

School of Business
Bachelor of Business Administration
AACSB Accredited

General Learning Outcomes for B.B.A.

B.B.A. graduates will demonstrate:

- **Written and Oral Communication Skills:** Writing clearly, concisely, and correctly; designing and delivering persuasive oral presentations.
- **Ethical and Corporate Social Responsibility:** Assessing the ethical and social impact of decisions on the organization and its stakeholders.
- **Thinking Skills:** Thinking critically and analytically to evaluate organizational effectiveness, to make decisions, and to develop strategy.
- **Interpersonal Skills and Appreciation for Diversity:** Using interpersonal and cross-cultural knowledge and skills to lead and manage collaborative activities and to work effectively in teams that have a diverse membership.
- **Use of Technology in Business:** Using computers to analyze data and solve problems, to communicate, and to make effective presentations.
- **Dynamics of the Global Economy:** Understanding how to adapt functions of the business to the global environment.
- **Knowledge of the Business Environment:** Knowing core business concepts; understanding how business disciplines integrate to compete successfully.

**Learning Outcomes for Clayton State School of Business Required Courses
2009-2010**

Area F Course Learning Outcomes

ACCT 2101:

1. Recognize and explain the purpose of the general purpose financial statements (i.e., Income Statement, Statement of Retained Earnings, Balance Sheet, and Cash Flows Statement), differentiate and compute various elements of the general purpose financial statements.
2. Recognize, interpret, and calculate financial ratios pertaining to the analysis of the general purpose financial statements.
3. Determine the impact of specific business transactions or errors on the financial statements.
4. Recognize, explain, and apply basic accounting principles and accounting practices pertaining to cash, receivables, merchandise inventory, assets, liabilities, and stockholders' equity.
5. Know the process by which business transactions are recorded and processed for the preparation of financial statements in service and merchandising companies.

ACCT 2102:

1. Identify the purpose of the general purpose financial statements (i.e., Income Statement, Statement of Retained Earnings, Balance Sheet, and Cash Flows Statement), and differentiate and compute various elements of the general purpose financial statements, in particular Statement of Cash Flows.
2. Recognize, interpret, and calculate financial ratios and other measures pertaining to the analysis of the general purpose financial statements.
3. Distinguish various cost classifications and calculate manufacturing costs of products and jobs.
4. Define, interpret, and apply cost analysis, cost-volume-profit analysis and budgeting techniques for the purpose of planning for required resources to achieve company goals.
5. Measure the performance of subunits with the company using standard costs and other performance measures pertaining to the decentralized companies.
6. Evaluate investment projects and perform differential analysis for the purpose of choosing among competing alternatives.

Principles of Macroeconomics ECON 2105:

The overall objective of this course is to familiarize the student with an understanding of the macroeconomic environment, macroeconomic problems and macroeconomic policy. Also, student should learn basic economic concepts and more about the economic system in which we live. Upon successful completion of this course, the student should:

1. Relate to, identify and be able to use the economic concepts such as scarcity, opportunity cost, and choice.
2. How to apply economic models such as production possibilities, supply and demand, and other diagrams to express economic relationships and to predict the consequences of changes in relevant variables.
3. Relate to and calculate macroeconomic variables and concepts such as nominal and real GDP, unemployment rate and inflation, identify and analyze fiscal and monetary policies, the banking system and the exchange rates.

Principles of Microeconomics ECON 2106:

The overall objective of this course is to familiarize the student with the microeconomic tools necessary to understand the strengths and weaknesses of market processes in guiding the allocation of scarce resources. Also, student should learn basic economic concepts and more about the economic system in which we live. Upon successful completion of this course, the student should:

1. Relate, identify and be able to use Economic concepts such as scarcity, opportunity cost, and choice.
2. How to apply economic models such as production possibilities, supply and demand, and other diagrams to express economic relationships and to predict the consequences of changes in relevant variables.
3. Relate to and calculate microeconomic concepts and variables such as elasticity, marginal and average costs, and marginal and average productivity, examine and analyze consumer decision making, firm theory, market structures, labor markets and basic international trade.

BLAW 2106

1. To have students know the nature of law, its sources and functions; the relationship between law and government, law and society, law and business; the effect of law in the protection of human rights and freedoms as well as in the creation of duties and obligations.
2. To have students know what the role of the judicial system is; the effect of the law, courts, and legal system upon the individual as citizen, employer, employee, taxpayer, and consumer; and the process by which law is applied to resolve conflicts in human society.
3. To have students know the alternatives to litigation.
4. To have students know about the legal problems a manager may incur in his daily activities, and when professional consultation is warranted in preventing, as well as resolving legal difficulties.

CPTG 2201:

1. Use and apply current IT discipline-related concepts and practices.
2. Communicate effectively and efficiently.

Learning Outcomes for Business Core Courses

BUSA 3101:

Upon successful completion of this course, the student should:

1. Know various statistical topics, such as frequency distribution, elementary probability theory including discrete and continuous probability distributions, estimation, hypothesis testing, and regression analysis.
2. Be able to apply the gained knowledge to the solution of practical problems in the business and economics areas through evaluation and selection of appropriate statistical techniques.
3. Be able to use statistical software, such as Microsoft® Excel, to solve business and economic problems.
4. Know how to read and interpret computer-generated statistical outputs.

MGMT 3101:

1. Understand and explain the major theories and perspectives used to examine management.
2. Recognize critical issues in organizations and apply course concepts, models, and theories when dealing with such problems.
3. Analyze organizational systems, processes, and structures from multiple perspectives.
4. Understand the basic principles of ethics and ethical behavior in organizations
5. Work effectively in teams

MKTG 3101:

1. This introduction to marketing course is designed to increase students' knowledge of the marketing business environment. More specifically this course is designed to expand students' knowledge in the following areas:
 - a. The importance of product in marketing
 - b. The importance of pricing in marketing
 - c. The importance of distribution in marketing
 - d. The importance of promotion in marketing
2. This course is designed to increase students' awareness of the ethical implications of marketing decisions.

Corporate Finance FINA 3101:

Corporate Finance (FINA3101) is an introductory course in finance. The basic theme of this course is valuation. Students will learn the basic valuation techniques and apply them in a variety of contexts. The main learning objectives of the course are:

1. Time value of money concepts.
2. Valuation of financial investments. This section covers valuation of Bonds and Stocks.
3. How to quantify and price risk in order to find the value of risky cash flows.
4. How to value real investments. This section covers basic concepts of capital budgeting.
5. How to estimate the minimum required return on funds raised through debt and equity to finance projects.

MKTG 3420:

1. This global business course is designed to increase students' knowledge of the global business environment. More specifically this course is designed to expand students' knowledge in the following areas:
 - a. The importance of the international political, legal and regulatory environment
 - b. The importance of the international social and cultural environment
 - c. The importance of the international economic environment
 - d. The importance of international finance
 - e. The importance of international management
 - f. The importance of international marketing
 - g. The importance of national culture
2. This course is designed to increase students' critical thinking skills through the discussion of business cases
3. Finally, in this course students will become familiar with business ethics and social responsibility as they apply to the international business environment.

MGMT 3102 Performance/Quality Management

The learning outcomes for MGMT 3102 support the mission statement for the School of Business and expected learning outcomes for the B.B.A. Upon completion of this course, the student should:

1. have a comprehension of the problems and opportunities faced by the operations manager in manufacturing and service operations,
2. have developed an ability to apply operations management concepts in a variety of settings,
3. have developed an understanding of operations management techniques in order to be able to evaluate recommendations made by technical specialists in the field, and

MGMT 3120 Managerial Communications

1. Know, comprehend, and apply four principles of effective business communication:
 - a. building goodwill,
 - b. adapting the message to the audience,
 - c. making writing easy to read, using a process to plan, compose, revise, and edit a message.
2. Demonstrate written communication skills by writing a clear, concise, and grammatically correct memo that accomplishes a given purpose and meets the seven criteria for effective writing as defined by the grading rubric.
3. Demonstrate oral presentation skills by preparing and delivering a persuasive oral presentation using PowerPoint® that meets criteria in five performance elements as defined by the grading rubric.

Business Capstone

Learning Outcomes for MGMT 4750 Strategic Management

1. Know, comprehend, and apply the three parts of the strategic management process:
2. Establishing Vision and Leadership
3. Analyzing Environments
 - a. Evaluating external opportunities and threats
 - b. Evaluating internal strengths and weaknesses
4. Selecting a Strategy
 - a. Developing business-level strategies
 - b. Developing multiproduct strategies
 - c. Acquiring and integrating businesses
 - d. Competing across borders
5. Apply the strategic management process and integrate knowledge from previous coursework by running a company as part of a management team, competing against other companies in a simulated business environment
6. Demonstrate business judgment and analytical skills by managing a company individually for four simulated years, competing against three computer-managed companies

7. Demonstrate interpersonal skills and appreciation for diversity by leading and managing collaborative activities and working effectively in teams that have a diverse membership

Learning Outcomes for Required Courses in Accounting

ACCT 3110 Managerial Cost Accounting

By the end of the course, the student should know:

1. Manufacturing and non-manufacturing costs and the way they are recorded and reported in the financial statements.
2. The process by which cost of manufacturing a product or rendering a service is computed and reported under job order costing, process costing, and standard costing.
3. How to conduct cost analysis through determination of the behavior of costs and expenses.
4. Methods used to measure and report performance through analysis of cost variances.
5. Methods used to allocate overhead (shared or common) costs, joint costs, and service department costs using appropriate criteria.

ACCT 3250 Taxation of Individuals (3-0-3)

1. Students will demonstrate knowledge and understanding of inclusions and exclusions from gross income.
2. Students will demonstrate knowledge and understanding of deductions and losses.
3. Students will demonstrate knowledge and understanding of cost recovery calculations.
4. Students will demonstrate knowledge and understanding of nontaxable transactions.
5. Students will demonstrate knowledge and understanding of property transactions.
6. Students will demonstrate knowledge and understanding of tax credits and prepayments

ACCT 3351 Intermediate Financial Accounting I

1. Accounting input—comprehension of principles and pronouncements to form guidance in accounting theory and practice for asset and income determination.

2. Accounting throughput—identification and classification of key fundamentals in the recording, adjusting, reporting, and disclosure process for asset and income determination.
3. Accounting output—conceptual application of risk, strengths, and limitations of an entity’s financial output on asset and income measures via communication of critical thoughts.

ACCT 3352 Intermediate Financial Accounting II

1. Accounting input—comprehension of principles and pronouncements to form guidance in accounting theory and practice for liability, equity, and income determination.
2. Accounting throughput—identification and classification of key fundamentals in the recording, adjusting, reporting, and disclosure process for liability, equity, and income determination.
3. Accounting output—conceptual application of risk, strengths, and limitations of an entity’s financial output on liability, equity, and income measures via communication of critical thoughts.

ACCT 4330 Accounting Information Systems

1. Identify and explain the functions of Accounting Information Systems (AIS), the goals, processes, procedures, journal entries, internal controls, forms, accounting principles, and other documents pertaining to major subsystems of accounting information systems.
2. Identify and explain the fundamental concepts pertaining to the external auditing and assurance services such as audit objectives and responsibilities, audit reports, professional ethics, legal liabilities, audit planning, and analytical procedures.
3. Design and implement a relatively simple computerized general ledger system based on Peachtree and QuickBooks.
4. Apply essential aspects of Access (i.e., Table, Form, Query, and Report) for the design of a relatively simple accounting system based on database management systems.
5. Construct systems flowcharts for graphical representation of the processes, logic flows, inputs, outputs, and files with accounting systems using Visio.
6. Apply several helpful features of Excel for processing and reporting accounting information and performing analytical procedures for auditing purposes.

ACCT 4480 Auditing and Assurance Services

1. Accounting, auditing, and assurance services input—comprehension of principles and pronouncements to form guidance in accounting and assurance services theory and practice.
2. Accounting, auditing, and assurance services throughput—identification, classification, and workpaper documentation of key fundamentals in the recording, adjusting, financial statement reporting, disclosure, and independent accountant processes through balance sheet and risk-based cycle perspectives for asset, liability, equity, and income determination.
3. Accounting, auditing, and assurance services output—conceptual application of risk, strengths, and limitations of an entity's financial output on asset, liability, equity, and income measures with demonstration of independence, professional objectivity, and appropriate management advocacy via communication of critical thoughts.

Learning Outcomes for Required Courses in Management

MGMT 4101, Human Resource Management

1. define the strategic function of human resource management in an organization
2. describe and illustrate the specific elements of an effective staffing program
3. analyze the implications of theories of motivation and behavior on the effectiveness of human resource management programs
4. explain relationships among organizational and environmental characteristics and human resource management decisions

MGMT 4102 Organizational Behavior

1. Understand and recognize the problems and opportunities in organizational behavior which confront managers.
2. Know those techniques which have been demonstrated to be effective.
3. Choose and apply effective and validated techniques to solve these problems.

MGMT 4111 Leadership

1. Students will be able to identify and explain the basic theories and concepts of leadership.
2. In addition to the primary learning outcome, the course will enhance students' ability to

3. Think critically by applying the leadership theories and concepts to specific problem and case situations through critical thinking.
4. Demonstrate leadership skill development (e.g., use of reinforcement theory, managing conflict, goal setting) through participation in business simulations and role-play exercises.

Learning Outcomes for Required Courses in Marketing

MKTG 4104:

1. This marketing research course is designed to increase students' knowledge of the marketing business environment. More specifically this course is designed to expand students' knowledge in the following areas:
 - a. Translate company and management problems into marketing research questions
 - b. Understand marketing research concepts and methods
 - c. Understand the limitations and biases of marketing research
2. Use technology to understand and apply various statistical methods for analyzing marketing data.
3. Improve students' oral and written communication skills. A group marketing project has to be written and presented.

Marketing 4207

1. This sales marketing course is designed to increase students' knowledge of the marketing business environment. More specifically this course is designed to expand students' knowledge in the following areas:
 - a. Understand the concept of FAB (features, advantages and benefits)
 - b. Understand and demonstrate the various methods of dealing with objections
 - c. Understand and demonstrate the various methods of closing a sale
2. Improve students' oral communication skills. Two oral sales presentations have to be completed.

MKTG 4750

1. This capstone marketing course is designed to increase students' knowledge of the marketing business environment. More specifically this course is designed to expand students' knowledge in the following areas:
 - a. The importance of product planning in marketing
 - b. The importance of pricing in marketing
 - c. The importance of distribution in marketing
 - d. The importance of promotion in marketing
 - e. The importance of strategic marketing
2. This course aims to increase students' critical thinking skills through the analysis and discussion of marketing cases
3. This course is designed to cultivate students' oral and written communication skills.

Clayton State University School of Business

Comprehensive Assurance of Learning Plan: BBA

Component	Method
<p>B.B.A. Program Learning Outcomes</p> <ul style="list-style-type: none"> ❑ Communication Skills <ul style="list-style-type: none"> ○ Written ○ Oral ❑ Ethical and Social Responsibility ❑ Thinking Skills ❑ Interpersonal Skills and Appreciation for Diversity (Teamwork) ❑ Use of Technology in Business ❑ Dynamics of the Global Economy ❑ Knowledge of the Business Environment <ul style="list-style-type: none"> ○ Course Specific Concepts 	<p>Course Embedded Assessment</p> <p>All learning outcomes of at least one section of every core and major required course assessed at least once per year through course-embedded assessment.</p> <p>Every full-time professor required to conduct assessment in two different courses each year with reports included in annual performance review portfolio as part of minimum expected performance.</p>
<p>Major Specific Knowledge</p> <ul style="list-style-type: none"> ❑ Accounting ❑ Marketing ❑ Management ❑ General Business 	<p>Summative Assessment</p> <p>Major specific exams administered in capstone course (MGMT 4750) fall semester / alternate summers.</p>
<p>Common Body of Business Knowledge</p> <ul style="list-style-type: none"> ❑ Business Core 	<p>Summative Assessment</p> <p>ETS Major Field Test in Business administered in capstone course (MGMT 4750) spring semester / alternate summers.</p>

Component	Method
<p>Integration and Application of Business Knowledge</p> <ul style="list-style-type: none"> ❑ Demonstration of business judgment and decision making skills 	<p>Summative Assessment</p> <p>Capsim’s Comp-XM Exam administered in capstone course (MGMT 4750) every semester. Students required to run a company in simulation, make decisions across all functional areas to generate balanced scorecard results, and answer quiz questions using financial and performance reports.</p>
<p>Stakeholder Satisfaction (Indirect)</p> <ul style="list-style-type: none"> ❑ EBI Student Satisfaction Survey 	<ul style="list-style-type: none"> ❑ Bi-annually; compared to peer schools

Clayton State University

School of Business

2008 Course Embedded Assessment Report

Table of Contents

Introduction	Page 3
Learning Goals	Page 4
Assessment Instruments Used	Page 7
ACCT 2101 Principles of Financial Accounting	Page 8
ACCT 2102 Principles of Managerial Accounting	Page 10
ECON 2105 Principles of Macroeconomics	Page 13
ECON 2106 Principles of Microeconomics	Page 15
BLAW 2106 Legal Environment of Business	Page 17
BUSA 3101 Business Statistics	Page 21
FINA 3101 Corporate Finance	Page 23
MGMT 3101 Management Principles and Organizational Behavior	Page 25
MGMT 3120 Managerial Communications	Page 28
MGMT 3102 Performance/Quality Management	Page 30
MKTG 3101 Principles of Marketing	Page 32
MKTG 3420 Global Business	Page 34
MGMT 4750 Strategic Management	Page 36

Introduction

This report shows how the Clayton State School of Business assesses the general learning objectives of its Bachelor of Business Administration for the 2008 calendar year. These are the general learning objectives that all graduates of the School of Business are expected to meet, regardless of their major. In addition to the general learning objectives for the BBA, the learning objectives specific for the Accounting, Management, and Marketing majors were assessed.

These general learning BBA objectives are directly assessed with various embedded measures in 14 core business courses. These courses are required for all BBA students.

Table 1. Program Learning Outcomes and Courses with Embedded Assessment Measures

Learning Outcome No.	Learning Outcome	Courses with Embedded Assessment Measures
1. a.	<u>Written Communication Skills:</u> Writing clearly, concisely, and correctly.	MGMT 3120, MGMT 3101, BLAW 2106
1. b.	<u>Oral Communication Skills:</u> planning, designing, and delivering persuasive oral presentations.	MGMT 3120, MGMT 3101
2.	<u>Ethical and Corporate Social Responsibility:</u> assessing the ethical and social impact of decisions on the organization and its stakeholders.	MKTG 3101 MKTG 3420 MGMT 3101
3.	<u>Thinking Skills:</u> thinking critically and analytically to evaluate organizational effectiveness, to make decisions, and to develop strategy.	ACCT 2002 ECON 2105 ECON 2106 BLAW 2106 BUSA 3101, FINA 3101, MGMT 3101, MGMT 3102, MKTG 3420
4.a.	<u>Interpersonal Skills:</u> using interpersonal and cross-cultural knowledge and skills to lead and manage collaborative activities	Integrated into the teaching of management courses, MGMT 3101
4.b.	<u>Appreciation for Diversity:</u> work effectively in teams that have a diverse membership.	Integrated into group work in various business courses MGMT 3101
5.	<u>Knowledge of the Business Environment:</u> understanding how business disciplines integrate to compete successfully in the global business environment.	
5a.	Accounting	ACCT 2101, ACCT 2102
5b.	Economics	ECON 2105, ECON 2106, MKTG 3420

5c.	Behavioral Sciences	MGMT 3101, MKTG 3420
5d.	Mathematics & Statistics	BUSA 3101, MGMT 3102
5e.	Global issues	MKTG 3420
5f.	Legal & Regulatory Influence	BLAW 2106
5g.	Political Influence	MKTG 3420
5h.	Social Influence	MKTG 3101, MKTG 3420
5i.	Environmental Influence	
5j.	Finance	FINA 3101, MKTG 3420
5k.	Management	MGMT 3101, MGMT 3102, MKTG 3420 MGMT 4750
5l.	Marketing	MKTG 3101, MKTG 3420
6.	<u>Use of Technology in Business:</u> using computers to analyze data and solve problems, to communicate, and to make effective presentations	BUSA 3101,

The first learning outcome for the School of Business is to produce students with good written and oral communication skills. Through the years Clayton State has tried to improve the written and oral communication skills of its students. A dedicated course to Managerial Communications was introduced more than 13 years ago. By design students have to take the Managerial Communications course in their junior year. The main reason for this decision was the fact that many of our students are transfer students and we wanted to make certain that they were exposed to a high level communications course. In addition to Managerial Communications, most of our upper level courses have multiple written assignments and many of them require students to deliver formal oral presentations. Our goal in the near future is to assess the oral and written communication instruction that students receive in most upper level courses.

Our second outcome was the teaching of ethical and social responsibility. Ethics and social responsibility was covered in three required courses, Principles of Marketing, Principles of Management, and the Global Business course.

Clayton State School of Business puts a lot of emphasis in producing students that can think critically and analytically. The teaching of thinking skills is incorporated in many of our courses. For example, in 2008 thinking and analytical skills were covered in the Global Business, the Principles of Marketing, the Introduction to Statistics, the Production and Operations, and the Strategic Management courses.

Clayton State has a very diverse campus. Therefore all our students get exposed to students from other racial and ethnic backgrounds. Moreover, most of our classes utilize informal and formal groups for either in-class exercises or formal semester-long projects. We are certain that our students get exposed to a variety of diversity issues. However, in the future we are planning to formally measure the interaction that takes place in different classroom environments.

The knowledge of the business environment is covered at CSU in a variety of courses. Students get exposed to basic business principles in core courses. The Strategic Management course provides an integrative experience by bringing together all the business disciplines.

CSU has made a commitment to providing exposure to technology for its students. It was the first public University in the Southeast to mandate for all its students to have a laptop computer in 1997. Students use computers in most of our classes. The School directly assesses the technological knowledge of its students in the Business Statistics and the ECON 2105 course. In addition all students have to take CPTG 2101, an Introduction to Computing course.

Table 2. Instruments Used to Assess Learning Outcomes

INSTRUMENTS	COURSES WITH EMBEDDED ASSESSMENT
Multiple Choice Questions	ACCT 2101, ACCT 2102, BLAW 2106, BUSA 3101, FINA 3101, MGMT 3101, MGMT 3102, MGMT 3120, MKTG 3404, MKTG 3101, MGMT 4750
Case Analysis	MKTG 3404
Class Project	MGMT 4750, BLAW 2106, BUSA 3101, MGMT 3101
Essay Exam	ECON 2105, ECON 2106, MGMT 3101
Exam Problems, Graded Homework Assignments	BUSA 3101
Managerial Simulation	MGMT 4750
Writing Assessment Rubric	MGMT 3120, BLAW 2106
Class Presentation Assessment Rubric	MGMT 3120, MGMT 3101

Course Assessment Summary Report

Summer of 2008

Course: ACCT 2101-Principles of Financial Accounting**Number of Students:** Spring (50); Summer (17)

Exam – 80 multiple choice questions

Semester: Spring and**Reported by:** Adel Novin**Assessment Method:** Final

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	% of Students With Satisfactory Answers				
		Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
L1. Recognize and explain the purpose of the general purpose financial statements (i.e., Income Statement, Statement of Retained Earnings, Balance Sheet, and Cash Flows Statement), differentiate and compute various elements of the general purpose financial statements	Knowledge of the business environment	66%	80%	70%	70%	68%
L2. Recognize, interpret, and calculate financial ratios pertaining to the analysis of the general purpose financial statements	Knowledge of the business environment	60%	66%	58%	60%	68%
L3. Determine the impact of specific business transactions or errors on the financial statements	Knowledge of the business environment	73%	70%	68%	74%	72%
L4. Recognize, explain, and apply basic accounting principles and accounting practices pertaining to cash, receivables, merchandise inventory, assets, liabilities, and stockholders' equity	Knowledge of the business environment	52%	54%	54%	52%	57%
L5. Know the process by which business transactions are recorded and processed for the preparation of financial statements in service and merchandising companies	Knowledge of the business environment	80%	83%	78%	75%	82%

* below 70% indicates need to investigate and take action as necessary

Analysis and Action:***Previous Actions:***

Based upon the prior assessment results, I made several changes in order to emphasize the topics that required improvement.

Analysis of Current Data:

Learning outcomes 2 and 4 require special attention, in particular learning outcome 2 which is applied/used in upper level business courses. Weak preparation will put students in a weak position when applying ratio analysis concept in upper level business courses such as finance and business strategy course

Plans for Future Classes:

This semester, I began emphasizing the ratio analysis early in the course this way the topic will be addressed/tested a number of times throughout the course. As far as Learning Outcome 4 is concerned, I believe we need to cut down the number of topics covered in the course which requires accounting faculty meeting. Over the past several years we have increased the number of topics in the course (e.g., bond valuation using PV concepts and amortization of premium and discount on bonds) while the quality of students enrolled in the course has declined.

Course Assessment Summary Report

Course: Principles of Accounting II
Number of Students: 77

Semester: Fall, 2008
Reported by: Maria Bullen

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
1. Identify the purpose of the general purpose financial statements (i.e., Income Statement, Statement of Retained Earnings, Balance Sheet, and Cash Flows Statement), and differentiate and compute various elements of the general purpose financial statements, in particular Statement of Cash Flows.	Knowledge of the Business Environment Thinking Skills	Multiple Choice	71%
2. Recognize, interpret, and calculate financial ratios and other measures pertaining to the analysis of the general purpose financial statements.	Knowledge of the Business Environment Thinking Skills	Multiple Choice	74%
3. Distinguish various cost classifications and calculate manufacturing costs of products and jobs.	Knowledge of the Business Environment Thinking Skills	Multiple Choice	68%
4. Define, interpret, and apply cost analysis, cost-	Knowledge of the Business Environment	Multiple Choice	70%

<p>volume-profit analysis and budgeting techniques for the purpose of planning for required resources to achieve company goals.</p>	<p>Thinking Skills</p>		
<p>5. Measure the performance of subunits with the company using standard costs and other performance measures pertaining to the decentralized companies.</p>	<p>Knowledge of the Business Environment</p> <p>Thinking Skills</p>	<p>Multiple Choice</p>	<p>64%</p>
<p>6. Evaluate investment projects and perform differential analysis for the purpose of choosing among competing alternatives.</p>	<p>Knowledge of the Business Environment</p> <p>Thinking Skills</p>	<p>Multiple Choice</p>	<p>70%</p>

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions:

I incorporated challenging problems in the format expected on the Final Exam in each of six midterm exams throughout the semester. In this way students were encouraged to learn the material in reasonable increments that included an absorbable amount of material of varying degrees of difficulty. I also prepared Study Guides for each exam. I have found that Principles students are likely to study more if they are able to take an organized approach with a tangible plan to their learning. I change my exams every time and update quizzes and study guides. I increased the amount of various types of study resources to help students prepare for the 6 midterms and 12 quizzes throughout the semester, as well as for the Final Exam I have been and continue to be constantly online, including nights and weekends, to answer students' questions on my WebCT Discussion Board and e-mail.

Analysis of Current Data:

This is the first semester that I have assessed ACCT 2102. Although the results indicate that learning took place, more improvement is needed. It is acknowledged that there are failing grades in this years' assessment related to

LO3 “Distinguish various cost classifications and calculate manufacturing costs of products and jobs,” and LO5: “Measure the performance of subunits with the company using standard costs and other performance measures pertaining to the decentralized companies.” In addition more learning is needed on two learning objectives that barely passed at 70%: L04: Define, interpret, and apply cost analysis, cost-volume-profit analysis and budgeting techniques for the purpose of planning for required resources to achieve company goals and L06 Evaluate investment projects and perform differential analysis for the purpose of choosing among competing alternatives

Plans for Future Classes:

It is good that I will be assessing the four sections I am teaching of ACCT 2102 Spring Semester, 2009.

I am taking more time at the beginning of the semester to review basic accounting fundamentals, because without a good foundations the students cannot progress. I will encourage students’ learning by more in depth coverage of basic cost classifications and standard costs. I will continue to provide study guides and resources for each exam to explain the accounting issues described in these learning outcomes needing further attention. I will attempt to include good coverage of the outcomes periodically on each of the midterm exams to facilitate students’ learning the material in reasonable increments, and carrying forward that learning to the Final Exam and in their future business study and careers. Now more than ever, I am really going to try to get them to make a major effort to learn the material so well in six comprehensive segments during the semester that they keep it in long-term memory and only a relatively quick overview is needed at the end of the semester.

Course Assessment Summary Report**Nikki M. Finlay****ECON 2105: Principles of Macroeconomics****Fall Semester 2008**

Learning Outcomes	Program Outcomes	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	Percent of students with satisfactory answers
The student should have a basic understanding of economic concepts such as scarcity, opportunity costs, and choice.	Knowledge of Business Environment and Thinking Skills	Short Essays	83%
The student should have a basic understanding of how to apply economic models such as production possibilities, supply and demand, and other diagrams to express economic relationships and to predict the consequences of changes in relevant variables.	Knowledge of Business Environment and Thinking Skills	Short Essays	77%
The student should have a basic understanding of macroeconomic concepts such as GDP, fiscal and monetary policy, the banking system, and exchange rates	Knowledge of Business Environment and Thinking Skills	Short Essays	85%

Analysis and Action:

Previous Action:

1. Incorporated Aplia web-based homework system into the course. I also spend some time working on these problems in class.
2. I had added a non-multiple choice section to the Aplia assessment, but was unable to use it this semester.

Analysis of Current Data:

1. This was a good class. Students generally did well.
2. During the Aplia assessment (an online objective and cumulative assessment), the internet crashed. Students had to finish the assignment at home with possible access to materials not normally allowed and other security issues. The opposite problem was also an issue—some students were unable to complete the assignment. I do not report those results this time.
3. The ability to work with graphs was again a problem. I cannot separate out whether the student couldn't draw the graph or couldn't come up with the right answer, given the data I collected. However, on test three I did notice that several students only did part of question 3a, which could have caused some of the problems.

Plans for Future Classes (much of this is from the spring semester assessment):

1. Attendance is probably the biggest factor in student success in my classes. The students who attend do better (in terms of learning), with the usual exceptions. I need to find a way to incorporate attendance into the grade.
2. I need to spend more time on the macro concepts. I focus on the impact of policy on relevant variables, because that is the knowledge that they will use in the “real” world. I need to spend a little more time on some of the concepts.
3. It is time to revise the project for this course. I have used the same one for a while. I want to spend a little more time working with current numeric economic data, particularly given the current state of the economy.
4. I need to find a better way of giving the online assessment, particularly since I no longer teach in a classroom with internet connections. I am considering using the testing center.

Course Assessment Summary Report**Nikki M. Finlay****ECON 2106: Principles of Microeconomics****Fall Semester 2008**

Learning Outcomes	Program Outcomes	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	Percent of students with satisfactory answers
The student should have a basic understanding of economic concepts such as scarcity, opportunity costs, and choice.	Knowledge of Business Environment and Thinking Skills	Short Essays	84%
The student should have a basic understanding of how to apply economic models such as production possibilities, supply and demand, and other diagrams to express economic relationships and to predict the consequences of changes in relevant variables.	Knowledge of Business Environment and Thinking Skills	Short Essays	82%
The student should have a basic understanding of microeconomic concepts such as consumer decision making, elasticity, costs, market structure, labor markets and international trade.	Knowledge of Business Environment and Thinking Skills	Short Essays	80%

Analysis and Action:

Previous Action:

3. Incorporated Aplia web-based homework system into the course. I also spend some time working on these problems in class.
4. In addition, I gave the students a chance to use the Grade It Now questions on Aplia. The students who took advantage of this option seemed to be better prepared.

Analysis of Current Data:

1. Results were very much improved over fall 2007. We did not have the problems with missed classes. While several students did not live up to their potential, overall the class did well. Several students took advantage of extra study sessions with me and on their own.
2. The Aplia assessment (an online objective and cumulative assessment) was problematic due to limited connectivity in the classroom. Some students had to finish the assignment at home with possible access to materials not normally allowed and other security issues. I know at least one student who had access to the test twice. The opposite problem was also an issue—some students were unable to complete the assignment. I do not report those results this time.

Plans for Future Classes:

5. Attendance is probably the biggest factor in student success in my classes. The students who attend do better (in terms of learning), with the usual exceptions. I need to find a way to incorporate attendance into the grade.
6. It is time to revise the project for this course. I have used the same one for a while. It is subject to plagiarism and other security problems. There is also the difficulty in making micro “real” to the students, especially when we discuss utility theory. In an attempt to make micro a little more “real,” Kyle Hansel is going to show the students the basics of a business plan. They will design a business plan to motivate each of the topics.

**Course Assessment Summary Report
2008**

Course: BLAW 2106

Ogden

Number of Students: 82
questions,

Semester: Fall

Reported by: Judith Stilz

Assessment Method: Exam

Papers

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method	% of Students With Good or Satisfactory Performance*
1. To have students develop an understanding of the nature of law, its sources and functions; of the relationship between law and government, law and society, law and business; of the effect of law in the protection of human rights and freedoms as well as in the creation of duties and obligations.	◆ Knowledge of the Business Environment	First Test, Questions #27 #28 #29	45 Unsatisfactory 100 79
2. To have students develop an understanding of the role of the judicial system; of the effect of the law, courts, and legal system upon the individual as citizen, employer, employee, taxpayer, and consumer; of the process by which law is applied to resolve conflicts in human society.	◆ Knowledge of the Business Environment ◆ Critical Thinking Skills	First Test, Questions #4 #5 #11	76 70 79
3. To have students develop a familiarity with areas of legal concern to businesses.	◆ Knowledge of the Business Environment ◆ Critical Thinking Skills	Second Test, Questions 17	83

		18	47 Unsatisfactory
		22	56 Unsatisfactory
4. To have students develop an awareness and recognition of the legal problems a manager may incur in his daily activities, and a sensitivity for the time when professional consultation is warranted in preventing, as well as resolving legal difficulties.	<ul style="list-style-type: none"> ◆ Knowledge of the Business Environment ◆ Communication ◆ Critical Thinking Skills 	Paper on Mock Student Conduct Hearing, addressing issue of representation by an attorney	76
5. To have students consider the legal implications of the law, and of legal decisions made by business people and their counsel.	<ul style="list-style-type: none"> ◆ Knowledge of the Business Environment ◆ Critical Thinking Skills 	Final Exam , Question 11	80
6. To have students improve their analytical reasoning, and to learn to think critically.	<ul style="list-style-type: none"> ◆ Knowledge of the Business Environment ◆ Communication ◆ Critical Thinking Skills 	Paper on Mock Student Conduct Hearing	77
7. To have students become aware of alternatives to litigation.	<ul style="list-style-type: none"> ◆ Knowledge of the Business Environment 	First Test, Question #26	97
8. To have students become aware of how they can find common sources of the law, cases and treatises, generally available to the public through online sources.	<ul style="list-style-type: none"> ◆ Knowledge of the Business Environment ◆ Communication ◆ Critical Thinking Skills 	Freedom of Information Act Assignment	80

*
=below 70% indicates need to investigate and take action as necessary

SOURCES FOR EVALUATIONS

Several sources were used for assessment purposes. At least one question was used from each exam. The number in the last column above indicates the percentage of students who had the correct answer. The Freedom of Information Act assignment required students to conduct online research and determine a course of action. In the Paper on Mock Student Conduct Hearing, students observed an in-class Mock Student Conduct Hearing, and wrote a paper analyzing the hearing in terms of the student conduct code, and comparing it to civil litigation. A rubric was developed for grading purposes. Students were to specifically address the role or need for legal representation in the hearing.

Analysis and Action:

Previous Actions:

Both the Freedom of Information Act paper and the Mock Student Conduct Hearing paper were new assignments intended to afford the students with opportunities to write, research, and use critical thinking skills. Students were put in groups and given several group assignments designed to review the course material.

Analysis of Current Data:

The data seems to suggest that students do better on written assignments than on exam questions. However, the answers to the exam questions are either right or wrong. There are no degrees. Students did slightly better on the first exam than on the second. In part, this may indicate that the material is more difficult when it deals with substantive legal matters as opposed to procedural issues. There could be many other factors that would explain this such as the number of chapters covered on each exam, and how many other exams the students have that week. My recollection is that these scores are actually better than in some other semesters.

Plans for Future Classes:

The students could use more review on the substantive legal material. The group assignments seemed to work well for most people, so I will increase the number of group assignments that review the material. I will also try giving the students more detailed outlines before exams.

Course Assessment Summary Report

Course: BUSA 3101 Business Statistics
Number of Students: 89 (two sections)

Semester: Fall 2008
Reported by: Seong-Jong Joo

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
1. Know various statistical topics, such as frequency distribution, elementary probability theory including discrete and continuous probability distributions, estimation, hypothesis testing, and regression analysis.	Thinking Skills: Thinking critically and analytically to evaluate organizational effectiveness, to make decisions, and to develop strategy. Knowledge of the Business Environment	Multiple choice questions	51.5% correct answers
2. Be able to apply the gained knowledge to the solution of practical problems in the business and economics areas through evaluation and selection of appropriate statistical techniques.	Thinking Skills: Thinking critically and analytically to evaluate organizational effectiveness, to make decisions, and to develop strategy. Knowledge of the Business Environment	Multiple choice questions	76.9% correct answers
3. Be able to use statistical software, such as Microsoft® Excel, to solve business and economic problems.	Use of technology in business: Using information technology to assist decision making Knowledge of the Business Environment	Homework assignment	73.5% satisfactory results
4. Know how to read and interpret computer-generated statistical outputs.	Thinking Skills: Thinking critically and analytically to evaluate	Homework assignment	73.5% satisfactory results

	organizational effectiveness, to make decisions, and to develop strategy. Knowledge of the Business Environment		
--	---	--	--

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions: N/A

Analysis of Current Data:

The assessment result on course learning outcome 1 is below 70 percent, and requires special attention. Because it was my first semester, I could not have a chance to understand students at Clayton State University. I believe that students lack basic mathematical training. I distributed sample questions with answers at least one week prior to each exam and selected same questions for the exam from the sample questions. I had extra review sessions for selected sample questions and posted annotated answers for some problems on WebCT. It looks like the current textbook is too difficult to the students. In addition, large class sizes (41 and 48) hinder close interaction with students.

Plans for Future Classes:

To improve the problem, instructor have to align my expectation to students' math level. It is not easy to increase students' math knowledge in one semester. Accordingly, adapting an easier textbook, extra tutorial sessions by teaching assistants, and smaller class sizes should be considered.

Course Assessment Summary Report

Course: FINA3101
Number of Students: 13

Semester: Spring 2008 (Saturday)
Reported by: C.R. Narayanaswamy

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
1. Time value of money concepts.	Critical thinking Knowledge of the Business Environment	Multiple Choice	77%
2. Valuation of financial investments. This section covers valuation of Bonds and Stocks and Risk and return.	Critical thinking Knowledge of the Business Environment	Multiple Choice	70%
3. How to value real investments. This section covers basic concepts of capital budgeting.	Critical thinking Knowledge of the Business Environment	Multiple choice	83%
4. Estimation of Cash Flows and How to estimate the minimum required return on funds raised through debt and equity to finance projects.	Critical thinking Knowledge of the Business Environment	Multiple Choice	88%

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions:

Students generally find the Time value of money concepts difficult to understand. I integrated the assignments from Aplia (a WEB based teaching software) with this course. The assignments are

structured such that students do two assignments on each topic—one before and one after the material is taught in class. I started using Aplia in the summer term of 2007.

Analysis of Current Data:

The overall feedback from exams on the learning outcomes (1) Time Value of Money and (2) Asset Valuation indicates that students need more help in learning these concepts. However, a closer look at the performance on the first midterm exam indicates that there was one outlier. When I removed that from the data, the class average increased to 80%.

Of the four exams, the exam on which the class did not do very well was on the second midterm exam. The class average was 70%. This is also the section of the course in which students have to know a lot of details regarding stock and bond pricing. It is possible that some students had difficulty remembering formulas and definitions. In order to check the relationship between the performances on the first two mid term exams, I computed the correlation between the test scores on the two mid term exams. The correlation was 87%. The correlation is high.

Plans for Future Classes:

- (1) As the correlation between the first and the second midterm exam performance is high, I want to pay more attention to the first midterm exam portion of the course and see if it influences subsequent performance.
- (2) Continue to use “Aplia” as an integral part of the FINA3101 curriculum. Aplia is an internet based pedagogical software that seems to go well the FINA3101 course. The problems are of the same level as the ones in the textbook used for the FINA3101 course. The software also comes with the digital version of the prescribed textbook for the course. The assignments and the digital textbook costs \$70, a lot less than the price of the new hardcopy of the textbook.
- (3) Incorporate collaborative learning methods so that students can form informal groups to help each other.
- (4) Poor performance with respect to Time Value of Money concepts and Valuation concepts generally reflects inadequate background in math (High School Algebra). This information could be made available to the math department so that it can take actions to remedy this problem.

Course Assessment Summary Report

Course: MGMT 3101 MGT Principles **Semester:** Fall 2008
Number of Students: 105 **Reported by:** Dr. H. Ralph

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**§
The student will: Understand and explain the major theories and perspectives used to examine management.	Knowledge of the Business Environment	Essay	59%
Understand the basic principles of ethics and ethical behavior in organizations.	Ethical and Corporate Social Responsibility: assessing the ethical and social impact of decisions on the organization and its stakeholders.	Multiple Choice/True & False	97%
Recognize critical issues in organizations and apply course concepts, models and theories when dealing with such problems.	Thinking Skills: thinking critically and analytically to evaluate organizational effectiveness, to make decisions, and to develop strategy Oral Communication Skills	Oral Presentation	99%
Analyze organizational systems, processes and structures from multiple perspectives.	Interpersonal Skills and Appreciation for Diversity: using interpersonal and cross-cultural knowledge and skills to lead and manage collaborative activities and to work effectively in teams that have a diverse membership.	Essay, Paper, Oral presentation	97%

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

§ Students scoring “C” or above on assessment instrument Analysis and Action:

Previous Actions:

Virtually identical assessment instruments were administered to all students of the Fall 2007 semester and Spring 2008 semester to provide continuity in the experience of assessment of student performance.

Based on the results of the previous two semesters, the following changes were instituted:

Course Learning Outcome 2:

An additional comprehensive exam was administered to the students in the last third of the semester (November 10, 2008) recapitulating material from the reading assignments of the course. The preparation for this comprehensive multiple choice and true/false exam served as reinforcement of ethical issues and social responsibility for the purposes of this assessment program. 100 students of 105 scored 70% or better in this portion of the exam. Class averages on the exam were 82%, 81% and 81%.

Course Learning Outcome 4:

This objective was assessed by the combination this semester of three methods. The quality of the research paper and oral presentation were assessed as evidence of the ability to produce excellent results while working in teams. The manager’s perspective on the appreciation of differences among people in levels of moral development, and ethical perspective was assessed via essay on the final exam – Question 3 of the final exam.

The assessment methods remained the same for learning outcomes 1 and 3.

Analysis of Current Data:

Students more easily recall facts and apply their knowledge to the solution of assessment problems when they have had personal experience with constructs and principles involved. Thus, they generally perform better in expressing a basic understanding of ethical behavior and accountability, and in expressing understanding of leadership performance (90.7% and 92.5%). Performance levels decreased for recall of multiple perspectives applicable to a single concept, such as multiple explanations as to the source of motivation (73%). Systems concepts requiring synthesis of multiple perspectives to generalize into a coherent overall picture also invoked lower performance (80%).

Outcome 1: Performance on question 5 on the final exam. – Grade of C or better 62 of 105 students.

Outcome 2: Performance on comprehensive exam, 100 of 105 students scored a grade C or better. 5 students failed to score 70%.

Outcome 3: Virtually all, 115 of 116 students, performed at a level of excellent or above average on the oral presentation of research findings, as graded by CSU School of Business Oral Presentation instrument.

Outcome 4: 112 of 116 students performed satisfactorily or better in the combination of answer to question 3 of the final exam, participation in producing a team written report and presenting their portions of the team oral presentation. The most difficult portion of this assessment remained the written essay on the final exam.

Plans for Future Classes:

Future in-class exercises (debate, discussion) will emphasize competitive perspectives and persuasive argument to reinforce the applicability of multiple theories of management activity. This may lead to better recall with more vivid classroom experience in attempting to use theoretical constructs for logical and persuasive purposes.

Team-based in-class exercises and discussions throughout the semester will be used to reinforce lecture points.

Students generally fail to make use of preparatory resources available to them. They may, for example, produce rough drafts or outlines of proposed answers for the final exam on a voluntary basis and to receive a critique from the instructor. Only 3 of 116 students took advantage of that function.

Course Assessment Summary Report

Course: MGMT 3120
Number of Students: 66 (3 Sections)

Semester: Fall 08
Reported by: Ron Dulaney

Course Learning Outcomes (Goals) Know, comprehend, and apply four principles of effective business communication:	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
1. Building goodwill	Knowledge of the Business Environment	Exam: MC/TF/FIB	82.7%
2. Adapting the message to the environment	Knowledge of the Business Environment Written Communication	Exam: MC/TF/FIB	76.1%
3. Making writing easy to read	Knowledge of the Business Environment Written Communication	Exam: MC/TF/FIB	77.5%
4. Using a process to plan, compose, revise, and edit a message.	Knowledge of the Business Environment Written Communication	Exam: MC/TF/FIB	62.0%

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Note: Outcomes related to writing and presenting skills are being evaluated by external assessors and will be reported with Spring 09 exam data.

Analysis and Action:

Previous Actions:

This is the first time I've taught this course..

Analysis of Current Data:

Performance is satisfactory on all outcomes except for # 4: Using a Process. Examination by type of question indicates unacceptable scores for all three question types: Knowledge (62%), Comprehension (59%), and Application (65%)

Plans for Future Classes:

Future classes will be better organized at the beginning, which is where this material is presented when the test from which these evaluations originate is given. I will incorporate lectures posted as PowerPoint® presentations with voice-over so that the students will be able to review the presentations as often as needed to better understand. Because Fall 2008 was my first semester, I did not use the WebCT lectures to full advantage because of time constraints and my lack of knowledge of WebCT capabilities.

The syllabus itself will be clarified, and the assignments better highlighted. I will tie together the methodology and explain it more completely at the very beginning of class so that the students can better prepare for the knowledge test.

In addition, I will have the various exercises and assignments better matched to the new 8th edition textbook which was used at Clayton State University for the first time this semester, and combined with the challenges of teaching four sections as a new lecturer, I believe I will be better able to guide the students to the most important materials the next time I teach these classes.

Course Assessment Summary Report

Semester: Fall, 2008

Course: Performance/Quality Management

Reported by: Michael H. Deis

Number of Students: 54

Assessment Method: The Learning goals for this course were assessed in an 86 question comprehensive final exam which had multiple choice questions relevant to the three outcomes that are stated below for the course.

Upon completion of the course, the student should:

- 1. have an understanding of the problems and opportunities faced by the operations manager in manufacturing and service operations**
- 2. have developed an ability to apply operations management concepts in a variety of settings.**
- 3. have developed an understanding of operations management techniques in order to be able to evaluate recommendations made by technical specialists in the field.**

The scale used for assessment purposes is consistent with the School of Business Assessment Policy:

Up to 50%	Adequate evidence of learning is not apparent, raising a concern (S = success)
50% to 69%	Adequate evidence of learning, but additional monitoring is required (W = warning)
70% and above	Learning appears satisfactory (F = failing)

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
1. Have an understanding of the problems and opportunities faced by the operations manager in manufacturing and service operations.	<u>Knowledge of the Business Environment:</u> understanding how business disciplines integrate to compete successfully in the global business environment.	Exam: Multiple Choice (Applied and Conceptual qualitative and quantitative questions)	74.31579% of the students had correct answers
2. Have developed an ability to apply operations management concepts in a variety of settings.	<u>Thinking Skills:</u> thinking critically and analytically to evaluate organizational effectiveness, to make decisions, and to develop strategy.	Exam: Multiple Choice (Applied and Conceptual qualitative and quantitative questions)	62.45238% of the students had correct answers
3. Have developed an understanding of operations management techniques in order to be able to evaluate recommendations made by technical specialists in the field.	<u>Knowledge of the Business Environment:</u> understanding how business disciplines integrate to compete successfully in the global business environment.	Exam: Multiple Choice (Applied and Conceptual qualitative and quantitative questions)	69.63157% of the students had correct answers

--	--	--	--

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions: Spring, 2008 was the first time that a comprehensive final exam has been given in the Performance/Quality Management (MGMT 3102) course and Summer, 2008 was the first time that an assessment was done using the final. In the past, assessments were done of each of the four unit exams in the course. The fall, 2008 is the third time that the final was offered in MGMT 3102.

Analysis of Current Data: Descriptive statistics of the current data is attached. It is the professor's subjective opinion that the use of a comprehensive exam will improve the students' learning in the course. An initial analysis of the data indicated that students in the summer, 2008 term appeared to be more focused on retaining what was being taught in the course than students enrolled in the fall, 2008. It should also be noted that students appeared weaker in the Thinking Skills area than in the Knowledge of the Business Environment area.

Plans for Future Classes: My future plans include:

1. (eventually) would like to require that students have taken the prereqs for MGMT 3102 within a 7-year period (or some other time period)
2. Continually review the syllabus from the BUSA 3101 course to determine what part of the course is relevant to the Performance/Operations Management course.
3. Possibly change texts to one have an accompanying workbook. (I have reviewed one such text and am seeking others.) In addition, I am considering using DS for Windows software by Weiss software.
4. Recommend that all students complete MGMT 3102 before they take MGMT 4750.
5. Offer a Case Studies in Operations Management as a subsequent course.
6. Try to determine what other schools might be doing to improve performance in the course. For example, one University permits to take the course over for free if the students have failed (not withdrawn from) the course twice.

Course Assessment Summary Report

Course: MKTG 3101
Number of Students: 90

Semester: Spring 2009
Reported by: Anita Whiting, Ph.D.

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
1. (a) The importance of a product in marketing		Exam: Multiple Choice	84.5%
1. (b) The importance of pricing in marketing		Exam: Multiple Choice	77%
1. (c) The importance of distribution in marketing		Exam: Multiple Choice	73.5%
1. (d) The importance of promotion in marketing		Exam: Multiple Choice	95.6%
2. This course is designed to increase students' awareness of the ethical implications of marketing decisions.		Exam: Multiple Choice	69.7%

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions:

Due to students scoring low on Learning Outcome #2 for Spring 2007, additional activities were included in order to increase students' awareness of the ethical implications of marketing decisions. These additional activities included an in-class assignment and a video.

Analysis of Current Data:

Overall, the student achieved the learning outcomes. Students demonstrated knowledge in the areas of product, pricing, distribution, and promotion. Students did exceptionally well on the promotion and product outcomes. A continued area of concern was the students' awareness of ethical implications of marketing decisions. However, 69.7% is very close to 70% and this score was an improvement when

compared to Spring 2007. Additional strategies will need to be included in order to continue to address this gap.

Plans for Future Classes:

In the future, I am going to continue to focus on providing more examples of ethical decisions and their implications in marketing. I will also be using a new marketing textbook that will hopefully address and better explain the ethical implications of marketing decisions. The new textbook also has additional activities and two video clips on ethical decisions in the marketplace which will hopefully help the students see the need for ethical behavior.

Course Assessment Summary Report

**Course: MKTG
3404**

Global Business

Semester: Spring 2008

**Number of
Students:**

86

Reported by: George Nakos

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
<p>This global business course is designed to increase students' knowledge of the global business environment. More specifically this course is designed to expand students' knowledge in the following areas:</p> <p>1a. The importance of the international political, legal and regulatory environment</p>	<p><u>Knowledge of the Business Environment: Global issues, Political Influence, Social Influence</u></p>	<p>Multiple Choice</p>	<p>78%</p>
<p>1b. The importance of the international social and cultural environment</p>	<p><u>Knowledge of the Business Environment: Global issues, Social Influence</u></p>	<p>Multiple Choice</p>	<p>82%</p>
<p>1c. The importance of the international economic environment</p>	<p><u>Knowledge of the Business Environment: Economics, Global issues</u></p>	<p>Multiple Choice</p>	<p>85%</p>
<p>1d. The importance of international finance</p>	<p><u>Knowledge of the Business Environment: Finance, Global issues</u></p>	<p>Multiple Choice</p>	<p>83%</p>
<p>1e. The importance of international management</p>	<p><u>Knowledge of the Business Environment: Management, Global issues</u></p>	<p>Multiple Choice</p>	<p>77%</p>
<p>1f. The importance of international marketing</p>	<p><u>Knowledge of the Business Environment:</u></p>	<p>Multiple Choice</p>	<p>83%</p>

	Marketing		
1g. The importance of national culture	<u>Knowledge of the Business Environment: Global issues</u>	Multiple Choice	86%
2. This course is designed to increase students' critical thinking skills through the discussion of business cases	<u>Thinking Skills</u>	Case Analysis	89%
3. Finally, in this course students will become familiar with business ethics and social responsibility as they apply to the international business environment.	<u>Ethical and Corporate Social Responsibility</u>	Multiple Choice	84%

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions: A number of newspaper articles and other news sources have been incorporated in the class in order to make it more relevant for the students.

Analysis of Current Data: Most students did fine in most areas.

Plans for Future Classes: Incorporate more international websites into the class.

Course Assessment Summary Report: Part I Exam Data

Course: MGMT 4750 Strategic Management

Semester: Fall 08

Number of Students: 52 (2 Class Sections)

Reported by: Gary May

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	Assessment Method * Exam: Multiple Choice, Essay Performance: Rubric, Other	% of Students With Correct Answers or Scoring Satisfactory**
Knowledge, comprehension and application of seven strategic management concepts	Knowledge of the Business Environment	2 Exams: Multiple Choice, True-False, Fill-in-the Blank	80.5%
L1: Establishing Vision and Leadership			79.5
L2: Evaluating External Opportunities & Threats			71.4
L3: Evaluating Internal Strengths & Weaknesses			77.2
L4: Developing Business Level Strategies			88.1
L5: Developing Multiproduct Strategies			75.5
L6: Acquiring and Integrating Businesses			87.9
L7: Competing Across Borders			82.9

* Please include documentation of your assessment method. ** Below 70% indicates need to investigate and take action as necessary

Analysis and Action:

Previous Actions:

In response to the Fall 07 data (1st prep for this course), problem questions were revised based on the WebCT discrimination analysis. In addition, I also spent more time in class reviewing the key concepts in each chapter and provided more specific application examples. Based on Spring 08 results, I provided the students with more in-class practice examples for the comprehension and application questions related to L2. In addition, I gave additional classroom attention to explaining and providing examples of Multiproduct Strategies in class (L5).

Analysis of Current Data:

Results improved for L2 from Spring 08 (70.3 % to 71.4%) and for L5 from Spring 08 (70.3% to 75.5%). All outcomes are now scoring within acceptable range.

Plans for Future Classes:

I will continue to place emphasis on the key concepts for L2 and L5, providing additional examples for the students.

Course Assessment Summary Report: Part II Comp-XM Business Exam

Course: MGMT 4750 Strategic Management **Semester:** Fall 08
Number of Students: 52 (2 Class Sections) **Reported by:** Gary May

Note: The Comp-XM simulation requires each student to independently run a company in competition against three computer-driven companies, making decisions related to R&D, marketing, production, and finance. The students can achieve up to 500 points for results measured by a balanced scorecard (financial, internal business process, customer satisfaction, and learning / growth) and up to 500 points for correct answers to “board queries” (i.e., quizzes) that follow each simulation round. The board queries are unique to each student and based on their simulation results. Comp-XM requires students to integrate and apply knowledge across business disciplines and is similar to a simulation the students participate in on a team business during the semester.

Course Learning Outcomes	Linkage to Program Learning Outcomes	% of Students With Correct Answers	
		Comp-XM National Data (N=523)	CSU Students (N=52)
Demonstrate application of business knowledge and analytical skills	Knowledge of the Business Environment: Integration	58%	58%
Accounting	7 questions	53%	53%
Finance	11 questions	61%	60%
Human Resources	4 questions	63%	64%
Marketing	7 Questions	57%	61%
Operations	2 Questions	49%	51%
Production	4 Questions	46%	49%
Strategy	6 Questions	64%	67%
		% of CSU Student Scoring in National Scorecard Percentile	
Demonstrate business judgment and the ability to integrate and apply discipline knowledge	Knowledge of the Business Environment: Integration	Top 25%	57.1%
	Note: N = 49; students who completed all five rounds	Next 25%	26.5%
		Combined: 50%	83.7%

Analysis and Action:

Previous Actions: This is the first semester for Comp-XM with comparative data for undergraduate only. A pilot was conducted in Spring 08, but the comparative data included MBA students. Based on the pilot, I spent ½ of a class providing a more detailed briefing on what the students should expect and encouraging them to spend the time necessary to solve the very challenging “board queries,” many of which are quantitative.

Analysis of Current Data: CSU students appear to be competitive with undergraduate students in other schools in their ability to work with business concepts in the knowledge areas and in their ability to apply business judgment in running a business simulation.

Plans for Future Classes: Review problem questions with discipline professors. Provide some sample questions of like nature to the students and work through the examples in class using the team simulation data.