



Assurance of Learning Report

2011-2012

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BBA Core Results

1. Knowledge

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

Assessment Measures: (exam questions, class project, term paper, oral presentation graded with rubric, etc.): Exam questions. Faculty created 50 "common" questions that were used in course exams in all sections of Principles of Marketing (MKTG 340). The questions addressed the primary course content areas as agreed upon by the marketing faculty for coverage in all sections of this course.

Rating: Average percent correct

Results

Administered: MKTG 340 n=277

Dimension	Average % Correct
Marketing Overview	92.51%
External Marketing Environment	83.63%
Ethics & Social Responsibility	91.97%
Consumer Behavior	89.06%
Organizational Buyer Behavior	72.36%
Global Marketing	85.23%
Marketing Research	84.43%
Market Segmentation	77.36%
New Products/Services Development	75.21%
Product Management	77.45%
Pricing	75.36%
Logistics & Supply Chain Management	75.00%
Promotion	74.64%

Feedback/Planned Revisions Based on Assessment Results (please note these could be changes needed to enhance student learning, changes to the assessment used, etc.): The overall results show that students seem to have done a good job in obtaining knowledge of marketing principles. While each of the major content areas also met or exceeded the achievement target of 70% there are a few specific topics within a few of the content areas that will be examined to determine additional coverage that may be necessary to better enhance student understanding of these specific topics . This assessment will continue to be used to measure knowledge of marketing principles.

Knowledge

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

Assessment Measures: Exam embedded multiple choice questions (3 exams) on OM course content for section.

Rating: Average percent correct

Results

Administered: MGNT 357 Beheshti n=?

Topic	% correct
1 Definition of operations management	87
2. The role of OM in competitiveness	78
3. Differences in manufacturing and service operations	86
4. Identification of differences between product and service design	82
5. Productivity management	92
6. Product and service reliability	74
7. Statistical process and quality control	90
8. Sampling theory for quality control	71

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

Across the board the data indicates that students exhibited a good understanding of both qualitative and quantitative materials covered in class. However, students understanding in items 2, 6 and 8 can be improved.

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

I will incorporate more real world examples and problems dealing with items 2, 6, and 8 to make sure that students will recognize and appreciate the practical aspects of these issues in the business world.

Knowledge

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

Assessment Measures: Exam embedded multiple choice questions (3 exams) on OM course content for section.

Rating: Average percent correct

Results

Administered: MGNT 357 Shockley n=?

Topic	% correct
1. OM Terminology and definitions	85%
2. Facility layout	75%
3. Operations strategy	58%
4. Productivity management	88%
5. Inventory model choice	75%
6. Capacity management (constraints)	72%
7. Supply chain management (WH consolidation)	60%
8. Technology applications (ERP/MRP)	55%
9. Sampling theory for Quality control	76%
10. Statistical process and quality control	86%
11. Product/service design principles	80%

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

Scores on model-driven averages were in acceptable ranges >70% - Scores on items 3, 7, and 8 need outcome improvements or measurement improvement.

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

In Spring 2012, will use the same metrics to evaluate results. More emphasis will be placed on operations strategy and the importance of operational strategic alignment in first class section. More focus on supply chain and use of technology in 2nd third of class (particularly the relationship between aggregate planning, MPS, and MRP) is necessary.

Knowledge

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

Measure: ETS major field test for BBA topics in business

The ETS Major Field Test for BBA topics in Business was administered in MGNT 428. Assessment indicators are reported as percent correct. For comparison, the mean for all US students and the percentile rank of RU students are included. A newer version of the test was administered in Fall 2011 and a different set of ranking values was used than in previous years.

Subject	Term	RU Mean Score	RU percentile rank	US Mean	_N_
Accounting	2011Summer	49	40	50	63
	2011Fall	43	41	44	77
	2012Spring	45	50	44	180
Economics	2011Summer	46	35	48	63
	2011Fall	44	43	45	77
	2012Spring	44	43	45	180
Management	2011Summer	58	60	55	63
	2011Fall	58	47	58	77
	2012Spring	62	71	57	180
Quantitative	2011Summer	51	75	46	63
	2011Fall	44	76	40	77
	2012Spring	42	60	40	180
Finance	2011Summer	59	65	55	63
	2011Fall	47	69	43	77
	2012Spring	50	83	43	180
Marketing	2011Summer	57	75	52	63
	2011Fall	63	82	55	77
	2012Spring	61	75	55	180
Legal Env	2011Summer	45	35	46	63
	2011Fall	61	76	56	77
	2012Spring	58	57	56	180
Information Systems	2011Summer	57	35	58	63
	2011Fall	49	49	49	77
	2012Spring	49	49	49	180
International	2011Summer	58	60	54	63
	2011Fall	57	71	53	77
	2012Spring	58	74	53	180
Overall	2011Summer	153	50	152	63
	2011Fall	153	51	152	77
	2012Spring	154	152	54	180

Observations and suggested improvements:**AOL reviewer:**

Nearly all knowledge area scores have varied within a 5 point range over time. Thus, while there do not appear to be any negative trends there are also no significant positive trends either. This may indicate the need for faculty to further collaborate on aligning the curriculum for knowledge reinforcement purposes. Where, how, and to what degree are these knowledge areas reinforced across the core curriculum? This will likely require periodic faculty curriculum groups to be formed around these particular learning areas to assess how an upward trend in learning can be fostered.

No significant trends are yet emerging except for the Quantitative and Information System scores. There might need to be a task force developed to research the reasons for this and to develop recommendations for change. These trends have occurred despite emphasis in the last years in improving analytical skills. Is this a recruiting issue or is it something that can be addressed through revamping the curriculum? Does there need to be far greater frequency of practice in the quantitative area? Which particular quantitative skills are difficult for our students or are not sufficiently reinforced in the curriculum? Again, collaboration by faculty in diagnosing the pattern of this knowledge reinforcement and in better aligning the curriculum is important.

2. Written Communication

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

Assessment Measures: A writing assignment graded with rubric. The students are given a writing assignment. Each student is asked to apply some fundamental marketing concepts and strategies to his/her own job-search process. Students' reports are graded with a rubric, which consists of the following evaluation criteria: content/understanding of topic, support for ideas, organization & development, clarity, format & length, and grammar, spelling & mechanics.

Rating: 1-5 point scale

Results

Administered: MKTG 340 n=12

	Content/ Understanding of Topic	Support for ideas	Organization	Clarity	Format & length	Grammar & spelling
Average	4.6	4.5	4.5	4.3	4.8	4.2

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

Observations and suggested improvements:

AOL reviewer:

Based upon the assessment measures, the target achievement level of an average score of 3.0 or higher is already being achieved. Faculty members are encouraged to continue requiring writing assignments in order to further enhance this learning objective.

Written Communication

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

Assessment Measures: Criterion online writing evaluation service

Rating: 1-6 point 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”

Results

Administered: BLAW 203

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
Average	4.25	4.25	4.45	4.20	4.15
N	87	87	79	74	77

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

A blend of Criterion topics and instructor-generated topics were used for the writing assignments. The students thought that the correlation between class and/or current events and the writing topics was appropriate. Still, some students did not put as much effort into the Criterion assignment as they did into other materials and assignments for the semester. The importance of Criterion as an assessment tool and as part of the overall grade was emphasized this term and it be emphasized even more next semesters.

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

Observations and suggested improvements:

AOL reviewer: In order to increase the effort on the part of some students, faculty may consider increasing the value of the written assignments as part of the course grade.

Written Communication

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

Assessment Measures: This research project requires students to identify several factors that either enhance or inhibit employees' organizational commitment or job performance which are two ultimate variables of concern for researchers or practitioners in the field of Organizational Behavior. The students were asked to gather empirical data to test their hypotheses, analyze the data, interpret the results and draw independent conclusions that could benefit management.

This research project is designed not only to hone students' analytical and critical problem solving skills, but also to gauge and train their writing and oral presentation skills.

Rating: Writing Grading Rubric

Results

Administered: MGNT 322 n=100

Writing	Number at 40	Number at 60	Number at 80	Number at 100	Group Average	% 40 or 60	% 80 or 100
Focus & meaning	34	47	4	6	60	90%	10%
Organization	42	30	20	8	58.8	72%	28%
Mechanism	39	40	11	10	58.4	80%	20%
Content & Dev	29	25	30	16	66.6	54%	46%
Source/citation	29	21	19	31	70.4	50%	50%

Suggestions: Quantitative assessment such as a research project and other important learning aspects such as oral presentation should be required for all professors who teach OB to implement in their classes, across all OB sections. The current situation is that the OB professor might be penalized in their teaching evaluations to have quantitative content in her course while other OB class don't require such projects.

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

Observations and suggested improvements:

AOL reviewer: concur with suggestions above from the instructor.

3. Oral Communication

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

Assessment Measures: This research project requires students to identify several factors that either enhance or inhibit employees' organizational commitment or job performance which are two ultimate variables of concern for researchers or practitioners in the field of Organizational Behavior. The students were asked to gather empirical data to test their hypotheses, analyze the data, interpret the results and draw independent conclusions that could benefit management.

This research project is designed not only to hone students' analytical and critical problem solving skills, but also to gauge and train their writing and oral presentation skills.

Rating: Oral presentations rubric

Results

Administered: MGNT 322 n=100

Presentation	Number at 40	Number at 60	Number at 80	Number at 100	Group Average	% 40 or 60	% 80 or 100
Content	22	27	40	1	53.6	59%	41%
Organization	13	25	29	33	73.8	48%	62%
Engagement	30	47	20	3	53.2	77%	23%
Presentation skills	13	29	40	18	70	42%	58%
Slides quality	19	28	43	10	65	47%	53%

Suggestions: Quantitative assessment such as a research project and other important learning aspects such as oral presentation should be required for all professors who teach OB to implement in their classes, across all OB sections. The current situation is that the OB professor might be penalized in their teaching evaluations to have quantitative content in her course while other OB class don't require such projects.

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

Observations and suggested improvements:

AOL reviewer: Per the instructor's suggestion above, consider making this an Oral Communication intensive course in which students have the first opportunity to apply what they have learned in the CORE sequences to business communication.







Oral Communication

Assessment Measures: Oral presentations in MGNT 322 and MGNT 428


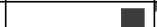


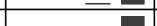

Rating: Oral presentation rubric on a 4 point scale. Scores of 2 or more are considered acceptable.

Results

Administered: MGNT 322 n=44

Oral Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average	Distributions	Percent Acceptable
Framework	2	11	18	13	2.95		95%
Organization	2	11	14	17	3.05		95%
Delivery	6	14	12	12	2.68		86%
Relevance	2	5	7	29	3.47		95%
Appropriate Dress			2	5	3.71		100%
Supplementary Materials				4	4.00		100%

Administered: MGNT 428 n=35 Summer 2011

Oral Communication	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average	Distributions	Percent Acceptable
Framework			13	22	3.63		100%
Organization			3	32	3.91		100%
Delivery		3	8	24	3.60		100%
Relevance			6	29	3.83		100%
Appropriate Dress				35	4.00		100%
Supplementary Materials		1	3	31	3.86		100%

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

Observations and suggested improvements:

AOL reviewer: the higher scores in 428 further support the suggestion that students get started with business oral presentations in 322 and then have this reinforced in 428, which could also be an oral communication intensive course.

4. Logical Decision Making

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

Learning outcome 4 is measured using the Evaluation scores from the minicases for Global Issues, Ethics and Corporate Social Responsibility and the Integration scores from the minicases for Global Issues and Ethics.

	Global Issues		Ethics			Corporate Social Responsibility		
Course	ECON 105	MGNT 333	BLAW 203	FINC 331	MGNT 333	ACTG 211	MGNT 357	MKTG 340
Framework score	2.82	2.76	1.89	2.19	1.93	1.82	1.52	1.09
Percent acceptable	96%	95%	52%	74%	57%	67%	35%	9%
Evaluation score	2.34	2.45	2.15	2.23	2.03	1.82	1.74	2.00
Percent acceptable	72%	86%	61%	71%	73%	69%	48%	82%
Integration score	1.67	1.98	2.63	2.19	2.57			
Percent acceptable	46%	71%	80%	74%	87%			
N	49	21	46	31	30	56	23	11

Note: Scores of 2, 3 or 4 are considered acceptable.

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

AOL Reviewer: On a scale of 1-4 these are low; the percentage acceptable is quite high because 2-4 is acceptable. MGNT 333 & 357 are quant courses therefore logical decision making is covered in these courses and was found to be covered when the course syllabi were reviewed. Scores were low for these in the other courses since they are not covered in them; therefore students may have tuned these exercise out. Don't know what curriculum changes to suggest from this.

5. Global Knowledge

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

Minicase F.11.01: ID two major global issues

Students were asked to identify two major global issues in the news this past year that will likely have an important impact on business and to then describe the likely impact for each on business operations and to discuss alternatives for how business decision makers could effectively respond to each.

Rating: Each task was rated on a 1-4 point scale for Framework (identify two issues), Evaluation (identify impacts and explicate) and Integration (identify alternatives, analyze pros and cons and fully assess) Scores of 2 or more are considered acceptable.

Results

Administered: Econ 105 n=49

Global Knowledge	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	2	18	16	13		2.82	96%
Evaulation issue 1	12	12	17	8		2.43	76%
Integration issue 1	26	15	6	2		1.67	47%
Evaluation issue 2	15	13	15	6		2.24	69%
Integration issue 2	27	13	7	2		1.67	45%

Administered: MGNT333 n=21

Global Knowledge	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	1	8	7	5		2.76	95%
Evaulation issue 1	4	7	9	1		2.33	81%
Integration issue 1	5	12	3	1		2.00	76%
Evaluation issue 2	2	9	6	4		2.57	90%
Integration issue 2	7	9	4	1		1.95	67%

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

Observations and suggested improvements:

Simplify, ask for 1 issue and its implications

Reduce the amount of data in the sheet – implemented 1/5/12

AOL Reviewer: It is clear, based on the assessment results provided that the students need improvement in the area of integration (identifying alternative solutions, analyzing the pros and cons of the alternatives, and offering a suggested solution). What is unclear, from what is provided, is whether or not the real issue is the students' ability to critically think through a problem or if there is a lack of a global perspective.

Based on the trend data provided for this learning outcome, I am concerned that there has been little progress made in this area. Based on the multiple choice results provided, there has been little, if any, improvement in the scores over time.

6. Cross-Cultural Understanding

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

Minicase F.11.04: Panasonic offers to change employee compensation in Japan.

Students read a short description of changes in employee compensation that were designed to emulate western practices. They were asked to 1) discuss how usual management practices in Japan reflect Japanese cultural values and 2) what these innovations say about the role of traditional cultural value in Japan today. Based on the article, "Putting the bounce back into Matsushita" in the May 22, 1999 edition of *The Economist*

Rating: responses to the two questions were rated on a 0-3 point scale. Scores of 1 or more are considered acceptable.

Results

Administered in Econ 106 n=36

Cross Cultural Understanding	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Distribution of ratings	Group Average	Percent acceptable
Perspectives - current practices	1	16	11	8		1.72	97%
Perspectives - Implications	3	19	10	4		1.42	92%

Administered in MGNT 428 n=38

Cross Cultural Understanding	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Distribution of ratings	Group Average	Percent acceptable
Perspectives - current practices	0	3	19	16		2.34	100%
Perspectives - Implications	0	11	13	14		2.08	100%

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

Observations and suggested improvements:

Cross-Cultural Understanding

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

Minicase F.11.02: Etiquette mini quiz.


Students took a quiz with 10 true/false and multiple choice questions on etiquette in other countries.

[Source: <http://www.kwintessential.co.uk/resources/quiz/dining.php>]


Rating: # correct out of 10.

Results

Administered in ECON 105 n=54

Average	Distribution of ratings
5.5	

Administered in MGNT 357 n=25

Average	Distribution of ratings
5.4	

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

Observations and suggested improvements:

7. Ethical Intelligence

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

Minicase F.11.05: Mrs. Morton v. City of Worthington

A woman is suing a city over injuries sustained from falling when hitting a crack in a sidewalk while skateboarding. The city lawyer must decide whether to settle out of court for \$50,000 or risk spending \$10,000 – 20,000 litigating the case and potentially losing. Students are asked to 1) identify the ethical dilemma, 2) identify the pros and cons of the alternatives and provide and 3) defend an opinion regarding defending against the claim. *Source: Markulla Center for Applied Ethics*
http://www.scu.edu/ethics/practicing/focusareas/government_ethics/roundtable/

Rating: Responses were rated based on framework (defining the problem), evaluation (identifying and explicating the alternatives) and integration (supporting conclusions with a logical progression of facts.) Each task was rated on a 1-4 point scale. Scores of 2 or more are considered acceptable.

Results

Administered: BLAW 203 n=46

Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	22	11	9	4		1.89	52%
Evaluation	18	10	11	7		2.15	61%
Integration	9	12	12	13		2.63	80%

Administered: FINC 331 n=31

Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	8	14	4	5		2.19	74%
Evaluation	9	11	6	5		2.23	71%
Integration	8	13	6	4		2.19	74%

Administered: MGNT 333 n=30

Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	13	8	7	2		1.93	57%
Evaluation	8	14	7	1		2.03	73%
Integration	4	7	17	2		2.57	87%

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

Observations and suggested improvements:

AOL Reviewer: The target level for this learning outcome is 3.0 on a 4 point scale. Scores on the framework and evaluation elements of ethical intelligence did not reach this target on the mini-cases while scores on the integration element of ethical intelligence did exceed the target. To address the deficits it appears there needs to be more effective and frequent exposure and practice by students with ethical frameworks or perhaps a standardized ethical framework needs to be developed by and accepted by the BBA faculty that is then applied in a number of different courses and situations. This could be initially undertaken by those faculty whose courses currently provide such content and application and then reviewed and approved by the faculty as a whole.

Ethical Intelligence

Assessed using 4 scenario minicase embedded in MKTG 340

Number of Students Assessed: 248

Results

Scenario 1 - Unethical/Legal:	86.29%
Scenario 2 - Unethical/Illegal:	76.61%
Scenario 3 - Ethical/Legal:	95.56%
Scenario 4 - Ethical/Illegal:	93.95%

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

Feedback/Planned Revisions Based on Assessment Results for 4 scenario minicase from Marketing faculty: (please note these could be changes needed to enhance student learning, changes to the assessment used, etc.): Although there is room for improvement in student understanding that price fixing is both illegal and unethical, the overall results show that students seem to understand the relationship between ethicality and legality fairly well. This assessment will continue to be used to measure ethical dilemmas in MKTG 340.

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

Observations and suggested improvements:

8. Corporate Social Responsibility

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

Minicase F11.07: IFE in Irag

Students were presented with a scenario in which a US firm, IFE, faces demands for a bribe from government officials, which other companies have been willing to pay, including one prominent competitor. The payments would be classified as “post-sale commissions” and would be conducted through a third party agent working on IFE's behalf. Students were then asked 1) to identify the issues that should concern the firm's managers, 2) to discuss options, and 3) to recommend and defend actions. Abstract from: “International Farm Equipment Co.,” Authors: [Lane, Henry W.](#); [Wesley, David T.A.](#) Source: Richard Ivey School of Business, 2011; <http://www.caseplace.org/d.asp?d=6260>)

Rating: Responses were rated based on framework (defining the problem), perspectives (identifying alternatives) and evaluation (identifying and analyzing options.) Each task was rated on a 1-4 point scale. Scores of 2 or more are considered acceptable.

Administered in ACTG 211-06 and 211-07 n=56

Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	18	29	8	0		1.82	67%
Perspectives	17	26	10	2		1.95	69%
Evaluation	17	32	5	1		1.82	69%

Administered in MGNT 357 n=23

Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	15	5	2	1		1.52	35%
Perspectives	11	7	4	1		1.78	52%
Evaluation	12	5	6	0		1.74	48%

Administered in MKTG 340 n=11

Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	10	1	0	0		1.09	9%
Perspectives	0	11	0	0		2.00	100%
Evaluation	2	7	2	0		2.00	82%

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

Observations and suggested improvements:

AOL reviewer: If possible, change the rating system to a 5 point scale. There seems to be some difficulty with students in properly identifying and defining the problem in this corporate social responsibility minicase. Some class discussion of what is acceptable socially responsible behavior should be held at some time in each class in every discipline.

9. Identify a problem

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

Learning outcome 9 is measured using the Framework score from the minicases for the Global Issues, Ethics, Corporate Social Responsibility and Statistical Methods learning outcomes. Scores of 2 or more are considered acceptable.

	Global Issues		Ethics			Corporate Social Responsibility			Use Statistics
Course	ECON 105	MGNT 333	BLAW 203	FINC 331	MGNT 333	ACTG 211	MGNT 357	MKTG 340	MGNT 333
Framework score	2.82	2.76	1.89	2.19	1.93	1.82	1.52	1.09	2.42
Percent acceptable	96%	95%	52%	74%	57%	67%	35%	9%	33%
N	49	21	46	31	30	56	23	11	66

Note: Scores of 2, 3 or 4 are considered acceptable.

Assessment Measures: Eighteen questions were designed to assess this outcome and placed on the comprehensive final exam. All students in three sections of MNT 333 were required to answer these questions.

Rating: Percent of students answering 75% of the questions correctly.

Results

Administered: MGNT 333 3 sections n = 106

Eighty-two percent of students were able to correctly answer at least 75% of the 18 questions used to assess this outcome.

Feedback / Revision as Result of the Assessment: Students are able to correctly apply quantitative tools to decision situations.

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

AOL reviewer: Neither the range of average scores or the percent acceptable are sufficient. Suggest developing a problem identification process that is applied throughout the curriculum; make this an explicit learning outcome in several BBA core courses so that students know that they can be expected to master this process by the end of their degree program.

10. Time Value of Money





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

Minicase F.11.08: Felton money market account





Students were presented with a scenario in which a firm wants to set up a money market account to finance a future advertising campaign for a new product which is expected to cost \$450,000. The interest rate paid is 4% compounded annually. Students were asked 1) to find how much the firm should deposit today to achieve this amount, and calculate the interest earned, and 2) how much to deposit if the payments were made in equal amounts over three years and calculate the interest earned.

Rating: Each correct answer regarding the deposit and interest earned was worth 1 point.

Administered in ACTG 212 n=11

Time Value of Money	Number at "0"	Number at "1"	Distribution of ratings	Group Average
Question 1 Deposit	11	0		0.00
Question 1 Interest	11	0		0.00
Question 2 Deposit	11	0		0.00
Question 2 Interest	11	0		0.00

Administered in MGNT 322 n=30

Time Value of Money	Number at "0"	Number at "1"	Distribution of ratings	Group Average
Question 1 Deposit	19	11		0.37
Question 1 Interest	22	8		0.27
Question 2 Deposit	26	4		0.13
Question 2 Interest	28	2		0.07

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

AOL Reviewer: These are the results I would expect given the mini-case and the courses in which administered.

11. Financial Statement Analysis




Learning Outcome 11: Students will be able to use financial statements to make decisions.

Minicase F.11.10: Smyth Inc.

Students were presented with income statement and balance sheet information for Smyth, Inc., a concrete supplier. They were then asked to evaluate the effects of a price change by 1) listing the metrics which could be used, 2) use these to determine if the firm is becoming more or less profitable and 3) explain if a liquidity assessment could be done based on the information provided.

Rating: Each question was rated on a 0 to 5 scale. Scores of 2 or more are considered acceptable.

Administered in ECON 340 n=19

Financial Statement Analysis	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Metrics	7	5	7	0	0		1.00	37%
Profitability	1	7	11	0	0		1.53	58%
Liquidity	3	9	4	1	2		1.47	37%

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

AOL Reviewer: Based on the data provided, students are clearly lacking in their ability to use financial statements to make decisions. They were especially deficient in their ability to (1) identify the appropriate metrics that need to be used in order to make data-informed decisions and (2) explaining if liquidity assessment could be done based on the information provided. It appears that students are lacking in their ability to determine whether or not the firm is profitable. I noticed this analysis was conducted in ECON 340. I am not sure if this assessment assumes whether or not students have already completed FINC 331. Many students take FINC 331 and ECON 340 during the same semester. If that is the case, I can understand the basis for some of the problems noted here. If this assessment is solely based on the ACTG 211/212 sequence, then there may be a different problem at hand and there could be an issue depending on how long ago the student took their accounting courses.

It is difficult to assess trends in student learning in this area as the cases have been changed consistently over the time periods provided. My perusal makes me believe that no real improvement has been made in the financial statement analysis area between Spring 2009 and Fall 2011.

12. Statistical Methods




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

Mincase F.11.11 Regression interpretation

Students were presented with a regression equation for sales of mobile phones along with the R^2 value and asked 1) to identify one dependent, one independent variable and the intercept, 2) interpret the implication of the R^2 value and 3) make a prediction about the effect on sales if both the seller and its competitor increased advertising dollars by the same magnitude.

Rating: The first question was rated on a scale of 0 to 3. The other two were rated as 0 for blank or incorrect, 1 if correct. For question 1, scores of 2 or more are considered acceptable. For questions 2 and 3, a rating of 1 is considered acceptable.

Administered in MGNT 428 n=30

Statistical Methods	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Distribution of ratings	Group Average	Percent acceptable
Question 1	7	9	16	6		1.55	58%
Question 2	35	3				0.08	8%
Question 3	23	15				0.39	39%

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

Statistical Methods

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

Assessment Measures: Eight questions were designed to assess this outcome and placed on the comprehensive final exam. All students in three sections of MNT 333 were required to answer these questions.

Rating: Average percent correct

Results

Administered: MGNT 333 3 sections n = 106

All 106 students answered at least 75% of the eight questions correctly. The percent of correct answers on the eight questions was 92.6%.

Feedback / Revision as Result of the Assessment: Students are readily able to identify an appropriate quantitative tool to analyze a decision.

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

Statistical Methods

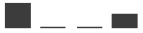

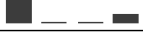
Learning Outcome 12: Students will be able to use relevant statistical methods to make decisions.

Assessment Measures: Students were given historical sales data for a company and asked to forecast future sales using several forecasting methods. They were then asked which method they would recommend be used by the company and to provide statistical evidence to support their conclusion.

Rating: 1-4 point scale. Scores of 2 or more are considered acceptable.

Results

Administered: MGNT 333 2 sections n = 66

	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Group Average	Distribution of ratings	Percent acceptable
Framework	31	8	7	20	2.42		53%
Formulas	44	2	2	18	1.91		33%
Solution	42	4	2	18	1.92		36%

Target achievement level: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.50 on a 4 point scale.

Observations and suggested improvements:

- Greater emphasis is needed in class discussion and assignments on evaluating statistical methods for their relevance and usefulness in decision making
- The questions may need to be clarified.

MBA Results

1. Knowledge

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

Measure: ETS major field test for MBA topics in business

The ETS Major Field Test for MBA topics in business was administered in MGNT 685 Summer 2011 and Fall 2011. For comparison, the mean for all US students and the percentile rank of RU students.

Subject	Term	RU mean score	RU percentile rank	US Mean	_N_
Accounting	2011Sum	55	74	49	15
	2011Fall	53	65	49	16
Management	2011Sum	64	70	60	15
	2011Fall	68	88	60	16
Finance	2011Sum	45	55	44	15
	2011Fall	49	77	44	16
Marketing	2011Sum	58	40	58	15
	2011Fall	66	81	58	16
Strategy	2011Sum	56	66	53	15
	2011Fall	63	92	53	16
Overall	2011Sum	252	57	248	15
	2011Fall	257	69	248	16

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

Observations and suggested improvements:

AOL Reviewer: – It appears that performance on ETS has settled into a somewhat above-average score range, but there is not a steadily increasing trend. This suggests a meeting between faculty for the core courses to review when and what is being done to reinforce and building on competence on this learning outcome. Steps can then be made better align content and pedagogies.

GCC Reviewer: Why is Marketing so low? Suggest performing factor analysis.

2. Written Communication

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

Measure: Research project proposals were scored. Rating scale of 1-5 was used for framework, organization and grammar.

Administered: ECON 695 n = 10

	Framework	Organization	Grammar
Average	2.4	2.4	2.5

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

Observations and Suggested Improvements:

GCC Reviewer: Written score is low.

3. Oral Communication

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

Measure: Oral presentations were scored using a rubric. Presentations were made by 4 person teams but each individual was rated. Each team made two presentations over the course of the semester.

Administered: MGNT 652, n = 8.

Presentation	Ums	Body control	Voice, delivery & Speed	Vocab & clarity	Use of visual aids
First	3.75	3.625	4.625	4.625	3.625
Second	3.625	3.75	4.625	4.5	3.625

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

Observations and Suggested Improvements:

AOL Reviewer: While the averages for most of the above measures are acceptable for the presentations viewed I noticed a wide variety of performance levels. Also, as the measures indicate, the performance did not improve from the first to the second presentation. Most the measures from previous years also indicate an adequate level of performance. Continuous improvement in oral communications should therefore be considered an objective in the MBA program. Workshops that cover good presentation methods, including use of visual aids (PowerPoint) and business attire might be considered.

Oral Communications

Measure: Oral presentations were scored using a rubric.

Oral Communication: oral presentations scored on:

- 1) mechanics (e.g., eye contact, speaking clearly), 25 points;
- 2) quality of presentation graphics, 25 points;
- 3) conformance to requirements for presentation, 25 points;
- 4) quality of presentation content/knowledge, 25 points

Rating: POSSIBLE TOTAL: 100 points

Administered: MKTG 641 n=36

Assessment Results:

Oral Communication: 17/17 students (100%) obtained 80/100 points based on rubric (see description above)

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

Feedback/Planned Revisions Based on Assessment Results (please note these could be changes needed to enhance student learning, changes to the assessment used, etc.):

Oral Communication: students met the achievement target, thus no revisions are planned for this objective.

4. Logical Decision Making

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

Learning outcome 4 is measured using the Evaluation scores from the minicases for Global Issues, Ethics and Corporate Social Responsibility and the Integration scores from the minicases for Global Issues and Ethics.

	Global Issues	Ethics	Corporate Social Responsibility	
Course	MGNT 685	MKTG 641	MKTG 641	FINC 635
Framework score	3.5	3.06	2.16	1.25
Percent acceptable	100%	100%	68%	13%
Evaluation score	2.93	3.38	2.26	2.25
Percent acceptable	97%	100%	74%	88%
Integration score	2.00	3.06	2.21	1.25
Percent acceptable	64%	94%	79%	25%
N	14	16	19	8

Note: Scores of 2, 3 or 4 are considered acceptable.

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

Observations and Suggested Improvements:

AOL Reviewer: Much better results than BBA.

5. Global Knowledge

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

Minicase F.11.01: ID two major global issues

Students were asked to identify two major global issues in the news this past year that will likely have an important impact on business and to then describe the likely impact for each on business operations and to discuss alternatives for how business decision makers could effectively respond to each.

Rating: Each task was rated on a 1-4 point scale. Scores of 2 or more are considered acceptable.

Results

Administered: MGNT 685 n=14 Fall 2011

Global Knowledge	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	0	1	5	8		3.50	100%
Evaluation issue 1	1	3	5	5		3.00	93%
Integration issue 1	5	5	3	1		2.00	64%
Evaluation issue 2	0	6	4	4		2.86	100%
Integration issue 2	5	5	3	1		2.00	64%

Administered: ECON 695 n = 12 Spring 2012

Global Knowledge	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	0	0	0	12		4.00	100%
Evaluation	0	1	3	8		3.58	100%
Integration	2	1	1	7		3.08	82%

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

From Fall 2011:

Simplify, ask for 1 issue and its implications

Reduce the amount of data in the sheet – implemented 1/5/12

AOL Reviewer: : It is clear, based on the assessment results provided that the students need improvement in the area of integration (identifying alternative solutions, analyzing the pros and cons of the alternatives, and offering a suggested solution). What is unclear, from what is provided, is whether or not the real issue is the students' ability to critically think through a problem or if there is a lack of a global perspective.

Trends could not be assessed in this area as the results from only a single assessment were presented.

6. Cross-Cultural Understanding

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

Minicase F.11.04: Panasonic offers to change employee compensation in Japan.

Students read a short description of changes in employee compensation that were designed to emulate western practices. They were asked to 1) discuss how usual management practices in Japan reflect Japanese cultural values and 2) what these innovations say about the role of traditional cultural value in Japan today. Based on the article, "Putting the bounce back into Matsushita" in the May 22, 1999 edition of *The Economist*

Rating: responses to the two questions were rated on a 0-3 point scale. Scores of 1 or more are considered acceptable.

Results

Administered in ECON 651 n=23

Cross Cultural Understanding	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Distribution of ratings	Group Average	Percent acceptable
Perspectives - current practices	1	1	6	15		2.52	96%
Perspectives - Implications	0	2	13	8		2.26	100%

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

GCC Reviewer: Integration scores low. Cross Cultural weak but Panasonic not a real great case.

Administered in ECON not clear what courses students had taken.

Cross-Cultural Understanding

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


Minicase F.11.03: Business card mini quiz.

Students took a quiz with 10 true/false and multiple choice questions on business cards in other countries. [Source: <http://www.kwintessential.co.uk/resources/quiz/business-cards.php>]


Rating: # correct out of 10.

Results

Administered in ACTG 611 n=23

Average	Distribution of ratings
5.3	

Administered in ECON 695 n=13

Average	Distribution of grades
4.7	

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

1. **GCC Reviewer:** Scores ok on business card but not a real good test. Etiquette and business card exercise both have the same problem – there is no way we should be trying to make students experts on trivial pursuit in every country in the world.

7. Ethical Intelligence

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


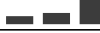

Minicase F.11.06: Selling radio ads

A sales intern at a radio station with a young audience base is asked to convince target companies that would not be interested in placing ads with this station to advertise. She is told to “use whatever incentive, whatsoever.” She did not voice her concern about this practice to any superior and she needed that experience and a good reference for her resume. Students were asked to 1) describe the ethical dilemma, 2) discuss the pros and cons of alternatives and 3) recommend and support a course of action.

Rating: Responses were rated based on framework (defining the problem), evaluation (identifying and explicating the alternatives) and integration (supporting conclusions with a logical progression of facts.) Each task was rated on a 1-4 point scale. Scores of 2 or more are considered acceptable.

Results

Administered: MKTG 641 n=16

Ethical Intelligence	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	0	5	5	6		3.06	100%
Evaluation	0	3	4	9		3.38	100%
Integration	1	3	6	6		3.06	94%

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

AOL Reviewer: There has been substantial improvement in the mini-case scores over time. There still could be additional improvement, but it appears additional emphasis has been added in courses. Possible improvements could come from a guest speaker series or role-playing exercises.

GCC Reviewer: Scores on sales intern with radio a little low but the wording in the case is awkward.

8. Corporate Social Responsibility

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

Minicase F11.07: IFE in Iraq

Students were presented with a scenario in which a US firm, IFE, faces demands for a bribe from government officials, which other companies have been willing to pay, including one prominent competitor. The payments would be classified as “post-sale commissions” and would be conducted through a third party agent working on IFE's behalf. Students were then asked 1) to identify the issues that should concern the firm's managers, 2) to discuss options, and 3) to recommend and defend actions. Abstract from: “International Farm Equipment Co.,” Authors: [Lane, Henry W.](#); [Wesley, David T.A.](#) Source: Richard Ivey School of Business, 2011; <http://www.caseplace.org/d.asp?d=6260>)

Rating: Responses were rated based on framework (defining the problem), perspectives (identifying alternatives) and evaluation (identifying and analyzing options.) Each task was rated on a 1-4 point scale. Scores of 2 or more are considered acceptable.

Administered in MKTG 641 n=19

Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	6	6	5	2		2.16	68%
Perspectives	5	7	4	3		2.26	74%
Evaluation	4	9	4	2		2.21	79%

Administered in FINC 635 n=8

Social Responsibility	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Framework	7	0	1	0		1.25	13%
Perspectiv	1	5	1	1		2.25	88%
Evaluation	6	2	0	0		1.25	25%

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

GCC Reviewer: Scores on the farm equipment case low. Good case. Wonder if they had taken OB before doing the case? I hope not.

9. Identify a problem

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

Learning outcome 9 is measured using the Framework score from the minicases for the Global Issues, Ethics, and Corporate Social Responsibility learning outcomes. Scores of 2 or more are considered acceptable.

	Global Issues	Ethics	Corporate Social	
Course	MGNT 685	MKTG 641	MKTG 641	FINC 635
Framework score	3.5	3.06	2.16	1.25
Percent acceptable	100%	100%	68%	13%
N	14	16	19	8

Note: Scores of 2, 3 or 4 are considered acceptable.

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

Observations and Suggested Improvements:

AOL reviewer: Half of the scores this year and all from previous years are below the target. Suggest developing a problem identification process that is applied throughout the curriculum. Make this an explicit learning outcome in several MBA core courses so that students know that they can be expected to master the application of problem identification to problems facing business decision makers using case studies etc.

10. Time Value of Money

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





Minicase F.11.08: Felton money market account

S.12.02: Felton money market v. CD





Students were presented with a scenario in which a firm wants to set up a money market account to finance a future advertising campaign for a new product which is expected to cost \$850,000. The interest rate paid is 3% compounded annually. Students were asked 1) to find how much the firm should deposit today to achieve this amount, and calculate the interest earned, and 2) how much to deposit if the payments were made in equal amounts over three years and calculate the interest earned.

Rating: Each correct answer regarding the deposit and interest earned was worth 1 point.






Administered in MGNT 652 n=18 Fall

Time Value of Money	Number at "0"	Number at "1"	Distribution of ratings	Group Average
Question 1 Deposit	6	12		0.67
Question 1 Interest	13	5		0.28
Question 2 Deposit	7	11		0.61
Question 2 Interest	11	7		0.39

Administered in MGNT 624 n=20 Fall

Time Value of Money	Number at "0"	Number at "1"	Distribution of ratings	Group Average
Question 1 Deposit	6	14		0.70
Question 1 Interest	6	13		0.68
Question 2 Deposit	6	12		0.67
Question 2 Interest	6	11		0.65

Administered in FINC 631 n=18 Spring

Time Value of Money	Number at "0"	Number at "1"	Distributi on of ratings	Group Average
Question 1 Deposit	2	16		0.89
Question 1 Interest	4	14		0.78
Question 2 Deposit	12	6		0.33
Question 2 Interest	12	6		0.33
Decision	12	16		0.57

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

For fall measures:

AOL Reviewer: Scale 0-1?

GCC Reviewer: NPV surprisingly weak. Could they use calculators?

AOL Reviewer (Spring): Question 2 compared an alternative to question 1 that called for semi-annual compounding instead of simple compounding in the Fall class. Students were allowed to use calculators in the Spring class.

11. Financial Statement Analysis

Learning Outcome 11: Students will be able to use financial statements to make decisions.

Minicase F.11.10: Smyth Inc.

Students were presented with income statement and balance sheet information for Smyth, Inc., a concrete supplier. They were then asked to evaluate the effects of a price change by 1) listing the metrics which could be used, 2) use these to determine if the firm is becoming more or less profitable and 3) explain if a liquidity assessment could be done based on the information provided.

Rating: Each question was rated on a 0 to 5 scale. Scores of 2 or more are considered acceptable.

Administered in MGNT 621 n=17 Fall 2011

Financial Statement Analysis	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Metrics	0	9	4	4	0		1.71	47%
Profitability	0	3	8	4	2		2.29	82%
Liquidity	2	3	4	5	3		2.24	71%

Administered in FINC 631 n=21 Spring 2012

Financial Statement Analysis	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Number at "4"	Distribution of ratings	Group Average	Percent acceptable
Metrics	0	9	8	4	0		1.76	57%
Profitability	0	5	7	6	3		2.33	76%
Liquidity	0	6	4	5	6		2.52	71%

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

AOL Reviewer: Based on the data provided, students are clearly lacking in their ability to identify the appropriate metrics that need to be used in order to make data-informed decisions. Also, although a large percentage of students scored acceptably well (2 or higher) in their ability to determine whether or not the firm is profitable and explain the necessity of performing a liquidity assessment, the group average was on the low end of the acceptable range which causes concern about the depth of understanding in both of these areas.

It is difficult to assess the trend data in this area as 3 different cases were used in the time periods assessed. Additionally, the framework used in Fall 2011 was different than what was used in earlier time periods. My review at the aggregate results would say that there has been virtually no improvement since assessment in this area began in Spring 2010.

GCC Reviewer: Financial analysis weak. Not sure how much financial statement analysis they get. In the strategy class they at least say it is not covered in finance or accounting classes.

12. Statistical Methods



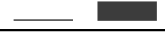
Learning Outcome 12: Students will be able to use relevant statistical methods to make decisions.

Mincase F.11.11 Regression interpretation




Students were presented with a regression equation for sales of mobile phones along with the R^2 value and asked 1) to identify one dependent, one independent variable and the intercept, 2) interpret the implication of the R^2 value and 3) make a prediction about the effect on sales if both the seller and its competitor increased advertising dollars by the same magnitude.

Rating: The first question was rated on a scale of 0 to 3. The other two were rated as 0 for blank or incorrect, 1 if correct. For question 1, scores of 2 or more are considered acceptable. For questions 2 and 3, a rating of 1 is considered acceptable.

Administered in MKTG 673 n=20 Fall

Statistical Methods	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Distribution of ratings	Group Average	Percent acceptable
Question 1	2	4	3	11		2.15	70%
Question 2	9	11				0.55	55%
Question 3	8	12				0.60	60%

Administered in MKTG 671 n=25 Spring

Statistical Methods	Number at "0"	Number at "1"	Number at "2"	Number at "3"	Distribution of ratings	Group Average	Percent acceptable
Question 1	0	1	2	22		2.84	96%
Question 2	2	23				0.92	92%
Question 3	5	20				0.80	80%

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

Comments & Observations: (How can we improve student skills? How can we improve the measure?)

GCC Reviewer: Regression analysis covered anywhere?

AOL Reviewer (Spring): Regression analysis was covered in the Spring MKTG 671 class and the measures show a significant difference from the results in the fall MKTG class.

Instructor of Spring class: There was a broad entering range of knowledge, skills, and abilities in statistics and statistical applications due to (1) some were new MBA students while others were graduating this semester, (2) students came from various universities and undergraduate programs and therefore had different foundational courses, (3) some had used these techniques in jobs or other courses while others had not. So, some of the material was somewhat familiar to some of the students

but not to all, i.e. I needed to adjust materials to challenge some students while not going too far or too fast and scarring the others. I do think the questions for the min-case could be adjusted slightly.

Minicases

Learning objective	Mini case	Reference code
Knowledge of global issues.	ID two global issues	F.11.01
Cross cultural understanding	Etiquette mini quiz BBA	F.11.02
Cross cultural understanding	Business card mini quiz MBA	F.11.03
Cross cultural understanding	Panasonic mini case	F.11.04
Ethical intelligence	Mrs. Morton v City of Worthington BBA	F.11.05
Ethical intelligence	Selling radio advertising MBA	F.11.06
Corporate social responsibility	IFE in Iraq	F.11.07
Time value of money	Felton Corp money market account BBA	F.11.08
Time value of money	Felton Corp money market account MBA	F.11.09
Using financial statements	Smyth Inc	F.11.10
Statistical methods	Regression interpretation	F.11.11

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

Reference code: F.11.01

First, what is your major? *(circle the number, please)*

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Global Knowledge Exercise

1. Identify two major global issues in the news this past year that will likely have an important impact on the business environment and future business operations?
 - a)
 - b)
2. Briefly describe the likely impact for each identified global issue on future business operations.
 - a)
 - b)
3. For business operations most likely to be affected by the identified global issues, how can business decision makers effectively respond to each of the identified issues in their future business planning and decision making?
 - a)
 - b)

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

Reference code: S.12.01

Prior to this semester, how many credit hours have you earned in the MBA Program at Radford University? _____

Questions for Critical Thinking

- 1. Identify one major global issue in the news this past year that will likely have an important impact on the business environment and future business operations.**

- 2. Briefly describe the likely impact of this global issue on future business operations.**

- 3. For business operations most likely to be affected by the identified global issue, how can business decision makers effectively respond to the identified issue in their future business planning and decision making?**

The purpose of this Mini-Case is to assess learning in the College. Please provide your best answer to these questions. Your response will help us to continue to improve our curriculum and programs. Thank you.

First, what is your major? (circle the number, please)

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Reference code: F.11.02

Cross Cultural Awareness Mini-Quiz: Etiquette (Please circle the answer you feel is most correct)

1. In Belarus what is the most popular drink at a business gathering?
a. Wine b. Vodka c. Beer
2. In Belgium how many times should you raise your glass when toasting?
a. Once b. Twice c. Thrice
3. In Bolivia bananas should be eaten with a knife and fork.
a. True b. False
4. Who pays for a meal in France?
a. Everyone shares it b. Host c. Guest
5. In India one should never offer someone food from their plate?
a. True b. False
6. Jews are forbidden from eating which of these?
a. Duck b. Lobster c. Tuna
7. Dropping your chopsticks in China is considered bad luck.
a. True b. False
8. In the Middle East which of these should you avoid when eating?
a. Drinking anything
b. Eating with a full mouth
c. Using your left hand
9. In South Korea it is considered polite to:
a. Finish all the food on your plate
b. Refuse offers of more food at least 3 times
c. Pay for the meal even if you are the guest
10. At a dinner in Hong Kong where will the guest of honor be seated?
a. To the left of the host
b. To the right of the host
c. Opposite the host

[Source: <http://www.kwintessential.co.uk/resources/quiz/dining.php>]

Prior to this semester, how many credit hours have you earned in the MBA Program at Radford University? _____

Reference code: F.11.03

Mini-Quiz (Please circle the answer you feel is most correct)

1. You should accept cards in Japan with...
a. Both hands b. Left hand c. Right hand
2. Which of these is most important on business cards in Germany?
a. Age b. Qualifications c. Years at current company
3. Which of these should you not do to a South Korean's business card?
a. Write on it b. Comment on it c. Look at it
4. What color ink is best for business cards in China?
a. Green b. Black c. Gold
5. What language should you ideally translate your business cards into if going to Taiwan?
a. Cantonese b. Japanese c. Mandarin
6. Business cards are always reciprocated in the USA?
a. True b. False
7. In Sri Lanka which hand should you not use to pass business cards?
a. Left b. Right
8. Exchanging business cards is very ceremonious in the UK.
a. True b. False
9. When meeting a group of people in Venezuela you should give your business card to...
a. Only the most senior person
b. Everyone
c. No-one
10. In the Philippines who should give the business card first?
a. The visitor b. The host

[Source: <http://www.kwintessential.co.uk/resources/quiz/business-cards.php>]

The purpose of this Mini-Case is to assess learning in the College. Please provide your best answers to these questions. Your response will help us to

continue to improve our curriculum and programs. Thank you.

Reference code: F.11.04

First, what is your major? *(circle the number, please)*

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Cross Cultural Awareness Minicase: Panasonic employee compensation

Panasonic has revolutionized the way it pays its employees -- and its example is now being widely followed by other big Japanese firms. It wants to emulate what it sees as desirable western behavior by promoting individuality and risk-taking among its staff and by attracting new people with these qualities. It's innovation is that it is taking aim at seniority-based pay and lifetime employment, twin bastions of the traditional approach to pay. New recruits have been offered three options. Under the most traditional, employees can live in company accommodation, go to free social events and buy subsidized services such as banking from group companies. They can still get a retirement bonus equal to two years' salary. Under a second version, employees forgo the retirement bonus in return for more money now, but keep perks such as cheap company housing. Under the third, they lose both, but receive even more money now. Only 3% of graduates chose the third option. But 41% chose the second scheme.

Questions for Critical Thinking

What do management practices such as lifetime employment and concern for workers' welfare reflect about Japanese cultural values?

What does Panasonic's innovation in personnel management tell you about the role of traditional cultural values in Japan today?

Based on the article, "Putting the bounce back into Matsushita" in the May 22, 1999 edition of *The Economist*

to continue to improve our curriculum and programs. Thank you!

First, what is your major? *(circle the number, please)*

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Reference code: F.11.05

Ethics Mini-Case (a): Mrs. Morton and the city of Worthington

Mrs. Morton is skateboarding along the sidewalk in her hometown of Worthington, trying to keep up with her five-year-old, who is just learning to ride his bike. She hits a crack, falls, and sprains her ankle. She then brings suit against the city of Worthington, charging negligence and asking for \$50,000 in lost wages, pain and suffering, and loss of consortium. The city attorney of Worthington, Marian Lowe, is unclear how Mrs. Morton's injury resulted in lost wages, as she is a secretary whose work does not require the use of her ankle; and Lowe is really not sure what the injury has to do with consortium. At the same time, she knows that litigating the case will cost the city at \$10,000 to \$20,000, and if the city loses, that money will come on top of the \$50,000 award. How important is it for the city of Worthington to defend against this claim?

Questions for Critical Thinking

1. What is the ethical dilemma in this case?

2. Identify pros and cons for alternative courses of action for this case.

3. In your opinion, how important is it for the city of Worthington to defend against this claim? Why do you say that?

Source: Markulla Center for Applied Ethics

http://www.scu.edu/ethics/practicing/focusareas/government_ethics/roundtable/

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

Prior to this semester, how many credit hours have you earned in the MBA Program at Radford University? _____

Reference code: F.11.06

Mini-Case

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

Questions for Critical Thinking

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

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

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

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

First, what is your major? (circle the number, please)

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Reference code: F.11.07

Social Responsibility Mini-Case

“In 1995, the United Nations began to ease sanctions on Iraq in what was known as the “Oil for Food” program. One of the first companies to return to Iraq under the UN program was US-based International Farm Equipment Co. (IFE). IFE had been an important supplier of agricultural equipment to Iraq until the Gulf War in 1990. Shortly after it established its Iraq office, the Iraqi Ministry of Agriculture demanded a direct payment of 10 percent of all future contracts. Several other companies had agreed to make the payments, including at least one prominent IFE competitor. The payments would be classified as “post-sale commissions” and would be conducted through a third party agent working on IFE’s behalf. “
(Abstract from: “International Farm Equipment Co.,” Authors: [Lane, Henry W.](#); [Wesley, David T.A.](#)
Source: Richard Ivey School of Business, 2011; <http://www.caseplace.org/d.asp?d=6260>)

Questions for Critical Thinking

1. Identify the issue(s) that should be of concern for the managers of IFE.

2. What options may be available for managers to consider?

3. What actions would you recommend that IFE take? Why do you say that?

Abstract from: “International Farm Equipment Co.,” Authors: [Lane, Henry W.](#); [Wesley, David T.A.](#)
Source: Richard Ivey School of Business, 2011 [<http://www.caseplace.org/d.asp?d=6260>]

help us to continue to improve our curriculum and programs. Thank you!

First, what is your major? *(circle the number, please)*

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Reference code: F.11.08

Time Value of Money Mini-Case (a)

At the end of three years, the marketing department of Felton Corporation plans to launch a new product. The advertising cost to introduce the new product will be \$450,000. The company requires that advertising costs be funded at the time a new product is introduced. The marketing department plans on setting up a money-market account to fund the advertising the campaign for the new product.

1. If the money-market account earns 4%, compounded annually, how much should the marketing department deposit into the account today so that \$450,000 will be available at the end of the three-year period? How much interest was earned on the money-market account over the three-year period?

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

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



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

Reference code:S.12.02

First, What was/is your undergraduate Major? (circle the number, please)

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Second, What method are you using to solve the problems below? (circle the number, please)

1. Financial Calculator 2. Spreadsheet 3. Time Value of Money Tables 4. Other _____

Time Value of Money Mini-Case

At the end of three years, the marketing department of Felton Corporation plans to launch a new product. The advertising cost to introduce the new product will be \$850,000. The company requires that advertising costs be funded at the time a new product is introduced. The marketing department plans on setting up a money-market account or acquiring a certificate of deposit (CD) to fund the advertising the campaign for the new product.

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

2. If the certificate of deposit (CD) earns 7.9%, compounded semiannually,
 - a) How much should the marketing department deposit into the certificate of deposit (CD) today so that \$850,000 will be available at the end of the three-year period?
 - b) How much interest was earned on the certificate of deposit (CD) over the three-year period?

3. Should the marketing department choose the money-market account or the certificate of deposit (CD)? Why?

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

Prior to this semester, how many credit hours have you earned in the MBA Program at Radford University? _____

Reference code: F.11.09

Mini-Case

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

1. If the money-market account earns 3%, compounded annually, how much should the marketing department deposit into the account today so that \$850,000 will be available at the end of the three-year period? How much interest was earned on the money-market account over the three-year period?

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

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

your best answer to this situation. Your response will help us to continue to improve our curriculum and programs. Thank you.

First, what is your major? (circle the number, please)

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Reference code: F.11.10

Financial Statement Mini-Case

Instructions: Income Statement and Balance Sheet information from Smyth, Inc. is presented below. Using what you know about financial ratios and financial statement analysis, answer the three questions below. Please show all formulae and calculations necessary to support your answers. Phil Smyth is the principal owner and CEO of Smyth, Inc., a concrete supplier. Because Phil was not satisfied with company earnings in 2009, he raised prices in 2010, increasing gross margin from sales from 30.8 percent in 2009 to 41.7 percent in 2010. Smyth is pleased that net income went up from 2009 to 2010, as shown in the comparative income statements provided below.

Revenues	2010	2009
Net Sales	\$1,200,000	\$1,300,000
Costs and Expenses		
Cost of goods sold	\$ 700,000	\$ 900,000
Selling and administrative expenses	400,000	310,000
Total costs and expenses	\$1,100,000	\$1,210,000
Income before taxes	\$ 100,000	\$ 90,000
Income taxes	30,000	27,000
Net income	\$ 70,000	\$ 63,000

Total assets for Smyth, Inc., at year end for 2008, 2009, and 2010 were \$1,300,000, \$1,400,000, and \$1,500,000, respectively. The number of shares outstanding for 2010 is the same as it was for the previous two years.

- List the metrics or ratios, based on the limited information provided, in which Phil Smyth could evaluate the profitability of his firm.**
- According to the methods you listed above, is Smyth, Inc. becoming more or less profitable?**
- Based on the information provided, are we able to do a liquidity assessment for Smyth? Explain.**

help us to continue to improve our curriculum and programs. Thank you.

First, what is your major? (circle the number, please)

1. Accounting 2. Economics 3. Finance 4. Management 5. Marketing 6. Non-business
7. Double major: _____ (please specify) 8. Other

Reference code: F.11.11

Statistics Mini-Case

Investigators collected data and calculated a regression equation for a well-known mobile phone retailer:

Model:

$$\hat{Y} \text{ (sales dollars)} = 0.25 + 1.45X_1 \text{ (advertising dollars)} + 28.0X_2 \text{ (number of salespeople)} - 1.20X_3 \text{ (competitors' advertising dollars)}$$

$$R^2 \text{ (adjusted)} = .85$$

Questions for Critical Thinking

- 1. Name one dependent variable, one independent variable, and the intercept from the model.**

Dependent:

Independent:

Intercept value:

- 2. What, specifically, does the R^2 (adjusted) number imply in the context of this model?**

- 3. Based on the model above, what would we predict would happen to sales (dollars) if advertising dollars are increased, while the competitors' advertising dollars are also increased by the same magnitude?**

Minicase Rubrics with Suggested Solutions

Learning objective	Mini case
Knowledge of global issues.	ID two global issues
Cross cultural understanding	BBA mini quiz - etiquette
Cross cultural understanding	MBA mini quiz – business cards
Cross cultural understanding	Panasonic mini case
Ethical intelligence	BBA Mrs. Morton v City of Worthington MBA Radio advertising sales
Corporate social responsibility	IFE in Iraq
Time value of money	Felton Corp money market account
Using financial statements	Smyth Inc income statement and balance sheet
Statistical methods	Regression interpretation

Knowledge of global issues

No specific solution given open nature of the question.

Question 1

- 1- No issues are provided
- 2- 2 issues are provided, one is incorrect / only one issue provided
- 3- 2 weak issues are provided
- 4- 2 correct issues are provided

Question 2

Evaluation 1-Did not identify or evaluate possible impact(s)

- (Impacts)
- 2-Recognized impact(s) existed but did not describe
 - 3-Identified impact(s) but did not fully explicate
 - 4-Identified impact(s) and fully explicated

Question 3

Integration 1-Did not identify or evaluate alternative options or courses of action

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

Cross-Cultural Understanding

Cross Cultural Awareness BBA Mini-Quiz – Etiquette

- 1. In Belarus what is the most popular drink at a business gathering?** Vodka
- 2. In Belgium how many times should you raise your glass when toasting?** Twice
- 3. In Bolivia bananas should be eaten with a knife and fork:** True
- 4. Who pays for a meal in France?** Host
- 5. In India one should never offer someone food from their plate?** True
- 6. Jews are forbidden from eating which of these?** Lobster
- 7. Dropping your chopsticks in China is considered bad luck.** True
- 8. In the Middle East which of these should you avoid when eating?** Using your left hand
- 9. In South Korea it is considered polite to:** Refuse offers of more food at least 3 times
- 10. At a dinner in Hong Kong where will the guest of honor be seated?** Opposite the host

Cross Cultural Awareness MBA Mini Quiz– Business Cards

- 1. You should accept cards in Japan with...:** Both hands
- 2. Which of these is most important on business cards in Germany?** Qualifications
- 3. Which of these should you not do to a South Korean's business card?** Write on it
- 4. What color ink is best for business cards in China?** Gold
- 5. What language should you ideally translate your business cards into if going to Taiwan?**
Cantonese
- 6. Business cards are always reciprocated in the USA?** False
- 7. In Sri Lanka which hand should you not use to pass business cards?** Left
- 8. Exchanging business cards is very ceremonious in the UK.** False
- 9. When meeting a group of people in Venezuela you should give your business card to...:** Everyone
- 10. In the Philippines who should give the business card first?** The visitor

Cross-Cultural Understanding

Panasonic mini case

Rubric:

Question 1

- Perspectives**
- 0-Blank, no answer provided
 - 1-Did not exhibit understanding of the other culture or differences
 - 2-Identified the culture as different but did not define aspects of the distinctions
 - 3-Identified differences between cultures and several aspects of distinction

Question 2

- Perspectives**
- 0-Blank, no answer provided
 - 1-Did not exhibit understanding of the other culture or differences
 - 2-Identified the culture as different but did not define aspects of the distinctions
 - 3-Identified differences between cultures and several aspects of distinction

Suggested solutions

- 1. What do management practices such as lifetime employment and concern for workers' welfare reflect about Japanese cultural values?**

In Japan, the employer is expected to take care of its employees, providing them with a wide range of benefits, including subsidized services.

In return, the employer expects loyalty and hard work.

- 2. What does Panasonic's innovation in personnel management tell you about the role of traditional cultural values in Japan today?**

Cultural does not stay constant, even in Japan. Japanese firms want to attract employees with particular western behaviors such as risk taking. Younger employees have been influenced by western employment practices and they have fewer expectations about the employer taking care of them. However they are not willing to give up all of the traditional benefits employers have been providing.

Ethical Intelligence

Question 1

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

Question 2

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

Question 3

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

BBA minicase Mrs Morton v. City of Worthington

1. What is the ethical dilemma in this case?

The problem is one facing the city: to settle and possibly save litigating expenses or defend against the claim, which the city attorney does not believe is entirely justified.

2. Identify pros and cons for alternative courses of action for this case.

Sending a message: A city may want to fight a nuisance lawsuit to deter more plaintiffs from filing other such cases with little merit

Minimizing cost: the city may want to settle to reduce the costs associated with this particular case. The city attorney seems to believe that she might lose if the case is brought to court.

3. In your opinion, how important is it for the city of Worthington to defend against this claim? Why do you say that?

It may be important to the city to protect the city's honor; not create an incentive for others to sue for these types of injuries in the future. The city attorney and other officials have a responsibility to look at the long-run consequences of their decisions.

MBA Ethics Mini-Case (b): Radio Advertising Internship

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

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

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

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

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

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

Corporate Social Responsibility

Rubric:

Question 1

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

Question 2

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

Question 3

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

Suggest solutions

1. Identify the issue(s) that should be of concern for the managers of IFE.

It is bribery and it is illegal for US firms to pay bribes under the Foreign Corrupt Practices Act (FCPA).

2. What options may be available for managers to consider?

- *Pay the bribe and classify this as a "post-sale commission"*
- *Report these activities to higher authorities*
- *Not pay the bribe because this is in violation of US law even at the risk of losing the contract.*

3. What actions would you recommend that IFE take? Why do you say that?

Since this is a violation of US law the firm should not agree to the payment. It could still try to convince the decision makers that it's still the best choice for the country.

Time Value of Money

BBA minicase

Scoring:

Question 1 0 - wrong/blank
Deposit 1 - correct answer - \$400,048.36

Question 1 0 - wrong/blank
Interest 1 - correct answer - \$49,951.64

Question 2 0 - wrong/blank
Deposit 1 - correct answer - \$144,156.84

Question 2 0 - wrong/blank
Interest 1 - correct answer - \$17,529.48

Question 3 do not rate

BBA solutions

1. If the money-market account earns 4%, compounded annually, how much should the marketing department deposit into the account today so that \$450,000 will be available at the end of the three-year period? How much interest was earned on the money-market account over the three-year period?

Deposit:

$$n=3$$

$$FV=\$450,000$$

$$i=4\%$$

$$PMT = 0$$

$$PV = \$400,048.36$$

Interest Earned:

$$\$450,000 - \$400,048.36 = \$49,951.64$$

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

Deposit:

$$n=3$$

$$FV=\$450,000$$

$$PV=0$$

$$i=4\%$$

$$PMT=\$144,156.84$$

Interest Earned:

$$\$450,000 - 3 \times (\$144,156.84) = \$17,529.48$$

Time Value of Money

MBA Fall minicase

Scoring:

Question 1 0 - wrong/blank
Deposit 1 - correct answer - \$777,870.42

Question 1 0 - wrong/blank
Interest 1 - correct answer - \$72,129.58

Question 2 0 - wrong/blank
Deposit 1 - correct answer - \$275,000.81

Question 2 0 - wrong/blank
Interest 1 - correct answer - \$24,997.57

Question 3 do not rate

1. If the money-market account earns 3%, compounded annually, how much should the marketing department deposit into the account today so that \$850,000 will be available at the end of the three-year period? How much interest was earned on the money-market account over the three-year period?

Deposit:

$$n=3$$

$$FV=\$850,000$$

$$i=3\%$$

$$PMT = 0$$

$$PV= \$777,870.42$$

Interest Earned:

$$\$850,000 - \$777,870.42 = \$72,129.58$$

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

Deposit:

$$n=3$$

$$FV=\$850,000$$

$$PV=0$$

$$i=3\%$$

$$PMT=\$275,000.81$$

Interest Earned:

$$\$850,000 - 3 \times (275,000.81) = \$24,997.57$$

Time Value of Money

MBA Spring minicase

Scoring:

Question 1	0 - wrong/blank
Deposit	1 - correct answer \$674,757
Question 1	0 - wrong/blank
Interest	1 - correct answer - \$175,242
Question 2	0 - wrong/blank
Deposit	1 - correct answer - \$673,708
Question 2	0 - wrong/blank
Interest	1 - correct answer - \$176,291
Question 3	0 - wrong/blank
	1 - correct answer

1. If the money-market account earns 8%, compounded annually,
 - a) How much should the marketing department deposit into the account today so that \$850,000 will be available at the end of the three-year period?
 - b) How much interest was earned on the money-market account over the three-year period?
 - a) \$674,757
 - b) \$175,242
2. If the certificate of deposit (CD) earns 7.9%, compounded semiannually,
 - a) How much should the marketing department deposit into the certificate of deposit (CD) today so that \$850,000 will be available at the end of the three-year period?
 - b) How much interest was earned on the certificate of deposit (CD) over the three-year period?
 - a) \$673,708
 - b) \$176,291
3. Should the marketing department choose the money-market account or the certificate of deposit (CD)? Why?

CD requires smaller initial investment.

Statistical Methods

Scoring:

Question 1: 0 - none of the questions correct
 1 - one of the three questions correct
 2 - two of the three questions correct
 3 - three of the three questions correct

Question 2: 0 - blank or wrong
 1 - good model

Question 3: 0 - blank or wrong
 1 - correct answer

Suggested solutions:

1. Name one dependent variable, one independent variable, and the intercept from the model.

Dependent: \hat{Y} , sales dollars

Any one of the following independent: X_1 advertising dollars, X_2 number of salespeople, X_3 competitors' advertising dollars

Intercept value: 0.25

2. What, specifically, does the R^2 (adjusted) number imply in the context of this model?

The value of R^2 is relatively high, so the model (the selected independent variables) is doing a good job of explaining the variance in the dependent variable.

3. Based on the model above, what would we predict would happen to sales (dollars) if advertising dollars are increased, while the competitors' advertising dollars are also increased by the same magnitude?

The net change would be an increase in sales dollars of \$0.25.

For each dollar increase in advertising dollars sales dollars would increase by \$1.45. For each dollar increase in competitors' advertising, sales dollars would decrease by \$1.20.

Appendix A Trends in assurance of learning results

Close the Loop Exercises Spring 2012

COBE, BBA Close-the-Loop Exercise (Spring 2012)

Please review the steps over time; comment on the proposed changes to curriculum; suggest more.

Please suggest additions if you know of key changes that have been omitted from this draft.

Please Mark () 4-5 outcomes you feel should be included as a “story” in the Maintenance Report.*

BBA Assurance of Learning Outcomes, over time: What have we changed and/or suggested? This chart was taken from AoL books. For measures and comments from faculty, consult the AoL book for that year. This is not a complete list, by any means, of data gathered each year for the 12 learning outcomes of the BBA degree programs and it does not summarize all the implications from each year. The intent is to highlight areas as we select the 4 outcomes for our focus for 2012/2013 and as we reflect on curriculum changes suggested by these outcome measures.

NOTE: Proposed Issues, listed below each table in blue, are “ideas” to consider. Thus, they are “possibilities” that may (or may not) indicate additional ways of “closing the loop” to improve student learning. At this point (2/12), these are potential ideas for faculty consideration, not motions for action.

BBA 1. Knowledge: Students will understand basic concepts of the core business disciplines	
2008	Since 2006, students have scored at or above the 50 th percentile in most subjects on ETS.
2009	Developed matrix of BBA Core by AACSB Standard 15 with key coverage of topics shown and described where those items were assessed throughout the curriculum; For the ETS in Fall 2009, RU-COBE students scored in the 80 th percentile in management, quantitative, finance, and information systems; in the 75 th percentile in international and marketing and at the 60 th percentile or above in accounting and business law.
2010	Student scores averaged above the ETS mean in all subject categories (RU-ETS): ACTG (54-50), ECON (55-48), MGNT (64-55), Quant (50-46), FINC (68-55), MKTG (57-52), Legal (58-46), Info Sys (62-58), Intl (62-54).
2011	In Fall 202010, students scored in the 70 th percentile in accounting; 85 th percentile in economics; 85 th percentile in management; 60 th in quantitative; 90 th in Finance; 75 th in Marketing; 95 th in Legal; 85 th in Information Systems and 85 th in International.
2012	On the ETS in Fall 2011, COBE students scored in the 41 st percentile in Accounting, 43 rd in Economics, 47 th in Management, 76 th in Quantitative, 69 th in Finance, 82 nd in Marketing, 76 th in Legal, 49 th for Information Systems, 71 st in International, and in the 51 st percentile Overall.
<i>Examples of results and curriculum change(s)</i> From faculty discussions (close-the-loop reviews), faculty members are planning to reinforce key concepts throughout the core. COBE students have scored at or above the ETS mean in most subjects (since 2006) and have reached the 90 th percentile, at times, in legal environment, finance, marketing and management. Common content is agreed upon for MKTG 340.	
<i>Proposed curriculum changes</i> 1. Identify small set of key topics to repeat and review for knowledge areas. 2. Identify where the key topics will be repeated across the core courses. 3. Set a target achievement level of the 80 th percentile in all subjects.	

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

2008	Suggested use of Criterion and other assessments of writing
2009	Suggested a requirement of written communication course in lieu of ITEC 100; Referred a suggestion to expand use of Criterion to UCC in Fall of 2009; developed rubric; Survey of alumni reinforced importance; In a course, the lowest average scores for papers were for grammar, spelling and mechanics (2.5 in 2008 and 1.88 in 2009) while content, organization, clarity, format ranged from 2.38 to 3.0 on a 3.0 scale.
2010	Recommended an increase in step-by-step development of papers with explicit guidance; Observed an unacceptable level of students without fundamental writing skills; In one assessment, 33% of students scored as “poor” on the assignment despite the use of Criterion in 200 level course; In grading a reflection paper, scores ranged from 3.53 – 3.89 on a 4.0 scale for framework, organization and grammar in an upper level course.
2011	Assessing writing on short-answer quizzes yielded averages of 70% or more but very few over 90% acceptable in writing; written reports of interviews showed acceptable scores except for grammar.
2012	Course embedded measures (MKTG 340) show students average scores as 4.6, 4.5, 4.3, 4.9, and 4.2 for content, support, organization, clarity, format and grammar. With a target achievement of 3.0 on a 4.0 scale, students met the target for this paper. Using Criterion (BLAW 203) student averages on assignments ranged from 4.15 to 4.45 on a 6.0 scale, perhaps above the 3.0 target but defined by Criterion as “needs some help.” For writing on research papers (MGNT 322), students averaged 60% (focus), 58% (Organization), 58% (Mechanism), 66% (Content), and 70% (Citations), but these were group papers.
<p><i>Examples of results and curriculum change(s)</i></p> <p>Assessments of written papers and ratings of mini-cases indicated that students have challenges in identifying the issue, organization, grammar, citations, supporting an idea, clarity, format, and length. Curriculum changes have included: Improved Online Discussion Board question writing (MGNT 357); Used Discussion Board to evaluate writing (MKTG 340); Used mini-cases to evaluate informal writing. Use of Criterion (BLAW) clearly showed (2009, 2010, 2011) changes in pre-test to post-test measures and a reduction in grammar, mechanics, and style errors.</p>	
<p><i>Proposed curriculum changes</i></p> <ol style="list-style-type: none"> 1. Require an English writing class of all BBA students –or- make a writing course part of the business core (or business pre-requisite). 2. Identify COBE classes (core and elective) that will be designated as writing intensive. 3. Delay selecting as a focus until the change is made and outcome of change can be assessed. 	

BBA 3. Oral Communication: In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.	
2008	Faculty members suggested the development of a common rubric to be used in all classes.
2009	Suggested that faculty use a practice presentation prior to having a graded version; alumni survey reinforced importance of presentation skills for subsequent careers.
2010	Students provided two presentations in three different courses and were assessed with rubrics (in 2009 and in 2010) with average scores ranging from 3.71 (Ums, Ahs) to 5.0 (body control, voice, vocabulary) and 4.5 (visual aids)
2011	Student averages ranged from 3.17 to 3.74 for presentations of cases (MGNT 428) assessed with rubrics of framework, organization, delivery and relevance. With a target achievement of 3.0,

	students surpassed the target on all aspects of the presentation. The need to continue practice and to work with framework (defining the issue and its relevance) were emphasized. Student interviews resulted in average results of 2.89 (delivery), 3.6 (framework), 3.5 (organization), and 3.4 (relevance). So, the need for practice with delivery (below target level) remains.
2012	Presentations (MGNT 322) showed student averages of 2.95 (Framework), 3.05 (Organization), 2.68 (Delivery), 3.47 (relevance) 3.71 (Attire), and 4.0 (Supplementary materials). With a target achievement of 3.0 on a 4.0 scale students need assistance in setting the framework (defining the problem/purpose of the presentation) and in delivery. In the capstone course (MGNT 428) average scores were 3.63, 3.91, 3.60, 3.83, 4.0, and 3.86 for the same categories. While not a matched sample, it was reassuring to see the improvement in framework and delivery.
<i>Examples of results and curriculum change(s)</i> Common rubric for oral presentations developed. Ratings for individual performances in upper level classes generally show adequate to good results for a variety of indicators including framework, organization, delivery, relevance, visual aids and dress. Changes included: Increased class discussion (MGNT 357); Used a short presentation for practice before a longer one (MKTG 340); Added individual presentations on key objectives for each chapter (MGNT 428)	
<i>Proposed curriculum changes</i> 1. Identify presentation courses in the core and track results over time. 2. Delay selection as a “focus” for a year or two as performance seems to be fairly good	

BBA 4. Logical Decision Making: Students will identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.	
2008	Faculty suggested that we develop an assessment to see if students can connect information to decisions.
2009	Selected logical decision making as an outcome of focus (spring 2009).
2010	Defined a common rubric for decision making (framework, evaluative analysis, integrated solution, relevance of solution to data); Pilot tested mini-case with student averages of 3.17 (framework), 2.19 (evaluation), 2.55 (integration), and 2.8 (relevance). These results were then used to select target achievement levels (2.5 on all rubrics).
2011	Mini-case results showed students averaging 2.73 (framework), 2.41 (evaluation), 2.14 (integration), and 2.64 (relevance) for case a and averaging 2.1, 1.9, 1.6, and 2.1 respectively for case b. With a target achievement level of 2.5, results are mixed.
2012	Measured with mini-cases across topics (global, ethics, corporate social responsibility). Framework (e.g. define the problem/issue) challenged students in freshman classes (ECON 105) and upper level classes (MGNT 333 and 357, MKTG 340). Means for Framework ranged from 1.09 (MKTG 340) to 2.82 (ECON 105) and did not exhibit value added across the core. Average scores for evaluation (analyze alternatives) ranged from 1.74 (MGNT 357, social responsibility case) to 2.45 (MGNT 333, global case). For integration (does the solution follow logically), scores ranged from 1.67 (ECON 105) to 2.63 (BLAW 203). With a target achievement of 2.5 on a 4.0 scale, students met the goal in framework (ECON 105, MGNT 333) for the global case only; and in integration (BLAW 203, FINC 331, MGNT 333) for the ethics case.
<i>Examples of results and curriculum change(s)</i> Scores for this outcome over types of mini-cases showed that students have difficulty in defining the problem (framework rubric), analyzing the situation from different perspectives, and in integrating a	

solution from the analysis. Changes? Added weekly online practice and graded problem sets (ECON 105); discussed the rubric in classes with students. Scores for framework (Fall 2010, Spring 2011, Fall 2011) showed improvement (from 1.66 to 2.16) over time but faculty are difficult graders. Scores for evaluation also improved (from 1.62 to 2.09).

Proposed curriculum changes

1. Select this outcome as a focus for re-exploration of definition and assessment.
2. Combine the concepts of logical decision making and analytical skills.

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

2008	Faculty recommended use of applied case studies to assess global issues. Course embedded measures showed that students learn global issues to varying degrees (multiple choice questions in ECON 340).
2009	Faculty reviewed assessment (course embedded) and suggested that global issues be emphasized in the curriculum. Virtual connections globally were planned (e.g. Blaise Pascal), courses developed (e.g. Culture and Capitalism). For 2+ years this was assessed in ECON 340 with average scores between 57 to 74% correct.
2010	On the ETS, RU students scored in the 90 th , 80 th , and 85 th percentiles for the exams administered in summer, fall and spring; mini-cases were pilot tested; virtual connection with Blaise Pascal was implemented (business plan presentations) and interactions with Kassel University were planned.
2011	Students scored in the 70 th , 65 th , and 71 st percentiles on the ETS in the summer, fall and spring administrations of the exam; Course embedded results (ECON 340) showed increases in student performance in comparison to 2010, 2009, and 2008 for such topics as currency devaluation, tariffs and quotas, international monetary fund, floating exchange rates, and the world trade organization while performance declined for topics such as economic systems, influence of culture on markets, ethics, and unethical business practices. In Fall 2011 this was assessed with mini-cases in upper and lower division courses with scores of 1.67 – 2.76 on a 4.0 scale.
2012	Students were asked to identify two global issues and to describe the impact on businesses. The average scores in two administrations (ECON 105, MGNT 333) showed averages ranging from 1.67 to 1.82 on a 4.0 scale. The percent “acceptable (scoring 2, 3, or 4) ranged from 45% (integrating) to 95% (framework).

Examples of results and curriculum change(s)

Integrated more global supply chain content (MGNT 357); Implemented cases with global perspective and emphasized global in simulation (MGNT 428); Expanded virtual connections (business plans-Blaise Pascal), (financial analysis-Kassel University); developed courses (e.g. Culture and Capitalism, International Finance). Faculty also revised mini-cases and developed the new approach to asking students to identify global issues and assess their impact. The Global Infusion task force began work to enrich this area (2011).

Proposed curriculum changes

1. Continue to emphasize global issues, virtual connections and select as a “focus on four.”

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

2008	Course embedded scores resulted in an average of 70% or more correct on multiple choice questions
2009	Offered the “Culture and Capitalism” course based on funding from BB&T; course embedded measures continued.
2010	Faculty wondered why cross cultural (course embedded) scores declined; asked for coverage of fewer concepts with more applications and repetition; additional courses in finance, economics (team taught with political science) explored the intersection of the values of capitalism and economic frameworks. Pilot tests showed students averaged 1.66 (framework), 1.62 (perspectives), and 1.48 (evaluation). The target achievement was set (spring 2010) at 3.0.
2011	Mini-case results showed students averaged 1.82 (framework), 1.55 (perspectives), and 1.27 (evaluation). measured over 3 semesters using mini-cases (with varying rubrics) but average grades ranged from 1.27 to 2.95 on a 4.0 scale.
2012	Mini-quiz on etiquette in other countries produced average scores of 55%; The cross cultural case (management practices in Japan) resulted in average scores of 1.42 to 2.34 on a 4.0 scale. Students were asked to relate practices to cultural values. The average scores of students in the senior class (MGNT 428) were higher (100% rated as a 2, 3, or 4) than those in the freshman class (ECON 106) (92 – 97% as 2, 3, or 4). However, with a target achievement level of 3.0 on a 4.0 scale, the students did not meet the standard.
<p><i>Examples of results and curriculum change(s)</i></p> <p>Increased discussion of cultural issues for location decisions for manufacturers; Contrasted cultural values and impact on marketing strategies and tactics; added courses in the curriculum (e.g. culture and capitalism, international finance, economics/political science that touched on cultural values). The measurement approach has changed (pilot tested mini-cases, changed the rubric, totally changed the issues addressed in Fall 2011) but reflects the lack of clarity among faculty for this outcome and its measurement.</p>	
<p><i>Proposed curriculum changes</i></p> <p>1. Perhaps postpone the selection of this outcome for the first round of the “focus” to re-explore its definition and assessment approach.</p> <p>2. Re-visit and re-define a framework for teaching and for assessing cultural values.</p>	

BBA 7. Ethical Intelligence: Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.	
2008	Measures reviewed and faculty suggested a need to improve student abilities to recognize ethical/legal issues; Mini-cases then planned for use in MKTG 340
2009	Assessed abilities to differentiate ethical and legal issues; reaffirmed ethics as a key learning outcome of interest in the close-the-loop
2010	Pilot tested and used mini-cases to assess student abilities to recognize an ethical situation and to assess its potential implications; Students (96%) differentiated ethical and legal issues, recognized global implications in an ethical decision making process (65%), but 67% could not extrapolate implications of ethical issues to global business situations. Pilot tested mini-case where student scores averaged 1.64 (framework), 1.48 (perspectives), 1.43 (evaluation), and 1.43 (differentiation).
2011	A 4-scenario mini-case was administered in MKTG 340 over 5 semesters and students were consistently able to distinguish ethical/legal and ethical but illegal with (average 77%, F 2011). Mini-case exercise on one element (ethical/legal) showed that 95% could correctly do so. From

	course embedded (MKTG 340) the percentage who answered correctly were: 83% (bill of rights), 95% (green marketing), 95% (ethics), and 80% (laws). On mini-cases, scores ranged from 1.4/4 to 2.63/4 for framework, perspectives, evaluation, and integration of a solution.
2012	Mini-cases for ethics were administered in three classes (BLAW 203, FINC 331, and MGNT 333). While the percent acceptable (scoring 2, 3, or 4) were a bit higher in the upper level courses, no scores surpassed the target achievement level (3.0 on a 5.0 scale). Scores ranged from 1.89 to 2.63 for framework, evaluation, and integration rubrics.
<i>Examples of results and curriculum change(s)</i> Refined ethics mini-cases, course embedded (MKTG 340); Added a case problem on ethics and a discussion on the financial crisis (FINC 331); developed and changed the mini-case assessments, rubrics, and approach. In 2006 time frame, faculty members focused on having students differentiate ethical from legal issues. By 2010, faculty members were developing pilot tests for mini-cases and discussing a framework for ethics. In 2012, the expectation is to select ethics as one of the “focus on four” topics for more in depth work going forward. Viewed over time, scores in ethics rubrics have improved from Fall 2010 to Fall 2011: framework (1.61 to 1.89); evaluation (1.46 to 2.15).	
<i>Proposed curriculum changes</i> <ol style="list-style-type: none"> 1. Use former mini-cases to stimulate discussions in current classes. 2. Develop a common approach to assessing varying perspectives of ethics. 3. Identify a framework for evaluating the ethics of a situation. 	

BBA 8. Corporate Social Responsibility: Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.	
2008	Alumni survey showed that alumni feel their understanding of ethics and social responsibility issues were enhanced by the program; Course embedded measures suggested a need to increase student abilities to recognize issues of social responsibility.
2009	Business strategy game scores showed a nice understanding of these issues, particularly social responsibility with the average score at 48.2%
2010	On the Business strategy game , students average score was 39.9% a decline from prior years (individual scores range was from the 7 th to the 91 st percentile) as assessed by willingness to operate the company in a socially responsible manner (invest in 6 socially responsible initiatives).
2011	Results from the Business strategy game simulation showed students performing at the 51 st percentile (in comparison to 34,230 students from 33 countries) during Spring 2011 and at the 27 th percentile in the summer. For mini-cases (a, b) students averaged (2.24, 2.79) for framework; (1.90, 2.0) perspectives; (1.93, 2.14) evaluation. Faculty raters saw that students, overall, exhibited a moderate (2.0, 2.5) level of understanding of the social responsibility issues in a case.
2012	Mini-cases for corporate social responsibility were administered in three classes (ACTG 211, MGNT 357, MKTG 340) with average scores: 1.82, 1.52, 1.09 (framework); 1.95, 1.78, 2.0 (perspectives), and 1.82, 1.74, 2.0 (evaluation). With a target achievement of 3.0 on a 4.0 scale, students did not achieve the target in any area.
<i>Examples of results and curriculum change(s)</i> Alumni surveys and simulations showed that the respondents believed the BBA program had increased their understanding of corporate social responsibility issues. Discussion of the financial crisis is covered (FINC 331); social responsibility of marketers (MKTG 340), mini-cases have been developed, revised and re-tested.	
<i>Proposed curriculum changes</i>	

1. Delay selection as a “focus on four” element as performance on simulations seems adequate.
2. Hold discussions of what is socially responsible behavior in every class in every discipline (so, revise the official course descriptions to enhance coverage and discussion of this topic).

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

2008	Faculty wondered if students could connect problems with analysis with proposed solutions.
2009	Selected “identify the problem” as an outcome of focus (spring 2009) and as part of developing analytical skills
2010	Asked that a basic framework for problem identification be used in each class; pilot tested mini-cases; worked on the rubric(s) to assess
2011	Across mini-cases (time value of money, financial statement, cross cultural, ethics, logical decision making) students averaged 1.5, 1.3, 1.6, 1.6 and 3.2 respectively. With a target achievement level of 2.5, student abilities in defining the issue needed continued attention.
2012	Across 4 different mini-cases (global issues, ethics, corporate social responsibility, and using statistics), student score averages ranged from 1.09 to 2.82 indicating that neither the range of average scores nor the percent acceptable (scoring 2, 3, or 4) were acceptable. The average scores for global issues (2.82, 2.76) surpassed the target achievement level.
<p><i>Examples of results and curriculum change(s)</i></p> <p>Measured across types of mini-cases (e.g. ethics, cross cultural, logical decision making) and across years, scores generally ranged below the target achievement level (2.5/4.0). Changes? Emphasized aspects of problem situations and appropriate methods/tools available to decision makers (MGNT 333); Added weekly online practice and graded problem sets (ECON 105); Progressed with mini-cases from pilot tests to using framework for many cases, to requesting that the same cases be administered at different levels of the curriculum to assess value added. In viewing the average of the averages across mini-cases, scores have improved (1.57 to 2.16).</p>	
<p><i>Proposed curriculum changes</i></p> <ol style="list-style-type: none"> 1. Continue to assess this issue as part of the rubric for cross cultural, ethical, and logical decision making mini-cases. 2. Discuss and agree on a common framework for problem identification, if possible. 	

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

2008	
2009	Selected Time Value of Money as an aspect of Analytical Skills to focus on as a learning outcome to improve.
2010	Pilot tested mini-cases with problems; Found that many students could not set up the problem; Many mistakes in the mini-cases. Pilot test results showed that 23% could derive a solution with averages of 1.55 (framework), 1.29 (formulas), and 1.54 (solution) on a 4.0 scale.
2011	Course embedded measures (FINC 331) showed that over 80% of students could complete homework assignments correctly (beta and return, time value of money, other issues). Mini-cases showed that no one could answer the problem correctly in the 10 minutes allowed with averages of 2.0 (framework), 1.3 (formulas) and 1.3 (solution) on a 4.0 scale.
2012	With a new approach to assessing answers as right/wrong (0,1), 37% of students in MGNT 322 obtained the correct answer for 1 question and 13% could do so on the second. (note, no

	students in ACTG 212 derived the correct answer as the topic had not yet been covered).
<i>Examples of results and curriculum change(s)</i>	
First, mini-cases were too complicated; then instructions for mini-cases were vague (e.g. students not told to bring calculators). Reinforced concept and practice in non-core courses: (ECON 203, 350); (FINC 251, 332, 336, 341, 381, 436, 441); Covered the concept in ACTG 211 (1 section) & ACTG 314 as well as in ECON and FINC; Students still challenged to solve the time value of money mini-cases. For 2012, the approach was changed entirely to a right/wrong measure (0.1).	
<i>Proposed curriculum changes</i>	
<ol style="list-style-type: none"> 1. Allow the focus to be in the courses (economics, finance accounting) and focus on other areas as the definition of analytical skills, tools and techniques is refined. 2. Consider developing a tutorial mini-case appropriate for a 1-class exercise in marketing and management classes. 	

BBA 11. Use Financial Statements: Students will be able to use financial statements to make decisions	
2008	Saw the need to have students use financial models to analyze situations and to improve selection of the appropriate financial analysis technique; wanted to enhance computational skills
2009	Emphasized need to increase math and computational skills; MyFinanceLab introduced; Selected use of financial statements as an element of Analytical Skills to focus on as a learning outcome
2010	Financial statements and portions of statements are used in new courses ... spreading throughout the curriculum; continued use of MyFinanceLab for all FINC 331 courses; Students struggled with the mini-case with averages ranging from 1.21 to 2.09 for framework figures, and providing a correct solution. Faculty suggested improvements to instructions and worried that students did not see the big picture (Assets = Liabilities + Net Worth). Mini-case pilot test resulted in student averages of 1.34 (framework), 1.25 (figures), 1.88 (integration), and 2.07 (solution).
2011	Mini-case outcomes, averaged 2.0 (framework), 1.22 (integration), 1.83 (solution). While 28% seemed to be able to provide a correct solution, no students received a rating of 4.0 on a 4.0 scale. The averages all fell below the defined target achievement level of 2.5.
2012	When asked to analyze income statement and balance sheet information, 37% of students used the right metrics, 58% could assess profitability, and 37% could explain liquidity. The averages ranged from 1.0 to 1.53. With 2.5 as the target achievement level on a 4.0 scale, student averages did not achieve the target in any area.
<i>Examples of results and curriculum change(s)</i>	
Assessed with 4 different minicases over 4 semesters; On a 4-point scale judged for correctness of the answer, average scores ranged from 1.00 to 1.53; with a rubric for framework, figures, integration and solution, scores ranged from 1.22 to 2.09 on a 4-point scale. Increased coverage in non-core courses (ECON 203, 350); (FINC 251, 332, 336, 341, 381, 436, 441).	
<i>Proposed curriculum changes</i>	
<ol style="list-style-type: none"> 1. Allow the focus to be in the courses (accounting and finance) and focus on other areas as the definition of analytical skills, tools, and techniques is refined. 2. Develop smaller "practice sets" of issues for students to use to review key components of financial statements. 3. Reduce the "rigor" of expectations for mini-cases as we may be simply asking too much for a 10-minute time frame. 	

BBA 12. Use Statistics: Students will be able to use relevant statistical methods to make decisions.	
2008	
2009	Selected ability to use statistics to make decisions as one element of Analytical Skills to focus on as a learning outcome.
2010	Course embedded assessments show that students improved in ability to construct a linear relationship modeling profit (16% correct in 2009; 53% correct in 10); struggle with selecting a course of action using a decision tree (9%); and, improved in ability to find the optimal order quantity for an inventory system from 4% in 2009 to 53% correct in 2010.
2011	Course embedded (MGNT 333) measures showed that the percentage of students correctly making decisions were 81% (linear programming), 81% (inventory situations), 75% (forecasting with regression), 95% (project management). With a target achievement level set at 2.0 on a 4.0 scale (50%) students surpassed the target in all areas. For the mini-cases, students averaged 1.72 (framework), 2.33 (solution) and 2.22 (integration) in one class, and 2.63 (solution) and 1.46 (integration) in another.
2012	Presented with a regression equation for sales of mobile phones students were asked to identify the variables (dependent, independent, intercept), interpret the r-squared value, and make a prediction about the effect on sales. About 58% of students could identify a variable while 8% could interpret r-square, and 39% could complete a prediction. As this measure changed from the mini-case graded rubric, the target achievement level (2.5 on a 4.0 scale) has no meaning. Course embedded (MGNT 333) problems for forecasting graded with a rubric resulted in average scores of 2.42 (framework), 1.91 (formulas), and 1.92 (solution); none of which surpass the target.
<p><i>Examples of results and curriculum change(s)</i></p> <p>Measured three times over 2 semesters with 3 different mini-cases and with course embedded measures, student performance is less than the goal. Changes? Focused on decision making process versus mathematical problem solving (MGNT 357); Increased focus on application of methods to situations, used mini-case problems (MGNT 333); Increased linkage between statistical quality control and TQM principles (MGNT 357).</p>	
<p><i>Proposed curriculum changes</i></p> <ol style="list-style-type: none"> 1. Allow the focus to be in the course (management) and focus on other areas as the definition of analytical skills, tools, and techniques is refined. 2. Develop an expectation (from statistics course?) for what students should be able to “do” to use statistics to make decisions. 	

COBE, MBA Close-the-Loop Exercise (Spring 2012)

1. Please review the steps over time; comment on the proposed changes to curriculum; suggest more.
2. Please suggest additions if you know of key changes that have been omitted from this draft.
3. Please Mark (*) 4-5 outcomes you feel should be included as a “story” in the Maintenance Report.

MBA Assurance of Learning Outcomes, over time: What have we changed and/or suggested? This chart was taken from AoL books. For measures and comments from faculty, consult the AoL book for that year. This is not a complete list, by any means, of data gathered each year for the 12 learning outcomes of the MBA degree program and it does not summarize all the curriculum changes from each

year. The intent is to highlight areas as we select the 4 outcomes for our focus for 2012/2013 and as we reflect on curriculum changes suggested by these outcome measures.

NOTE: Proposed Issues, listed below each table in blue, are “ideas” to consider. Thus, they are “possibilities” that may (or may not) indicate additional ways of “closing the loop” to improve student learning. At this point, these are potential ideas for faculty consideration, not motions for action.

MBA 1. Knowledge: Students will understand basic concepts of the core business disciplines	
2008	Since Spring 2004, knowledge assessments of MBAs with the ETS show RU students at or above the mean for all schools in all subject areas (Accounting, Finance, Management, Marketing, Strategy, and Overall)
2009	ETS scores in Accounting (RU-56%, Overall 51%); Finance (RU-51%, Overall 45%); Management (RU-66%, Overall 57%); Marketing (RU 62%, Overall 56%); Strategy (RU 58, Overall 52) continue to show the strength of knowledge of core concepts in the MBA program.
2010	MBAs scored higher than the ETS mean in management, finance marketing and in strategy and 1 point below the ETS mean in accounting.
2011	In Fall 2010, RU MBA student scores averaged at the 69 th percentile in accounting, 84 th percentile in management, 59 th percentile in finance, 75 th percentile in marketing, 71 st percentile in strategy and 55 th percentile overall.
2012	In Fall, 2011, RU MBAs scored in the 65 th percentile in Accounting, 88 th percentile in Management, 77 th percentile in Finance, 81 st percentile in Marketing, 69 th percentile Overall, and the 92 nd percentile in Strategy on the ETS exam.
<i>Examples of results and curriculum change(s)</i> On the ETS exam, students have exhibited knowledge near or above the ETS mean. In the last five years, students have scored in the top 25% at least 4 times in Management, Finance, Marketing, and Strategy. Changes? Used weekly problem sets, including EXCEL (ECON 651); Focused on global challenges to businesses (ECON 695)	
<i>Proposed curriculum changes</i> 1. Identify small set of key topics to repeat and review for knowledge areas. 2. Identify topic areas to improve and focus on repetition in core MBA courses	

MBA 2. Written Communication: Students will identify the central topic, organize content, present information with good form and cite content appropriately.	
2008	Recommended use of Criterion and other methods of assessment
2009	Recommended use of Criterion; use of mini-written assignments as practice for formal papers; use of writing in more classes; Students scored 4.27/5.0 for spelling grammar and writing style (MGNT 671).
2010	Using a rubric, MBA student average scores for papers ranged from 4.3 to 4.7 on a 5.0 scale for content, support for ideas, organization, clarity, format, grammar, and overall. Mini-case pilot tests resulted in average scores of 2.76 to 3.07 on a 4.0 scale for the written responses to mini-cases in terms of framework, organization, grammar, and citations.
2011	Team reports (MKTG 612) resulted in average scores ranging from 4.25 to 4.6 on a 5.0 scale for content, support for ideas, organization, clarity, citations, format and grammar; From mini-cases, students averaged 2.1 to 2.9 on a 4.0 scale for framework, organization and grammar. Framework (identifying the issue to be addressed) was the greatest challenge while grammar

	and organization received higher marks.
2012	MBA student scores (ECON 695) averaged 2.4 (framework), 2.4 (organization) and 2.5 (grammar) for research proposals (5.0 scale). With a target achievement level set at 3.5, averages were below.
<i>Examples of results and curriculum change(s)</i> Sum Mean scores across measures and categories for mini-cases have averaged in the 2.3 to 2.8 range on a 4.0 scale. Scores on more formal papers and team reports have averaged in the 4.3 to 4.7 range on a 5.0 scale. Required: marketing plan (MKTG 641); case-writing white paper (MGNT 624); written reports of EXCEL projects (FINC 631); 2-page papers (ECON 695)	
<i>Proposed curriculum changes</i> 1. Identify/designate MBA-COBE classes (core and elective) that will be designated as writing intensive.	

MBA 3. Oral Communication: In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.	
2008	Requested development of a standard rubric to assess oral presentations
2009	Suggested the continuation of the use of practice presentations; MBA students completed 2 presentations with scores provided for delivery organization, quality of slides, timing and dress. Clear improvement in scores in the 2 nd case.
2010	Faculty cited need to improve presentation styles and effectiveness in presenting content; Radford students scored lower than Roanoke students on average with the suggestion that they may not be taking the presentation assignment seriously enough
2011	Average score for presentations (MKTG 641) was 98.6% for quality of graphics, quality of content, and mechanics of the presentation. While the average scores in ACTG 611 were lower (means ranging from 2.8 to 3.0 on a 4.0 scale) the rater held to students to a high standard and felt that students did a good job.
2012	Individuals were rated by external reviewers with average scores of 3.6 (ums), 3.7 (body control), 4.6 (delivery), 4.5 (clarity), and 3.6 (visual aids). Scores did not seem to increase between the first and second presentations.
<i>Examples of results and curriculum change(s)</i> Sum Measured since Fall, 2009, using a variety of rubrics. Ratings were of individuals even when students were participating as part of a team. In general, students were rated as performing very well in two marketing courses; adequately in a management course; and had ratings in the range of 2.3 to 3.8 on a 4.0 scale in two accounting courses. Presented marketing plans (MKTG 641); Required slides in advance to provide feedback (MGNT 624); Provided an illustration of what a proper presentation would look like using a previously taped student presentation.	
<i>Proposed curriculum changes</i> 1. Continue to encourage practice presentations and this work. Postpone using this outcome as a focus since students seem to do well and to have numerous opportunities for practice...continue the presentations 2. Provide workshops that cover good presentation methods, including the use of visual aids (PowerPoint) and proper business attire.	

MBA 4. Logical Decision Making: Students will identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.	
2008	Cited need to improve abilities to evaluate alternatives and to recommend a best course of

	action; From fall 2007, the percentage of MBAs meeting or exceeding expectations was 97% (gather data), 85% (integrate information), 97% (manage different pieces of information), 67% (analyze data). These prior assessments then influenced the rubrics to assess/guide work on logical decision making (define the framework, analyze the issue(s) with relevant data, recommend a solution that is suggested by the analysis). On the Glo-Bus simulation, MBA students scored in the 52 nd percentile in comparison to 19,346 other students.
2009	In FINC 631, course-embedded rubric compared mean scores (3.0 scale) from 2007 and 2008: ID problem (2.54 '07; 2.50 2008), Select technique (2.14 '07 2.30 2008), Apply technique (1.57 '07, 2.20 2008) Obtain viable solution (1.97 '07, 2.20 2008)
2010	Students scored in the 57 th percentile for strategic analysis and planning in the Glo-Bus simulation (range of scores from 18 to 91 st percentiles); Scores on a rubric for a case analysis (MKTG 612) ranged from 4.3 to 4.5 on a 5.0 scale for objectives, research sources, analysis, and actionable recommendations. Pilot test of a mini-case resulted in average scores of 3.17 to 3.5 for framework, evaluation, integration, and relevance and were then used to set the target achievement level for future administration of the cases.
2011	From mini-cases in 2 different courses, MBA students averaged: framework (3.1, 2.4), evaluation (3.0, 2.5), integration (2.7, 2.5), and relevance (3.0, 2.5). With a target achievement of 3.0, students met the expectation in some and not in others. Average scores were not as good as those in the pilot.
2012	Assessed in four courses (MGNT 685, MKTG 641, FINC 635) across three case topics (global, ethics, and corporate social responsibility) mean scores were: 3.5, 3.1, 1.3 (framework); 2.9, 3.4, 2.2 (evaluation), and 2.0, 3.1, 1.2 (integration). The results were much better than those provided for undergraduate classes and surpass the target achievement level (3.0) in many instances.
<i>Examples of results and curriculum change(s)</i> Primarily assessed by applying a rubric to various mini-cases over three semesters to gauge abilities to identify the problem (framework), evaluate alternatives from information, and recommend relevant options (integration of analysis and recommendation). Overall scores averaged 2.3 to 3.5 on a 4.0 scale. Changes? Embedded in marketing plan (MKTG 641); Required weekly problem sets with EXCEL (ECON 651)	
<i>Proposed curriculum changes</i> 1. Focus on this outcome, re-define its components, consider the mini-cases. 2. Select key classes in the MBA core for a "logical decision making" mini-case instructional exercise (e.g. intensify the coverage).	

MBA 5. Global: Students will exhibit knowledge of global issues	
2008	
2009	Obtained the gift from BB&T for the Global Capitalism speaker series and developed new courses.
2010	Dr. Kathryn Martel suggested that global understanding should be separated from cross cultural and assessed separately.
2011	In addition to measures with the simulation in MGNT, the mini-case mean scores were 3.5/4 for framework (identify the problem), 2.95/4 for evaluation, and 2.0/4 for integration.
2012	Students were asked to identify two major global issues and to describe the impact on business operations for each issue. MBA student scores averaged 3.5 (framework), 3.0 (evaluation of issue

	1), 2.0 (integration of issue 1). 2.86 (evaluation of issue 2) and 2.0 (integration of issue 2). With a target achievement level of 3.0 on a 4.0 scale, MBA students need help with integration (identifying alternative solutions analyzing the pros and cons of the alternatives, and offering a suggested solution).
<i>Examples of results and curriculum change(s)</i> Used cases for global companies; integrated marketing, operational management and finance functions (MGNT 624); developed courses from the BB&T grant; developed mini-cases and then changed the approach to ask about 2 global issues and implications. Increased the global electives in the MBA program.	
<i>Proposed curriculum changes</i> 1. Postpone a focus on this outcome and then increase the rigor of the expectation (e.g. compare and contrast global issues...)	

MBA 6. Cross Cultural: Students will be able to compare and contrast perspectives of different cultural groups in a given situation.	
2008	
2009	Faculty selected cross cultural as a focus; developed courses based on the BB&T gift (e.g. culture and capitalism; international finance)
2010	Used the Cultural Intelligence Assessment from the Cultural Intelligence Center, LLC, (MGNT 671 – Leading in a Global Society) where scores increased significantly for three of the four factors (knowledge, strategy, action), remained stable for drive; Students completed mini-cases and were weak in evaluation, so the recommendation was to repeat use of mini-case assessments and discussions across the curriculum.
2011	Used case studies to illustrate/emphasize, compare/contrast cultural differences (ECON 695); Mini-case assessments resulted in average scores of 2.4, 2.2, and 2.5 on a 4.0 scale for framework, perspectives, and evaluation. With a target achievement set at 3.5, work on this outcome needs attention. In one group, 71% of the students did well in describing different perspectives for an issue while in another only 20% did the same.
2012	Mini-quiz on etiquette in other countries resulted in an average correct response of 51% by MBAs. Mini-case on how management practices in Japan reflect cultural values yielded average scores of 2.52 (perspectives of current practices) and 2.26 (implications). With a target achievement level of 3.5, this approach to measuring cross cultural understanding did not work well and MBA students did not achieve the goal.
<i>Examples of results and curriculum change(s)</i> Measured with mini-cases four times over three semesters with scores averaging from 2.67 to 3.22 on a 4.0 scale. Last year, using a rubric for perspectives only, scores averaged 3.4/4.0. Consistently offer the “Culture and Capitalism” course as an elective in the MBA program; increased electives that are “global” in tone; separated the assessment for global and cultural issues to hone in on dimensions of each.	
<i>Proposed curriculum changes</i> 1. Focus on this outcome, its definition and operationalization to further enrich the curriculum with an understanding of the diversity of perspectives for varying cultural groups. 2. Identify a cross cultural ‘framework’ that can be applied in several courses	

MBA 7. Ethical Intelligence: Students will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequences of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.
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2008	
2009	Suggested an expansion of assessment to include ethics and diversity; asked for a preferred response to dirty tricks (ethical issue); students did well in responding to questions about practices that MNCs have developed, concerns in less developed countries, and socially reactive paths to balance stockholders with social problems.
2010	For one mini-case pilot test (France vs Yahoo) average scores on a 4.0 scale were 2.33 for framework; 2.11 for perspectives; 1.89 for evaluation; and 1.72 for differentiation. In another, scores averaged 1.5, 2.4, 2.4, and 2.5 on a 4.0 scale.
2011	The rubric changed but results from Spring 2011 showed MBA students averaging 2.5, 2.0, and 2.6 for differentiation, integration, and # of correct quadrants (differentiate ethical from legal issues). With a target achievement level of 3.5, the measurement approach or knowledge needs attention.
2012	For the mini-case of selling radio ads, MBA student scores averaged 3.06 (framework), 3.38 (evaluation), 3.06 (integration). With a target achievement level set at 3.5, MBA students did not achieve the goal (though, 100%, 100% and 94% scored a 2, 3, or 4 “acceptable” for these issues). As a member of the AoL committee noted: there has been substantial improvement in the mini-case scores over time.
<i>Examples of results and curriculum change(s)</i> Used case studies to illustrate/emphasize, compare/contrast ethical issues (ECON 695); focused the mini-case descriptions on ethical situations as opposed to differentiating ethical and legal issues; pilot tested and developed mini-case stimuli	
<i>Proposed curriculum changes</i> <ol style="list-style-type: none"> 1. Focus on this outcome for definitions and operationalization. 2. Use mini-cases to foster discussion of key issues as well as for assessment. 3. Use guest speakers or role-playing exercises to continue to increase ethics sensitivity. 	

MBA 8. Corporate Social Responsibility: Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.	
2008	
2009	Students scored in the 47 th percentile on this outcome during the Glo-Bus simulation (range of scores 4 – 93).
2010	Students scored in the 51.6 th percentile on this outcome during the Glo-Bus simulation (range of scores 7 – 85)
2011	On mini-cases, MBA student scores showed a moderate (2) level of sensitivity to issues of social responsibility; and averaged from 2.33 to 3.0 (evaluation, perspectives, and framework, 4.0 scale). With target achievement set at 3.5, the outcome needs greater attention.
2012	The mini-case about a US firm facing a bribe from government officials in another country was administered in two classes (MKTG 641, FINC 635) with score averages as 2.16, 1.25 (framework), 2.26, 2.25 (perspectives), and 2.21, 1.25 (evaluation) respectively. With a target achievement of 3.5, students did not achieve the goal.
<i>Examples of results and curriculum change(s)</i> Used case studies to illustrate/emphasize, compare/contrast corporate social responsibility (ECON 695); used mini-cases to increase the awareness of faculty and students of issues related to corporate social responsibility.	
<i>Proposed curriculum changes</i>	

1. Develop a tutorial mini-case that defines social responsibility.
2. Proposed: Consider a “case week” for a theme, guest speakers, etc. to focus on examples of good or bad corporate behavior.

MBA 9. Identify the Problem: Students will be able to identify and define the problem/issue/opportunity in a given situation.	
2008	
2009	Cited the need to continue to improve MBA student abilities to identify the problem; suggested problem solving as a common theme for all classes; “Identify the Problem” was selected as an outcome of focus going forward.
2010	Students scored, on average, 2.3/4 in identifying problems for the ethics mini-cases and 2.5/4 for the cross cultural mini-case; In a discussion of text materials, 67% of the students met expectations in defining the issue and in applying it to other contexts (MKTG 641).
2011	Across mini-cases (time value, financial, cross cultural, ethics, logical decision making), MBA students scores ranged from 2.0 to 3.5 on a 4.0 scale (significantly higher than BBA averages for these cases). With a target achievement of 3.0, MBA students exceeded this on only one case, Logical Decision Making.
2012	For three mini-case topics (global issues, ethics, corporate social responsibility) administered in three different classes (4 administrations), average scores for framework were 3.5 (MGNT 685 – global issues), 3.06 (MKTG 641 ethics case), 2.16 (MKTG 641 social responsibility case), and 1.25 (FINC 635 social responsibility case). While 100% provided acceptable answers (2, 3, or 4) for global or ethics; only 68% and 13% of students did so in the corporate social responsibility case.
<i>Examples of results and curriculum change(s)</i>	
Required: marketing plan (MKTG 641); written reports of EXCEL projects where they must define the framework (FINC 631)	
<i>Proposed curriculum changes</i>	
<ol style="list-style-type: none"> 1. Have discussions of faculty members across the MBA core for frameworks for defining problems, for courses where exercises will reinforce the importance and practice 	

MBA 10. Use Time Value of Money: Students will be able to analyze a situation based on knowledge of the time value of money.	
2008	
2009	Time value of money was identified (spring 2009) as an outcome of focus.
2010	In the mini-case pilot phase, 89% of the MBA students tested could identify the formulas and many ‘guessed’ at the answer. The solution to the case was long and convoluted leading to significant revisions to the case.
2011	Mini-case pilot test and test showed averages ranging from 1.69 to 2.27 for framework, formulas, and solution. While 54% recommended a solution in the pilot, only 14% succeeded in doing so for the test. With a target achievement set at 3.0, this outcome or its measure needs attention.
2012	With a new approach where MBA students could answer the question or not (0,1), in two different classes (MGNT 652, MGNT 624), 67% and 70% answered the question correctly for the amount to deposit, 28% and 68% answered the question of calculating the interest earned; 61% and 67% answered correctly for the amount to deposit if payments were in equal amounts; and 39% and 65% answered correctly as to the interest earned. The target achievement level (3.0 or

	above) is not relevant to the changed approach.
<i>Examples of results and curriculum change(s)</i>	
Required assignment on Customer lifetime value (MKTG 641); Used EXCEL project (FINC 631). Defined a pilot for a mini-case, mini-cases and revisions. Changed the assessment to ask if the answer was correct or not...so, the learning outcome lacks evidence of student learning. It seems, over time, that learning outcomes have improved, but the measurement approach does not show that with rigor.	
<i>Proposed curriculum changes</i>	
1. Suspend this as an outcome goal? Expand coverage? Develop a tutorial mini-case and use in every MBA class?	

MBA 11. Use Financial Statements: Students will be able to use financial statements to make decisions	
2008	Focused on the need to use financial models to analyze situations; MBA students exhibited scores in the 55 th percentile on the Glo-Bus simulation for financial management.
2009	MBA students scored in the 81 st percentile for financial analysis in the Glo-Bus simulation
2010	Requested an emphasis on financial analysis and management in the MBA; students scored in the 41 st percentile in the Glo-Bus simulation (range 0 – 81 st percentile); mini-case pilot test results were poor due to vague instructions, a difficult problem with too little time to solve it. Suggested specific revisions to mini-cases as a result.
2011	Course embedded (FINC 631) showed 98% could identify the problem, organize information, and recommend a logical conclusion based on the evidence for a cash flow analysis while 71`-81% could do the same three steps for a capital structure analysis. Mini-Cases resulted in mean scores ranging from 1.5 to 2.67 on a 4.0 scale for framework, integration, and solution. At least 67% of students could recommend a solution suggesting instructions may need to be improved (e.g. define the problem). With a target achievement set at 3.0, the outcome needs attention.
2012	For the mini-case for Smyth, Inc., a concrete supplier MBA students were to evaluate the effects of a price change by listing the metrics, using them to determine if the firm is becoming more or less profitable, and explaining if a liquidity assessment could be done based on the information provided. MBA student scored averaged 1.71 (metrics), 2.29 (profitability), and 2.24 (liquidity). With a target achievement level of 3.0 on a 4.0 scale, MBA students did not meet the goal.
<i>Examples of results and curriculum change(s)</i> Sum	
Students are challenged in their abilities to identify the appropriate metrics that need to be used to make data-informed decisions. Changes? Used EXCEL project and, of course, this is covered throughout the course (FINC 631). Of concern is that there seems to be no improvement (despite the changes to mini-cases, scoring, etc) since Spring 2010 in student abilities in this area.	
<i>Proposed curriculum changes</i>	
1. Enhance coverage? Designate intensive courses?	

MBA 12. Use Statistics: Students will be able to use relevant statistical methods to make decisions.	
2008	Cited need to improve the application of appropriate techniques and the use of them to obtain viable solutions; faculty wanted to see an increase in practice in EXCEL spreadsheets
2009	
2010	
2011	From mini-case problem, 26% of MBA students could provide a correct solution to the problem and fewer took the time to 'define the problem' or to integrate the solution to a recommendation. With a target achievement level set at 2.5, the MBA students did not achieve the target in two separate courses for using statistics to make decisions (means range from 1.13 to 1.73 on a 4.0 scale)

2012	Presented with a regression equation for sales of mobile phones MBA students were asked to identify variables, interpret the r-square value, and make a prediction about the effect on sales. MBA student scores averaged 2.15 (identify a variable), .55 (interpret r-square), and .60 (make a prediction). With a target achievement level of 2.5, MBA students did not achieve the target.
<i>Examples of results and curriculum change(s)</i> Sum Changes? Required: marketing plan (MKTG 641); EXCEL projects used for statistical methods that are relevant to financial decision making (FINC 631).	
<i>Proposed curriculum changes</i> 1. Define expectations for how managers “use” statistics to make decisions. 2. Require a quantitative methods course in the MBA program.	

Spring 2012: General observations, comments conclusions from review of AoL over time.

COBE faculty members reach students from a broad range of backgrounds and the scores on norming exams (e.g. Glo-Bus simulation) exhibit that diversity of strengths and challenges (from the 7th to 85th percentile on social responsibility; 0 – 100th percentile for collaboration). In addition to the 12 outcomes of focus at this time, students were also assessed in discipline-specific areas and for ‘other’ topics, e.g. leadership, teamwork, reflection, strategic orientation over time. These areas have been part of the assessment culture and provide interesting insights.

Indirect measures are also included in the AoL books over time (e.g. NSSE, alumni surveys, surveys of potential employers who participated in Experience Business Casually...) While target achievement levels were set (Spring 2011 during the faculty meeting as recorded in the official minutes), they are an arbitrary goal. Of greater importance to the faculty is the process of tracking performance and improving the process over time (e.g. from course embedded to more global measures; from 1 rating to 2-3 raters for each outcome/mini-case; from unclear instructions and murky features to clearer mini-cases). Many of the results (BBA and MBA) suggest that students did not achieve target achievement levels. Improvements seem to be evident, but the “focus on 4” planned for 2012/2013 is intended to dig deeper into the measures, the learning, the pedagogy and ways of improving student learning and its assessment on these key issues.

Undergraduate curriculum actions adopted Spring 2012

Motions from the COBE Undergraduate Curriculum Committee Regarding BBA Learning Outcomes and the Close-the-Loop Recommendations.

Adopted at COBE Faculty meeting April 18, 2012

I. It is the Committees understanding that the Assessment of Learning Committee and the Graduate Curriculum Committee have agreed on the following Focus on Four Proposals. The Undergraduate Curriculum Committee also **agrees** with this approach.

Focus on Four - Proposal from Other Committees

	BBA	Both	MBA
1		Analytical Tools & Techniques	
2	Ethics		Corporate Social Responsibility
3	Cross Cultural		Global Strategy
4		Logical Decision Making	

II. With respect to the specific **Close-the-Loop BBA proposals**, the Undergraduate Curriculum Committee has agreed to the following, which it presents as motions to the full COBE faculty.

1. *Knowledge - Students will understand basic concepts of the core business disciplines.*

- a. Need to identify a few (3-4) key concepts across the business core; repeat them and develop process for reviewing them.
- 2. *Written Communication - Students will identify the central topic, organize content, present information with good form, and cite content appropriately.*
 - a. Support proposal #3 – Delay selecting as a “focus” for assessment (see c. below).
 - b. Identifying some courses as writing intensive may help but may not be enough to generate significant improvement given Writing Across the Curriculum experience.
 - c. As students who have completed the new CORE 101-202 sequence enter the business program, we may want to wait to see its impact before adding new courses (e.g., a business communication course) or other requirements.
- 3. *Oral Communications - In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.*
 - a. Support proposal #2 – Delay selecting as a “focus” for assessment. But continue practice presentations and revisit in a couple of years to insure outcome is still satisfactory.
 - b. Create some best practice videos for instructors to include in D2L for their classes as appropriate. (In process; a GA has been assigned to work on this.)
- 4. *Logical Decision Making - Students will identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.*
 - a. Continue with this measure as one of the learning outcomes for “focus on four.”
- 5. *Global Knowledge - Students will exhibit knowledge of global issues*
 - a. Include exercises for students to summarize current events in courses across the curriculum as appropriate.
- 6. *Cross Cultural Understanding - Students will be able to compare and contrast perspectives of different cultural groups in a given situation.*
 - a. Revisit and redefine for teaching and for assessing cultural values.
- 7. *Ethical Intelligence - Student will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequence of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.*
 - a. Discussions on ethics included in many courses but a framework should be included in at least one course.
 - b. Support proposal #1 – Use mini-cases to stimulate discussions in current classes.
- 8. *Corporate Social Responsibility - Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.*
 - a. Support proposal #1 - Delay selection as a “focus on four.”

- b. Support the revised proposal #2 - Hold discussions of what is socially responsible behavior in every discipline. Identify at least one course in each to do so.
- 9. *Identify a Problem - Students will be able to identify and define the problem/issue/opportunity in a given situation.*
 - a. Support proposal #2 - Agree on a common framework for problem identification and a plan for implementing its use in courses.
- 10. *Time Value of Money - Students will be able to analyze a situation based on knowledge of the time value of money.*
 - a. Consider developing tutorial mini-cases as appropriate for use as in class exercises throughout the curriculum, including Management and Marketing. This would develop expectation among students that they should be able to do this.
 - b. Use partial scoring for assessment measures and advise students to bring a calculator.
- 11. *Financial Statement Analysis - Students will be able to use financial statements to make decisions.*
 - a. Reassess and revise the measure.
- 12. *Statistical Methods - Students will be able to use relevant statistical methods to make decisions.*
 - a. Reinforce throughout the curriculum since problem may be lack of retention.
 - b. Revisit what is taught in STAT 200.

Graduate curriculum actions adopted Spring 2012

Motions from the COBE Graduate Curriculum Committee Regarding MBA Learning Outcomes and the Close-the-Loop Recommendations.

Adopted at COBE Faculty meeting April 18, 2012

I. Focus on Four

	BBA	Both	MBA
1		Analytical Tools & Techniques	
2	Ethics		Corporate Social Responsibility
3	Cross Cultural		Global Strategy
4		Logical Decision Making	

II. With respect to the specific **Close-the-Loop MBA proposals**, the Graduate Curriculum Committee has agreed to the following, which it presents as motions to the full COBE faculty.

1. *Knowledge - Students will understand basic concepts of the core business disciplines.*
 - a. Will use item report from ETS major field test to identify a few (3-4) key concepts across the core; repeat them and develop process for reviewing them.

2. *Written Communication - Students will identify the central topic, organize content, present information with good form, and cite content appropriately.*
 - a. Pilot test the use of Criterion or other computer bases writing assessment tool on a writing exercise during orientation Fall 2012 and make individual recommendations about how to improve writing skills depending upon the score.
3. *Oral Communications - In a presentation, students will demonstrate subject knowledge, organize content logically, deliver the content professionally, and persuasively establish relevance of information.*
 - a. Create some best practice videos and/or find online examples for instructors to include in D2L for their classes as appropriate. (In process; a GA has been assigned to work on this.)
4. *Logical Decision Making - Students will identify the problem/issue/opportunity, organize information, and recommend relevant options in a given situation.*
 - a. Continue with this measure as one of the learning outcomes for “focus on four.”
 - b. Include framework for case analysis in orientation for all incoming students.
5. *Global Knowledge - Students will exhibit knowledge of global issues*
 - a. Include exercises for students to summarize current events in courses across the curriculum as appropriate. Designate one class each semester that will include these.
 - b. Consider requiring subscription to the *Wall Street Journal* or other financial news source.
 - c. Include a session on news scanning, in particular new mobile apps, at the orientation.
 - d. Make Global Strategy one of the learning outcomes for the focus on four for graduate students.
6. *Cross Cultural Understanding - Students will be able to compare and contrast perspectives of different cultural groups in a given situation.*
 - a. Revisit and redefine [a framework] for teaching and for assessing cultural values.
7. *Ethical Intelligence - Student will identify the ethical dilemma(s), identify divergent views of relevant stakeholders, analyze consequence of alternatives, and differentiate the ethical dilemma(s) from legal issues in a given situation.*
 - a. Discussions on ethics included in many courses but a framework should be included in at least one course.
8. *Corporate Social Responsibility - Students will identify the corporate social responsibility components and logically defend a course of action in a given situation.*
 - a. Include as one of the learning outcomes for the focus on four for graduate students.
9. *Identify a Problem - Students will be able to identify and define the problem/issue/opportunity in a given situation.*
 - a. Fold into focus on logical decision making and include in a common framework.

10. *Time Value of Money - Students will be able to analyze a situation based on knowledge of the time value of money.*
 - a. Online tutorial has been developed that faculty can include in any course.
11. *Financial Statement Analysis - Students will be able to use financial statements to make decisions.*
 - a. Expand coverage beyond MGNT 685 to ACTG 611, MGNT 624 and FINC 631.
12. *Statistical Methods - Students will be able to use relevant statistical methods to make decisions.*
 - a. Reassess this semester in MKTG analytics course.
 - b. Revisit what is taught in ITEC 623.
 - c. Develop MBA foundation class with online tutorials.

BBA Assessment Plans and Results

BBA Assessment Plans 2007-2011

MC = Minicase

MQ = Miniquiz

CE = Course embedded

ETS = ETS major field test

BSG = Business strategy game

GB= Glo-bus simulation

BBA Assessment Plan Fall 2011

BBA Core/ALOs	ECON 105	ECON 106	BLAW 203	ACTG 211	ACTG 212	ECON 340	FINC 331	MKTG 340	MGNT 322	MGNT 333	MGNT 357	MGNT 428
Knowledge								CE				ETS
Written			Criterion					CE	CE			
Oral									CE			CE
Logical Decision Making	MC		MC	MC			MC	MC		MC	MC	
Global Knowledge	MC									CE		
Cultural Understanding	MQ	MC									MQ	MC
Ethical Intelligence			MC				MC	CE		MC		
Corporate Social Responsibility				MC				MC			MC	
Framework (ID the problem	MC		MC	MC			MC	MC		CE, MC	MC	
Time Value of Money					MC				MC			
Financial Statements						MC						
Statistical Methods										CE		MC

BBA Assessment Plan 2010_11

BBA Core/ALOs	ECON 105	ECON 106	BLAW 203	ACTG 211	ACTG 212	ECON 340	FINC 331	MKTG 340	MGNT 322	MGNT 333	MGNT 357	MGNT 428
Knowledge	CE	CE						CE			CE	ETS; BSG
Written	MC	MC	Criterion, MC		MC	MC		CE	CE, MC			
Oral								CE	CE			CE
Logical Decision Making	MC			MC								
Global Knowledge						CE						
Cultural Understanding			MC	MC					CE			
Ethical Intelligence		MC	MC			MC		MC				
Corporate Social Responsibility									MC			
Framework (ID the problem)	MC	MC	MC	MC		MC				CE	MC	
Time Value of Money							CE				MC	MC
Financial Statements					MC		MC					
Statistical Methods						MC				CE	MC	

BBA Assessment Plan 2009-10

BBA Core/ALOs	ECON 105	ECON 106	BLAW 203	ACTG 211	ACTG 212	ECON 340	FINC 331	MKTG 340	MGNT 322	MGNT 333	MGNT 357	MGNT 428
Knowledge	CE	CE			CE			CE			CE	ETS, BSG
Written			Criterion					CE	CE			
Oral								CE				
Collaboration												BSG
Global knowledge						CE						
Cultural understanding									CE			
Ethical intelligence			MC					CE	CE			
Analytical skills				CE								
Statistical methods							CE			CE		

BBA Assessment Plan 2008-09

BBA Core/ALOs	ECON 105	ECON 106	BLAW 203	ACTG 211	ACTG 212	ECON 340	FINC 331	MKTG 340	MGNT 322	MGNT 333	MGNT 357	MGNT 428	Other CE
Knowledge		CE		CE				CE				ETS	
Analytical skills							CE						BLAW 304
Written			Criterion					CE					MGNT 421, MKTG 471
Oral										CE			MGNT 250, MGNT 421
Collaboration												CE	MGNT 421
Adaptive to dynamic business	CE					CE		CE					
Ethical intelligence			CE					CE					MKTG 471
Strategic management												GB	

BBA Assessment Plan 2007-08

BBA Core/ALOs	ECON 105	ECON 106	BLAW 203	ACTG 211	ACTG 212	ECON 340	FINC 331	MKTG 340	MGNT 322	MGNT 333	MGNT 357	MGNT 428
Knowledge												ETS
Analytical skills										CE		CE
Written			Criterion						CE			
Oral												CE
Collaboration												CE
Adaptive to dynamic business	CE					CE			CE			
Ethical intelligence								CE				
Strategic management											CE	

Knowledge

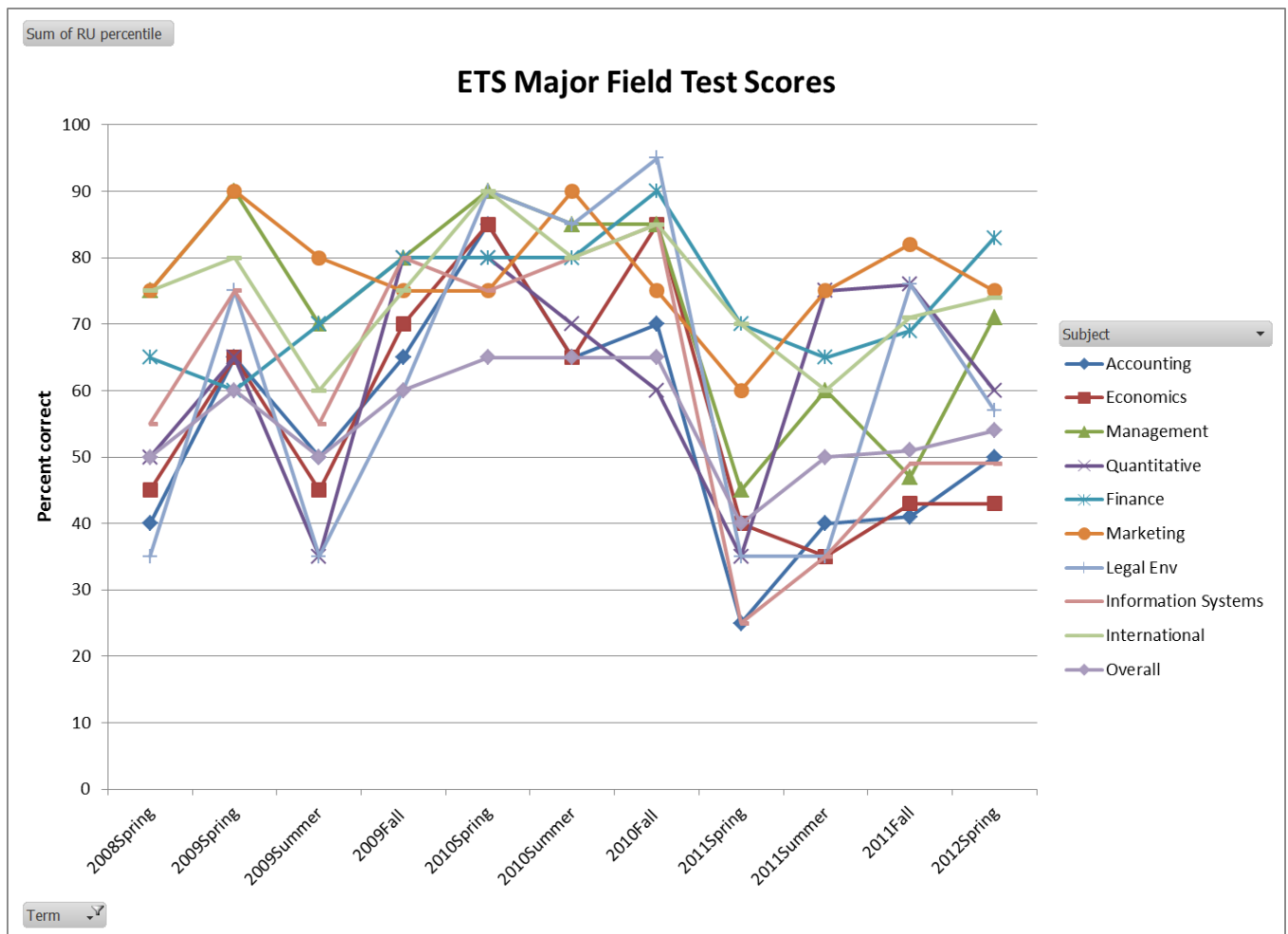
Learning Outcome 1: Students will understand basic concepts of the core business disciplines.

Measure: ETS major field test for BBA topics in business

The ETS Major Field Test for BBA topics in Business has been administered in MGNT 428. Assessment indicators are reported as percent correct. For comparison, the mean for all US students and the percentile rank of RU students are included. A newer version of the test was administered starting in Fall 2011 and a different set of ranking values was used.

Target Achievement: As a near term (over the next three semesters) achievement target, the average score on each of the subject categories for the ETS test administered in MGNT 428 should be greater than or equal to the 50th percentile.

Results



Subject	Term	RU Mean Score	RU percentile rank	US Mean
Accounting	2008Spring	49	40	50.3
	2009Spring	53	65	49.8
	2009Summer	51	50	49.8
	2009Fall	53	65	49.8
	2010Spring	57	85	49.8
	2010Summer	53	65	49.8
	2010Fall	54	70	50
	2011Spring	46	25	50
	2011Summer	49	40	50
	2011Fall	43	41	44
	2012Spring	45	50	44

Economics

2008Spring	48	45	47.6
2009Spring	51	65	47.4
2009Summer	48	45	47.4
2009Fall	52	70	47.8
2010Spring	55	85	47.8
2010Summer	51	65	47.8
2010Fall	55	85	48
2011Spring	47	40	55
2011Summer	46	35	48
2011Fall	44	43	45
2012Spring	44	43	45

Finance

2008Spring	59	65	55.6
2009Spring	58	60	54.9
2009Summer	60	70	54.9
2009Fall	64	80	55
2010Spring	64	80	55
2010Summer	63	80	55
2010Fall	68	90	55
2011Spring	60	70	58
2011Summer	59	65	55
2011Fall	47	69	43
2012Spring	50	83	43

Information Systems

2008Spring	59	55	58.5
2009Spring	62	75	58
2009Summer	59	55	58
2009Fall	63	80	57.7
2010Spring	62	75	57.7
2010Summer	63	80	57.7
2010Fall	64	85	58
2011Spring	55	25	54
2011Summer	57	35	58
2011Fall	49	49	49
2012Spring	49	49	49

International

2008Spring	61	75	54.3
2009Spring	62	80	54
2009Summer	58	60	54
2009Fall	61	75	54.1
2010Spring	65	90	54.1
2010Summer	62	80	54.1

	2010Fall	63	85	54
	2011Spring	59	70	46
	2011Summer	58	60	54
	2011Fall	57	71	53
	2012Spring	58	74	53
Legal Env				
	2008Spring	45	35	46.1
	2009Spring	50	75	46.1
	2009Summer	45	35	46.1
	2009Fall	48	60	45.9
	2010Spring	56	90	45.9
	2010Summer	53	85	45.9
	2010Fall	58	95	46
	2011Spring	45	35	48
	2011Summer	45	35	46
	2011Fall	61	76	56
	2012Spring	58	57	56
Management				
	2008Spring	61	75	55.2
	2009Spring	65	90	54.7
	2009Summer	59	70	54.7
	2009Fall	62	80	54.5
	2010Spring	66	90	54.5
	2010Summer	64	85	54.5
	2010Fall	64	85	55
	2011Spring	55	45	55
	2011Summer	58	60	55
	2011Fall	58	47	58
	2012Spring	62	71	57
Marketing				
	2008Spring	58	75	52.6
	2009Spring	61	90	52
	2009Summer	59	80	52
	2009Fall	58	75	51.9
	2010Spring	58	75	51.9
	2010Summer	61	90	51.9
	2010Fall	57	75	52
	2011Spring	55	60	52
	2011Summer	57	75	52
	2011Fall	63	82	55
	2012Spring	61	75	55
Quantitative				
	2008Spring	47	50	46.5

	2009Spring	49	65	46.2
	2009Summer	45	35	46.2
	2009Fall	52	80	46.1
	2010Spring	52	80	46.1
	2010Summer	50	70	46.1
	2010Fall	48	60	46
	2011Spring	45	35	46
	2011Summer	51	75	46
	2011Fall	44	76	40
	2012Spring	42	60	40
Overall				
	2008Spring	154	50	152.1
	2009Spring	157	60	151.6
	2009Summer	154	50	151.6
	2009Fall	157	60	151.6
	2010Spring	160	65	151.6
	2010Summer	159	65	151.6
	2010Fall	160	65	152
	2011Spring	151	40	152
	2011Summer	153	50	152
	2011Fall	153	51	152
	2012Spring	154	54	152

Assessment Measures: Exam embedded multiple choice questions (3 exams) on OM course content for section.

Rating: Average percent correct

Results

Administered: MGNT 357

Knowledge of Operations Management Issues	% Correct Responses			
Area	Fall 2009	Spring 2010	Fall 2010	Fall 2011
Definition of operations management	82	84	83	87
The role of OM in competitiveness	69	71	70	78
Differences in manufacturing and service operations	80	85	87	86
Identification of differences between product and service design	76	79	75	82
Productivity management	74	83	86	92
Product and service reliability	68	72	71	74
Statistical process and quality control	77	81	84	90
Sampling theory for quality control	67	70	73	71

Knowledge of Operations Management Issues	% Correct Responses	
	S 2011	F 2011
Definition of operations management	81	85
The role of OM in competitiveness	74	
Differences in manufacturing and service operations	84	
Identification of differences between product and service design	80	80
Productivity management	89	88
Product and service reliability	76	
Statistical process and quality control	88	86
Sampling theory for quality control	68	76
Facility layout		75
Operation strategy		58
Inventory model choice		75
Capacity management		72
Supply chain management		60
Technology applications (ERP/MRP)		55

Assessment Measures: Faculty created 50 "common" questions that were used in course exams in all sections of Principles of Marketing (MKTG 340). The questions addressed the primary course content areas as agreed upon by the marketing faculty for coverage in all sections of this course.

Rating: Average percent correct

Results

Administered: MKTG 340, multiple sections

	F 2011	S 2009	S 2010	F 2009	S 2009
Average score	81	78	80	79	78
N	277	315	245	321	129

Written Communication

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

Assessment Measures: Criterion online writing evaluation service

Rating: 1-6 point 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”

Results

Administered: BLAW 203

Measure: Criterion Online Writing Evaluation

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

Area Analysis	Fall 2009		Spring 2010		Fall 2010		Spring 2011	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Percent of students without grammar errors	19.3	27	18.0	23.0			13.8	28.5
Percent of students without usage errors	31.2	46	18.5	24.0			21.2	27.9
Percent of students without mechanics errors	59.6	60	59.0	46.0			67.6	54.3

Percent of students without style comments	11.0	6.0	20.0	28.5			18.3	19.2
Overall performance (mean score*)	3.87	4.17	3.82	3.98			3.91	3.8

Assessment Measures: Written reports / Minicases /Course embedded

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

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

Oral Communication

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

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

Measures: Various presentations

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

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

Logical Decision Making

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

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5 on a 4 point scale.

Fall 2010 - Fall 2011

Assessed using ratings for Framework, Evaluation, Perspective and Integration from various minicases.

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

Global Knowledge

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

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

Fall 2011

Assessed using Minicase F.11.01: ID two major global issues

Global knowledge		
Framework	2.82	2.76
Evaluation	2.33	2.45
Integration	1.67	1.98
Case name	ID two global issues	ID two global issues
Case reference	F.11.01	F.11.01
Course level	Lower	Upper
N	49	32

Fall 2008 – Spring 2011

Assessed using course embedded multiple choice questions in ECON 340

Learning outcome 5: Students will exhibit knowledge of global issues.							
<i>Course embedded questions in ECON 340</i>							
	F 2011	S 2011	S 2010	F 2009	S 2009	F 2008	S 2008
Average percent correct		74	68	72	57	60	67
N		102	32	220	187	130	139

Cross-Cultural Understanding

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

Fall 2011

Assessed using a mini quiz with 10 true/false and multiple choice questions on etiquette in other countries.

Case reference: F.11.02

Course level	Lower n=54	Upper n=25
Average correct	5.5	5.4

Fall 2010 – Fall 2011

Assessed using three different minicases

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

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

Ethical Intelligence

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

Fall 2010 – Fall 2011

Assessed using two different minicases

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

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

Fall 2009 – Spring 2011

Assessed using 4 scenario minicase embedded in MKTG 340

Ethical intelligence	<i>Percent correctly identifying scenario in 4 scenario problem in MKTG 340</i>				
	F 2011	S 2011	F 2010	S 2010	F 2009
Unethical/legal	86	48	49	72	79
Unethical/illegal	77	37	48	64	67
Ethical/legal	96	96	90	96	94
Ethical/illegal	94	93	92	91	88

Corporate Social Responsibility

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

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

Spring 2011 – Fall 2011

Assessed using two different minicases

Corporate social responsibility	<i>Group averages for mini cases, each on a 1 to 4 scale</i>		
	F 2011		S 2011
Framework	1.86	1.38	2.24
Perspective	2.00	1.85	1.90
Evaluation	1.86	1.82	1.93
Case name	IFE in Iraq	IFE in Iraq	Port of Long Beach
Case reference	F.11.05	F.11.05	S.11.05
N	56	34	29
Course level	Lower	Upper	Upper

Identify a problem

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

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5 on a 4 point scale.

Fall 2010 - Fall 2011

Assessed using Framework rating from various minicases.

Identify problem	Fall 2011		Fall 2010	
Framework	2.16/4	1.98/4	2.47/4	1.57/4
Course level	Lower	Upper	Lower	Upper
N	151	116	95	71

Time Value of Money

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

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5 on a 4 point scale.

Fall 2010 – Fall 2011

Assessed using three different minicases. Fall 2010 and Spring 2011 minicases assessed using arubric. Fall 2011 assessed based on correctness of responses.

Time value of money	<i>Group averages for mini cases</i>			
	F 2011		S 2011	F 2010
Framework			2.00/4	1.55
Formulas			1.33/4	1.29
Solution			1.33/4	1.54
Question 1 Deposit	0/1	0.37/1		
Question 1 Interest	0/1	0.27/1		
Question 2 Deposit	0/1	0.13/1		
Question 2 Interest	0/1	0.07/1		
Case name	Felton	Felton	\$2000 investment	Felton
Case reference	F.11.06	F.11.06	S.11.06	F.10.04
N	11	30	9	100
Course level	Lower	Upper	Upper	Upper

Financial Statement Analysis

Learning Outcome 11: Students will be able to use financial statements to make decisions.

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5 on a 4 point scale.

Spring 2009 – Fall 2011

Assessed used four different minicases. Spring 2009 – Spring 2011 minicases assessed using a rubric. Fall 2011 assessed based on correctness of answer.

Financial statement analysis	<i>Group averages for mini cases</i>			
	Fall 2011	S 2011	F 2010	S 2009
Q. 1 Ratios	1.0/4			
Q. 2 Profitability	1.53/4			
Q. 2 Liquidity	1.47/4			
Framework		2.00/4	1.34/4	2.09/4
Figures			1.25/4	2.05/4
Integration		1.22/4	1.88/4	
Solution		1.83/4	2.07/4	1.53/4
Case name	Smythe	ABC Inc	Reinwald Fabrics	Carly Inc
Case reference	F.11.07	S.11.07	F.10.05	
N	19	18	67	18
Course level	Upper	Upper	Lower	Lower

Statistical Methods

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

Target achievement: As a near term (over the next three semesters) achievement target, the average score should be greater than or equal to 2.5 on a 4 point scale.

Spring 2011 – Fall 2011

Assessed using three different minicases. Spring 2011 minicases were assessed using a rubric. Fall 2011 assessed based on correctness of answer.

Statistical methods	<i>Group averages for mini cases</i>		
	Fall 2011	S 2011	
Q. 1	1.55/3		
Q. 2	.08/1		
Q. 3	.39/1		
Framework		1.72/4	
Solution		2.33/4	2.63/4
Integration		2.22/4	1.46/4
Case name	Regression interpretation	Regression analysis	Suicide rates
Case reference	F.11.08	S.11.09	S.11.08
N	29	18	24
Course level	Upper	Upper	Upper

MBA Assessment Plans and Results

MBA Assessment Plans 2007-2011

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MBA Assessment Plan Fall 2011

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MBA Assessment Plan 2010_11

MBA Core/ALOs	ACCT 611	ECON 651	FINC 631	ITEC 623	MKTG 641	MGNT 621	MGNT 624	MGNT 685	Electives	Various minicases
Knowledge								ETS		
Written		MC	MC		MC				MKTG 612 CE	MC
Oral	CE				CE				MKTG 641 CE	
Logical Decision Making	MC		MC		MC					MC
Global Knowledge										
Cultural Understanding			MC		MC				FINC 671 MC	
Ethical Intelligence		MC				MC				
Corporate Social Responsibility									ECON 695 MC	
Framework (ID the problem	MC	MC			MC			MC	FINC 671 MC	
Time Value of Money	MC							MC	MGNT 671 MC	
Financial Statements			CE		MC		MC			
Statistical Methods			MC						MKTG 612 MC	

MBA Assessment Plan 2009-10

MBA Core/ALOs	ACCT 611	ECON 651	FINC 631	ITEC 623	MKTG 641	MGNT 621	MGNT 624	MGNT 685	Electives
Knowledge						CE		ETS	
Written									MKTG 612
Oral	CE rubric								
Integrate and apply business concepts								Glo-bus	
Effectively compete								Glo-bus	
Effective team								Glo-bus	
Cross cultural									MKTG 612 MGNT 671
Logical decision making									MKTG 612
Ethical intelligence			MC						MKTG 612
Corporate social responsibility						CE		Glo-bus	
ID problem			MC	CE					MC MKTG 612, FIN C 671
Time value of money									FINC 671 MC
Financial statement				CE					
Leadership						CE			

MBA Assessment Plan 2008-09

MBA Core/ALOs	ACCT 611	ECON 651	FINC 631	ITEC 623	MKTG 641	MGNT 621	MGNT 624	MGNT 685	Electives
Cognitive applications		CE	CE					Glo-bus	
Written					CE rubric	CE rubric			MGNT 671 CE rubric
Oral								CE rubric	
Collaboration						CE		CE	
Cross cultural									MKTG 602 CE, MGNT 671 CE
Integrated business processes				CE			CE	ETS, Glo-bus	
Strategic management								CE, Glo- bus	
Leadership						CE		Glo-bus	
Ethical and social responsibility								Glo-bus	MGNT 671 CE

MBA Assessment Plan 2007-08

MBA Core/ALOs	ACCT 611	ECON 651	FINC 631	ITEC 623	MKTG 641	MGNT 621	MGNT 624	MGNT 685	Electives
Problem solving		CE	CE						
Written									
Oral								CE rubric	
Collaboration									
Cross cultural									
Integrated business processes								ETS, Glo-bus	
Strategic management								CE, Glo- bus	
Leadership						CE		Glo-bus	
Ethical and social responsibility					CE				

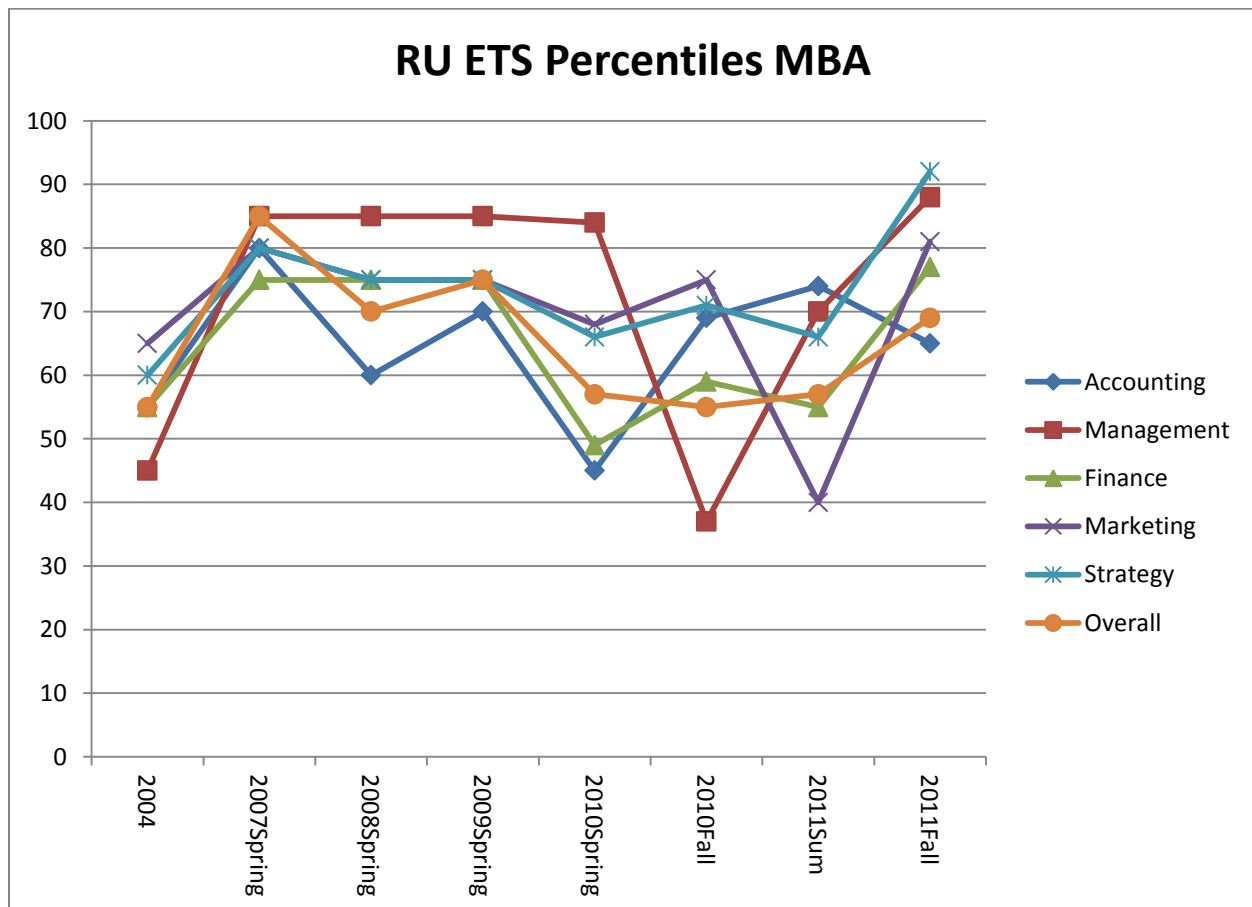
Knowledge

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

Measure: ETS major field test for MBA topics in business

The ETS Major Field Test for MBA topics in business was administered in MGNT 685. For comparison, the mean for all US students and the percentile rank of RU students are included.

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



MBA ETS	RU mean	RU percentile	US Mean
Accounting			
2004	52	55	50
2007Spring	60	80	50.7
2008Spring	54	60	51
2009Spring	56	70	50.7
2010Fall	54	69	49
2010Spring	49	45	50
2011Fall	53	65	49
2011Sum	55	74	49
Management			
2004	50	45	50
2007Spring	66	85	57.2
2008Spring	66	85	57.5
2009Spring	66	85	57.1
2010Fall	59	37	60
2010Spring	67	84	60
2011Fall	68	88	60
2011Sum	64	70	60
Finance			
2004	45	55	42
2007Spring	51	75	45
2008Spring	51	75	45.2
2009Spring	51	75	44.9
2010Fall	46	59	44
2010Spring	44	49	44
2011Fall	49	77	44
2011Sum	45	55	44
Marketing			
2004	55	65	53
2007Spring	64	80	55.7
2008Spring	62	75	55.9
2009Spring	62	75	55.6
2010Fall	64	75	58
2010Spring	63	68	58
2011Fall	66	81	58
2011Sum	58	40	58
Overall			
2004	255	55	254
2007Spring	259	85	249.6
2008Spring	256	70	249.8
2009Spring	257	75	249
2010Fall	253	55	248

2010Spring	252	57	248
2011Fall	257	69	248
2011Sum	252	57	248
Strategy			
2004	57	60	55
2007Spring	61	80	52.3
2008Spring	58	75	52.7
2009Spring	58	75	52.2
2010Fall	57	71	53
2010Spring	56	66	53
2011Fall	63	92	53
2011Sum	56	66	53

Written Communication

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

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

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

Oral Communication

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

Fall 2011

Measure: Oral presentations were scored using a rubric. Presentations were made by 4 person teams but each individual was rated. Each team made two presentations over the course of the semester.

Administered: MGNT 652, n = 8.

Presentation	Ums	Body control	Voice, delivery & Speed	Vocab & clarity	Use of visual aids
First	3.75	3.625	4.625	4.625	3.625
Second	3.625	3.75	4.625	4.5	3.625

Measure: rubric for oral communication to a class presentation

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

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

MBA: Oral Communication	Group Average
Framework	2.82
Organization	3
Delivery	2.96
Relevance	2.96

Measure: rubric for oral communication for a class presentation. 25 points per category.

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

Results

Fall 2011 17/17 students (100%) obtained 80/100 points based on rubric

Fall 2010

	Mean Fall 2010
CONFORMANCE TO INSTRUCTIONS	25
QUALITY OF SUPPORTING GRAPHICS	24.5
QUALITY OF CONTENT/DISCUSSION	24.8
MECHANICS OF PRESENTATION	24.3
TOTAL	98.6

Fall 2009

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	Average across

	groups – Radford	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

Logical Decision Making

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

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

Fall 2010 - Fall 2011

Assessed using ratings for Framework, Evaluation, Revelance and Integration from various minicases.

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

Global Knowledge

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

Fall 2011

Assessed using Minicase F.11.01: ID two major global issues

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

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

Cross-Cultural Understanding

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

Fall 2011

Assessed using a mini quiz with 10 true/false and multiple choice questions on business cards in other countries.

Course level	MBA n=36
Average correct	5.08

Fall 2010 – Fall 2011

Assessed using three different minicases

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

Learning Outcome 6: Students will be able to compare and contrast perspectives of different cultural groups in a given situation.			
	<i>Group averages for mini cases</i>		
	F 2011	S 2011	F 2010
Framework		2.23	2.67
Perspectives	2.52/3	2.59	2.44
Evaluation		2.35	2.33
Case name	Panasonic	Alice	Disney
Case reference	F.11.03	S.11.02	Fall.10.02
N	23	31	9
Course level	MBA	MBA	MBA

Ethical Intelligence

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

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

Fall 2010 – Fall 2011

Assessed using two different minicases

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

Corporate Social Responsibility

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

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

Spring 2011 – Fall 2011

Assessed using two different minicases

Corporate social responsibility	<i>Group averages for mini cases, each on a 1 to 4 scale</i>	
	F 2011	S 2011
Framework	1.89	3.00
Perspective	2.25	2.67
Evaluation	1.92	2.33
Case name	IFE in Iraq	Port of Long Beach
Case reference	F.11.05	S.11.05
N	27	12
Course level	MBA	MBA

Identify a problem

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

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

Fall 2010 - Fall 2011

Assessed using Framework rating from various minicases.

Identify problem	Fall 2011	Fall 2010	Spring 2010
Framework	2.61	2.31	1.95
Course level	MBA	MBA	MBA
N	57	139	68

Time Value of Money

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

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

Fall 2010 – Fall 2011

Assessed using three different minicases. Fall 2010 and Spring 2011 minicases assessed using a rubric. Fall 2011 assessed based on correctness of responses.

Time value of money	<i>Group averages for mini cases</i>			
	F 2011	S 2011	F 2010	S 2010
Framework		2.14	2.02	1.1
Formulas		1.69	1.88	1.9
Solution		1.71	2.27	2.0
Question 1 Deposit	0.68/1			
Question 1 Interest	0.49/1			
Question 2 Deposit	0.64/1			
Question 2 Interest	0.52/1			
Case name	Felton	\$2000 investment	Felton	Retirement
Case reference	F.11.06	S.11.06	F.10.04	Pilot test
N	38	14	41	9
Course level	MBA	MBA	MBA	MBA

Financial Statement Analysis

Learning Outcome 11: Students will be able to use financial statements to make decisions.

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

Spring 2010 – Fall 2011

Assessed used three different minicases. Spring 20109 – Spring 2011 minicases assessed using a rubric.
Fall 2011 assessed based on correctness of answer.

Financial statement analysis	<i>Group averages for mini cases</i>			
	Fall 2011	S 2011	F 2010	S 2010
Q. 1 Metrics	1.71			
Q. 2 Profitability	2.29			
Q. 2 Liquidity	2.24			
Framework		1.96	2.00	1.60
Figures			1.50	1.48
Integration		1.87	1.75	1.70
Solution		2.04	2.67	1.76
Case name	Smythe	ABC Inc	Reinwald Fabrics	Reinwald Fabrics
Case reference	F.11.07	S.11.07	F.10.05	F.10.05
N	17	23	12	25
Course level	MBA	MBA	MBA	MBA

Statistical Methods

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

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

Spring 2011 – Fall 2011

Assessed using two different minicases. Spring 2011 minicase was assessed using a rubric. Fall 2011 assessed based on correctness of answer.

Statistical methods	<i>Group averages for mini cases</i>	
	Fall 2011	S 2011
Q. 1	2.15/3	
Q. 2	0.55/1	
Q. 3	.60/1	
Framework		1.13/4
Solution		1.70/4
Integration		1.39/4
Case name	Regression interpretation	Regression analysis
Case reference	F.11.08	S.11.09
N	20	44
Course level	MBA	MBA

Appendix B Graduation Survey Results

College of Business and Economics

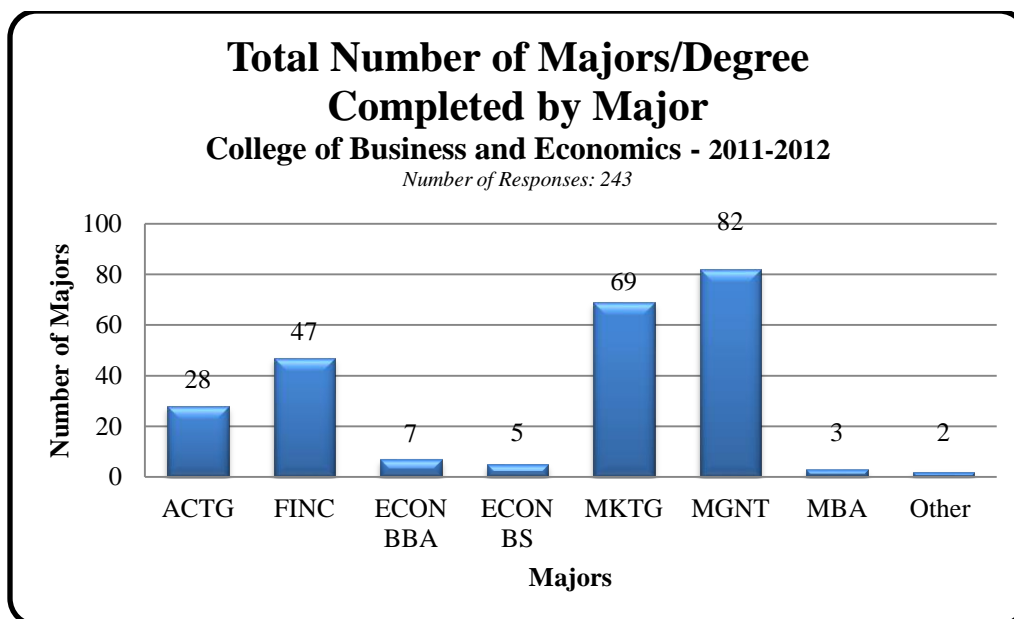
2011-2012

(215 Survey's Completed)

Section 1. Descriptive Aspects.

A. What major/degree are you currently working to complete? (243 Responses)

2 Triple Majors	ACTG, FINC, MGNT - 2	
24 Double Majors	ACTG, FINC - 13	ACTG, ECON BBA - 1
	FINC, ECON BBA - 1	MKTG, MGNT - 5
	FINC, MGNT - 1	MGNT, MBA - 1
	FINC, FREN -1	MGNT, FASHION MERCH
- 1		
189 Single Majors	ACTG - 12	FINC - 29
	ECON BBA - 5	ECON BS - 5
	MKTG - 64	MGNT - 72
	MBA - 2	OTHER - 0
Total Per Major	ACTG - 28	FINC - 47
	ECON BBA - 7	ECON BS - 5
	MKTG - 69	MGNT - 82
	MBA - 3	FREN - 1
	FASHION MERCH- 1	



Other: Fashion Merchandising and French.

A.1 Minor(s): (42 Responses)

2 Double Minors MATH, FORL – 1
FORL, INST - 1

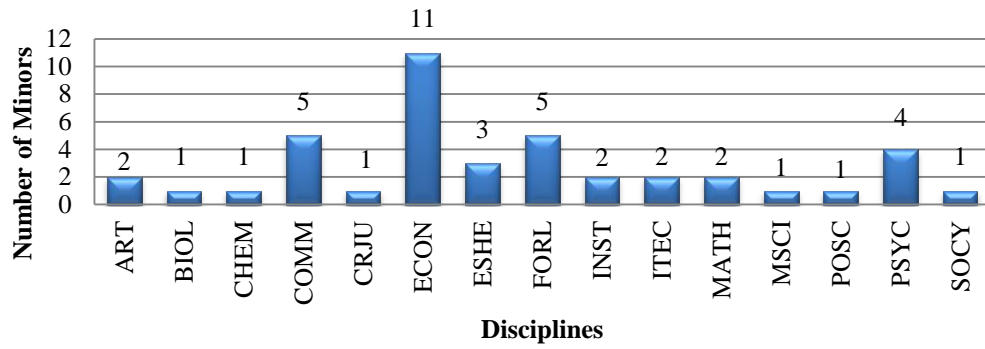
38 Single Minors ART- 2 BIOL – 1
CHEM - 1 COMM – 5
CRJU - 1 ECON – 11
FORL - 3 ITEC - 2
MATH - 1 MSTD - 1
POSC - 1 PSYC - 4
SOCY – 1 ESHE - 3
INST - 1

Total Per Minor ART - 2 BIOL – 1
CHEM - 1 COMM - 5
CRJU - 1 ECON – 11
FORL - 5 ITEC - 2
MATH - 2 MSTD – 1
POSC - 1 PSYC – 4
SOCY - 1 ESHE - 3
INST - 2

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**Total Number of Minors
Completed By Discipline**
College of Business and Economics - 2011-2012

Number of Responses: 42



A.1 **Concentration(s):** (29 Responses)

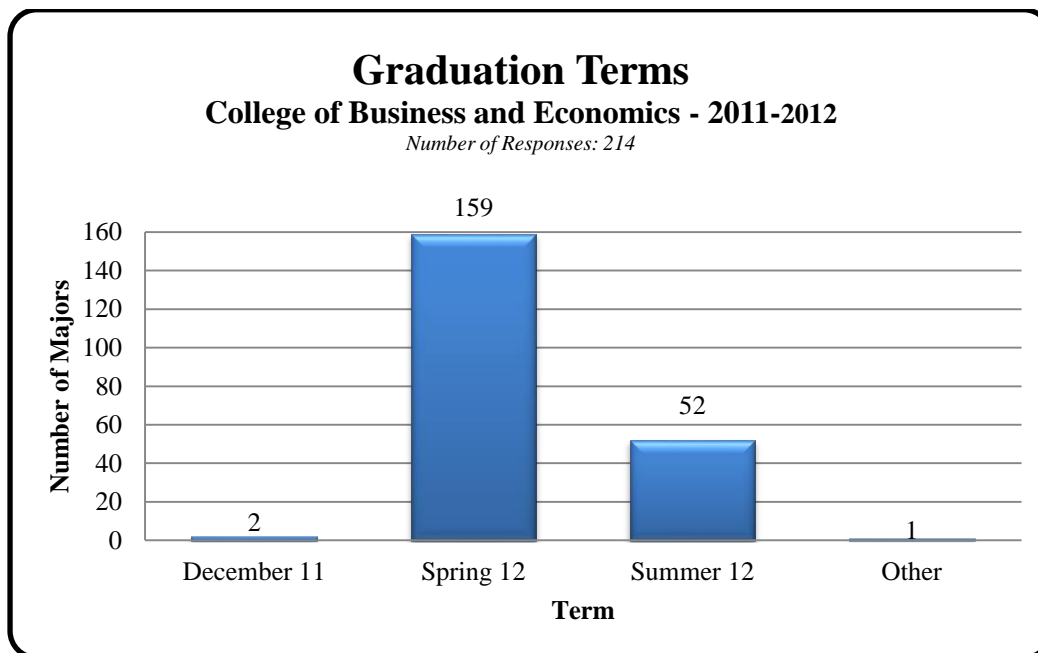
ENTRE - 29

B. **When do you expect to complete the course requirements for your degree?** (214 Responses)

Spring 2012 - 159

Summer 2012 - 52

Other - 3 (Dec 2011 - 2)



C. **How many years did you take to complete the requirements for this degree?** (213 Responses)

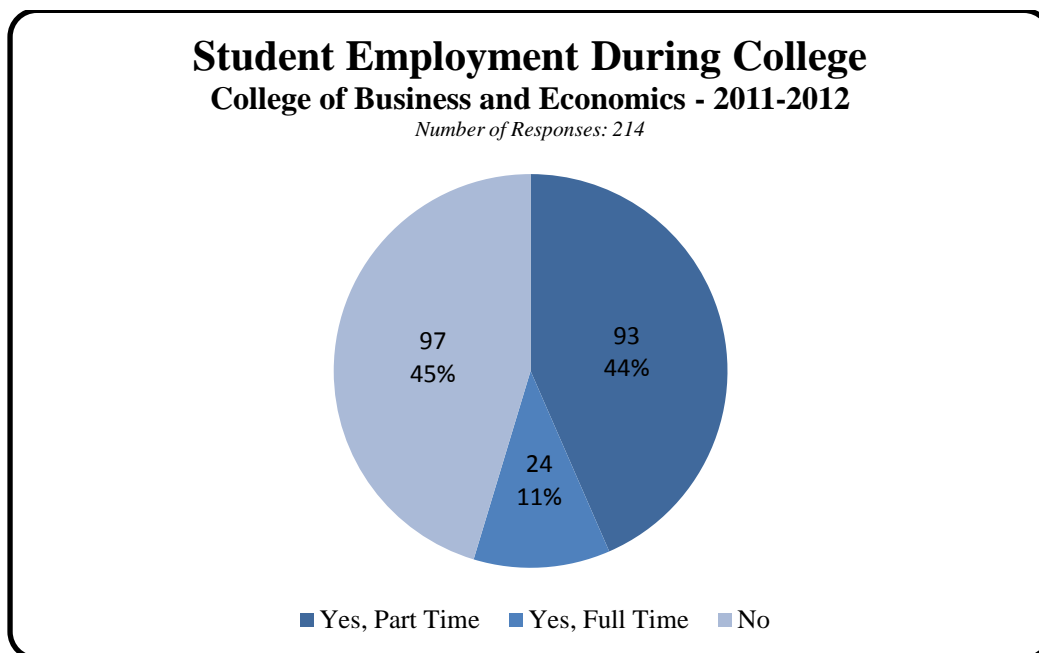
Years	Number of Students
1.5	2
2	9
2.5	1
3	6
3.5	1
4	146
4.5	9
5	33
6	3
7	1
10	1

D. Do you currently work? (214 Responses)

Yes, part time - 93

Yes, full time – 24

No - 97



E. Gender (214 Responses)

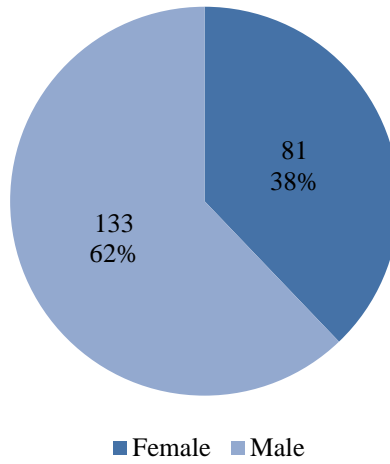
Female - 81

Male – 133

Gender

College of Business and Economics - 2011-2012

Number of Responses: 214

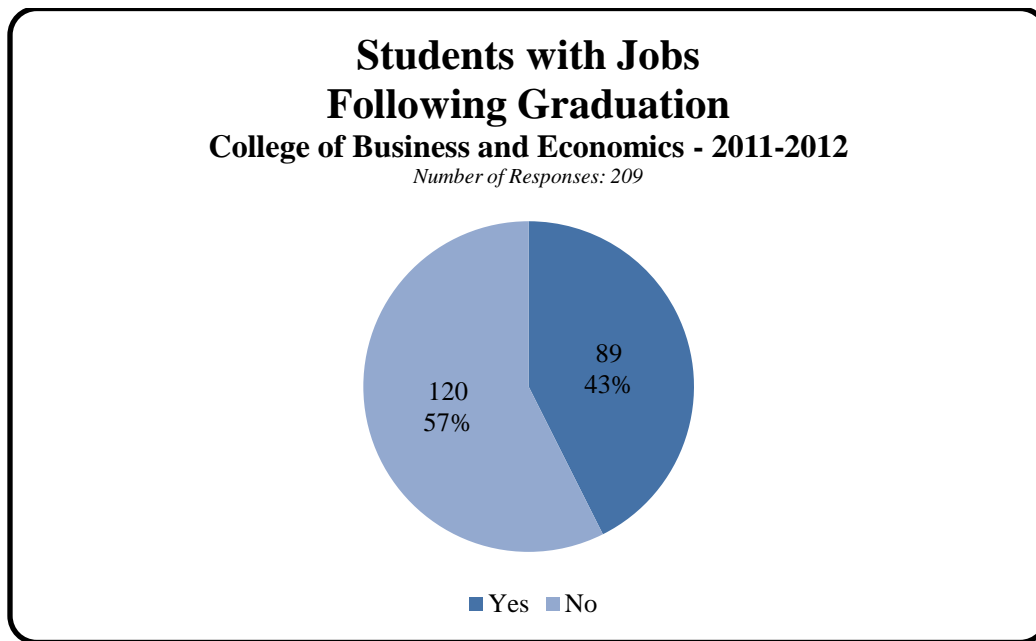


Section 2. Future plans.

- A. Do you currently have a job offer you have accepted or plan to accept, or a job you plan to continue with after graduation? (209 Responses)

Yes – 89

No - 120



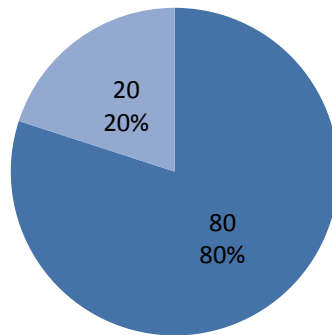
- B. Are you actively seeking a job? (100 Responses)

Yes - 80

No - 20

**Number of Students
Actively Seeking a Job Before Graduation**
College of Business and Economics - 2011-2012

Number of Responses: 100



■ Yes ■ No

If yes, what type of job are you searching for?

Accountant	Government Contracting.
Accounting	Graphic Design/Marketing
Accounting/Auditing	Human Resources
Anything really.	Human Resource Management
Anything just about.	Inside Sales
Auditing	Logistics, Auditing, Accounting
Automatic Data Processing	Management
Banking	Management Trainee Position
BIB Sales, Biz Development	Marketing
Business	Marketing Representative
Buyer	Marketing/Advertising
Commercial Real Estate	Marketing/Sales
Consulting	Marketing/Sales Related
Contracts Management	Massage/HE
Entertainment Marketing	Mortgage Consultant
Entry Level Marketing Position	Mortgage Marketing
Entry-Level Management	New Home Sales
Event Management	Own my own business.
Finance	Planner/Buyer
Finance Analyst, Insurance Rep	Project Management.
Finance/Banking	Public Relations
Financial Advisor	Purchase/Buyer
Financial Advisor/Insurance	Real Estate
Financial Analyst	Recruiting or Consulting
Financial Investment	Sales

Sales Marketing Rep or Marketing Research

Sales/Supply Chain

Something in sales to start.

Something local - just quit my current job.

Something related to economics.

Sport Industry

Staff Accountant

System Analysts

B2. Which of the following best describes why you are not currently seeking a job? (47 Responses)

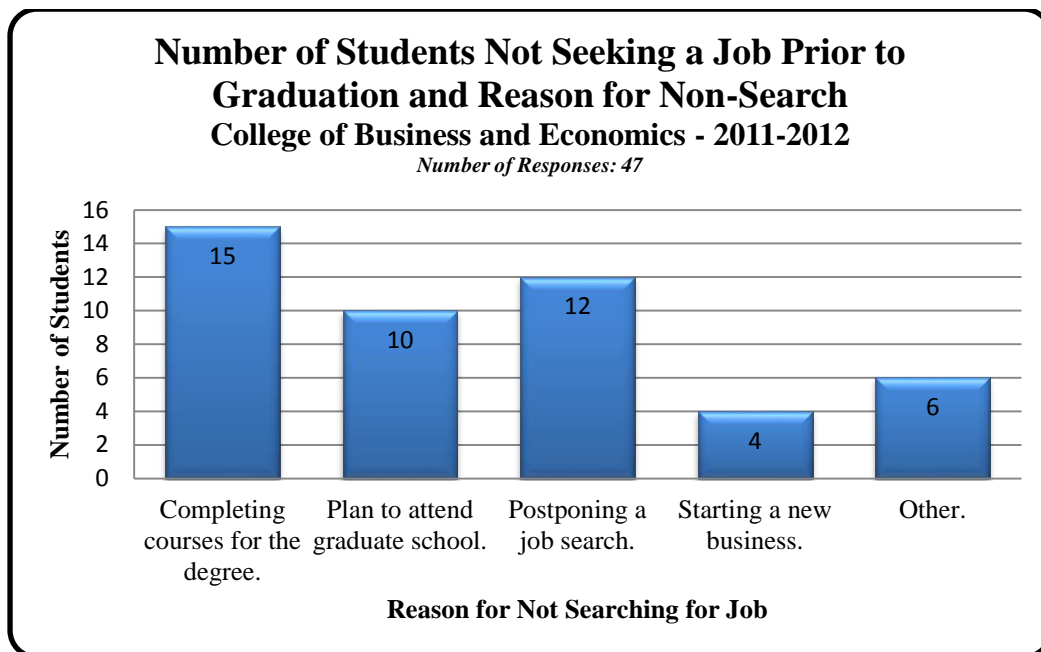
Completing courses for the degree - 15

Plan to attend graduate school - 10

Postponing a job search - 12

Starting a new business - 4

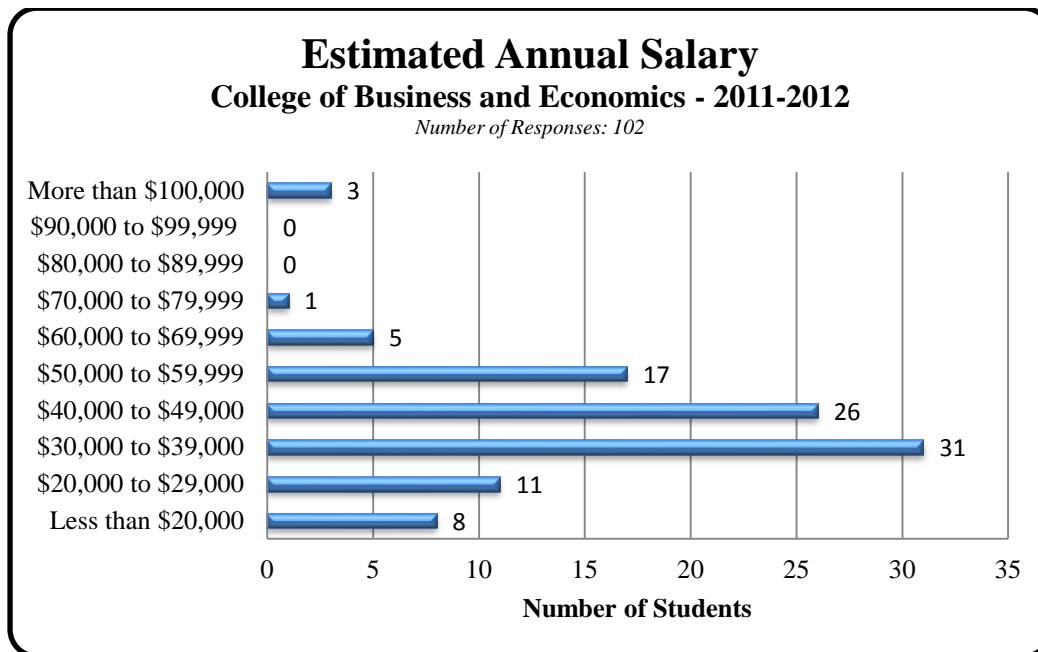
Other (please specify) – 6 (Studying Abroad and Study for CPA)



Other: Studying Abroad and Studying for CPA.

C. What annual salary/income will you receive with your job? If commission based, please estimate. Please circle the number. (102 Responses)

Less than \$20, 000 - 8
\$20,000 to \$29, 000 - 11
\$30,000 to \$39, 000 - 31
\$40,000 to \$49,000 - 26
\$50,000 to \$59,999 - 17
\$60,000 to \$69,999 - 5
\$70,000 to \$79,999 - 1
\$80,000 to \$89,999 - 0
\$90,000 to \$99,999 - 0
More than \$100,000 - 3



D. What is the name of the company you will work for?

See table on next page.

E. Where is your new job located?

Job Information

Annual Salary (C)	Name of Company (D)	Job Location City and State (E)
Not Indicated	MTC	Dumfries, VA
	United Clothing Co. (Owner) / Gloco Commercial Cleaning (Co-Owner)	Leesburg, VA
	Walt Disney World Corporation	Orlando, FL
	JC Penney	Plano, TX
Less than \$20,000	Elliott Davis	Galex, VA
	East Beach Sandwich Co.	Virginia Beach, VA
		Virginia Beach, VA
	YFU	Washington, DC
	Starbucks	West Lafayette, IN
	Babcock & Wilcox	Lynchburg, VA
\$20,000-\$29,000	Audley Farm	Berryville VA
	NWFCC	Herndon, VA
	Disney	Orlando, FL
	Stifel Nicolaus	Radford, VA
	Radford University	Radford, VA
	UPS	Roanoke, VA
	Fastenal	Salem, VA
	Center Stage Audio	Sterling, VA
	Massanutten Military Academy	Woodstock, VA
	Value Prospects in India	New Delhi, India
	Waterview Apartment	Chesapeake, VA
\$30,000-\$39,000	Retirement Benefit Solutions	Annandale, VA
	State Farm, Hopefully	Arlington, VA
		Blacksburg, VA
	MBH Settlement Group	Burke, VA
	Caterpillar	Chesapeake, VA
	AFLAC	Christiansburg, VA
	Clinique	Christiansburg, VA
	Dish or eFollet	Christiansburg, VA or Roanoke, VA
	Army National Guard Flight P	Ft. Rucker, AL
	Keller Williams	Gainesville, VA

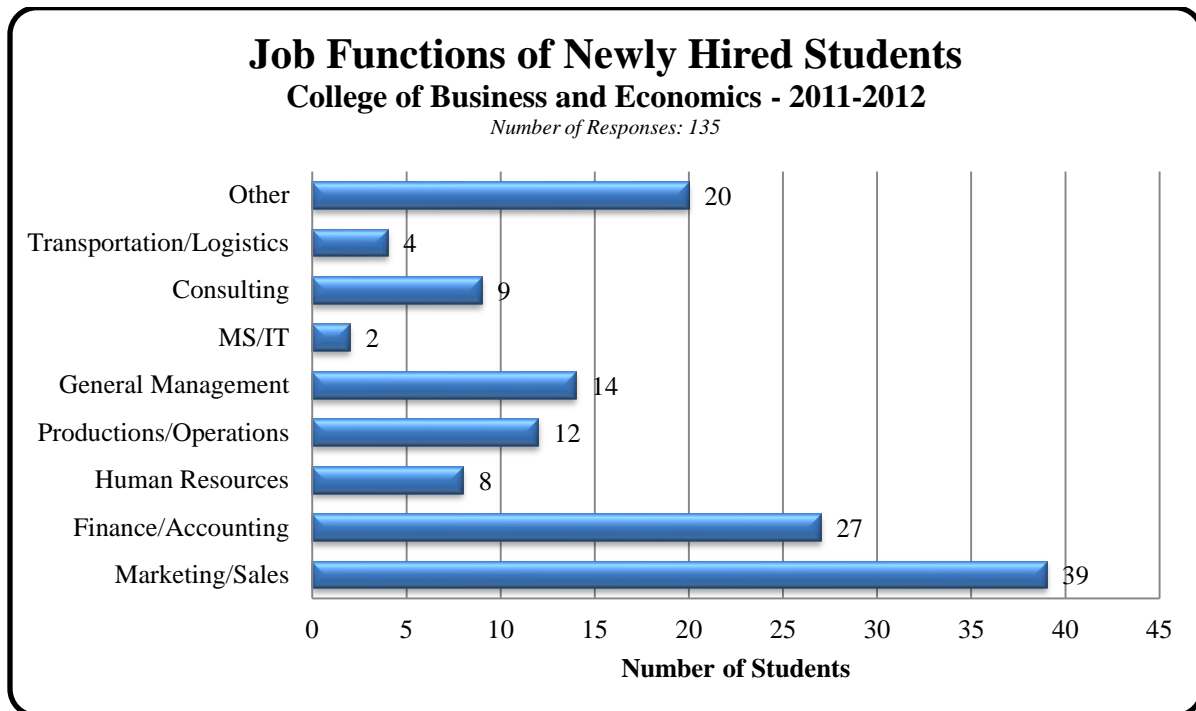
Annual Salary (C)	Name of Company (D)	Job Location City and State (E)
	Norfolk Southern	Hampton, VA
	Computer Aid Inc.	Harrisonburg, PA
	Beacon Credit Union	Lynchburg, VA
	Lynchburg Steel & Specialty Co.	Lynchburg, VA
	Booz Allen Hamilton	McLean, VA
		Nova, VA
	AmeriCorp	Philadelphia, PA
	Johnsons Jewelers	Raleigh, NC
	Toyota	Raleigh, NC
	Enterprise Holdings Inc.	Richmond, VA
	Sierra Pacific Mortgage	Richmond, VA
	Fox 21/27 & CWS	Roanoke, VA
	Larlin Aquarium Systems	Roanoke, VA
	Valley Financial Solutions	Roanoke, VA
	UPS/Own Company	Roanoke, VA
	BB&T	Roanoke, VA
		Virginia Beach, VA
\$40,000-\$49,000	Conservation or Food	Arlington, VA
	Delta Resources, Inc.	Arlington, VA
	Ferguson/or MISource	Baltimore, MD
	Ferguson Enterprises	Chantilly, VA
	Red Light Management	Charlottesville, VA
	Real Designs	Fairfax, VA
	Sherman-Williams	Fairfax, VA
	Omniplex	Fort Mead, MD
	Office of the Comptroller of the Currency	Roanoke, VA
	CGI	Lebanon, VA
	Wells Fargo	McLean, VA
	Crofton Industries	Portsmouth, VA
	Kollmorgen	Radford, VA
	Deloitte	Radford, VA
	New York Life	Richmond, VA
	Tidewater Home Mortgage Group	Richmond, VA
	Electronic Systems Inc.	Richmond, VA
	MedWorks	Richmond, VA
	Enterprise	Sterling, VA
	USIS	Washington, DC
	The Advisory Board Company	Washington, DC

Annual Salary (C)	Name of Company (D)	Job Location City and State (E)
	Defense Information Systems Agency	Forte Meade, MD
	Ameriprise Financial	Gaithersburg, MD
\$50,000-\$59,000	Van Metre Homes	Aldie, VA
	The Greysteel Company	Bethesda, MD
	EMC	Boston, MA
	CGI	Fairfax, VA
		Fairfax, VA
	Lanigan, Ryan, Malcolm, Doyle	Gaithersburg, MD
	Tao Group	Las Vegas, NV
		Miami, FL
		Richmond, VA
	Carrier Enterprise	Richmond, VA
	Auditor of Public Accounts	Richmond, VA
	Target	Roanoke, VA
	Bon Secours	Traveling the Country
	McMahon & Co. PC	Vienna, VA
	Freddie Mac	McLean, VA
	US Army	Killeen, TX
\$60,000-\$69,000	CSC-FCP	Chantilly, NJ
	Ultimate Tan (Co-Owner)	Sutton, VA
	New York Life	VA
		Washington, DC
	Environmental Protection Agency	Washington, DC
\$70,000-\$79,000	Sheehy Ford of Springfield	Springfield, VA
More than 100,000	Maddam Changs	Bangkok Thailand
		Fairfax, VA
		McLean, VA

F. Which of the following best describes what your job function will be? (135 Responses)

Marketing/Sales - 39
 Finance/Accounting - 27
 Human Resources - 8
 Productions/Operations - 12
 General Management - 14
 MS/IT - 2
 Consulting - 9
 Transportation/Logistics - 4
 Other (please specify) - 20

Coach	Special Events
Credit Manager	Training
Maintenance	Military
Office Assistant	Paid Intern – Operations, Acquisitions, Lab
Real Estate	
Recruiting	



Other: Coach, Credit Manager, Maintenance, Office Assistant, Real Estate, Recruiting, Special Events, Training, Military, and Paid-Intern-Operations, Acquisitions, Lab.

G. Which of the following list best describes the type of industry for the company where you will be working? (123 Responses)

Consulting - 19
Financial Services - 22
Government/Education - 12
Health/Biotech - 2
Utilities - 2
Manufacturing - 5
Media/Entertainment - 3
Consumer/Products Services - 23
Sports/Leisure - 4
Real Estate - 6
Non-profit - 3
Petroleum/Energy - 1
Transportation - 5
Other (please specify) - 16

3rd Party Logistics

Actg/Tax

Information Technology

Insurance

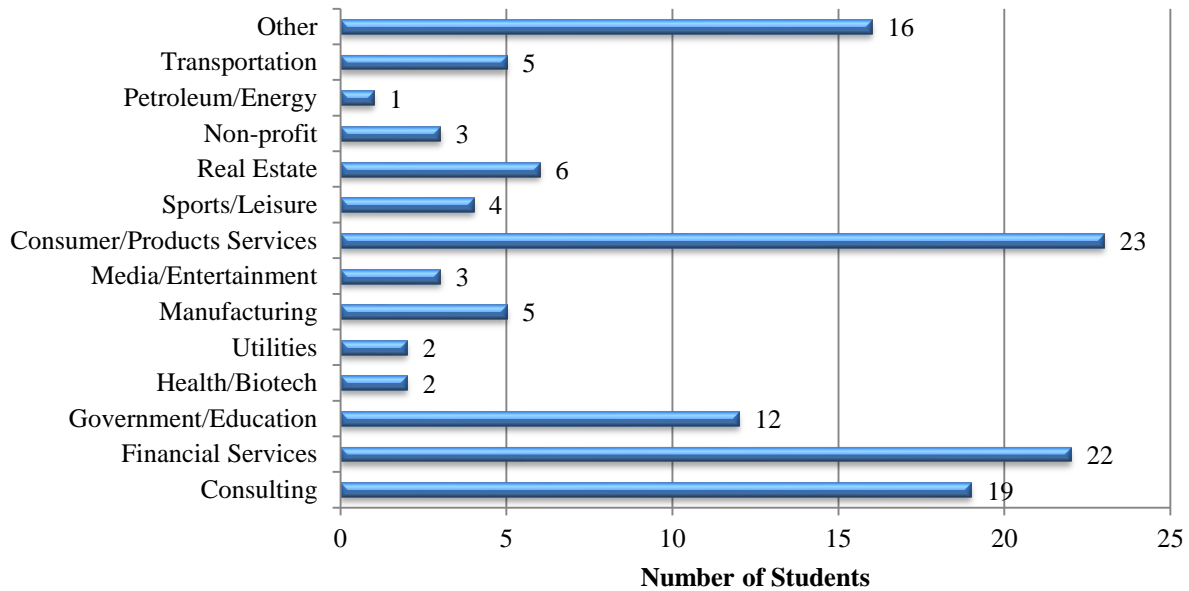
REDC

Vineyard

Type of Industry in Jobs for New Hires

College of Business and Economics - 2011-2012

Number of Responses: 123



Other: 3rd Party Logistics, Accounting/Tax, Information Technology, Insurance, REDC, Vineyard.

H. Which of the following was the primary source for your job offer? (102 Responses)

Already working there - 18

RU-facilitated activities - 8

Internship - 14

Family or Friend referral - 32

Your own activities - 24

Other (please specify) - 6

An internship that Radford would not give me credit for that I've had for 2 yrs straight.

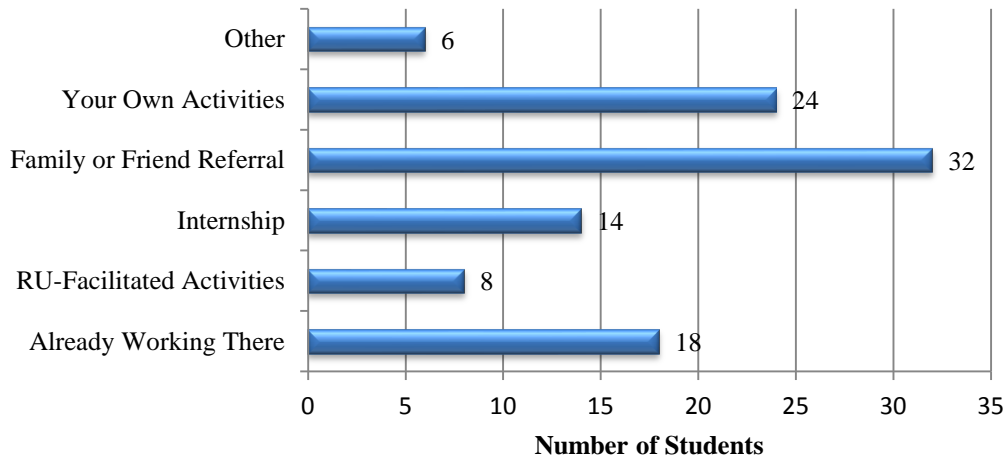
I'm the owner of the company.

Networking

RU Student

RU-VT Career Fair

Primary Source for Job Offer
College of Business and Economics - 2011-2012
Number of Responses: 102



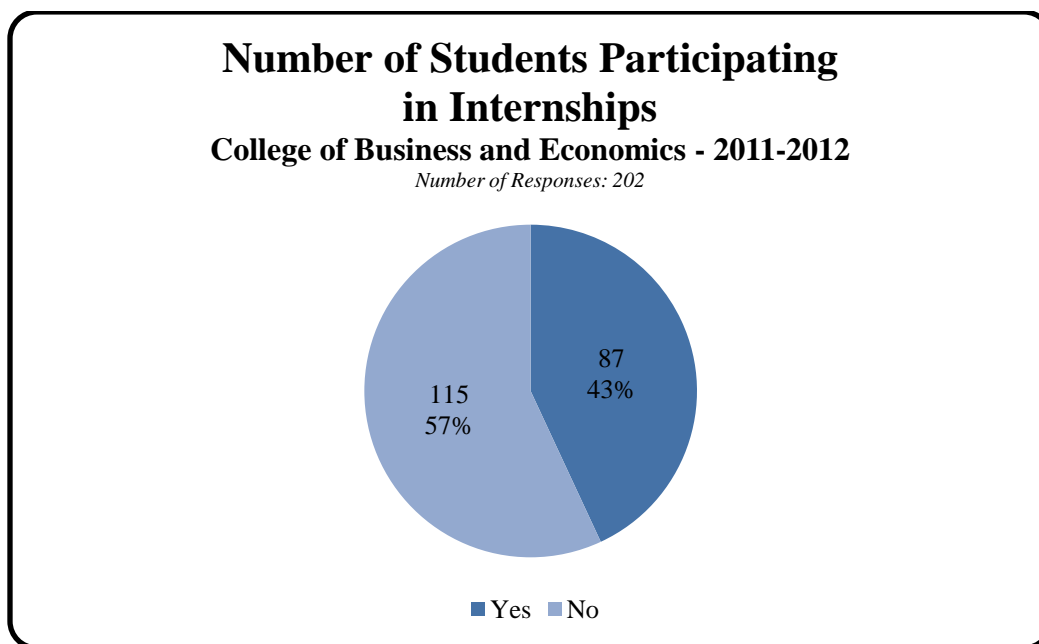
Other: An internship that RU would not give credit for, owner of the company, networking, RU student, and RU-VT Career Fair.

Section 3. Internships.

A. Did you participate in an internship while at RU? (202 Responses)

Yes - 87

No - 115



B. Did you receive college credit for this internship? (93 Responses)

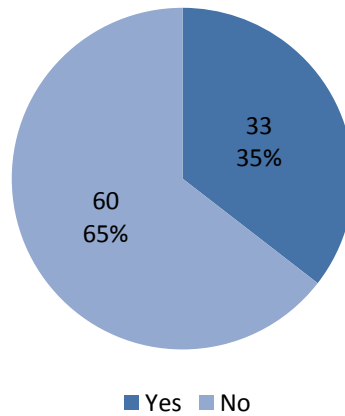
Yes - 33

No - 60

Number of Students Receiving College Credit for Internship

College of Business and Economics - 2011-2012

Number of Responses: 93



C. Please provide the name of the organization(s) that sponsored your internship?

D. Have you been offered a job at any place you interned? (92 Responses)

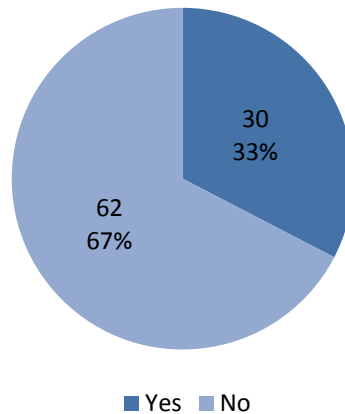
Yes - 30

No - 62

Number of Students Offered a Position at their Internship Site

College of Business and Economics - 2011-2012

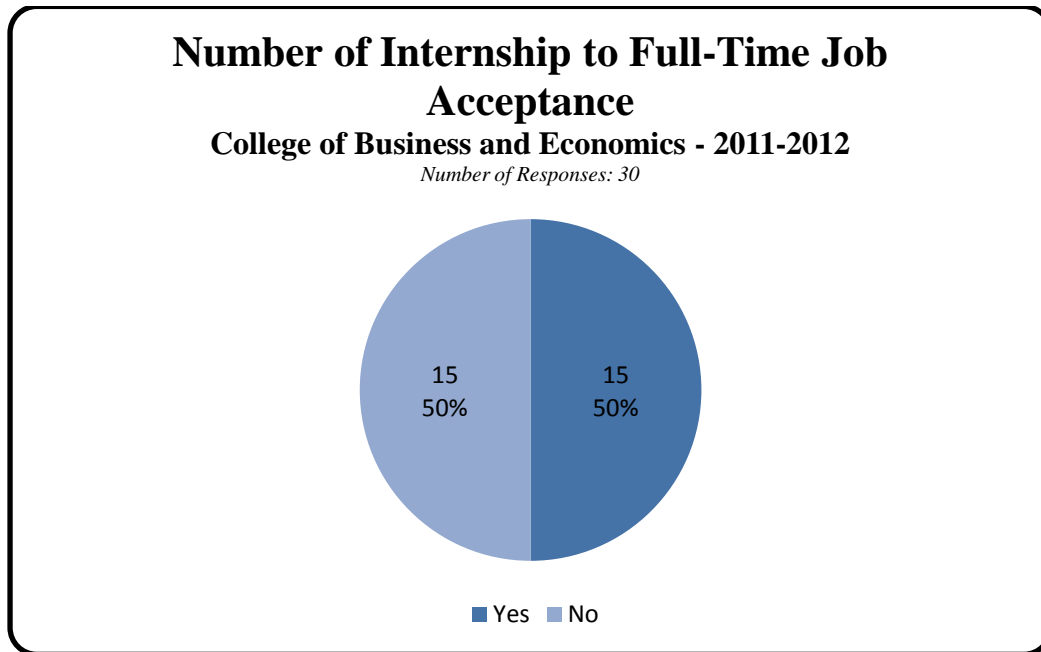
Number of Responses - 92



D1. Did you accept the offer? (30 Responses)

Yes – 15

No - 15



Internship Questions B, C, D, and D.1

Receive College Credit for Internship (B)	Organization that Sponsored Internship (C)	Offered a Position? (D)	Did you accept? (D.1)
Yes	McCoy's Auto Repair	Yes	Yes
Yes	Ameriprise Financial Services	Yes	Yes
Yes	Van Metre Homes	Yes	Yes
Yes	Enterprise Rent a Car	Yes	Yes
Yes	UPS	Yes	Yes
Yes	Lynchburg Steel & Specialty Co.	Yes	Yes
Yes	Charlottesville Radio Group	Yes	Yes
No	Booz Allen Hamilton	Yes	Yes
No	DISA (Defense Information Systems Agency)	Yes	Yes
No	Delta Resources Inc.	Yes	Yes
No	Carter Machinery	Yes	Yes
No	Bon Secours	Yes	Yes
No	Tech Sportsplex	Yes	Yes
Yes	Caisse d'Epargne de Bourgogne Franche-Comte	Yes	No
Yes	Elegance by Mavivc	Yes	No
Yes	Gray's Sportswear	Yes	No
No	Argent Heating and Cooling	Yes	No
No	MemberOne FC	Yes	No
No	My eye doctor.	Yes	No
No	Carohsoft Tech	Yes	No
No	Mass Nutul	Yes	No
No	Hershey Entertainment and Resorts	Yes	No
No	Metropolitan Management Group	Yes	No
No	Long & Foster Insurance	Yes	No
No	VPT Inc.	Yes	No
No	Simply Wireless	Yes	No
Yes	UPS	No	
Yes	Roanoke Blacksburg Technology Council	No	
Yes	Farmers Insurance & RU Foundation	No	
Yes	Bind Supplies, Inc.	No	
Yes	United Way of Montgomery, Radford, & Floyd	No	
Yes	Southwestern Virginia Training Center	No	
Yes	Montgomery County Chamber of Commerce	No	
Yes	Radford University Athletics	No	
Yes	Marketing Department	No	

Receive College Credit for Internship (B)	Organization that Sponsored Internship (C)	Offered a Position? (D)	Did you accept? (D.1)
Yes	iprocess online	No	
Yes	Will Taylor, Roanoke Civic Center	No	
Yes	Montgomery County Chamber of Commerce	No	
Yes	UBS	No	
Yes	RU Corporate Park	No	
Yes	RU Corporate Park; Marketing Department	No	
Yes	Radford Chamber of Commerce and Mill Creek Creative, LLC.	No	
Yes	RU Alumni Association	No	
Yes	The Flower Pot	No	
Yes	Radford University Department of Marketing	No	
Yes	Corporate Park Internship	No	
Yes	Chartwells	No	
Yes	RU Corporate Park	No	
Yes	NanJing Great Solar Company, Nanjing China	No	
No		No	
No	Miller Consulting Group	No	
No	RU Foundation	No	
No	Thomson Pleutry	No	
No	Babcock & Wilcox	No	
No	Radford Chamber of Commerce	No	
No	Ameriprise Financial Services, Inc.	No	
No	Virginia Economic Bridge	No	
No	Virginia Western Community College - with Friendship Retirement Community (Roanoke)	No	
No	Radford Athletics & Southern Trust Mortgage	No	
No	Feedback Agency	No	
No	Ameriprise Financial	No	
No	RU Athletics	No	
No	Washington Post	No	
No	One Care of Southwestern VA	No	
No	Clouis Consulting	No	
No	Ariga U.S.A., New York	No	
No	NII Holdings	No	
No	VA Regional Chamber, Winchester, VA and United Way, Christiansburg, VA	No	
No	Kentco, Inc.	No	
No	Comcast	No	
No	Culture Zest	No	
No	Cummulus Radio	No	

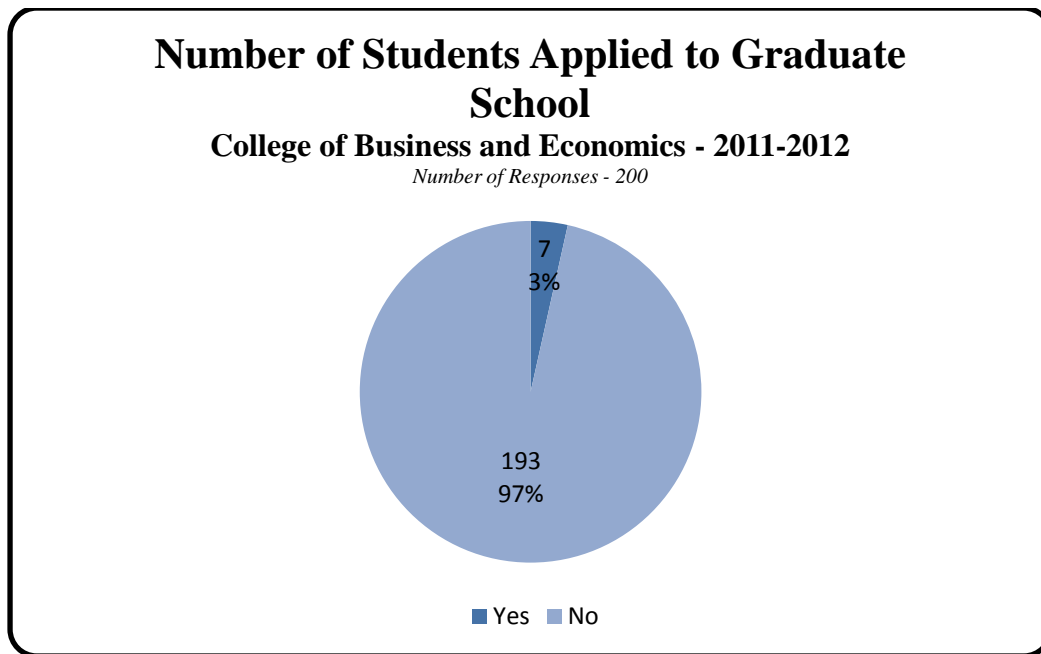
Receive College Credit for Internship (B)	Organization that Sponsored Internship (C)	Offered a Position? (D)	Did you accept? (D.1)
No	O'Connor Group	No	
No	Federal Mogul	No	
No	Author, Kathy Jordan	No	
No	American Lung Association	No	
No	AGV Sport	No	
No	Chantel Ray Real Estate	No	
No	Hometown Bank	No	
No	Internships.com	No	
No	Propak, LLC	No	
No	JLS Inc.	No	
No	Farmers Insurance, Christiansburg, VA (RU Credit)	No	

Section 4. Graduate School.

- A. Have you been admitted into a graduate or professional degree program (such as MBA program, Law School, etc.) (200 Responses)

Yes - 7

No - 193



- B. Please list the school and degree program to which you have been being admitted.

Name of School/College	Degree/Professional Program
Boston University	Masters in Econ
Liberty	MBA
Perdue University	Mechanical Engineering
Radford University	Corp & Profes Comms
University of Alabama	Masters of Arts
University of Alabama	MBA
VCU	Masters of Economics

Section 5. Study Abroad.

A. Did you participate in Radford University's Study Abroad Program? (201 Responses)

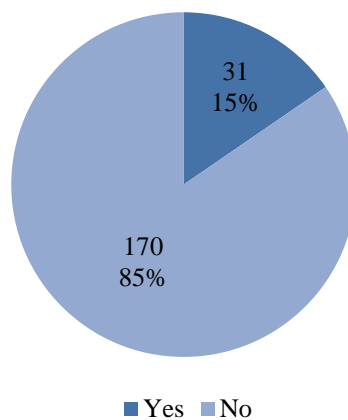
Yes - 31

No - 170

Number of Students Participated in the Study Abroad Program

College of Business and Economics - 2011-2012

Number of Responses: 201



B. If so, what country(ies) did you study in? (42 Responses)

Australia - 7

Australia/New Zealand - 22

China - 1

England - 1

France - 1

Iceland - 1

Ireland - 5

Ireland/France - 1

Panama - 1

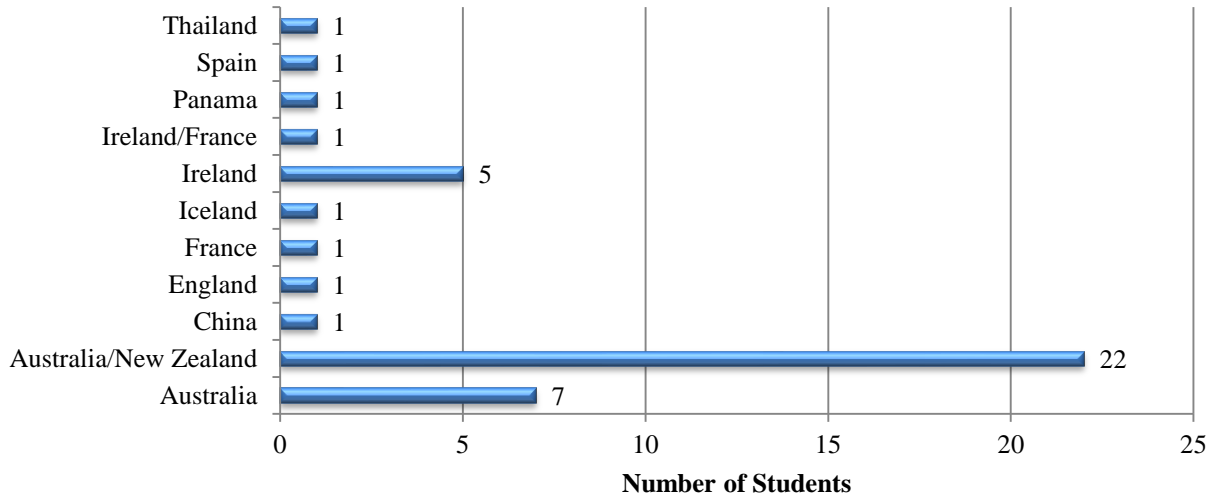
Spain - 1

Thailand - 1

Study Abroad Countries

College of Business and Economics 2011-2012

Number of Responses: 42



Section 6. Comments.

A. Being a graduate of Radford University is ...

An amazing feeling & makes me very happy knowing I made a great decision.

One of the biggest accomplishments of my life.

A great honor and I'm extremely proud to say I learned my degree here.

Awesome.

Super.

A great accomplishment.

A relief.

An accomplishment to be proud of.

The best thing I did so far.

Awesome. The future reputation of the school will only get better with the new COBE building.

A very big accomplishment. I've enjoyed my 4 years here at RU & I have learned a lot.

Very exciting. I've had a wonderful experience and feel prepared to enter the business world.

Exciting and an honor.

A great accomplishment!

Such a great accomplishment.

An honor and a pleasure. I enjoyed being able to learn new information from a new perspective.

Fulfilling.

A privilege and an accomplishment for my personal goals and will be very beneficial for my future success!

Something I can be proud of.

One more step forward.

A huge weight off my shoulders.

A privilege.

An open door.

Exciting and bittersweet!

Amazing.

Awesome and a great experience. Glad to be done.

The biggest accomplishment of my life.

Exciting

Good.

A pleasure because it has been a great journey from the time I've been here.

Good.

Awesome.

Awesome.

An award of commitment and dedication.

A fundamental accomplishment in my life.
Incredible!
Fun.
Beneficial to me because it helped me realize what to do with my degree.
Awesome!
A privilege and I have appreciated every minute of it.
Great!
A great experience I would never trade.
A long time coming.
Finally here.

Alright. I love the school but didn't help me a get a job.
Finally here!
Awesome.
Beneficial and helped me with my future career paths.
Amazing to my future!
Awesome.
Rewarding. I'm proud to be a product of what I believe to be an excellent university.
Exciting. Couldn't be happier with my marketing education.
Awesome!
A journey worth the trip.
An honor.
A great accomplishment given what the business school is becoming!
A high honor for the COBE.
Rewarding.
A relief.
A relief.
Great because I take pride in this school.
Awesome.
Something I'm proud of.
A great accomplishment.
The best feeling I've ever had.
Amazing.
Rewarding.
Fulfilling.
An amazing accomplishmentGreat!
Going to help me with my future.The turning point of my life.
Only the beginning - trademark, copyright, Sam Kane
Only the beginning.
An honor and a privilege.
Exciting.
A very great honor and achievement.

A great achievement.
 Exciting & memorable.
 A real achievement for me being the first to go and to graduate from college.
 Extremely important when finding a job in this economy.
 Being successful.
 A good feeling.
 Amazing.
 An honor I am proud to be a part of Radford University.
 Rewarding and exciting.
 Rewarding and beneficial.
 The best thing I've done in my whole entire life.
 A proud accomplishment.
 Exciting and honorable.
 An accomplishment.
 A very rewarding experience.
 An awesome 4.000 experience.
 Fulfilling
 An accomplishment.
 Exciting/overwhelming.Going to be great.
 An enormous accomplishment.
 A great accomplishment!
 A huge accomplishment.
 A great feeling!
 A good thing.
 Relieving, I can't stand education.
 A great and rewarding accomplishment.
 Rewarding.
 The culmination of 18 years of education ... to this point.
 Wonderful!!
 Great, exciting, and scary.
 A blessing and I feel happy to be graduating from a great college/institution.
 Awesome.
 An honor.
 Great! Radford is one of the Best Business Schools in America that is why I chose here to earn my degree.
 A rewarding experience and I truly feel accomplished.
 Crazy. I'm so excited to start my future.
 Rewarding.
 A great feeling and accomplished.
 A dream come true.
 Beneficial. I learned a great deal while at Radford. Had a lot of fun.
 Rewarding.

Awesome.
Exciting and makes me proud.
Nice to have achieved and has helped me grow within myself.
A great accomplishment!
An amazing accomplishment.
Exciting.
A true honor to have a degree from this university.
Incredible. I have never felt so proud to be a graduate from here.
Amazing! All the hard work has finally paid off!
Exciting: I am proud to be an alumni.
Very exciting and rewarding.
Fulfilling.
A great feeling, but am definitely ready to move on!
An accomplishment!
An accomplishment.
Satisfying. Knowing I got an excellent education.
Exciting & well deserved.
A great accomplishment for me and I am very proud of myself.
Very exciting and personally rewarding.
A great honor.
A great honor.
Very fulfilling.
An honor and has opened many doors for me.
An honor.
Thrilling. They offer more opportunities and are more focused on the students than my previous school.
An honor and has helped me secure a job.
Exciting.
An amazing feeling.
A honor. My four years couldn't have been spent in a more productive and rewarding way.
A honor & a huge success in my life.
Awesome!
Is an opportunity to show the skills and attributes that you guys have provided me.
An honor.
Will open large opportunity.
Beneficial.
A good feeling.
Great fantastic, loved it.
Exciting.
Super, Swell!
Hopefully going to land me a job.
One of the best experiences I have had.

An experience.

Very exciting.

Rewarding.

An honor and has truly been a wonderful experience here.

An honor and great character of my life.

An honor and a privilege to have spent my college career here.

Finally happening and a wonderful experience. I am glad I chose this school and have had great experiences with many teachers and students.

Amazing.

A great accomplishment!

Rewarding and enabled me to build and complete my skill set.

An accomplishment.

A great honor.

Exciting.

Awesome.

An honor.

Awesome!!!

An honor, a wonderful experience, and rewarding.

An amazing accomplishment.

Limiting when it comes to networking.

Challenging, but I learned a lot.

A big honor. I'm proud to say I will be a Radford graduate at COBE.

Beneficial to my future.

An honor and I will be proud to tell people I am an RU alumni b/c of the AACSB accreditation.

Confusing.

Wonderful.

Fulfilling.

My great achievement. I really enjoyed my last 4 years.

A big accomplishment. Gives me a great feeling because Radford is a great institution.

Something I'm very proud of.