incorrectly listed something as a deficiency that was not a deficiency.	More emphasis will be placed on explaining deficiencies in non-for-profit and governmental organization financial statements. Greater attention will be paid to the differences between for-profit organizations and not-for-profit organizations and governmental entities. The assessment will be repeated the next time the class is offered.

Program: Accounting

Learning outcome: 1. Students will be able to construct and audit an accounting system that ensures internal control policies

Measure: Assessment of randomly selected submissions of the Peachtree project in ACTG 312 Fall 2010

Students use Peachtree accounting software to complete two projects. Results for each project are compared. Significant improvement is expected on the second project.

On Project 1 the class average (50 students, 2 sections) was 79

On Project 2 the class average (50 students, 2 sections) was 92

90% of the students improved by at least 10% on project 2

Program: Accounting

Learning outcome: 1. Students will be able to construct and audit an accounting system that ensures internal control policies

Measure: An auditing project is assigned to the students at the start of the semester in two sections of ACTG 414, Spring 2011.   The project (Earthwear) is worth 20% of the course grade. 36 Audit documentations were submitted.

Students had to submit 16 different documents. Grades were based on:

Submitting the correct number of documents, 30%

Having documents in the correct order, 10%

Documents complete as submitted, 20%

Accuracy, 20%

Overall quality, 20%

The Average score of the submissions was 90. The summary sheet is attached.

Program: Accounting

Learning outcome: **2. Students will be able to communicate effectively in oral and written form**

Measure: Assessment of writing and analysis in ACTG 314, Spring 2011

Students were to pick a Wall Street Journal topic, read articles on such, gather financial data, etc and write up a 4-6 page paper on the topic.

Summarizing the results, these two classes exceeded the department standard of 50% of the scores achieving the minimal level of achievement (which in this case would have been 60%).

In this case, 60% of 30 points = 18 points. Only two (2) groups were below 18 points, therefore, 91% of the groups' paper scores exceeded the minimal level of achievement.

Program: Accounting

Learning outcome: 2. Students will be able to communicate effectively in oral and written form

Measure: Paper Submission Assessment in ACTG 412

Papers were graded based on content and form
Papers included were randomly selected
Average score was 92.63
        Range was from 95 to 88 among the selected papers

Program: Accounting

Learning outcome: 3. Students will be able to develop and use financial statements to make decisions / Students will be able to use financial statements to identify and define problems

Measure: Students in ACTG 313, Intermediate Accounting I, were given a set of financial statements and a problem to be resolved using the date included in the financial statements

Students in ACTG 313 were required to use financial statements to set up a framework for solving a problem, to integrate the data contained in the statements to solve the problem posed.

Submissions were graded on a rubric using a scale of 1 – 4, and they were graded for setting up a framework, the integration of their work, and the solution derived.

For the establishment of a framework the class average was 2.43. Only 34.7% of the students scored a 3 or 4.

For the integration portion the class average was 2.3. Only 30.4% of the students scored a 3 or a 4.

For the solution portion the class average was 2.35. Only 26.1% of the students scored a 3 or a 4.

Program: Accounting

Learning outcome: 3. Students will be able to develop and use financial statements to make decisions / Students will be able to use financial statements to identify and define problems

Measure: Students in ACTG 314, Intermediate Accounting II, were given a similar set of financial statements and a problem to be resolved using the date included in the financial statements.

Students in ACTG 314 were once again required to use financial statements to set up a framework for solving a problem, to integrate the data contained in the statements to solve the problem posed.

Submissions were graded on the same rubric, using a scale of 1 – 4. They were graded for setting up a framework, the integration of their work, and the solution derived.

Students did much better in ACTG 314.

For the establishment of a framework the class average was 3.47.

78.9% of the students scored a 3 or 4.

For the integration portion the class average was 3.53. 84.2% of the students scored a 3 or a 4.

For the solution portion the class average was 3.47. 84.2% of the students scored a 3 or a 4.

Program: Accounting

Learning outcome: 4. Students will demonstrate knowledge of the global financial reporting environment and International Financial Reporting Standards (IFRS)

Measure: Students in ACTG 401, International Accounting, were given a number of embedded questions addressing each of these areas on their exams during the semester.

The students scored an average of 63.89% on the IFRS assessment.

Conclusion –

The percentage, though above a passing level, would seem to indicate that there are significant gaps in the students' understanding of the International Financial Reporting environment. However, a closer inspection reveals that results from the first and fifth multiple choices questions listed skewed the results substantially. Without these two questions, the percentage of correct responses would have been above 74%. Given that these two questions were not directly related to the content of the standards themselves (the first was about the historical objective of the International Accounting Standards Board [IASB] and the second was about a country's choice of its standards), the 63.89% is minimally acceptable.

Follow-up –

The low percentage of correct responses to three questions in particular indicates that more needs to be done to address the historical perspective of the IASB and a country's choice of its accounting standards.

Program: Accounting

Learning outcome: 5. Students will demonstrate knowledge of global cultural diversity and how that diversity can impact financial reporting.

Measure: Students in ACTG 401, International Accounting, were given a number of embedded questions addressing each of these areas on their exams during the semester.

Students scored an average of 80.36% on the cultural diversity questions.

Conclusion:

The percentage of correct responses pleases the instructor and is indicative of students who understand the role culture plays in both the formulation and the understanding of financial statements. The only question in which the students scored below 70% dealt with the British notion of a "true and fair view" of an entity's financial position (at 39% accuracy). The performance on this question may have had more to do with the students' lack of understanding of the "true and fair view" than it did with a deficiency in understanding the cultural aspects of the question.

Follow-up –

The students understanding of culture, based primarily on the research done by Geert Hofstede, is at an acceptable level. There is room for improvement, however, in the students' understanding of the British concept of the "true and fair view."

Program: Accounting

Learning outcome: 6. Students should know the unique requirements for a financial statement for a not-for-profit or a governmental organization

Measure: A case problem involving the financial statements for a nonprofit organization was given to students in ACTG 416, Governmental Accounting.

As part of the final exam, students were given a case that contained a statement of activities for a nonprofit organization and were asked to list any deficiencies. There were 3 major and 2 minor deficiencies in the statement. The goal was to have 60% of the class to identify at least 3 deficiencies. A second goal was to have less than 50% of the class incorrectly list something that was not a deficiency.

Only 41.3% of the students correctly identified at least three deficiencies.

60.9% of the students incorrectly listed something as a deficiency that was not a deficiency.

Economics SACS Report

Economics

Discipline-Specific Assessment

2010-11

General and Microeconomic Objectives

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
1. To discuss the economic concepts of scarcity, trade-offs, opportunity cost and comparative advantage, and to apply them to situations requiring making choices	Multiple choice questions in Econ 306	Test embedded	Spring 2011 N = 21	70% correct	73% correct	Exceeds target. Efforts should continue to further reinforce students' understanding of these basic economic concepts.

2. To explain the economist's way of thinking including the role of incentives in decision making, the use of marginal analysis and economic models	Multiple choice questions in Econ 306	Test embedded	Spring 2011 N = 21	70% correct	63% correct	Achievement target is not met. More examples from economic and non-economic settings should be discussed in the classroom to improve students' grasp of the role of incentives and marginal analysis in decision-making.
3. Demonstrate how markets work to allocate resources and describe alternative economic systems	Multiple choice questions in Econ 306	Test embedded	Spring 2011 N = 20	70% correct	70% correct	Achievement target is met. Interactive activities, examples and games could be used in the classroom to further demonstrate the workings of supply and demand.
4. Explain how consumers make decisions based on utility maximization based on preferences and subject to budget constraints	Multiple choice questions in Econ 306	Test embedded	Spring 2011 N = 20	70% correct	73% correct	The results exceed the target.

5. Explain how firms make production decisions to minimize cost and maximize profit given available technologies	Multiple choice questions and problem set questions in Econ 306	Test embedded	Spring 2011 N = 18	70% correct	63% correct	Results are below the achievement target. Discussion of theory should be augmented by a discussion of real world cases to illustrate how firms regularly make decisions to cut costs and increase profits given a technology constraint.
6. Distinguish among different types of markets and explain show how firm behavior changes depending upon the type of market in which it operates	Multiple choice questions in Econ 306	Test embedded	Spring 2011 N = 18	70% correct	70% correct	Achievement target is met. Interactive online games will be used to further enable students experience firm behavior that varies with market context.
7. Explain the conditions under which markets may fail to organize economic activity efficiently	Multiple choice questions and problem set questions in Econ 306	Test embedded	Spring 2011 N = 18	70% correct	69% correct	Student performance was slightly short of the target achievement. Faculty will introduce the concept of market failure earlier in the course.

8. Illustrate how well designed government policy might improve market outcomes in instances of market failure	Multiple choice questions in Econ 306	Test embedded	Spring 2011 N = 18	70% correct	61% correct	Recent and current real-world cases (e.g. anti-trust cases, environmental policy debates) could be discussed in the classroom to show application of theory.
						Overall: The results were satisfactory. Faculty agreed that other kinds of assessment instruments (e.g. more problem sets, discussion of cases) should be used to allow students more time and a relaxed setting to think through problems. A standard/uniform medium to conduct assessment (e.g. D2L) shall be used to facilitate computation and distribution of results and replicate assessment exercises.

Macroeconomic Objectives

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
1. Evaluating the state of the economy	Multiple choice questions in Econ 305	Test embedded	Fall 2010 N = 23	70% correct	86%	Target exceeded.
2. Describe the relationship of Money supply to inflation in the long-run	Problem set questions in Econ 305	Test embedded	Fall 2010 N = 23	70% correct	76%	Target exceeded.
3. Explain the nature and causes of business cycles	Multiple choice questions and problem set questions in Econ 305	Test embedded	Fall 2010 N = 23	70% correct	73%	Target exceeded.
4. Describe and assess stabilization policies	Essay questions	Test embedded	Fall 2010 N = 23	70% correct	80%	Target exceeded.
5. Describe the sources of long-run economic growth	Multiple choice questions and problem set questions in Econ 305	Test embedded	Fall 2010 N = 23	70% correct	68%	Spend more time on growth models in their elementary form before developing the advanced versions. Use more numerical examples.

Program: Economics

Learning outcome: General and microeconomics outcomes

Measure: Course embedded multiple choice questions and problem sets in Econ 306, Spring 2011

Learning outcome	Departmental Direct Assessment Measures, percent correct		Achievement Target	Feedback / Revision as a Result of Assessment
	ECON 306			
	2009/10	2010/11		
To discuss the economic concepts of scarcity, trade-offs, opportunity cost and comparative advantage, and to apply them to situations requiring making choices		73	70% correct	Exceeds target. Efforts should continue to further reinforce students' understanding of these basic economic concepts.
To explain the economist's way of thinking including the role of incentives in decision making, the use of marginal analysis and economic models		63	70% correct	Achievement target is not met. More examples from economic and non-economic settings should be discussed in the classroom to improve students' grasp of the role of incentives and marginal analysis in decision-making.

			70% correct	Achievement target is met. Interactive activities, examples and games could be used in the classroom to further demonstrate the workings of supply and demand.
Demonstrate how markets work to allocate resources and describe alternative economic systems	80	70		
Explain how consumers make decisions based on utility maximization based on preferences and subject to budget constraints	85	73	70% correct	The results exceed the target.
Explain how firms make production decisions to minimize cost and maximize profit given available technologies	75	63	70% correct	Results are below the achievement target. Discussion of theory should be augmented by a discussion of real world cases to illustrate how firms regularly make decisions to cut costs and increase profits given a technology constraint.
Distinguish among different types of markets and explain show how firm behavior changes depending upon the type of market in which it operates	86	70	70% correct	Achievement target is met. Interactive online games will be used to further enable students experience firm behavior that varies with market context.
Explain the conditions under which markets may fail to organize economic activity efficiently	83	69	70% correct	Student performance was slightly short of the target achievement. Faculty will introduce the concept of market failure earlier in the course.
Illustrate how well designed government policy might improve		61	70% correct	Recent and current real-world cases (e.g. anti-trust

market outcomes in instances of market failure				cases, environmental policy debates) could be discussed in the classroom to show application of theory.
				Overall: The results were satisfactory. Faculty agreed that other kinds of assessment instruments (e.g. more problem sets, discussion of cases) should be used to allow students more time and a relaxed setting to think through problems. A standard/uniform medium to conduct assessment (e.g. D2L) shall be used to facilitate computation and distribution of results and replicate assessment exercises.

Program: Economics

Learning outcome: Macroeconomics outcomes

Measure: Course embedded multiple choice questions, essays and problem sets in Econ 305, Fall 2010

Learning outcome	Departmental Direct Assessment Measures, percent correct	
	ECON 305	
	2009/10	2010/11
Evaluating the state of the economy	75	86
Describe the relationship of Money supply to inflation in the long-run	63	76
Explain the nature and causes of business cycles	74	73
Describe and assess stabilization policies	55	80
Describe the sources of long-run economic growth	75	68

Program: Economics

Learning outcome: Students will exhibit knowledge of global issues

Measure: results from Global Knowledge Mini case Spring 2011 administered in Econ 306, Spring 2011

A global knowledge mini-case was about changes in how Panasonic has changed the way it pays employees that reflects the adoption of more western pay practices. It was based on the article, "Putting the bounce back into Matsushita" in the May 22, 1999 edition of *The Economist*. N = 13.

Rubric:

Framework   1-Did not define or set up the problem of global knowledge issues

2-Defined the problem but missed related issues or facts in the environment

3-Defined the problem, but missed a few issues relevant to the environment

4-Defined the problem clearly, and identified several relevant issues of the context

Perspectives 1-Did not exhibit understanding of the global differences

2-Identified the differences but did not define aspects of the distinctions

3-Identified differences but missed a few distinctions

4-Identified differences and several aspects of distinction

Evaluation   1-Did not identify or evaluate alternative explanations

2-Recognized alternatives existed

3-Identified alternative explanations but did not fully explicate

4-Identified alternatives explanations and fully assessed them

Results:

Global knowledge	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	2	5	5	1	2.38		53.85	46.15
Perspectives	1	6	5	1	2.46		53.85	46.15
Evaluation	2	5	5	1	2.38		53.85	46.15

Observations and Suggested Improvements:

Better define global issues; is this really an example of what would be included.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the areas of the rubric should be greater than or equal to 3.0.

Program: Economics

Learning outcome: Students will be able to analyze a situation based on knowledge of the time value of money.

Measure: results from an exercise embedded in a problem set in Econ 272 Natural Resource Economics, Spring 2011. N = 16.

	0 points	1 point	2 points	3 points	4 points	Group Average		Percentage 2 or below	Percentage 3 or 4
Number	4	0	3	2	7	2.5		43.75	56.25

Comments: Students who attempted the exercise did well. One class meeting was held in a computer lab to work on using various financial functions in Excel. Need to investigate why students did not attempt the exercise. In particular was it because of a lack of sufficient experience with Excel.

Finance learning outcomes and measures

Finance SACS Report

Finance

Discipline-Specific Assessment

2010-11

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Student Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Student will demonstrate effective risk management skills	1. A mini-case was given to students in FINC 335, Financial Markets and Instutitions, to assess their risk management skills. Submissions were scored on a rubric developed to accompany the mini-case. The rubric provides a range of 0 – 3. 0 is "does not	1. Students in FINC 335 were given a balance sheet of a bank. They were then asked to identify the different risks facing the bank based on the data in the balance sheet. They were then asked to analyze the impact on the bank with a one percent increase in the interest rate. Finally, they were given information	1. FINC 335 is a required class for all finance majors. It is offered every fall semester. This was the first time this mini-case was used in assessment.	1. The goal was for at least 75% of the students to score at least a 2 in each of three areas: (1) Identifies the problem and related areas; (2) Organizes and analyzes information to reach a conclusion; and (3) Reaches a logical conclusion based on the evidence.	1. 83.8% scored a 2 or a 3 in the first area; 59.46% scored a 2 or a 3 in the second area; 64.87% scored a 2 or a 3 in the third area.	1. These results were shared with the finance faculty. The finance faculty will review the mini-case and will also discuss methods for improving critical thinking skills and organizational approaches to risk management issues. This assessment methodology will continue to be used in this class.

	provide a conclusion"; 3 is "provides a logical conclusion with clear linkage to supporting evidence."	about a second bank and asked to determine whether the two banks would be able to minimize their risk by working together.				
	2. A mini-case was given to FINC 439, International Finance, students in the final exam. The mini-case was assessed on a rubric developed to accompany the mini-case. The rubric provides a range of 0 – 3. 0 is "does not provide a conclusion"; 3 is "provides a logical conclusion with clear linkage to supporting evidence."	2. Students in FINC 439 were given a mini-case involving an international sale of equipment, with payment in a different currency due in the future, and asking about hedging alternatives to reduce the risk involved in changing exchange rates.	2. FINC 439 was a recommended elective for finance majors in the 2010-11 academic year. (It becomes a required course for finance majors in the 2011-12 academic year.) This was the first time this mini-case was used in assessment in this class.	2. The goal was for at least 75% of the students to score at least a 2 in each of three areas: (1) Identifies the problem and related areas; (2) Organizes and analyzes information to reach a conclusion; and (3) Reaches a logical conclusion based on the evidence.	2. 75% scored a 2 or a 3 in the first area; 69% scored a 2 or a 3 in the second area; 69% scored a 2 or a 3 in the third area.	2. These results were shared with the finance faculty. The finance faculty will review the mini-case and will also discuss methods for improving critical thinking skills and organizational approaches to risk management issues. This assessment methodology will continue to be used in this class.
	3. A mini-case	3. Students in	3. FINC 434 is	3. At least 75% of	3. 95.24% of the	3. These results were

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was given to FINC 434, Bank Management, students. The mini-case was assessed on a rubric developed to accompany the mini-case. The rubric provides a range of 1 – 4. 1 is "does not provide a conclusion"; 4 is "provides a logical conclusion with clear linkage to supporting evidence."	FINC 434 were given a mini-case involving a bank with substantial residential mortgage loans outstanding. Information was provided about the loans and the students were then expected to identify the risks the bank was facing with changes in the interest rate, to suggest courses of action the bank could take to address those risks, and to support their suggestions with quantitative data.	an elective in the finance program. It is offered every spring semester. This was the first time this mini-case was used in assessment in this class.	the students should be able to identify the major risks the bank is facing in this scenario; At least 75% of the students should be able to identify possible courses of action to deal with these issues; At least 75 % of the stuents should be able to support their recommendations using quantitative analysis. Satisfactory performance is shown with a score of 3 or 4 on the rubric.	students successfully identified the risks faced by the bank. (Class average of 3.81 out of 4). 100% of the students successfully recommended possible courses of action the bank could take to reduce its risk. (Class average of 3.9 out of 4) Only 52.38% of the students could successfully support their recommendations using quantitative analysis. (Class average of 2.43 out of 4).	shared with the finance faculty. The finance faculty will review the mini-case and will also discuss methods for improving quantitative analysis skills as they are applied to risk management issues. One possible solution is the addition of a financial modeling class that emphasizes the use of quantitative analysis and the use of Excel as a data management tool. This assessment methodology will continue to be used in this class.

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Student Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to apply time value of money concepts at a comprehensive level.	Students in FINC 381, Investments, were given a mini-case involving the time value of money. Student responses were scored on a rubric that accompanied the mini-case. The rubric provides a range of 0 – 3. 0 is "does not provide a conclusion"; 3 is "provides a logical conclusion with	A personal financial planning case was given to the students in FINC 381. The case had several questions involving potential retirement income and options from the facts in the case.	FINC 381 is a required class for all finance majors. It is offered each fall semester. This was the first time this mini-case was used in assessment. 42 students were in the class this term.	The goal was for at least 75% of the students to score at least a 2 in each of these areas: (1) Identifies the problem and related areas; (2) Reaches a logical conclusion based on the evidence	80.9% of the students scored 2 or 3 on identifying the problem and related areas. 80.9% of the students also scored a 2 or 3 on reaching a logical conclusion based on the evidence.	These results were shared with the finance faculty. The finance faculty will review the mini-case and will also discuss methods for improving critical thinking skills and organizational approaches to time value of money issues. This assessment methodology will continue to be used in this class.

clear linkage to supporting evidence."						

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Student Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to apply the concepts for asset valuation.	Students in FINC 381, Investments, were given a mini-case involving asset valuation issues.	The ability of the students to apply asset pricing theory to a comprehensive personal financial planning case was given to the students in FINC 381. The case had several questions involving bond pricing under two different scenarios, and required a recommendation from the student, in the role of personal financial planner,	FINC 381 is a required class for all finance majors. It is offered each fall semester. This was the first time this mini-case was used in assessment. 42 students were in the class this term	The goal was for at least 75% of the students to score at least a 2 in each of these areas: (1) Identifies the problem and related areas; (2) Reaches a logical conclusion based on the evidence	78.57% of the students scored 2 or 3 on identifying the problem and related areas. 78.57% of the students also scored a 2 or 3 on reaching a logical conclusion based on the evidence.	These results were shared with the finance faculty. The finance faculty will review the mini-case and will also discuss methods for improving critical thinking skills and organizational approaches to asset valuation issues. This assessment methodology will continue to be used in this class

		regarding the composition of a bond portfolio and/or the rebalancing of a portfolio.				

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Student Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Student will be able to apply cash flow analysis and to evaluate capital structures.	A mini-case was given to students in FINC 332, Intermediate Finance, to assess their cash flow analysis and capital structure skills Submissions were scored on a rubric developed to accompany the mini-case. The rubric provides a range of 0 – 3.	Students in FINC 332 were given a mini-case detailing the financial position of a franchise and asked to calculate the after-tax cash flow of the business. They were then required to discount the cash flows and to evaluate the different capital structures available in order to determine the	FINC 332 is a required class for all finance majors and a recommended elective for accounting majors. It is offered every spring semester. This was the first time this mini-case was used in assessment.	The students were to apply cash flow analysis and to evaluate the capital structure of the business. The goal was for at least 70% of the students to score at least a 2 in each of two areas for each aspect of the problem: (1) Identify the problem and related areas; (2) Reaches a logical conclusion	83.3% of the students scored 2 or 3 on identifying the problem and related areas. 71.6% of the students also scored a 2 or 3 on reaching a logical conclusion based on the evidence.	These results were shared with the finance faculty. The finance faculty will review the mini-case and will also discuss methods for improving critical thinking skills and organizational approaches to both cash flow analysis and to capital structure. This assessment methodology will continue to be used in this class.

	0 is "does not provide a conclusion"; 3 is "provides a logical conclusion with clear linkage to supporting evidence."	optimal capital structure for the business. .		based on the evidence.		
Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Student Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to make an effective oral presentation.	Students in FINC 438, Financial Decision Making, were required to make a presentation of a case analysis they had previously performed.

Presentations were scored on a four point rubric, with
4 = excellent
3 = satisfactory
2 = minimally acceptable
1 = needs | The ability of the students to make an effective oral presentation is an objective for the College of Business and Economics *and* of the Finance program.

Students were scored on a number of factors: Attire, Confidence, Clarity, Quality of PowerPoint, and Solution of the Case. Students were | FINC 438 is a required class for all finance majors, the capstone class in the major. It is offered each spring semester.

This was the first time this rubric was used in the assessment of oral presentations.

There were 57 students assessed this term | The goal was for at least 80% of the students to receive a presentation rating of either satisfactory or excellent. | 73.68% of the students received a rating of satisfactory or excellent on their presentations.

12.2% received a rating of "needs improvement / unsatisfactory." | These results were shared with the finance faculty.

The finance faculty will review the need for and/or the use of oral presentations in other finance classes.

This assessment methodology will continue to be used in this class |

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	improvement / unacceptable	scored by the faculty and by the other students..				

Program: Finance
Learning outcome: 1. Student will demonstrate effective risk management skills
Measure: A mini-case was given to students in FINC 335, Financial Markets and Institutions, Fall 2010, to assess their risk management skills. Rubric:

Identifies the problem and related issues	3- Clearly and insightfully identifies the problem and its related issues 2 -Identifies the problem and some of the related issues 1 -Does not adequately identify the problem or related issues 0 -Does not identify the problem
Organizes and analyzes information to reach a conclusion	3-Insightfully organizes and analyzes information to reach a conclusion 2-Organizes and analyzes information to reach a conclusion 1-Makes a minimal attempt to organize and analyze information 0-Makes no attempt to organize or analyze Information
Reaches a logical conclusion based on the evidence	3-Provides logical conclusion with clear linkage to supporting evidence 2-Provides acceptable conclusion based on a portion of available evidence 1-Provides questionable conclusion and/or uses limited or no evidence 0-Does not provide conclusion

A mini- case was given to the students of FINC 335 (Financial Markets and Institutions) in fall 2010 to assess their risk management skills.

Balance sheet of a bank was provided to students.
Based on the information provided on the balance sheet, first task of students was to identify different types of risks that bank is exposed to.
Once they identified the risks, second question was to analyze the impact of 100 basis points increase in the interest rate, i.e. what will happen to bank's profitability or net worth if interest rate increases by 1 percent?
Finally, information of another bank was given to students. Students' task was to find out whether these two banks can work together to minimize the risk of interest rate. Develop a strategy, if possible, so that

these two financial institutions can minimize their exposure to interest rate.

	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Class Average
Identifies the problem and related issues	1 (2.70%)	5 (13.51%)	10 (27.03%)	21 (56.76%)	2.35
Organizes and analyzes information to reach a conclusion	5 (13.51%)	10 (27.03%)	7 (18.92%)	15 (40.54%)	1.86
Reaches a logical conclusion based on the evidence	5 (13.51%)	8 (21.62%)	17 (45.95%)	7 (18.92%)	1.70

Program: Finance

Learning outcome: 1. Student will demonstrate effective risk management skills

Measure: A mini-case was given to FINC 439, International Finance, students in the final exam.

Students in FINC 439 were given a mini-case involving an international sale of equipment, with payment in a different currency due in the future, and asking about hedging alternatives to reduce the risk involved in changing exchange rates.

The mini-case was assessed on a rubric developed to accompany the mini-case.
The rubric provides a range of 0 – 3.
75% scored a 2 or a 3 in the first area;

69% scored a 2 or a 3 in the second area;

69% scored a 2 or a 3 in the third area.

ELEMENT	CRITERIA	RATING	Sum	a.	b.	c.	d.	e.	f.
Identifies the problem and related issues	3 clearly and insightfully identifies the problem and its related issues	53%	50	16	10	10	6	8	
	2 identifies the problem and some of the related issues	23%	22	1	5	6	6	4	
	1 does not adequately identify the problem or related issues	13%	12		2	1	5	4	
	0 does not identify the problem	12%	11	2	2	2	2	3	

Locates, evaluates and selects information from a variety of research sources	3 effectively locates, evaluates and selects information from a variety of research source		
	2 locates, evaluates and selects information from a limited variety of research sources		
	1 researches minimal information and does not evaluate it		
	0 does not research information		

ELEMENT	CRITERIA	RATING	Sum	a.	b.	c.	d.	e.	f.
Organizes and analyzes information to reach a conclusion	3 insightfully organizes and analyzes information to reach a conclusion	49%	47	16	11	9	5	6	
	2 organizes and analyzes information to reach a conclusion	20%	19	1	3	5	5	5	
	1 makes a minimal attempt to organize and analyze information	25%	24	2	4	4	8	6	

	0 makes no attempt to organize or analyze Information	4%	4		1	1	2
Reaches a logical conclusion based on the evidence	3 provides logical conclusion with clear linkage to supporting evidence	53%					10
	2 provides acceptable conclusion based on a portion of available evidence	16%					3
	1 provides questionable conclusion and/or uses limited or no evidence	26%					5
	0 does not provide conclusion	5%					1

Program: Finance

Learning outcome: 1. Student will demonstrate effective risk management skills

Measure: A mini-case was given to FINC 434, Bank Management, students.

Students in FINC 434 were given a mini-case involving a bank with substantial residential mortgage loans outstanding. Information was provided about the loans and the students were then expected to identify the risks the bank was facing with changes in the interest rate, to suggest courses of action the bank could take to address those risks, and to support their suggestions with quantitative data.

Problem Solving Rubric to assess "**Effective Risk Management" skills of students**

Identifies the problem and related issues

4- Clearly and insightfully identifies the problem and its related issues

3 -Identifies the problem and some of the related issues

2 -Does not adequately identify the problem or related issues

1 -Does not identify the problem

Organizes and analyzes information to reach a conclusion

4-Insightfully organizes and analyzes information to reach a conclusion

3-Organizes and analyzes information to reach a conclusion

2-Makes a minimal attempt to organize and analyze information

1-Makes no attempt to organize or analyze information

Reaches a logical conclusion based on the evidence

4-Provides logical conclusion with clear linkage to supporting evidence

3-Provides acceptable conclusion based on a portion of available evidence

2-Provides questionable conclusion and/or uses limited or no evidence

1-Does not provide conclusion

95.24% of the students successfully identified the risks faced by the bank. (Class average of 3.81 out of 4).

100% of the students successfully recommended possible courses of action the bank could take to reduce its risk.
(Class average of 3.9 out of 4)

Only 52.38% of the students could successfully support their recommendations using quantitative analysis.
(Class average of 2.43 out of 4).

	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Class Average
Identifies the problem and related issues	1 (4.76%)	0 (0%)	1 (4.76%)	19 (90.48%)	3.81
Organizes and analyzes information to reach a conclusion	0 (0%)	0 (0%)	2 (9.52%)	19 (90.48%)	3.90
Reaches a logical conclusion based on the evidence	4 (19.05%)	6 (28.57%)	9 (42.86%)	2 (9.52%)	2.43

Target

1. 75% or more students should be able to identify the major risks this bank is facing under changing interest rate situation, i.e. score 3 or 4.
2. At least 75% students should be able to identify possible course of actions to deal with these issues, i.e. score 3 or 4.
3. At least 75% students should be able to support their recommendations quantitatively, i.e. score 3 or 4.

Program: Finance

Learning outcome: 2. Students will be able to apply time value of money concepts at a comprehensive level

Measure: Students in FINC 381, Investments, Fall 2010,were given a mini-case involving the time value of money.

A personal financial planning case was given to the students in FINC 381. This case is about pricing bonds under two different scenarios (interest rates) and providing a recommendation as personal financial advisor regarding the composition of a bond portfolio and/or a rebalancing action. The case had several questions involving potential retirement income and options from the facts in the case.

ELEMENT	CRITERIA	RATING
Identifies the problem and related issues	3 clearly and insightfully identifies the problem and its related issues	19
	2 identifies the problem and some of the related issues	14
	1 does not adequately identify the problem or related issues	4
	0 does not identify the problem	
		5
Reaches a logical conclusion based on the evidence	3 provides logical conclusion with clear linkage to supporting evidence	7
	2 provides acceptable conclusion based on a portion of available evidence	26
	1 provides questionable conclusion and/or uses limited or no evidence	4
	0 does not provide conclusion	5

Program: Finance

Learning outcome: 3. Students will be able to apply the concepts for asset valuation

Measure: Students in FINC 381, Investments, were given a mini-case involving asset valuation issues.

The ability of the students to apply asset pricing theory to a comprehensive personal financial planning case was given to the students in FINC 381. The case had several questions involving bond pricing under two different scenarios, and required a recommendation from the student, in the role of personal financial planner, regarding the composition of a bond portfolio and/or the rebalancing of a portfolio.

78.57% of the students scored 2 or 3 on identifying the problem and related areas.

78.57% of the students also scored a 2 or 3 on reaching a logical conclusion based on the evidence.

ELEMENT	CRITERIA	RATING
Identifies the problem and related issues	3 clearly and insightfully identifies the problem and its related issues	19
	2 identifies the problem and some of the related issues	14
	1 does not adequately identify the problem or related issues	4
	0 does not identify the problem	
		5
Reaches a logical conclusion based on the evidence	3 provides logical conclusion with clear linkage to supporting evidence	7
	2 provides acceptable conclusion based on a portion of available evidence	26
	1 provides questionable conclusion and/or uses limited or no evidence	4
	0 does not provide conclusion	5

Program: Finance

Learning outcome: 4. Student will be able to apply cash flow analysis and to evaluate capital structures

Measure: A mini-case was given to students in FINC 332, Intermediate Finance, Spring 2011, to assess their cash flow analysis and capital structure skills.
Students in FINC 332 were given a mini-case detailing the financial position of a franchise and asked to calculate the after-tax cash flow of the business. They were then required to discount the cash flows and to evaluate the different capital structures available in order to determine the optimal capital structure for the business.

83.3% of the students scored 2 or 3 on identifying the problem and related areas.

71.6% of the students also scored a 2 or 3 on reaching a logical conclusion based on the evidence.

ELEMENT	CRITERIA	RATING
Identifies the problem and related issues	3 clearly and insightfully identifies the problem and its related issues	43
	2 identifies the problem and some of the related issues	7
	1 does not adequately identify the problem or related issues	4
	0 does not identify the problem	6
Reaches a logical conclusion based on the evidence	3 provides logical conclusion with clear linkage to supporting evidence	20
	2 provides acceptable conclusion based on a portion of available evidence	23
	1 provides questionable conclusion and/or uses limited or no evidence	7
	0 does not provide conclusion	10

Program: Finance

Learning outcome: 5. Students will be able to make an effective oral presentation

Measure: Students in two sections of FINC 438, Financial Decision Making, Spring 2011, were required to make a presentation of a case analysis they had previously performed.

SUMMARY OF STUDENT SCORES

Assessment with Outcomes Assessment for Presentation Rubric in FINC 438

Overall presentation skill assessment scores achieved by students in Dr. Beach's FINC 438 course for Spring 2011 are as follows:

Rating	# students
Excellent	18
Satisfactory	24
Minimally Acceptable	8
Needs Improvement	7

Dimension	Excellent	Satisfactory	Minimally Acceptable	Needs Improvement	Points Sub Total
Points	4	3	2	1	
Attire	33	9	4	0	46

Confidence / Demeanor	16	16	14	0	46
Enunciation / Clarity	32	11	2	1	46
Factual / Case	25	11	9	1	46
Integrate Case with Presentation and Conceptual	28	7	5	6	46
Quality of Power Point Use	30	8	1	7	46
Student Rating	18	24	8	7	46

Assessment Report FINC 381 Fall 2010 – Homeworks

Chapter 1 - The Investment Environment
Learning Objectives
Understand the meaning of the term investment and the factors used to differentiate types of investments.
Describe the investment process and types of investors.
Discuss the principal types of investment vehicles.
Describe the steps in investing and review fundamental personal tax considerations.
Discuss investing over the life cycle and in different economic environments.

Results
Average Score in HW 01 = 96.6% (95.19% in 2009)

Chapter 2 - Markets and Transactions
Learning Objectives
Identify the basic types of securities markets and describe the IPO process.
 Explain the characteristics of broker markets.
Understand dealer markets, alternative trading systems and the general conditions of securities markets.
Review the key aspects of global securities markets, including the risks associated with foreign investments.
Discuss trading hours and the regulation of securities markets.
Explain long purchases, margin transactions, and short sales.

Results
Average Score in HW 02 = 99.2% (88.94% in 2009)

Chapter 3 - Investment Information and Securities Transactions
Learning Objectives
1) Discuss the growth in online investing and the pros and cons of using the Internet as an investment tool.
2) Identify the major types and sources of traditional and online investment information.
3) Explain the key aspects of the commonly cited stock and bond market averages and indexes.
4) Review the role of stockbrokers, including the services they provide, selection of a stockbroker, opening an account, and transaction basics.
5) Describe the basic types of orders, online transactions, transaction costs, and the legal aspects of investor protection.
6) Discuss the roles of investment advisers and investment clubs.

Results

Average Score in HW 03 = **99.8% (88.19% in 2009)**

Chapter 4 - Return and Risk

Learning Objectives
1) Review the concept of return, its components, the forces that affect the level of return, and historical returns.
2) Discuss the role of time value of money in measuring return and defining a satisfactory investment.
3) Describe real, risk-free, and required returns and the calculation and application of holding period return.
4) Explain the concept and the calculation of yield, and how to find the growth rates.
5) Discuss the key sources of risk that might affect potential investment vehicles.
6) Understand the risk of a single asset, risk assessment, and the steps that combine return and risk.

Results
Average Score in HW 04 & HW 05 = **97.15% (95.19% in 2009)**

Chapter 10 & 11- Fixed-Income Securities

Learning Objectives
1) Explain the basic investment attributes of bonds and their use as investment vehicles.
2) Describe the essential features of a bond, note the role that bond ratings play in the market, and distinguish among different types of call, refunding, and sinking-fund provisions.
3) Explain how bonds are priced in the market, and why some bonds are more volatile than others.
4) Identify the different types of bonds and the kinds of investment objectives these securities can fulfill.
5) Discuss the global nature of the bond market and the difference between dollar-denominated and non-dollar denominated foreign bonds.
6) Describe the basic features and characteristics of convertible securities, and measure the value of a convertible.

Results
Average Score in HW 07, 08 & 09 = **91.7% (86.90% in 2009)**

Chapter 6 - Common Stocks

Learning Objectives
1) Explain the investment appeal of common stocks and why individuals like to invest in them.
2) Describe stock returns from a historical perspective and understand how current returns measure up to historical standards of performance.

3) Discuss the basic features of common stocks, including issue characteristics, stock quotations, and transaction costs.
4) Understand the different kinds of common stock values.
5) Discuss common stock dividends, types of dividends, and dividend reinvestment plans.
6) Describe various types of common stocks, including foreign stocks, and note how stocks can be used as investment vehicles.

Results
Average Score in HW 10 = **98.8% (96.33% in 2009)**

Chapter 7 - Analyzing Common Stocks
Learning Objectives
1) Discuss the security analysis process, including its goals and functions.
2) Understand the purpose and contributions of economic analysis.
3) Describe industry analysis and note how it is used.
4) Demonstrate a basic appreciation of fundamental analysis and why it is used.
5) Calculate a variety of financial ratios and describe how financial statement analysis is used to gauge the financial vitality of a company.
6) Use various financial measures to assess a company's performance, and explain how the insights derived from the basic input for the valuation process.

Results
Average Score in HW 11 = **95.4% (94.09% in 2009)**

Chapter 8 - Stock Valuation
Learning Objectives
1) Explain the role that a company's future plays in the stock valuation process.
2) Develop a forecast of a stock's expected cash flow, starting with corporate sales and earnings, and then moving to expected dividends and share price.
3) Discuss the concepts of intrinsic value and required rates of return, and note how they are used.
4) Determine the underlying value of a stock using the zero-growth, constant growth and variable-growth dividend valuation methods.
5) Use other types of present-value models to derive the value of a stock, as well as alternative price-relative procedures.
6) Gain a basic appreciation of the procedures used to value different types of stock, from traditional dividend-paying shares to more growth-oriented stocks.

Results
Average Score in HW 12 = **89.8% (91.78% in 2009)**

Chapter 5 - Modern Portfolio Concepts
Learning Objectives

1) Understand portfolio objectives and the procedures used to calculate portfolio return and standard deviation.
2) Discuss the concepts of correlation and diversification, and the key aspects of international diversification.
3) Describe the components of risk and the use of beta to measure risk.
4) Explain the capital asset pricing model (CAPM)-conceptually, mathematically, and graphically.
5) Review the traditional and modern approaches to portfolio management.
6) Describe portfolio betas, the risk-return tradeoff, and reconciliation of the two approaches to portfolio management.

Results
　　Average Score in HW 13 & HW 14 = **90.8% (94.63% in 2009)**

Chapter 14 - Options: Puts and Calls
Learning Objectives
1) Discuss the basic nature of options in general, and puts and calls in particular, and understand how these investment vehicles work.
2) Describe the options market, and note key options provisions, including strike prices and expiration dates.
3) Explain how put and call options are valued and the forces that drive options prices in the marketplace.
4) Describe the profit potential of puts and calls, and note some popular put and call investment strategies.
5) Explain the profit potential and loss exposure from writing covered call options, and discuss how writing options can be used as a strategy for enhancing investment returns.
6) Describe market index options, puts and calls on foreign currencies, and LEAPS, and discuss how investors can use these securities.

Results
　　Average Score in HW 15 = **86.2% (95.76% in 2009)**

Program: Finance

Learning outcome: Problem identification and logical decision making.

Measure: Decision-making rubrics were used for assessment in 1 section of FINC 471 in Spring semester 2011. The rubrics were used in conjunction with a stock analysis project performed by the students earlier in the semester.

The results are as follows:

	4	3	2	1
Identifies the problem and related issues	4 (100%)	0 (0%)	0 (0%)	0 (0%)
Locates, evaluates and selects information from a variety of research sources	1 (25%)	2 (50%)	1 (0%)	0 (0%)
Organizes and analyzes information to reach a conclusion	1 (25%)	3 (75%)	0 (0%)	0 (0%)
Reaches a logical conclusion based on the evidence	4 (100%)	0 (0%)	0 (0%)	0 (0%)

SUMMARY OF STUDENT SCORES
Assessment with Problem Solving Rubric in FINC 471
Spring 2011

Over the three assessment measures, the following total points (of sixteen available) were achieved by students in Dr. Beach's FINC 471 course for Spring 2011:

Points	# students
16	1
15	0
14	2
13	1

Management learning outcomes and measures

Program: Management

Learning outcome: Recognize and understand how cultural differences impact management practices necessary for managing a global workforce.

Measure: Essay question on exam in three sections of MGNT 436

Assessment Measure Description including Scoring Rubric Scale: The measure for the learning objective was an essay question on an exam. Students were asked to choose a culture other than the U.S., describe its cultural dimensions using a theory among the ones discussed in class, and explain the impact of these cultural dimensions upon at least three business practices. Students' performance is summarized in the table below in terms of the percentage from the maximum points possible for that question. N = 63

Course Assessment Results Organized by Scoring Rubric Scale:

Rubric Area	<59% (failing)	60%-69% (weak)	70%-79% (average)	80%-89% (above average)	90%-100% (Excellent)
Identify at least 3 Business Practices	-	-	11	17	35
Explain the Components of a certain culture	2	7	27	19	8
Explain the impact of each cultural dimension upon each one of the business practices	8	19	17	12	7

Observations and Conclusions: Clearly, students performed best in area 1, slightly worse on area 2 and quite poorly in area 3, which indicates the highest order learning – the ability to apply the learned material to a new problem/challenge.

Suggestions for Improvements/Changes: Emphasize application throughout the semester, in both out of class and in-class assignments and activities, to help students develop application skills.

Program: Management

Learning outcomes: Recognize and understand the application of human resource practices. Recognize and understand the dimensions of effective leadership.

Measure: Business Strategy Game in MGNT 428-04 Spring 2011

Assessment Measure Description:

MGNT –HRM: Human Resources Management	Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold.
MGNT – L&M: Leadership Skills	Assessment of the individual's leadership and independent thinking skills. Based co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.

Rubric Scale:

Percentile Ranking vs. All Simulation Players Worldwide Over the Last 12 Months

(Population statistics: Students = 33,724, Companies = 11,382, Schools = 366, Countries = 35)

Course Assessment Results organized by Scoring Rubric Scale:

STUDENT / PARTICIPANT	LEADERSHIP SKILLS	FINANCIAL ANALYSIS	FINANCIAL MANAGEMENT	HUMAN RESOURCES MANAGEMENT	STRATEGIC ANALYSIS & PLANNING	CORPORATE SOCIAL RESPONSIBILITY
1	8	43	34	22	38	43
2	93	64	23	28	24	26
3	86	25	26	74	21	53
4	56	43	40	5	25	64
5	97	43	49	4	36	92
6	93	64	23	28	24	26
7	100	64	72	89	69	47
8	86	64	34	22	38	43
9	86	43	72	89	69	47
10	86	43	49	4	36	92
11	86	43	23	28	24	26
12	16	64	32	56	28	75
13	86	84	32	56	28	75
14	86	64	64	62	40	7
15	93	84	40	5	25	64
16	86	43	34	35	47	80
17	86	43	34	35	47	80

16	49	13	29	13	32	65
19	93	64	68	91	56	7
20	49	43	34	22	38	43
21	93	64	68	91	56	7
22	96	25	62	96	62	35
23	100	84	64	62	40	7
24	96	64	62	96	62	35
25	86	84	62	96	62	35
26	86	98	64	62	40	7
27	93	25	26	74	21	53
28	93	25	34	35	47	80
29	86	84	68	91	56	7
30	56	25	72	89	69	47
31	86	64	49	4	36	92
32	93	84	26	74	21	53
33	56	5	40	5	25	64
34	49	43	29	13	32	65
35	39	64	32	56	28	75
Class Average	**78**	**54**	**45**	**49**	**40**	**49**

Observations and conclusions of the faculty member(s) scoring and collecting data on student feedback from assessment and results of measure:

Results indicate widely varying learning outcomes across students for each measure except leadership skills (MGNT –L&M). Some of this variability is likely due to differing majors. Scores for the BBA and MGNT-HRM measures are average or below average in the average percentile rankings. These results are for a single class and should combine them with results for all MGNT 428 sections to enable stronger conclusions from results.

Given the above observations and conclusions what can you suggest for an improvement/change in the BBA or MBA core curriculum and/or the course?

1. Suggest separating future results by Major on BBA outcomes to get clearer sense if certain majors need further reinforcement and exposure to financial analysis and management (ALO F3) as well as logical decision making skills and knowledge.

2. Suggest either creating "teams-of-one" or revise peer evaluation to reflect focus on team processes rather than rating of individual team members. Suspect that current peer evaluation approach has significant leniency and halo effects as students may be reluctant to assign lower scores affecting classmate grades.

3. Need to begin discussion with MGNT faculty teaching HRM and Leadership what are appropriate learning outcomes and measures.

Marketing learning outcomes and measures

Marketing SACS Report

Marketing

Discipline-Specific Assessment

2010-11

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to think creatively.	1. Students in MKTG341 are introduced to creativity concepts as it regards developing advertising messages and promotional plans.	1. Student understanding of concepts is assessed with multiple choice questions. 2. A marketing plan is submitted in MKTG343	1. MKTG341 is an elective class for marketing majors and is offered every semester. Approximately 67% of marketing majors successfully	1. The target level of achievement is that students average at least 70% correct answers across a set of multiple choice questions.	1. Overall results from Fall and Spring indicate that an average of 87% of students scored correct answers to test embedded questions. 2. Results from	1. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12. 2. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in

		that requires students to identify a "retail concept" that is new to the market, and provide a justification for market uniqueness and viability. The project is scored using a rubric.	complete the course. The assessment is conducted each time the course is offered.	2. The target is for all marketing majors to demonstrate a proficient understanding of creative retail concepts. A minimum score of at least 70% proficiency is expected for each student.	Fall and Spring indicate that at least 70% of all marketing majors were proficient at identifying a creative retail concept.	AY2011-12.
	2. Student understanding creativity and skill development are assessed with applied projects in MKTG343, MKTG345 and MKTG445.		2. MKTG343 is an elective class for all marketing majors and is offered each semester. Approximately 65% of marketing majors successfully complete the course. The assessment is conducted each time the course is offered.			3. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12.
		3. Students in MKTG345 submit an integrative marketing communication plan to creatively reposition an existing product. Project results are scored using a rubric.		3. The target level of achievement is for all marketing majors to demonstrate creative communication alternatives to reposition an existing product. A minimum score of at least 70% proficiency is expected for each student.	3 Results from the Fall and Spring semesters indicate that 82% of marketing majors were able to identify creative communication alternatives.	4. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12. Additional and or different measures will be discussed for assessment in AY2011-12.
		4. Students in MKTG445 complete an applied project that requires them to identify creative market alternatives for a	3. MKTG345 is an elective class for all marketing majors and is offered each semester. Approximately 63% of	4. The target level of achievement is	4. Results from the Spring semester indicate that at 80% of marketing majors were able to identify creative alternatives.	

		marketing case. Results are scored with a rubric.	marketing majors successfully complete the course. The assessment is conducted each time the course is offered. 4. MKTG445 is a required course for all marketing majors and is offered each semester.	that 70% of all students report a proficiency in identifying creative alternatives for a marketing case.		

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to	1. Students in MKTG340	1. Students in MKTG 340 learn	1. MKTG340 is a required	1. The target achievement level	1. Overall, 87% of marketing students	1. Results will be shared with the faculty

identify marketing opportunities and/or problems.	complete a brief marketing plan to improve an existing product. 2. Students in MKTG344 participate in a sales management simulation. 3. Students in MKTG445 participate in a marketing strategy simulation (MARKSTRAT).	how to conduct market opportunity analysis. A brief written marketing plan and oral presentation is scored with a rubric. 2. Students make decisions across 10 decision areas for 8 weeks during the semester. Each decision requires students to analyze existing problems across salespeople, markets, and competitors. Results are scored and indexed to show student's relative ability to identify market opportunities and solve problems compared to other students in the industry.	course for all majors and is offered each semester. 2. MKTG344 is an elective class for all marketing majors and is offered each semester. Approximately 60% of marketing majors successfully complete the course. The assessment is conducted each time the course is offered. 3. MKTG445 is a required course for all majors and is offered each semester.	is that 70% of the students demonstrate a satisfactory proficiency for the marketing opportunity analysis. 2. The target achievement level is that 75% of students achieve a Performance Index of 100, and that 80% of the students demonstrate improvement in decision results from decision 1 to decision 8. 3. The target achievement level is that students maintain a SPI (Student Performance Index) of 1000 and 15% market share.	assessed demonstrated a satisfactory proficiency in market opportunity analysis. 2. Overall, 78% of marketing students achieved a Performance Index of 100, and 77% demonstrated an improvement in results from decision 1 to decision 8. 3. Overall., 45% of marketing students achieved targeted SPI and market share expectations.	at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12. 2. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12. 3. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12. Additional and or different measures will be discussed for assessment in AY2011-12.

		3. Students make strategic marketing decisions. Each decision requires students to analyze existing problems and identify market opportunities within a competitive environment. Market share and stock price results are used to show student's relative ability to identify market opportunities and solve problems compared to other students in the industry.				

Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will be able to solve marketing problems.	1. Students in MKTG344 participate in a sales management simulation.

2. Students in MKTG445 participate in a marketing strategy simulation (MARKSTRAT).

3. Students ability to solve marketing problems are assessed with an applied project in MKTG 446. | 1. Students make decisions across 10 decision areas for 8 weeks during the semester. Each decision requires students to analyze existing problems across salespeople, markets, and competitors. Results are scored and indexed to show student's relative ability to identify market opportunities and solve problems compared to other students in the industry.

2. Students make strategic marketing decisions. Each decision requires students to analyze | 1. MKTG344 is an elective class for all marketing majors and is offered each semester. Approximately 60% of marketing majors successfully complete the course. The assessment is conducted each time the course is offered.

2. MKTG445 is a required course for all majors and is offered each semester. | 1. The target achievement level is that 75% of students achieve a Performance Index of 100, and that 75% of the students demonstrate improvement in decision results from decision 1 to decision 8.

2. The target achievement level is that students maintain a SPI (Student Performance Index) of 1000 and 15% market share.

3. The target | 1. Overall, 78% of marketing students achieved a Performance Index of 100, and 77% demonstrated an improvement in results from decision 1 to decision 8.

2. Overall., 45% of marketing students achieved targeted SPI and market share expectations.

3. Results from the Fall 2010 and Spring 2011 semesters indicate that 86% of marketing majors were able to proficiently solve marketing problems at the target level of achievement. However, it should be noted that | 1. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12.

2. Results will be shared with the faculty at an assessment workshop in August. Decisions will be made regarding how best to proceed in AY2011-12.

3. Additional time will be spent in the course discussing and conducting exercises on how to better interpret the results from a marketing research study to make actionable conclusions |

		existing problems and identify market opportunities within a competitive environment. Market share and stock price results are used to show student's relative ability to identify market opportunities and solve problems compared to other students in the industry. 3. Students in MKTG 446 complete an applied project that is focused on conducting a research study to solve a marketing problem. Project results are assessed the graded score on the final project deliverable – the data analysis and interpretation and resulting conclusions and recommendations.	3. MKTG 446 is a required course for all marketing majors and is offered each semester. In Fall 2010, 61 students were assessed and in Spring 2011, 59 students were assessed.	level of achievement is that 70% of all students report a proficiency in using research data to solve a marketing problem.	the results were not consistent between the two semesters. In Fall 2010, 98% of students met the achievement target while only 58% met the achievement target in Spring 2011.	and recommendations. Results will be shared with the faculty at an assessment workshop in August. Additional and or different measures will be discussed for assessment in AY2011-12.

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Student Learning Outcome	Assessment Methodology	Explanation Of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback / Revision as a Result of Assessment
Students will demonstrate an understanding of the effects of social, culture, and psychological influences on buyer decisions.	1. Students' understanding of the effects of social, cultural, and psychological influences on buyer decisions are assessed in MKTG 350 via a comprehensive final examination.	1. Student understanding is assessed using multiple choice questions.	1. MKTG 350 is a required course for all marketing majors and is offered each semester. A total of 74 students were assessed in the Spring 2011 semester.	1. The target level of achievement is that students average at least 70% correct answers across a set of multiple choice questions representing three dimensions influencing buyer decisions: (1) social influences, (2) cultural influences, and (3) psychological influences.	1. Overall results from Spring 2011 indicate that students met the achievement target, on average, for each dimension as follows: (1) social influences = 80.28%, (2) cultural influences = 72.52%, and (3) psychological influences = 79.26%.	1. While the overall averages met the achievement target for each area, an examination of specific areas of weakness will be examined to determine additional coverage that may be necessary to enhance student understanding of specific topics. Results will be shared with faculty at an assessment workshop in August.

Additional and or different measures will be discussed for assessment in AY2011-12. |

MKTG 360-01 Fall 2010

T. Lachowicz

Learning outcome: Oral communication

Measure: Self-Assessment on Persuasive Presentations: Change early to late

360-01

	Improved	Unchanged	Decreased
Overall Effectiveness	16	3	1
Nervous Mannerisms	14	5	0
Eye Contact	5	5	1

360-02

	Improved	Unchanged	Decreased
Overall Effectiveness	10	6	4
Nervous Mannerisms	9	6	2
Eye Contact	4	1	1

Combined

	Improved	Unchanged	Decreased
Overall Effectiveness	26	9	5
Nervous Mannerisms	23	11	2
Eye Contact	9	6	2

Program: Marketing

Learning outcome: Oral Communication

Measure: Rubric for oral presentation, MKTG 445 Spring 2011

NOTE: the statistics provided here for objective ALO B2: Oral Communication were derived from a rubric applied to MKTG 445 students' oral presentations of the results of their team managing a simulated company over 10 decision periods (10 weeks) using the Markstrat strategy simulation. N = 67

Summary Statistics (mean)

CONFORMANCE TO INSTRUCTIONS	**25**	**24.8**
QUALITY OF SUPPORTING GRAPHICS	**25**	**24.4**
QUALITY OF CONTENT/DISCUSSION	**25**	**23.9**
MECHANICS OF PRESENTATION	**25**	**22.2**
TOTAL	**100**	**95.3**

Program: Marketing

Learning outcome: 4. Understand the effects of social, cultural, and psychological influences on buyer decisions.

Measure: Rubric for course embedded assignment, MKTG 350 – Consumer Behavior, Fall 2010

Assessment Assignment

Students were asked to imagine a hypothetical situation in which they would go through the consumer decision making process for a major purchase. The assignment asked them to describe the first few steps of the consumer decision-making process (need recognition, information search, alternative evaluation) as they would relate to the prescribed scenario as well as any group or psychological influences on those stages.

A sample of 25 assignments were used for this assessment. The assignments were scored on the following rubric:

Criteria for Status/Score	0	1	2
Identified relevant aspects of consumer need recognition	0	7	18
Identified relevant aspects of internal and external consumer information search	0	1	24
Identified development of consideration, inert, and inept sets related to consumer alternative evaluation	6	6	13
Recognized group influences on consumer decision making	1	3	21

Recognized psychological influences on consumer decision making	5	1	19

Score definitions: 0-Absent, 1-Some evidence, 2-Fully meets the criterion

<u>Assessment Results</u>

- Identified relevant aspects of consumer need recognition: 28% of the sample provided some evidence of this criterion, while 72% fully met the criterion.

- Identified relevant aspects of internal and external consumer information search: 4% of the sample provided some evidence of this criterion, while 96% fully met the criterion.

- Identified development of consideration, inert, and inept sets related to consumer alternative evaluation: This criterion was absent with 24% of the sample, was partially met by 24%, and was fully met by 52%. Thus, 76% of the sample partially or fully met this criterion. While the concept of a consideration set was implicit is all of the sampled assignments, 24% of students did not explicitly describe the consideration/inert/inept sets as specified in the assignment instructions.

- Recognized group influences on consumer decision making: 4% failed to recognize this criterion, while 12% partially met and 84% fully met the criterion. Thus, 96% of the sample partially or fully met the criterion.

- Recognized psychological influences on consumer decision making: This criterion was absent with 20% of the sample, was partially met by 4%, and fully met by 76% of the sample. Thus, 80% of the sample partially or fully met this criterion.

This pilot assessment shows promising results.   The students sampled showed an adequate understanding of each stage of consumer decision making that was covered, as well as group and psychological influences on those stages. The weakest criterion was the explicit identification of the consideration/inert/inept sets, although all students implicitly identified brands they were considering when they described their decision making process.

Program: Marketing

Learning outcomes: 1. Students will demonstrate the ability to identify marketing opportunities
2. Students will demonstrate the ability to identify and solve marketing problems

Measure: Student team management simulation

NOTE: the statistics provided here for objectives Mktg 2 & 3 were derived from student teams in MKTG445 managing a simulated company over 10 decision periods (10 weeks) using the Markstrat strategy simulation. For Spring 2011, there were two sections of MKTG445 (section 1 & section 2), two industries in each section (industry 1 & industry 2), and six companies in each industry (companies A, E, I, O, U, Y), thus statistics for Mktg 2 & Mktg 3 are provided for 24 companies.

Learning objective:	Identify Mktg Opportunities and/or Problems	Solve Mktg Problems	Logical Decision Making
	Markstrat Simulation: Overall Market Share	**Markstrat Simulation: Stock Price Index (Base 1000)**	**Markstrat Simulation: Cumulative Net Contribution**
Section 1 - Industry 1 Company A	31.60%	2436	$ 271,497,000.00
Section 1 - Industry 1 Company E	12.30%	678	$ 108,910,000.00
Section 1 - Industry 1 Company I	15.40%	1058	$ 111,351,000.00
Section 1 - Industry 1 Company O	21.90%	1230	$ 190,104,000.00
Section 1 - Industry 1 Company U	14.30%	940	$ 131,810,000.00
Section 1 - Industry 1 Company Y	4.50%	564	$ 155,642,000.00
Section 1 - Industry 2 Company A	41.50%	4361	$ 645,974,000.00
Section 1 - Industry 2 Company E	23.40%	1435	$ 161,219,000.00
Section 1 - Industry 2 Company I	6.30%	694	$ 126,389,000.00
Section 1 - Industry 2 Company O	5.80%	438	$ 65,928,000.00
Section 1 - Industry 2 Company U	20.00%	1498	$ 217,558,000.00
Section 1 - Industry 2 Company Y	2.90%	392	$ 93,530,000.00
Section 2 - Industry 1 Company A	10.10%	698	$ 104,809,000.00
Section 2 - Industry 1 Company E	27.50%	2012	$ 258,319,000.00
Section 2 - Industry 1 Company I	7.00%	639	$ 98,357,000.00
Section 2 - Industry 1 Company O	49.90%	4226	$ 840,071,000.00
Section 2 - Industry 1 Company U	3.60%	591	$ 140,029,000.00
Section 2 - Industry 1 Company Y	1.90%	349	$ 69,866,000.00
Section 2 - Industry 2 Company A	11.70%	651	$ 104,462,000.00
Section 2 - Industry 2 Company E	29.50%	1833	$ 179,984,000.00
Section 2 - Industry 2 Company I	17.00%	1007	$ 147,854,000.00
Section 2 - Industry 2 Company O	11.50%	742	$ 119,040,000.00
Section 2 - Industry 2 Company U	5.30%	615	$ 167,054,000.00
Section 2 - Industry 2 Company Y	25.00%	1552	$ 127,418,000.00

Program: Marketing

Learning outcomes: Cross cultural: understand the importance of a global business perspective
and the role of cultural diversity has played in the development of global business.

Measure: Rubric for written report on four articles

Score definitions 1 – very poor, 2 – Below Expectations, 3 – Meets Expectations, 4 – Above Expectations, and 5 – Excellent

Global Business Perspective	Consumer Shopping Behavior	Regulations & Competition	Cultural Differences
3.5	4.5	4	4.5
3.5	4.5	4	4.5
4	4.5	4	4.5
4.5	4.5	3.5	4.5
5	4.5	4	4.5
4.5	4.5	4.5	4.5
3.5	4.5	4	4.5
3	4	3.5	4
3.5	4	3.5	4
3.5	4	3	3.5

Summary of 2010/11 MBA Assessments

Summary of 2010/11 MBA Assessments + Faculty responses from Close the Loop Sept 21, 2011

1. Knowledge The ETS measures of knowledge of basic, core concepts in 2010/11 indicate that RU MBA students have exceeded national means in Management, Marketing, Strategy and Overall. They scored very near the means in Accounting and Finance in Spring 2010. Comparative data is not yet available for the Fall 2010 or Summer 2011 tests.
Observations: - Question – separation of FT vs. Professional   - GMAT profile relative to the ETS percentiles   - Variance – particularly Mgnt, Mktg   - Timing and administration of test – how does this effect scores
Changes in MBA Courses: - Weekly problem sets including Excel (ECON 651)   - Focus on global challenges to business (ECON 695)

Suggestions for changes:

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2. Written Communication

- In the Fall 2010, Students in ACTG 611 wrote a paper on an accounting topic. The results show that more than 80% of the students scored 3 or 4 on framework, organization, and grammar. The weak point appears to be citations as only 59% of the students scored 3 or 4. The target levels for written communication were not met.
- The application of a rubric for written communication to 11 Ethics mini-cases resulted in averages for framework, organization and grammar that were all below the target level of 3.5/4.
- In the Spring 2011, the sample was divided between full time and part time students. The rubric was applied to a cross cultural mini case. While 70% of the part time students scored 3 or 4 on organization and grammar, 71% of the full time students scored 3 or 4 only on organization. Students were able to identify the relevant issues; however, most students did not use complete sentences to express their thoughts. The target levels for written communication were not met. Faculty made the conclusion that the structure of the written communication rubric does not relate to the questions asked in the mini-cases.

Observations:

- Need greater awareness among faculty regarding assessment / opps/ expectations of writing & more discussion regarding writing assignments
- Individual / group, multiple/separate assignments culminating as final paper, opp for assessment / feedback
- Business communication options? Written & oral
- Sharing of assessment on D2L; potential value of standardized rubrics?

Changes in MBA Courses:

- Marketing Plan (MKTG 641)
- Case-writing white paper (MGNT 624)
  Some Excel projects require now a written report (FINC 631)
- Each week students are required to submit a 2-page issued paper – total 8 papers (ECON 695)

Suggestions for changes:

3. Oral Communication

- In the Fall 2010, 28 students in ACTG 611 were assigned an accounting problem and asked to provide a solution. They were rated on a 4 point scale using a rubric on framework, organization, delivery and relevance. The Delivery tended to be either very smooth (eleven "4s") or less than adequate (nine "1s" and "2s"). The lowest average was in Framework, though it is due primarily to a paucity of "4s" and there were no "1s" in this category. More than 64% of the students scored 3 or 4 on all aspects of the rubric.

- A rubric was applied to students' oral presentations in MKTG641 on the results of their team managing a simulated company over 9 decision periods (9 weeks) using the Blue Ocean Strategy Simulation (BOSS). The students were rated on conformance to instructions, the quality of supporting graphics, the quality of content and discussions, and the mechanics of presentation. Each aspect was rated on the basis of 25 total possible points. The student total average score was 98.6/100 indicating achievement above 24/25 on every aspect.

Observations:
• Overall, I found the graduate students in this course (ACTG 611) to be fine presenters. I held them to quite a high standard, a standard set by early presenters who did a fantastic job setting the tone. Only a few students managed to not live up to these standards. I believe the only thing I will do differently in Fall 2011 is to illustrate what a proper delivery looks like, possibly using a previously taped student presentation.
Changes in MBA Courses:
• Marketing Plan (MKTG 641)   • Slide feedback in advance – students send slides to me for feedback (MGNT 624)   • Small group work – final project paper of 15-20 pages (ECON 695)
Suggestions for changes:
• Need to distinguish between large group, small groug/team and individual oral communication skills   o * already OK on large group, move on   • Provide feedback and reassess   • Look at listening skills   • Team presentations should be done differently, e.g. transitions   • N too small

4. Logical Decision Making

- In the Fall 2010, the logical decision making rubric was applied to a logical decision making mini-case in a course (ACTG 611) for full time MBA students. The assessment resulted in achievement of the target level – more than 83% of the students scored 3 or 4 on all aspects of the rubric.

- In the Spring 2011, logical decision making rubric was applied to a cross cultural mini-case in a course (MKTG 641) for full time MBA students. Less than 50% of the students scored 3 or 4 on every element of the rubric (framework, evaluation, integration, relevance). The target level was not achieved for any aspect.
- The logical decision making rubric was applied to a cross cultural mini-case in FINC 631 aimed at professional MBA students. 60% of the students scored 3 or 4 on integration and 70% of the students scored 3 or 4 on framework, evaluation, and relevance. Most students could identify the problem and some solutions with minimal facts to support. The target level was achieved for three aspects of the rubric.

Observations:

Changes in MBA Courses:

- Marketing Plan (MKTG 641)
- Weekly problem sets including Excel (ECON 651)

Suggestions for changes:
- Introduce formal process for "problem solving"
- Find cases which embody logical decision making

5. Knowledge of Global Issues
No assessment
Observations:
Changes in MBA Courses: ▪ All business classes involve global companies ▪ Integrate Marketing, OM & Finance functions (MGNT 624)
Suggestions for changes: ▪ Either integrate international into existing core MBA courses or ▪ Require international course

6. Cross Cultural Understanding

- A cross cultural mini-case was administered in FINC 671 and 56% of the 9 samples scored 3 or 4 on framework, while less than 45% scored 3 or 4 on perspectives and evaluation.

- In the Spring 2011, a cross cultural mini-case in a course (FINC 631) for professional MBA students resulted in 60% of the students scoring 3 or 4 on evaluation, while only 40% scored 3 or 4 on framework.

- A cross cultural understanding mini-case in a course (MKTG 641) for full time MBA students found that 71% of the students scored 3 or 4 on perspectives, while only 33% achieved higher scores on framework and evaluation. The raters for the spring results expressed concerns about using that particular mini-case. The results show that the target was not achieved for any aspect.

Observations:

- Results mixed
- Make assessment tool more direct
- Provide answers to raters to make scoring less subjective

Changes in MBA Courses:

- Use case studies to illustrate/emphasize, compare/contrast cross-country differences (and empirical evidence) (ECON 695)

Suggestions for changes:

- Increases emphasis on cross-cultural
- Reinforce across courses

7. Ethical Intelligence

- In the Fall 2010, students in ECON 651 were asked to consider the ethical and the legal issues involved in a mini case. Based on the 43 samples, raters concluded that the questions need to be changed so that they directly address the learning objective. Discussion among faculty led to clarification of ethical intelligence for use as a concept in MBA program.
- In the Spring 2011, a rubric for ethical intelligence was applied to ethics mini-case in a course (MGNT 621) for full time MBA students. The case presented students with four scenarios and asked them to classify them with respect to legality and ethics. Some students rated the 4 cases but did not provide any rationale to support their decisions. The results show that the target was not achieved for any aspect.

Observations:

- Students do not sufficiently recognize the difference between legal and ethical issues
- Students do not have requisite knowledge to address ethical dilemmas.
- The questions need to be clarified.
- Change the questions so that 1) they directly address the learning objective & 2) the students provide answers that can be assessed by the given rubric.

Changes in MBA Courses:

- Use case studies to illustrate/emphasize approaches to Ethical issues (ECON 695)

Suggestions for changes:

- Specific learning objectives pertaining to ethical intelligence should be incorporated into MBA coursework
- Incorporate ethical frameworks/philosophies in MBA course so that students understand how to view and resolve ethical dilemmas
- Change case being used – this mini case was designed for an undergraduate marketing class and addresses very specific marketing issues.

8. Corporate Social Responsibility

In the Spring 2011, a social responsibility case concerned damages from air pollution asked students in ECON 695 to define the issue, consider alternatives, and provide a solution. The majority of students discussed only the problem of pollution but did not consider the different parties involved. Usually only one view of one stakeholder was discussed. Many of the alternatives that the students provided were not feasible and they did not justify their answer. The results show that the target was not achieved for any aspect.

Observations:

- Surprisingly low
- Students did not have a real understanding about what they were supposed to solve.

Changes in MBA Courses:
■ Use case studies to illustrate/emphasize approaches to CSR issues (ECON 695)
Suggestions for changes: ■ Emphasize more   ■ Reinforce the need to consider various stakeholders positions in solving a complex problem

9. Define a Problem/Issue/Opportunity
• In the Fall 2010, a rubric for defining a problem and identifying related issues was applied to a variety of mini-cases. A framework score was derived for mini-cases on the time value of money; financial statements; cross cultural issues; ethics and logical decision making. Only the logical decision making scores reached outcomes within the target range.   • In the Spring 2011, in FINC 631 full-time students were assigned a Free Cash Flow Analysis mini-case. 90% of MBA students scored a 3 or 4 for 'Identify Problem and related issues' and 80% or better for 'Organizes and analyzes information to reach a conclusion,' and 'Reaches a logical conclusion based on the evidence'. All measured elements met or exceeded minimum target levels for this measure.   • In FINC 631 32 full-time students completed an Optimal Capital Structure Analysis mini case as an essay question on the final exam. 90% of MBA students scored a 3 or 4 for 'Identify Problem and related issues' and 80% or better for 'Organizes and analyzes information to reach a conclusion,' and 'Reaches a logical conclusion based on the evidence'. Only the "organizes and analyzes information to reach a conclusion" reached outcomes within the target range.

Observations:

- Questions regarding finance case being used in finance course; what if that case had been applied in Mgnt?

Changes in MBA Courses:

- Required Marketing Plan (MKTG 641)
- Weekly problem sets including Excel (ECON 651)

Suggestions for changes:

10. Time Value of Money

- In a time value of money mini-case was administered in two classes in the fall 54% of the students scored 3 or 4 on solution, and only 7% of the students scored 3 or 4 on framework. Based on the 41 samples, the raters concluded that the questions need to be clarified and simplified.
- In the Spring 2011, for a mini-case on the time value of money 43% of the students scored 3 or 4 on framework; only 14% of 7 students scored 3 or 4 on solution. The results show that the target was not achieved for any aspect.

Observations:

- Breakout of Ft vs. Professional
- Timing of assessment relative to course sequencing
- Is 631 really covering mastery in all these areas
- Should we consider individual mini-case applications tied to course completeness/sequencing.

Changes in MBA Courses:

- Required assignment on Customer lifetime value (MKTG 641)
- FINC 631 - TVM is covered in detail and students have to work on a TVM Excel project (FINC 631)

Suggestions for changes:

11. Using Financial Statements

- In the Fall 2010, a financial statement analysis mini-case administered in MKTG 641, 67% of the students scored 3 or 4 on solution, while nobody scored 3 or 4 on framework, figures, and integration.

- In the Spring 2011, a revised rubric was applied to a financial statement analysis mini-case. The case was administered in a course (MGNT 624) for professional MBA students. 26% of the students scored 3 or 4 on framework, and 35% of the students scored 3 or 4 on solution. The results show that the target was not achieved for any aspect.

Observations:
- Instructions must be improved to ask for students to define or set up the problem (or this rubric item needs to be removed)   - Some students are assessed before being exposed to content
Changes in MBA Courses:
Financial Statements & Analysis is covered in detail and students have to work on a Financial Statements Excel project (FINC 631)
Suggestions for changes:
- Assess students in capstone class   - Introduce key concepts early in courses with opportunities for practice and feedback

12. Using Statistical Methods
In the Spring 2011, a rubric was used to evaluate responses to questions on interpreting regression analysis. The scores were based on the responses of both full time and part time students in MKTG 612 and on the responses of full time students in FINC 631. 23% of the full time students in FINC 631 scored 3 or 4 on solution, while only 3% of the students scored 3 or 4 on framework and integration. In MKTG 612, the samples show that 29% of the students scored 3 or 4 on solution, and 14% scored 3 or 4 on integration; none of the students scored 4 or 4 on framework. The results show that the target was not achieved for any aspect.
Observations:

Changes in MBA Courses:
- Marketing plan (MKTG 641)   - Statistical methods relevant to financial decision making are covered in detail and students have to apply those in several Excel projects (FINC 631)
Suggestions for changes: - Assess students in capstone class   - Introduce key concepts early in courses with opportunities

MBA Curriculum Alignment and Assessment Matrix

1: Where are our core outcome concepts introduced, practiced, and mastered? 2. Where are our learning objectives assessed?

MC = mincase, CE=course embedded

MBA Core/ALOs	ACCT 611	ECON 651	FINC 631	ITEC 623	MKTG 641	MGNT 621	MGNT 624	MGNT 685	Various minicases	Electives
Written	P End of term paper	*MC*	P Projects, cases *MC*	P Hmk, test essay questions graded for content and grammar	*MC*	P	P Team cases	P Paper	*MC*	MKTG 612 *CE*
Oral	P Case *CE*		I In class disc questions		P	P	P Team cases, lead class disc	P Case, presentation		MKTG 641 *CE*
Logical Decision Making	M Exams, class disc. *MC*	P Hmks, exams	M In class problems, projects, cases, Excel, Aplia hmk, essay exams *MC*		P,M *MC*	P	I, P, M In class problem solving, exam problems	M Cases, simulation		

Global Knowledge	I Hmk		I Class disc	P Hmk				P Cases, simulation		
Cultural Understanding			I Class disc *MC*		*MC*	P, M				FINC 671 *MC*
Ethical Dilemmas	I Hmk	*MC*	I Class disc, incl agency problem, Enron, Fin crisis	I Inclass disc	P	P *MC*				
Social Responsibility	I Hmk		I Class disc, incl agency problem, Enron, Fin crisis	I Inclass disc	P					ECON 695 *MC*
Framework (ID the problem	P Class disc, hmk, exam questions *MC*	P Hmks, exams *MC*	M		P *MC*	P	I, P In class problem solving, exam problems	P In class exercise *MC*		FINC 671 *MC*

Time Value of Money	P Class disc, hmk, exam questions *MC*		M				P Exam questions	*MC*		MGNT 671 *MC*
Financial Statements	P Class disc, hmk, exam questions		M *CE*		P,M *MC*		*MC*	P Cases, simulation		
Statistical Methods	P Class disc, hmk, exam questions	P Hmks, exams, 1 chap in text	M *MC*				I, P Inclass problem solving, mini cases, exams			MKTG 612 *MC*

MBA SACS Report

Student Learning Outcome	Assessment Methodology	Explanation of Assessment Methodology	Timeline / Number of Students Assessed	Achievement Target	Results of Assessment	Feedback/Revision as a Result of Assessment Feedback/Revision as a Result of Assessment
Knowledge -- At the Graduate level, MBA students will -						
ALO1: Students will understand basic concepts of the core business disciplines.	ETS Major Field Exam	Nationally administered standard examination	Spring 2010 28 students; Fall 2010 14 students.	As a near term (over the next three semesters) achievement target, the average score on each of the subject categories for the ETS test administered in MGNT 685 should be greater than or equal to the 50th percentile.	MBA students have exceeded national means in Management, Marketing, Strategy and Overall. They scored very near the means in Accounting and Finance in Spring 2010. Comparative data are not yet available for the Fall 2010 tests.	
Communication -- At the Graduate level, MBA students will -						
ALO 2: Written--Identify the central topic, organize content, present information with good form, and cite content appropriately.	Application of a rubric to a sample of mini cases written responses	Mini cases used to assess other learning outcomes were also used to assess written communication. The rubric rated answers with respect to framework, organization, grammar and citations (where appropriate.)	Fall 2010 and Spring 2011. For the Fall, 29 responses were assessed from the sample of minicases and 11 for an Ethics minicases. For the Spring the sample was divided between full time and part time students.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	The target was not achieved for any aspect of written communication in any of the four assessments.	

	Application of a rubric for written communication to team reports.	Teams of 3-4 students prepared marketing plans for a locally based corporation focusing on China, Japan, Taiwan or India. The rubric for assesses seven aspects of written communication, including content, support, organization, clarity, citations, format and grammar on a scale of 1-5..	19 students on 4 teams in Spring 2011 MKTG 612	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	All teams scored 4.0 or above on every aspect assessed.	
ALO 3: Oral--In a presentation, demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.	ACTG 611 (full-time): During the semester, each student is required to present one homework case.	Students were assigned to present accounting problems and provide solutions. They were rated on a 4 point scale using a rubric on framework, organization, delivery and relevance.	28, Fall 2010	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	The target was not achieved for any aspect.	The Delivery tended to be either very smooth (eleven "4s") or less than adequate (nine "1s" and "2s"). The lowest average was in Framework, though it is due primarily to a paucity of 4s and there were no 1s in this category. Overall, I found the graduate students in this course to be fine presenters. I held them to quite a high standard, a standard set by early presenters who did a fantastic job setting the tone. Only a few students managed to not live up to these standards. I believe the only thing I will do differently in Fall 2011 is to illustrate what a proper delivery looks like, possibly using a previously taped student presentation.
	A rubric was applied to MKTG641 students' oral presentations of the results of their team managing a simulated company over 9 decision periods (9 weeks) using the Blue Ocean Strategy Simulation (BOSS).	The students were rated on conformance to instructions, the quality of supporting graphics, the quality of content and discussions, and the mechanics of presentation. Each aspect was rated on the basis of 25 total possible points.	26 students		The student total average score was 98.6/100 indicating achievement above 24/25 on every aspect.	
Logical Decision Making-- At the Graduate level, MBA students will -						

ALO 4: Identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.	Logical decision making rubric was applied to a logical decision making mini-case in a course aimed at full time MBA students	The logical decision making mini-case was about the banana companies that use a carcinogenic pesticide. The use of Nemagon resulted in health problems for the workers at the companies. The students were asked to identify the issue, provide alternatives, and make a conclusion.	Fall 2010; n=24.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=3.5; Evaluation Avg=3.17; Integration Avg = 3.38; Relevance = 3.46.	
	Logical decision making rubric was applied to a cross cultural mini-case in a course aimed at full time MBA students	The cross cultural case was about an elementary school student relocating to a new neighborhood.	Spring 2011; n=21.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=2.38; Evaluation Avg=2.48; Integration Avg = 2.48; Relevance = 2.48.	
	Logical decision making rubric was applied to a cross cultural mini-case in a course aimed at professional MBA students	The cross cultural case was about an elementary school student relocating to a new neighborhood.	Spring 2011; n=10.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=3.1; Evaluation Avg=3.00; Integration Avg = 2.70; Relevance = 3.00. For additional breakdown of results, please see the RU MBA AoL Book for 2010/2011	
Cross Cultural and Global--At the Graduate level, MBA students will -						

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ALO 6: Compare and contrast perspectives of different cultural groups in a given situation.	A rubric for cross-cultural understanding was applied to a mini-case	The cross cultural mini-case was about Walt Disney. The company intended to boost its international revenue to 30%. The students were asked to identify two issues related to the different socio-cultural environments in Europe and Asia. Also, the students had to decide what promotion strategy Walt Disney should use.	Fall 2010; n=9; Special topics elective in the MBA curriculum with a global focus.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	Framework Avg=2.67; Perspectives Avg=2.44; Evaluation Avg = 2.33.	
	Cross cultural understanding rubric was applied to a cross cultural mini-case in a course aimed at professional MBA students	The cross cultural case was about an elementary school student relocating to a new neighborhood.	Spring 2011; n = 10.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	Framework Avg=2.40; Perspectives Avg=2.20; Evaluation Avg = 2.50.	
	Cross cultural understanding rubric was applied to a cross cultural mini-case in a course aimed at full time MBA students	The cross cultural case was about an elementary school student relocating to a new neighborhood.	Spring 2011; n = 21.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	Framework Avg=2.14; Perspectives Avg=2.79; Evaluation Avg = 2.29; For additonal breakdown of results, please see the RU MBA AoI Book for 2010/2011	
Ethical --At the Graduate level, MBA students will -						

ALO 7: Identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequence of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.	A rubric for ethical intelligence was applied to a mini-case.	The ethics mini-case was about France vs. Yahoo. ILARA filed a suit (in France) against Yahoo for alleged violation of a French law about displaying symbols representing Nazi ideology. The students were asked to consider the ethical and the legal issues involved in the case.	Fall 2010; n=43.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	Framework Avg=2.49; Perspectives Avg=2.4; Evaluation Avg = 2.37; Differentiation = 2.53. For additonal breakdown of results, please see the RU MBA AoL Book for 2010/2011	The questions need to be clarified. Change the questions so that 1- they directly address the learning objective & 2- the students provide answers that can be assessed by the given rubric. Discussion amonf faculty led to clarification of ethical intelligence for use as a concept in MBA program
	A rubric for ethical intelligence was applied to a mini-case in a course aimed at full time MBA students.	This ethics mini-case presented students with four scenarios and asked them to classify them with respect to legality and ethics.	Spring 2011; n=24.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	Differentiation Avg=2.50; Integration Avg=2.00; # of correct quadrants Avg=2.63.	
ALO 8: Identify the corporate social responsibility components and logically defend a course of action in a given situation.	A rubric for corporate social responsibility was applied to a mini-case.	The social responsibility case concerned damages from air pollution.	Spring 2011; n=12.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.	Framework Avg=3.00; Perspectives Avg=2.67; Evaluation Avg=2.33; Extent of Soc. Resp. Views Avg= 2.00.	
Analytical Skills --At the Graduate level, MBA students will -						

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ALO 9: Identify and define the problem/issue/opportunity in a given situation.	A rubric for defining a problem and identifying related issues was applied to a variety of mini-cases.	A framework score was derived for mini-cases on the time value of money; financial statements; cross cultural issues; ethics and logical decision making.	Fall 2010; TVM case n=41; Financial statement case n=12; Cross cultural case n=9; Ethics case n=43; Logical decision making case n=24.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework averages: TVM case avg=2.02; Financial statement case avg=2.00; Cross cultural case avg=2.67; Ethics case avg=2.49; Logical decision making case avg=3.50.	
	FINC 631 (full-time): Mini-case: Free Cash Flow Analysis Semester Assignment	Assigned a mini-case that included all relevnt financial information necessary for students to identify and/or calculate- A) The sales for 2011 (based on a regression equation) B) The pro-format statements for 2011 - The company needs to increase fixed assets to support sales - (Use the beginning of year debt balances to calculate net interest expense) C) The FCF for 2011 D) The WACC E) Intrinsic Value per share F) Market value added (MVA) a. Based on the actual market price b. Based on the intrinsic value	Spring 2011; n=32; core course in MBA curriculum. Mini-case was assigned as a course project	90% of MBA students expected to score a 3 or 4 for 'Identify Problem and related issues' and 80% or better for 'Organizes and analyzes information to reach a conclusion,' and 'Reaches a logical conclusion based on the evidence'	Indentify... Avg = 98%; Organizes and analzes... = 98%; Reaches...Avg = 90%; For additonal breakdown of results, please see the RU MBA Aol Book for 2010/2011	All measured elements met or exceeded minimum target levels for this measure

	FINC 631 (full-time): Mini-case: Optimal Capital Structure Analysis	Assessed using the Analytical Skills Rubric --Mini-case was delivered as an essay question on the final exam. Given related information, the students were asked to a) Calculate the unleveraged beta. b) Fill out the table below and show the appropriate calculations on the next page. c) Graph the WACC and the value of the company for all three cases (debt positions). d) Make a suggestion to which capital structure the company should change, if at all. What will be affected by the change in the capital structure?	Spring 2011; n=32; core course in MBA curriculum. Administered as one question within the final exam	90% of MBA students expected to score a 3 or 4 for 'Identify Problem and related issues' and 80% or better for 'Organizes and analyzes information to reach a conclusion,' and 'Reaches a logical conclusion based on the evidence'	Indentify... Avg = 81%; Organizes and analzes... = 81%; Reaches...Avg = 71%; For additonal breakdown of results, please see the RU MBA AoI Book for 2010/2011	Only the "organizes and analyzes information to reach a conclusion" reached outcomes within the target range,
ALO 10: Analyze a situation based on knowledge of the time value of money.	Rubric applied to a mini-case on the time value of money.	The time value mini-case was about Felton Corporation and its decision to launch a new product. The students were given the future value of the needed amount to fund the campaign, the interest, and the number of periods and were asked to calculate the present value of the amount	Fall 2010; n=41.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=2.02; Formulas Avg = 1.88; Solution = 2.27.	The questions appear to be too difficult for the students. The questions need to be clarified and simplified. Students should be allowed to use calculators and should bring them when working on the mini-casesSimplify questions and make them more specific (what exactly are we expecting the students to write down)

		and the compounded interest.				
	Rubric applied to a mini-case on the time value of money.	The students were asked to make some financial calculations about a $2000 stream of payments received over 8 years.	Spring 2011; n=14 (except for Solution only 7 responses were rated.)	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=2.14; Formulas Avg = 1.69; Solution = 1.71.	
ALO 11: Use financial statements to make decisions.	A rubric was applied to a mini-case involving questions about a financial statement.	The financial statement analysis mini-case was about Reinwald Fabrics, Inc. The students were given comparative income statements and were asked to assess the profitability of the company.	Fall 2010; n=12.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=2.00; Figures Avg = 1.5; Integration = 1.75; Solution = 2.67.	Instructions must be improved to ask for students to define or set up the problem (or this rubric item needs to be removed).

	A revised rubric was applied to a mini-case involving questions about a financial statement.	The financial statement analysis mini-case involved two firms and an industry average in a course aimed at professional MBA students.	Spring 2011; n=23.	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.	Framework Avg=1.96; Integration Avg=1.87; Solution Avg=2.04.	
ALO 12: Use relevant statistical methods to make decisions.	A rubric was used to evaluate reponses to questions on interpreting regression analysis.	The mini-case involved questions regarding a regression equation along with associated statistics.	Spring 2011; n=14	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 2.5.	Framework Avg=1.14; Solution Avg=1.64; Integration Avg=1.36	
	A rubric was used to evaluate reponses to questions on interpreting regression analysis.	The mini-case involved questions regarding a regression equation along with associated statistics in a course aimed at full-time MBA students.	Spring 2011; n=30	As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 2.5.	Framework Avg=1.13; Solution Avg=1.73; Integration Avg=1.40	

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1. Knowledge

MBA Results

Measure: MBA Major Field Test (graded component of MGNT 685, Strategic Management)

	n	Accounting		Finance		Management	
		RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools
Spring 2007	31	60.0	50.7	51.0	45.0	66.0	57.2
Spring 2008	47	54.0	51.0	51.0	45.2	66.0	57.5
Spring 2009	43	56.0	50.7	51.0	44.9	66.0	57.1
Spring 2010	28	49.0	50.3	44.0	44.8	67.0	60.6
Fall 2010*	14	54	50.3	46	44.8	59	60.6
Sum 2011	15	55	50.3	45	44.8	64	60.6

	N	Marketing		Strategy		Overall	
		RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools
Spring 2007	31	64.0	55.7	61.0	52.3	259.0	249.6
Spring 2008	47	62.0	55.9	58.0	52.7	256.0	249.8
Spring 2009	43	62.0	55.6	58.0	52.2	257.0	249.0
Spring 2010	28	63.0	59.5	56.0	53.6	252.0	248.8
Fall 2010*	14	64	59.5	57	53.6	253	248
Sum 2011	15	58	59.5	56	53.6	252	248

Comparative data not yet available.

Note: Assessment indicators for the 2009 and 2010 tests cannot be compared to testing years prior to 2009 due to changes in the MBA Test that were introduced in 2009.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the subject categories for the ETS test administered in MGNT 685 should be greater than or equal to the 50th percentile.

Observations and suggested improvements:

2: Written Communication

Learning Outcome 2: Written—Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Measure: application of rubric for written communication to a sample of minicase answers.

Fall 2010 Results (Pilot Test):

Term	n Raters	n Students
Fall 2010	1	29

MBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	4	20	5	3.03		14%	86%
Organization	0	5	17	7	3.07		17%	83%
Grammar	0	4	22	3	2.97		14%	86%
Citations	3	9	9	8	2.76		41%	59%

Rubric #2– Appendix A1

Term	n Raters	n Students
Fall 2010	1	11

MBA: Mini-Case Written Assignment	Ethics Mini-Case, Mean Scores
Framework	2.3
Organization	2.3
Grammar	2.3

Note: Samples of mini-cases were assessed with the written communication rubric to see the extent to which students are writing well on in class exercises (similar to writing an e-mail in a career position).
Case F.10.01 – Appendix C1
Rubric #2– Appendix A1

Spring 2011 Results:

Case	Term	n Raters	n Students
S.11.02	Spring 2011	2	10

PMBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	2	6	1	1	2.10		80%	20%
Organization	0	3	5	2	2.90		30%	70%
Grammar	1	2	6	1	2.70		30%	70%

Case	Term	n Raters	n Students
S.11.02	Spring 2011	2	21

FMBA: Written Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	5	7	5	4	2.38		57%	43%
Organization	2	4	11	4	2.81		29%	71%
Grammar	0	12	7	2	2.52		57%	43%

Case S.11.02 – Appendix C1
Rubric #2– Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.

Observations and Suggested Improvements:

2: **Written Communication**

Learning Outcome 2: Written—Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Measure: application of a rubric for written communication to team reports

Description: Reports written by teams of 3-4 students on marketing each focused on a different country for a firm with local operations in MKTG 612, Spring 2011.

	Team 1	Team 2	Team 3	Team 4	Average
Content	4.5	4.5	4.5	5.0	4.625
Support for ideas	4.5	4.5	4.5	5.0	4.625
Organization	4.5	4.5	4.5	4.5	4.5
Clarity	4.0	4.0	4.5	4.5	4.25
Citation & documentation	4.0	4.5	4.5	4.5	4.375
Format & length	4.5	4.5	4.5	4.5	4.5
Grammar & spelling	4.5	4.5	4.5	4.5	4.5

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.

Observations and Suggested Improvements:

3. Oral Communication

Learning Outcome 3: Oral – In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

Measure: rubric for oral communication to a class presentation

Description: Students were assigned to present accounting problems and provide solutions. The presentations, n=28 were assessed in ACTG 611 by Mike Chatham, Fall 2010.

Fall 2010 Results:

MBA: Oral Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	10	13	5	2.82		36%	64%
Organization	1	6	13	8	3.00		25%	75%
Delivery	3	6	8	11	2.96		32%	68%
Relevance	0	8	13	7	2.96		29%	71%

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.

Observations and Suggested Improvements:
The Delivery tended to be either very smooth (eleven "4s") or less than adequate (nine "1s" and "2s"). The lowest average was in Framework, though it is due primarily to a paucity of 4s and there were no 1s in this category. Overall, I found the graduate students in this course to be fine presenters. I held them to quite a high standard, a standard set by early presenters who did a fantastic job setting the tone. Only a few students managed to not live up to these standards. I believe the only thing I will do differently in Fall 2011 is to illustrate what a proper delivery looks like, possibly using a previously taped student presentation.

3. Oral Communication

Learning Outcome 3: Oral – In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

Measure: rubric for oral communication for a class presentation

Description: Rubric applied to MKTG 641 students' oral presentations of the results of their team managing a simulated company over 9 decision periods (9 weeks) using the Blue Ocean Strategy Simulation (BOSS).

		Summary Statistics (mean)
CONFORMANCE TO INSTRUCTIONS	25	25
QUALITY OF SUPPORTING GRAPHICS	25	24.5
QUALITY OF CONTENT/DISCUSSION	25	24.8
MECHANICS OF PRESENTATION	25	24.3
TOTAL	100	98.6

4: Logical Decision Making

Learning Outcome 4: Students will identify the problem/issue/opportunity, organize information and recommend relevant options in a given situation.

Measure: Application of a rubric for logical decision making to minicases

Fall 2010 Results (Pilot Test):

Case	Term	*n* Raters	*n* Students
F.10.01	Fall 2010	1	24

MBA: Logical Decision Making	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	2	8	14	3.50		8%	92%
Evaluation	0	4	12	8	3.17		17%	83%
Integration	0	2	11	11	3.38		8%	92%
Relevance	0	0	13	11	3.46		0%	100%

Case F.10.01 – Appendix C1
Rubric #4– Appendix A1

Spring 2011 Results:

Case	Term	*n* Raters	*n* Students
S.11.02	Spring 2011	2	10

PMBA: Logical Decision Making	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	1	2	2	5	3.10		30%	70%
Evaluation	1	2	3	4	3.00		30%	70%
Integration	2	2	3	3	2.70		40%	60%
Relevance	1	2	3	4	3.00		30%	70%

Case	Term	*n* Raters	*n* Students
S.11.02	Spring 2011	3	21

FMBA: Logical Decision Making	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	5	6	7	3	2.38		52%	48%
Evaluation	1	11	7	2	2.48		57%	43%
Integration	1	10	9	1	2.48		52%	48%
Relevance	1	10	9	1	2.48		52%	48%

Case S.11.02 – Appendix C1
Rubric #4– Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.

Observations and Suggested Improvements:

6. Cross Cultural Understanding

Learning Outcome 6: Students will be able to compare and contrast perspectives of different cultural groups in a given situation.

Measure: application of a rubric for cross cultural understanding to minicases

Fall 2010 Results (Pilot Test):

	Case	Term	*n* Raters	*n* Students	
	F.10.02	Fall 2010	1	9	

MBA: Cross Cultural	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	4	4	1	2.67		44%	56%
Perspectives	0	5	4	0	2.44		56%	44%
Evaluation	0	6	3	0	2.33		67%	33%

Case F.10.02 – Appendix C1
Rubric #6 – Appendix A1

Spring 2011 Results:

	Case	Term	*n* Raters	*n* Students	
	S.11.02	Spring 2011	2	10	

PMBA: Cross Cultural	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	1	5	3	1	2.40		60%	40%
Perspectives	1	7	1	1	2.20		80%	20%
Evaluation	2	2	5	1	2.50		40%	60%

	Case	Term	*n* Raters	*n* Students	
	S.11.02	Spring 2011	3	21	

FMBA: Cross Cultural	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	5	9	6	1	2.14		67%	33%
Perspectives	2	2	7	3	2.79		29%	71%
Evaluation	2	12	6	1	2.29		67%	33%

Note: There is smaller sample (n=14) for Perspectives as one of the raters did not rate Perspectives.
Case S.11.02 – Appendix C1
Rubric #6 – Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.

Observations and Suggested Improvements:

7. Ethical Intelligence

Learning Outcome 7: Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma(s) from the legal issues in a given situation.

Measure: application of a rubric for ethical intelligence to minicases

Fall 2010 Results (Pilot Test):

	Case	Term	*n* Raters	*n* Students			
	F.10.03	Fall 2010	1	43			
MBA: Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average n=43	Percentage 1 or 2	Percentage 3 or 4
Framework	0	24	17	2	2.49	56%	44%
Perspectives	0	26	17	0	2.40	60%	40%
Evaluation	0	27	16	0	2.37	63%	37%
Differentiation	7	16	10	10	2.53	53%	47%

Case F.10.03 – Appendix C1
Rubric #7.1 – Appendix A1

Spring 2011 Results:

	Case	Term	*n* Raters	*n* Students			
	S.11.03	Spring 2011	3	24			
FMBA: Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average n=24	Percentage 1 or 2	Percentage 3 or 4
Differentiation	3	12	3	6	2.50	63%	37%
Integration	9	10	1	4	2.00	79 %	21%
# of Correct Quadrants	2	12	3	7	2.63	58%	42%

Case S.11.03 – Appendix C1

Rubric #7.2 – Appendix A1   ***Note:*** Rubric was changed due to ethical/legal content of Spring 2011 case.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5.

Observations and Suggested Improvements *(Fall 2010)***:**
- The questions need to be clarified.
- Change the questions so that 1) they directly address the learning objective & 2) the students provide answers that can be assessed by the given rubric.

8. Corporate Social Responsibility

Learning Outcome 8: Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.

Measure: application of a rubric for corporate social responsibility to a minicase

Spring 2011 Results:

		Case	Term	*n* Raters	*n* Students			
		S.11.05	Spring 2011	2	12			
PMBA: Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average	Percentage 1 or 2	Percentage 3 or 4
Framework	0	4	4	4	3.00	33%	67%
Perspectives	2	1	8	1	2.67	25%	75%
Evaluation	4	3	2	3	2.33	58%	42%
Extent of Soc. Resp. Views		2			2		

Case S.11.05 – Appendix C1
Rubric #8 – Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.5

Observations and Suggested Improvements:

9. Framework, or Define the Problem/Issue/ Opportunity

Learning Outcome 9: MBA Students will be able to identify and define the problem/issue/opportunity in a given situation.

Measure: application of a rubric for defining the problem/issue/opportunity to a variety of minicases

Description: Results of the assessment of performance for the "framework" item of the rubrics used to grade mini-cases are presented across cases to provide an overview of MBA student outcomes for this item.

Fall 2010 Results:

MBA: Mini-Case Written Assignment	Time Value of Money	Financial Statement Case	Cross Cultural Case	Ethics Case	Logical Decision Making
BBA Framework scores	1.55	1.34	1.66	1.64	3.17
MBA Framework scores	2.02	2.00	2.67	2.49	3.50
Course (level)	ACTG 611 & MGNT 685	MKTG 641	FIN 671	ECON 651 (2 sections)	ACTG 611
Number rated	41	12	9	43	24

Rubric #9 – Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.

Observations and Suggested Improvements:

10. Time Value of Money

Learning Outcome 10: Students will be able to analyze a situation based on knowledge of the time value of money.

Measure: application of a rubric for the time value of money to minicases

Fall 2010 Results (Pilot Test):

	Case	Term	*n* Raters	*n* Students
	F.10.04	Fall 2010	1	41

MBA: Time Value of Money	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	2	36	3	0	2.02		93%	7%
Formulas	10	27	3	1	1.88		90%	10%
Solution	11	8	22	0	2.27		46%	54%

Case F.10.04 – Appendix C1
Rubric #10 – Appendix A1

Spring 2011 Results:

	Case	Term	*n* Raters	*n* Students
	S.11.06	Spring 2011	2	14

FMBA: Time Value of Money	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	7	1	3	3	2.14		57%	43%
Formulas	7	4	1	1	1.69		85%	15%
Solution	4	2	0	1	1.71		86%	14%

Note: There is smaller sample (n=7) for Solution, as one of the raters did not rate Solution.
Case S.11.06 – Appendix C1
Rubric #10 – Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.

Observations and Suggested Improvements *(Fall 2010)*:
- The questions appear to be too difficult for the students. The questions need to be clarified and simplified.

  Students should be allowed to use calculators and should bring them when working on the mini-cases

  simplify questions and make them more specific (what exactly are we expecting the students to write down)

11. Financial Statement Analysis

Learning Outcome 11: Students will be able to (develop)/use financial statement to make decisions.
Learning Outcome 9: Students will be able to identify and define the problem/issue/opportunity in a given situation.

Measure: application of a rubric for financial statement analysis to minicases

Fall 2010 Results (Pilot Test):

		Case	Term	*n* Raters	*n* Students			
		F.10.05	Fall 2010	1	12			
MBA: Financial Statement Analysis	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	0	12	0	0	2.00		100%	0%
Figures	6	6	0	0	1.50		100%	0%
Integration	3	9	0	0	1.75		100%	0%
Solution	0	4	8	0	2.67		33%	67%

Case F.10.05 – Appendix C1
Rubric #11.1 – Appendix A1

Spring 2011 Results:

		Case	Term	*n* Raters	*n* Students			
		S.11.07	Spring 2011	3	23			
PMBA: Financial Statement Analysis	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	7	10	6	0	1.96		74%	26%
Integration	7	12	4	0	1.87		83%	17%
Solution	7	8	8	0	2.04		65%	35%

Case S.11.07 – Appendix C1
Rubric #11.1 – Appendix A1   ***Note:*** Rubric was changed, "Figures" element was not rated.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 3.0.

Observations and Suggested Improvements *(Fall 2010)***:**
- Instructions must be improved to ask for students to define or set up the problem (or this rubric item needs to be removed)

11. Financial Statement Analysis

Learning Outcome 11: Students will be able to (develop)/use financial statement to make decisions.

Measure: Course embedded case analysis

Description: minicase given to students in FINC 631, Spring 2011 as a semester project.

Summary:

1)   Financial Statement Analysis Skills (Rubric: Financial Statements)

Framework	Target	Result	Within Target
Figures	90% (3 or 4)	100%	Yes
Integration	80% (3 or 4)	100%	Yes
Target	80% (3 or 4)	84%	Yes
Solution	80% (3 or 4)	94%	Yes

2)   Free Cash Flow Analysis (Rubric: Analytical Skills)

Framework	Target	Result	Within Target
Identifies the problem and related issues	90% (3 or 4)	98%	Yes
Organizes and analyzes information to reach a conclusion	80% (3 or 4)	98%	Yes
Reaches a logical conclusion based on the evidence	80% (3 or 4)	90%	Yes

3) Optimal Capital Structure Analysis (Rubric: Analytical Skills)

Framework	Target	Result	Within Target
Identifies the problem and related issues	90% (3 or 4)	81%	No
Organizes and analyzes information to reach a conclusion	80% (3 or 4)	81%	Yes
Reaches a logical conclusion based on the evidence	80% (3 or 4)	71%	No

12. Statistical Methods

Learning Outcome 12: Students will be able to use relevant statistical methods to make decisions.

Measure: application of a rubric for the use of statistical analysis to make decisions to a minicase

Spring 2011 Results:

		Case	Term	*n* Raters	*n* Students			
		S.11.09	Spring 2011	2	14			
PMBA & FMBA: Statistical Methods	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	12	2	0	0	1.14		100%	0%
Solution	9	1	4	0	1.64		71%	29%
Integration	11	1	2	0	1.36		86%	14%

		Case	Term	*n* Raters	*n* Students			
		S.11.09	Spring 2011	3	30			
FMBA: Statistical Methods	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average		Percentage 1 or 2	Percentage 3 or 4
Framework	27	2	1	0	1.13		97%	3%
Solution	17	6	5	2	1.73		77%	23%
Integration	19	10	1	0	1.40		97%	3%

Case S.11.09 – Appendix C1
Rubric #12.1 – Appendix A1

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each aspect of the grading rubric should be greater than or equal to 2.5.

Observations and Suggested Improvements:

Fall 2010 Logical Decision Making Case, F.10.01

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Mini-Case
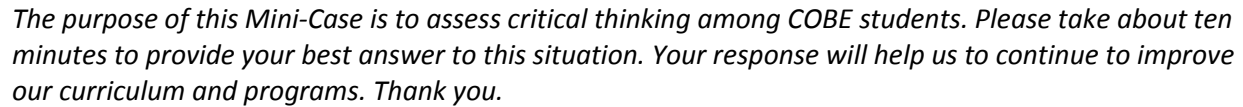
In the '70s and '80s, the banana companies Dole, Del Monte and Chiquita used a carcinogenic pesticide, Nemagon, to protect their crops in Nicaragua. Nemagon—also known as dibromochloropropane, or DBCP—was developed in the early '50s in the United States by Dow Chemical Co. and Shell Chemicals and was marketed as a miracle product. Used to protect banana and pineapple plants, Nemagon destroys the microscopic worms that attack banana tree roots. Today, the men and women who worked on those plantations suffer from incurable illnesses. Moreover, their children are deformed. Some of the main symptoms are kidney failure, diminishing eyesight and bones that are weakening at a very high rate. Affected people can sleep only with the assistance of medication. The sickest among them have cancer of the reproductive system. DBCP is still being used today on banana crops.

Source: Berube, Nicholas. "Chiquita's Children." *In These Times* May 2005: Web. 20 Sep. 2010.
<http://www.thirdworldtraveler.com/Global_Secrets_Lies/Chiquita%27sChildren_Nemagon.html>.

Questions for Critical Thinking

1. **In your opinion what is the most important issue(s) in the case?**

.

2. **Provide alternative options or courses of action.**

3. **What would you recommend as a resolution? Provide a brief rationale to your answer.**

Fall 2010 Cross Cultural Understanding Case, F.10.02

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First, What is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)   8. Other

Cross Cultural Mini-Case
The Walt Disney Company, together with its subsidiaries and affiliates, is a leading diversified international family entertainment and media enterprise with four business segments: media networks, parks and resorts, studio entertainment and consumer products. The Disney Company is second only to the former AOL/Time Warner in total sales. As of 2004, only 20 percent of company's sales were from foreign operations. The newly appointed head of Walt Disney International intends to boost the proportion of Disney's international revenue to 30 percent over the next five years.

Questions for Critical Thinking

1. **Identify two issues related to the social-cultural environments in Europe and Asia that Disney marketers should examine as they refocus their international marketing program.**

2. **Based on the issues identified above, do you think Disney should adopt a global marketing strategy or a multi-domestic marketing strategy to promote its products overseas? Why?**

Fall 2010 Ethical Intelligence Case, F.10.03

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First, What is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)   8. Other

Ethics Mini-Case
France has a law prohibiting the display of any symbols representing Nazi ideology. Anyone displaying such symbols is subject to criminal and civil penalties. Yahoo!, Inc. operates an internet auction site on which Nazi memorabilia has been offered for sale. While Yahoo is a U.S. company, its web site can be viewed in France. The International League against Racism and Anti-Semitism (ILARA) filed suit against Yahoo in a French court in Paris for its alleged violation of the French law, and the French court ordered Yahoo to eliminate all internet access to Nazi memorabilia in France.

Required: What ethical issues are raised in this situation? What legal issues are raised in this case? In particular:
- Is it ethical for the government of one country (France in this case) to impose its values on a company from another country (the U.S. in this case) as a "cost" of doing business in the first country?

- Does it matter where the foreign company is operating?

- Does the fact that the "contact" with France is in cyberspace rather than on French soil have any bearing on your answer?

- Compare the ILARA v. Yahoo situation with the situation between Google and China. How are they similar? How are they different?

	Legal	Illegal
Ethical		
Unethical		

Fall 2010 Time Value of Money Case, F.10.04

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First, What is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)   8. Other

Time Value of Money Mini-Case
At the end of three years, the marketing department of Felton Corporation plans to launch a new product. The advertising cost to introduce the new product will be $850,000. The company requires that advertising costs be funded at the time a new product is introduced. The marketing department plans on setting up a money-market account to fund the advertising campaign for the new product.

1. If the money-market account earns 8%, compounded quarterly, how much should the marketing department deposit into the account today so that $850,000 will be available at the end of the three-year period? How much interest was earned on the money-market account over the three-year period?

2. If the marketing department wants to deposit an equal amount each quarter over the three-year period, how much should be deposited into the money-market account at the beginning of each quarter? How much interest was earned on the money-market account over the three-year period?

3. If Felton's average cost of capital is 6%, should the marketing department make one initial deposit or twelve quarterly deposits? Why?

Fall 2010 Financial Statement Analysis Case, F.10.05

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First, What is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)   8. Other

Financial Statement Mini-Case
Instructions: Apply accounting formulas to the values provided from the Balance Sheet & the Income Statement of Reinwald Fabrics, Inc. In answering the two questions below, show all formulas and calculations and use quantitative results to support your answers.

Rachal Reinwald is the principal stockholder and president of Reinwald Fabrics, Inc., which wholesales fine tapestries to retail stores. Because Reinwald was not satisfied with company earnings in 2009, she raised prices in 2010, increasing gross margin from sales from 30 percent in 2009 to 35 percent in 2010. Reinwald is pleased that net income went up from 2009 to 2010, as shown in the comparative income statements provided below.

	2010	2009
Revenues	$1,222,600	$1,386,400
Net Sales		
Costs and Expenses		
Cost of goods sold	$ 794,690	$ 970,480
Selling and administrative expenses	308,398	305,800
Total costs and expenses	$1,103,088	$1,276,280
Income before income taxes	$ 119,512	$ 110,120
Incomes taxes	30,000	28,000
Net income	$ 89,512	$ 82,120

Total assets for Reinwald Fabrics, Inc., at year end for 2008, 2009, and 2010 were $1,246,780, $1,386,810, and $1,536,910, respectively.

1. **Has Reinwald Fabric's profitability really improved? Please explain your answer.**

2. **What factors has Reinwald overlooked in evaluating the profitability of the company?**

Fall 2010 Financial Statement Development Case, F.10.06

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First, What is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)   8. Other

Financial Statement Mini-Case
Below is a list of requirements for Carly Inc., a dog training business. You are to use this information to prepare an income statement, with proper headings, for Carly Inc. for the year ending 12/31/04.

Cash-Business bank Acct	$3,155		Account Receivables	1,200
Building	3,200		Loan from Bank to Carly Inc.	850
Rent Expense	600		Furniture	1,179
Training Supplies on hand	366		Account Payable	750
Revenue from training	5,550		Repair Expense	266
Vet expense	150		Capital Stock	2,500
Retained Earnings	5,000		Carly's personal cash, not used in or part of business	1,333

Spring 2011 Cross Cultural Understanding Case, S.11.02

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case
Alice, a sixth grade student, had recently moved from Hawaii to a small town in Ohio, about 45 minutes outside Cleveland. Although she was sad to leave her friends in Hawaii, Alice had grown up in a family that traveled quite frequently. Alice was born in Australia while her parents had been on a 2-year teaching assignment. Her language arts teacher was also new to the community and on the first day of school asked the children to stand, introduce themselves, tell where they were born, and of course to comment on "what they did on their summer vacation." In her turn, Alice stood up, introduced herself, said she was born in Cleveland, and spoke about her recent move from Hawaii. Her response was greeted with a few ooh's and aah's as most of the children in the class spent their whole life in this small community.

Questions for Critical Thinking

1. **What is the major issue(s) in this situation?**

2. **What are some alternatives that would facilitate the transition of new students into a community?**

3. **What would you recommend as a resolution? Provide a brief rationale to your answer.**

Spring 2011 Ethical Intelligence Case, S.11.03

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case
Read the following scenarios, and then classify each into the appropriate quadrant below (write in the number of the scenario). Briefly note why you believe the scenario represents that quadrant.

1. A women's clothing store manager gives better deals to younger, more attractive customers.

2. As a hurricane approaches a geographic area, local retailers meet and agree to offer necessities (batteries, flashlights, bottled water, etc.) at higher-than-normal prices across all stores.

3. An online merchant decides to change her return policy. She notifies current customers about the change via email, and also provides a notice to customers at the "check-out" page when they are placing an order.

4. A delivery van driver parks in a no-parking zone in order to more quickly deliver fresh flowers to a customer.

Ethical but Illegal	Ethical and Legal
Unethical and Illegal	**Unethical but Legal**

Spring 2011 Ethical Intelligence Case, S.11.04

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case

Jim and Anna are employees in a recruiting company and they are both very happy with their jobs. They were both hired two years ago. Recently, after a review of expenses the controller of the company has noticed that the cost of office supplies has increased slightly in the last two years. Jim takes office supplies from work to use at home. He justifies that by claiming that he often engages in company work at home and that he works extra hours. Anna usually hoards supplies in her desk drawer so she won't run out while other employees go without supplies they need. Moreover, when Anna uses up the last paper in the communal printer, she fails to replace paper leaving the task to the next employee who uses the printer.

Questions for Critical Thinking

1. **What are the issues in this situation?**

2. **What are alternatives that might resolve the dilemmas?**

3. **What action(s) would you recommend?**

Spring 2011 Social Responsibility Case, S.11.05

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case
The Port of Long Beach is the second busiest container port in the US. The seaport boasts approximately $100 billion dollars in trade and provides more than 316,000 jobs in Southern California. In 2006 the single largest source of air pollution in southern California was the Ports of Long Beach and Los Angeles. The pollution caused asthma rates for children living in port-adjacent communities such as Long Beach. The rates were almost twice as high as the rest of the U.S. The pollution caused more than 2,400 premature deaths annually and caused cancer risk rates up to 20 times higher than federal clean air standards. The Ports were responsible for more deadly diesel soot and smog each day than all of the 6 million cars in the region. Numerous studies have documented that residents living in communities adjacent to ports and truck-congested freeways who breathe air full of traffic-related pollutants have elevated rates of certain cancers, cardiovascular disease, and reduced lung function. For example, adults who live in areas where there is heavy traffic have between 20-34% greater risks of contracting lung cancer.

Questions for Critical Thinking
1.   **Identify the issue(s) in the case.**

2.   **What are some alternatives to solve the issue(s) you identified?**

3.   **What would you recommend as a resolution? Provide a brief rationale to your answer.**

Spring 2011 Time Value of Money Case, S.11.06

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case

Suppose you have the opportunity to make an investment in a real estate venture that expects to pay investors $2,000 at the end of each month for the next eight years. You believe that a reasonable return on your investment should be 5 percent compounded annually.

1)   How much should you pay for the investment? Fill in the blanks:

Pmt = _____

i = _____

n = _____

PV = _____

2)   What will be the total sum of cash you will receive over the next eight years? (show calculations)

Spring 2011 Financial Statement Analysis Case, S.11.07

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case

2010 Balance Sheet and Income Statement Data are provided for Co. A, Co. B and the Industry Average.

Balance Sheet Data			
Elements	Company A	Company B	Industry Average
Asstes	$3,500	$5,000	$6,000
Liabilities	$2,950	$2,500	$2,000
Equity	$550	$2,500	$4,000
Income Statement Data			
Sales	$1,500	$2,250	$3,100
CGS	$700	$1,350	$1,800
Gross Profit	$800	$900	$1,300
Operating Expense	$200	$300	$400
Operating Profit	$600	$600	$900
Interest Expense	$150	$100	$75
Profit Before Taxes	$450	$500	$825
Taxes (30%)	$135	$150	$248
Net Income	$315	$350	$577

	Company A	Company B	Industry Average
GP%	39.38%	38.89%	44.38%
OPM	52.50%	58.33%	64.11%
ROA	9.00%	7.00%	9.62%
ROE	57.27%	14.00%	14.43%

1. **What conclusions can you draw from the ratios above? Provide rationales to support your conclusions.**

Spring 2011 Statistical Methods/Probability Case, S.11.08

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case
Below is a table that categorizes U.S. suicides in 1983 by gender and method.

	Male	Female
Guns	13,959	2,641
Poison	3,148	2,469
Suffocation	3,222	709
Other	1,457	690

Questions for Critical Thinking

1. **What is the probability that a person chosen at random from the total number of suicide victims is male? How about female?**

2. **Pretending that there are twice as many males as females in the population, what does this say about the suicide rate among men as compared with women?**

Spring 2011 Statistical Methods Case, S.11.09

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First, what is your Major? (circle the number, please)
1. Accounting   2. Economics   3. Finance   4. Management   5. Marketing   6. Non-business
7. Double major: _____ (please specify)

Mini-Case
Investigators collected data and calculated a regression equation:

$\hat{Y}$ (sales) = 0.25 + .493X_1(distributor sales) + .484X_2(retail outlet sales)

The Sum of Squares due to regression (SSR) = 59.61
The Residual Sum of Squares (SSE) = 16.49
Total (SST) =76.10

MSR = 59.61/2 = 29.805; F=12.652 (calculated)
MSE = 16.49/7 = 2.356

The p(F=12.652) < .01; Table value for F = 4.74
R^2 (adjusted) = .721

Questions for Critical Thinking

1. **What is the null hypothesis for the overall equation?**

2. **Does the evidence suggest that we should or should not use the equation for planning?**

3. **Evaluate the worth of using the formula to project sales in a region based on knowledge of retail outlet sales and distributor sales levels in those areas.**

2. Written Communication Rubric #2

Learning Outcome 2: Written—Students will identify the central topic, organize content, present information with good form, and cite content appropriately.

Rubric:

Framework   1-Did not define the problem or objective
2-Defined the problem/objective but missed related issues
3-Defined the problem/objective and some of the related issues
4-Defines the problem/objective, clearly, and identifies relevant issues

Organization   1-Paper is chaotic with no clear structure
2-Paper is somewhat organized but out of order in many places
3-Paper is organized but points are out of order in some places
4-Paper is organized and logically flows from one point to the next

Grammar   1- Numerous spelling errors, problems with grammar, poor sentence structure
2- Some spelling errors, some problems with grammar, some poor sentences
3- Well written, for the most part, with occasional grammar or structure problems
4- Very well written, accurate spelling, effective grammar and sentence structure

Citations   1- Did not cite other work or reference work appropriately (plagiarism an issue? Note it)
2- Cited incorrectly and missed references that would add insight to the paper
3- Cited well, for the most part, but more references were needed
4- Cited well, used a nice list of sources of information, used a sufficient number

3. Oral Communication Rubric #3

Learning Outcome 3: Oral—In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

Rubric:

Framework
1-Did not define the problem or objective of the presentation (or section)
2-Defined the objective but missed related issues of this section
3-Defined the objective and some of the related issues for this section
4-Defined the objective clearly, and identified relevant issues

Organization
1-Student was chaotic with no clear structure or coherence
2-Student was somewhat organized but out of order in many places
3- Student was organized but points were out of order in some places
4- Student was organized and logically progressed from one point to the next

Delivery
1- Did not make eye contact, fidgeted, used fillers (Ums, you know), read
2-Used some eye contact, a small amount of fidgeting, some fillers, some reading
3-Made eye contact with audience, read some, minimized fidgeting and fillers
4-Used eye contact effectively, smooth delivery, no fillers, fidgeting or pacing

Relevance
1-Content irrelevant, lacked credibility, not persuasive in delivery
2-Content was somewhat relevant but weak persuasive or credible points
3-Content was relevant but not strongly persuasive or not strongly credible
4-Content relevant to the objective, logically connected, persuasive and credible

4. Logical Decision Making Rubric #4

Learning Outcome 4: Students will identify the problem/issue/opportunity, organize information and recommend relevant options in a given situation.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:

Framework
1-Did not define the problem
2-Defined the problem but missed related issues
3-Defined the problem and some of the related issues
4-Defined the problem clearly, and identified relevant issues

Evaluation
(Alternatives)
1-Did not identify or evaluate alternative options or courses of action
2-Recognized alternatives existed but did not evaluate pros or cons of different options
3-Identified alternative options but did not fully explicate pros or cons
4-Identified alternatives, analyzed pros and cons of each, fully assessed options

Integration
1-Did not support conclusions with a logical arrangement of facts
2-Some conclusions were supported with facts
3-Most conclusions were supported with a logical arrangement of facts
4-All conclusions were supported with a logical progression of facts

Relevance
1-Content irrelevant, lacked credibility, not persuasive or credible
2-Content was somewhat relevant but weakly persuasive or not credible
3-Content was relevant but not strongly persuasive or not strongly credible
4-Content relevant to the objective, logically connected, persuasive, and credible

6. Cross-Cultural Understanding Rubric #6

Learning Outcome 6: Students will be able to compare and contrast perspectives of different cultural groups in a given situation.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:

Framework   1-Did not define or set up the problem of cross cultural issues
2-Defined the problem but missed related issues or facts in the environment
3-Defined the problem, but missed a few issues relevant to the environment
4-Defined the problem clearly, and identified several relevant issues of the context

Perspectives   1-Did not exhibit understanding of the other culture or differences
2-Identified the culture as different but did not define aspects of the distinctions
3-Identified differences between cultures but missed a few distinctions
4-Identified differences between cultures and several aspects of distinction

Evaluation   1-Did not identify or evaluate alternative options or courses of action for cultural groups
2-Recognized alternatives existed but did not evaluate pros or cons of different options
3-Identified alternative options but did not fully explicate pros or cons for groups
4-Identified alternatives, analyzed pros and cons of each, fully assessed options

7. (1) Ethical Intelligence Rubric #7.1

Learning Outcome 7: Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma(s) from the legal issues in a given situation.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:

Framework
1-Did not define the problem or ethical dilemma
2-Defined the problem or dilemma but missed related issues
3-Defined the problem or dilemma and some of the related issues
4-Defined the problem or ethical dilemma clearly, and identified relevant issues

Perspectives
1-Did not review alternative viewpoints or perspectives for the ethical dilemma
2-Recognized that differing views might exist but did not identify them or empathize
3-Recognized that differing views exist but missed several stakeholder groups
4-Identified different stakeholders, perspectives, and was sensitive to their views

Evaluation
Alternatives
1-Did not identify or evaluate alternative options or courses of action
2-Recognized alternatives existed but did not evaluate pros or cons of different options
3-Identified alternative options but did not fully explicate pros or cons
4-Identified alternatives, analyzed pros and cons of each, fully assessed options

Differentiation 1-Did not recognize or distinguish between ethical and legal options
Ethical/legal
2-Identified ethical or legal options but did not describe both
3-Identified ethical and legal options but confused issues between the two
4-Clearly and accurately distinguished ethical and legal components of the situation

7. (2) Ethical Intelligence Rubric #7.2

Learning Outcome 7: Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma(s) from the legal issues in a given situation.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:
Differentiation 1-Did not recognize or distinguish between ethical and legal options
Ethical/legal   2-Identified ethical or legal options but did not describe both
                   3-Identified ethical and legal options but confused issues between the two
                   4-Clearly and accurately distinguished ethical and legal components of the situation

Integration   1-Did not support conclusions with a logical arrangement of facts
Logical Dec.   2-Some conclusions were supported with facts
                   3-Most conclusions were supported with a logical arrangement of facts
                   4-All conclusions were supported with a logical progression of facts

Number of correct quadrants 1,2,3 or 4

8. Corporate Social Responsibility Rubric #8

Learning Outcome 8: Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.

Rubric:

Framework 1-Did not define the problem or the social dilemma
2-Defined the problem or dilemma but missed related issues
3-Defined the problem or dilemma and some of the related issues
4-Defined the problem or social dilemma clearly, and identified relevant issues

Perspectives 1-Did not review alternative viewpoints or perspectives for the social dilemma
2-Recognized that differing views might exist but did not identify them or empathize
3-Recognized that differing views exist but missed several stakeholder groups
4-Identified different stakeholders, perspectives, and was sensitive to their views

Evaluation 1-Did not identify or evaluate alternative options or courses of action
Alternatives 2-Recognized alternatives existed but did not identify them
3-Identified alternative options but did not fully describe them
4-Identified alternatives, analyzed each a bit, fully assessed options

In your opinion as a rater, to what extent did the mini-case exhibit socially responsible views? ___

1-Low   2-Moderate   3-High

9. Framework or Define the Problem/Issue/ Opportunity Rubric #9

Learning Outcome 9: Students will be able to identify and define the problem/issue/opportunity in a given situation.

Rubric:

Framework   1-Did not define the problem
2-Defined the problem but missed related issues
3-Defined the problem and some of the related issues
4-Defined the problem clearly, and identified relevant issues

10. Time Value of Money Rubric #10

Learning Outcome 10: Students will be able to analyze a situation based on knowledge of the time value of money.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:
Framework   1-Did not define or set up the problem
2-Defined the problem but missed related issues or facts
3-Defined the problem, set it up correctly, but missed issues needed for an answer
4-Defined the problem clearly, set it up correctly, and identified relevant issues

Formulas   1-Did not find or use the correct formula
2-Used a formula, but it was not correct or used incorrect data in the formula
3-Used the correct formula with correct data but has a slight miscalculation
4-Used the correct formula, with correct data, and correct calculations

Solution   1-Did not obtain a solution for the time value problem
2-Obtained a solution but the answer was not correct, so reached the wrong conclusion
3-Obtained a solution that was slightly incorrect
4-Obtained a correct solution, credible data, persuasive solution

11. (1) Financial Statement Analysis Rubric #11.1

Learning Outcome 11: Students will be able to (develop)/use financial statement to make decisions.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:

Framework
1-Did not define or set up the problem
2-Defined the problem but missed related issues or facts
3-Defined the problem, set it up correctly, but missed issues needed for an answer
4-Defined the problem clearly, set it up correctly, and identified relevant issues

Figures
1-Did not find or use the correct formula, calculations in error
2-Used a formula, but it was not correct or used incorrect calculations
3-Used the correct formula with correct data but has a slight miscalculation
4-Used the correct formula, with correct data, and correct calculations

Integration
1-Did not support any conclusions with quantitative information
2-Some conclusions supported with quantitative information
3-Most conclusions were supported with quantitative information
4-All conclusions supported with quantitative information

Solution
1-Did not obtain a solution for the financial statement problem
2-Obtained a solution but the answer was not correct, so reached the wrong conclusion
3-Obtained a solution that was slightly incorrect, conclusion close to correct
4-Obtained a correct solution, credible data, persuasive (credible) solution

11. (2) <u>Financial Statement Development Rubric #11.2</u>

Learning Outcome 11: Students will be able to (develop)/use financial statement to make decisions.
Learning Outcome 9: Students will be able to identify and define the problem in a given situation.

Rubric:

Framework   1-Did not define or set up the problem
    2-Defined the problem but missed related issues or facts
    3-Defined the problem, set it up correctly, but missed issues needed for an answer
    4-Defined the problem clearly, set it up correctly, and identified relevant issues

Integration   1-Did not support any conclusions with quantitative information
    2-Some conclusions supported with quantitative information
    3-Most conclusions were supported with quantitative information
    4-All conclusions supported with quantitative information

Solution   1-Did not obtain a solution for the financial statement problem
    2-Obtained a solution but the answer was not correct, so reached the wrong conclusion
    3-Obtained a solution that was slightly incorrect, conclusion close to correct
    4-Obtained a correct solution, credible data, persuasive (credible) solution

12. (1) Statistical Methods Rubric #12.1

Learning Outcome 12: Students will be able to use relevant statistical methods to make decisions.

Rubric:

Framework	1-Did not define the hypothesis
	2-Defined the wrong aspect of the formula as a hypothesis
	3-Focused on the correct aspect but misstated the hypothesis
	4-Defined the hypothesis correctly with a focus in the equation
Solution	1-Did not state a solution for the statistical problem
	2-Stated a solution but the answer was not correct, so reached the wrong conclusion
	3-Stated a solution that was slightly incorrect, conclusion close to correct
	4-Stated a correct solution, credible data, persuasive (credible) solution
Integration	1-Did not derive a correct conclusion from the statistical information
	2-Part of the conclusion was supported with statistical information
	3-Most of the conclusion was supported with statistical information
	4-The conclusion was supported with correct statistical information

12. (2) <u>Statistical Methods/Probability Rubric #12.2</u>

Learning Outcome 12: Students will be able to use relevant statistical methods to make decisions.

Rubric:

Solution   1-Did not obtain a solution for the probability problem
2-Obtained a solution for some of the questions
3-Obtained a solution for all of the questions but it was slightly incorrect
4-Obtained a correct solution for all of the questions

Integration   1-Did not support any conclusions with quantitative information
2-Some conclusions supported with quantitative information
3-Most conclusions were supported with quantitative information
4-All conclusions supported with quantitative information

In your opinion as a rater, to what extent did the mini-case solution exhibit a probability understanding? ____

1-Low   2-Moderate   3-High