



Outcomes Assessment Plan

Institution: Fitchburg State University

Academic Business Unit: Business Administration

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OUTCOMES ASSESSMENT PLAN
Business Administration
Fitchburg State University

Section I: Strategic Assessment – Mission and Broad-Based Goals

Mission Statement

Mission of the Business Administration Department:

The Business Administration Department prepares each student to take a responsible position within the world of business well equipped with an essential knowledge of business theories, policies, practices, and procedures. The curriculum is based in the liberal arts, coupled with professional courses and a variety of practical business experiences including the opportunity for experiential learning, through internships, structured to give the participant an opportunity to apply the theory of the classroom to a specific work environment.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-support tools and apply them to management decision making.
4. Students will acquire effective business-related professional skills.

Broad-Based Operational Goals:

1. The Business Administration Department will offer strong, comprehensive, and contemporary degree programs that successfully prepare students for academic and professional careers, graduate school, and professional advancement.
2. The Business Administration Department will provide a supportive learning environment that fosters student success and contributes to excellence in business education.
3. The Business Administration Department will attract and retain highly qualified faculty who are effective teachers and engaged in professional development activities.

Section II: Student Learning Assessment

BACHELOR’S-LEVEL PROGRAMS

Student Learning Assessment for the Bachelor of Science in Business Administration (BSBA) with a Concentration in Management

Intended Student Learning Outcomes for <i>the Bachelor of Science in Business Administration (BSBA) with a Concentration in Management</i>	
<i>BSBA – Core Learning Outcomes</i>	
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.	
2. Students will be able to evaluate the legal, social, and economic environments of business.	
3. Students will be able to describe the global environment of business.	
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	
5. Students will be able to apply decision-support tools to business decision making.	
6. Students will be able to construct and present effective oral and written forms of professional communications.	
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	
<i>Concentration in Management – Management Learning Outcomes</i>	
1. Students will be able to demonstrate knowledge of and competencies in performing the basic activities of managers in an organizational setting.	
2. Students will be able to demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. BSBA Capstone Business Simulation Project	On the BSBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”).
2. BSBA Capstone Integrated Case	On the BSBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-

	outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”)
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. BSBA Internship Survey	On the BSBA internship survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.
2. BSBA Senior Exit Survey	On the BSBA exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.

Student Learning Assessment for the Bachelor of Science in Business Administration (BSBA) with a Concentration in Marketing

Intended Student Learning Outcomes for <i>the Bachelor of Science in Business Administration (BSBA) with a Concentration in Marketing</i>
<i>BSBA – Core Learning Outcomes</i>
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Students will be able to evaluate the legal, social, and economic environments of business.
3. Students will be able to describe the global environment of business.
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.
5. Students will be able to apply decision-support tools to business decision making.
6. Students will be able to construct and present effective oral and written forms of professional communication.
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner
<i>Concentration in Marketing – Marketing Learning Outcomes</i>
1. Students will be able to demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.
2. Students will be able to identify types of business strategies that contribute to establishing brands in a global setting.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. BSBA Capstone Business Simulation Project	On the BSBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the marketing-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”).
2. BSBA Capstone Integrated Case	On the BSBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the marketing-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”).
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. BSBA Internship Survey	On the BSBA internship survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the marketing-outcome-related evaluation criterion.
2. BSBA Senior Exit Survey	On the BSBA exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the marketing-outcome-related evaluation criterion.

Student Learning Assessment for the Bachelor of Science in Business Administration (BSBA) with a Concentration in Accounting

Intended Student Learning Outcomes for <i>the Bachelor of Science in Business Administration (BSBA) with a Concentration in Accounting</i>
BSBA – Core Learning Outcomes
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Students will be able to evaluate the legal, social, and economic environments of business.
3. Students will be able to describe the global environment of business.
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.
5. Students will be able to apply decision-support tools to business decision making.
6. Students will be able to construct and present effective oral and written forms of professional communications.
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner
Concentration in Accounting – Accounting Learning Outcomes
1. Students will be able to understand how to calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.
2. Students will be able to identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.
3. Students will be able to understand the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. BSBA Capstone Business Simulation Project	On the BSBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the accounting-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”).
2. BSBA Capstone Integrated Case	On the BSBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the accounting-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”).
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. BSBA Internship Survey	On the BSBA internship survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion.
2. BSBA Senior Exit Survey	On the BSBA senior exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion.

MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for the Master of Business Administration (MBA) with a Specialized Track in Accounting

Intended Student Learning Outcomes for <i>the Master of Business Administration (MBA) with a Specialized Track in Accounting</i>
<i>MBA – Core Learning Outcomes</i>
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.
5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
<i>Specialized Track in Accounting</i>
1. Students will be able to describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.
2. Students will be able to describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and explain the impact of transfer pricing on the U.S economy with specific focus on taxation.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA Capstone Business Simulation Project	On the MBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the accounting-outcome-related evaluation criterion will be 5 or higher (out of a possible 5 representing “exemplary”)
2. MBA Capstone Integrated Business Case	On the MBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the accounting-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”)
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. MBA Internship Survey	On the MBA internship survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion.
2. MBA Student Exit Survey	On the MBA exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion.

Student Learning Assessment for the Master of Business Administration (MBA) with a Specialized Track in Human Resource Management

Intended Student Learning Outcomes for <i>the Master of Business Administration (MBA) with a Specialized Track in Human Resource Management</i>
<i>MBA – Core Learning Outcomes</i>
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.
5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
<i>Specialized Track in Human Resource Management</i>
1. Students will be able to apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.
2. Students will be able to demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA Capstone Business Simulation Project	On the MBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the human resources-outcome-related evaluation criterion will be 5 or higher (out of a possible 5 representing “exemplary”)
2. MBA Capstone Integrated Business Case	On the MBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the human resources-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”)
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. MBA Internship Survey	On the MBA internship survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the human resources-outcome-related evaluation criterion.
2. MBA Student Exit Survey	On the MBA student exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the human resources-outcome-related evaluation criterion.

Student Learning Assessment for the Master of Business Administration (MBA) with a Specialized Track in Management

Intended Student Learning Outcomes for <i>the Master of Business Administration (MBA) with a Specialized Track in Management</i>
<i>MBA – Core Learning Outcomes</i>
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.
5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
<i>Specialized Track in Management</i>
1. Students will demonstrate strategic level knowledge of the fundamental activates of business management and apply critical thinking skills to managerial decisions.
2. Students will be able to demonstrate competencies in effective change management that drive measurable business results.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. MBA Capstone Business Simulation Project	On the MBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 5 or higher (out of a possible 5 representing “exemplary”)
2. MBA Capstone Integrated Business Case	On the MBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing “exemplary”)
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. MBA Internship Survey	On the MBA internship survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.
2. MBA Student Exit Survey	On the MBA exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.

Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goals

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended learning outcome in that row is associated with the learning goal in that column.**):

<p style="text-align: center;">Broad-Based Student Learning Goals</p> <p>Intended Student Learning Outcomes</p>	<p>1. Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.</p>	<p>2. Students will be able to demonstrate knowledge of the various environments in which business operates.</p>	<p>3. Students will be able to demonstrate knowledge of appropriate decision-support tools and apply them to management decision making.</p>	<p>4. Students will acquire effective business-related professional skills.</p>
BACHELOR’S-LEVEL PROGRAMS				
<i>Bachelor of Science in Business Administration (BSBA) with a Concentration in Management</i>				
Required BSBA Courses				
<p>1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.</p>	X			
<p>2. Students will be able to evaluate the legal, social, and economic environments of business.</p>		X		
<p>3. Students will be able to describe the global environment of business.</p>		X		
<p>4. Students will be able to describe and explain the ethical obligations and responsibilities of business.</p>	X			

<p style="text-align: center;">Broad-Based Student Learning Goals</p> <p>Intended Student Learning Outcomes</p>	<p>1. Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.</p>	<p>2. Students will be able to demonstrate knowledge of the various environments in which business operates.</p>	<p>3. Students will be able to demonstrate knowledge of appropriate decision-support tools and apply them to management decision making.</p>	<p>4. Students will acquire effective business-related professional skills.</p>
<p>5. Students will be able to apply decision-support tools to business decision making.</p>			X	
<p>6. Students will be able to construct and present effective oral and written forms of professional communications.</p>				X
<p>7. Students will be able to apply knowledge of business concepts and functions in an integrated manner</p>	X			
Concentration in Management Courses				
<p>1. Students will be able to demonstrate knowledge of and competencies in performing the basic activities of managers in an organizational setting.</p>	X	X	X	X
<p>2. Students will be able to demonstrate an understanding of team effectiveness and apply the principles of effective</p>	X	X	X	X

<p style="text-align: center;">Broad-Based Student Learning Goals</p> <p>Intended Student Learning Outcomes</p>	<p>1. Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.</p>	<p>2. Students will be able to demonstrate knowledge of the various environments in which business operates.</p>	<p>3. Students will be able to demonstrate knowledge of appropriate decision-support tools and apply them to management decision making.</p>	<p>4. Students will acquire effective business-related professional skills.</p>
<p>leadership in an organizational setting.</p>				

Bachelor of Science in Business Administration (BSBA) with a Concentration in Marketing				
Required BSBA Courses				
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.	X			
2. Students will be able to evaluate the legal, social, and economic environments of business.		X		
3. Students will be able to describe the global environment of business.		X		
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	X			
5. Students will be able to apply decision-support tools to business decision making.			X	
6. Students will be able to construct and present effective oral and written forms of professional communications.				X

Concentration in Marketing Courses				
1. Students will be able to demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.	X	X	X	X
2. Students will be able to identify types of business strategies that contribute to establishing brands in a global setting.	X	X	X	X

Bachelor of Science in Business Administration (BSBA) with a Concentration in Accounting

Required BSBA Courses

1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.	X			
2. Students will be able to evaluate the legal, social, and economic environments of business.		X		
3. Students will be able to describe the global environment of business.		X		
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	X			
5. Students will be able to apply decision-support tools to business decision making.			X	
6. Students will be able to construct and present effective oral and written forms of professional communications.				X
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	X			

Concentration in Accounting Courses

<p>1. Students will be able to understand how to calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.</p>	X	X	X	X
<p>2. Students will be able to identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.</p>	X	X	X	X
<p>3. Students will be able to understand the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.</p>	X	X	X	X

MASTER'S-LEVEL PROGRAMS				
<i>Master of Business Administration (MBA) with a Specialized Track in Accounting</i>				
<i>Required MBA Courses</i>				
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternate solutions, and adapt and innovate in new setting.				X
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	X			
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.	X			
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.			X	

5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				X
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				X
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.		X		
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.		X		

<i>Specialized Track in Accounting Courses</i>				
1. Students will be able to describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.	X	X	X	X
Students will be able to describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.	X			X

Master of Business Administration (MBA) with a Specialized Track in Human Resource Management

Required MBA Courses

<p>1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.</p>				<p>X</p>
<p>2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.</p>	<p>X</p>			
<p>3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.</p>	<p>X</p>			
<p>4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.</p>			<p>X</p>	

5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				X
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				X
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.		X		
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.		X		

<i>Specialized Track in Human Resource Management Courses</i>				
1. Students will be able to apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.	X	X	X	X
2. Students will be able to demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.	X	X	X	X

Master of Business Administration (MBA) with a Specialized Track in Management				
		Required MBA Courses		
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.				X
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	X			
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.	X			
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.			X	

5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				X
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				X
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.		X		
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.		X		

		<i>Specialized Track in Management Courses</i>		
1. Students will demonstrate strategic level knowledge of the fundamental activities of business management and apply critical thinking skills to managerial decisions.	X	X	X	X
2. Students will be able to demonstrate competencies in effective change management that drive measurable business results.	X	X	X	X

Mapping of Assessment Measures to Intended Student Learning Outcomes

For each program at each level identified above, the direct and indirect measures of student learning provide for the assessment of all of the program's intended student learning outcomes. These relationships are summarized in the measures-to-outcomes mappings below (**Note: Put an "x" in a given cell of the tables if the assessment instrument in that column measures the intended learning outcome in that row.**):

BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration (BSBA) with a Concentration in Management</i>	BSBA Capstone Business Simulation Project	BSBA Capstone Integrated Case	BSBA Internship Survey	BSBA Senior Exit Survey
Required BSBA Courses				
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.	X	X	X	X
2. Students will be able to evaluate the legal, social, and economic environments of business.	X	X	X	X
3. Students will be able to describe the global environment of business.	X	X	X	X
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	X	X	X	X
5. Students will be able to apply decision-support tools to business decision making.	X	X	X	X
6. Students will be able to construct and present effective oral and written forms of professional communications.	X	X	X	X
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	X	X	X	X

Concentration in Management Courses

1. Students will be able to demonstrate knowledge of and competencies in performing the basic activities of managers in an organizational setting.	X	X	X	X
2. Students will be able to demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.	X	X	X	X

<i>Bachelor of Science in Business Administration (BSBA) with a Concentration in Marketing</i>	BSBA Capstone Business Simulation Project	BSBA Capstone Integrated Case	BSBA Internship Survey	BSBA Senior Exit Survey
1. Students will be able to demonstrate knowledge of and competencies in performing the basic activities of managers in an organizational setting.	X	X	X	X
2. Students will be able to evaluate the legal, social, and economic environments of business.	X	X	X	X
3. Students will be able to describe the global environment of business.	X	X	X	X
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	X	X	X	X
5. Students will be able to apply decision-support tools to business decision making.	X	X	X	X
6. Students will be able to construct and present effective oral and written forms of professional communications.	X	X	X	X
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	X	X	X	X

Concentration in Marketing Courses

<p>1. Students will be able to demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.</p>	X	X	X	X
<p>2. Students will be able to identify types of business strategies that contribute to establishing brands in a global setting.</p>	X	X	X	X

<i>Bachelor of Science in Business Administration (BSBA) with a Concentration in Accounting</i>	BSBA Capstone Business Simulation Project	BSBA Capstone Integrated Case	BSBA Internship Survey	BSBA Senior Exit Survey
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.	X	X	X	X
2. Students will be able to evaluate the legal, social, and economic environments of business.	X	X	X	X
3. Students will be able to describe the global environment of business.	X	X	X	X
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	X	X	X	X
5. Students will be able to apply decision-support tools to business decision making.	X	X	X	X
6. Students will be able to construct and present effective oral and written forms of professional communications.	X	X	X	X
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	X	X	X	X

Concentration in Accounting Courses				
1. Students will be able to understand how to calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.	X	X	X	X
2. Students will be able to identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.	X	X	X	X
3. Students will be able to understand the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.	X	X	X	X

MASTER'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
Master of Business Administration (MBA) with a Specialized Track in Accounting	MBA Capstone Integrated Business Case	MBA Capstone Business Simulation Project	MBA Student Exit Survey	MBA Internship Survey
		Required MBA Courses		
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.	X	X	X	X
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	X	X	X	X
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.	X	X	X	X
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	X	X	X	X
5. Students will be able to communicate to relevant audiences,	X	X	X	X

including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.	X	X	X	X
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.	X	X	X	X
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.	X	X	X	X
		Specialized Track in Accounting Courses		
1. Students will be able to describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.	X	X	X	X
2. Students will be able to describe the functions of managerial and cost accounting, compute break-even	X	X	X	X

<p>point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and explain the impact of transfer pricing on the U.S economy with specific focus on taxation.</p>				
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Master of Business Administration (MBA) with a Specialized Track in Human Resources Management	MBA Capstone Integrated Business Case	MBA Capstone Business Simulation Project	MBA Student Exit Survey	MBA Internship Survey
		Required MBA Courses		
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.	X	X	X	X
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	X	X	X	X
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.	X	X	X	X
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	X	X	X	X
5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.	X	X	X	X

6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.	X	X	X	X
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.	X	X	X	X
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.	X	X	X	X
		Specialized Track in Human Resource Management Courses		
1. Students will be able to apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.	X	X	X	X
2. Students will be able to demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.	X	X	X	X

Master of Business Administration (MBA) with a Specialized Track in Management	MBA Capstone Integrated Business Case	MBA Capstone Business Simulation Project	MBA Student Exit Survey	MBA Internship Survey
		MBA Required Courses		
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.	X	X	X	X
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	X	X	X	X
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.	X	X	X	X
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	X	X	X	X

5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.	X	X	X	X
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.	X	X	X	X
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.	X	X	X	X
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.	X	X	X	X
		Specialized Track in Management Courses		
1. Students will demonstrate strategic level knowledge of the fundamental activities of business management and apply critical thinking skills to managerial decisions.	X	X	X	X
2. Students will be able to demonstrate competencies in effective change management that drive measurable business results.	X	X	X	X

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Bachelor's-Level Programs

For each bachelor's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an "x" in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
Bachelor of Science in Business Administration (BSBA) with a Concentration in Management Graduates should be able to:	BSBA Capstone Business Simulation Project	BSBA Capstone Integrated Case
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	X	X
2. Evaluate the legal, social, and economic environments of business	X	X
3. Describe the global environment of business	X	X
4. Describe and explain the ethical obligations and responsibilities of business	X	X
5. Apply decision-support tools to business decision making	X	X
6. Construct and present effective oral and written forms of professional communication	X	X
7. Apply knowledge of business concepts and functions in an integrated manner	X	X

Bachelor of Science in Business Administration (BSBA) with a Concentration in Marketing Graduates should be able to:	BSBA Capstone Business Simulation Project	BSBA Capstone Integrated Case
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	X	X
2. Evaluate the legal, social, and economic environments of business	X	X
3. Describe the global environment of business	X	X
4. Describe and explain the ethical obligations and responsibilities of business	X	X
5. Apply decision-support tools to business decision making	X	X
6. Construct and present effective oral and written forms of professional communication	X	X
7. Apply knowledge of business concepts and functions in an integrated manner	X	X
Bachelor of Science in Business Administration (BSBA) with a Concentration in Accounting Graduates should be able to:	BSBA Capstone Business Simulation Project	BSBA Capstone Integrated Case
1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management	X	X
2. Evaluate the legal, social, and economic environments of business	X	X
3. Describe the global environment of business	X	X
4. Describe and explain the ethical obligations and responsibilities of business	X	X
5. Apply decision-support tools to business decision making	X	X
6. Construct and present effective oral and written forms of professional communication	X	X
7. Apply knowledge of business concepts and functions in an integrated manner	X	X

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master’s-Level Programs

For each master’s-level program identified above, the direct measures of student learning provide for the assessment of the “Key Learning Outcomes for Business Programs” as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

MASTER’S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Master of Business Administration (MBA) with Specialized Track in Accounting</i> Graduates should be able to:	MBA Capstone Integrated Business Case	MBA Capstone Business Simulation Project
1. Recognize problems	X	X
2. Integrate theory and practice for the purpose of strategic analysis	X	X
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations	X	X
4. Communicate to relevant audiences; graduates should be able to:		
a. Compose clear, consistent, and effective written forms of communication	X	X
b. Compose and present effective oral business presentations	X	X
5. Work effectively with a team of colleagues on diverse projects	X	X
6. Identify and analyze the ethical obligations and responsibilities of business	X	X

MASTER'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Master of Business Administration (MBA) with Specialized Track in Human Resource Management</i> Graduates should be able to:	MBA Capstone Integrated Business Case	MBA Capstone Business Simulation Project
1. Recognize problems	X	X
2. Integrate theory and practice for the purpose of strategic analysis	X	X
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations	X	X
4. Communicate to relevant audiences; graduates should be able to:		
a. Compose clear, consistent, and effective written forms of communication	X	X
b. Compose and present effective oral business presentations	X	X
5. Work effectively with a team of colleagues on diverse projects	X	X
6. Identify and analyze the ethical obligations and responsibilities of business	X	X

MASTER'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Master of Business Administration (MBA) with Specialized Track in Management</i> Graduates should be able to:	MBA Capstone Integrated Business Case	MBA Capstone Business Simulation Project
1. Recognize problems	X	X
2. Integrate theory and practice for the purpose of strategic analysis	X	X
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations	X	X
4. Communicate to relevant audiences; graduates should be able to:		
a. Compose clear, consistent, and effective written forms of communication	X	X
b. Compose and present effective oral business presentations	X	X
5. Work effectively with a team of colleagues on diverse projects	X	X
6. Identify and analyze the ethical obligations and responsibilities of business	X	X

Section III: Operational Assessment

Intended Operational Outcomes for the Business Administration Department:	
1. Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.	
2. Business student graduates will be prepared to take responsible positions within the world of business.	
3. Undergraduate business student graduates will pursue employment within the field of business or advanced degrees within a reasonable time-frame of graduation.	
4. The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.	
5. Students will be satisfied with program content and the manner in which it is delivered.	
6. Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures/Methods:
1. BSBA Senior Exit Survey; MBA Student Exit Survey	On the exit survey instruments, at least 53% of graduating students will indicate that they graduated within six-years or less of starting their program.
2. BSBA Senior Exit Survey; MBA Student Exit Survey	On the exit survey instrument, at least 80% of graduating students will indicate that they are to a “moderate extent” or “great extent” prepared to take a responsible position within the world of business.
3. BSBA Senior Exit Survey	On the exit survey instrument, at least 80% of graduating students will indicate that they are currently employed with the field of business, are pursuing employment within the field of business, or are pursuing an advanced degree.
4. MBA Student Exit Survey	On the exit survey instrument, at least 80% of graduating students will indicate that the Business Administration’s MBA program successfully contributed to their professional advancement to a “moderate extent” or “great extent.”
5. BSBA Senior Exit Survey; MBA Student Exit Survey	On the exit survey instrument, at least 80% of graduating students will indicate that to a “moderate extent” or “great extent” they were satisfied with the program content and the manner in which it is delivered.
6. Faculty Credential File	100% of the business faculty will be either doctorally- or professionally-qualified to teach in their respective disciplinary areas.

Note: Be sure that you identify an operational assessment measure/method for each intended operational outcome. However, please be aware that it is possible for a single operational assessment tool to be used to measure more than one outcome.

Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

The broad-based operational goals identified in Section I above encompass the intended operational outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended operational outcome in that row is associated with the operational goal in that column.**):

<p>Broad-Based Operational Goals</p> <p>Intended Operational Outcomes</p>	<p>The Business Administration Department will offer strong, comprehensive, and contemporary degree programs that successfully prepare students for academic and professional careers, graduate school, and professional advancement.</p>	<p>The Business Administration Department will provide a supportive learning environment that fosters student success and contributes to excellence in business education.</p>	<p>The Business Administration Department will attract and retain highly qualified faculty who are effective teachers and engaged in professional development activities.</p>
<p>1. Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.</p>		<p>X</p>	
<p>2. Business student graduates will be prepared to take responsible positions within the world of business.</p>	<p>X</p>		
<p>3. Undergraduate business student graduates will pursue employment within the field of business or advanced degrees within a reasonable time-frame of graduation.</p>	<p>X</p>		
<p>4. The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.</p>	<p>X</p>		
<p>5. Students will be satisfied with program content and the manner in which it is delivered.</p>		<p>X</p>	
<p>6. Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.</p>			<p>X</p>

Mapping of Operational Assessment Measures to Intended Operational Outcomes

The operational assessment measures identified above provide for the assessment of all of the intended operational outcomes. These relationships are summarized in the measures-to-outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the intended operational outcome in that row.**):

Operational Assessment Measure/Method Intended Operational Outcomes	1. BSBA Senior Exit Survey; MBA Student Exit Survey	2. BSBA Senior Exit Survey	3. MBA Student Exit Survey	4. Faculty Credentials File
1. Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.	X			
2. Business student graduates will be prepared to take responsible positions within the world of business.	X			
3. Undergraduate business student graduates will pursue employment within the field of business or advanced degrees within a reasonable time-frame of graduation.		X		
4. The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.			X	
5. Students will be satisfied with program content and the manner in which it is delivered.	X			
6. Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.				X

Section IV: Linkage of Outcomes Assessment with Strategic Planning

Linkage with Business Administration Department's and Institution's Strategic Planning Processes

Business Administration Department's Strategic Planning Process

The changes and improvements that result from implementing the Business Administration Department's Outcomes Assessment Plan are linked to the department's strategic planning processes. This is because information obtained from implementation of the Outcomes Assessment Plan is used to assess attainment of many of the department's strategic overall objectives. Additionally, results obtained from the Outcomes Assessment Plan will inform updated versions of the department's strategic plan. Finally, achievement of the broad-based goals, learning outcomes, and operational outcomes included in the Outcomes Assessment Plan link to and support many of the overall objectives described within the department's Strategic Plan for 2013 - 2018 and vice versa.

In addition, a process is in place to ensure a linkage exists between the Business Administration Department's assessment effort and strategic planning process. The Business Administration Department's assessment coordinators and chair regularly ensure that the department's strategic plan is in alignment with action plan items.

The university has commenced a new strategic planning cycle. This process is university-wide and will yield a new strategic plan for the university. It is anticipated that the department of business will align the departmental strategic plan with the new university plan in the spring of 2015.

Also, the Business Administration Department's Advisory Board has met at least once a year for the past three years. For instance, they recently met in March 2014. The advisory board is comprised of business leaders with specializations that cover key business areas. During meetings, the advisory board members are provided with an overview of the department's recent assessment activities as well as previous assessment results.

Institution's Strategic Planning Process

Similar to the business department's strategic planning process, achievement of the broad-based goals, learning outcomes, and operational outcomes included in the Outcomes Assessment Plan link to and support many of the objectives described within Fitchburg State University's Strategic Plan 2009 – 2014 and vice versa.

Additionally, a process is in place to ensure a linkage exists between the Fitchburg State University strategic planning process and the Business Administration Department's outcomes assessment. In particular, for each academic year, the Business Administration Department's assessment coordinators submit an outcomes assessment report to the Fitchburg State University Director of Assessment and the Academic Affairs office by the end of May. This report summarizes our department's assessment activities during the past academic year, the most important thing(s) we learned from our assessment of the past academic year, and how knowing this benefits our program. More specifically, we describe the changes we propose as a result of using the data/evidence and which we enacted based on either this year's or prior year's data. Finally, we detail our top assessment priorities for the next academic year

Furthermore, the Fitchburg State University Director of Assessment compiles each department's outcomes assessment report and shares the compilation with the Academic Affairs team and the

academic chairs. This provides an opportunity for both administration and programs across the campus to provide feedback on the assessed outcomes and assessment plans for each program.

Budgeting Process Connection

The Business Administration Department submits a budget proposal with justification for requested funding. Additionally, the Business Administration Department submits faculty requests, with justification. Therefore, the Business Administration Department may incorporate budget and faculty requests related to outcomes assessment as needed.

Appendix A:
BSBA Capstone Business Simulation Project

BSBA Business Simulation Project Description

Coordination is a major part of management. This is especially true of strategic management, which demands the close coordination of an executive team on highly complex issues. Accordingly, we will form teams (of 4-6 people) on the first day of class for an ongoing simulation exercise. (Note: students are also encouraged, though not required, to prepare chapter notes in groups as the sharing of knowledge and debate of opinions among classmates significantly enhances learning).

For the in-class simulation exercise, approximately 6 teams of four to six students will be formed to compete against each other in an industry context. PARTICIPATION IN THE SIMULATION IS MANDATORY FOR THIS CLASS.

The purpose of the simulation is to test alternative actions of an operating business in a competitive environment without incurring costs or the risk of implementing them in a real setting. Most strategic decisions, especially crucial ones, are made after consultation with key executives and colleagues in an atmosphere of committee deliberations and discussion. To simulate this procedure, each student has the opportunity to select his/her own team.

Each team manages and analyzes their own company and develops and implements strategic concepts. The management team will make decisions about various aspects of an assigned company's management for a given period of "simulated time". The simulation is played over several simulated years to maximize the firm's objectives. The objectives are, of course, achieved much more systematically and successfully by considering and applying concepts previously developed in lectures. There will be up to 6 practice rounds and 8 competition rounds (decisions) in this simulation exercise. Students are REQUIRED to register for the simulation and to carefully read the TEAM MEMBER GUIDE by the second week of class. These materials and further directions will be discussed in class.

The simulation operates through a website that creates an opportunity to explore an important aspect of 21st management, the "anytime, anywhere" business environment. Wide area networks or "WANS" like the Internet have dramatically changed the strategic environment over the past decade. Coordinating strategy and tactics at a distance will be one of the most important issues you will face during your career.

During the simulation you will manage your company via telephone, email, the website, and in-class meetings. The website offers coordination tools that will be discussed and demonstrated in class. Part of each class will be set aside for the simulation so that teams can meet face-to-face to discuss their strategy and request feedback from the instructor. Team meetings, however, should be structured and short - typically the last 30-45 minutes of class time. To be effective team members, students may want to prepare themselves for the team meetings by analyzing the data in their particular area of responsibility and prepare the various types of documents for presentation to the team along with a class agenda.

The simulation will be coordinated primarily using the Internet. Each week you will download starting conditions for the current "year", print reports, develop strategy and tactics, make decisions, and upload decisions to the web site before the posted deadline. Business simulation from firms such as Capsim.com is both an individual and team exercise. Each student will have specific decision-making responsibilities within the simulation - product manager or functional manager, for example. Each student must coordinate their decisions with their teammates, such as launching new products, or arriving at an overall corporate strategy.

The Capsim web site is located at <http://www.capsim.com>. Again, you must register on the site so that the system can connect you with our class and your team.

The web site includes an electronic bulletin board system. Each team has a Team Conference - a private bulletin board where you can coordinate plans and strategy. A "Class Conference" is visible to the entire class. The Class Conference will be used to collect homework.

Each person is required:

1. To make and/or audit decisions in their areas of responsibility.

2. To contribute to their team's strategy discussion in the team conference on the website.
3. To complete all required assignments related to the simulation exercise.

Each team is required:

1. To prepare a team meeting agenda before class and post it on the website.
2. To submit weekly the firm's decisions.
3. To present a final report orally to the class (and a written report to the instructor).

At the conclusion of 8 rounds, teams will be expected to do a final shareholder's debrief (e.g. a self-study) that will be presented formally to the class. Students should keep a record of their analyses, decision rationales, meetings, etc. over the simulation. This documentation will help you discuss any strategic problems or justify any decisions made. This material will become a part of the final report.

Undergraduate Level Simulation Evaluation Criteria

To evaluate your firm's performance, seven criteria will be examined - Stock Price, ROS, Asset Turnover, ROA, ROE, Market Share and Profits. ***Each team will be assigned the same weights across the four performance measures.*** We will evaluate firm performance in class as a topic of discussion. Performance in the simulation will be calculated by the simulation software and included in your final grade. However, it is more important to realize that the simulation offers a laboratory for examining strategy. Several of the weekly discussion topics, for example, will be applicable to the current situation in the simulation.

Each team must prepare a final briefing on the simulation portion of the class. Final briefings are to be no more than 10-15 minutes and this time limit will be strictly enforced. Power point (or similar presentation software) is required.

Peer Evaluation

Members of each team must evaluate each other's performance in terms of attendance at team meetings, willingness to cooperate, importance of contributions, etc. Each team member evaluates the performance of the other team members of his/her team on the five-point scale of Outstanding (5), Very Good (4), Good (3), Fair (2), or Poor (1). Students are judged by all team members in ten areas of behavior throughout the course:

1. Contribution of time to overall group project.
2. Individual effort in getting things done as assigned.
3. Leadership, i.e. provided some type of direction in project.
4. Attitude towards project.
5. Attendance at group meetings.
6. Willingness to listen to others.
7. Willingness to cooperate with others (if you are not at meetings then cooperation would be difficult).
8. Capacity to solve project problems.
9. Came to group meetings prepared to solve the requirements of the project.
10. Overall opinion of this person's contribution to the effort of the group.

Peer evaluations are entered using the website at www.capsim.com. The system keeps peer evaluations confidential between you and the instructor. There will be two peer evaluations during the course. The first will follow the simulation's Practice Round 2. The second will follow the presentation to the board of directors at the end of the last class. Only the second peer evaluation can affect your grade. The objective of the confidential peer evaluation is to remind all team members that their behavior and work ethic affect the entire group, and they are held accountable for the impact they have upon their partners. The instructor will accept team evaluations at face value but will use his own discretion in judging the objectivity of the evaluations.

Appendix B:
BSBA Capstone Business Simulation Project Evaluation Rubric

**Appendix C:
BSBA Capstone Integrated Case**

BSBA Undergraduate Integrated Case Description

The objective of the integrated case is to apply the concepts of the business degree in evaluating the strategy and performance of a business enterprise. Based on your analysis of the current situation and trends, you would offer your recommendations for the future. The firm you study could be one in which you are currently employed or any other to which you have access. This is first and foremost a project about "strategy" and about "managing for success" through the integration of all fields of business. In addition you will increase your awareness of various environmental influences by developing your capacity to think strategically about a company, its business position, how it can gain sustainable competitive advantage, and how its strategy can be implemented and executed successfully. This project will also sharpen your business skills in writing, presentations, and teamwork.

The case study project approach will be a formal demonstration of your ability to apply the management, marketing and finance, tools of this degree. Your output should be of a quality that you feel confident of submitting to the top management of the organization. Through readings, written assignments, presentations, homework, large and small group discussions, and case analyses, you will broaden your understanding of strategic level decision-making. Each of you will be able to respond successfully to changing environments in your present or future jobs as managers and professionals in the business world.

The project follows the steps of the strategic management model that underlies the course and runs the length of the semester. (See the textbook for a description.)

General Tips on How to Approach an Integrated Case:

An executive briefing generally has three parts: 1) State the problem briefly, 2) cover major points from your analysis that leads you to your conclusion, and 3) list the action steps recommended.

Be as concise as possible. Check the example. Note the use of tables, graphics, and bullets to make points concisely.

Avoid laundry lists. Please focus and organize your analysis. Look for a framework from the readings or class that helps you to organize and present your analysis.

Consulting scenario. Think about a consulting scenario and address your brief as if you were giving it to the company as your client. Think about whom your client is and what he/she would like to see in your report. Consider yourself to be a consultant that must sell your conclusions to a CEO - thus, you should tell the reader about the importance of your analysis and exactly what you will be doing so that the sections flow. Yet, you should also try to have some fun with it.

Realistic recommendations. You will be graded on whether you are aware of organizational realities that may act as barriers to certain strategies (e.g., politics, culture, and informal rewards). Also, consider the organizational consequences and changes necessary to initiate any bold moves.

Don't summarize the case. The audience (your client) is very familiar with the situation and requires further analysis. This "so what" factor is a common problem in consulting.

The stages of this project are as below:

Stage 1: Select the company to be studied.

Stage 2: Industry analysis.

A template for data collection is available on p. 159 of Strategize! Once you have the information, undertake an analysis (e.g. the five forces model) and on the attractiveness of the industry.

Stage 3: Firm Strategy analysis.

What is the company's current strategy? Does the strategy explain its current performance? Use the available tools (such as a SWOT, value chain, etc.) for your analysis.

Stage 4: Complete report including recommendations. Recommend any changes in the firm's strategy for it to gain additional competitive advantages, and lead to a better fit with its environment, to produce superior performance. Also, comment on how the changes you suggest should be implemented.

This study does not require any confidential information on the company. For larger companies, you will be able to rely on publicly available information such as trade journals, annual reports, investment analysts' reports, and product catalogues. Your final report must be complete in all respects with proper citations and including a bibliography, tables, etc. I do not expect it to be longer than about 6000 words, excluding tables and charts.

All written work is to be typewritten and single-spaced. Your grade on this exercise will reflect the content of your analysis, the logic of your analysis, and depth (not length) of your recommendations. Your writing should be clear, organized, and grammatically correct. The best briefings show proof of grasp and are not simply a restatement of case facts or generic recommendations. Your grade will suffer if you do not follow the briefing format. In addition, there is a penalty for late assignments.

Your team will prepare a strategic plan for the selected organization. The following must be included in the written strategic plan report:

1. Internal External Analysis:

Current situation (mission, long term objectives, and strategies)

Functional analysis

Including Segments and Products/Services

2. Analysis and forecast of economic, social/demographic/environmental, political/legal, and technological forces with attention to global aspects.

3. Analysis of industry history and quantitative industry forecast on a global and domestic basis.

7. Implementation actions in all functional areas

8. Evaluation of actions through pro-forma financial statements, i.e. cash flows, balance sheets, and income statements to show impact of decision in the short-term, intermediate-term and long-term for 5 years.

9. Sufficient research, quantitative analysis, style, and organization to meet business-planning standards.

10. Typed, including: executive summary, table of contents, numbered pages, exhibits, appendices (if needed, not included in 25 page maximum), and references.

The integrated case is due on the last day of class.

Guidelines for Developing an Integrated Case

The purpose of the project is to develop a strategic plan for the firm of your choice or as assigned. The plan should be clear, comprehensive, and forward-looking. This is not merely a research project. Your plan should focus on specific strategic decisions (i.e., problem opportunities) facing the company and conclude with a set of strategic recommendations. Consider the following guidelines and format when developing your strategic plan:

A. Introduction

Table of Contents with page numbers

Executive Summary – state the purpose of your project and summarize the issues you face and the strategies you recommend.

B. Internal Analysis To Identify Strengths & Weaknesses

Perform an internal audit of the firm to identify both *strengths and weaknesses* (this must include a thorough analysis of the financial condition of the firm). Identify the firm's current mission, objectives, strategies, and core competencies. Analyze the firm's business scope/definition in terms of both product segments and geographic markets.

C. External Analysis To Identify Opportunities & Threats

Perform an external audit of the firm to identify both *opportunities and threats* (this must include an analysis of key external forces and trends, including the industry and competitors).

D. Strategy Analysis And Choice

Using the information from your internal and external audits, and the appropriate tools of strategic choice from Chapters 6 and 7, identify your strategic objectives, generate strategy alternatives, and choose courses of action and justify choices.

F. Strategy Implementation

What should be done to foster successful implementation of your recommended strategies? Comment on both people and organizational considerations.

G. Evaluation & Control

Develop a three (3) year PRO FORMA Income Statement with remarks column to reflect the forecasted results of your strategies. Develop a balanced scorecard for assessing your strategies.

Strategic Plan Briefing:

On one of the last two class meetings, your team will give a 60-minute Strategic Plan briefing. Power point (or similar presentation software) will be used. Details will be worked out by mid-semester.

Each presentation should include evidence of higher-level organization and presentation skills:

1. Presenting arguments and evidence
2. Logically developing conclusions that are consistent with arguments and evidence that you present
3. Focusing on key points and not throwing in lots of facts that do not hang together
4. Finding data, organizing it to provide information that is used to make decisions
5. Grammatical accuracy, punctuation, spelling
6. Professional appearance.

Your ability to adequately express your grasp of the major concepts including your ability to demonstrate your understanding of the strategic management concepts and skills covered in class and in the text as appropriate guidelines for each assignment

Appendix D
BSBA Capstone Integrated Case Evaluation Rubric

**Appendix E:
BSBA Internship Survey**

Undergraduate Internship Survey

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

<i>Please respond to the questions below:</i>	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can explain the major concepts in the functional areas of accounting, marketing, finance, and management.					
You can evaluate the legal, social, and economic environments of business.					
You can describe the global environment of business.					
You can describe and explain the ethical obligations and responsibilities of business.					
You can apply decision-support tools to business decision making.					
You can construct and present effective oral and written forms of professional communication.					
You can apply knowledge of business concepts and functions in an integrated manner.					
<i>If your concentration is Management please respond to the question below:</i>					
You can demonstrate knowledge and competencies in performing the basic activities of managers in an organizational setting.					
You can demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.					
<i>If your concentration is Marketing please respond to the question below:</i>					
You can demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.					
You can identify types of business strategies that contribute to establishing brands in a global setting.					
<i>If your concentration is Accounting please respond to the questions below:</i>					
You can calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.					
You can identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.					
You can describe the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.					

**Appendix F:
BSBA Senior Exit Survey**

BSBA Senior Exit Survey

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Bachelor of Science in Business Administration (BSBA) core and concentration specific learning outcomes:

<i>Please respond to the questions below:</i>	Not at All	Small Extent	Moderate Extent	Great Extent
You can explain the major concepts in the functional areas of accounting, marketing, finance, and management.				
You can evaluate the legal, social, and economic environments of business.				
You can describe the global environment of business.				
You can describe and explain the ethical obligations and responsibilities of business.				
You can apply decision-support tools to business decision making.				
You can construct and present effective oral and written forms of professional communication.				
You can apply knowledge of business concepts and functions in an integrated manner.				
<i>If your concentration is Management please respond to the question below:</i>				
You can demonstrate knowledge and competencies in performing the basic activities of managers in an organizational setting.				
You can demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.				
<i>If your concentration is Marketing please respond to the question below:</i>				
You can demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.				
You can identify types of business strategies that contribute to establishing brands in a global setting.				
<i>If your concentration is Accounting please respond to the questions below:</i>				
You can calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.				
You can identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.				
You can describe the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department’s operational outcomes:

<i>Please respond to the questions below:</i>	Not at All	Small Extent	Moderate Extent	Great Extent
You are prepared to take a responsible position within the world of business.				
You were satisfied with the Business Administration’s BSBA program content and the manner in which it was delivered.				

Answer “Yes” or “No” to the following statements based on the Business Administration Department’s operational outcomes:

<i>Please respond to the questions below:</i>	Yes	No
You were able to complete your program within six-years or less.		
You are currently employed within the field of business, are pursuing employment within the field of business, or are pursuing an advanced degree.		

Appendix G
MBA Capstone Business Simulation Project

MGMT MBA Business Simulation Project Description

Coordination is a major part of management. This is especially true of strategic management, which demands the close coordination of an executive team on highly complex issues. Accordingly, we will form teams (of 4-6 people) on the first day of class for an ongoing simulation exercise. (Note: students are also encouraged, though not required, to prepare chapter notes in groups as the sharing of knowledge and debate of opinions among classmates significantly enhances learning).

For the in-class simulation exercise, approximately 6 teams of four to six students will be formed to compete against each other in an industry context. **PARTICIPATION IN THE SIMULATION IS MANDATORY FOR THIS CLASS.**

The purpose of the simulation is to test alternative actions of an operating business in a competitive environment without incurring costs or the risk of implementing them in a real setting. Most strategic decisions, especially crucial ones, are made after consultation with key executives and colleagues in an atmosphere of committee deliberations and discussion. To simulate this procedure, each student has the opportunity to select his/her own team.

Each team manages and analyzes their own company and develops and implements strategic concepts. The management team will make decisions about various aspects of an assigned company's management for a given period of "simulated time". The simulation is played over several simulated years to maximize the firm's objectives. The objectives are, of course, achieved much more systematically and successfully by considering and applying concepts previously developed in lectures. There will be up to 6 practice rounds and 8 competition rounds (decisions) in this simulation exercise. Students are **REQUIRED** to register for the simulation and to carefully read the **TEAM MEMBER GUIDE** by the second week of class. These materials and further directions will be discussed in class.

The simulation operates through a website that creates an opportunity to explore an important aspect of 21st management, the "anytime, anywhere" business environment. Wide area networks or "WANS" like the Internet have dramatically changed the strategic environment over the past decade. Coordinating strategy and tactics at a distance will be one of the most important issues you will face during your career.

During the simulation you will manage your company via telephone, email, the website, and in-class meetings. The website offers coordination tools that will be discussed and demonstrated in class. Part of each class will be set aside for the simulation so that teams can meet face-to-face to discuss their strategy and request feedback from the instructor. Team meetings, however, should be structured and short - typically the last 30-45 minutes of class time. To be effective team members, students may want to prepare themselves for the team meetings by analyzing the data in their particular area of responsibility and prepare the various types of documents for presentation to the team along with a class agenda.

The simulation will be coordinated primarily using the Internet. Each week you will download starting conditions for the current "year", print reports, develop strategy and tactics, make decisions, and upload decisions to the web site before the posted deadline. Business simulation from firms such as Capsim.com is both an individual and team exercise. Each student will have specific decision-making responsibilities within the simulation - product manager or functional manager, for example. Each student must coordinate their decisions with their teammates, such as launching new products, or arriving at an overall corporate strategy.

The Capsim web site is located at <http://www.capsim.com>. Again, You must register on the site so that the system can connect you with our class and your team.

The web site includes an electronic bulletin board system. Each team has a Team Conference - a private bulletin board where you can coordinate plans and strategy. A "Class Conference" is visible to the entire class. The Class Conference will be used to collect homework.

Each person is required:

4. To make and/or audit decisions in their areas of responsibility.

5. To contribute to their team's strategy discussion in the team conference on the website.
6. To complete all required assignments related to the simulation exercise.

Each team is required:

4. To prepare a team meeting agenda before class and post it on the website.
5. To submit weekly the firm's decisions.
6. To present a final report orally to the class (and a written report to the instructor).

At the conclusion of 8 rounds, teams will be expected to do a final shareholder's debrief (e.g. a self-study) that will be presented formally to the class. Students should keep a record of their analyses, decision rationales, meetings, etc. over the simulation. This documentation will help you discuss any strategic problems or justify any decisions made. This material will become a part of the final report.

Graduate Level Simulation Evaluation Criteria

To evaluate your firm's performance, seven criteria will be examined - Stock Price, ROS, Asset Turnover, ROA, ROE, Market Share and Profits. Each team must assign percentages to weight the four performance measures. The most that can be assigned to any single performance measure is 45%, the least is 0%, and the total must equal 100%. We will evaluate firm performance in class as a topic of discussion. Performance in the simulation will be calculated into your final grading. However, it is more important to realize that the simulation offers a laboratory for examining strategy. Several of the weekly discussion topics, for example, will be applicable to the current situation in the simulation.

Each of these seven performance measures are then calculated in one of three ways: average value, ending value, or cumulative value. Then all of these performance measurements are ranked in each category score 6 to the firm with the highest value, 5 to the next highest, and so on. Finally, these scores are multiplied by the percentages (as assigned by the team) to arrive at an overall composite score. Each team has to assign percentages to each of the seven performance measures. The most that can be assigned to any one-performance measure is 30%, and the total must equal 100%. The company will be evaluated using the team's percentage. Before the first decision, please submit the assigned weights your firm chooses to use for each criterion.

For example, suppose your team performed as follows in a six firm industry:

<u>Criteria</u>	<u>Method</u>	<u>Score</u>	<u>Your Team's Weights</u>	<u>Composite</u>
Profit	Cumulative Value	6(1 st Place)	.10	.60
Market Share	Ending Value	5(2 nd Place)	.15	.75
ROA	Average Value	3(4 th Place)	.15	.45
ROS	Average Value	5(2 nd Place)	.15	.75
ROE	Average Value	4(3 rd Place)	.15	.60
Asset Turnover	Average Value	4(3 rd Place)	.15	.60
Stock Price	Ending Value	5(2 nd Place)	.15	.75
Total Score			1.00	4.50

Each team must prepare a final briefing on the simulation portion of the class. Briefings are to be no more than 10-15 minutes and this time limit will be strictly enforced. Power point (or similar presentation software) is strongly recommended.

Members of each team must evaluate each other's performance in terms of attendance at team meetings, willingness to cooperate, importance of contributions, etc. Each team member evaluates the performance of the other team members of his/her team on the five-point scale of Outstanding (5), Very Good (4), Good (3), Fair (2), or Poor (1). Students are judged by all team members in ten areas of behavior throughout the course:

11. Contribution of time to overall group project.
12. Individual effort in getting things done as assigned.
13. Leadership, i.e. provided some type of direction in project.
14. Attitude towards project.
15. Attendance at group meetings.
16. Willingness to listen to others.
17. Willingness to cooperate with others (if you are not at meetings then cooperation would be difficult).
18. Capacity to solve project problems.
19. Came to group meetings prepared to solve the requirements of the project.
20. Overall opinion of this person's contribution to the effort of the group.

Peer evaluations are entered using the website at www.capsim.com. The system keeps peer evaluations confidential between you and the instructor. There will be two peer evaluations during the course. The first will follow the simulation's Practice Round 2. The second will follow the presentation to the board of directors at the end of the last class. Only the second peer evaluation can affect your grade. The objective of the confidential peer evaluation is to remind all team members that their behavior and work ethic affect the entire group, and they are held accountable for the impact they have upon their partners. The instructor will accept team evaluations at face value but will use his own discretion in judging the objectivity of the evaluations.

Appendix H:
MBA Capstone Business Simulation Project Evaluation Rubric

**Appendix I:
MBA Capstone Integrated Case**

MGMT MBA Integrated Case Description

The instructor may designate a local firm as the “live” subject of your integrated case project. In this instance graduate learners will be expected to lead extensive meetings at this firm. This will require graduate learners to be available for considerable off campus meetings. This “live case” feature differentiates our graduate integrated case project from undergraduate integrated projects.

All graduate learners will interview a senior official of the selected organization, especially in connection with stage 3 below. This is a significant feature of our graduate level integrated case and is very useful to get a deeper understanding of the subject firm’s current thinking, and its views about the future.

The objective of the integrated case is to apply the concepts of the business degree in evaluating the strategy and performance of a business enterprise. Based on your analysis of the current situation and trends, you would offer your recommendations for the future. The firm you study could be one in which you are currently employed or any other to which you have access. This is first and foremost a project about "strategy" and about "managing for success" through the integration of all fields of business. In addition you will increase your awareness of various environmental influences by developing your capacity to think strategically about a company, its business position, how it can gain sustainable competitive advantage, and how its strategy can be implemented and executed successfully. This project will also sharpen your business skills in writing, presentations, and teamwork.

The case study project approach will be a formal demonstration of your ability to apply the management, marketing and finance, tools of this degree. Your output should be of a quality that you feel confident of submitting to the top management of the organization. Through readings, written assignments, presentations, homework, large and small group discussions, and case analyses, you will broaden your understanding of strategic level decision-making. Each of you will be able to respond successfully to changing environments in your present or future jobs as managers and professionals in the business world.

General Tips on How to Approach an Integrated Case:

An executive briefing generally has three parts: 1) State the problem briefly, 2) cover major points from your analysis that leads you to your conclusion, and 3) list the action steps recommended.

Be as concise as possible. Check the example. Note the use of tables, graphics, and bullets to make points concisely.

Avoid laundry lists. Please focus and organize your analysis. Look for a framework from the readings or class that helps you to organize and present your analysis.

Consulting scenario. Think about a consulting scenario and address your brief as if you were giving it to the company as your client. Think about whom your client is and what he/she would like to see in your report. Consider yourself to be a consultant that must sell your conclusions to a CEO - thus, you should tell the reader about the importance of your analysis and exactly what you will be doing so that the sections flow. Yet, you should also try to have some fun with it.

Realistic recommendations. You will be graded on whether you are aware of organizational realities that may act as barriers to certain strategies (e.g., politics, culture, and informal rewards). Also, consider the organizational consequences and changes necessary to initiate any bold moves.

The stages of this project are as below:

Stage 1: Select the company to be studied.

Stage 2: Industry analysis.

A template for data collection is available on p. 159 of Strategize! Once you have the information, undertake an analysis (e.g. the five forces model) and on the attractiveness of the industry.

Stage 3: Firm Strategy analysis.

What is the company's current strategy? Does the strategy explain its current performance? Use the available tools (such as a SWOT, value chain, etc.) for your analysis.

Stage 4: Complete report including recommendations. Recommend any changes in the firm's strategy for it to gain additional competitive advantages, and lead to a better fit with its environment, to produce superior performance. Also, comment on how the changes you suggest should be implemented.

This study does not require any confidential information on the company. For larger companies, you will be able to rely on publicly available information such as trade journals, annual reports, investment analysts' reports, and product catalogues. Your final report must be complete in all respects with proper citations and including a bibliography, tables, etc. I do not expect it to be longer than about 6000 words, excluding tables and charts.

All written work is to be typewritten and single-spaced. Your grade on this exercise will reflect the content of your analysis, the logic of your analysis, and depth (not length) of your recommendations. Your writing should be clear, organized, and grammatically correct. The best briefings show proof of grasp and are not simply a restatement of case facts or generic recommendations. Your grade will suffer if you do not follow the briefing format. In addition, there is a penalty for late assignments.

Your team will prepare a strategic plan for the selected organization. The following must be included in the written strategic plan report:

1. Internal External Analysis:

- Current situation (mission, long term objectives, and strategies)
- Functional analysis
- Including Segments and Products/Services

2. Analysis and forecast of economic, social/demographic/environmental, political/legal, and technological forces with attention to global aspects.

3. Analysis of industry history and quantitative industry forecast on a global and domestic basis.

7. Implementation actions in all functional areas

8. Evaluation of actions through pro-forma financial statements, i.e. cash flows, balance sheets, and income statements to show impact of decision in the short-term, intermediate-term and long-term for 5 years.

9. Sufficient research, quantitative analysis, style, and organization to meet business-planning standards.

10. Typed, including: executive summary, table of contents, numbered pages, exhibits, appendices (if needed, not included in 25 page maximum), and references.

The integrated case is due on the last day of class.

Guidelines for Developing an Integrated Case

The purpose of the project is to develop a strategic plan for the firm of your choice or as assigned. The plan should be clear, comprehensive, and forward-looking. This is not merely a research project. Your plan should focus on specific strategic decisions (i.e., problem opportunities) facing the company and conclude with a set of strategic recommendations. Consider the following guidelines and format when developing your strategic plan:

A. Introduction

Table of Contents with page numbers

Executive Summary – state the purpose of your project and summarize the issues you face and the strategies you recommend.

B. Internal Analysis To Identify Strengths & Weaknesses

Perform an internal audit of the firm to identify both *strengths and weaknesses* (this must include a thorough analysis of the financial condition of the firm). Identify the firm's current mission, objectives, strategies, and core competencies. Analyze the firm's business scope/definition in terms of both product segments and geographic markets.

C. External Analysis To Identify Opportunities & Threats

Perform an external audit of the firm to identify both *opportunities and threats* (this must include an analysis of key external forces and trends, including the industry and competitors).

D. Strategy Analysis And Choice

Using the information from your internal and external audits, and the appropriate tools of strategic choice from Chapters 6 and 7, identify your strategic objectives, generate strategy alternatives, and choose courses of action and justify choices.

F. Strategy Implementation

What should be done to foster successful implementation of your recommended strategies? Comment on both people and organizational considerations.

G. Evaluation & Control

Develop a three (3) year PRO FORMA Income Statement with remarks column to reflect the forecasted results of your strategies. Develop a balanced scorecard for assessing your strategies.

Strategic Plan Briefing:

On one of the last two class meetings, your team will give a 60-minute Strategic Plan briefing. Power point (or similar presentation software) will be used. Details will be worked out by mid-semester.

Each presentation should include evidence of higher-level organization and presentation skills:

7. Presenting arguments and evidence
8. Logically developing conclusions that are consistent with arguments and evidence that you present
9. Focusing on key points and not throwing in lots of facts that do not hang together
10. Finding data, organizing it to provide information that is used to make decisions
11. Grammatical accuracy, punctuation, spelling
12. Professional appearance.

Your ability to adequately express your grasp of the major concepts including your ability to demonstrate your understanding of the strategic management concepts and skills covered in class and in the text as appropriate guidelines for each assignment

Appendix J:
MBA Capstone Integrated Case Evaluation Rubric

**Appendix K:
MBA Internship Survey**

MBA Internship Survey

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

<i>Please respond to the questions below:</i>	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting					
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.					
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.					
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.					
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.					
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.					
You can identify and analyze the ethical obligations and responsibilities of business.					
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.					
<i>If your specialized track is Accounting, then please respond to the questions below:</i>					
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.					
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.					
<i>If your specialized track is Human Resource Management, then please respond to the question below:</i>					
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.					
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.					
<i>If your specialized track is Management, then please respond to the question below:</i>					
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.					
You can demonstrate competencies in effective change management that drive measurable business results.					

**Appendix L:
MBA Student Exit Survey**

MBA Student Exit Survey

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Master of Business Administration (MBA) core and specialized track specific learning outcomes:

<i>Please respond to the questions below:</i>	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting				
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.				
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.				
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.				
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				
You can identify and analyze the ethical obligations and responsibilities of business.				
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.				
<i>If your specialized track is Accounting, then please respond to the questions below:</i>				
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.				
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.				
<i>If your specialized track is Human Resource Management, then please respond to the question below:</i>				
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.				
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.				
<i>If your specialized track is Management, then please respond to the question below:</i>				
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.				
You can demonstrate competencies in effective change management that drive measurable business results.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department’s operational outcomes:

<i>Please respond to the questions below:</i>	Not at All	Small Extent	Moderate Extent	Great Extent
You are prepared to take a responsible position within the world of business.				
You were satisfied with the Business Administration’s MBA program content and the manner in which it was delivered.				
The Business Administration Department’s MBA contributed to your professional development				

Answer “Yes” or “No” to the following statements based on the Business Administration Department’s operational outcomes:

<i>Please respond to the questions below:</i>	Yes	No
You were able to complete your program within six-years or less.		