Program Assessment Plan

American University

Academic Program: KSB: Business Administration - MBA

Academic Program: KSB: Business Administration - MBA

Contact Person for Assessment: Robert Edgell
Unit's Primary Department: KSB-Genl

Learning Outcome: LO1: Functional Business Knowledge
Develop a foundation in each of the functional areas of business including accounting and financial analysis, production and marketing of goods and services, management of people and organizations, group dynamics and team diversity, and information and technology management.

Outcome Year: 2012-2013
Start Date: 08/27/2012
End Date: 05/03/2013
Outcome Status: Active Learning Outcome

Assessment Plan

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Target</th>
<th>Schedule/Cycle</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A 48-question exam, multiple choice exam, to be completed in 60 minutes. 35 questions of this exam were used to evaluate Functional Business Knowledge.</td>
<td>80% of more of the participants get 60% or more of the exam questions correct.</td>
<td>Every other year</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The exam was administered via an online survey tool (Survey Console) one week before the first day of the Spring 2013 semester to students enrolled in KSB-613 Strategic Decision-Making and in MGMT-635 - Ethics, Social Responsibility and Governance. See attached Plan.

Measure Type: Quiz/Exam

Related Courses
- ACCT-607 - Financial Accounting
- FIN-605- - Managerial Econ/Corp Strategy
- FIN-614 - Financial Management
- IBUS-618 - Manager in International Econ
- ITEC-616 - Management Information Syst
- MGMT-609 - Mgmt of Orgs & Human Capital
- MKTG-612 - Marketing Management

Learning Outcome: LO2: Strategic Thinking and Integration
Develop strategic decision-making abilities by integrating academic (across disciplines) and experiential learning. Understand critical interrelationship and linkages necessary for among functional disciplines and linkages between "hard" and "soft" skills.

Outcome Year: 2012-2013
Start Date: 01/01/2013
Outcome Status: Active Learning Outcome

Assessment Plan

<table>
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<tr>
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<tbody>
<tr>
<td>8 question out of a 48 question exam, to be completed in an hour, were used to assess this learning objective.</td>
<td>80% of participants would receive a 60% or better on the exam.</td>
<td>Every year</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The exam was administered via an online survey tool (Survey Console) one week before the first day of the Spring 2013 semester to students enrolled in KSB-613 - Strategic Decision-Making and in MGMT-635 - Ethics, Social Responsibility and Governance. See Attached Plan.
### Learning Outcome: LO3: Analytical Problem Solving

Develop competency in applying quantitative information, tools, methods, and professional judgment in solving business problems.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2013
- **Outcome Status:** Active Learning Outcome

#### Assessment Plan

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<tbody>
<tr>
<td>Quiz/ Exam</td>
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</table>

#### Measure Type:

Quiz/ Exam

5 question out of a 48 question exam, to be completed in an hour, were used to assess this learning objective.

The exam was administered via an online survey tool (Survey Console) one week before the first day of the Spring 2013 semester to students enrolled in KSB-613 - Strategic Decision-Making and in MGMT-635 - Ethics, Social Responsibility and Governance. See Attached Plan.

#### Outcome Status:

80% of the participants will get 60% or more of the exam questions correct.

Every year

Yes

### Learning Outcome: LO4: Communication

Demonstrate professional competence in oral, written, and interpersonal communication skills.

- **Outcome Year:** 2012-2013
- **Start Date:** 08/27/2012
- **End Date:** 05/03/2013
- **Outcome Status:** Active Learning Outcome

#### Assessment Plan

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<tr>
<td>Presentation</td>
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Formal in-class presentations by individual students will be used to assess the outcome.

The oral content rubric included thirteen (13) items as organized by four categories: audience and purpose, content, delivery, and result. For this particular study, our assessor decided to not use the oral rubric item, Delivery: does the speaker use visual aids effectively? Does the presentation make the intended emotional impact and does the presentation make the audience want to act in the way the speaker(s) intended? given the nature of the sample presentations.

#### Measure Type:

Presentation

80% or more of the respondents? mean (X‾) response figure to be 3.0 or higher.

Every other year starting with AY12-13

Yes

### Related Courses

- MGMT-615 - Legal, Ethical, and Social Issues in Business

### Learning Outcome: LO5: Business and Society

Develop an appreciation of the environment in which business operates, including economic, legal, ethical and societal dimensions.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2013
- **Outcome Status:** Active Learning Outcome
Learning Outcome: LO6: Leading and Managing Teams
Understand the nature of group dynamics and to lead diverse work teams.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2013
- **Outcome Status:** Active Learning Outcome

Learning Outcome: Core Business Knowledge: Foundation
Develop Foundation Knowledge in each of the functional areas of business includeing:
- a) Accounting and Financial Analysis
- b) Production and Marketing of Goods and Services
- c) Management of People and Organizations
- d) Information and Technology Management

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2012
- **Outcome Status:** Archived Learning Outcome

Learning Outcome: Professional Skills: Communication
Demonstrate professional competence in oral, written, and interpersonal communication skills.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2012
- **Outcome Status:** Archived Learning Outcome

Learning Outcome: Core Business Knowledge: Critical interrelationship and linkages
Understand critical interrelationships and linkages necessary for developing global business strategy, including:
- a) Linkages between strategic and operational issues
- b) Relationships among functional disciplines
- c) Linkages between "hard" and "soft" skills

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2012
- **Outcome Status:** Archived Learning Outcome

Learning Outcome: Core Business Knowledge: Legal, Ethical,.. Dimensions
Appreciate the environment in which business operates, including economic, legal, ethical, and societal dimensions.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2012
- **Outcome Status:** Archived Learning Outcome

Learning Outcome: Professional Skills: Use of Softwares
Develop competency in the used of productivity tools and software to improve the quality and efficiency of decision making.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2012
- **Outcome Status:** Archived Learning Outcome

Learning Outcome: Professional Skills: Team Work
Understand the nature of group dynamics and to lead diverse work teams.

- **Outcome Year:** 2012-2013
- **Start Date:** 01/01/2012
- **Outcome Status:** Archived Learning Outcome

Learning Outcome: Strategic Thinking
Core Business Knowledge [pending]
(see supporting documentation for details)
Learning Outcome: IT Tools for Managers
Core Business Knowledge
[pending]
(see supporting documentation for details)

Learning Outcome: Accounting Concepts and Applications
Core Business Knowledge
(see supporting documentation for details)

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<tr>
<td>An essay question in which students are given details of two situations in which a firm provides goods or services to a customer, and asked to explain whether and when revenue should be recognized in each situation. (tied specifically to Outcome 3c: Accounting Concepts and Application: students understand how firms account for basic operating activities) <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 11-12, then every 4th year Accounting faculty not teaching ACCT-607 during the assessment year.</td>
<td>Yes</td>
</tr>
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<td>A computational question that asks students to use two alternative cost-flow assumptions to calculate the cost of sales to be reported as an expense on the income statement and the inventory amount to be reported on the balance sheet, and to interpret the resulting numbers. (Specifically tied to Outcome 3c: Accounting Concepts and Applications: Students understand how firms account for basic operating activities) <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year Accounting faculty not teaching ACCT-607 during the assessment year.</td>
<td>Yes</td>
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<tr>
<td>Computational/brief essay question that asks students to use cost-volume-profit analysis in formulating a competitive bid for rights to marked a product. Specifically tied to Outcome 3f: Accounting Concepts and Applications: Students understand the basics of cost-volume-profit analysis). <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator</td>
<td>AY 11-12, then every 4th year Accounting faculty not teaching ACCT-607 during the assessment year.</td>
<td>Yes</td>
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Learning Outcome: Managerial Economics
Core Business Knowledge
(see supporting documentation for details)

Outcome Year: 2010-2011
2011-2012
Start Date: 07/24/2011
### Assessment Plan

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<tr>
<td>Final examination scores.</td>
<td>No target identified.</td>
<td>AY 11-12, then every 4th year</td>
<td>Yes</td>
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**Measure Type:**
Quiz/ Exam

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**Learning Outcome: Applied Managerial Statistics**

Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Archived Learning Outcome

| Assessment Plan |
|-----------------|-----------------|-----------------|-------|
| **Assessment Method** | **Target** | **Schedule/Cycle** | **Active** |
| Final examination scores. | 80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator. | AY 2011-12, then every 4th year | Yes |

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**Learning Outcome: Managing Organizations and People**

Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Archived Learning Outcome

| Assessment Plan |
|-----------------|-----------------|-----------------|-------|
| **Assessment Method** | **Target** | **Schedule/Cycle** | **Active** |
| A question that asks students to describe how the human relations movement changed modern management practice. | 80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator. | AY 2011-12, then every 4th year | Yes |

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**Measure Type:**
Written Assignment

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**Measure Type:**
Written Assignment

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**A question that asks students to assess the value of scientific management principles and practices to today's organizations.**

Specifically tied to Outcome 6a: Managing Organizations and People: Students understand specific management theories and practices used to plan, organize, lead and deploy individuals and groups in maximizing organizational and personal success.

**Measure Type:**
Written Assignment

---

**A question that asks students to assess the value of scientific management principles and practices to today's organizations.**

Specifically tied to Outcome 6a: Managing Organizations and People: Students understand specific management theories and practices used to plan, organize, lead and deploy individuals and groups in maximizing organizational and personal success.

**Measure Type:**
Written Assignment

---

**A question that asks students to assess the value of scientific management principles and practices to today's organizations.**

Specifically tied to Outcome 6a: Managing Organizations and People: Students understand specific management theories and practices used to plan, organize, lead and deploy individuals and groups in maximizing organizational and personal success.

**Measure Type:**
Written Assignment

---

**A question that asks students to assess the value of scientific management principles and practices to today's organizations.**

Specifically tied to Outcome 6a: Managing Organizations and People: Students understand specific management theories and practices used to plan, organize, lead and deploy individuals and groups in maximizing organizational and personal success.

**Measure Type:**
Written Assignment

---

**A question that asks students to assess the value of scientific management principles and practices to today's organizations.**

Specifically tied to Outcome 6a: Managing Organizations and People: Students understand specific management theories and practices used to plan, organize, lead and deploy individuals and groups in maximizing organizational and personal success.

**Measure Type:**
Written Assignment
A question that asks students how managers influence employee motivation through the design elements of a job. Specifically tied to Outcome 6b: Managing Organizations and People: Students are able to link strategic perspectives to specific management practices that are designed to motivate performance toward organizational and individual objectives.

**Measure Type:**
Written Assignment

80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.

**Schedule/Cycle:**
AY 2011-12, then every 4th year.

**Active:**
Yes

Management faculty not teaching MGMT-609 during the assessment year.

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A question that asks students to determine whether an organization's performance appraisal system is strategically and legally sound. Specifically tied to Outcome 6b: Managing Organizations and People: Students are able to link strategic perspectives to specific management practices that are designed to motivate performance toward organizational and individual objectives.

**Measure Type:**
Written Assignment

80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.

**Schedule/Cycle:**
AY 2011-12, then every 4th year.

**Active:**
Yes

Management faculty not teaching MGMT-609 during the assessment year.

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**Learning Outcome: Management Accounting**
pending
Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:**
2010-2011
2011-2012

**Start Date:**
07/24/2011

**Outcome Status:**
Archived Learning Outcome

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**Learning Outcome: Financial Management**
Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:**
2010-2011
2011-2012

**Start Date:**
07/24/2011

**Outcome Status:**
Archived Learning Outcome

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A two-part question that requires students to estimate the market's required return on an equity investment using the Capital Asset Pricing Model and then estimate the overall corporate cost of capital given a particular structure. Specifically tied to Outcome 8c: Financial Management: Students are able to define and explain the concepts of risk aversion and quantify risk and return.

**Measure Type:**
Written Assignment

80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.

**Schedule/Cycle:**
AY 2011-12, then every 4th year.

**Active:**
Yes

Finance faculty not teaching FIN-614 during the assessment year.

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A two-part question that requires students to estimate the market's required return on an equity investment using the Capital Asset Pricing Model and then estimate the overall corporate cost of capital given a particular structure. Specifically tied to Outcome 8c: Financial Management: Students are able to define and explain the concepts of risk aversion and quantify risk and return.

**Measure Type:**
Written Assignment

80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.

**Schedule/Cycle:**
AY 2011-12, then every 4th year.

**Active:**
Yes

Finance faculty not teaching FIN-614 during the assessment year.
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</thead>
<tbody>
<tr>
<td>corporate cost of capital given a particular structure. Specifically tied to Outcome 8d: Financial Management: Students are able to define and explain the Capital Asset Pricing Model. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>A two-part question that requires students to estimate the market's required return on an equity investment using the Capital Asset Pricing Model and then estimate the overall corporate cost of capital given a particular structure. Specifically tied to Outcome 8e: Financial Management: Students understand and are able to explain portfolio theory and the effect of diversification. <strong>Measure Type:</strong> Written Assignment</td>
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</tr>
<tr>
<td>A computational/essay question that requires students to choose between investments with different lives and cash flow streams. Specifically tied to Outcome 8a: Financial Management: Students understand and are able to explain the theory of interest and the time value of money. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>A computational/essay question that requires students to choose between investments with different lives and cash flow streams. Specifically tied to Outcome 8b: Financial Management: Students are able to value financial assets (annuities, bonds, stocks, and various corporate projects). <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>A computational/essay question that requires students to choose between investments with different lives and cash flow streams. Specifically tied to Outcome 8f: Financial Management: Students understand and are able to explain and employ various corporate capital budgeting techniques including Payback, Internal Rate of Return and Net Present Value, given variation in project lives and in the presence of capital constraints, etc. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.</td>
<td>Yes</td>
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<tr>
<td>A computational/essay question that requires students to choose between investments with different lives and cash flow streams. Specifically tied to Outcome 8e: Financial Management: Students understand and are able to explain portfolio theory and the effect of diversification. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.</td>
<td>Yes</td>
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<tr>
<td>A computational/essay question that requires students to choose between investments with different lives and cash flow streams. Specifically tied to Outcome 8g: Financial Management: Students are able to list and explain the determinants of option value. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.</td>
<td>Yes</td>
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### Learning Outcome: Manager in the International Economy

**Core Business Knowledge**
(see supporting documentation for details)

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 07/24/2011  
**Outcome Status:** Archived Learning Outcome

### Learning Outcome: Marketing Management

**Core Business Knowledge**
(see supporting documentation for details)

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 07/24/2011  
**Outcome Status:** Archived Learning Outcome

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<tr>
<td>A case-based question that requires students to analyze market segments and recommend which segment a firm should target. Specifically tied to Outcome 10b: Marketing Management: Students understand the importance of segmenting, targeting, and positioning product offerings in the marketplace and methods for performing these tasks. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>An essay question that requires students to plan a market offering at multiple levels. Specifically tied to Outcome 10.a.i.: Marketing Management: Students are able to define and explain the 4 Ps of Marketing. Specifically, students are able to define and evaluate the three primary levels of a product and the primary classifications of goods. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>An essay question that requires students to define internal marketing, external marketing, and interactive marketing. Specifically tied to Outcome 10.a.ii: Marketing Management: Students are able to define and explain the 4Ps of Marketing. Specifically, students are able to: Explain the primary characteristics of services as means of differentiating services from tangible product offerings. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 11-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>A computational/essay question that requires students to determine market and target-return prices and break-even volume and then recommend a pricing strategy. Specifically tied to Outcome 10.a.iii: Marketing Management: Students are able to define and explain the 4Ps of Marketing. Specifically, students are able to: Use and compare the primary methods of distribution and when each method is used. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.</td>
<td>Yes</td>
</tr>
<tr>
<td>An essay question that requires students to define the three types of distribution intensity levels and give an example of a product that is distributed in that way. Specifically tied to Outcome 10.a.iv: Marketing Management: <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.</td>
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<td>Students are able to define and explain the 4Ps of Marketing. Specifically, students are able to: Understand the primary methods of distribution and when each method is used.</td>
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#### Learning Outcome: Applied Operations Management

Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Active Learning Outcome

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<td>A question that requires students to formulate a facility location problem as an integer linear program. Specifically tied to Outcome 12.d: Applied Operations Management: Students are able to determine the best locations for new facilities using quantitative and qualitative factors that are modeled using the Analytic Hierarchy Process (solved using Expert Choice software) and linear and integer programming.</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Knowledgeable faculty not teaching ITEC-618 during the assessment year.</td>
<td>Yes</td>
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<td>A multi-part question that requires students to construct an EOQ model, solve it, and interpret results. Specifically tied to Outcome 12.f: Applied Operations Management: Students are able to control item inventories when product demand follows a known pattern using the EOQ model and quantity discount models.</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Knowledgeable faculty not teaching ITEC-618 during the assessment year.</td>
<td>Yes</td>
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#### Learning Outcome: Management Information Systems

Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Archived Learning Outcome

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<td>A case analysis that captured all objectives MIS-related learning outcomes. Specifically tied to Outcomes: 11.a: Management Information Systems: Students understand information technology (IT) strategy, Specifically, students understand the importance of IT in competitive positioning; in technology forecasting; the role of IT in the innovation of products and services. 11.b: Management Information System: Students understand fundamental data transformation to information and knowledge. 11.c: Management Information Systems: Students are able to</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Information technology not teaching ITEC-616 during the assessment year.</td>
<td>Yes</td>
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<td><strong>distinguish between strategic and operational information systems.</strong></td>
<td>80% of students whose work in assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year.</td>
<td>Yes</td>
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#### Learning Outcome: Ethics, Social Responsibility, and Governance

Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011 2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Active Learning Outcome

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<td><strong>A multi-part case-based question that requires students to identify significant issues in the case.</strong> Specifically tied to Outcome 13.a: Ethics, Social Responsibility: Students develop an awareness of the actual and potential role of business as a corporate citizen within local, regional, and global social, legal, and economic systems, and the ability to recognize significant legal and ethical issues for a given form or situation. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work in assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year.</td>
<td>Yes</td>
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<tr>
<td><strong>A multi-part case-based question that requires students to list and categorize significant stakeholders in the case.</strong> Specifically tied to Outcome 13.b: Ethics, Social Responsibility, and Governance: Students are able to identify stakeholders and understand the complex market/non-market environment in which businesses must recognize and respond to competing stakeholder demands. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year.</td>
<td>Yes</td>
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<td><strong>A multi-part case-based question that requires students to analyze options using ethical decision-making frameworks and recommend a course of action.</strong> Specifically tied to Outcome 13.e: Ethics, Social Responsibility, and Governance: Students understand the philosophical foundations of ethical decision making and are able to apply ethical decision making frameworks to practical cases. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year.</td>
<td>Yes</td>
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<td><strong>A multi-part case-based question that requires students to present a counter argument to their recommendations.</strong> Specifically tied to Outcome 13.c: Ethics, Social Responsibility, and Governance: Students are able to distinguish between strategic and operational information systems. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year.</td>
<td>Yes</td>
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</table>
Learning Outcome: Legal Aspects of Business Organization and Governance
Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Archived Learning Outcome

Learning Outcome: Strategic Decision-Making
Core Business Knowledge
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Archived Learning Outcome

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### Assessment Plan

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<tr>
<td>An essay question requiring students to discuss how a specified firm creates value for its customers involving primary activities in the value chain. Specifically tied to Outcome 15.a: Strategic Decision-Making: Students are able to explain how value chain analysis is used to identify and evaluate resources and capabilities. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Yes Strategy faculty not teaching KSB -613 during the assessment year.</td>
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</tr>
<tr>
<td>An essay question requiring students to explain how a specified firm's information technology capability meets three external market tests for a core competency. Specifically tied to Outcome 15.b: Strategic Decision-Making: Students are able to discuss the external market tests for a core competency. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Yes Strategy faculty not teaching KSB -613 during the assessment year.</td>
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</tr>
<tr>
<td>An essay question requiring students to identify and explain seven reasons firms engage in an acquisition strategy. Specifically tied to Outcome 15.c: Strategic Decision-Making: Students are able to discuss reasons firms use an acquisition strategy to achieve strategic competitiveness and problems for achieving success. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2011-12, then every 4th year. Yes Strategy faculty not teaching KSB -613 during the assessment year.</td>
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Learning Outcome: Analytical Skills
Business and Professional Skills
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 07/24/2011

**Outcome Status:** Archived Learning Outcome

Learning Outcome: Communications Skills
Business and Professional Skills
(see supporting documentation for details)

**Outcome Year:** 2010-2011
2011-2012
Start Date: 07/24/2011
Outcome Status: Archived Learning Outcome

### Assessment Plan

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<tr>
<td>A case study assignment from ACCT-641. Specifically tied to Outcome: Communication Skills: Students can communicate descriptions of, analyses of, and proposed solutions to business problems while observing the conventions of business writing. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2012-13, then every 4th year.</td>
<td>Yes</td>
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<tr>
<td>A case study assignment from ACCT-670. Specifically tied to Outcome: Communication Skills: Students can communicate descriptions of, analyses of, and proposed solutions to business problems while observing the conventions of business writing. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2012-13, then every fourth year.</td>
<td>Yes</td>
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<tr>
<td>A case study assignment from ITEC-643. Specifically tied to Outcome: Communication Skills: Students can communicate descriptions of, analyses of, and proposed solutions to business problems while observing the conventions of business writing. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2012-13, then every 4th year.</td>
<td>Yes</td>
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<tr>
<td>A project assignment from MGMT-611. Specifically tied to Outcome: Communication Skills: Students can communicate descriptions of, analyses of, and proposed solutions to business problems while observing the conventions of business writing. <strong>Measure Type:</strong> Written Assignment</td>
<td>80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.</td>
<td>AY 2012-13, then every 4th year.</td>
<td>Yes</td>
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<tr>
<td>A formal in-class presentation by individual students in MG&lt;T-611 and/or other courses. Specifically tied to Outcome: Communication Skills: Students can communicate descriptions of, analyses of, and proposed solutions to business problems in formal oral presentations. <strong>Measure Type:</strong> Presentation</td>
<td>80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.</td>
<td>AY 12-13. then every 4th year.</td>
<td>Yes</td>
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### Learning Outcome: Core Business Knowledge

Students should comprehend and be able to apply fundamental facts and concepts covered in required core courses, including especially those related to:
1. Accounting and financial analysis
2. Production and marketing of goods and services
3. Management of people and organizations
4. Information and technology management

### Assessment Plan

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<tr>
<td>During the fall semester of 2011, the Curriculum Assessment Committee (CAC) took the first steps in developing an examination that can regularly be used to assess the core business knowledge component of Kogod’s MBA program. A preliminary version of this exam was administered at the beginning of the Spring 2012 semester to MBA students enrolled</td>
<td>Consistent with previous learning assessment exercises, our initial ?acceptable performance? criterion for this exam is that 80 percent or more of the respondents answer 60% or</td>
<td>Our intention is to use an improved follow-up version of this exam to assess the core business knowledge learning objective once per year.</td>
<td>Yes</td>
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in KSB-613 (Strategic Management). See related documentation for a complete description of the exam.

**Measure Type:**
Quiz/ Exam