

School of Business  
Master of Business Administration  
AACSB Accredited

**General Learning Outcomes for M.B.A.**

M.B.A graduates will demonstrate:

**Written and Oral Communication Skills:** Demonstrate professional oral and written communication skills.

**Applied Knowledge:** Apply knowledge of relevant business disciplines to evaluate the business environment and solve business problems.

**Logistics and Supply Chain:** Apply logistics and supply chain management concepts in organizations.

**Leadership and Team Building Skills:** Demonstrate leadership ability and team building skills.

**Global Business Environment:** Apply business concepts in a global environment.

**Ethical Decisions:** Evaluate the ethical impact of decisions on organizational stakeholders.

**Comprehensive Assurance of Learning Plan: MBA**

Component	Method
M.B.A. Program Learning Outcomes Communication Skills Written Oral Applied Knowledge Logistics and Supply Chain	Course Embedded Assessment  Learning outcomes of every section of every MBA required course assessed each semester.  Every graduate professor required to conduct assessment in each

<p>Leadership and Team Building Skills Global Business Environment Ethical Decisions</p>	<p>course taught each semester. Reports are included in annual performance review portfolio as part of minimum expected performance.</p>
<p>Integration and Application of Business Knowledge Demonstration of business judgment and decision making skills</p>	<p>Summative Assessment</p> <p>Capsim's Comp-XM Exam administered in capstone course (MGMT 6104) every semester the course is offered. Students are 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. Results are compared to other graduate school students on a percentile basis.</p>
<p>Student Satisfaction (Indirect) Internal survey</p>	<p>Administered in capstone course (MGMT 6104) every semester the course is offered.</p>

**Clayton State University**

**School of Business**

**MBA Courses  
Embedded Assessment Report - 2008**

## Table of Contents

Introduction	Page 3
Learning Goals	Page 4
ACCT 6100 Accounting for Managerial Decision Making	Page 5
BUSA 6100 Decision Making under Uncertainty	Page 7
FINA 6100 Finance	Page 9
MKTG 6100 Marketing Strategy	Page 10
BUSA 6101 International Business and Global Logistics	Page 16
MGMT 6101 Management of Change and Innovation	Page 19
MGMT 6100 Communication and Leadership	Page 22

## **Introduction**

This report shows how the Clayton State University School of Business assesses the general learning objectives of its Masters of Business Administration curriculum for the 2008 calendar year. There are seven program level learning outcomes that are assessed in one or more of the eleven courses in the program.

These general learning MBA objectives are directly assessed with various embedded measures in each course. This new program includes eleven courses, completed over a 20 month period. The first MBA Cohort would be completing its last two courses in the Spring of 2009.

## **Clayton State University MBA Learning Outcomes**

Outcomes for the MBA program are that graduates will be able to:

1. demonstrate professional communication skills: oral
2. demonstrate professional communication skills: written
3. apply knowledge of relevant business disciplines to evaluate the business environment and solve business problems
4. apply logistics/supply chain management concepts in organizations
5. demonstrate leadership ability and team skills
6. apply business concepts in a global environment
7. evaluate the ethical impact of decisions on organizational stakeholders

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

Learning Outcome No.	Learning Outcome	Courses with Embedded Assessment Measures
1	<b><u>Oral Communication Skills:</u></b> Planning, designing, and delivering persuasive oral presentations.	ACCT 6100, BUSA 6100, MKTG 6100, MGMT 6100
2	<b><u>Written Communication Skills:</u></b> Writing clearly, concisely, and correctly.	ACCT 6100, BUSA 6100, MKTG 6100, MGMT 6100
3	<b><u>Applied Knowledge:</u></b> apply knowledge of relevant business disciplines to evaluate the business environment and solve business problems	ACCT 6100, BUSA 6100, FINA 6100, MKTG 6100, MGMT 6101
4	<b><u>Logistics and Supply Chain:</u></b> apply logistics and supply chain management concepts in organizations	BUSA 6101
5	<b><u>Leadership and Team Building Skills:</u></b> demonstrate leadership ability and team skills	ACCT 6100, MGMT 6100, MGMT 6101
6	<b><u>Global Business Environment:</u></b> apply business concepts in a global environment	MKTG 6100, BUSA 6101
7	<b><u>Ethical Decisions:</u></b> assessing the ethical and social impact of decisions on the organization and its stakeholders.	ACCT 6100, MKTG 6100, MGMT 6100, BUSA 6100

Courses offered but not included in the assessment of learning outcomes in calendar year 2008 included ECON 6100 Managerial Economics, whose instructor retired upon completion of the course, and MGMT 6102 Operations and Supply Chain Management, whose instructor left the university upon completion of the course to take a job elsewhere. These two courses will be assessed by their new instructors in calendar year 2009. Also, two courses included in the program but not yet offered in calendar year 2008 included MGMT 6103 Field Problems in Logistics Systems and MGMT 6104 Strategic Management. These courses will be taught and assessed in calendar year 2009.

**Course Assessment Summary Report**

**Semester: Fall 2008**

**Course: Accounting for Managerial Decision Making (ACCT 6100)**

**Reported by: Scott L. Butterfield**

**Number of Students:** 42

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**
A. Improve their knowledge and understanding of accounting issues, such as Costs, ABC, Production and Pricing decisions, Budgeting, Management Control, Transfer Pricing, and Ethics.	<b>Applied Knowledge:</b> apply knowledge of relevant business disciplines to evaluate the business environment and solve business problems	Assessment is through a holistic evaluation of three activities: written case submissions, oral case presentations, and participation in class discussions.	95%
B. Properly utilize accounting information in management decision making.	<b>Applied Knowledge:</b> apply knowledge of relevant business disciplines to evaluate the business environment and solve business problems	Assessment is through a holistic evaluation of three activities: written case submissions, oral case presentations, and participation in class discussions.	95%
C. Develop teamwork skills.	<b>Leadership and Team Building Skills:</b> demonstrate leadership ability and team skills	Assessment is through an evaluation of team member discussions and communication with the instructor.	90%
D. Improve written and oral communication skills.	<b>Oral and Written Communication Skills:</b> demonstrate professional communications skills: a) oral and/or b) written	Assessment is through a holistic evaluation of three activities: written case submissions, oral case presentations, and participation in class discussions.	95%

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

**Analysis and Action:**

*Previous Actions:*

None. This course was first taught in Summer 2008, and no changes were made for Fall 2008.

*Analysis of Current Data:*

The data may be misleading. While overall performance is high, it is very possible for underachievers to “hide out” in their group, while still performing well on the case analyses. Solid speaking and writing skills may mask the fact that they are weak on the accounting, and the accounting analysis that they are

presenting was actually prepared by one of their teammates. Clearly, the groups are performing at a high level, and producing higher quality deliverables than would be expected by individuals. However, breaking out individual performance, particularly with Learning Outcome “A” is difficult and will require some modifications going forward.

*Plans for Future Classes:*

This class is very challenging, given the widely disparate backgrounds and levels of accounting knowledge of the students. It is not uncommon for the level of accounting knowledge to range from that of a practicing CPA with 20 years of experience, to that of someone with a liberal arts background, whose only exposure to accounting is what they saw in the Accounting Foundations course. To make this course a meaningful learning experience for all students across that range of background and experience is extremely difficult, if not impossible.

The primary complaint from students is that there isn't in-depth coverage of the accounting basics that are necessary to perform at a high level in the course. This course was never meant to be a principles of accounting course, but many of the students want, and need coverage of that material. Many of them took principles ten years ago, and remember little, if any of it. Some have taken the Foundations course, but that is proving woefully inadequate at preparing those students for this course. Adequate coverage of the basics will turn this into a Principles course, and even cursory coverage takes precious class time away from higher level learning activities.

For this semester's class, in an attempt to address some of these issues, I will be holding intensive review sessions, using a Principles of Accounting textbook, in an attempt to help get these students up to speed. These sessions will be held Thursday evenings, and following class on Saturday's.



**Course Assessment Summary Report**Course: BUSA 6100Number of Students: 34Semester: Spring 2008Reported by: Anita Whiting, Ph.D.

Assessment Method: \_\_\_\_\_

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	% of Students With Correct Answers
1. Have a working knowledge of concepts and methods in the business research process.		86.8%
2. Translate company and management problems into business research questions.		90.5%
3. Understand and apply various statistical methods for solving business problems.		93.3%
4. Ability to use the SPSS-PC software to analyze and interpret the results.		89.7%
5. Ability to effectively communicate the results of a research project (oral presentation and written paper).		90.7%

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

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

N/A – This is my first time teaching this course.

*Analysis of Current Data:*

Overall, the students achieved the learning outcomes. Students successfully translated problems into research questions and they understood the business research concepts and methods. Students were also able to use technology and apply statistical methods. Students did exceptionally well on applying statistical methods for

analysis. Students performed the weakest on knowledge of concepts and methods in the business research process and ability to use the SPSS-PC software to analyze and interpret the results.

*Plans for Future Classes:*

In the future, Dr. Finlay will be teaching this course. I will be happy to suggest to her the need for additional explanations and examples of the SPSS software. SPSS software is a great tool but students need to use the software more in order to get a true feeling of how to slice the data and interpret the results. I will also suggest to Dr. Finlay to use more in class activities on (1) concepts and methods in business research and (2) interpreting SPSS results.

**FINA6100 Fall 2008**  
**Finance**

Prepared by: C.R. Narayanaswamy

<b>Course Learning Outcome</b> By the completion of the course, the student should:	<b>% of Correct Answers*</b>	<b>Overall Assessment Results</b>
1. Valuation of cash flows and application to bond pricing. Term structure of interest rates.	64%	warning
2. Risk management of bonds (application of duration), Stock valuation (including valuation of growth opportunities) Real investments (Capital budgeting)	71%	pass
3. Interaction of financing and investment decisions, WACC. Risk and Return (quantification of risk, diversification, CAPM)	77%	pass

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

**Analysis and Action:**

Total number of students in the course: 31

*Previous Actions:*

This was the first time the course was taught at CSU.

*Analysis of Current Data:*

Students come to this course with a wide range of prior exposure to finance. Many had difficulties in understanding quantitative concepts and applying them.

I held help sessions that lasted more than two hours, every week, between regularly scheduled classes. These help sessions were started in mid September and continued till the end of the semester.

A final optional exam was given.

*Plans for Future Classes:*

- (1) Assign appropriate work to all the students just before the semester starts so that they are better prepared for the course.
- (2) Provide more sample problems.

Have a Teaching Assistant to provide more help sessions and interaction via e-m

## Course Assessment Summary Report

**Course:** MKTG 6100 – Marketing Strategy  
**Number of Students:** 18

**Semester:** Fall 2008  
**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**
1. Apply the marketing concept profit and non-for profit business situations	<b><u>Knowledge of the Business Environment:</u></b> understanding how business disciplines integrate to compete successfully in the global business environment.	Case Studies	92%
2. Apply marketing strategy, market analysis, market planning, and market feedback metrics in business situations	<b><u>Knowledge of the Business Environment:</u></b> understanding how business disciplines integrate to compete successfully in the global business environment.	Marketing Strategy	88%
3. Prepare better written and oral presentations	<b><u>Written Communication Skills:</u></b> Our graduates are able to write clearly, concisely, and correctly. <b><u>Oral Communication Skills:</u></b> planning, designing, and delivering persuasive oral presentations.	Marketing Cases Class Presentation	95% 93%
4. Have a better understanding of the 4 Ps of Marketing and the importance of Marketing for a successful enterprise	<b><u>Knowledge of the Business Environment:</u></b> understanding how business disciplines integrate to compete successfully in the global business environment.	Multiple Choice Questions	
5. Implement business ethics in business decisions	<b><u>Marketing Ethics</u></b>	Multiple Choice Questions	85%
6. Apply global business concepts	Global issues	Marketing Cases	93%

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

**Analysis and Action:**

*Previous Actions: More time was spent in teaching students how to analyze marketing cases.*

*Analysis of Current Data:* Based on the results of this assessment the student performance has improved. Teaching them how to analyze marketing cases help them to improve their performance.

*Plans for Future Classes: I will continue spending more time in teaching students how to successfully analyze business cases.*

## APPENDIX

### QUESTIONS USED TO ASSESS LEARNING OUTCOMES

(Please include here the questions, rubric, or other method that you used to measure your learning outcomes)

1. The first objective was measured by case study analysis. Students had to analyze 4 marketing cases. Their analyses were graded and feedback was provided to them.
2. The second objective was also measured by case study analysis. The students had to analyze 4 cases and their responses were graded.
3. Students had to write 4 marketing cases. Their writing was evaluated and feedback was provided to them. Students' oral presentation skills were evaluated based on their performance on the presentation of a marketing plan.
4. Outcome number 4 was measured with the following multiple choice questions:
  1. Mallory is an avid collector of antiques. In fact, she spends practically every weekend traveling to small towns and antique shops in search of unique antique treasures. For Mallory, antiques are a perfect example of a:
    - a. convenience product.
    - b. shopping product.
    - c. involving product.
    - d. influential product.
    - e. specialty product.
  2. Unlike tangible goods, virtually all services are susceptible to inconsistency and variations in quality. Why is this so?
    - a. because services depend on people for their delivery
    - b. because services cannot be managed due to their intangibility
    - c. because services are extremely time- and-place dependent
    - d. because service marketers cut corners to reduce expenses
    - e. because service marketers set customer expectations to high
  3. When Meghan went to the store to buy groceries, she found everything on her list except Pampers diapers. While the store had other competing products in stock, Meghan left and drove five miles to the next grocery store where she found the Pampers. It appears that Meghan exhibits a high degree of \_\_\_\_\_ for Pampers diapers.
    - a. brand recognition
    - b. brand preference
    - c. brand loyalty
    - d. brand equity
    - e. brand insistence
  4. Why are firms so obsessed with the pricing element of the marketing mix?
    - a. because pricing is the most difficult element of the marketing mix to change
    - b. because the firm's pricing has a direct bearing on its ability to increase revenue
    - c. because pricing is the only marketing element that matters to customers
    - d. because pricing is the best part of the marketing mix in which to make an educated guess about the most appropriate strategy
    - e. because pricing is directly responsible for demand
  5. Which of the following **IS NOT** a situation when buyers will have increased power over sellers in a market?
    - a. when there are a large number of sellers in the market
    - b. when there are many substitutes for the product
    - c. when the economy is strong
    - d. when the economy is weak
    - e. when product supply is plentiful

- c. when product demand is high
6. Which of the following statements is TRUE with respect to the relationship between price and revenue?
- When business is good, a price increase will increase revenue.
  - When business is bad, a price increase will increase revenue.
  - Price cuts must be offset by an increase in sales volume to keep the same level of revenue.
  - In highly differentiated markets, price cuts will capture greater market share.
  - In highly commoditized markets, price cuts will increase revenue.
7. Price elasticity is defined as:
- a situation where prices routinely move up and down in a short period of time.
  - customers' responsiveness or sensitivity to changes in price.
  - the impact on a product's demand when customers are in unique buying situations.
  - the relative ease with which prices can be changed.
  - price flexibility—a pricing strategy used by startup firms.
8. Despite the rising costs of medical care in the United States, customers continue to increase their purchases of medical goods and services, particularly in elective procedures. It seems that no matter how much prices increase, customer demand for medical services stays the same or increases. This situation describes an example of:
- inelastic demand.
  - direct demand.
  - irrational demand.
  - elastic demand.
  - unitary demand.
9. The goal of \_\_\_\_\_ is to maximize sales, gain widespread market acceptance, and capture a large market share quickly by setting a relatively low initial price.
- price skimming
  - odd pricing
  - penetration pricing
  - first-mover pricing
  - market acceptance pricing
10. While following a competitor's lead in pricing is acceptable, there can be no signaling of prices to a competitor. This illegal practice, called \_\_\_\_\_, occurs when two or more competitors collaborate in setting prices.
- indirect pricing
  - reference pricing
  - collaborative pricing
  - price fixing
  - price signaling
11. In the Saturn dealer network, individual dealers are given the sole right to sell Saturn vehicles within a defined geographic area. What type of distribution does Saturn employ?
- exclusive distribution
  - intensive distribution
  - selective distribution
  - limited distribution
  - prestige-based distribution

12. What is most appropriate type of distribution to use when customers need the opportunity to comparison shop, or when after-sale services are important?
- exclusive distribution
  - service-based distribution
  - intensive distribution
  - comparative distribution
  - selective distribution
13. Hallmark is a good example of a company that uses \_\_\_\_\_ distribution as a means of offering two or more lines of the same merchandise through two or more outlets.
- direct
  - secondary
  - split
  - dual
  - complementary
14. In some cases, manufacturers can require that wholesalers, brokers, agents, or retailers not carry or represent products from any competing manufacturer. Violations of these restrictions can cause a manufacturer to cut off supply to the intermediary in question. This situation represents which of the following potential ethical or legal issues in supply chain management?
- exclusive channel arrangements
  - tying contracts
  - channel stuffing
  - dual distribution
  - restricted supply chains
15. Recently, a major manufacturer of small kitchen appliances implemented a program whereby retailers could purchase the firm's popular coffee makers and blenders, but only if the retailers agreed to purchase its less popular irons and food processors. Many of the retailers become angry and threatened to sue the manufacturer for forcing them into a(n):
- exclusive channel arrangement.
  - channel stuffing arrangement.
  - dual distribution agreement.
  - tying arrangement.
  - restricted supply agreement.
16. When firms use a(n) \_\_\_\_\_ strategy, they focus their promotional efforts toward stimulating demand among final customers, who then exert pressure on the supply chain to carry the product.
- pressurization
  - IMC
  - pull
  - guerilla
  - push
17. In launching its new line of power tools, Black and Decker spent a considerable amount of time and resources to educate, motivate, and compensate members of its supply chain. By investing heavily in these types of promotions, Black and Decker hopes its \_\_\_\_\_ strategy will lead to a more effective product launch.
- pull
  - AIDA
  - institutional
  - push
  - placement
18. Overall, what is the major disadvantage associated with the use of public relations and publicity?
- It is normally very expensive.
  - The amount of negative publicity always outweighs the good.
  - Few, if any, customers pay attention to public relations messages.
  - Most people find it to be less credible than advertising.
  - The firm has limited control over how the public relations message will be delivered or interpreted.



19. \_\_\_\_\_ is paid personal communication that attempts to inform customers about products and persuade them to purchase those products.
- a. Personal selling
  - b. Sales promotion
  - c. Publicity
  - d. Public relations
  - e. Advertising

**5. Outcome number 5 was measured with the following multiple choice questions:**

8. In the context of marketing ethics, some businesspeople choose to behave ethically because of “enlightened self-interest.” What does this mean?
- a. They behave ethically because it pays in terms of enhanced profits and performance.
  - b. They behave ethically because they are forced to do so.
  - c. They behave ethically because they look out for their own interests.
  - d. They behave ethically because of deep-rooted religious beliefs.
  - e. They behave ethically because they are afraid of being caught.

ANS: A

9. Research has found that corporate codes of ethics should contain five to seven core values or principles. Which of the following **IS NOT** one of these core values?
- a. Trustworthiness
  - b. Respect
  - c. Legality
  - d. Fairness
  - e. Citizenship

ANS: C

10. Why is the connection between marketing ethics and leadership so important in nurturing a strong ethical culture?
- a. Employees look to the leader to enforce the ethical code of conduct.
  - b. Employees expect the leader to punish unethical behaviors.
  - c. Employees look to the leader to ensure that the firm is in legal compliance.
  - d. Employees look to the leader as a model of acceptable behavior.
  - e. Employees expect the leader to clearly specify in writing the high-risk activities in the firm’s daily operations.

ANS: D

11. Socially responsible firms tend to enjoy higher \_\_\_\_\_ because customers perceive that the firm is dedicated to doing the right thing and treating customers fairly.
- a. profit margins
  - b. sales volume
  - c. customer loyalty
  - d. corporate integrity
  - e. corporate reputations

**6. For the 6<sup>th</sup> objective, global issues, students had to analyze the international decisions of companies. Marketing cases were used to assess this objective.**

**Course Assessment Summary Report**Course: BUSA 6101Number of Students: 42Semester: Fall 2008Reported by: Michael V. TidwellAssessment Method: Exam and Proposal

Course Learning Outcomes (Goals)	Linkage to Program Learning Outcomes (Goals)	% of Students With Correct Answers
<ul style="list-style-type: none"> <li>Discuss the business and logistic implications of membership in a major regional trade association.</li> </ul>	<ul style="list-style-type: none"> <li>apply logistics/supply chain management concepts in organizations</li> <li>apply business concepts in a global environment</li> </ul>	95%
<ul style="list-style-type: none"> <li>Discuss the impact of international legal, economic, technological, and political divides on logistics.</li> </ul>	<ul style="list-style-type: none"> <li>apply business concepts in a global environment</li> </ul>	83%
<ul style="list-style-type: none"> <li>Successfully manage the international documentation and information flows within supply chains, including purchasing, distribution, intermodal transportation, and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>apply logistics/supply chain management concepts in organizations</li> <li>apply business concepts in a global environment</li> </ul>	77%
<ul style="list-style-type: none"> <li>Display competencies necessary to successfully address international business challenges.</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge of relevant business disciplines to evaluate the business environment and solve business problems</li> <li>evaluate the ethical impact of decisions on organizational stakeholders</li> </ul>	94%

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

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

None because this was the first time assessing the course at Clayton State University.

*Analysis of Current Data:*

For the most part, the exam and case results for these two classes were positive. The students were strong in the areas of theoretical analysis but when it came to applying that knowledge to the supply chain documentation and informational flow process their scores were somewhat weaker. This has not been a traditional focus of this course and while guest lecturers were utilized to bolster student knowledge of this area, the results were only satisfactory. The implications of these results for future instruction are contained in the next section.

*Plans for Future Classes:*

This course will be my primary MBA teaching responsibility for the near future so I will work to improve it in the following ways:

1. Provide more individualized assignments to prepare students for the heavy policy and documentation processes involved in international business. This has traditionally been a part of the final project so smaller assignments will be dispersed throughout the semester.
2. Bring in more guest speakers to address areas of specialization involving documenting importing and exporting, customs laws, legal issues, etc. This will likely help students better understand complex areas of the text.
3. Have the classes complete their Business Proposal in smaller segments opposed to turning in the final project at the end of the semester. This will help me catch problem areas early on in the process and teach to their needs.

## Appendix

**Course Outcome 1:** Discuss the business and logistic implications of membership in a major regional trade association.

**Assignment Used to Assess Outcome:**

*Final Exam Question:*

1. Discuss the challenges with labor and logistics the average American corporation will experience when off-shoring a production facility to an African nation that's a member of the Southern African Development Community. Be sure to address how these challenges may positively or negatively impact the implementation of an off-shoring strategy undertaken to reduce labor costs.

**Course Outcome 2:** Discuss the impact of international legal, economic, technological, and political divides on logistics.

**Assignment Used to Assess Outcome:**

*Final Business Proposal:*

LPI Index and Political Risk Assessment

**Course Outcome 3:** Successfully manage the international documentation and information flows within supply chains, including purchasing, distribution, intermodal transportation, and regulations.

**Assignment Used to Assess Outcome:**

*Final Business Proposal:*

LPI Index

**Course Outcome 4:** Display competencies necessary to successfully address international business challenges.

**Assignment Used to Assess Outcome:**

*Final Business Proposal*

*Final Exam*

1. What should your host country government's role be in driving competition given the dynamics of comparative advantage theory? Be specific. (10 pts)
2. (see chart to the right) Should the Lesotho Economic Minister take any steps to make sure their economy is no longer so dependent on tariffs? If so, which steps should the Minister take? If not, why not? (10 pts)

**Course Assessment Summary Report**

**Course: MGMT 6101**

**Number of Students: 19**

**Semester: Fall 2008**

**Reported by: Louis Jourdan**

**Assessment Methods: exams, cases**

Course Learning Outcomes (CLO) (Goals)	Linkage to Program Learning Outcomes (Goals)	% of Students With Correct Answers*
1. Demonstrate knowledge and comprehension of concepts and processes for leading effective organizational change, including the knowledge of the conditions which contribute and impede organizational change.	<b>Ethical and Corporate Social Responsibility:</b> Assessing, identifying, and managing ethical and social impact of decisions on an organization and its stakeholders.	(a) 100%**** (b) 86%** AVG=93%
2. Apply the processes and techniques which contribute to innovative thinking for themselves and for their employees.	<b>Interpersonal Skills and Appreciation for Diversity:</b> 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.	(a) 96%** (b) 75%*** AVG=86%
3. Solve problems and cases associated with the development of innovative products and services and leading organizational change.	<b>Leadership:</b> Capacity to lead individuals and groups in organizational situations	(a) 77%** (b) 100%**** AVG= 89%

\* =below 80% indicates need to investigate and take action as necessary; \*\* each outcome result based on items from exam 2.  
 \*\*\* percent of students who believed their team worked “well” or “extremely well” together in accomplishing goals.  
 \*\*\*\* This evaluation was based on team case analyses or projects; all students earned grades of 80 or higher.

**Analysis and Action:**

*Previous Action (Fall 2007)*

**COURSE LEARNING OUTCOME 1** (demonstrate knowledge and comprehension of concepts and processes for leading effective organizational change, including the knowledge of the conditions which contribute and impede organizational change) was evaluated using (a) nine multiple choice questions from exam 2 and (b) a team case analysis.

(a) The percent correctly answering these nine items were averaged, resulting in eighty-seven (87) percent of the students correctly these questions.

(b) This objective was also assessed based on team analyses of cases; all nine teams earned a grade of 80 or higher.

**COURSE LEARNING OUTCOME 2** (apply the processes and techniques which contribute to innovative thinking for themselves and for their employees) was assessed using (a) test questions from an exam and (b) students’ evaluation of their team’s effectiveness.

(a) This objective was also assessed using ten (10) multiple choice questions from exam 2. All students (n=34) scored 80 or higher on the exam. Ten (10) items were selected in a systematic random manner (every 3<sup>rd</sup> item which measured this

objective) from this exam assessed objective 3. The percent correctly answering these items were averaged, resulting in eighty-seven (87) percent of the students correctly these questions.

(b) Each student assessed their teammates and their team effectiveness at the end of the course. The item below was used to assess team effectiveness.

*As a team, how well do you think you worked together in accomplishing your goals?*

<i>extremely well</i>	<i>Well</i>	<i>Ok</i>	<i>not very well</i>	<i>not well at all</i>
5	4	3	2	1

82% of the students indicated that their team worked “extremely well” or “well” in accomplishing their goals. Eight of nine teams’ average scores on this item were “4” or higher. I felt that this was quite good, given that at least three students experienced some personal problems during the semester and missed at least one class. One student experienced complications with pregnancy, another’s father died, and a third indicated that he was having difficulties as a result of some significant personal events that were distracting him from his work.

**COURSE LEARNING OUTCOME 3** (solve problems and cases associated with the development of innovative products and services and leading organizational change) was assessed using (a) 10 multiple choice questions from exam 2 and (b) performing an innovation analysis of their company, their employer.

(a) All students (n=34) scored 80 or higher for the exam. Ten items were selected in a systematic random manner (every 3<sup>rd</sup> item which measured this objective) from this exam (items identified in the accompanying exam) assessed objective 3. The percent correctly answering these ten items were averaged, resulting in eighty-seven (87) percent of the students correctly these questions. This objective was also assessed based on team analyses of cases; all nine teams earned a grade of 80 or higher.

(b) Students also performed an innovation analysis of their company using the following instructions:

“... is an individual project where each student is to do an innovation analysis of their current company or a past company where they have worked full-time. Use Amabile’s chapters and surveys, as well as possibly an organizational culture survey, to do the analysis. Attach the completed surveys in an appendix of your report.”

All students earned a score of 80 or higher. A sample of one student’s project is provided with this assessment report.

*Analysis of Current Data (Fall 2008):*

**CLO1** using (a) nine multiple choice questions from exam 2 and (b) a team case analysis.

(a) The percent correctly answering 5 items (Q1-Q4) were averaged, resulting in eighty-six (86) percent of the students correctly these questions.

(b) This objective was also assessed based on team analyses of cases; all six teams (100%) earned a grade of 80 or higher.

The overall average for CLO 1 is 93%.

**CLO 2** was assessed using (a) test questions from an exam and (b) students’ evaluation of their team’s effectiveness.

(a) This objective was also assessed using six ( ) multiple choice questions from exam 2. All students (n=18) scored 80 or higher on the exam. The percent correctly answering these items were averaged, resulting in ninety-six

percent (96%) of the students correctly these questions.

- (b) Each student assessed their teammates and their team effectiveness at the end of the course. The item below was used to assess team effectiveness.

*As a team, how well do you think you worked together in accomplishing your goals?*

<i>extremely well</i>	<i>Well</i>	<i>Ok</i>	<i>not very well</i>	<i>not well at all</i>
5	4	3	2	1

75% of the students indicated that their team worked “extremely well” or “well” in accomplishing their goals. The students’ average score for this item was 4.0 (“well”).

In terms of “applying processes and techniques which contribute to innovative thinking for themselves and for their employees”, 88% of the students indicated that while taking this course, they had applied some of the techniques that they had studied at their jobs or in their personal lives. In addition, 88% stated that they were more creative as a result of taking this course.

**CLO 3** was assessed using (a) 10 multiple choice questions from exam 2 and (b) performing an innovation analysis of their company, their employer.

- (a) All students scored 80 or higher for the exam. Four (4) items were selected from this exam (items identified in the accompanying exam) assessed objective 3. The percent correctly answering these items were averaged, resulting in seventy-seven (77) percent of the students correctly these questions. This objective was also assessed based on team analyses of cases; all six teams earned a grade of 80 or higher.

- (b) Students also performed an innovation analysis of their company using the following instructions:

“... is an individual project where each student is to do an innovation analysis of their current company or a past company where they have worked full-time. Use Amabile’s chapters and surveys, as well as possibly an organizational culture survey, to do the analysis. Attach the completed surveys in an appendix of your report.”

All students earned a score of 80 or higher. A sample of one student’s project is provided with this assessment report.

#### *Plans for Future Classes:*

In the future, I will continue to use the same or similar assignments, as well as having speakers for the class. The learning and feedback from students and other faculty has been quite positive. What I might consider including in the future is additional material and assessments related to individual and organizational creativity and additional exam items related to ethics and team effectiveness. In fall 2008, I asked students for specific feedback regarding what they believed they had learned and skills they had acquired. I found this information useful and will use it again in the future.

## Course Assessment Summary Report

**Course:** MGMT 6100 (MBA)  
**Number of Students:** 19

**Semester:** Fall 08  
**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**
Demonstrate critical thinking skills by developing a communication strategy analysis for a problem-solving persuasive situation.	Applied Knowledge  Oral and Written Communication Skills	Performance: rubric keyed to seven criteria for effective communication strategy analysis	93%
Demonstrate written communication skills by writing a clear, concise, and grammatically correct memo that accomplishes a given purpose.	Oral and Written Communication Skills	Performance: Rubric keyed to seven criteria for effective business writing	83%
Demonstrate oral presentation skills by preparing and delivering a persuasive oral presentation using PowerPoint® as a design and presentation tool.	Oral and Written Communication Skills	Performance: Rubric keyed to six performance elements for effective oral presentation	86%
Know, comprehend, and apply principles of team processes and group dynamics.	Leadership and Team Building Skills	Exam: Multiple Choice (Pre and Post-Test)	Pre-test: 82% Post-test: 86%

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

### Analysis and Action:

*Previous Actions:* This is the second time I've taught this course. I implemented the following actions based on the April 2008 assessment:

Performance Element	Action Implemented
Communication Strategy Analysis (identifying objections)	Prepared model example of a communication strategy analysis for the class practice case; reviewed with class, emphasized objection element.
Written Communication (organization, formatting, and punctuation)	Classroom activity: Prepared model example of a memo for the class practice case; reviewed with class, with emphasis on organizational pattern and formatting. In addition, allocated additional class time in the learning plan for review and discussion of typical punctuation errors.
Oral Presentation (opening purpose / benefit statement; credibility, and closing summary statement / memorable ending)	Classroom activity: Prepared written examples for classroom review and discussion.



*Analysis of Current Data / Plans for Future Classes:*

Overall, performance was satisfactory for all four outcomes. However, the data (see detailed reports following) indicates weaknesses in selected performance elements. Following is a brief summary of the opportunities for improvement.

1. Communication Strategy Analysis: All elements were satisfactory (>70%).
2. Written Communication: Two elements were unsatisfactory.
  - a. **Awareness of the reader** (development / emphasis); students are weak in presenting the financial arguments to support their case. (26% satisfactory)
  - b. **Punctuation**; students have problems with both basic (e.g., commas) and advanced (e.g., semicolons) punctuation. (61% satisfactory)
3. Oral Presentation: Two elements were unsatisfactory
  - a. Including **benefits** as part of the presentation opening. (42% satisfactory)
  - b. Use of **logic** (i.e., data / financial analysis) to support their persuasive argument. (58% satisfactory)
4. Knowledge of Team Skills: All elements were satisfactory (>70%)

*Plans for Future Classes (for May 09):*

Performance Element	Planned Action
Written Communication 1. Awareness of the reader – development / emphasis 2. Punctuation	1. Prepare a short in-class practice case focused specifically on how to use Excel to sketch out a financial argument and how to present the data in table form in a memo. 2. Add additional classroom practice activity on basic punctuation.
Oral Presentation 1. Benefit statement during opening 2. Persuasive logic	1. Create in-class practice drill for class requiring students to write a two sentence opening statement that clearly states the purpose of the presentation and the benefits to the audience. 2. Create in-class practice activity requiring students to develop a PPT slide that incorporates in chart / table format the financial argument developed in the first communication exercise.