



# Assurance of Learning

## MBA, BBA, and BS Outcomes

Compiled by Iain Clelland; Abhay Kaushik; Tom Lachowicz; Clarence Rose; Lynn Saubert; Kiertisak Toh; Eli Jamison, Director of the MBA; Duncan Herrington, Associate Dean; and, Faye Gilbert, Dean, from data obtained from faculty and committees

2009 - 2010

### **Executive Summary: Progress in Assurance of Learning, 2009/2010**

The “Book” for Assurance of Learning for 2009/2010 includes specific measures for the BBA-core course objectives for learning, BBA discipline specific measures, BS in Economics measures, and assessments for the MBA program. The book provides a means for faculty members to review the learning outcomes and to note changes needed for measures and the curriculum.

Come comments are obtained from the Assurance of Learning Committee, others are obtained during the Fall “Close-the-Loop” meeting (held 9/20/2010), while still others are obtained from the faculty who provide the measure or from the faculty members who rate with a rubric.

Progress in assessment and in curriculum alignment are evident for the 2009.2010 academic year. As a few highlights:

- Dr. Kathryn Martel visited RU in May, 2010, and provided a review of measures and helpful suggestions for improving the approach (e.g. simplify the process, reduce the number of measures, tell the story better for what we are accomplishing)
- The Academic Program Review process for RU highlighted discipline-specific measures for COBE degree programs. The APR report is a separate book, but should be mentioned as an accomplishment for the year.
- There was a dramatic increase in the number of measures submitted by faculty; thus, the breadth and depth of the assessment culture increased.
- Faculty members completed the “Blueprint” of plans for measures across the BBA-core and for each discipline setting a clear path for measures in 2010/2011 based upon the outcomes obtained in the prior two years.
- Faculty members completed the Pilot Tests of mini-cases for key outcomes for the BBA and MBA degree programs, developed rubrics to assess the cases, revised the content of cases based on the pilot tests.
- During the Close-the-Loop session (9/20/2010), faculty members reviewed the Assessment Books and provided comments about measures and curriculum alignment issues.
- The Close-the-Loop session moved, in tone, from one filled with complaints about the measures to discussions of what the measures mean for learning and curriculum.
- Some faculty members used financial statements, or portions of them, in new courses to reinforce this key learning outcome = alignment at its best.

Through the revision of the mission, development of objectives and measures, faculty members have defined key learning outcomes for students in the COBE at RU. As such, faculty members are then broadening the types of courses that discuss ethics, time value of money, using financial statement to make decisions, cross cultural values and the other issues that faculty members have adopted as important concepts. Faculty members in the COBE have increased the number of quality measures for student learning outcomes, increased the number and quality of comments related to measures, completed the assessment plan to move forward, and increased the diversity of the types of measures for the defined outcomes. The measures for the MBA, BBA, and BS programs in the COBE for 2009/2010 provide a snapshot of progress in the development of a mature approach to assurance of learning.



# BBA Assessment Book

Compiled by Iain Clelland; Abhay Kaushik; Tom Lachowicz;  
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committees

2009 - 2010

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**Objective 1a: Participate in applied and competitive learning experiences**

**Learning Outcome 1a.1:** Students will learn to integrate and to apply business concepts in divergent situations

**Measure:** Survey of employers providing internships during spring and summer 2010

**General Work Behaviors**

	Excellent		Good		Average		Needs improv.		Poor
Attendance	16	59.3%	10	37.0%	1	3.7%	0		0
Attitude	25	92.6%	2	7.4%	0		0		0
Organization	19	70.4%	7	25.9%	1	3.7%	0		0
Initiative	20	74.1%	7	25.9%	0		0		0

**Work Performance**

	Excellent		Good		Average		Needs improv.		Poor
Problem solving skills	18	66.7%	9	33.3%	0		0		0
Quality of work	22	81.5%	4	14.8%	1	3.7%	0		0
Rate/quantity of work	19	70.4%	7	25.9%	1	3.7%	0		0
Quantitative skills	16	64.0%	9	36.0%	0		0		0
Communication skills	20	74.1%	6	22.2%	1	3.7%	0		0

**Summary of employer comments:**

Comments from employers mirror the rankings above as interns have good or great attitudes, attendance, organization, and initiative. Adjectives used were: driven, pleasant, a joy to work with, a valued team member, took initiative, quick learner, professional, far exceeds expectations, right attitude, excellent problem solving and reasoning skills.

Of note there were only two negative comments that relate to character behavior, one on missing time without calling in and the other on 'waiting to be told ' to accomplish a task. Both employers attributed that behavior to inexperience in the workplace.

**Suggestions to Improve Learning:**

Consider professional development mentoring to prepare students for internships.

Continue to do what we are doing but with more participation.

## Objective 1a: Participate in applied and competitive learning experiences

**Learning Outcome 1a.1:** Students will learn to integrate and to apply business concepts in divergent situations

**Measure(s):** Survey of recruiter and student impressions of Experience Business Casually event held September, 2009

Was the Event:	Recruiter	Student
Fun?	4.6	4.2
Worth attending?	4.5	4.6
Helpful to you/your company?	3.5	4.6
A good source of contacts?	3.5	4.6
Implemented well?	4.6	4.5
How likely would you be to:		
Do this again?	4.7	4.5
Recommend this event?	4.5	4.5
Attend other workshops?	4.7	4.6
	n=12	n=71

Scale: strongly agree (5) to strongly disagree (1); or very likely (5) to very unlikely (1).

### Student answers to open-ended questions:

**What were the most helpful topics to you?** Introductions and Interview Tips (30); Resume (22); Dining etiquette (6); E-mail etiquette, first impression

**What were the least helpful topics?** Everything was great/helpful(6), Business Casual dress(2), Dining Etiquette (7), Interview Skills (5), Resume (5)

**What other topics would you like to see?** Financial literacy after graduation, Graduate school interview tips, Conducting company research, Mock interviews, Resume work, What to do if you don't know how to answer a question in an interview, Job search techniques

### Table Hosts "First Impression" of Students Interview Skill Sets

- Needs Coaching again 5.2%
  - Below Average Skill Set 7.1%
  - Average Skills Set 23.4%
  - Above Average Skills Set 36.8%
  - Excellent Skills Set 11.5%
- (n=226 impressions rated)

### Table Hosts selected comments:

One student said he was only there for extra credit and ate while talking with us; A lot of people did not have their resume with them; Most made good eye contact but lacked a firm handshake; Many were very unsure of what they should put in resumes; Lack of confidence showed; Strongly suggest the school spend time to resolve shortcomings; Have more confidence in yourself; Most students were very prepared and eager to learn; Good venue!! Resume help is needed!



## Objective 1b: Enhance collaborative endeavors

**Learning Outcome 1b.1:** Students will be able to contribute to a team project in a manner that peers perceive as effective

**Measure:** Assessment of individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' (teammates') evaluation from BGS business simulation (MGNT 428, Business Policy and Strategy).

Criteria	Spring 2009			Fall 2009			Spring 2010		
	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range
Leadership Skills	56.4	30.7	1 to 100	58.4	30.9	3 to 100	53.3	33.7	0 to 100
Collaboration & Teamwork	56.4	31.0	1 to 98	59.0	32.2	3 to 98	54.7	34.8	0 to 100
	n=145			n=97			n=166		

Population characteristics (Spring 2009): students = 34,951; companies = 11,787; schools = 351; countries = 30. (Fall 2009): students = 37,432; companies = 12,687; schools = 385; countries = 35. (Spring 2010) students = 36,065; companies = 12,332; schools = 387; countries = 37.

Descriptions of BGS business criteria:

- Leadership skills are individual scores derived from co-manager's evaluations.
- Collaboration and teamwork skills are individual scores derived from co-managers' evaluations.

### Summary of Outcomes and Suggestions to Improve Learning:

The degree of variability among students with respect to leadership, teamwork and collaboration as perceived by their co-workers is extremely high. One might question the extent to which some students are motivated to score highly in these two critical areas. More emphasis needs to be placed on instructing students on leadership, collaborative and teamwork skills.

Good evidence of meeting – continue using BGS.

**Objective 1c: Enhance cross cultural understanding.**

**Learning Outcome 1c.1:** Students will exhibit knowledge of global issues.

**Measure:** Faculty use a course-embedded instrument (multiple-choice questions) designed to measure knowledge of the global marketplace. (ECON 340 Global Economy and Business)

Area	Percent of students answering correctly				
	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Globalization of Production	66.2	51.5	62.0	75.5	53.2
Economic Systems and Incentives	54.7	53.1	49.2	57.3	59.7
Comparative and Absolute Advantage	66.2	60.0	60.4	70.9	69.4
Tariffs and Quotas	56.1	41.5	39.6	44.5	40.3
Dimensions of Culture	71.9	52.3	57.8		
Dimensions of Political Systems	53.2	49.2	42.8	22.3	35.5
Trade Creation vs. Trade Diversion	59.7	46.2	49.7		
Currency Devaluation	81.3	77.7	70.6	79.1	75.8
International Monetary Fund	70.5	68.5	74.3	87.3	64.5
Floating Exchange Rates	61.9	70.8	54.5	67.3	43.5
World Trade Organization	88.5	87.7	75.9	90.9	87.1
Levels of Regional Integration	75.5	64.6	46.0		
Influence of Culture on Markets				94.5	96.8
Ethics				85.5	98.4
Unethical Business Practices				84.5	88.7
Average	67.1	60.3	56.9	71.63	67.7
n	139	130	187	220	32

**Summary of Outcomes and Suggestions to Improve Learning:**

We need to investigate the reasons for cross-cultural understanding to be going down.

Also, we need to investigate why the scores for Globalization of Production, Tariffs and Quotas, Dimensions of Political Systems have declined.

May be there should be fewer concepts, more application, more repetition

We need to develop a mini-case & a rubric.

**Objective 1c: Enhance cross cultural understanding.**

**Learning Outcome 1c.1:** Students will exhibit knowledge of global issues.

**Measure:** Survey of student participants in the Global Innovation Tournament (fall 2009, n = 34).

	Mean		1	2	3	4	5
Overall, I am happy with the way my team performed	4.8		0	0	0	7	27
Participating in the GIT was an active learning experience	4.4		1		5	6	22
I would recommend this experience to a friend	4.4		1	1	2	8	22
I learned a lot about cross cultural issues in preparing this video	2.9		3	7	15	4	5
Overall, I felt that we completed a quality video	4.5		0	0	0	16	18
	n=34						

**How did you apply cross-cultural issues to your video?**

Allowed multiple ideas for different people in different lifestyles; bartering could be worldwide; bike riding is an activity shared around the world; by noting differences in currency and savings problems; our solution could be implemented through the web, globally; television is a global media

**What would you say that you learned in completing this exercise?**

A lot about creating ideas in a team setting; a little about savings problem in the U.S.; it is good to be creative; how to make competition fun! How to execute decisions quickly; how to manage time better to complete the assignment; learned editing and how to make a video; how easy it is to really save money; about imovies; thinking outside the box; time constraints; to work as a team and learn about technology I'd never used before

**Summary of Outcomes and Suggestions to Improve Learning:**

Students did not learn a lot about cross cultural issues through this experience. The GIT faculty committee discussed revising the competition, making it local to RU, and revising the instructions to clarify the importance of incorporating cross cultural themes into the competition. The topic (saving) was also described as less than compelling for cross cultural applications; but, the experience will be improved when this is repeated in Spring, 2010.

GIT was a good application effort but failed to convey the global emphasis.  
This measure doesn't relate to LO.

**Objective 1c: Enhance cross cultural understanding.**

**Learning Outcome 1c.1:** Students will exhibit knowledge of global issues

**Measures:** Course-embedded measures collected in MGNT 322 Organizational Behavior during fall 2009 to assess knowledge of diversity and national culture.

**Diversity**

Number of questions answered correctly	count	%
1	0	
2	1	2.4%
3	0	
4	1	2.4%
5	1	2.4%
6	3	7.1%
7	5	11.9%
8	4	9.5%
9	5	11.9%
10	9	21.4%
11	6	14.3%
12	7	16.7%
	n=42	

**National Culture**

Number of questions answered correctly	count	%
1	1	1.5
2	1	1.5
3	11	16.7
4	19	28.8
5	34	51.5
	N=66	

**Summary of Outcomes & Suggestions to Improve Learning:**

Hard to determine what action could be taken as result of these outcomes. Most students seemed to answer questions correctly.

The data should be clearer, what is measured?

- balance; report content; topic more specifically

## Objective 2a: Demonstrate knowledge of fundamental business concepts

**Learning Outcome 2a.1:** Students will understand basic concepts of the core business disciplines.

**Measure:** Course-embedded instrument (multiple-choice questions) designed to measure knowledge of the macroeconomic environment (ECON 105, Macroeconomics).

Area	Percent of students answering correctly				
	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Gross domestic product	55.2	58.7	66.9	57.2	65.7
Components of aggregate demand	77.0	71.9	90.5	82.8	68.3
Expansionary fiscal policy	82.6	83.1	87.5	84.7	80.4
Inflation	41.0	41.5	44.1	44.4	48.4
Cost principle	72.0	70.5	62.7	69.1	53.9
Description of macroeconomics	87.3	95.4	93.5	96.5	94.8
Economic growth	71.4	70.3	71.1	77.4	78.4
The Fed and monetary policy	33.9	31.8	39.2	36.3	43.2
Description of unemployment	25.7	27.8	35.7	36.3	36.0
Average	60.7	61.2	65.7	65.0	63.2
Numbers of students assessed:	226	429	263	430	347

### ECON 105 – Principles of Macroeconomics: Department Close the Loop Process (7/6/2010)

The Economics Department made two important changes to the way its faculty members teach ECON 105 – Principles of Macroeconomics. **First**, faculty **reviewed the official syllabus** and found that it needed to be updated to reflect advances in the subject and more modern terms. The faculty who taught the course proposed the revisions, which were reviewed and approved by the Department Curriculum Committee and, with minor revisions approved by the department. Next, the proposed updated syllabus was reviewed and approved by the COBE Curriculum Committee, which forwarded it to the faculty members of the college who approved the changes (spring 2010). **The revised official syllabus will take effect in the Fall of 2010.** The **second change related to assessment.** The department has conducted standardized post-test assessments of student learning for several years in Principles of Macroeconomics, as well as Principles of Microeconomics and Global Business. During the Spring and Summer of 2009, faculty who taught Principles of Macroeconomics **met to discuss the results of the assessment** (9 multiple choice questions on basic macroeconomic concepts), including the areas where students were strong and weak.

These faculty members **decided** the following: (1) to revise certain assessment questions where students may have misinterpreted what was being asked, (2) to emphasize certain concepts where the students performed below expectations (e.g., different types of unemployment), and (3) to meet again after the results of the 2009-2010 academic year could be summarized to determine any further steps that needed to be taken to improve student learning. One step will involve relating assessment to multiple learning objects of the college and the core curriculum.

- Look specifically at Low Average Topics. Inflation, Federal/Monetary Policy/Unemployment should be specifically addressed in classes.
- Discuss strategies, regarding flat trend lines.

**Objective 2a: Demonstrate knowledge of fundamental business concepts****Learning Outcome 2a.1:** Students will understand basic concepts of the core business disciplines**Measure:** Course-embedded instrument (multiple-choice questions) designed to measure knowledge of microeconomic issues (ECON 106, Microeconomics).

Area	Percent Correct Responses			
	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Definition of Economics	64.0	69.8	66.5	54.4
Elasticity Concept	60.2	71.2	71.0	68.4
Total Revenue Changes and Price Changes	77.4	--	--	--
Demand vs. Quantity Demanded		79.0	76.1	67.3
Normal Profit	33.3	--	--	--
Economic Profit	--	60.0	61.4	65.5
Marginal Cost	61.8	78.0	75.0	72.5
Differences in Market Structure	58.1	46.3	50.0	54.4
Profit Maximization	57.5	57.1	51.8	55.6
Short-Run Equilibrium for Perfectly Competitive Firm	50.5	53.7	50.7	44.4
Long-Run Equilibrium for Perfectly Competitive Firm	59.1	54.6	60.3	52.6
Marginal Revenue and Market Structure	16.1	--	--	--
Demand Curve: Monopoly vs Perfectly Competitive Firm	--	74.1	64.7	74.3
Identification of Elastic Segment of Demand Curve	35.5	--	--	--
Profit Maximization under Monopoly	--	43.9	44.5	45.0
Production and Pricing Decision Under Monopoly	45.2	52.2	50.7	43.9
Average	51.6	61.7	60.2	58.2
n	186	205	272	171

**Summary of Outcomes & Suggestions to Improve Learning:**

Spring 2010 appears to be a down year.

There are weak results in decision making in different competitive markets.

We should consider reducing topic list to increase depth of coverage on key topics.

**Objective 2a: Demonstrate knowledge of fundamental business concepts****Learning Outcome 2a.1:** Students will understand basic concepts of the core business disciplines**Measure:** Faculty administer the ETS test in MGNT 428. Students are required to making a passing score.

		Accounting		Economics		Business Law	
	n	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

		Finance		International		Management	
	n	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

		Marketing		Quantitative		Information Systems	
	n	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

		Overall	
	n	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

\*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.

**Objective 2a: Demonstrate knowledge of fundamental business concepts**

**Learning Outcome 2a.1:** Students will understand basic concepts of the core business disciplines

**Measure:** Course-embedded instrument designed to measure knowledge of marketing (MKTG 340).

Area	Percent Correct					
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Spring 2009		Fall 2009		Spring 2010	
Definition of Marketing	91.7	94.2	86.1	94.4	90.4	93.9
Marketing Mix	55	92.7	58.1	96.9	56.5	96.3
Target Market	86.7	94.9	87.1	98.8	85.2	97.1
Marketing Mix Elements	75	80.3	81.6	93.1	78.7	84.9
Monopolistic Competition	15.8	48.1	25.2	59.2	84.8	94.3
Oligopoly	24.2	60	27.1	63.6	26.1	66.1
Barriers to Entry	83.3	94.1	78.1	98.4	77.8	96.7
Ethical & Social Responsibility (Consumer Bill of Rights)	33.3	74.1	35.2	88.5	31.7	93.1
Ethical & Social Responsibility (Green Marketing)	85.8	98.5	86.8	94.1	90.9	96.7
Ethical & Social Responsibility (Ethics)	88.3	93.3	78.4	93.1	73.5	93.9
Ethical & Social Responsibility (Ethics & Laws)	70.8	83.7	81.3	89.9	65.7	84.5
Consumer Behavior (Extended Problem Solving)	55.8	87.3	60.4	87.7	57.5	84.2
Consumer Behavior (Reference Groups)	52.5	82	51.5	82.6	46.8	78.3
Consumer Behavior (Cognitive Dissonance)	31.7	82.8	30.4	84.5	36.0	81.3
Consumer Behavior (Routine Problem Solving)	71.7	93.3	74.7	92.7	77.4	95.4
Organizational Buying Behavior (Definition of Consumers)	33.3	81.2	37.9	76.4	38.7	78.1
Org. Buying Behavior (Types of Organizational Markets)	3.3	57.1	9.2	46.8	2.7	49.6
Org. Buying Behavior (Definition of Industrial Firm)	37.5	69.2	41.6	69.4	46.8	73.6
Global Marketing (Balance of Trade)	37.5	75.6	45.1	78	41.4	73.1
Global Marketing (US Balance of Trade)	70.8	82.4	67.6	80.3	69.4	87.6
Global Marketing (Protectionism)	14.2	89.3	24.9	90.2	21.0	81.4
Marketing Research (Definition)	28.3	77.9	39.2	82.3	24.7	69.0
Marketing Research (Definition of Sampling)	77.5	97.7	75.4	90.5	88.7	97.5
Marketing Research (Definition of Statistical Inference)	29.2	49.6	41.6	65.8	45.2	76.4
Marketing Research (Types of Data)	28.3	93.2	26.3	85.1	25.8	95.0
Market Segmentation (Market Segmentation)	39.2	58.8	40.3	60.1	40.9	63.2
Market Segmentation (Market Segments)	47.5	86.3	56.7	84.8	60.8	82.2
Market Segmentation (Product Differentiation)	55	82.4	61.8	85.4	66.1	81.8
Market Segmentation (Mass Customization)	76.7	86.3	81.9	82.9	80.6	82.2

**Continued**



Area	Percent Correct					
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	Spring 2009		Fall 2009		Spring 2010	
Product Strategy (Convenience Good)	60	93.1	55.6	85.1	61.3	89.7
Product Strategy (Derived Demand)	28.3	56.5	27.3	65.5	34.9	71.5
Product Strategy (Organizational/Production Products)	48.3	78.6	56.3	73.7	44.6	73.6
Product Strategy (Trademark)	50.8	88.5	69.3	90.5	65.1	87.6
Product Strategy (Product Life Cycle)	75	93.9	69.6	92.1	67.7	93.8
Product Strategy (Product Adoption)	15	69.5	23.2	67.6	11.8	59.9
Product Strategy (Product Adoption)	20.8	67.2	21.8	67	15.1	60.7
Product Strategy (Product Life Cycle)	33.3	63.4	36.2	72.1	45.2	81.8
Pricing Strategy (Price Fixing)	41.7	67.7	40.6	81.8	47.8	79.3
Pricing Strategy (Price Discrimination)	43.3	58.5	40.6	65.7	39.2	66.4
Pricing Strategy (Loss Leader Pricing)	27.5	62.3	26.6	72	26.3	65.1
Pricing Strategy (Penetration Pricing)	42.5	90.8	48.8	93.1	38.2	90.9
Distribution Strategy (Logistics)	31.7	34.1	23.5	31.8	22.6	33.9
Distribution Strategy (Logistics Functions)	30.8	57.4	37.2	59.4	39.8	75.6
Distribution Strategy (Supply Chain)	35	82.9	43.7	81.4	50.0	85.1
Distribution Strategy (Intermodal Transportation)	34.2	84.5	47.4	81.8	44.6	86.8
Distribution Strategy (Reverse Logistics)	28.3	92.2	38.6	79.9	31.2	84.3
Promotion Strategy (Promotion Mix)	38.3	84.1	39.9	81.3	38.7	83.1
Promotion Strategy (Advertising)	35.8	75.4	36.2	73.8	33.9	73.6
Promotion Strategy (Personal Selling)	39.2	76.2	30	72.9	38.2	71.9
Promotion Strategy (Pull Promotional Strategy)	15	78.6	22.2	72.6	22.2	71.1
Average	45.5	78	48.5	79.1	49.0	80.3
n	120*	129*	310	321	*186-230	*240-245

\*Includes students taking classes in Roanoke, VA

## Objective 2a: Demonstrate knowledge of fundamental business concepts

**Learning Outcome2a.1:** Students will understand basic concepts of the core business disciplines

**Measure:** Assessment of group's strategic planning and strategic thinking skills based on performance on BGS business simulation (MNGT 428, Business Policy and Strategy).

Criteria	Spring 2009			Fall 2009			Spring 2010		
	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range
Leadership Skills	56.4	30.7	1 to 100	58.4	30.9	3 to 100	53.3	33.7	0 to 100
Collaboration & Teamwork	56.4	31.0	1 to 98	59.0	32.2	3 to 98	54.7	34.8	0 to 100
Financial Analysis	56.8	29.1	0 to 98	44.5	27.2	0 to 98	45.8	28.0	0 to 98
Financial Management	55.7	19.6	9 to 85	58.1	16.4	18 to 86	59.1	19.5	19 to 93
Operations Management	46.3	15.4	20 to 75	48.8	14.5	29 to 82	55.7	20.7	10 to 92
Marketing Management	44.0	17.1	13 to 86	52.0	20.9	9 to 90	47.2	20.5	15 to 94
Human Resources Management	46.2	25.0	4 to 86	45.2	27.3	2 to 96	39.0	26.7	1 to 90
Strategic Analysis & Planning	66.5	21.7	20 to 96	68.9	14.9	25 to 94	64.8	19.4	18 to 93
Corporate Social Responsibility	42.6	23.4	6 to 92	48.2	27.5	6 to 97	39.9	23.8	7 to 91
n	145			97			166		

Population characteristics (Spring 2009): students = 34,951; companies = 11,787; schools = 351; countries = 30. (Fall 2009): students = 37,432; companies = 12,687; schools = 385; countries = 35. (Spring 2010) students = 36,065; companies = 12,332; schools = 387; countries = 37.

Descriptions of BGS business criteria:

- Leadership skills are individual scores derived from co-manager's evaluations.
- Collaboration and teamwork skills are individual scores derived from co-managers' evaluations.
- Financial analysis skills are based on analyzing financial ratios and financial statements.
- Financial management is a rating of the group's ability to apply financial management principles (the company's ROE, credit rating, and stock price performance).
- Operations management is a rating of the group's ability to manage operations and to control cost (production cost per unit, capacity utilization, management of finished goods inventories).
- Marketing management is a rating of the group's ability to effectively market the company's product and to control costs (marketing image, marketing costs per unit sold).
- Human resources management is a rating of the group's proficiency in workforce management and labor costs (workforce compensation, productivity, and labor costs per unit sold).
- Strategic analysis and planning is a rating of the group's strategic planning and strategic thinking skills (scores achieved on the 3-year Strategic Plan exercise).
- Corporate social responsibility is a rating of the group's commitment to operating the company in a socially responsible manner (percentage of revenues spent on six responsibility initiatives).

### Summary of Outcomes& Suggestions to Improve Learning:

- Improvements in mean percentile in 7 out of 9 criteria but decreases in 2 criteria.
- Question the social responsibility measure- needs to improve.

**Objective 2a: Demonstrate knowledge of fundamental business concepts**

**Learning Outcome2a.1:** Students will understand basic concepts of the core business disciplines

**Measure:** Course-embedded instrument designed to measure student knowledge relating to concepts in operations management (MGNT 357).

**Table 1: Knowledge of Operations Management Issues**

Area	% Correct Responses Fall 2009
Definition of operations management	82
The role of OM in competitiveness	69
Differences in manufacturing and service operations	80
Identification of differences between product and service design	76
Productivity management	74
Product and service reliability	68
Statistical process and quality control	77
Sampling theory for quality control	67

\* Percentages are round to the nearest integer.

**Objective 2a: Demonstrate knowledge of fundamental business concepts**

**Learning Outcome2a.1:** Students will understand basic concepts of the core business disciplines

**Measure:** Course-embedded instrument designed to measure knowledge of managerial accounting (ACTG 212 Fundamentals of Managerial Accounting).

	Percent of students responding correctly	
Descriptive Labels	Spring 2009 Brewer et al. 4e	Spring 2010 Brewer et al. 5e
Product versus period costs. (Q1)	51.0	78.0
Product cost behavior. (Q2)	38.0	65.0
Cost terminology-sunk cost. (Q3)	78.0	96.0
Process costing versus job-order costing. (Q4)	76.0	87.0
Flow of manufacturing overhead costs. (Q5)	67.0	80.0
Predetermined overhead rate, applied, and overapplied/underapplied overhead. (Q6)	49.0	57.0
Activity-based costing. (Q7)	74.0	67.0
Cost per equivalent unit for conversion costs. (Q8)	44.0	68.0
Weighted-average method and equivalent units for conversion costs. (Q9)	55.0	94.0

Contribution margin. (Q10)	69.0	97.0
Difference between variable costing and absorption costing. (Q11)	21.0	67.0
Total cost of manufacturing. (Q12)	41.0	55.0
High-low method of analysis. (Q13)	61.0	15.0
Contribution margin ratio and break-even point. (Q14)	51.0	45.0
Contribution margin and net operating income with one additional unit sold. (Q15)	62.0	85.0
The break-even in monthly dollar sales. (Q16)	68.0	55.0
Number of units to be sold that will yield a given annual profit. (Q17)	82.0	83.0
Budgeted cash collections in a given month. (Q18)	71.0	45.0
Budgeted units to be produced during the year. (Q19)	75.0	69.0
Materials price variance. (2009-Q20/2010-Q25)	74.0	75.0
Materials purchase price variance. (2009-Q21/2010-Q23)	80.0	87.0
Materials quantity variance. (2009-Q22/2010-Q24)	73.0	63.0
Flexible budget. (2009-Q23/2010-Q20)		77.0
Flexible budget. (2009-Q24/2010-Q21)		85.0
Flexible budget. (2009-Q25/2010-Q22)		67.0
Residual income as a performance measure. (Q26)	49.0	92.0
Computation of residual income. (Q27)	68.0	86.0
Cost terminology-opportunity cost. (Q28)	79.0	78.0
Make-or-buy decision. (Q29)	43.0	37.0
Retain or eliminate a division decision. (Q30)	51.0	69.0
Sell as scrap or rework decision. (Q31)	35.0	60.0
Effect on operating income if a division is eliminated. (Q32)	54.0	41.0
Production of products based on bottleneck constraints. (Q33)	65.0	46.0
Net present value with salvage value. (Q34)		24.0
Net present value with no salvage value. (Q35)		58.0
Net present value with salvage value. (Q36)		30.0
Compute simple rate of return of an investment. (Q37)	19.0	50.0
Effects of notes payable on working capital and current ratio. (Q38)		61.0
Earnings per share. (Q39)		56.0
Dividend payout ratio. (Q40)		48.0
Overall average (2009 N = 31/2010 N = 40)	58.8	65.0

## Objective 2b. Improve abilities in communication

**Learning Outcome 2b.1: Written**—Students will identify the central topic, organize content, present information with good form and cite content appropriately

### Measure: Pilot Test Results – Written Assignment Rubric

**Description:** Students were asked to read and report on two articles concerning Wal-Mart versus Amazon.com in a MKTG 340 course; Spring 2010; n = 18. Papers were assessed by Lynn Saubert (Summer 2010).

#### Results:

	Number At "1"	Number at "2"	Number at "3"	Number at "4"	Group average
Framework	0	0	3(17%)	15(83%)	3.83
Organization	0	1(6%)	4(22%)	13(72%)	3.67
Grammar	0	2(11%)	9(50%)	7(39%)	2.89
Citations	NA	NA	NA	NA	

#### Observations:

Framework and Organization scores were high, primarily because the professor provided instructions as to what was expected. Two articles were being discussed, tying these to topics discussed in the text and class. Evidently, citations were not required, as only one or two students included the authors' name and other references to the articles.

### Measure: Pilot Test Results – Written Assignment Rubric

**Description:** Students were asked to write a reflection paper of what they had learned in a MGNT 322 course; Spring 2010; n=19. Assessed by Lynn Saubert (Summer 2010).

#### Rubric and Results:

	Number At "1"	Number at "2"	Number at "3"	Number at "4"	Group average
Framework	0	0	2(11%)	17(89%)	3.89
Organization	0	0	3(16%)	16(84%)	3.84
Grammar	0	0	9(47%)	10(53%)	3.53
Citations	NA	NA	NA	NA	

#### Observations:

Note: The students were provided very explicit instructions for the paper; therefore the framework and organization were very good.

#### Suggestions to Improve Learning:

Incorporate step by step development of papers in other courses.  
Provide explicit guidance for reports.

## Objective 2b. Improve abilities in communication

**Learning Outcome 2b.1: Written**—Students will identify the central topic, organize content, present information with good form and cite content appropriately

**Measure: Written Communication**—Criterion Online Writing Evaluation Service (criterion.ets.org) used to compare first assignment (pre-test) to last assignment (post-test) in terms of grammar, usage, mechanics, style and overall performance. (BLAW 203)

### Measure: Criterion Online Writing Evaluation

	Fall 2008		Spring 2009		Fall 2009		Spring 2010	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Percentage of students meeting expectations	65.27	81.36	66.7	55.3	65.4	75.5	64.2	69.1
Total number of students assessed	72	59	78	76	104	102	81	81

Area Analysis	Fall 2008		Spring 2009		Fall 2009		Spring 2010	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Percent of students without grammar errors	20.5	22.2	21.8	41.3	19.3	27	18.0	23.0
Percent of students without usage errors	23.3	30.4	14.1	36.0	31.2	46	18.5	24.0
Percent of students without mechanics errors	42.5	56.5	21.8	69.3	59.6	60	59.0	46.0
Percent of students without style comments	24.7	28.9	32.1	23.3	11.0	6.0	20.0	28.5
Overall performance (mean score*)	3.81	4.26	3.93	3.60	3.87	4.17	3.82	3.98

\*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. Unacceptable level of students without fundamental writing skills.

## Objective 2b. Improve abilities in communication

**Learning Outcome 2b.1: Written**—Students will identify the central topic, organize content, present information with good form and cite content appropriately

**Measure: Written Communication** – Faculty used a course-embedded instrument designed to measure written communication skills. (MKTG 340 Principles of Marketing)

### Measures: Rubric designed to assess written communication skills

	Average Scale Score*	
Criteria	Fall 2008	Fall 2009
Content/Understanding of Topic	3.00	2.58
Support for Ideas	3.00	2.71
Organization & Development	3.00	2.79
Clarity	2.90	2.38
Format and Length	3.00	2.96
Grammar, Spelling & Mechanics	2.50	1.88
	(n=12)	(n=24)

*\*Scale: 1=below expectations, 2=meets expectations, 3=exceeds expectations*

**Measure: Written** – Current Event Summary Assignment, spring 2010. Students in MGNT 322 (n=32) were instructed to find and summarize current (news) event (include source), identify OB issue(s), and evaluate/assess how this OB issue(s) applies in this circumstance.

Criterion	unacceptable	acceptable	Exceptional
Identified the key issue/problem of the article	7(21.9%)	18(56.3%)	7(21.9%)
Applied OB concept to real (applied) situation	8(25%)	16(50%)	8(25%)
Written communication - structured properly, proper grammar, well written argument	7(21.9%)	14(43.8%)	11(34.4%)

### Summary of Outcomes & Suggestions to Improve Learning:

Normal distribution

## **Objective 2b. Improve abilities in communication**

**Learning Outcome 2b.1: Written**—Students will identify the central topic, organize content, present information with good form and cite content appropriately

**Measure:** Overall scores on writing assignment (BLAW 203, spring 2010; random sample of 6 submissions).

	Percent of students scored as:
Poor	33.3
Good	50.0
Excellent	17.0

Written communication is being emphasized in class. Students are expected to use Criterion, a writing assessment tool from ETS a number of times. In addition, each exam has an essay portion (take home) that the students are expected to prepare and submit after having the opportunity to do some research and to submit as a final word processed document. Grammar and spelling are expressly included in the grading of each essay question. These "two minute" essays are intended to solicit a relatively quick response without research, but with an acceptable writing level.

### **Summary of Outcomes:**

33.3% were poor.



**Objective 2b. Improve student abilities in communication.**

**Learning Outcome 2b.2: Oral**—In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information

**Measure: Oral** – Students provide two presentations in Marketing classes (MKTG 340, MKTG 344, MKTG 350) which are graded using a rubric.

**First presentation**

	Fall 2009				Spring 2010			
Criteria	Average Scale score	Low	High	Standard deviation	Average Scale score	Low	High	Standard deviation
Ums, Uhs, Ahs, You Knows (Crutches)	3.44	2.0	5.0	0.809	3.71	3.00	4.50	0.440
Body control	4.34	3.0	5.0	0.462	4.18	3.50	5.00	0.333
Voice, delivery, speed	4.49	3.5	5.0	0.457	4.20	3.00	5.00	0.495
Vocabulary	4.56	4.0	5.0	0.436	4.20	3.50	5.00	0.295
Use of Visual Aids	4.37	2.5	5.0	0.462	4.05	4.00	4.50	0.147
N	80				96			

Scale: 2 = needs improvement, 3 = minimally acceptable, 4 = satisfactory, 5 = excellent

**Second presentation**

	Fall 2009				Spring 2010			
Criteria	Average Scale score	Low	High	Standard deviation	Average Scale score	Low	High	Standard deviation
Ums, Uhs, Ahs, You Knows (Crutches)	3.61	2.0	5.0	0.579	3.72	2.00	5.00	0.669
Body control	4.39	4.0	5.0	0.305	4.26	3.00	5.00	0.432
Voice, delivery, speed	4.32	3.0	5.0	0.479	4.17	2.50	5.00	0.576
Vocabulary	4.46	4.0	5.0	0.316	4.45	3.00	5.00	0.383
Use of Visual Aids	4.47	3.0	5.0	0.376	4.35	4.00	5.00	0.259
N	76				102			

Scale: 2 = needs improvement, 3 = minimally acceptable, 4 = satisfactory, 5 = excellent

**Notes:** Students were provided with feedback on the first presentation for the purposes of improving scores on the second presentation.

**Outcomes:** Average scores on three criteria improved between the first and second presentations but decreased on two criteria.

## Objective 2d: Enhance strengths in ethical intelligence

**Learning Outcome 2d.1:** Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma

### Measure: Pre-Pilot Test Results- Ethics Mini-Case

(This mini-case was administered prior to the development of rubrics over the summer)

**Description:** The mini-case (France vs. Yahoo!) was one of three distributed to the students on a Monday for discussion on the following Friday. The case asked the students to consider the ethical and the legal issues involved in the case and to be prepared to discuss both in class. The following Monday the students were asked to write a "two minute" essay - a quick analysis of the case from their perspective after the discussion. The case was administered in BLAW 203; a random sample of 6 submissions was assessed by Dan Davidson.

### Results and Rubric:

Criteria	Percent of students scored as:		
	Unacceptable	Acceptable	Exemplary
Identify the issues	50.0	50.0	0
Differentiate between legal and ethical issues	33.3	66.6	0
Explore the options for the ethical dilemma	50.0	50.0	0
Suggest a solution	50.0	50.0	0

### Observations of the faculty member(s) rating the papers:

While the class had already covered material dealing with jurisdiction and had an introductory awareness of courts and trials, ethics was not to be introduced as a distinct topic until the following week. This required the students to make a decision regarding the ethics and the ethical issues involved before beginning coverage of the topic. A second "two minute" essay dealing with a somewhat similar fact situation will be used later this semester, after the topic of ethics has been covered, as well as Constitutional law and international business. A comparison of the responses is expected to show a much better grasp of the best way to address an ethical dilemma.

### Suggested Improvements:

See the comparison of two essays for more results

½ class unacceptable in 3 of 4 categories

Introduce in each class a basic framework for problem identification.

## Objective 2d: Enhance strengths in ethical intelligence

**Learning Outcome 2d.1:** Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma

**Measure:** Four-factor rubric used to assess understanding of legal versus ethical issues related to business practices (MKTG 340).

	Percent correctly classifying scenario	
	Fall 2009	Spring 2010
Understanding of illegal price discrimination.	79.0	72.0
Understanding of ethical issues related to price fixing.	67.0	64.0
Understanding of proper legal and ethical behavior.	94.0	96.0
Understanding of the distinction between unethical/immoral behavior and illegal behavior.	88.0	91.0

### Scenarios

1. A women's clothing store manager gives better deals to younger, more attractive customers.
2. As a hurricane approaches, 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.

Takeaway: 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.

**Measures:** Ethics – Faculty use a three-factor rubric to assess student responses to a case dealing with ethical issues in a comparative global framework (MGNT 322 Organizational Behavior, spring 2010).

	Scores		
Factors	Unacceptable	Acceptable	Exceptional
Identified the ethical issue(s) in situation	10(29.4%)	23(67.6%)	1(2.9%)
Recognized the global implications in ethical decision making process.	12(35.3%)	21(61.8%)	1(2.9%)
Able to extrapolate the potential implications of these ethical issues to other global business situations.	23(67.6%)	11(32.4%)	0
N=34			

### Suggestions to Improve Learning:

Work on identifying relevance of information to action or implications.

Introduce standard model for decision making.

Improvement not evident

## Objective 2e: Improve analytical skills

**Learning Outcome 2.e.1:** Students will be able to identify and define the problem/issue/opportunity in a given situation.

**Learning Outcome 2.e.3:** Students will be able to (develop)/use financial statement to make decisions.

**Measure:** Pilot Test Results—Developing Financial Statements Mini-Case

**Description:** Students were given a set of accounts for a firm and asked to prepare a Balance Sheet and Income Statement, with proper headings. The assignment was given in Accounting 211, Spring 2009 or 2010. There were 28 Papers Rated first week of class – BEFORE; and 18 Papers Rated the last day of class – AFTER. So there is some measure of value added. Assessed by Chuck Vehorn and Clarence Rose (Summer 2010).

### Rubric and Results:

Before n=28	Number At “1”	Number at “2”	Number at “3”	Number at “4”	Group average
Framework	34 (61%)	15 (27%)	7 (13%)	0	1.52
Figures	38 (68%)	13 (23%)	5 (9%)	0	1.41
Integration					
Solution	47 (82%)	8 (14%)	2 (4%)	0	1.21
After n=18	Number At “1”	Number at “2”	Number at “3”	Number at “4”	Group average
Framework	12 (38%)	8 (25%)	9 (28%)	3 (9%)	2.09
Figures	14 (35%)	12 (30%)	12 (30%)	2 (5%)	2.05
Integration					
Solution	22 (61%)	9 (25%)	5 (14%)	0	1.53

### Observations of the faculty member(s) rating the papers:

- There was some value added, but students clearly did not see the big picture (e.g. Total Assets = Total Liabilities + Net Worth).
- A surprising number of students could not even get to “first base.”  
Was the case “too difficult”?

### Suggested Improvements:

May be the case could have an explicit note: “There is a lot of unnecessary information that needs to be identified and kept aside.”

We need to assess the ability of students to select models and data appropriately.

Good, improving the scores on setting up the models.

## Objective 2e: Improve analytical skills

**Learning Outcome 2e.4:** Students will be able to use relevant statistical methods to make decision

**Measure:** Faculty use a course embedded instrument (Short answer and calculated questions) designed to assess structured decision making skills. (MGNT 333)

Sample Size

- FA09 – 51 students, 25 question final exam limited to 1hr
- SP10 – 32 students, 30 question final exam limited to 1hr

Area	Percent of students answering correctly	
	Fall 2009	Spring 2010
Identify steps of building a regression model	41	69
Determine whether a linear regression model is appropriate	20	34
Assess the statistical significance of a linear regression model	57	47
Select course of action from a payoff table	10	9
Identify the critical path activities in a complex project	4	13

Questions – 2c

1. Short Answer – Write out, in order, the five steps of regression modeling
2. Short Answer – Write out the four linear regression assumptions, and identify any probable violations of those assumptions evident in the plots of the residuals (using residual by predicted plot and distribution of residuals/normal QQ plot and normal goodness of fit report)
3. Short Answer – Explain why the regression model as a whole is or is not significant (using Summary of Fit, ANOVA, and Parameter Estimate reports)
4. Short Answer Calculated – Use Minimax Regret to evaluate a payoff table for four decision alternatives under three states of nature.
5. Short Answer Calculated – Find the Critical Path and Activity Slack for a project with eight activities, given activity precedence and expected time to complete each activity.

**Summary of Outcomes:** All remain at unacceptable level

### Suggestions to Improve Learning:

Reexamine presentation on project management.

Consider pre test for knowledge as prerequisite for student readiness.

Class requires College Algebra, Statistics, & prerequisite/calculus to raise bar.

## Objective 2e: Improve analytical skills

**Learning Outcome 2e.4:** Students will be able to use relevant statistical methods to make decision

**Measures:** Ability to recognize and define problems and Use statistical techniques to provide insight – Faculty use a set of 35 items designed to measure students' ability to: (1) recognize appropriate quantitative tools; (2) formulate mathematical models (linear programming, PERT, regression, forecasting); and (3) interpret information from a model. (MGNT 333 Statistical Decision Support)

1. Recognize the appropriate quantitative tool for a decision environment. Assessment was done with two questions for each tool.

Quantitative Tool	Percent Able to Identify Correct Tool			
	Fall 2006	Spring 2007	Fall 2007	Fall 2009
Linear Programming	77.40	82.2	85.9	70.46
Inventory	90.51	93.7	94.8	97.73
Project Management (PERT)	83.21	85.3	82.3	82.58
Causal Modeling (Regression Analysis)	77.73	76.6	65.6	70.46
OVERALL	82.21	83.1	82.2	80.3

2. Formulate a mathematical model (NOTE: Correct model was identified for the student).

Model	Percent Able to Correctly Formulate Model			
	Fall 2006	Spring 2007	Fall 2007	Fall 2009
Linear Programming (3 questions used)	51.1	56.4	63.2	78.54
Regression Analysis (2 questions used)	68.6	80.2	77.6	77.28
PERT (1 question used)	78.1	84.1	79.2	65.15
Inventory Model (2 questions used)	73.7	89.7	89.0	-
OVERALL	64.5	74.1	85.3	73.66

3. Interpret information from a model and use it to make a correct managerial decision

Model	Percent Able to Make Correct Decision			
	Fall 2006	Spring 2007	Fall 2007	Fall 2009
Linear Programming (9 Questions)	76.8	85.1	81.8	83.92
Regression Analysis (5 Questions)	60.4	65.6	61.0	70.15
PERT (3 Questions)	88.3	90.0	88.2	92.68
Inventory (1 question)		94.4	90.6	87.88
OVERALL	74.0	81.0	77.6	83.66

## Objective 2e: Improve analytical skills

**Learning Outcome 2e.4:** Students will be able to use relevant statistical methods to make decision

**Measure:** Faculty use a course embedded instrument (Short answer and calculated questions) designed to assess analytic skills. (MGNT 333)

Sample Size

- FA09 – 51 students, 25 question final exam limited to 1hr
- SP10 – 32 students, 30 question final exam limited to 1hr

Area	Percent of students answering correctly	
	Fall 2009	Spring 2010
Understand the relationship between price, fixed and variable costs, and quantity through a break even model	51	56
Identify the value of an additional constrained resource	59	41
Construct a linear relationship modeling profit	16	53
Apply a linear regression model	24	38
Develop forecast from historic data	0	25
Select course of action using decision tree under uncertainty	0	9
Find the optimal order quantity for an inventory system	4	53

Questions – 2d

1. Short Answer Calculated – Given Fixed Cost, Variable Cost, and a demand level, find the price required to Break Even.
2. Short Answer – Given an optimized linear model and a sensitivity report, evaluate the limits for an objective function coefficient.
3. Short Answer – Given a transportation problem, write a linear function to evaluate the total cost of a solution to the problem (Write out the required objective function).
4. Short Answer Calculated – Given a linear regression report including Summary of Fit, ANOVA, and Parameter Estimates, develop a point estimate of the response given a set of inputs.
5. Short Answer Calculated – Given a time series consisting of 6 observations, use Adjusted Exponential Smoothing to forecast the seventh period.
6. Short Answer Calculated – Given a tree with two decision nodes and two probability nodes, find the Expected Value.
7. Short Answer Calculated – Given annual demand, ordering cost, and carrying cost, find the economic order quantity (periodic order quantity for FA09 using production rate).

**Objective 2e: Improve analytical skills**

**Learning Outcome 2e.4:** Students will be able to use relevant statistical methods to make decision

**Measures:** Students were required to complete a total of 17 questions/problems pertaining to financial analysis and decision making. (FINC 331)

Fall 2009 (n = 154 to 177 out of 206)

	Percent answering correctly
Calculations of loan rates of interest	
A	80.6
B	80.6
C	83.8
Choice of loan	87.7
Calculations of market rate if return	
A	98.3
B	95.5
Choice of asset assuming increasing market return	65.5
Choice of asset assuming decreasing market return	96.6
Integrative – risk and valuation	
Use of CAPM to determine required return	74.0
Use of capital-growth model to value stock	50.9
Integrative – Valuation and CAPM	78.4
Calculating net present value	
A	93.7
B	94.3
C	93.7
Evaluating acceptability based on NPV	
A	76.7
B	79.0
C	77.3



## **Other**

Faculty feedback on use of My Finance Lab Homework Administrator

### **How this (use of My Finance Lab) has helped motivating students to learn finance**

- The amount of students that are doing their homework has increased dramatically, as well as their homework grades.

### **Has it improved students learning abilities/performance?**

- The exam grades have slightly improved but the main improvement comes through the better homework grades.
- However, I feel that some of the students are learning more about finance than they did before; especially those students who would not have done their homework under a normal setting.

**What was the objective of using my finance lab and what level has been achieved. In other words, if my finance lab was the chosen path to reach somewhere then what is the success so far, what may be achieved in time to come and/or what other objectives can be reached with my finance lab.**

- I would say the main objective of my financelab was to provide a tool with which today's "technology" generation is more familiar with and hence to reach more students. This goal was definitely achieved.

In addition to above remarks, the faculty member is willing to share students' comments on my finance lab and it seems that they are very excited and pleased with the use of this software tool.

## Other

**Measure:** Assessment of math skills of COBE students in relation to performance in FINC 331.

The results of one quiz, a bonus assessment quiz, one test, and the final course grade are analyzed to determine if the basic mathematics skills of students in FINC 331 is a significant determinant of their overall course performance. This assessment was implemented in response to instructor concerns about the hurdles to performance for the students in the course. It was hypothesized that basic math skills play a significant role in student performance in the course. The faculty of the FINC program at Radford University plan to use the results of this assessment to drive pedagogical changes that they had contemplated to specifically find a model that would require students to perform more attempts at any mathematical problem than had been the case in the traditional conduct of the course. The overwhelming opinion of the faculty is that basic math skill deficiencies are a sizable impediment to the learning of Finance by students. In essence, teaching math in the classroom often consumes important time that is needed to develop economic, business, and financial intuition and understanding that makes retention of the material more likely.

The use of a bonus (unannounced) math assessment quiz provides a clean assessment of the student skills, because the students 1) do not know the score on the quiz they just completed and they have motivation to possibly improve that score, and 2) the score is not influenced by specific practice for the problems assessed.

Factors outside the basic math skills and the performance (effort influenced) on quiz 2 are not significant in describing the performance on Test 1. Potentially, the student performance and retention of ACTG knowledge is important here, because the first test in FINC is highly ACTG focused (and review). Also, student effort may render the results for Q2 and Q2extra to be insignificant.

The importance of basic math skills will come to bear over the entire semester. First, we will not assume that students with greater basic math skills are also high effort students. This may or may not be the case, yet it would not contradict any findings of the analysis, since we attempt to control for effort by including the results of Test 1 and Q2 in the final regressions.

In the regressions to assess the significance of the basic math skill assessment tool in predicting the course grade, the coefficient is found to be statistically significant. In the regression that also includes the Test 1 score variable, we find that the Q2extra variable is able to withstand the several likely interaction forces of the Test 1 score (effort and contribution to Course Numerical Grade) and maintain its statistical significance.

In summary, the results provide clear support for the hypothesis that the basic math skills assessed in the attached bonus quiz are significant in determining student performance in FINC 331. Students with stronger initial math skills perform better in the course. In our efforts to promote the education in finance for all our students, the faculty of the FINC program determine that employing a pedagogical tool that provides (and requires) more repetition of and guidance in performing mathematical computations is needed.

Additionally, the completion of required math courses may or may not provide the necessary preparation for business students to succeed in their business studies. This question is worthy of investigation, however, many factors out of the control of the College of Business and Economics, barring the use of entrance exams, are critical for any such assessment.

## Summary Results from Spring 2010 Undergraduate Employment Survey

What major/degree are you currently working to complete? (check all that apply)

Degree(s)	Count	%		Degree(s)	Count	%
ACTG	18	8.0		ECON/FINC	3	1.3
ECON	8	3.5		ECON/MGNT	2	.9
FINC	24	10.6		ECON/MKTG	2	.9
MGNT	92	41.0		FINC/MGNT	2	.9
MKTG	59	26.0		FINC/MKTG	3	1.3
ACTG/ECON	2	.9		MGNT/MKTG	4	1.8
ACTG/FINC	7	3.1		Total	226	

Where have you taken the majority of your Radford University classes?

	Count	%
Radford	221	97.8
Roanoke	6	2.6

Which of the following best describes your current citizenship status?

	Count	%
Foreign national	6	2.7
U.S. Citizen	219	97.3

What is the approximate balance of your outstanding private college loans? Please do not include amounts owed for federal loans (e.g., Stafford, Perkins).

	Count
# reporting a balance	56
# with zero balance	93
Balance not reported	78
Minimum	\$2,000
Maximum	\$100,000
Average	\$16,000

Current employment status of students completing courses for degree by May, 2010.

	Count	%
Currently employed	14	7.8
Have accepted job	35	19.6
Searching for job	97	54.2
Not currently searching because:		
• Starting a business	2	1.1
• Postponing job search	11	6.1
• Graduate school	17	9.5
Not reported	3	1.7
Total	179	

#### Salary of Current Employment

	Count	%
Less than \$20,000	4	28.6
\$20,000 to \$29,999	3	21.4
\$30,000 to \$39,999	2	14.3
\$40,000 to \$49,999	4	28.6
\$50,000 to \$59,999	1	7.1
\$60,000 to \$69,999	0	
\$70,000 to \$79,999	0	
\$80,000 to \$89,999	0	
\$90,000 to \$99,999	0	
More than \$100,000	0	

#### Salary of Accepted Job

	Count	%
Less than \$20,000	4	14.3
\$20,000 to \$29,999	6	21.4
\$30,000 to \$39,999	5	17.9
\$40,000 to \$49,999	6	21.4
\$50,000 to \$59,999	4	14.3
\$60,000 to \$69,999	0	
\$70,000 to \$79,999	2	7.1
\$80,000 to \$89,999	1	3.6
\$90,000 to \$99,999	0	
More than \$100,000	0	

#### Where have you accepted a job?

Shelor Automotive	USMC
University Directories	Hollister & Co.
Amerigroup	Kazi Investment Group
Pre Unlimited	Department of State
Campus Crusade For Christ	USMC
Advance Auto Parts	Sage
Salem Preferred Partners	Kroger
Magnets USSA	Billabong
Enterprise	Listrak
Ocean Breeze	New York Life
Fairchild	Fastenal
Alexander's	CNX Gas Co., llc.
Ferguson	Tidewater Home Mortgage Group
Apex	Wells Fargo
CVS/Pharmacy	Northwest Federal Credit Union
Busch Gardens	NCIS
British Council	Martins

Graduate School?	Count
Virginia Tech	1
University of Rochester	1
Radford University	4

#### Did you participate in an internship while at RU?

	Count	%
Yes, for credit	19	8.4
Yes, not for credit	24	10.6
No	106	46.9
No response	76	33.6
Total	226	

Where did you have an internship?

Virginia Tech	Earthworks Floral Business Consultancy
Virginia Community Capital	Department of Commerce
Valley Health	Cumulus Media
University Directories	CTGI, INC
The Southernlands	Children's Defense Fund Freedom School
SMIPO	Campus Crusade for Christ
SBDC-Warsaw	BT's Restaurant
Salem Preferred Partners	BT's
Ruritan National	Brown, Edwards & Co
Round the Mountain	Bob McDonnell for Governor
Radford University	Ameriprise Financial
RAAP Ammo Plant	Alliant Tech Systems
plot and french financial	Alcova Mortgage Co.
Platform One Entertainment	Advance Auto Parts, Alliant Tech
overseas	Academic Engagement
Olia Zavozina, custom bridal designer, and Meg and Garretts inc.	Magpie Appeal, and Garrets and Meg's
Old Mill Golf Club	HITT Contracting Inc.
Midlothian Mechanical	Health and Human Resources
Mid Atlantic Engineering	Enterprise Rent A Car
Mainstreet Radford	

## Accounting

**Accounting Learning Outcome:** Accounting students will be able to complete a financial analysis using data from a comprehensive case.

No measure submitted for 2009/2010. Last measure reported:

**Measure:** Faculty use a rubric on course embedded measure of scores across papers administered in Fall 2007 in the capstone course.

	% correct by topic area
Current, quick and cash ratios	100
Debt to equity, long-term debt to capital structure, and debt to assets ratios	83
Asset turnover, Inventory turnover, Average collection period	76
Sources & uses of cash, gross profit, return on assets, return on equity	61
Conclusion correct from the evidence?	83

(see p.16, AoL, 07/08)

Faculty members across COBE discussed areas of weakness.

Faculty members emphasized using correct decision making tools. Finance faculty members emphasized that we are teaching BAD decision making about stock purchases if it's based on ratios.

Faculty members discussed need to assess analytical skills; use case studies (pre/post), and to include other skills (e.g. public policy, inventory management). Faculty asked MGNT 428 to separate scores by major.

**Accounting Learning Outcome:** Accounting students transferring from VWCC will be able to pass a knowledge test of accounting principles comparable to the RU course expectations.

**Description:** End of course RU tests administered to determine transfer equivalency for ACTG 313, ACTG 311, and ACTG 411. (2009 measures)

Topic	Average Score	(n)
Business Finance	73%	5
Federal Taxation	69%	4
Cost Accounting	65%	3
Intermediate Accounting I	68%	4

D-grades do not transfer to RU, many of these students would not receive credit for these courses. The VWCC agreement ended as of July 1, 2009. After July 2, 2009, students from VWCC, similar to any other community college, could take challenge exams in these topics with a passing grade (of C or better) resulting in credit for the course.

### BBA/BS – Economics

ECON: Learning Outcome: Students will be able to research companies and select stocks that perform well over the course of a semester.

Measurement: Econ 350, Investment Economics (n=12; Fall 2009). At the beginning of the term, all students were asked to watch Cramer's show on CNBC and pick five of his recommended stocks. Then they would pick five stocks on their own after thorough research of the public companies. The objective of the portfolio game was to find if any of the students could outperform Cramer by the end of the semester. As seen in the summary table, students' portfolios outperformed stocks recommended or advocated by Cramer.

Student	% Returns, Student	% Returns, Cramer
JN	11.20%	1.62%
BM	12.45%	7.12%
CS	10.33%	3.87%
KA	5.44%	-1.52%
PI	8.41%	-11.53%
RB	8.44%	-2.23%
BU	11.30%	29.39%
AJ	9.00%	-0.07%
CJ	14.26%	4.75%
JH	8.34%	-7.62%
BD	1.22%	1.08%
MP	8.19%	1.04%

## Finance

### FINC 1b. Enhance collaborative endeavors and cross cultural understanding.

**Measure:** Faculty use a course-embedded instrument (combination of multiple-choice questions and calculations) designed to measure knowledge of international finance. (FINC 439 International Finance, fall 2009)

	Percent correct
If the transaction is expressed as the foreign currency per dollar this is known as _____; whereas _____ are expressed as dollars per foreign unit.	89.0
The Yen Spot rate suddenly changes in value against the euro moving from an exchange rate of ¥129.87/\$ to ¥128.53/\$. Thus, the Yen has _____ by _____.	55.6
One year ago the Swiss franc/U.S. dollar spot exchange rate was SF1.4655/\$. Since that time the rate of inflation in the U.S. has been 4%, while the rate of inflation in Switzerland was only 1.5%. Based on the theory of Relative PPP, the current spot exchange rate of U.S. dollars for Canadian dollars should be _____ (Assume that the spot exchange rate was in equilibrium a year ago and calculate the exact number).	77.8
Assuming no transaction costs (i.e., hedging is "free"), hedging currency exposures should _____ the variability of expected cash flows to a firm and at the same time, the expected value of the cash flows should _____.	55.6
The hedging of large, singular, exceptional exposures or the occasional use of hedging when management has a definite expectation of the direction of exchange rates is called:	88.9
If the parent firm and all subsidiaries denominate all exposed assets and liabilities in the parent's reporting currency this will _____ exposure but each subsidiary would have a substantial amount of _____ exposure.	66.7
Which of the following statements is correct with respect to a balance sheet hedge, assuming the currency of the subsidiary depreciates.	77.8
If Plains States chooses to hedge its transaction exposure in the forward market at the available forward rate, what will be the dollar processes in 6 months? Show all necessary calculations!	77.8
If Plains States chooses to implement a money market hedge for the Euro receivables, how much money will the firm borrow today? Show all necessary calculations!	44.4
Plains States could hedge the Euro receivables in the money market. Using the information provided how much would the money market hedge return in six months assuming Plains States reinvests the dollar proceeds at the U.S. investment rate? (3% for 6 months). Show all necessary calculations!	22.2
Under the option market hedge, show the proceeds in dollar under the following two scenarios Spot rate of \$.86/€ Spot rate of \$.95/€ Show all necessary calculations!	16.7
Which advice would you give the company with respect to an appropriate hedging strategy?	100.0

Plains States Manufacturing has just signed a contract to sell agricultural equipment to Bosch, a German firm, for €1,250,000. The sale was made in June with payment due six months later in December. Because this is a sizable contract for the firm and because the contract is in Euros rather than dollars, Plains States is considering several hedging alternatives to reduce the exchange rate risk arising from the sale. To help the firm make a hedging decision you have gathered the following information: The spot exchange rate is \$.8924/€; The six month forward rate is \$.8750/€; Plains States' cost of capital is 11%; The Euro zone 6-month borrowing rate is 9% (or 4.5% for 6 months); The Euro zone 6-month lending rate is 7% (or 3.5% for 6 months); The U.S. 6-month borrowing rate is 8% (or 4% for 6 months); The U.S. 6-month lending rate is 6% (or 3% for 6 months); December put options for



€625,000; strike price \$.90, premium price is 1.5%; December call option for €625,000; strike price \$.88, premium price is 2.0%

### **FINC: Assessment Report: Fall 2009, FINC 381 – Investment Analysis**

Assessment in FINC 381 – Investment Analysis, focused on four learning goals of the eight learning goals established for the course.

The learning goals assessed were:

- Describe strategies with long-, short-, and leveraged (margin)- investing
- Construct an optimal portfolio given a set of financial assets
- Apply fundamental analysis in predicting the future performance of assets
- Recognize and implement option strategies for leveraged return and investment hedging applications

#### **I. Describe strategies with long-, short-, and leveraged (margin)- investing**

From Test 1 of the semester

To identify foundation concepts, two multiple choice questions:

1. Understand margin call for long position: 7 correct, 8 incorrect (47% correct)
2. Determine equity trade order to achieve “lock-in” profit for long position: 9 correct, 6 incorrect (60% correct)

To calculate application values, two mathematical problems:

3. Calculate margin call price for short position: Average score 2.47 / 6 = 41%, with 9 of 15 (60%) students indicating at least a minimum level of competency.

	Strong Competency	Competency with error in execution	Failure to reflect competency
Score	5 - 6	2 - 4	0 - 1
Count	3 (20%)	6 (40%)	6 (40%)

4. Calculate rate of return for margined long position: Average score 5.07 / 7 = 72%, with 11 of 15 (73%) students indicating at least a minimum level of competency.

	Strong Competency	Competency with error in execution	Failure to reflect competency
Score	6 - 7	3 - 5	0 - 2
Count	9 (60%)	2 (13%)	4 (27%)

#### **II. Construct an optimal portfolio given a set of financial assets**

From Test 1 of the semester

To identify foundation concepts, two multiple choice questions:

1. Define asset allocation:

12 correct, 3 incorrect (80% correct)

2. Identify first step in portfolio construction:  
10 correct, 5 incorrect (67% correct)

Additional focus on this topic in a semester-long project culminates in construction of investment portfolio by each student.

### III. **Apply fundamental analysis in predicting the future performance of assets**

From Test 3 of the semester

1. Estimate value in non-constant growth model: Average score  $3.47 / 7 = 50\%$ , with 10 of 14 (71%) students indicating at least a minimum level of competency.

	Strong Competency	Competency with error in execution	Failure to reflect competency
Score	6 - 7	3 - 5	0 - 2
Count	7 (50%)	3 (21%)	4 (29%)

2. Estimate value of stock with changing market beta risk: Average score  $3.27 / 7 = 47\%$ , with 7 of 14 (50%) students indicating at least a minimum level of competency.

	Strong Competency	Competency with error in execution	Failure to reflect competency
Score	6 - 7	3 - 5	0 - 2
Count	6 (43%)	1 (7%)	7 (50%)

### IV. **Recognize and implement option strategies for leveraged return and investment hedging applications**

From Final Exam of semester

1. Profit on call option investment that ends out-of-the-money:  
11 correct, 2 incorrect (85% correct)
2. Profit on call option investment that ends in-the-money:  
12 correct, 1 incorrect (92% correct)

1 student correct on out-of-the-money problem, but incorrect on in-the-money problem

3. Identify purpose of option straddle strategy:  
9 correct, 4 incorrect (69% correct)
4. Profit on straddle with stock price below exercise price:  
11 correct, 2 incorrect (85% correct)
5. Profit on straddle with stock price above exercise price:  
9 correct, 4 incorrect (69% correct)

Two students correct on straddle profit with stock price below exercise price, but incorrect on straddle profit with stock price above exercise price.

### Management

#### MGNT 1b. Enhance collaborative endeavors and cross cultural understanding.

**Measures:** Collaboration – Students work together in teams to complete a simulation (MGNT 350 Owning and Managing a Business). Simulation results taken. Peer evaluation submitted. Fall 2009

<i>Course #</i>	<i>Course Title</i>	<i>Measures</i>	<i>Fall 2009 Results</i>
MGNT 350	Owning and Managing a Business	<u>Collaboration</u> Students work together in team to complete simulation. Simulation results taken. Peer evaluation submitted.	<u>Collaboration</u> 1 <sup>st</sup> Half Simulation (N=68): Mean= 76.82; SD=13.81 1st Half Average Peer Evaluation Grade Adjustment (N=41): Mean= .59 2 <sup>nd</sup> Half Simulation Scores (N=67): Mean=76.22; SD= 15.15 2nd Half Average Peer Evaluation Grade Adjustment (N=27): Mean=-9.11

#### MGNT 1b. Enhance collaborative endeavors and cross cultural understanding.

**Measures:** Collaboration/Cross Cultural – Students work together in teams to complete two debates simulation (MGNT 460 Contemporary Issues in Management). Peer evaluation and debate grade given. Students also work in teams to complete and present a case study. Grade given. Fall 2009

MGNT 460	Contemporary Issues in Management	<u>Collaboration</u> Students work together in teams to complete two debates. Peer evaluation and debate grade given. Students also work in teams to complete and present a case study. Grade given. <u>Cross Cultural</u> Class discussion, lecture, and videos often touch on cross cultural understanding. Students complete in-class writing assignments and tests are given.	<u>Collaboration</u> Debate 1: (N=40): Mean= 82.2; SD=19.96 Debate 2: (N=40): Mean= 82.3; SD=14.94 Case Study: (N=40): Mean= 84.4; SD=14.40 <u>Cross Cultural Assignments</u> (out of 5; N=40) #1 Mean= 4.38; SD=1.67 #3 Mean= 4.00; SD=2.03 #5 Mean= 4.00; SD=2.03 #6 Mean= 4.13; SD=1.92 #8 Mean= 4.38; SD=1.67
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**MGNT 2b. Improve student abilities in communication.**

**Measure: Written Communication** – Faculty used a course-embedded instrument designed to measure written communication skills. (MGNT 323 Human Resource Management) Includes students taking classes in Roanoke, VA.

**Measures: Rubric designed to assess written communication skills**

Criteria	Average Scale Score*
	Fall 2009
Organization	3.48
Overall Quality of Information	3.77
Paragraph Construction	3.83
Issue Identification	3.67
Diagrams & Illustrations	4.00
Mechanics	2.83
Sources	2.98
n=12	

\*See rubric

**MGNT 2c. Enhance student strengths in logical and ethical intelligence.**

**Measures: Ethics** – An entire week of class (MGNT 460 Contemporary Issues in Management) is devoted to ethical frameworks and decision-making with the purpose of establishing a foundation to analyze problems throughout the remainder of the semester. In-class activities and test questions are used. Students are also graded on the integration of concepts during debates and case presentations.

MGNT 460	Contemporary Issues in Management	<u>Ethics</u> An entire week of class is devoted to ethical frameworks and decision-making with the purpose of establishing a foundation to analyze problems throughout the remainder of the semester. In class activities are provided, along with test questions. Students are also graded on the integration of concepts during debates and case presentations.	<u>Ethics and Corporate Social Responsibility Score (N=40)</u> Test 1 score (framework building): Mean= 71.15; SD= 14.46  Case Implementation Criterion: <i>“Presenters identified multiple position, weighed pros/cons, and logically defended one”</i> (N=10) Mean=11.2 out of 15; SD= 2.70
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## MGNT 2d. Improve analytical skills

**Measures:** Students are instructed on the basics of financial statements and taught how to analyze them (MGNT 350 Owning and Managing a Business). Topics include income statements, balance sheets, cash flow statements, breakeven analysis, and ratio analysis. In class exercises and test questions are given. Students must also use concepts to effectively compete in simulation exercise.

2d. Improve analytical skills (aka cognitive applications)				
Financial statement analysis	MGNT 350	Owning and Managing a Business	Students are instructed on the basics of financial statements and taught how to analyze them. Topics include income statements, balance sheets, cash flow statements, breakeven analysis, and ratio analysis. In class exercises and test questions are given. Students must also use concepts to effectively compete in simulation exercise.	Ratio Exercise (N=69 ) Mean= 3.32 out of 5; SD=2.32 Financial Statement Exercise (N=68 ) Mean= 3.13 out of 5; SD=2.42 QuickBooks Tutorial (N=68 ) Mean= 38.13 out of 50; SD=19.26 Overall Simulation Score (N=69 ) Mean= 36.35 out of 50; SD=9.88 17 Test Qs on Financial Analysis (n=69) Mean 70.12% correct answers; SD=19.87

## MGNT 2d. Improve analytical skills

**Measures: Logic** – Students complete in class assignment (MGNT 350 Owning and Managing a Business) attempting to estimate sales for both existing and start-up businesses. In class activity collected and evaluated. Test questions given.

2c. Enhance student strengths in logic and ethical intelligence	MGNT 350	Owning and Managing a Business	<u>Logic</u> Students complete in class assignment attempting to estimate sales for both existing and start-up businesses. In class activity collected and evaluated. Test questions given.	<u>Sales Estimation</u> (out of 5, N= 69) Mean= 2.97; SD= 2.47
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**MGNT 1b. Enhance collaborative endeavors and cross cultural understanding**

**Measure:** Faculty used a series of debates performed by student teams using a rubric (MGNT 460 Contemporary Issues in Management)

**Fall 2009****Debate 1**

<u>Criterion</u>	<u>Pts Available</u>	<u>Ave Pts Received</u>	<u>N</u>
1. Were arguments well organized- did group seem prepared?	5 pts	3.2	10
2. Was factual evidence- not just “feelings” -used for effective arguments?	7 pts	5.7	10
3. Were plenty of supporting materials explicitly cited?	6 pts	5.1	10
4. Effectiveness of attack?	6 pts	3.7	10
5. Ability to respond to attack?	6 pts	5.8	10
6. Was equal participation in the debate evident?	4 pts	4	10
7. Was the handout clear and useful for audience?	6 pts	5.4	10
8. Did they “win” the debate?	10 pts	9.5	10

**Debate 2**

<u>Criterion</u>	<u>Pts Available</u>	<u>Ave Pts Received</u>	<u>N</u>
1. Did the group appear to be well prepared?	10	8.8	10
2. Was equal participation in the debate evident?	5	5	10
3. Were arguments well organized and effective?	10	7.4	10
4. Was factual evidence- not just “feelings” -used for arguments?	15	12.3	10
5. Were supporting materials well cited?	10	8	10
6. Effectiveness of attack?	5	3.2	10
7. Ability to respond to attack?	5	4.5	10
8. Was the handout clear and useful for audience?	5	4.8	10
9. Did they “win” the debate?	10	9.5	10

**Spring 2010**  
**Debate 1**

<u>Criterion</u>	<u>Pts Available</u>	<u>Ave Pts Received</u>	<u>N</u>
1. Were arguments well organized- did group seem prepared?	5 pts	3.4	10
2. Was factual evidence- not just "feelings" -used for effective arguments?	7 pts	4.3	10
3. Were plenty of supporting materials explicitly cited?	6 pts	4.4	10
4. Effectiveness of attack?	6 pts	4.1	10
5. Ability to respond to attack?	6 pts	5.4	10
6. Was equal participation in the debate evident?	4 pts	4	10
7. Was the handout clear and useful for audience?	6 pts	5	10
8. Did they "win" the debate?	10 pts	9.3	10

**Debate 2**

<u>Criterion</u>	<u>Pts Available</u>	<u>Ave Pts Received</u>	<u>N</u>
1. Did the group appear to be well prepared?	10	8.3	10
2. Was equal participation in the debate evident?	5	5	10
3. Were arguments well organized and effective?	10	7.3	10
4. Was factual evidence- not just "feelings" -used for arguments?	15	10.7	10
5. Were supporting materials well cited?	10	6.2	10
6. Effectiveness of attack?	5	3.5	10
7. Ability to respond to attack?	5	3.8	10
8. Was the handout clear and useful for audience?	5	5	10
9. Did they "win" the debate?	10	9.4	10

## MGNT 2.a: Benchmark student knowledge of fundamental business concepts

**Measure:** Faculty required student teams to run a small business using a simulation. Operating results were tallied at period 5 (mid-term evaluation) and period 10 (end-term evaluation). NOTE: In fall 2009, each teamed played against the computer. In the spring 2010, each team played against other teams in the class (MGNT 350 Owning and Managing a Business)

Fall 2009 (MGNT 350). Simulation Results

Criterion	Prd 5	Prd 5	Prd 10	Prd 10
N= 17	Mean	S.D.	Mean	S.D.
Balanced Scorecard	74.82	13.21	73.65	14.70
Revenue Value	\$91,939.59	\$18,393.53	\$101,334.18	\$22,980.63
Profit	\$4,709.06	\$2,996.71	\$5,818.53	\$3,645.43
Stock Price	\$17.81	\$4.74	\$20.60	\$7.85

Spring 2010 (MGNT 350) Simulation Results

Criterion	Prd 5	Prd 5	Prd 10	Prd 10
N= 14	Mean	S.D.	Mean	S.D.
Balanced Scorecard	74.07	12.14	75.29	14.51
Revenue Value	\$98,507.21	\$9,550.81	\$121,727.29	\$27,360.96
Profit	\$11,286.43	\$10,771.18	\$6,389.29	\$13,320.66
Stock Price	\$18.07	\$3.03	\$23.35	\$9.64



**MGNT 2.b: Improve student abilities in communication (written, oral, persuasive)**

**Measure:** Faculty required students to analyze a case study as a team and prepare a presentation and accompanying handout (MGNT 460 Contemporary Issues in Management)

Fall 2009 (MGNT 460). Case Presentation

Criterion	Points Available	Ave Pts Earned	%	Points Available	Ave Pts Earned	%
Presentation was well-organized and progressed logically (warned us, showed us, reminded us)	5	3.6	72.0%	10	7.9	79.0%
Presentation effectively and efficiently relayed the details of the case	5	3.8	76.0%	10	8.5	85.0%
Presentation effectively and efficiently integrated chapter concepts and terms	10	7.6	76.0%	10	8	80.0%
Presentation added value above and beyond the text; ie explicitly cited pertinent outside works	5	3.4	68.0%	15	12.2	81.3%
Presenters identified multiple positions, weighed pros/cons, and logically defended one	15	11.2	74.7%	15	11.2	74.7%
Presenter(s) addressed audience questions well	5	4.7	94.0%	10	9.5	95.0%
Presentation made effective use of visual aids and was interesting, creative (but not too busy)	5	4	80.0%	5	4.4	88.0%
Presenters spoke clearly and made contact with audience (i.e., made nonverbal and eye contact)	10	8.3	83.0%	10	8.7	87.0%
Effective handout.	5	5.1	102.0%	5	4.3	86.0%
Equal participation was evident.	5	4.9	98.0%	5	5	100.0%
Presentation was completed in the 20 minutes allotted.	5	5	100.0%	5	5	100.0%
	N=10			N=10		

**MGNT Learning Outcome: Leadership**

**Measure:** Course-embedded multiple-choice items from three exams in MGNT 421 Leadership and Motivation.

Item	percent correct		% change
	Spring 2009	Fall 2009	
A comprehensive and helpful definition of leadership is	20.54	31.58	11.04
What is the unique contribution of the LMX theory?		33.33	
Leaders	66.07	94.74	28.67
Leadership development is enhanced when experience involves the three processes of:	9.82	33.33	23.51
The tendency to make external attributions for one's own failures, yet make internal attributions for one's successes is called	16.96	56.14	39.18
Adopting valid and well-researched processes for hiring, developing or promoting leadership talent is necessary for developing	40.18	56.14	15.96
How can one differentiate between successful and unsuccessful leaders?	89.29	91.23	1.94
A study which focuses on the relationship between measures of leadership and effectiveness criteria is a(n)		33.33	
Influence is		89.47	
Which of the following statements is true?	3.51	29.82	26.32
Which of the following is an intrinsic reward?	28.95	38.60	9.65
Research findings by French and Raven generally indicate that leaders who relied primarily on _____ and _____ power had subordinates who were more motivated and satisfied, were absent less and performed better.	44.74	85.96	41.23
Which of the following statements concerning power and influence is incorrect?	25.44	56.14	30.70
_____ involves reinterpreting otherwise immoral behavior in terms of a higher purpose.	7.02	38.60	31.58
What is attribution of blame?	23.68	31.58	7.89
Which theory explains the interesting relationships between leader intelligence and experience levels and group performance in stressful versus non-stressful conditions?		80.70	
Anything that provides direction, intensity and persistence to behavior is		28.07	
Which theory states that motivation is based on three levels of needs and that more than one need may operate at the same time?		66.67	

What are the most powerful determinants of task behaviors, according to Locke and Latham?		66.67	
In effort-to-performance expectancy,		59.65	
Which of the following statements about the equity theory is true?		66.67	
Herzberg labeled the factors that led to satisfaction at work as		59.65	
Does the team have a meaningful piece of work, sufficient autonomy to perform it and access to knowledge of its results? This relates to which of the following variables for a team to work effectively?	28.44	38.60	10.16
Role theory clarifies how situational demands and constraints cause	26.61	47.37	20.76
Organizational climate concerns the members' subjective reactions to the organization. Thus, organizational climate	42.20	61.40	19.20
In Fiedler's contingency model, the highest levels of situational favorability occur when	33.94	49.12	15.18
Internal locus-of-control followers	35.78	45.61	9.83
In comparing managers to leaders, which of the following is most likely true?	21.04	52.63	31.60
As described by Max Weber, the _____ authority system is associated with leaders who are thought to possess divine or superhuman qualities.	59.28	52.63	-6.65
Which of the following statements is true?	65.14	80.70	15.56
n	115	57	

## Marketing

### MKTG 1b. Enhance collaborative endeavors and cross cultural understanding.

**Measure:** Faculty used a written case analysis scored using a rubric. (MKTG 452 International Marketing)

#### Measures: Rubric designed to assess cross-cultural awareness

	Average Scale Score*
Criteria	Fall 2009
Student recognizes the importance of global business perspective	2.10
Student knows that consumer shopping behavior differs across countries	2.95
Student is aware of the fact that there may be serious regulatory, cultural and competitive challenges when doing business in a foreign country	2.60
Student understands that adapting to cultural differences is necessary for the success of a global business endeavor	2.95
	(n=20)

\*Scale: 1=below expectations, 2=meets expectations, 3=exceeds expectations

### MKTG 2b. Improve student abilities in communication.

**Measure:** Faculty use five-factor rubric to assess oral presentations MKTG 445 Marketing Strategy).

<i>Professionalism &amp; Clarity of Presentation</i>	<i>Possible Points</i>
Preparation (knowledge of presentation material, transitions between presenters)	40
Organization of presentation	40
Mechanics of presentation (speaking clearly, making eye contact with audience, appearing at ease, voice projection)	40
Responsiveness to questions	40
Effective use of graphics to aid in understanding of results presented	40
<b>TOTAL</b>	<b>200</b>

#### Fall 2009 Outcomes

	Fall 2009	Spring 2010
180 to 200 points (> 90%)	26.9%	
160 to 179 points (80-89%)	36.6%	
140 to 159 points (70-79%)	21.9%	
Less than 140 points (<70%)	14.6%	
n	41	

**Suggestions:** Provide additional opportunities for students to improve their oral communication skills throughout the marketing curriculum.

**MKTG 2d. Improve analytical skills**

**Measure:** A six-factor rubric used to assess student knowledge of problem solving/critical thinking process in terms of E-commerce (MKTG 342, spring 2010 n = 13).

Criteria	average score
Define the problem/issue or opportunity	2.92
Establish the criteria for making the decision	2.08
Collect and analyze relevant data	2.62
Identify and evaluate possible solutions	3.69
Defend and implement the chose option	3.46
Evaluate, review, and revise as needed	1.62

Scale Score: 5 = excellent, 4 = good, 3 = average, 2 = below average, 1 = poor

**Outcomes:** Overall, students' ability to apply a logical problem solving process is weak. Most students jump directly to the solution stage without the necessary preliminary stages of the process or the important review phase.

**MKTG 2d. Improve analytical skills**

**Measure:** Analytical Assessment - Marketing Research (MKTG 446) - Spring 2009

Spring 2009

Criteria	% Exceeding Expectations	% Meeting Expectations	% Below Expectations
Identify Managerial Problem	14.6	1.8	83.6
Distinguish Key Findings	16.4	49.1	34.6
Reach Logical Conclusions	14.6	47.3	38.2

Fall 2009

Criteria	% Exceeding Expectations	% Meeting Expectations	% Below Expectations
Identify Managerial Problem	38.6	15.8	45.6
Distinguish Key Findings	31.6	43.9	24.6
Reach Logical Conclusions	33.3	49.1	17.5

Spring 2010

Criteria	% Exceeding Expectations	% Meeting Expectations	% Below Expectations
Identify Managerial Problem	47.8	19.6	32.6
Distinguish Key Findings	23.9	37.0	39.1
Reach Logical Conclusions	32.6	37.0	30.4

### What changes are needed to improve student learning?

- It appears that the changes identified last semester and implemented in Fall 2009 (spending more time on problem identification and definition, helping students identify what is important when analyzing data, and teaching them how to better reach conclusions from data) are working as the percentage of students who meet and exceed expectations are far higher than in Spring 2009. I am still not pleased with the percentage of students who fell below expectations with problem identification and definition and will continue to reinforce this concept throughout the semester.
- In previous semesters this assessment took place as part of the final exam and after the completion of an extremely time consuming semester project. The inclusion of this assessment as a part of the final has been difficult because it is only part of a larger testing vehicle. Additionally, there seems to be quite a bit of student fatigue by the time of the final exam. For Spring 2010, I have set aside 1 class day in which to conduct the assessment (prior to the end of the semester and final project deadlines) and students will receive a single grade for this assessment (which I hope will elevate its importance).

**Learning Outcome:** Marketing students will be able to develop strategic marketing objectives, strategies and programs/tactics to reach organizational goals

**MKTG. Measures:** Students were required to develop an Internet Marketing Plan (IMP) in MKTG 342 for an existing or proposed business. Each plan was assessed using a standard rubric. For fall 2009 IMP were completed by teams of 2 to 3 students (n=12). The IMP were repeated in spring 2010 but each IMP was developed by individual students(n=27).

Elements	Points allowed	Fall 2009		Spring 2010	
		Average score*	%	Average score**	%
Executive Summary	2	1.91	95.5%	2.0	100.0%
<b>Situation Analysis</b>					
Market opportunity (target market RE needs, behaviors, demographics, lifestyles)	5	5.00	100.0%	4.78	95.6%
Value proposition	3	3.00	100.0%	3.00	100.0%
Revenue model	4	3.82	95.5%	3.93	98.1%
Competitive environment	4	4.00	100.0%	4.00	100.0%
Competitive advantage	4	4.00	100.0%	3.96	99.1%
<b>Market Strategy</b>					
Product/service offering	1	1.00	100.0%	0.96	96.3%
Pricing policy	1	1.00	100.0%	0.94	94.4%
Online payment processing	5	3.91	78.2%	4.06	81.1%
Distribution/location	1	1.00	100.0%	0.91	90.7%
E-commerce goals, objectives, timeline and budget	5	4.36	87.3%	4.54	90.7%
Proposed domain name	2	1.73	86.4%	1.85	92.6%

<b>Website Optimization</b>					
Content	4	3.55	88.6%	3.65	91.2%
Organization of content	4	4.00	100.0%	3.72	93.1%
Communication with visitors	4	3.45	86.4%	3.41	85.2%
Personalization/customization and interactivity	4	3.27	81.8%	3.70	92.6%
Social interactivity	4	3.36	84.1%	3.13	78.2%
Appearance	4	3.91	97.7%	3.72	93.1%
<b>Website Promotion</b>					
Search engine optimization	4	2.55	63.6%	2.76	69.0%
Social networking	4	3.09	77.3%	3.59	89.8%
Sponsorships	4	3.00	75.0%	2.76	69.0%
Links	4	2.45	61.4%	2.57	64.4%
Viral marketing	4	2.73	68.2%	3.02	75.5%
Affiliate program	4	2.36	59.1%	2.43	60.6%
Banner advertising	4	2.36	59.1%	2.35	58.8%
Email	4	3.09	77.3%	3.20	80.1%
Media advertising in support of website	4	2.55	63.6%	2.46	61.6%
Evaluation (metrics) and Control	3	2.45	81.8%	2.78	92.6%
Overall	100	82.91	82.9%	84.19	84.2%
n		12		27	

\* based on group scores, \*\*based on individual student scores

### Outcomes:

Plans were submitted to the instructor for review two weeks prior to the end of classes and were returned for revision and resubmission. After revision, most IMP were generally of good quality. The results do not indicate the need to make any changes to the Marketing curriculum at this time. However, changes to the pedagogy and sequencing of topics used for the course should be made to improve student learning.

### Students award monetary bonuses to the members of their simulated company's management team (including themselves) based on team members' contributions to management of the company.

*Assume you can award a total bonus of \$100,000 to your team members. Divide the \$100,000 among your team members (including yourself) based on their relative contributions to the management of your simulated company. The bonuses you award to your team members must total to \$100,000. You may award a team member \$0 if you believe he/she has made no contribution to the management of your company; you may award a team member the entire \$100,000 if you believe he/she is the only team member that has contributed to the management of your company. If you believe that everyone on your team has contributed equally, then divide the \$100,000 equally among your team members, e.g., \$25,000 per team member.*

N=41	Percentage of student awards
Bonus Awards	Fall 2009
More than \$25,000 (excellent)	78.0
\$23,999 to \$24,750 (good)	12.2
\$12,500 to \$17,000 (poor)	9.8

**MKTG Learning Outcome:** Marketing students will be able to develop strategic marketing objectives, strategies and programs/tactics to reach organizational goals (maps to COBE Learning Outcome to *develop applied and competitive learning experiences*)

**Measures:** The stock price index result at the completion of the MARKOPS Marketing Strategy Simulation in MKTG 445 Marketing Strategy (n=41) was used to assess students' ability to develop effective marketing strategies and tactics.

**Results:** Percent of Students who Meet/Exceed Expectations: 90%

**Suggestions:** Faculty were concerned that the simulation was too easy to master and did not sufficiently challenge senior marketing students nor did it provide enough critical thinking differentiation. Faculty are now switching to the MARKSTRAT simulation which will allow for more complex scenarios and provide students with a greater opportunity for marketing strategy development.



## ECON 495. Behavioral Economics. Spring 2009.

### Course Objectives

The students will be able to apply economic reasoning to explain everyday types of choices. They will be able to use both standard, neoclassical methods and methods developed in Behavioral Economics.

### Spring 2010 ECON 495 Assessment Results

Learning objectives	Instrument/Method	Score
To discuss the empirical causes, measures and outcomes of economic underdevelopment	Students presented an assigned section/chapter from the book 'African Development' by Todd J. Moss	21.8/25
	Students wrote a summary/abstract of an assigned section/chapter from the Moss book	7.8/10
	<i>Note: both done in the first half of the semester</i>	
Describe the sources of long-run growth	Students presented an assigned section/chapter from the book 'The Bottom Billion' by Paul Collier	32.5/35
	Students wrote a summary/abstract of an assigned section/chapter from the Collier book	8.2/10
	<i>Note: both done in the second half of the semester</i>	
Apply the 'scientific method' to conduct economic research	Students completed a term paper project involving identification of hypothesis, data collection and testing of hypothesis using econometric/statistical techniques, the results of which they presented in class	
	Presentation	12.9/15
	Term-paper	55.3/60

*Note:* Scores represent the class average.

**BBA/BS Economics**

**Measures:** Macroeconomics – A set of course embedded test items, assignments and projects covering five dimensions used to assess macroeconomics (ECON 305 Intermediate Macroeconomics).

	Average Scores
	Fall 2009
Evaluating the state of the economy	75%
Describe the relationship of money supply to inflation in the long-run	63%
Explain the nature and causes of business cycles	73%
Describe and assess stabilization policies	55%
Describe the sources of long-run economic growth	75%
Overall	69%
n=	

**Outcomes:** Students scores averaged 69%.

**Responses:** Revised ECON 105 Syllabus to provide better foundation for ECON 305.

**BBA/BS Economics**

**Measures:** A set of course embedded multiple-choice items covering six dimensions of microeconomics (ECON 306 Intermediate Microeconomics).

	Average score	
	Fall 2009	Spring 2010
To discuss the economic concepts of scarcity, trade-offs, opportunity cost and comparative advantage, and to apply them to situations requiring making choices	58%	
Demonstrate how markets work to allocate resources and describe alternative economic systems	70%	80%
Explain how consumers make decisions based on utility maximization based on preferences and subject to budget constraint	84%	85%
Distinguish among different types of markets and explain show how firm behavior changes depending upon the type of market in which it operates	75%	86%
Explain the conditions under which markets may fail to organize economic activity efficiently	62%	83%
Illustrate how well designed government policy might improve market outcomes in instances of market failure	29%	
Overall	63%	
n=		

**Outcomes:** Student scores averaged 63%. Major weaknesses are in the areas of government policy related to market failure and applying economic concepts to decision making.

## Spring 2010 Econ 375 Assessment Results

### Microeconomic Objectives

		Homework exercise, 5 possible points	Final exam question, 2 possible points
Explain the conditions under which markets may fail to organize economic activity efficiently and illustrate how well designed government policy might improve market outcomes in instances of market failure	Points	Frequency	Frequency
	0	1	5
	1	1	11
	2	3	9
	3	3	
	4	6	
	5	10	

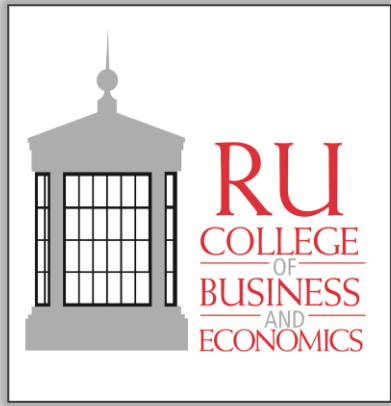
### Homework exercise

Make a virtual visit to the Northwestern Hawaiian Islands via the multimedia photo essay online from National Geographic at [http://www7.nationalgeographic.com/ngm/0510/sights\\_n\\_sounds/index.html](http://www7.nationalgeographic.com/ngm/0510/sights_n_sounds/index.html)  
Suppose that Congress is considering making this area a marine national park but first wants to know how the public would value this. You are part of a research team to assess the benefits. (5 points)

- Briefly describe the current threats to the area.
- Describe the potential benefits of creating a marine national park; of raising awareness about the wildlife in the park.
- What is the market failure generating the threats to the area?
- How would creating a national park correct these market failures?
- What market based incentive policies would you recommend to correct for these market failures? Be as specific as you can.

### Final exam question

Explain to someone who attended the first Earth Day in 1970 the advantages of moving away from the command and control approach to pollution control enacted in the legislation following this event to cap and trade programs. (2 points)



# **MBA Assessment Book**

**Compiled by Iain Clelland; Abhay Kaushik; Tom Lachowicz; Clarence Rose; Lynn Saubert; Kiertisak Toh; Eli Jamison, Director of the MBA; Duncan Herrington, Associate Dean; and, Faye Gilbert, Dean, from data obtained from faculty and committees**

**2009 - 2010**

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<b>Objective 1a. Participate in applied and competitive learning experiences</b>		
<b>Learning Outcome 1a.1:</b> Students will learn to integrate and to apply business concepts in divergent situations.		
• Measure: Glo-Bus business simulation	MGNT 685	1
<b>Learning Outcome 1a.2:</b> Students will be able to effectively compete.		
• Measure: The Glo-Bus Simulation includes comparison measures	MGNT 685	2
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• Measure: ETS exam	MGNT 685	6
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<b>Objective 2b. Improve abilities in communication</b>		
<b>Learning Outcome 2b.1: Written—</b> Students will identify the central topic, organize content, present information with good form and cite content		
• Measure: Faculty use a rubric to assess written communication skills	MKTG 612	7
<b>Learning Outcome 2b.2: Oral—</b> In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish information relevance		
• Measure: Faculty use a rubric to assess oral communication skills	ACTG 611	8

<b>Objective 2c. Enhance understanding of a logical decision making process.</b>		
<b>Learning Outcome 2c.1:</b> Students will identify the problem/ issue/opportunity, organize information and recommend relevant options		
• Measure: Pilot Test Results – Cross Cultural Understanding Mini-Case	MKTG 612	4
• Measure: Problem solving in terms of international trade	MKTG 612	9
<b>Objective 2d. Enhance strengths in ethical intelligence</b>		
<b>Learning Outcome 2d.1:</b> Students will identify the ethical dilemma(s), identify divergent views of relevant		
• Measure: Pilot Test Results – Ethics Mini-Case	FINC 631	10
<b>Learning Outcome 2d.2:</b> Students will identify the corporate social responsibility components and logically defend a course of action in a given situation		
• Measure: Glo-bus Business Simulation	MGNT 685	11
• Measure: Course embedded test of knowledge	MGNT 621	15
<b>Objective 2e: Improve analytical skills</b>		
<b>Learning Outcome 2e.1:</b> Students will be able to identify and define the problem/issue/opportunity in a given situation		
• Measure: Pilot Test Results – Cross Cultural Understanding Mini-Case	MKTG 612	4
• Measure: Pilot Test Results – Ethics Mini-Case	FINC 631	10
• Measure: Pilot Test Results – Time Value of Money Mini-Case	FINC 671	12
• Measure: Pilot Test Results – Financial Statement Analysis Mini-Case	ITEC 623	13
• Measure: Summary of “Framework” scores across Mini-Cases	Summary	17
<b>Learning Outcome 2e.2:</b> Students will be able to analyze a situation based on knowledge of the time value of money		
• Measure: Pilot Test Results – Time Value of Money Mini-Case	FINC 671	12
<b>Learning Outcome 2e.3:</b> Students will be able to use financial statements to make decisions		
• Measure: Pilot Test Results – Financial Statement Analysis Mini-Case	ITEC 623	13
<b>Learning Outcome 2e.4:</b> Students will be able to use relevant statistical methods to make decision		
<b>Other Measures Used to Assess the MBA Learning Outcomes</b>		
• Measure: WebCT discussions of text materials	MKTG 641	14
• Measure: Leadership	MGNT 621	16
• Measure: Employment Characteristics of Graduating MBA Students as of May, 2010	Indirect	18

## Objective 1a: Participate in applied and competitive learning experiences

**Learning Outcome 1a.1:** Students will learn to integrate and to **apply business concepts** in divergent situations.

**Measure:** Glo-Bus business simulation (MGNT 685, Strategic Management).

Criteria	2008 <sup>1</sup> (n=48)			2009 (n=44)			2010 <sup>1</sup> (n=35)		
	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range
Leadership Skills	79.8	24.2	2-100	74.6	27.8	4-100	61.5	36.8	0-100
Collaboration & Teamwork	81.4	22.2	2-100	74.3	29.9	3-100	61.4	37.4	0-100
Financial Analysis				81.2	22.7	27-100	41	25.6	0-81
Financial Management	43.5	21.2	9-84	53.5	25.2	2-89	52.6	19.9	19-80
Operations Management	56.3	27.2	19-99	26.9	26.7	1-92	65.3	20.4	34-91
Marketing Management	47.8	23.4	5-89	38.0	19.5	2-64	44.2	17.1	22-78
Human Resources Mgt	32.6	20.5	1-82	31.6	31.2	1-94	44.9	25.4	11-88
Strategic Analysis & Planning	41.8	24.3	12-98	53.0	25.7	14-100	57.6	23.2	18-91
Corporate Social Respons.				47.0	25.6	4-93	51.6	21	7-85

<sup>1</sup> Includes Roanoke MBA students.

### Benchmark Population Descriptive Statistics:

- For 2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.
- For 2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.
- For 2010: Students = 5,409, Companies = 1,804, Schools = 85, Countries = 15.

### Descriptions of Glo-Bus measures:

- Leadership Skills. Based on co-managers' evaluations.
- Collaboration & teamwork. Based on co-managers' evaluations.
- Financial Analysis. Based on skills in analyzing financial ratios and financial statements.
- Financial Management. Group's ability to apply (based on company's ROE, credit rating, and stock price performance).
- Operations Management. Group's ability to control production costs (based on production costs per unit, capacity utilization, and management of finished goods inventories).
- Marketing Management. Group's ability to effectively market company's product and control marketing costs (based on company's marketing image and marketing costs per unit sold).
- Human Resources Management. Group's proficiency in workforce management and labor costs (based on workforce compensation, workforce productivity, and labor costs per unit sold).
- Strategic Analysis & Planning. Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.
- Corporate Social Responsibility. Group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the percentage of company revenues spent on the six corporate social responsibility initiatives.

### Summary and Suggestions to Improve Learning:



## Objective 1a: Participate in applied and competitive learning experiences

**Learning Outcome 1a.1:** Students will learn to integrate and to **apply business concepts** in divergent situations.

**Learning Outcome 1a.2:** Students will be able to effectively compete.

**Measure:** Assessment of individual's skills in analyzing financial ratios and financial statements obtained through Glo-Bus business simulation (MGNT 685, Business Strategy). Students are compared to the other students who participated in the simulation during that semester.

Criteria	2008 <sup>1</sup> (n=48)			2009 (n=44)			2010 <sup>1</sup> (n=35)		
	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range
Financial Analysis				81.2	22.7	27-100	41	25.6	0-81
Financial Management	43.5	21.2	9-84	53.5	25.2	2-89	52.6	19.9	19-80
Strategic Analysis & Planning	41.8	24.3	12-98	53.0	25.7	14-100	57.6	23.2	18-91

<sup>1</sup> Includes Roanoke MBA students.

### Benchmark Population Descriptive Statistics:

- For 2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.
- For 2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.
- For 2010: Students = 5,409, Companies = 1,804, Schools = 85, Countries = 15.

### Descriptions of Glo-bus measures:

- Financial Analysis: Individual's skills in analyzing financial ratios and financial statements.
- Financial Management: Group's ability to apply financial management principles (based on company's ROE, credit rating, and stock price performance).
- Strategic Analysis & Planning: Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.

### Summary and Suggestions to Improve Learning:

## Objective 1b: Enhance collaborative endeavors

**Learning Outcome 1b.1:** Students will be able to **contribute to a team project** in a manner that peers perceive as effective.

**Measure(s):** The Glo-Bus Simulation includes comparison measures to the other students participating in the program.

Criteria	2008 <sup>1</sup> (n=48)			2009 (n=44)			2010 <sup>1</sup> (n=35)		
	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range
Leadership Skills	79.8	24.2	2-100	74.6	27.8	4-100	61.5	36.8	0-100
Collaboration & Teamwork	81.4	22.2	2-100	74.3	29.9	3-100	61.4	37.4	0-100

<sup>1</sup> Includes Roanoke MBA students.

### Benchmark Population Descriptive Statistics:

- For 2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.
- For 2009: Students = 4,109, Companies = 1,314, Schools = 73, Countries = 13.
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### Summary and Suggestions to Improve Learning:

### **Objective 1c. Enhance cross cultural understanding**

**Learning Outcome 1c.2:** Students will be able to compare and contrast perspectives of different cultural groups in a given situation.

**Learning Outcome 2c.1.:** Students will identify the problem/issue/opportunity, organize information and recommend relevant options in a given situation (Framework and Evaluation components in this mini-case)

**Learning Outcome 2e.1:** Students will be able to identify and define the problem/issue/opportunity in a given situation.

**Measure:** Pilot Test Results – Cross Cultural Understanding Mini-Case

**Description:** Students were given a situation and their task was to identify two issues related to the socio-cultural environments in Europe and Asia that firm (Disney) should examine and come up with the appropriate marketing plan. The mini case on “cross-cultural understanding” was administered in spring 2010 to MBA students in MKTG 612, n= 10. Reviewed by Abhay Kaushik (Spring 2010).

#### **Rubric and Results:**

<b>Cross Cultural</b>	<b>Number At “1”</b>	<b>Number at “2”</b>	<b>Number at “3”</b>	<b>Number at “4”</b>	<b>Group average</b>
Framework	3 (30%)	2 (20%)	2 (20%)	3 (30%)	2.50
Perspectives	5 (50%)	2 (20%)	2 (20%)	1 (10%)	2.90
Evaluation	9 (90%)	0 (0%)	1 (10%)	0 (0%)	1.20

#### **Observations:**

It is quite clear that students are weak in “Evaluation” area, i.e. they are not able to offer alternatives. Many students seemed to identify the issues (framework) and they were able to find differences in different cultures (perspectives), but they were not able to come up with an appropriate (or any) marketing plan. Having said that I would also like to emphasize that mini case was given (as per my understanding) without any notice and they had only a few minutes to solve the problem. Still, a lack of responsiveness in coming up with an appropriate marketing strategy suggests that students need more practice in this area. Regular assignments with more instructions should help students overcome this problem. I also believe that “suggesting alternatives” in a global setting is not only limited to marketing courses; students taking courses in other disciplines also encounter similar situations. Student’s understanding as well as problem solving skills in this area can improve significantly if they are given similar exercises over and over again in different courses.

#### **Summary and Suggestions to Improve Learning:**

## Objective 1c. Enhance cross cultural understanding

**Learning Outcome 1c.2:** Students will be able to compare and contrast perspectives of different cultural groups in a given situation

**Measure:** Cultural Intelligence Assessment – MGNT 671 Leading in a Global Society

Cultural Intelligence (CQ) is an individual's capability to function effectively in situations characterized by cultural diversity. This includes situations that are diverse in national, ethnic, and organizational cultures. It also includes diversity in gender, age, academic major, functional background, and interests. Thus, cultural intelligence has broad implications for personal and professional effectiveness across a variety of situations.

### **The 4 CQ scores measured by Cultural Intelligence Center, LLC:**

1. CQ-Drive (Motivational CQ) is a person's motivation, interest, and confidence in functioning effectively in culturally diverse settings. It includes:
  - Intrinsic Interest* – deriving enjoyment from culturally diverse experiences
  - Extrinsic Interest* – gaining benefits from culturally diverse experiences
  - Self-Efficacy* – having the confidence to be effective in culturally diverse situations
2. CQ-Knowledge (Cognitive CQ) is a person's knowledge about how cultures are similar and how cultures are different. It includes:
  - Business* – knowledge about economic and legal systems
  - Interpersonal* – knowledge about values, social interaction norms, and religious beliefs
  - Socio-Linguistics* – knowledge about rules of languages and rules for expressing non-verbal behaviors
  - Leadership* – knowledge about managing people and relationships across cultures
3. CQ-Strategy (Metacognitive CQ) is how a person makes sense of culturally diverse experiences - such as when they make judgments about their own thought processes and those of others. It includes;
  - Awareness* – knowing about ones' existing cultural knowledge
  - Planning* – strategizing before a culturally diverse encounter
  - Checking* – checking assumptions and adjusting mental maps when actual experiences differ from expectations.
4. CQ-Action (Behavioral CQ) is a person's capability to adapt verbal and nonverbal behavior so it is appropriate across cultural contexts. It involves having a flexible repertoire of behavioral responses that suit a variety of situations. It includes:
  - Non-Verbal* – modifying non-verbal behaviors (e.g., gestures, facial expressions)
  - Verbal* – modifying verbal behaviors (e.g., accent, tone)
  - Speech Acts* – modifying the manner and content of communications (e.g., direct/indirect)

### **The Results of the Pre-course, Post-course comparison in scores:**

- At the end of the course – Leading in a Global Society – average CQ scores were moderate across the four factors of CQ.
- Scores increased significantly for three of the four factors (Knowledge, Strategy, Action)
- CQ-Drive remained stable – as it typically is the case in a select group where individuals choose to take a global course
- CQ-Knowledge - increased 35%; CQ-Strategy – increased 8%; CQ-Action (which was low at T1 and in the bottom 25% of the world-wide norms) - increased 26%

**Objective 2a: Demonstrate knowledge of fundamental business concepts (facts)**

**Learning Outcome 2a.1:** Students will **understand** basic aspects of the core business disciplines.

**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 2004	29	52.2	48.9	44.6	42.6	50.3	49.6
Spring 2005	29	49.9	48.9	42.8	42.8	48.9	49.6
Spring 2006	40	61.5	51.4	50.9	45.7	67.1	57.6
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		44.0		67.0	

	N	Marketing		Strategy		Overall	
		RU mean	Mean all schools	RU mean	Mean all schools	RU mean	Mean all schools
Spring 2004	29	55.4	52.1	57.0	53.3	253.9	251.7
Spring 2005	29	52.7	52.1	52.4	53.3	250.5	251.7
Spring 2006	40	65.4	56.2	62.3	53.4	260.3	250.2
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		56.0		252.0	

**RU MBA Student Scores Compared to All Other Institutions\*\***

	Percentage of RU Student Scores		2010
	2008	2009	
90th Percentile or Higher	10.6%	11.6%	
75th Percentile or Higher	38.3%	41.9%	
50th Percentile or Higher	72.3%	67.4%	
45th Percentile or Lower	27.7%	32.6%	
n	47	43	28

**\*\*MBA MFT was revised for spring 2010. Comparative data not yet available.**

**Summary and Suggestions for Improvements:**

**Objective 2b: Improve abilities in communication (written, oral, persuasive)**

**Learning Outcome 2b.1** (written): Students will identify the central topic (understanding of the problem issue, or opportunity), organize content, present (delivery) information with good form, and cite content appropriately for a formal research paper.

Spring 2010 MKTG 612 International Marketing (n = 12)

	Average score
Content/understanding of topic	4.5
Support for ideas	4.5
Organization & development	4.3
Clarity	4.3
Format and length	4.7
Grammar, spelling and mechanics	4.3
Overall	4.4

1 = below expectations, 3 = meets expectations, 5 = exceeds expectations

**Summary and Suggestions for Improvement:**

## Objective 2b. Improve Abilities in Communication

**Learning Outcome 2.b.2 (oral):** In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.

**Description:** Students provided group presentations of a case analysis in ACTG 611. Each group and each individual were graded on components of the presentation. Fall 2009

Individual Assessments	Average across students - Radford	Average across students - Roanoke
Professionalism and general manners (thank you, attentive during presentations...)	2.9	2.7
Dress and general appearance	2.9	3.0
Accuracy and clarity of topic (language, technical terms, examples...)	2.8	3.0
Voice inflection and eye contact with the audience	2.6	3.1
Overall level of calmness (humor, eye contact, posture, body language...)	2.7	2.7
Overall presentation, individual	3.1	3.8
Group Assessments	Average across groups – Radford	Average across groups - Roanoke
Visual aids (PowerPoint and other aids)	2.3	3.2
Introduction and Conclusion	3.0	3.0
Coordination and clarity of topics	2.8	3.0
Overall group presentation	2.5	3.0
	n=26	n=15

Presentations were graded using a “check” system converted to points as follows:

- X (0) Fails to meet minimum standards
- √- (1) Needs improvement
- √ (2) Good
- √+ (3) Very Good
- √++ (4) Excellent

### Observations:

While the “grades” were good for these presentations, the assessment rubric suggests that MBA students can improve their individual presentation styles and their effectiveness in presenting content that is coordinated and clear.

### Suggested Improvements:

**Objective 2c: Enhance understanding of a logical decision making process.**

**Learning Outcome 2c.1:** Students will consider a situation (case, mini-case, presentation, video); identify (understand) the problem, issue or opportunity; organize information (facts, persuasive arguments); and recommend relevant options.

Spring 2010 MKTG 612 International Marketing (n = 12)

	Average score
Study the company's business situation and understand the research project's objectives	4.5
Locate, evaluate and select up-to-date, relevant information from a variety of research sources.	4.5
Organize and analyze information to gain market insights and to create a clear picture of the target market(s)	4.3
Make actionable strategic and tactical recommendations to the company based on the evidence	4.5
Overall	4.45

1 = below expectations, 3 = meets expectations, 5 = exceeds expectations

**Observations:**

**Suggested Improvements:**



**Objective 2d: Enhance strengths in ethical intelligence**

**Objective 2e: Improve analytical skills**

**Learning Outcome 2d.1:** Students will be 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 2e.1:** Students will be able to identify and define the problem/issue/opportunity in a given situation.

**Measure:** Pilot Test Results – Ethics Mini-Case

**Description:** Ethics Mini-case (France vs. Yahoo) administered in FIN 631, n=18 students, Spring 2010; Assessed for the pilot test by George Santopietro, Summer 2010.

**Results:**

<b>Ethics</b>	Number At "1"	Number at "2"	Number at "3"	Number at "4"	Group average
Framework	1	10	7	0	2.33
Perspectives	3	10	5	0	2.11
Evaluation	4	12	2	0	1.89
Differentiation	8	7	3	0	1.72

**Observations:** The minicase included direct questions for the students to answer so that my assessment using our rubric was not a very good fit. Students whose responses were rated higher usually had written more, in some instances filling the rest of the page. The lower rated ones usually had one word answers for the questions and a few short sentences if that. If we want to use the rubric then the questions should relate to what we are expecting to find in the students responses. I do not know how much time the students had to do this, but perhaps if they had more the answers might have been more comprehensive.

**Suggested Improvements:**

## Objective 2d: Enhance strengths in ethical intelligence

**Learning Outcome 2d.2:** Students will consider a situation (case, mini-case, presentation, video), identify (understand) the corporate social responsibility components, and logically defend a course of action.

**Measure:** Glo-bus business simulation (MGNT 685 Business Strategy). The Glo-Bus Simulation includes comparison measures to the other students participating in the program.

Criteria	2008 <sup>1</sup> (n=48)			2009 (n=44)			2010 <sup>1</sup> (n=35)		
	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range	Mean Percentile	$\delta$	Range
Strategic Analysis & Planning	41.8	24.3	12-98	53.0	25.7	14-100	57.6	23.2	18-91
Corporate Social Respons				47.0	25.6	4-93	51.6	21	7-85

<sup>1</sup> Includes Roanoke MBA students.

### Benchmark Population Descriptive Statistics:

- For 2008: Students = 19,346, Companies = 5,785, Schools = 191, Countries = 17.
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- For 2010: Students = 5,409, Companies = 1,804, Schools = 85, Countries = 15.

### Descriptions of Glo-Bus measures:

- Strategic Analysis & Planning. Group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-year Strategic Plan exercise.
- Corporate Social Responsibility. Group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen." Based on the percentage of company revenues spent on the six corporate social responsibility initiatives.

### Summary of Outcomes:

### Suggestions to Improve Learning:

## Objective 2e: Improve analytical skills

**Learning Outcome 2e.2:** Students will be able to analyze a situation based on knowledge of the time value of money.

**Learning Outcome 2e.1:** Students will be able to identify and define the problem/issue/opportunity in a given situation.

**Measure:** Pilot Test Results – Time Value of Money Mini-Case

**Description:** The Mini-Case asked students to consider the world of human resource management and employee benefits as part of an employment package to compare the worth of an investment begun at age 23 when you are 62.5 years of age based on varying consistency in contributions over 15 years. The data was collected spring 2010 in FINC 671 class; N=9; rated Summer 2010 by Tom Lachowicz.

### Results:

Time Value	Number At "1"	Number at "2"	Number at "3"	Number at "4"	Group average
Framework	8(89%)	1(11%)	0	0	1.1
Formulas	1(11%)	8(89%)	0	0	1.9
Solution	0	9(100%)	0	0	2.0

### Observations/Comments:

*(Note: the solution to this case is long and convoluted; this case was significantly revised to provide a situation that could be solved within a "mini-case" time frame; the revised case is provided in the Sample Mini-Case section of this Blueprint. Thus, the "ability" of students to solve this case should not be inferred from these results)*

### Suggested Improvements:

## Objective 2e: Improve analytical skills

**Learning Outcome 2e.3:** Students will be able to (develop)/use financial statement to make decisions.

**Learning Outcome 2e.1:** Students will be able to identify and define the problem/issue/opportunity in a given situation.

**Measure:** Pilot Test Results – Financial Statement Analysis Mini-Case

**Description:** Brief description of assignment: Students were given selected income and balance sheet figures for two consecutive years for Reinwald Fabrics, a fine-tapestry wholesaler. Students were then asked to assess the type of change in profitability and the contributing factors. No other instructions were provided. Answer key provided included formulas for ROA, Net Profit Margin, Asset Turnover, and Average Total Assets. This Mini-Case was administered Spring, 2010 in ITEC 623, n=25. Mini-Cases rated by Iain Clelland and by Lynn Saubert (07-21-10).

### Rubric & Results:

	Number At "1"	Number at "2"	Number at "3"	Number at "4"	Group average
Framework	29 (58%)	12 (24%)	9 (18%)	0	1.60
Figures	28 (56%)	20 (40%)	2 (4%)	0	1.48
Integration	18 (36%)	29 (58%)	3 (6%)	0	1.70
Solution	22 (44%)	18 (36%)	10 (20%)	0	1.76

### Observations:

Many students seemed to do calculations in their heads because majority did not list accounting formulas or show calculations, partly a result of insufficient instructions. For example, no instructions were provided on accounting formulas expected or that students were expected to show their arithmetic calculations.

The scores were terrible. The instructions were vague and/or open-ended for this assignment. If the instructor wanted specific analysis, this should have been indicated. The responses were extremely short, non-quantitative and poorly constructed.

### Suggested Improvements:

Suggestions for changes to mini-case instructions (already incorporated into the Sample Mini-Case in the Assurance of Learning Blueprint 2010/2011, page 14). Additions and revisions were made to the instructions and answer key. Answer key also had to be corrected for ROA and Net Profit Margin answers. Results suggest faculty may need to identify a core set of accounting ratios and relationships about which all MBA students will be repeatedly asked to demonstrate knowledge throughout the curriculum. Suggest repeating the mini-case assessment with revised and more explicit instructions before making this change.

**Objective 2e: Improve analytical skills**

**Learning Outcome 2e.1:** Students will be able to identify and define the problem/issue/opportunity in a given situation.

**Measure:** Pilot Problem Identification Rubric

MKTG 641 Marketing Management

**Description:** Online (WebCT) discussions of text materials. Students were asked to focus attention on the text material for the upcoming class and provide a stimulus for discussion of the text material during the next class meeting. Student input was assessed based on instructor's perceptions of understanding of the text material and ability to apply and extend it into other contexts. (MKTG 641 fall 2009)

**Rubric & Results:**

Outcomes	% of students
Needs Improvement	32.6
Meets Expectations	67.4
Exceptional	0.0
N = 46	

**Observations/Comments:**

**Suggested Improvements:**

**Objective 1a. Participate in applied and competitive learning experiences**

**Objective 2a. Demonstrate knowledge of fundamental business concepts**

**Objective 2d. Enhance strengths in ethical intelligence**

Learning Outcome 1b.1: Students will be able to contribute to a team project in a manner that peers perceive as effective

Learning Outcome 2a.1: Students will understand basic concepts of the core business disciplines

Learning Outcome 2d.2: Students will identify the corporate social responsibility components and logically defend a course of action in a given situation

### **Leadership**

Course embedded measure (multiple-choice questions) on knowledge of leadership styles and concepts (MGNT 621, Organizational Behavior and Management Skills).

<b>Question Topics/Area</b>	<b>Percent of students answering correctly</b>		
	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>
Leadership differences between men and women	67.6	6.3	14.3
Definition of leadership	41.2	9.4	28.6
According to the Hersey and Blanchard model of leadership, Michelle should use which style for her motivated/experienced subordinates?	38.2	34.4	57.1
Available courses of action, from Fiedler, when a leader's style and the situation are mismatched	94.1	46.9	47.6
According to the path-goal theory, how leaders affect performance	61.8	50.0	61.9
Differences between the behavioral approach and the LPC theory of leadership	17.6	25.0	14.3
Effective leaders, according to the Leadership Grid (Blake & Mouton)	73.5	68.8	52.4
To be effective as a strategic leader, the leader needs to understand	61.8	59.4	57.1
The leadership attributions we make about a person	41.2	25.0	42.9
The goal of the behavioral approach to the study of leadership	79.4	56.3	57.1
According to Robert House, characteristics of charismatic leaders	11.8	6.3	0.0
Supervisors initiate in-group/out-group relationships with subordinates (LMX)	76.5	46.9	52.4
According to the leader-member exchange model (LMX), descriptions of out-group members	85.3	25.0	28.6
Challenges a successor faces when a charismatic leader steps down	79.4	68.8	66.7
Findings from Ohio State on the stability of leader behaviors over time	17.6	15.6	28.6
Perspectives illustrated by path-goal theory and the Vroom-Yetton-Jago model	47.1	37.5	33.3
Initiating-structure behavior from the Ohio State leadership studies	58.8	31.3	42.9
Substitutes for leadership	79.4	43.8	42.9
Comparisons of out-group members to in-group members (LMX)	94.1	56.3	61.9
Assumptions of path-goal theory in contrast to LPC theory	41.2	18.8	14.3
	(n=34)	(n=32)	(n=21)

**Faculty Comments:**

**Other Objective: Leadership**

Measure: Course embedded measure (short-answer questions) on knowledge of leadership styles and concepts (MGNT 621, Organizational Behavior and Management Skills).

**Questions Required of All Students**

Area	Average points for all students*					
	Fall 2007	%	Fall 2008	%	Fall 2009	%
Briefly describe the key elements of Leader-Member Exchange theory. Summarize the research evidence for or against the theory. What are the implications of LMX theory for leadership practice?	19.69	98.5	18.31	91.5	18.65	93.3
Explain how individuals obtain power. Contrast leadership and power.	18.62	93.1	19.56	97.8	19.05	95.3
	(n=34)		(n=32)		(n=23)	

*\*Each question graded using a 20 point scale.*

**Faculty Comments:**

**Objective 2e: Students will be able to identify and define the problem/issue/opportunity in a given situation**

Measure: Students completed several Mini-Case problem sets as a pilot test of the approach. In the rubrics developed over the summer, each case included an assessment of the ability to “identify the problem,” termed the framework. These measures are the scores on the “Framework” component of the mini-cases that were pilot tested in Spring 2010. These scores appear elsewhere in this book for the respective mini-cases but presented here just for framework to highlight the performance on this issue across topics and to pilot test faculty views of this concept as the Mini-Cases are fully tested in Fall, 2010.

**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 but missed a few relevant issues  
                         4-Defined the problem clearly and identified several relevant issues of the context

**Framework Results Across Mini-Cases**

Mini-Case	Percentage at “1”	Percentage at “2”	Percentage at “3”	Percentage at “4”		Average
Cross Cultural	30%	20%	20%	30%		2.5
Ethics	5%	56%	39%	0		2.3
Time Value	89%	11%				1.1
Financial Statement Analysis	58%	24%	18%			1.6

**Faculty comments and suggestions for improvement:**



### Summary Results from Spring 2010 MBA Employment Survey

**If you are in the MBA program, did you take classes primarily on a full-time or part-time basis?**

	Count	%
Full-time	6	50.0
Part-time	6	50.0

**Where have you taken the majority of your Radford University classes?**

	Count
Radford Campus	8
Roanoke	4

**Which of the following best describes your current citizenship status?**

	Count
U.S. Citizen	12
Foreign National	0

Current employment status of students completing courses for degree by May, 2010.

	Count	%
Currently employed	5	41.7
Have accepted job	2	16.7
Searching for job	4	33.3
Not currently searching because:		
• Starting a business		
• Postponing job search		
• Graduate school	1	8.3
Not reported		
Total	12	

Where are you currently employed?

Carilion Labs  
Carilion Clinic  
Virginia Tech  
Roanoke

Where have you accepted a job?

Inergy Propane LLC  
Etrade

**Summary of Outcomes:**

**Suggestions to Improve Learning:**