

Program Assessment Plan
 American University
 Academic Program: KSB: Business Administration - MBA

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Contact Person for Rick Gibson

Assessment:

Unit's Primary Department: Info Technology

Learning Outcome: IT Tools for Managers

Core Business Knowledge

[pending]

(see supporting documentation for details)

Outcome Year: 2010-2011
2011-2012

Start Date: 07/24/2011

Outcome Status: Archived Learning Outcome

Learning Outcome: Strategic Thinking

Core Business Knowledge

[pending]

(see supporting documentation for details)

Outcome Year: 2010-2011
2011-2012

Start Date: 07/24/2011

Outcome Status: Archived Learning Outcome

Learning Outcome: Accounting Concepts and Applications

Core Business Knowledge

(see supporting documentation for details)

Outcome Year: 2010-2011
2011-2012

Start Date: 07/24/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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) Measure Type: Written Assignment	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 11-12, then every 4th year Accounting faculty not teaching ACCT-607 during the assessment year.	Yes
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) Measure Type: Written Assignment	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 Accounting faculty not teaching ACCT-607 during the assessment year	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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). Measure Type: Written Assignment	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator	AY 11-12, then every 4th year Accounting faculty not teaching ACCT-607 during the assessment year.	Yes

Learning Outcome: Managerials Economics

Core Business Knowledge
(see supporting documentation for details)

Outcome Year: 2010-2011
2011-2012

Start Date: 07/24/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Final examination scores. Measure Type: Quiz/ Exam	No target identified.	AY 11-12, then every 4th year Course instructor	Yes

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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
A multi-part question that requires a student to use SPSS output to construct a regression equation, interpret model coefficients, test the model for aptness using two tests of hypotheses and make predictions. Specifically tied to Outcome 5i: Applied Managerial Statistics: Students are able to formulate a regression model (simple, multiple) compute a regression equation using SPSS or Escel, assess model usefulness using scatter plots and hypothesis tests, and use the model for estimation and prediction. Measure Type: Written Assignment	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 Knowledgeable faculty not teaching ITEC-610 during the assessment year.	Yes

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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
A question that asks students to describe how the human relations movement changed modern management practice. Tied specifically 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	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 Management faculty not teaching MGMT-609 during the assessment year.	Yes
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	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every fourth year. Management faculty not teaching MGMT-609 during the assessment year.	Yes
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.	AY 2011-12, then every 4th year. Management faculty not teaching MGMT-609 during the assessment year.	Yes
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.	AY 2011-12, then every 4th year. Management faculty not teaching MGMT-609 during the assessment year.	Yes

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

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
tbd			Yes

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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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.	AY 2011-12, then every 4th year. Finance faculty not teaching FIN-614 during the assessment year.	Yes
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 8d: Financial Management: Students are able to define and explain the Capital Asset Pricing Model. Measure Type: Written Assignment	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. Finance faculty not teaching FIN-614 during the assessment year.	Yes
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. Measure Type: Written Assignment	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. Finance faculty not teaching FIN-614 during the assessment year.	Yes
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. Measure Type: Written Assignment	80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Finance faculty not teaching FIN-6-14 during the assessment year.	Yes
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). Measure Type: Written Assignment	80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Finance faculty not teaching FIN-6-14 during the assessment year.	Yes
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. Measure Type: Written Assignment	80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Finance faculty not teaching FIN-6-14 during the assessment year.	Yes
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.	80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Finance faculty not teaching FIN-6-14 during the assessment year.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Measure Type: Written Assignment			
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.	80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Finance faculty not teaching FIN-6-14 during the assessment year.	Yes
Measure Type: Written Assignment			

Learning Outcome: Manager in the International Economy

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

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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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.	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. Marketing faculty not teaching MKTG-612 during the assessment year.	Yes
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.	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. marketing faculty not teaching MKTG-612 during the assessment year.	Yes
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.	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 11-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.	Yes
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: 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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Marketing faculty not teaching MKTG-612 during the assessment year.	Yes

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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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 distinguish between strategic and operational information systems. 11.d: Management Information Systems: Students understand concepts of business intelligence. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Information technology not teaching ITEC-616 during the assessment year.	Yes

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

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every every 4th year. Knowledgeable faculty not teaching ITEC-618 during the assessment year.	Yes
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Knowledgeable faculty not teaching ITEC-618 during the assessment year.	Yes

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

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
A multi-part case-based question that requires students to identify significant issues in the case. 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. Measure Type: Written Assignment	80% of students whose work in assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Knowledgeable faculty not teaching MGMT-635 during the assessment year.	Yes
A multi-part case-based question that requires students to list and categorize significant stakeholders in the case. 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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Knowledgeable faculty not teaching MGMT-635 during the assessment year.	Yes
A multi-part case-based question that requires students to analyze options using ethical decision-making frameworks and recommend a course of action. 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. Measure Type:	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Knowledgeable faculty not teaching MGMT-635 during the assessment year.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Written Assignment			
A multi-part case-based question that requires students to present a counter argument to their recommendations. Specifically tied to Outcome 13.c: Ethics, Social Responsibility, and Governance: Students are able to distinguish between strategic and operational information systems. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Knowledgeable faculty not teaching MGMT-635 during the assessment year.	Yes

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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Strategy faculty not teaching KSB-613 during the assessment year.	Yes
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Strategy faculty not teaching KSB-613 during the assessment year.	Yes
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2011-12, then every 4th year. Strategy faculty not teaching KSB-613 during the assessment year.	Yes

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: Active 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: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
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. Measure Type: Written Assignment	80% of student whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2012-13, then every 4th year. A team comprising a cross-section of KSB faculty and practitioners will do the assessment.	Yes
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. Measure Type: Written Assignment	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2012-13, then every fourth year. A team comprising a cross-section of KSB faculty and practitioners will do the assessment.	Yes
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. Measure Type: Written Assignment	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2012-13, then every 4th year. A team comprising a cross-section of KSB faculty and practitioners will do the assessments.	Yes
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. Measure Type: Written Assignment	80% of students whose work is assessed achieve score of 3 (of 5) or better on each indicator.	AY 2012-13, then every 4th year. A team comprising a cross-section of KSB faculty and practitioners will do the assessment.	Yes
A formal in-class presentation by individual students in MG<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. Measure Type: Presentation	80% of students whose work is assessed achieve a score of 3 (of 5) or better on each indicator.	AY 12-13. then every 4th year. A team comprising a cross-section of KSB faculty and practitioners will do the assessment.	Yes