Assurance of Learning Report 2012-13
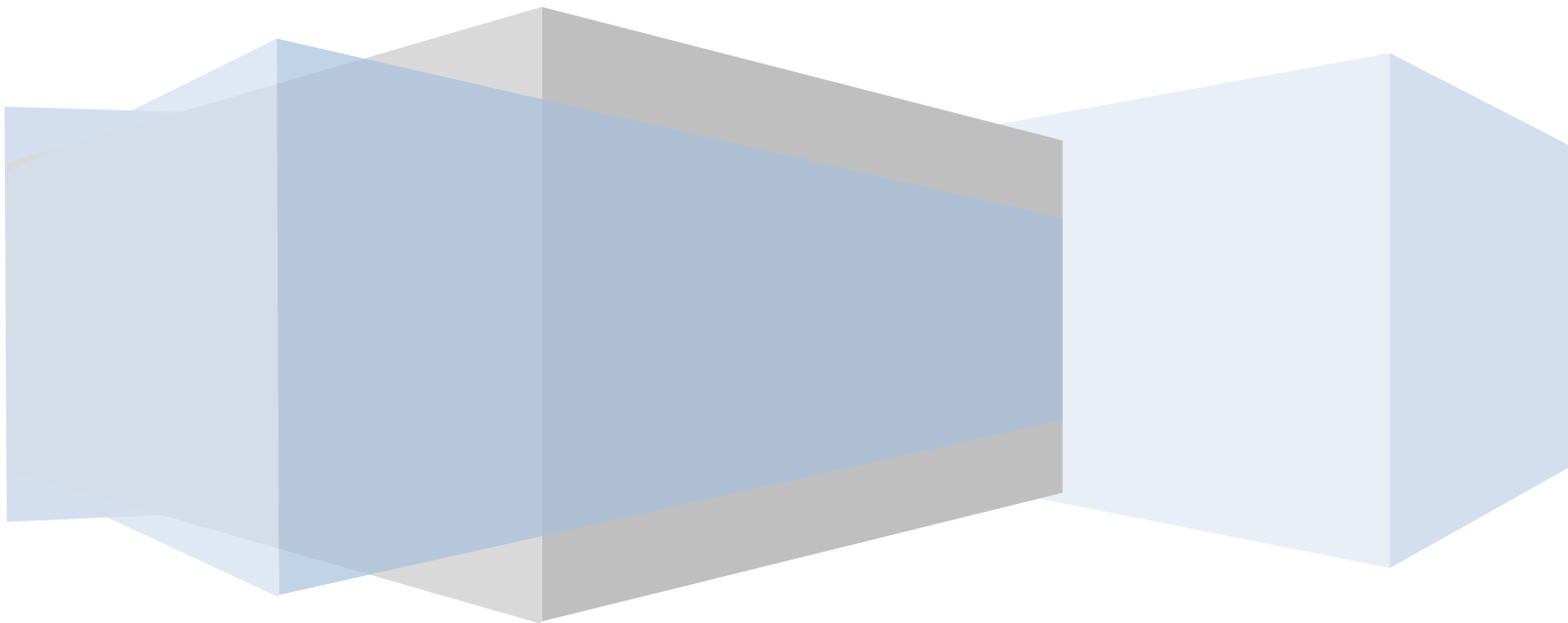
AoL COBE 2012-13

Assessment plan

Learning outcome	BBA	MBA
Knowledge	1. ETS results from Dec 2012, May 2013	1. ETS results from Dec 2012, May 2013
Written	2. Writing samples from MGNT 322 F12	2. Writing samples from MGNT 621 F12
Oral	3. Results from MGNT 428 Fall	3. Awaiting results from ACTG 611
Logical decision making	4. *Results from FINC 331 Fall	4. *Results from ACTG 611
Global strategy (MBA)		5. *Measured in FINC 631 Spring 2013
Intercultural competence	5. *Results from MKTG 340 Fall	
Corporate social responsibility		6. *Measured in MKTG 671 Spring 2013
Ethical intelligence	6. *Results from MGNT 357 Fall	6a. MBA orientation F12 Re-measured MGNT 624 S13
Analytical tools and techniques	7. *Excel case developed to be administered Spring semester	7. *Results from Excel case – MGNT 671 Spring
Innovative practices	8. Need to define, identify learning outcomes and measures	8. Need to define, identify learning outcomes and measures
Active learning	Report activities	Report activities

Note: * indicate focus on four outcomes

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BBA Core Results

1. Knowledge BBA

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

Measure: ETS major field test for BBA topics in business

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 the 50th percentile.

Rating: The ETS Major Field Test for BBA topics in Business was administered in MGNT 428. RU Mean Score reports that percentage of questions students answered correctly for each subject area. RU percentile rank indicates where RU student scores rank versus all other schools. US Mean is the national average percent correct.

Term	N
2012Fall	88
2013Spring	130
2013Summer	14

Subject	Term	RU Mean Score	RU percentile rank	US Mean
Accounting	2012Fall	50	75	44
	2013Spring	48	65	44
	2013Summer	50	75	44
Economics	2012Fall	51	87	44
	2013Spring	44	44	44
	2013Summer	60	98	44
Management	2012Fall	67	94	58
	2013Spring	63	78	58
	2013Summer	73	99	58
Quantitative	2012Fall	44	75	40
	2013Spring	45	83	40
	2013Summer	53	99	40
Finance	2012Fall	51	85	43
	2013Spring	50	83	43

	2013Summer	59	97	43
Marketing	2012Fall	63	84	56
	2013Spring	63	84	56
	2013Summer	65	89	56
Legal Env	2012Fall	60	72	56
	2013Spring	59	58	56
	2013Summer	63	91	56
Information Systems	2012Fall	48	43	49
	2013Spring	50	54	49
	2013Summer	59	93	49
International	2012Fall	57	70	53
	2013Spring	57	70	53
	2013Summer	65	95	53
Overall	2012Fall	158	85	151
	2013Spring	155	71	151
	2013Summer	164	97	151

RU percentiles by subject area

Subject	2011Fall	2012Spring	2012Summer	2012Fall	2013Spring	2013Summer
Accounting	40	51	84	75	65	75
Economics	44	44	87	87	44	98
Management	46	73	99	94	78	99
Quantitative	75	60	83	75	83	99
Finance	71	83	95	85	83	97
Marketing	84	75	97	84	84	89
Legal Env	80	59	96	72	58	91
Information Systems	49	49	81	43	54	93
International	70	75	82	70	70	95
Overall	59	65	95	85	71	97

BBA ETS Percentile Rankings
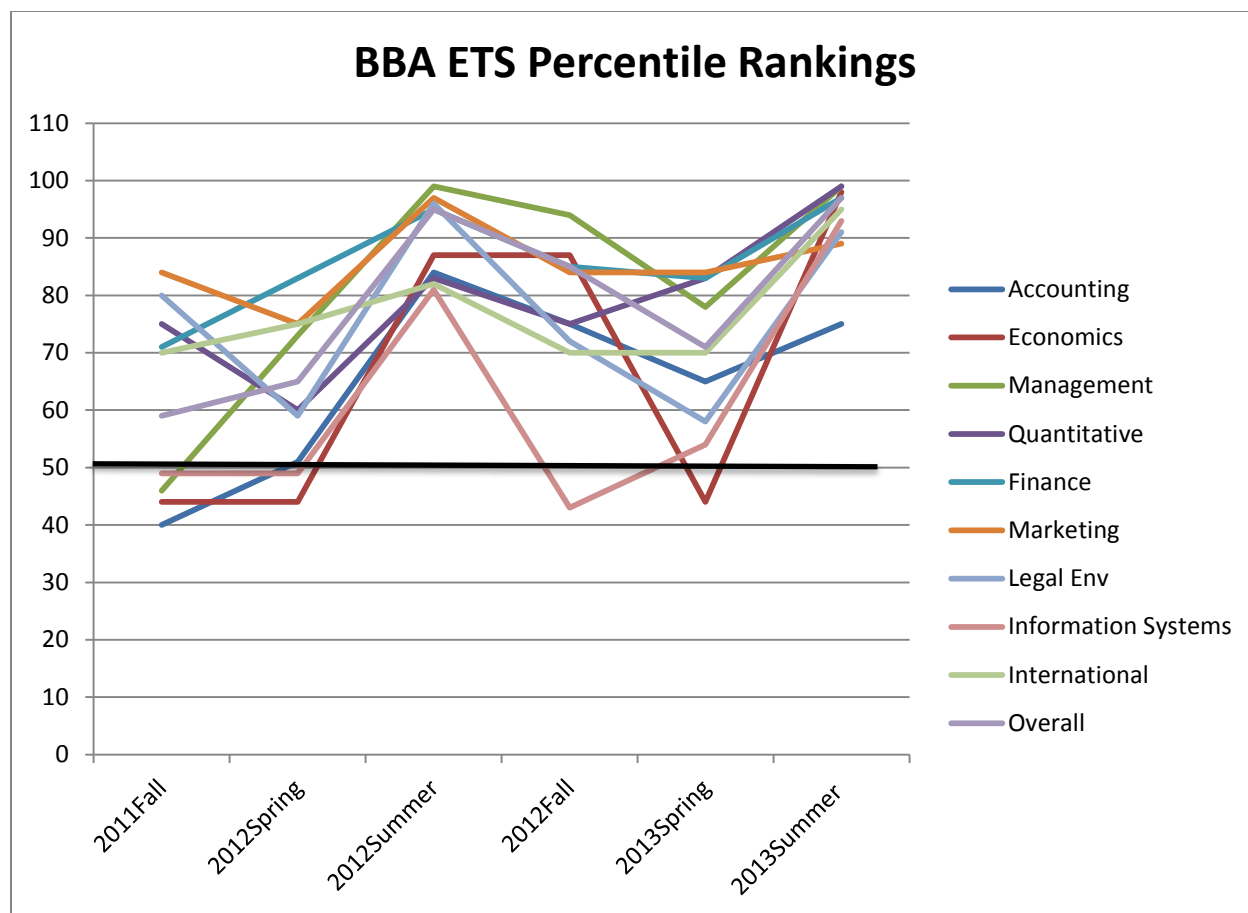
Observations: Scores in most all of the subject areas have been above the 50th percentile. Economics and Accounting rose above this level on the last two exams. Information systems however has been lower for all except the one summer exam.

From faculty workshop:

- Move Information Systems back into the COBE.
- Need to allocate more time and assignments to balance sheets.
- Macroeconomics—allocate more time and assignments to monetary, fiscal policy and supply and demand

Results by major

	Average Total Score			
	Spring 2013	**Fall 2012**	**Sum 2102**	**Spring 2012**
ACTG	165	170	172	163
ECON	172	163	149	167
FINC	161	162	188	159
MGNT	152	155	159	153
MKTG	151	153	159	149
(blank)		164	154	154
OTHER			170	
Overall	155	158	162	154
National		151	151	151
N	130	88	36	180

Results by subcontent area, Fall, Summer and Spring 2012

Item Information Report Major Field Test - Business (4GMF)						
Content Area	**SubContent Area**	**Percent correct Spring 13**	**Percent Correct Fall 12**	**Percent Correct Sum 12**	**Percent Correct Spring 12**	**Percent Correct National**
Financial Accounting	Statement of Cash Flows	72.3	61.4	81.4	54.2	60.5
Financial Accounting	Conceptual Foundations	20	36.4	20.9	21.2	30.9
Financial Accounting	Balance Sheet	26.9	56.8	55.8	25.1	23
Managerial Accounting	Product Costing Systems	14.6	4.5	2.3	11.2	10.5
Managerial Accounting	Cost Concepts	71.5	71.6	65.1	70.9	69.8
Managerial Accounting	Cost, Volume, Profit Analysis	26.2	52.3	25.6	30.7	24.2
Financial Accounting	Income Statement & Statement of Retained Earnings	33.8	43.2	37.2	31.3	34.8

Item Information Report Major Field Test - Business (4GMF)						
Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
Managerial Accounting	Nonroutine Decision Making	55.4	38.6	65.1	50.8	55.7
Managerial Accounting	Product Costing Systems	36.2	38.6	37.2	42.7	35.4
Financial Accounting	Balance Sheet	92.3	77.3	93	87.2	80.8
Financial Accounting	Income Statement & Statement of Retained Earnings	39.2	29.5	51.2	33.9	36.3
Financial Accounting	Conceptual Foundations	76.9	77.3	88.4	75	73.2
Managerial Accounting	Cost Concepts	90.8	90.9	88.4	88.9	82.9
Managerial Accounting	Budgeting	64.6	65.9	58.1	62.8	62.5
Financial Accounting	Balance Sheet	34.6	37.5	32.6	27.2	42.7
Financial Accounting	Statement of Cash Flows	30	27.3	44.2	27.2	32.2
Managerial Accounting	Standard Costing	33.1	38.6	39.5	27.8	32.7
Microeconomics	Production & costs	20.8	26.1	53.5	22.3	21.4
Macroeconomics	Economic Growth	38.5	35.2	37.2	43	45.5
Macroeconomics	Monetary, Fiscal Policy	23.1	47.7	34.9	29.1	37.7
Microeconomics	Supply & Demand	30.8	64.8	37.2	40.2	46.7
Microeconomics	Market Failure	53.8	56.8	44.2	48	44.3
Microeconomics	Resource Markets	16.2	14.8	27.9	9.4	15.7
Macroeconomics	Monetary, Fiscal Policy	33.1	40.9	46.5	40.6	37.3
Macroeconomics	Money & Banking System	14.6	18.2	11.6	15.6	16.1
Microeconomics	Models of Consumer	66.2	73.9	65.1	63.9	65

Item Information Report Major Field Test - Business (4GMF)						
Content Area	**SubContent Area**	**Percent correct Spring 13**	**Percent Correct Fall 12**	**Percent Correct Sum 12**	**Percent Correct Spring 12**	**Percent Correct National**
	Choice					
Macroeconomics	Measurement of Economic Performance	18.5	27.3	20.9	18.3	22.6
Microeconomics	Product Market Structures	53.1	56.8	62.8	45.6	56
International Economics	International Trade & Policy	55.4	73.9	62.8	52	56.7
International Economics	International Trade & Policy	96.2	93.2	90.7	96.1	93.9
Basic Economic Concepts	Comparative Advantage & Specialization	63.1	56.8	79.1	58.9	57.6
International Economics	Exchange Rates	74.6	81.8	83.7	78.9	71.9
Investments	Valuation of securities	52.3	59.1	74.4	55.9	55.6
Corporate Finance	Time Value of Money	38.5	42	74.4	52	32.1
Corporate Finance	Financial Statement Analysis	46.2	58	67.4	38	37.8
Corporate Finance	Capital Budgeting	70.8	85.2	55.8	67	62.9
Investments	Valuation of Securities	60	63.6	55.8	59.2	51.8
Corporate Finance	Capital Structure	44.6	39.8	55.8	52.5	44
Investments	Risk & Return	49.2	52.3	44.2	49.4	43
Corporate Finance	Financial Statement Analysis	67.7	64.8	74.4	56.7	64.2
Investments	Valuation of Securities	37.7	35.2	44.2	32.2	28.1
Investments	Financial Markets & Environment	76.2	71.6	88.4	76.1	75.1

Item Information Report Major Field Test - Business (4GMF)						
Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
Corporate Finance	Working Capital Management	47.7	34.1	34.9	36.1	34.2
Corporate Finance	Time Value of Money	19.2	13.6	37.2	15.6	25.2
Corporate Finance	Capital Budgeting	23.1	34.1	14	23.9	17.9
Investments	Risk & Return	67.7	75	81.4	67.8	58.1
International Finance	--	36.9	21.6	34.9	52	28.2
International Finance	--	58.5	64.8	60.5	68.9	65.2
Information Technology Concepts	Software Technology	56.9	69.3	69.8	60.3	55.6
Systems Development	Systems Planning Development	28.5	39.8	51.2	45.3	53.8
Information Technology Concepts	Database Management Systems	46.2	39.8	37.2	38	51.6
Information Systems in Business and Society	Security, Privacy & Ethical Issues	70	55.7	60.5	58.7	60.5
Business Information Systems	Management Information Systems	40.8	42	58.1	42.5	44.8
Business Information Systems	Decision Support & Expert Systems	22.3	23.9	18.6	21.8	30.5
Business Information Systems	Transaction processing Systems	72.3	67	90.7	71.7	67.6
Information Technology Concepts	Network & Internet Technology	70	56.8	79.1	67.2	67.2
Business Information Systems	Decision Support & Expert Systems	16.9	19.3	14	17.8	17.5

Item Information Report Major Field Test - Business (4GMF)						
Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
Information Systems in Business and Society	Security, Privacy & Ethical Issues	82.3	88.6	97.7	88.9	79.8
Information Technology Concepts	Hardware Technology	43.8	26.1	23.3	31.7	29.8
Legal Environment	Courts & Legal Systems	60	54.5	83.7	53.6	48.1
Business Relationships	Business Organizations	43.8	58	39.5	50.8	40.3
Legal Environment	Crimes	96.9	94.3	97.7	95	89.8
Regulatory Environment	Employment Law	79.2	79.5	83.7	82.7	77.9
Business Relationships	Business Organizations	67.7	58	74.4	68	66.5
Business Relationships	Intellectual Property	10	12.5	9.3	16.1	12.6
Business Relationships	Business Organizations	60.8	62.5	76.7	50	57
Ethical/Social	Ethics	3.8	12.5	11.6	6.1	12.9
Regulatory Environment	Antitrust Law	70.8	72.7	67.4	68.9	69.6
Legal Environment	Tort Law	65.4	54.5	72.1	55.6	61.9
Legal Environment	Tort Law	90.8	95.5	93	94.4	91.8
Strategy & Policy	Strategic analysis	80	86.4	93	81	81.3

Item Information Report Major Field Test - Business (4GMF)						
Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
Organizational Behavior	Human Resource Management	43.8	40.9	72.1	45.8	39.7
Management Principles	Functions (organizing/ leading/ planning/ controlling)	90	90.9	93	81	82.4
Operations Management	Total Quality Management	17.7	29.5	46.5	18.4	21.4
Entrepreneurship	--	64.6	65.9	74.4	68.7	65.8
Strategy & Policy	Policy Determination	88.5	89.8	97.7	84.9	79.9
Operations Management	Operations Execution	90.8	87.5	95.3	87.7	84.3
Organizational Behavior	Leadership & Motivation	69.2	73.9	62.8	61.5	61.6
Strategy & Policy	Strategic Analysis	64.6	63.6	72.1	51.7	58.9
Management Principles	Group/Team Dynamics	39.2	43.2	65.1	48.9	32.3
Management Principles	History & Theory	44.6	37.5	53.5	33.3	35.8
Organizational Behavior	Communication	46.2	64.8	53.5	53.3	52.4
Organizational Behavior	Managing Diversity	79.2	81.8	58.1	78.3	79.5
Management Principles	Functions (organizing/ leading/ planning/ controlling)	35.4	59.1	39.5	45	47.1
Strategy & Policy	Strategic Analysis	66.9	76.1	60.5	71.1	66
Operations Management	Total Quality Management	86.9	93.2	95.3	90	66.5
International & Cross Cultural Management	--	75.4	81.8	90.7	74.3	71.9

Item Information Report Major Field Test - Business (4GMF)						
Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
International & Cross Cultural Management	--	43.8	38.6	32.6	42.2	40.6
Identifying Attractive Markets	Scanning the Marketing Environment	93.1	89.8	76.7	81.6	72.4
Identifying Attractive Markets	Consumer & Organizational Buyer Behavior	66.9	67	65.1	57	53
Serving Selected Markets	Marketing Services	52.3	71.6	51.2	54.7	51.5
Identifying Attractive Markets	Strategic Marketing Planning	91.5	88.6	83.7	92.7	84.2
Serving Selected Markets	Marketing Mix	57.7	59.1	69.8	46.9	56.8
Serving Selected Markets	Segmenting Consumer & Organizational Markets	54.6	40.9	86	57.2	54.8
Serving Selected Markets	Segmenting Consumer & Organizational Markets	60	50	81.4	55.6	49.5
Serving Selected Markets	Marketing Mix	46.9	48.9	62.8	48.9	50.8
Identifying Attractive Markets	Buyer Behavior	88.5	87.5	90.7	84.4	79.1
Identifying Attractive Markets	Marketing Research & Information Technology Tools	85.4	84.1	83.7	77.2	74.3
Serving Selected Markets	Marketing for Not for Profit	74.6	77.3	93	78.9	71.7

Item Information Report Major Field Test - Business (4GMF)

Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
Serving Selected Markets	Marketing Services	55.4	58	58.1	64.4	50.9
International Marketing	--	33.1	34.1	37.2	31.8	36.6
Serving Selected Markets	Marketing Mix	26.9	23.9	27.9	30.2	29.1
Serving Selected Markets	Marketing Mix	34.6	36.4	44.2	33	42.9
Serving Selected Markets	Marketing of Social Causes	85.4	80.7	76.7	80	63
Probability & Statistics	Distributions	20	20.5	11.6	20.1	26.2
Probability & Statistics	Measure of Set Operations	12.3	4.5	4.7	6.7	8.1
Probability & Statistics	Hypothesis Testing	35.4	45.5	58.1	38	38.8
Quantitative Operations & Management Techniques	Statistical Process Control	35.4	36.4	32.6	30.7	37.1
Quantitative Operations & Management Techniques	Inventory Modeling	60	62.5	48.8	57	50.1
Probability & Statistics	Sampling & Estimation	29.2	33	51.2	21.9	33.9
Probability & Statistics	Counting Rules	100	98.9	97.7	97.8	96.7
Probability & Statistics	Correlation & Regression	43.1	43.2	30.2	42.8	41.1

Item Information Report Major Field Test - Business (4GMF)

Content Area	SubContent Area	Percent correct Spring 13	Percent Correct Fall 12	Percent Correct Sum 12	Percent Correct Spring 12	Percent Correct National
Quantitative Operations & Management Techniques	Project Scheduling (including PERT and CPM)	61.5	63.6	74.4	60	51.4
Quantitative Operations & Management Techniques	Linear Programming	46.2	37.5	41.9	46.1	40
Probability & Statistics	Conditional, Joint Probabilities	47.7	39.8	48.8	39.4	41.4

2. Written Communication BBA

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

Measure: News Brief writing assignment in MGNT 322

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0 on a 4 point scale.

Rating: Rated by faculty using a rubric on a three point scale 1 – below expectations, 2 – meets expectations, 3- exceeds expectations. Scores of 2, 3 considered acceptable.

Results: Administered in MGNT 322 Fall 2012 n=24. Four raters rated 6 assignments each.

Written Communication	Average	Percent meets expectations
Citation	1.4	32%
Clarity	2.1	71%
Content/understanding of Topic	3.8	83%
Format and Length	1.9	87%
Grammar. Spelling & Mechanics	1.5	42%
Support for Ideas	2.8	88%
Organization and Development	2.4	63%

Previous results:

Written Communication	Group averages						
	Fall 2011	**Spring 2011**	**Fall 2010**	**Spring 2010**		**Fall 2009**	**Fall 2008**
Framework		2.58	2.6	3.89	3.83		
Organization	59%	2.74	2.6	3.84	3.67	3	
Grammar		2.42	2.3	3.53	2.89	2.79	3
Citations	70%					1.88	2.5
Support for ideas						2.71	3
Clarity						2.38	2.9
Format & length						2.96	3
Focus & meaning	60%						
Mechanism	58%						
Content & Dev	67%					2.58	3
Measure	Research paper	Case S.11.05	Various minicases	Reflection paper	Article review	Course embedded	Course embedded
Course level	Upper	Upper	Lower	Upper		Upper	Upper
N	100%	19	69	19		24	12

Observations: students are still having problems with correctly citing references, grammar and organization of the paper.

From faculty workshop:

- More use of Grammarly
- Citation- needs attention. Students should be encouraged to attend the APA workshop at the library & understand how to cite and reference an article.
- Citation, Grammar. Spelling & Mechanics and Organization and Development: not sufficient
- Needs to be reported more clearly consistently
- A graph would be helpful to report data
- Suggest that each Department in COBE establishes its own Research Methods Guidelines
- Students required to take business writing course
- Poor preparation before we get them—our understanding that students in Core allowed to continually resubmit written assignments and are primarily for poor performance
- Watch for improvements in Grammar etc./ Org and Development

3. Oral Communication BBA

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

Measure: Student presentations in MGNT 428

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0 on a 4 point scale. Scores of 3 and 4 are considered acceptable.

Rating: Each student was rated by the instructor on a 4 points scale on framework, organization, delivery, relevance, appropriate dress and the use of supplementary materials.

Results: Administered in MGNT 428 n = 54

Presentation(s)	Group average	Percent acceptable
Framework	3.8	100%
Organization	3.9	100%
Delivery	3.3	87%
Relevance	3.8	100%
Appropriate Dress	4.0	100%
Supplementary Materials	4.0	100%

Previous results:

Oral Communication	Group averages					
		Fall 2011	Summer 2011	Spring 2011	Fall 2010	Spring 2010
Framework		2.95	3.63	3.63	3.22	
Content	53.60%					
Organization	73.80%	3.05	3.91	3.91	3.74	
Engagement	53.20%					
Delivery /Presentation skills	70%	2.68	3.6	3.39	3.13	100% acceptable
Relevance		3.47	3.83	3.58	3.54	94% acceptable
Slide/supplement quality	65%		3.86	3.93	3.94	
Appropriate dress			4	3.96	3.9	
Measure	Research project	Presentation	Presentation	Presentation	Presentation	Interviews
Course level	300	300	400	400	400	300
N	100	44	35	93	88	31

Observations: For Fall 2012 students have performed above the target achievement level well on all measures related to oral communication.

From faculty workshop:

- Tape some presentations for use as examples- good and bad
- Videos of "best practices"
- Seems like this is acceptable.
- More suggestions for improving delivery
- Maybe have a Communication faculty member show a video on common mistakes made
- Fall 2011 Framework: not sufficient
- Why do RU students have such good social skills, but have such trouble with written communication?
- Very good!
- Our students typically do well in this area

4. Logical Decision Making BBA

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

Measure: Minicase DF12

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.

Rating: Each minicase was rated on a 4 point scale for three questions relating to problem identification, evaluation and integration. Rating conducted by three faculty, two rated same set of 14, the third was the sole rater of the other 14 minicases. Scores of 3 and 4 are considered acceptable.

Results: Administered in FINC331 Fall 2012 n=28.

Logical decision making	Average	Percent acceptable
Problem identification	2.7	61%
Evaluation	2.6	61%
Integration	2.7	68%

Previous results:

Logical decision making	Fall 2011		Spring 2011	Fall 2010
Framework	2.16	1.99	1.82	1.66
Evaluation	2.09	2.10	1.27	1.48
Perspectives			1.55	1.62
Integration	2.13	2.25		
Case name	Various	Various	Alice	Nemagon
Case reference	Various	Various	S.11.02	F.10.02
Course level	Lower	Upper	Lower	Lower
N	151	116	65	22

Observations: The target was achieved for all three elements though plenty of room for improvement remains.

From faculty workshop:
- Emphasize justification of decisions
- Do not accept not accept a "mere" conclusion
- More Important
- Average rating below what

- o Is considered acceptable
- o Is this the appropriate time to assess this or is this something that should be done senior year?
- Results still unacceptable. Need additional development of applied skills, using cases, etc., with feedback over time

5. Intercultural Competence

Learning outcome: Students will be able to contrast multiple cultural perspectives and recommend ethnorelative solution(s) to issues.

Measure: Minicase BF12

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0 on a 4 point scale.

Rating: Each minicase was rated on a 4 point scale for three questions relating to problem identification, ability to analyze the problem and ability to recommend a solution. Rating was conducted by four faculty, each rating 12 minicases. Two sets were evaluated by only on rater; one set was evaluated by two raters.

Results: Administered in MKTG 340 Fall 2012 n=36. COBE n=21. Non-COBE n=15.

Intercultural competence	Average	Percent Acceptable
Identify the problem		
COBE	2.1	27%
non-COBE	2.0	24%
Analyze the problem		
COBE	2.2	42%
non-COBE	2.0	18%
Recommend a decision		
COBE	2.1	22%
non-COBE	2.0	24%

Previous results:

Learning Outcome 6: Students will be able to compare and contrast perspectives of different cultural groups in a given situation.				
	Group averages for mini cases			
	F 2011		**S 2011**	**F 2010**
Framework			1.82/4	1.66/4
Perspectives	1.57/3	2.21/3	1.55/4	1.62/4
Evaluation			1.27/4	1.48/4
Case name	Panasonic	Panasonic	Alice	Disney
Case	F.11.03	F.11.03	S.11.02	F.10.02
N	36	38	22	65
Course level	Lower	Upper	Lower	Lower

Observations: For Fall 2012 the average scores do not meet the target achievement level.

From faculty workshop:

- Make the same poor decisions?
- Need improvement
- Introduce more historical and cultural studies in business
- Too many assumption in case
- Score too case specific—does not measure the ability
- These data are not surprising, given the limited experience to intercultural competences or international environment

6. Ethical Intelligence

Learning Outcome: 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: Minicase AF12

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 3.0 on a 4 point scale.

Rating: Each minicase was rated on a 4 points scale for three questions relating to framework, evaluation and integration. Rating conducted by three faculty rating, each rating a group of minicases. Scores of 3 and 4 are considered acceptable.

Results: Administered in MGNT 357 Fall 2012 n=27.

Ethical Intelligence	Average	Percent acceptable
Framework	2.0	30%
Evaluation	2.3	44%
Integration	2.4	31%

Previous results:

Ethical intelligence	Group averages for mini cases			
	F 2011		F 2010	
Framework	1.89	2.06	1.66	1.61
Perspective			1.49	1.46
Evaluation	2.15	2.13	1.40	1.46
Differentiation			1.45	1.41
Integration	2.63	2.38		
Case name	Morton	Morton	France v Yahoo	France v Yahoo
Case reference	F.11.04	F.11.04	F.10.03	F.10.03
N	46	30	95	71
Course level	Lower	Upper	Lower	Upper

Observations: For Fall 2012 the scores show some improvement over previous years but remain below the target achievement level.

From faculty workshop:

- Offer and require an ethics course—get it in College Core for all COBE majors
- Need Improvement
- Why so low?

8. Analytics

Learning Outcome : Students will be able to perform basic tasks in Excel.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than 80 percent.

Minicase EF12: Mutual Fund Analysis

Rating: Objective rating using a check sheet

Results:

Administered in MGNT 428 N=14.

Average percent correct on all 23 items: 73%

Percent acceptable (>=80%) = 43%

Range of scores: 43% to 100%

Observations: the target achievement level was not met. A more advanced level of performance might be considered appropriate.

From faculty workshop:

- Need Improvement
- "More advanced level of performance" – not clear. If the target was not met, why have a more advanced target?
- Assessment can't work until excel requirement is injected in curriculum

MBA Results

1. Knowledge MBA

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

Measure: ETS major field test for MBA topics in business

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.

The ETS Major Field Test for MBA topics in Business was administered in MGNT 685. RU Mean Score reports that percentage of questions students answered correctly for each subject area. RU percentile rank indicates where RU student scores rank versus all other schools. US Mean is the national average percent correct.

ETS results

Term	N
2012Fall	29
2013Spring	14

Subject	Term	RU Mean Score	RU percentile rank	US Mean
Accounting	2012Fall	49	46	49
	2013Spring	57	86	49
Management	2012Fall	64	71	59
	2013Spring	65	77	59
Finance	2012Fall	44	50	43
	2013Spring	49	79	43
Marketing	2012Fall	60	53	58
	2013Spring	65	78	58
Overall	2012Fall	250	53	248
	2013Spring	257	85	248
Strategy	2012Fall	54	53	52
	2013Spring	61	90	52

RU percentiles by subject area

Subject	Spring 2010	Fall 2010	Sum 2011	Fall 2011	Fall 2012	Spring 2013
Accounting	46	71	76	64	46	86
Finance	50	60	54	79	50	79
Management	86	38	71	91	71	77
Marketing	68	74	40	84	53	78
Strategy	65	73	65	94	53	90
Overall	64	67	64	85	53	85
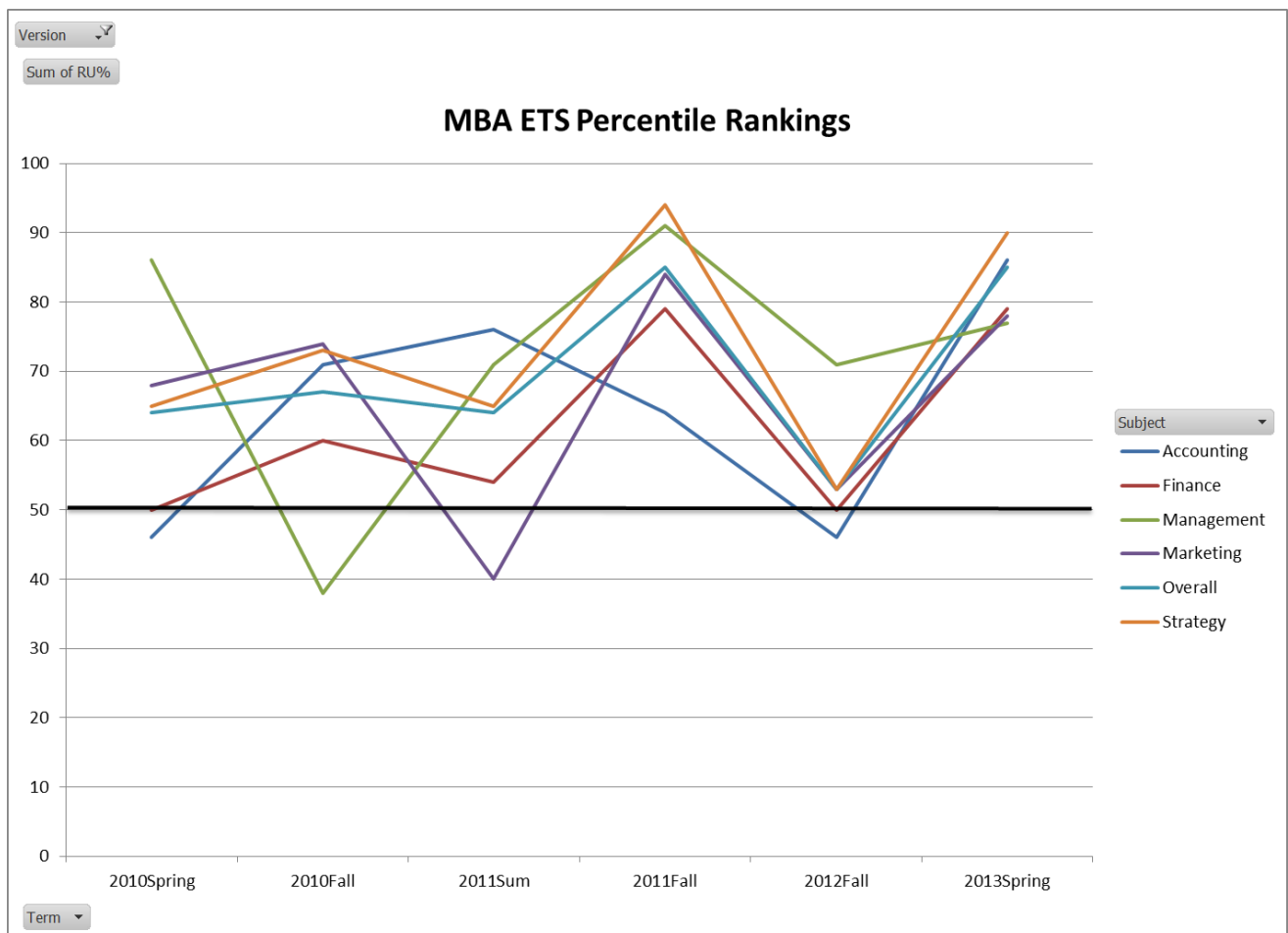
Observations: Students fairly consistently scoring above the 50th percentile.

Major Field Test - MBA (4FMF)
Item Information Report
Administration Date Range: December 2011 - December 2012
Test dates: 2011-12: Dec 17, 2011; May 3, 2012; July 31, 2012; 2012-13: Dec 6, 2012; May 7, 2013
Number of Test Takers: 2011-12 =38; 2012-13 = 43.

Note: due to small numbers in all tests except Dec 17, 2012, the breakdown is not available for individual exams. Therefore the results from all four groups are aggregated for this analysis.

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Accounting	Resource Planning & Analysis	Variance Analysis	72.1	76.3	74.3
Accounting	Product Costing	Process vs. Job Order	32.6	44.7	34.5
Accounting	Product Costing	Process vs. Job Order	60.5	60.5	56.9
Accounting	Relevant Cost	Theory of Constraints	69.8	52.6	55.5
Accounting	Financial Reporting & Analysis	Financial Ratios	90.7	97.4	81.8
Accounting	Relevant Cost	Transfer Pricing	58.1	60.5	60.1
Accounting	Financial Reporting & Analysis	Financial Ratios	34.9	31.6	28.4
Accounting	Relevant Cost	Sell or Process Further	86	81.6	62.6
Accounting	Financial Reporting & Analysis	Financial Statements	4.7	13.2	14.8
Accounting	Relevant Cost	Make or Buy	67.4	86.8	71.5
Accounting	Product Costing	Process vs. Job Order	30.2	36.8	38.7
Accounting	Resource Planning & Analysis	--	55.8	42.1	44.9
Accounting	Cost-Volume-Profit Analysis	--	88.4	97.4	80.2
Accounting	Financial Reporting & Analysis	Financial Statements	41.9	28.9	41.9
Accounting	Relevant Cost	Special Order	34.9	34.2	26.9
Accounting	Resource Planning & Analysis	Variance Analysis	25.6	34.2	33.7
Accounting, Strategic Integration	Resource Planning & Analysis	Forecasting	67.4	76.3	67.1
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	Break-Even Analysis	16.3	13.2	21.2
Accounting, Strategic Integration	Relevant Cost	Make or Buy	32.6	28.9	27.5

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	Cost Behavior	79.1	86.8	72.9
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	Cost Behavior	60.5	76.3	57.1
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	Cost Behavior	51.2	50	47.5
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	--	48.8	36.8	41.4
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	Break-Even Analysis	48.8	73.7	56.4
Accounting, Strategic Integration	Cost-Volume-Profit Analysis	Break-Even Analysis	32.6	28.9	27.9
Accounting, Strategic Integration	Resource Planning & Analysis	Forecasting	67.4	81.6	58.7
Accounting, Strategic Integration	Resource Planning & Analysis	--	60.5	60.5	60.3
Accounting, Strategic Integration	Financial Reporting & Analysis	Financial Statements	34.9	57.9	41.5
Finance	Investments	Financing Instruments	25.6	28.9	27.4
Finance	Investments	--	48.8	47.4	46.9
Finance	Corporate Finance	Cost of Capital	86	78.9	72.6
Finance	Valuation/Investments	--	53.5	44.7	54.2
Finance	Investments	Risk & Return	65.1	65.8	67.9
Finance	Financial Markets & Institutions	Investment Banking	37.2	63.2	54.7
Finance	Corporate Finance	Dividend Policy	90.7	89.5	84.6
Finance	Investments	Securities Valuation & Analysis	25.6	28.9	31
Finance	Financial Markets & Institutions	Investment Banking	27.9	18.4	27.1
Finance	Investments	Risk & Return	51.2	28.9	21.1
Finance	Corporate Finance	--	48.8	50	46.8

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Finance	Investments	Options, Futures, & Other Derivatives	48.8	36.8	51.3
Finance, Strategic Integration	Financial Markets & Institutions	--	55.8	55.3	37.9
Finance, Strategic Integration	Corporate Finance	Cost of Capital	14	18.4	15
Finance, Strategic Integration	Corporate Finance	--	44.2	31.6	40.8
Finance, Strategic Integration	Investments	--	32.6	34.2	22
Finance, Strategic Integration	Corporate Finance	Capital Budgeting	46.5	42.1	41.7
Finance, Strategic Integration	Corporate Finance	--	48.8	44.7	41.6
Finance, Strategic Integration	Corporate Finance	--	34.9	39.5	28.2
Finance, Strategic Integration	Corporate Finance	International Finance	72.1	60.5	63.3
Finance, Strategic Integration	Corporate Finance	International Finance	18.6	52.6	42.6
Finance, Strategic Integration	Corporate Finance	International Finance	53.5	52.6	53
Finance, Strategic Integration	Corporate Finance	--	55.8	76.3	57.6
Finance, Strategic Integration	Corporate Finance	International Finance	30.2	31.6	30.5
Finance, Strategic Integration	Corporate Finance	International Finance	41.9	60.5	41

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Finance, Strategic Integration	Investments	Options, Futures, & Other Derivatives	34.9	44.7	33.7
Finance, Strategic Integration	Corporate Finance	Working Capital Management	72.1	78.9	69.1
Finance, Strategic Integration	Corporate Finance	Working Capital Management	27.9	23.7	26
Finance, Strategic Integration	Corporate Finance	--	37.2	52.6	46.6
Management	Operations Planning/Management Science	Quantitative Decision Making Models	76.7	86.8	67
Management	Operations Planning/Management Science	Quantitative Decision Making Models	72.1	76.3	65.4
Management	Operations Planning/Management Science	Decision Modeling	76.7	86.8	71.1
Management	Organizational Theory	Organizational Change & Development	51.2	57.9	50.8
Management	Human Resource Management	--	67.4	65.8	56.9
Management	Organizational Behavior	Leadership	86	86.8	85.9
Management	Organizational Theory	--	37.2	31.6	39.3
Management	Organizational Behavior	Motivation	69.8	78.9	63.5
Management	Organizational Behavior	Leadership	67.4	71.1	67
Management	Organizational Behavior	--	58.1	65.8	63.2
Management	Human Resource Management	Recruiting & Selection	27.9	28.9	29.5
Management	Organizational Behavior	Teams	90.7	84.2	73.1
Management	Human Resource Management	Training & Development	76.7	89.5	65.9
Management	Organizational Theory	Organizational Structure Design	20.9	13.2	19.8

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Management	Operations Planning/Management Science	Quality Management	74.4	73.7	69.6
Management	Operations Planning/Management Science	Quantitative Decision Making Models	18.6	18.4	19.5
Management	Operations Planning/Management Science	Quantitative Decision Making Models	18.6	2.6	12.9
Management, Strategic Integration	Organizational Behavior	Motivation	97.7	100	91.7
Management, Strategic Integration	Organizational Behavior	Motivation	81.4	89.5	77.4
Management, Strategic Integration	Organizational Behavior	Leadership	48.8	65.8	57.2
Management, Strategic Integration	Organizational Theory	Organizational Structure Design	76.7	94.7	79.4
Management, Strategic Integration	Human Resource Management	Recruiting & Selection	74.4	76.3	65.2
Management, Strategic Integration	Operations Planning/Management Science	Control	44.2	57.9	51.8
Management, Strategic Integration	Organizational Theory	Systems Thinking	44.2	39.5	33.2
Management, Strategic Integration	Operations Planning/Management Science	Supply Chain Logistics	74.4	78.9	68.7
Management, Strategic Integration	Human Resource Management	Training & Development	67.4	73.7	58.7

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Management, Strategic Integration	Organizational Behavior	--	83.7	73.7	64.5
Management, Strategic Integration	Organizational Behavior	Conflict	95.3	100	88.9
Management, Strategic Integration	Operations Planning/Management Science	Quality/ Process Management	90.7	89.5	79.8
Marketing	Marketing Planning: Target Segments and Marketing Mix	Pricing	62.8	81.6	66.4
Marketing	Buyer Behavior	Segmentation	48.8	31.6	49.8
Marketing	Buyer Behavior	Factors Influencing Consumer and Business Purchasing	30.2	55.3	48.7
Marketing	Marketing Planning: Target Segments and Marketing Mix	Promotion (Integrated Marketing Communication)	69.8	71.1	71
Marketing	Marketing Planning: Target Segments and Marketing Mix	Channels & Distribution/Supply Chain	39.5	55.3	43.9
Marketing	Strategic Marketing	Environment Scanning & Marketing Planning	65.1	81.6	66.4
Marketing	Marketing Planning: Target Segments and Marketing Mix	Specifying Target Markets	95.3	92.1	88
Marketing	Strategic Marketing	Metrics & Control Mechanisms (CLV)	72.1	57.9	68.1
Marketing	Marketing Planning: Target Segments and Marketing Mix	Products/Services (NPD/ Brand Management/ Positioning)	41.9	23.7	38.9
Marketing	Marketing Planning: Target Segments and Marketing Mix	Channels & Distribution/Supply Chain	51.2	34.2	45.2
Marketing	Buyer Behavior	Segmentation	88.4	71.1	79.6
Marketing	Market Research	--	39.5	63.2	48.5
Marketing	Strategic Marketing	--	72.1	86.8	63.1

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Marketing	Buyer Behavior	Factors Influencing Consumer and Business Purchasing	67.4	55.3	48.3
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	--	48.8	47.4	38
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Pricing	76.7	52.6	75.2
Marketing, Strategic Integration	Strategic Marketing	--	76.7	86.8	71.6
Marketing, Strategic Integration	Market Research	Managerial Decision Making	74.4	73.7	70.8
Marketing, Strategic Integration	Strategic Marketing	--	76.7	84.2	65.6
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Promotion (Integrated Marketing Communication)	46.5	52.6	46.3
Marketing, Strategic Integration	Strategic Marketing	Metrics & Control Mechanisms (CLV)	46.5	50	42.4
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Pricing	53.5	73.7	68.5
Marketing, Strategic Integration	Market Research	Managerial Decision Making	69.8	73.7	68.8
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Pricing	46.5	42.1	40.8
Marketing, Strategic Integration	Strategic Marketing	--	62.8	78.9	59.8
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Channels & Distribution/Supply Chain	48.8	57.9	46.8
Marketing, Strategic Integration	Market Research	--	76.7	78.9	62.7

Domain	Content Area	SubContent Area	Percent Correct 2012-13	Percent Correct 2011-12	Percent Correct National
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Promotion (Integrated Marketing Communication)	79.1	78.9	72
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Promotion (Integrated Marketing Communication)	34.9	31.6	28.7
Marketing, Strategic Integration	Marketing Planning: Target Segments and Marketing Mix	Products/Services (NPD, Brand Management, Positioning)	100	97.4	86.7
Marketing, Strategic Integration	Market Research	Competitive Intelligence	39.5	55.3	44

2. Written Communication MBA

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

Measure: Project report paper in MGNT 621 Fall 2012

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.

Rating: Rated of random sample of papers by one faculty using a rubric on a three point scale 1 – below expectations, 2 – meets expectations, 3- exceeds expectations. Scores of 2, 3 considered acceptable.

Results: Administered in MGNT 621 Fall 2012 n=10.

Written Communication	Average	Percent acceptable
Citation	2.0	100%
Clarity	2.2	100%
Content/understanding of Topic	2.4	90%
Format and Length	2.1	100%
Grammar. Spelling & Mechanics	2.1	80%
Support for Ideas	2.6	90%
Organization and Development	2.4	100%

Previous results:

Written Communication	Group averages		
	Fall 2011	Spring 2011	Fall 2010
Framework	2.4	2.3	2.8
Organization	2.4	2.8	2.8
Grammar	2.5	2.6	2.8
Measure	Research proposal	S.11.02	Minicase sample
N	8	31	40

Observations: The current rubric is on a three point scale, so the equivalent target would be 2.6. This was not attained for most of the aspects rated. However, most aspects received a rating of 2 or 3 and thus the percent acceptable is quite high.

From faculty workshop:

- Get consistent rubric scoring. Why 3, 4, or 5 points?
- Sample size problem
- Seems to follow undergraduate

4. Logical Decision Making MBA

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

Measure: Minicase DF12

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.

Rating: Each minicase was rated on a 4 point scale for three questions relating to problem identification, evaluation and integration. Rating conducted by two faculty, rating 15 minicases. Scores of 3 and 4 are considered acceptable.

Results: Administered in ACTG 611 Fall 2012 n=15.

Logical Decision Making	Average	Percent acceptable
Problem identification	2.2	37%
Evaluation	2.3	40%
Integration	2.3	40%

Previous results:

Logical decision making	Fall 2011	Spring 2011	Fall 2010
Framework	2.61	2.61	3.50
Evaluation	2.78	2.64	3.17
Relevance		2.64	3.46
Integration	2.30	2.64	3.38
Case name	Various	Alice	Nemagon
Case reference	Various	S.11.02	F.10.01
Course level	MBA	MBA	MBA
N	57	31	24

Observations: The target achievement level is still not being met.

From faculty workshop:

- Cohorts, not take it when you can.
- Similar preparation should improve performance
- Increase GMAT verbal!
- Need to improve ability and recognize a problem
- Few people score high and drive results? Sample size
- Would this be the case if it were done later?

5. Global Strategy MBA

Learning Outcomes:
- Explain the concept of strategy in international business
- Analyze how global strategic choices are influenced by pressures for global integration to reduce costs and pressures for local responsiveness
- Apply distinct strategies emerging from the integration-responsiveness framework for competing globally

Measure: Minicase BS13

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.

Rating: Each minicase was rated on a 4 point scale for three questions relating to problem identification, evaluation and integration. Rating conducted by two faculty, rating 16 minicases. Scores of 3 and 4 are considered acceptable.

Results: Administered in FINC 631 Spring 2013 n=32.

Logical Decision Making	Average	Percent acceptable
Framework	2.1	29%
Evaluation	3.5	51%
Integration	3.3	57%

Previous results: The learning outcome was revised from that used previously which was "Students will exhibit knowledge of global issues. "

Global knowledge	Fall 2011
Framework	3.50
Evaluation	2.95
Integration	2.00
Case name	ID two global issues
Case reference	F.11.01
Course level	MBA
N	14

Observations: The target achievement level is not being met for framework, problem identification.

From faculty workshop:

- More emphasis on global issues
- This is the last content matter in MBA

- How are framework not understood, while evaluation and/or integration are better understood?
- Needs work.

6. Corporate Social Responsibility MBA

Learning Outcome: Students will be able to analyze, assess critically, and contribute to the practice of business decision making that reflects ethical and socially responsible considerations.

Measure: Minicase AS13

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.

Rating: Responses were rated based on framework (defining the problem), evaluation (identifying and explicating the alternatives) and integration (supporting conclusions with a logical progression of facts.) Each task was rated on a 1-4 point scale. Scores of 3 and 4 are considered acceptable.

Results: Administered in MKTG 671 Spring 2013 n=8. Two raters for each observation.

Corporate social responsibility	Average	Percent acceptable
Framework	2.9	69%
Evaluation	2.8	56%
Integration	3.4	88%

Observations: This is the first assessment for corporate social responsibility. The target achievement level was not set.

From faculty workshop:

- Improve ethics Treatment in BBA, Should improve CSR in MBA

6a. Ethical Intelligence MBA

Learning Outcome : 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.

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.

Rating: Responses were rated based on framework (defining the problem), evaluation (identifying and explicating the alternatives) and integration (supporting conclusions with a logical progression of facts.) Each task was rated on a 1-4 point scale. Scores of 3 and 4 are considered acceptable.

Results:

Ethical intelligence	Fall 2012		Spring 2013	
	Average	Percent Acceptable	Average	Percent Acceptable
Framework	2.9	63%	2.8	59%
Evaluation	3.1	75%	2.9	72%
Integration	2.9	67%	2.8	59%
Minicase	F.11.06		AF12	
Course	MBA orientation		MGNT 624	
N =	12		16	
Raters	2 for each response		2 for each response	

Previous results:

Ethical intelligence	Group averages for mini cases			
	F 2011	S 2011	F 2010	S 2010
Framework	3.06		2.49	2.33
Perspective			2.40	2.11
Evaluation	3.38		2.37	1.89
Differentiation		2.50	2.53	1.72
Integration	3.06	2.00		
Case name	Selling	Four scenarios	France v	France v Yahoo
Case	F.11.10	S.11.03	F.10.03	F.10.03
N	16	24	43	18
Course level	MBA	MBA	MBA	MBA

Observations: The target achievement level is still not being met, though the percent acceptable is quite high.

8. Analytics MBA

Learning Outcome : Students will be able to perform basic tasks in Excel.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than 80 percent.

Minicase EF12: Mutual Fund Analysis

Rating: Objective rating using a check sheet

Results:

Administered in MGNT 671 via email. N=4

Average percent correct on all 23 items: 92%

Range of scores: 72% to 100%

Observations: the target achievement level was met. A more advanced level of performance might be considered appropriate.

From faculty workshop:

- Until analytics required this assessment may not be improved

Minicases with Rubrics and Suggested Solutions

Written Communication Rubric

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
Content/Understanding of Topic	Accomplished purpose of assignment directly and completely in an exceptional manner. Demonstrates disciplinary understanding and interconnections.	Accomplished purpose of assignment in a capable manner. Major topics covered. Demonstrates disciplinary understanding.	Accomplished purpose of assignment only partially or indirectly. Demonstrates little or no understanding of the topic/discipline.
Support for Ideas	All major ideas thoroughly supported by specific, accurate and relevant data.	Adequate support for ideas although supporting detail somewhat lacking in specificity, accuracy or relevance.	Little or no supporting data or data presented was not relevant, specific, or accurate.
Organization & Development	Effective organization contributes to complete development of written document. Exceptionally clear sense of unity and order, logical transitions, highly effective opening and closing.	Connects ideas and provides logical development from one idea to the next. Adequate sense of unity and order, most transitions were effective, clear opening and closing.	Inadequate organization and/or development. Lacked sense of unity and order, lacked transitions or transitions provided were ineffective, opening and closing were ineffective.
Clarity	Provided smooth, clear, readable prose in a superior way throughout, no clichés or wordiness, consistently effective word choice.	Provided smooth, clear, readable prose throughout most of paper, few clichés, occasional wordiness, generally appropriate word choice.	Lacked smooth, clear, readable prose, contains clichés and wordiness, generally ineffective word choice.
Citation & Documentation (if applicable to assignment)	Correctly and clearly incorporated source material into the paper, documented sources accurately and correctly.	No more than a few clarity problems incorporating source material or in documenting sources accurately and correctly.	Frequently incorporated source material unclearly, did not document sources, or documented sources inaccurately or incorrectly.
Format and Length	Paper followed all assignment format and length guidelines and had an extremely professional, balanced appearance. Any headings used were descriptive and extremely helpful to the reader.	Paper generally followed assignment format and length guidelines and had a professional, reasonably well-balanced appearance. Any headings used were generally descriptive and helpful to the reader.	Paper did not follow assignment format and length guidelines and did not have a professional, balanced appearance. Any headings used were not generally descriptive or helpful to the reader.
Grammar, Spelling & Mechanics	Few, if any, errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and word usage.	Occasional errors in use of Standard English rules of grammar, spelling, punctuation, capitalization, and word usage but these did not affect overall clarity of the paper.	Numerous errors in use of Standard English rules of grammar, spelling, punctuation, capitalization, and word usage which made the paper unclear or difficult to read and comprehend.

Logical Decision Making

Minicase DF12

Dave is the supervisor of a team of five technicians who install, maintain, and update energy management systems in office buildings throughout a major city. Each of them drives a company truck to his various work sites and generally takes pride in keeping the truck in good condition. About a year ago, Dave's boss informed him that one new truck was to be available for his team. Dave decided to assign the truck to the technician whose truck at the time appeared to be in the worst overall condition; even though it was not the oldest vehicle nor did it have the most mileage. This technician also happened to be the junior member of the team. Since then, Dave has noticed an increase in the repairs and maintenance costs on the trucks of the other four technicians and they do not seem to be taking as good of care of their vehicles as they did before. Morale seems to be down and the team spirit that once existed seems to have gone away. Also, productivity has declined and complaints by the other four technicians have increased. Dave is concerned because each technician is very qualified and would not be easy to replace. Each of his team members have job opportunities with competitors if they decide to leave.

Dave has just received word from his boss that another new truck was to be available for his team next week. Dave is not looking forward to deciding which technician is going to receive the new truck this time. He knows that members of his team have been positioning for the next new truck and each believes that he deserves it. The seniority and age of the truck assigned to each are:

George	15 years with the company, 6 year old truck
Mike	10 years with the company, 4 year old truck
John	7 years with the company, 3 year old truck
Charlie	5 years with the company, 5 year old truck
Willie	3 years with the company, 1 year old truck

Questions:
1. What is the major problem or opportunity facing the decision maker
2. What are the courses of action available?
3. What is your recommended course of action for Dave? Provide a brief rationale for your answer.

Suggested Solutions:

Questions:

1. **What is the major problem or opportunity facing the decision maker?**

   The major problem is that there is no formal or recognized policy in place for deciding how to allocate a new truck (when one becomes available) to one of the members of the team of repair technicians. Each repair technician feels that he deserves it and when the supervisor assigns a new truck to one of the technicians, the others become dissatisfied, resulting in an increasing number of complaints, increasing costs and lower productivity for the group.

2. **What are the courses of action available to the decision maker and the possible impact of each action on the team members, the company and Dave?**

    a) Dave could continue to make the decision based upon his perception of the current need for each new truck among the repair technicians. However, as long as each new truck is a relatively scare item, the problems are very likely to continue for Dave and the company.
    b) Dave could establish a policy with input from the members of the group on how each new truck will be distributed. If the members of the group are involved and can support the policy, Dave looks like a great boss, the company benefits and the technicians can work more like a team.

3. **What is your recommended course of action for Dave?**
    Dave should solicit input from the repair technicians on how each future new truck should be allocated to the repair technicians. If possible, the team members as a group should be asked to make their recommendations to Dave and help set up an acceptable policy.

Rubric

Question 1

1-Did not define the problem
2
3
4-Defined the problem clearly, and identified relevant issues

Scores of 2 to 4 considered acceptable

Question 2

1-Did not identify alternative options or courses of action
2
3
4-Clearly identified alternative courses of action

Scores of 2 to 4 considered acceptable

Question 3

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

Scores of 2 to 4 considered acceptable

Global Strategy - MBA

Minicase BS-13

Founded in 1837, Proctor & Gamble (P&G) has been one of the world's most international companies. Today it is a global giant in the consumer products business, selling more than 300 brands which generate more than $50 billion in annual sales, over half of which is from outside of the United States. The company developed new products in Cincinnati and then relied on semiautonomous foreign subsidiaries to manufacture, market, and distribute these products in different countries. For years this strategy produced a steady stream of new products and growth in sales and profits.

By the 1990s, however, profit growth had slowed down. P&G's business model allowed for business processes such as manufacturing and administration to be duplicated in each national subsidiary. This resulted in higher costs. Furthermore, the fragmented markets of the 1960s, increased trade liberalization of the 1980s, and price discounts demanded by new large global retailers such as Wal-Mart and Carrefour decreased P&G's overall global competitiveness.

In response, P&G embarked on a major reorganization. It shut down some 30 manufacturing plants, laid off 13,000 employees, and concentrated production into fewer plants. This was not enough. In 2005 the company replaced its old organization structure based on countries and regions to one based on seven self-contained global business units.   Each unit was given complete responsibility for manufacturing, marketing, product development, and generating profits. The annual cost savings were estimated to be about $800 million. P&G used the savings to meet cost pressures, increase marketing, and to further lower costs through scale economies and learning-by-doing effects. P&G reported strong growth in both sales and profits for most of the 2000s.

1. What strategy was P&G pursuing when it first entered the foreign markets prior to the early 1980s?

2. Identify major developments in the global economy in the 1990s that forced P&G to change its strategy.

3. What strategy has P&G been pursuing since the reorganization?

Suggested solutions:

1. What strategy was P&G pursuing when it first entered the foreign markets prior to the early 1980s?

- Multi-domestic strategy
- Focus on local responsiveness, product/brand differentiation, decentralized operation, country-by-country approach to the market

2. Identify two major developments in the global economy in the 1990s that forced P&G to reconsider and change its strategy.

- Rising costs because of extensive duplication of manufacturing, marketing, and administrative facilities
- Trade liberalization lowered cross-border barriers to trade, increased integrated regional and global markets, as well as competition
- Global retailers that P&G relied on demanded deeper discounts

3. What strategy has P&G been pursuing since the reorganization?

- Transnational strategy by reorganizing the company into business units, each responsible for its own profits, for manufacturing, marketing, product development, and global brands where possible, and keep costs low
- Exploit location and scale economies as well as cross-unit learning

Rubric

Question 1

1	Did not correctly identify the strategy used by P&G
2	
3	
4	Clearly identified the correct strategy used by P&G

Scores of 2 to 4 considered acceptable

Question 2

1	Did not identify the developments that force P&G to change its strategy
2	
3	
4	Clearly identified the developments that force P&G to change its strategy

Scores of 2 to 4 considered acceptable

Question 3

1	Was not able to conclude correctly from the case how P&G's strategy has evolved from one strategic approach to another
2	
3	
4	Able to conclude clearly from the case how P&G's strategy has evolved from one strategic approach toward another

Scores of 2 to 4 considered acceptable

Intercultural Competence - BBA

Minicase BF12

A salesperson from Idaho was asked by a member of an American Indian tribe, the Western Apache, to meet with the local mayor and other public officials to describe his wireless internet service that could apply to the town and beyond. When the salesperson arrived for the meeting, everyone just looked at him. He was not introduced to the group. After a few uncomfortable moments, the salesperson described his service and its costs. Feeling as if he had driven a long way for nothing, the salesperson did not ask them if there were any questions, left a brochure, and walked out the door.

1. What is the major problem in this case?
2. Contrast the perspectives of the different constituents.
3. Recommend a course of action for the wireless internet service.

Suggested Solutions:

Mini-Case 1

"The Western Apache do not feel compelled to introduce persons who are unknown to each other. Evidently, it is assumed, strangers will begin to speak. However, this is a decision that is properly left to the individuals involved and no attempt is made to hasten it... Strangers who are quick to launch into conversations are frequently eyed with undisguised suspicion."

1. The major problem in this case is a lack of understanding of cultural perspectives and expectations for the meeting and for the participants involved.
2. The salesperson expected to be introduced and became insulted for wasting his time; the Native American must have wondered why the salesperson left without asking for questions and may have been insulted that the salesperson spoke too quickly.
3. The wireless internet service may want to re-schedule an appointment and try again.

Rubric

Question 1

1 Did not define the problem with an indication of varying cultural viewpoints
2
3
4 Identified the problem and explicitly mentioned varying cultural viewpoints

Scores of 2 to 4 considered acceptable

Question 2

1 Did not contrast multiple cultural perspectives in the analysis of the situation
2

3

4   Exhibited a mature level of development in contrasting multiple perspectives

<p align="center">Scores of 2 to 4 considered acceptable</p>

Question 3

1   Ethnocentric solution offered

2

3

4   Ethnorelative solution offered that exhibits an appreciation for cultural differences

<p align="center">Scores of 2 to 4 considered acceptable</p>

Corporate Social Responsibility

Minicase

Last year the engineering department of Nift-Tee Toys was given the task of designing a new innovative toy that would capture significant market share in all geographical regions. Since the product was novel in nature the Board of Directors hired Sonia to manage the intricacies of the product and report directly to them. The engineering department brought forth a product that was sure to capture the hearts of kids everywhere, was completely safe, and reasonably cheap to produce. The engineering department offered Sonia two alternative materials that could be used. The initial design used a low cost hybrid material that was would not decompose, but the material itself could be reused indefinitely if the toys were recycled. An alternative design used a natural material that had the same characteristics, but was more expensive and while renewable and biologically degradable, its supply was constrained by industry capacity. This meant that if using the natural material, the firm's cost per unit would be slightly higher and quantity might be limited to less than what would be demanded. Sonia had a decision to either go with the hybrid material or the natural one. She had to give a recommendation to the board within one week.

1. Identify the issues that should be of concern to Sonia and the Board of Directors.

2. What options are available to them to consider?

3. If you were Sonia, what option would you recommend? Why?

Suggested solutions:

1. Identify the issues that should be of concern to Sonia and the Board of Directors.

   - Environmental effects if not recaptured.
   - The likelihood that if the hybrid material was used, the toys would be recycled.
   - Pricing and profitability of each option.
   - Unmet demand, disappointed children, if production is limited to less than market demand (the Elmo effect)

2. What options are available to them to consider?

   - Produce the toy using the hybrid and develop methods for encouraging recycling. Keeps price low, families happier but risks damaging the environment.
   - Produce the toy using the natural materials and charge a higher price to cover the higher cost and dampen demand.

3. If you were Sonia, what option would you recommend? Why?

Answers will vary. They should be backed up with a reliable viewpoint that comprises the facts of the case, a plan of action and a method of addressing the shortfalls and benefits of the particular option chosen vs. the other options available.

Rubric

Question 1
  1   Did not identify the issues that should be of concern to the company
  2
  3
  4   Clearly identified the issues that should be of concern to the company
Question 2
  1   Did not identify the options available to the managers
  2
  3
  4   Clearly identified the options available to the managers
Question 3
  1   Did not recommend or adequately evaluate an alternative option or course of action
  2
  3
  4   Recommended an option and provided a well-reasoned justification for the selected
          decision

Scores of 2 to 4 considered acceptable

Ethical Intelligence

Minicase F.11.06

The purpose of this exercise is to assess learning in the College. Please take about ten minutes to provide your best answer to this situation. Your response will help us to continue to improve our curriculum and programs. Thank you!

Mini-Case
Ginny Erickson had a sales internship with a large radio corporation to sell advertising. To find new business, she was advised to look for small, local companies that hadn't thought of advertising on the radio. The company's informal philosophy for its sales staff, as she learned from others on staff, was, 'Do the best for us, not for the client.' The radio station had a young audience base, yet they were asking her to convince family-owned restaurants and other small business owners to advertise with them. Ginny knew that these family-owned restaurants and other targeted companies shouldn't be interested in placing ads with such a young audience, but she was told to convince them anyway. Ginny was also told to "use whatever incentive, whatsoever." For a young female, this included pushing the limits of accepted, respectable business attire to attract customers. She had a target to reach and, as a low-ranking member within the company, Ginny didn't voice her concern about the business practices to any of her superiors. Besides, she needed the sales experience and a good reference to put on her resume.

Questions for Critical Thinking

1.   How, specifically, would you describe the ethical dilemma(s) faced by Ginny?
2.   What are the pros and cons of alternative options for Ginny?
3.   What course of action would you recommend for Ginny? Why do you say that?

Rubric

Question 1
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
Question 2
Evaluation   1-Did not identify or evaluate alternative options or courses of action
Alternatives   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
Question 3
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

Suggested solution:

1. How, specifically, would you describe the ethical dilemma(s) faced by Ginny?

The dilemma faced by Ginny is pushing a product she know that is of little value to the client and using her personal attractiveness in accord with an 'informal policy'.

2. What are the pros and cons of alternative options for Ginny?

   a) *Pros - she does what is expected of her in her internship and receives good performance review*
   b) *Cons- she is behaving in an unethical manner*

3. What course of action would you recommend for Ginny? Why do you say that?

Raise her concerns with her superiors and decline the internship if they are not receptive.

Ethical Intelligence

Minicase AF12

Susan is in charge of the finances for a very small, but increasingly profitable firm. Her duties include monitoring the flow of cash in and out of the firm and checking for irregularities in accounts. Eric, a recent graduate, is delighted after an extensive job search to be hired to help manage Susan's burgeoning workload. One day while getting ready to leave Eric notices Susan taking a small sum of money out of the petty cash drawer. Susan, noticing Eric, tells him that she always puts the money back and assures him she is no thief. Eric suspicious of Susan checks the drawer a few days later and notes the money has indeed been replaced. This occurs on several occasions and each time the money is replaced. Eric doesn't want to report Susan out of fear of reprisal. Furthermore, Eric realizes he is the only witness and it would be her word against his. Accusing Susan of misdeeds might risk Eric's new job. Besides it's not like Susan is really stealing. She does replace the money.

Questions:

1. How would you describe the issue
2. Identify and compare the individuals and groups that have a particular stance on the issue
3. Identify potential alternative actions and defend one that you would pursue

Suggested Solutions:
Mini-Case 1
    1. How would you describe the issue
       If Eric reports Susan, who is taking cash advances out of the petty cash fund, he risks losing his job or upsetting his coworker. On the other hand not reporting her might result in Susan seeing this as something that is acceptable.

    2. Identify and compare the individuals and groups that have a particular stance on the issue
       a. Eric:
           He is newly hired and is Susan's coworker. Since he is the only one who knows of Susan's misdeeds he risks workplace tension or backlash by reporting her.
       b. Susan:
           She is Eric's coworker who is misusing funds from the petty cash drawer. A long time employee she has more clout in the company than Eric.
       c. Firm:
           Doesn't follow standard record keeping procedures and is being taken advantage of by Susan. The firm could be negatively impacted by Susan's illegal activities.
    3. Identify potential alternative actions and defend one that you would pursue
       a. Report Susan:
           This could cause tension in the workplace depending on the boss's decision. Since no one else has seen Susan do this the probability of her being held accountable might be minimal. The firm would still probably take this as an opportunity to tighten up their control on the petty cash fund to prevent something from happening. Workplace tension might increase since Susan

knows only Eric could have reported her. Additionally, the boss may see Eric as accusing people without evidence and enact repercussions against him. While it probably won't endanger the firm's survivability what she is doing is hurting it.

b. Don't Report Susan:

Doesn't actually deal with the situation and only prolongs it. Susan might continue to take money and continue to replace it or she may begin to actually steal. Workplace tension will remain the same and the two will stay on friendly terms.

c. Talk to Susan Directly:

By telling Susan what she is doing is wrong, Eric will address the issue, while also asserting that he does not accept her behavior. She may take this as a chance to mend her ways and stop or she may not. Eric may tell her that if she doesn't stop he will report her and this would work as a deterrent. Workplace tension may increase but not to the same level as reporting Susan. Boss does not find out and the firm may or may not continue to be affected by her indiscretions.

Rubric

Question 1

1   Did not correctly or clearly describe the issue
2
3
4   Clearly and correctly described the issue

Scores of 2 to 4 considered acceptable

Question 2

1   Did not identify any stakeholders correctly
2
3
4   Identified all important stakeholders

Scores of 2 to 4 considered acceptable

Question 3

1   Did not defend decision or identify any viable alternatives
2
3
4   Identified various alternatives and provided a well-reasoned justification for the selected decision

Scores of 2 to 4 considered acceptable

Analytics

Excel Assessment Exercise Minicase EF12

Use the Workbook file Mutual Fund Analysis to complete the following tasks.

1. Save the file as MFAcomplete.xls.
2. Create a copy of the worksheet named Data. Rename the copy Analysis and complete the following with this worksheet.
3. Change the widths of columns A and B to fit the data.
4. Change the widths of columns C to G to 9.
5. Enter **Annual, Since Inception** as the title for column H as two lines, broken at the comma, and fit the width of the column to the data.
6. Insert three rows above the data.
7. Unhide any hidden rows.
8. Merge cells A1:H1 and enter **Mutual Fund Analysis**. Change the font size to 14, the font to blue, from the Standard Color palette and fill in the cell with yellow, from the Standard Color palette.
9. Bold all the column titles.
10. Center the dates in column B.
11. Merge cells E3:H3. Enter Growth rates into the cell. Bold the text and change the font size to 12. Place a border around the cell. Fill the cell with Orange, Accent 6, from the Themed Color palette.
12. At the bottom of the table enter data for Xander, a medium sized growth fund that started up Nov 12, 2001 and with growth rates of .04 in the last month, .20 over the last three month, 5.4 over the last year and 8.0 since inception.
13. Format the area from A4:H17 as a table with the column headings as labels using Table Style Light 9.
14. Sort the entire table alphabetically by fund name.
15. In row 18, use the average function to find the average growth rate for all funds for the last 1 month
16. Use autofill to find the average growth rate for all the other time periods. Enter **Average Growth Rate** in cell a18. Bold the text and the averages. Set the decimal places to two.
17. Freeze the window so that rows 1-4 are frozen when scrolling through the list of funds.
18. Set the page orientation to Landscape.
19. Select the fund names and the data for 1 year growth rates. Create a 3-D Clustered Column chart.
20. Move the chart to a new worksheet. Rename this worksheet **Fund Chart**
21. Add the data for the "Annual, since Inception" column into the chart.
22. Create a chart title centered over the chart and use the title **Fund Analysis**.
23. Save the file and email it to gsantopi@radford.edu

Excel Assessment Exercise Rubric

Use the Workbook file Mutual Fund Analysis to complete the following tasks.

| Task	Observation			
	1	2	3	4
1. Save the file as MFAcomplete.xls.				
2. Create a copy of the worksheet named Data. Rename the copy Analysis and complete the following with this worksheet.				
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5. Enter **Annual, Since Inception** as the title for column H as two lines, broken at the comma, and fit the width of the column to the data.				
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23. Save the file and email it to gsantopi@radford.edu				

Initial spreadsheet

Fund Name	Inception Date	Size	Type	1 month	3 month	1 year	
Yung	4/9/1989	Medium	Growth	0.25	0.15	5.5	8.8
Safety	2/14/1990	Medium	Blend	0.23	0.75	7.7	4.9
Venus	6/23/1993	Large	Blend	0.06	0.07	2.15	6.7
Oakton	5/10/1996	Medium	Growth	0.1	-0.2	6.1	9.8
Quincy	8/12/1997	Large	Value	-0.06	-0.3	-1.9	2.6
Marigold	1/1/2001	Small	Value	0.9	0.5	9.1	5.4
Risky	3/15/2007	Small	Growth	0.05	0.09	2.5	7.8
West	9/30/2007	Small	Value	-0.11	-0.15	-2.1	4.1
Zeffer	10/10/2010	Large	Blend	0.03	0.04	4.6	6.2

Completed spreadsheets

Mutual Fund Analysis							
					Growth rates		
Fund Name	Inception Date	Size	Type	1 month	3 month	1 year	Annual, since inception
Marigold	1/1/2001	Small	Value	0.9	0.5	9.1	5.4
Oakton	5/10/1996	Medium	Growth	0.1	-0.2	6.1	9.8
Pedal	7/9/1999	Large	Blend	0.15	-0.05	3.3	3.7
Quincy	8/12/1997	Large	Value	-0.06	-0.3	-1.9	2.6
Risky	3/15/2007	Small	Growth	0.05	0.09	2.5	7.8
Safety	2/14/1990	Medium	Blend	0.23	0.75	7.7	4.9
Turbo	5/30/2000	Small	Value	-0.17	-0.98	-1.01	3.9
Universal	9/9/1999	Medium	Growth	0.07	0.15	3.03	8.6
Venus	6/23/1993	Large	Blend	0.06	0.07	2.15	6.7
West	9/30/2007	Small	Value	-0.11	-0.15	-2.1	4.1
Xander	11/12/2001	Medium	Growth	0.04	0.2	5.4	8
Yung	4/9/1989	Medium	Growth	0.25	0.15	5.5	8.8
Zeffer	10/10/2010	Large	Blend	0.03	0.04	4.6	6.2
Average growth rate				**0.12**	**0.02**	**3.41**	**6.19**

Fund Analysis

Legend:
- 1 year (blue)
- Annual, since inception (red)
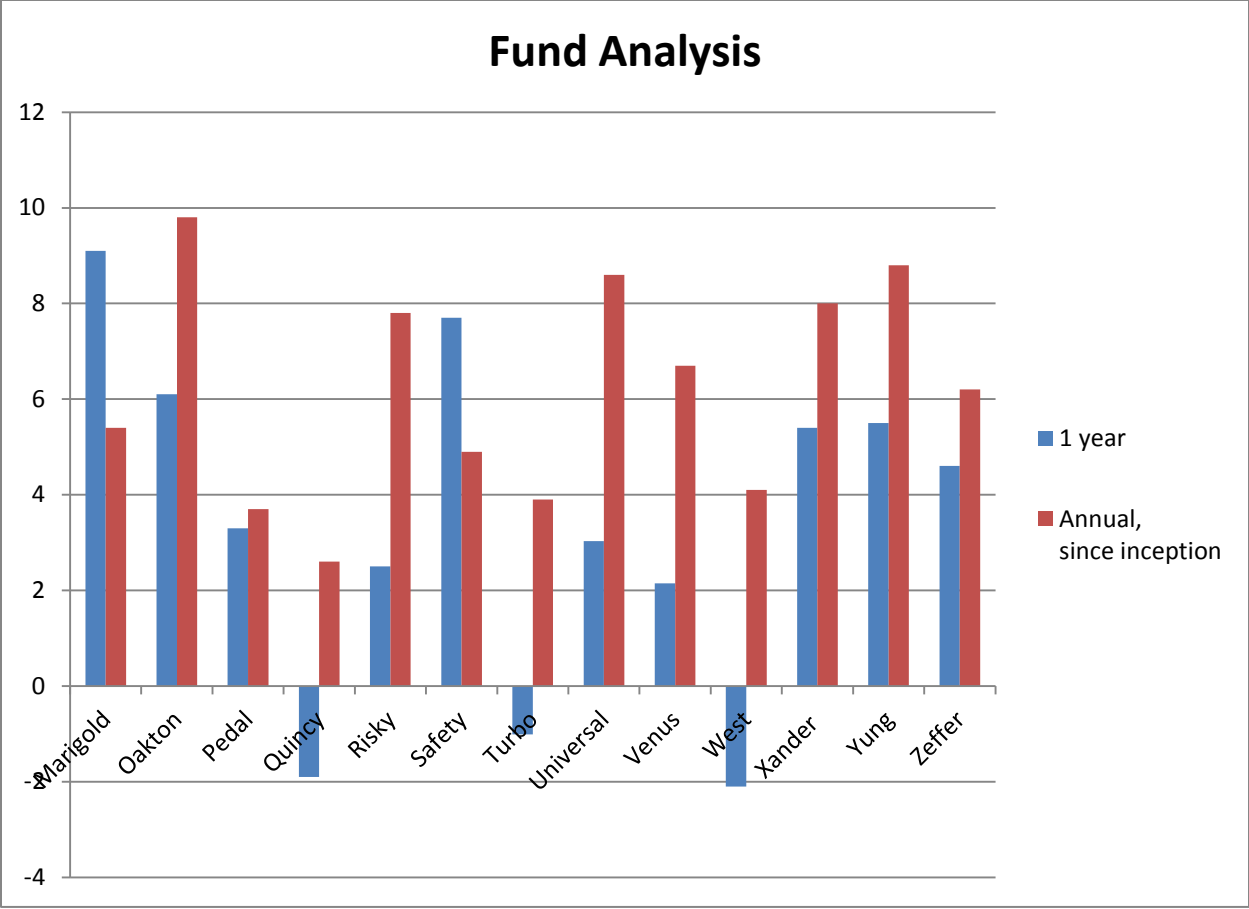
Appenidx A Summary of Faculty Survey Regarding Use of Microsoft Excel in COBE Classes

Prepared by J.D. Herrington

Online survey was distributed to 46 COBE faculty members between November 15, 2012 and December 6, 2012 with 27 completed responses.

Which of the following business core courses are you teaching this semester?

		For this course, do you **require students to use** Microsoft Excel to complete any portion of the course requirements?	
Course	Responses	Yes	No
ACTG 211	2	1	1
ACTG 212	2	0	2
BLAW 203	1	0	1
ECON 105	1	1	0
ECON 106	1	0	1
ECON 340	0		
FINC 331	2	0	2
MGNT 322	2	1	1
MGNT 333	0		
MGNT 357	1		
MGNT 428	3	2	1
MKTG 340	4	0	4
None	7		

Briefly describe the ways in which students are **required to use Microsoft Excel** in your course. Examples: conduct statistical analysis; create formulas; etc.

Students must create a home amortization schedule. Some of them also use Excel to conduct Time Value of Money analyses, but using Excel is optional for the latter task.
I have three Excel assignments. First, students gather GDP data for a selected country and then use Excel to compute the GDP growth rate. Second they gather data on unemployment in their country and compare it with the growth rate. Third, they draw an Excel graph of their country's growth rate.
class diaries and matrices for case studies
Students use a macro-based Excel series of templates to walk through a strategic analysis model. This includes inputting data from 3-5 years of corporate financial statements, industry and market values, results of online research indicating trends in regulations, technology, economy, and global markets, judgments based on the data in generating and prioritizing various competitive strategy actions and contingency plans for next three years.
Financial analysis. Constructing tables and charts used as part of the Internal and External Environmental analysis.

In this course, do you **demonstrate** the use of one or more features of Microsoft Excel to students without requiring students to be able to use it?

Course	Responses	Yes	No
ACTG 211	2	2	0
ACTG 212	2	1	1
BLAW 203	1	0	1
ECON 105	1	0	1
ECON 106	1	1	0
ECON 340	0		
FINC 331	2	2	0
MGNT 322	2	0	2
MGNT 333	0		
MGNT 357	1		
MGNT 428	3	1	2
MKTG 340	4	0	4
None	7		

Briefly describe the features of Microsoft Excel that you **demonstrate** to students in this class.

I demonstrate multiple features within Excel during the illustration of an amortization schedule and time value of money exercises.
Spread sheets, Ratios
Regression
Drawing supply and demand curves. / Deriving marginal benefit and cost
Simple time value of money formulas in building an amortization schedule.
Time Value of Money Functions. Armotization Schedule.
financial formulas

Do you require students to use Microsoft Excel in any other undergraduate course that is not included in the business core?

ACTG 401 - International Accounting
Actg 411 and 412
ACTG 413
ACTG311
ECON 455 - Managerial Economics
Econ 350, and Econ. 495
FINC 332, FINC 381, FINC 438, FINC 481, FINC 439
FINC 439
New Venture Creation
Marketing Research, Marketing Analytics
Financial modeling
Finc 436 Real Estate Finance and Investment Analysis
ACTH 416
FINC 332, FINC 438, FINC 381, FINC 481
FINC 381

Briefly describe the ways in which students are required to use Microsoft Excel in this course.

Students work a comprehensive business problem using Excel. IF-THEN statements, nested IF-THEN statements, conditional formatting, and several other Excel features are used extensively in this project.
Create formulas, ratio analysis, income computation
Need to produce consolidated financial statements using formulas.
To provide solutions to problems/cases
They do regression analysis and optimization problems using an Excel add-in (Problem Solver)
Charting, Present value, simple statistics. In MBA: regression analysis, optimization, linear programming
create formulas, run statistical analysis, regressions, correlations, covariances, portfolio optimization, financial statement analysis, pro-forma statement development, statistical tests of theory taught in class
Analyze financial data using Statistical and Financial Functions, Formulas, Graphs, etc.
Create Business Models that are fully integrated simulations capable of "running a business in Excel." All cells are tied so changes in one cell automatically updates all other cells and the financial statements all update dynamically.
Marketing Research - present data findings; Marketing Analytics - create formulas, pivot tables, vlookup/hlookup, create visual presentations of data, conditional formatting, various functions, etc.
Statistical analysis, create formulas, sensitivity analysis, graphing, sorting, filtering, etc
Students work in small teams of 2-3 to develop spreadsheets for real estate mortgage and investment analysis.
Produce Financial Statements
conduct statistical analysis, regression analysis, test PPP, test IRP, test factor significance in cross-section of returns, create pro-forma financial statements, use in case analysis, create the formulas, etc.
Analyze financial data using Statistical and Financial Functions, Formulas, Graphs, etc.