

APPENDIX XVII

College of Business and Public Administration
Eastern Washington University

MASTER OF BUSINESS ADMINISTRATION SUMMARY ASSESSMENT REPORT

ACADEMIC YEARS 2007-2012

11-5-2012

Submitted by
MBA Program Committee
Patricia Nemetz-Mills, Committee Chair
Roberta Brooke, Kelley Cullen, Martine Duchatelet, Dean Kiefer,
Elizabeth Tipton, Lei Wang, and Duanning Zhou

EXECUTIVE SUMMARY

During the AYs 2007-2012, several indirect and direct assessment measures were instituted to assess program needs, student learning, and curriculum development of Eastern Washington University's Master of Business Administration (MBA) program. Indirect measures included industry surveys and interviews, alumni surveys, faculty surveys, and peer-institution analysis. Curriculum changes were made to respond to the assessment results. Two courses, Operations Management and Managerial Economics, were added to the MBA curriculum in response to assessed needs. Study abroad opportunities and an international exchange program were also offered to students. Finance and Information Technology electives were sequenced into the program to determine student interest in corresponding concentrations.

Student learning was assessed using three direct measures: end-of-program oral examinations, a standardized major field test (MFT), and a computerized writing assessment program (Write Experience). End-of-program assessment showed a need to change from a review of student portfolios to a more rigorous assessment of case-study presentations. A two-credit course was added to institute this more rigorous procedure. Results from the assessments provided the rationale for several pedagogical and course-content changes to remedy problem areas. Later "closing-the-loop" assessment of the changes showed improvement in student performance. Student-specific remedies were also applied. Major field test and Write Experience assessments showed improvements over time and were deemed to be successful programs for assessing course content and improving writing.

Future plans include the use of revised student learning objectives and course-embedded assessment.

MASTER OF BUSINESS ADMINISTRATION ASSESSMENT REPORT – ACADEMIC YEARS 2007-2012

INTRODUCTION

Between academic years 2007 and 2012, combined responsibility for assessment of the Masters of Business Administration (MBA) program at Eastern Washington University (EWU) resided in the Office of the MBA Director and the MBA Curriculum Committee. A variety of direct and indirect measures were used to assess program needs, student learning, and curriculum improvement. This report summarizes the results of the assessments, beginning with indirect measures of program and curriculum needs, continuing with direct measures of student learning, and closing with planned assessment changes.

PROGRAM AND CURRICULUM REVIEWS

The MBA Curriculum Committee undertook extensive program review in AYs 2006-2007 and 2007-2008 to determine if any significant changes were needed. After speaking to industry leaders, and conducting extensive research of peer universities, peer programs, and aspirational programs, the MBA Curriculum Committee determined that two additional courses, Operations Management and Managerial Economics, were needed in the MBA core to keep the program in touch with modern trends in business. Business faculty, students, and businesses in the community were also surveyed and indicated their desire to see new topics included. Detailed research documentation is available in the Office of MBA Director files.

Industry leaders indicated that careful management of operations and processes that produce and distribute products is ever more vital in today's global economy. With expanding worldwide trade comes increasing competition. Today's businesses must be as lean and efficient as possible just to stay competitive. To address these issues, a course in Operations Management (BADM 555) was added. This course was designed to be a study of business operations practice, including production technology transfer, cause-and-effect for operations problems, operations strategies, and action plans, and their applications to managerial decision making.

The research also showed that in order for managers to be strategic in today's changing economic times, they need an advanced understanding of economic information to make decisions. The course, Managerial Economics (BADM 515), was designed to show how economic theory can be used by managers and firm owners to frame the challenges associated with running a firm in a competitive environment. In particular, an emphasis was placed on using economic theory to model strategic behavior, including how firms can signal the market place, the pricing behavior between competitors, entry and exit strategies, and how to structure employee pay.

A modular structure consisting of 3 integrated course modules had been considered as a possible revision, however, because of the fractured needs of our students, this approach was abandoned as failing to meet their needs for flexible scheduling (see document in Exhibit 1). Though the modular structure was not put in place, scheduling and sequencing were extensively studied to provide both convenience to students and adequate prerequisite knowledge as they advance through the program.

In AY 2008, the MBA Curriculum Committee decided to experiment with scheduling electives so that students might graduate with a functional concentration. The two concentrations considered were Finance and Information Technology. Results of the experimentation show that a few students chose enough finance electives to claim a concentration, however, the information technology concentration remains under review to determine its ongoing viability.

In response to several student surveys that showed a desire for more international experiences, a week-long study-abroad program exploring business in Chile was offered in AY 2008-2009. Notably, the program was offered just as the economy underwent a serious recession, and too few students enrolled in the program. It had to be cancelled. In AY 2011-2012, a joint Master of Arts in Economics and MBA exchange program was set up with a *Fachhochschule* (college) in Schmalkalden, Germany. This program is a direct exchange program, where one student from EWU is exchanged with one student from Schmalkalden. It is anticipated that 2-3 students will enroll in the program each year. Two students have applied for the program in AY 2012-2013.

In addition to these measures, assessment plans in AY 2006-2007 included review of syllabi to determine content coverage as defined within a course/student learning objectives matrix (see Exhibit 2)

DIRECT ASSESSMENT OF STUDENT LEARNING

Learning Objectives AY 2008-2012

Learning objectives for AY 2008-2011 are listed below. Students will:

1. Develop and demonstrate leadership abilities, including an understanding of the importance of diversity and interpersonal relationships in an organization;
2. Analyze and formulate solutions to problems related to the environment in which organizations exist and function, including information technology, legal, ethical, social, political, and global aspects;
3. Demonstrate the application of appropriate technical skills and/or quantitative analysis techniques in organizational settings;
4. Demonstrate competency in both written and oral communication skills;

5. Understand and apply the principles of financial theory, analysis, reporting and markets to unfamiliar circumstances to create value.

These objectives were extensively discussed by faculty, approved by them, and printed in the university catalogue.

Assessment Techniques

For student learning in the MBA program, three major types of direct assessment were completed during AYs 2007-2012. The methods are listed below:

1. An end-of-program oral examination. At the beginning of the time period (AYs 2007-2010), students were required to present a structured portfolio of work completed in MBA courses. Later, this procedure was changed to be a presentation of a case study completed by students in a separate 2-credit course (AYs 2010-2012). The university requires the presentation of written work to be reviewed by a committee of three faculty members, two from within the college where the degree is granted, and one from an outside college member. The role of the outside member is to guarantee fairness during the examination.
2. Completion of Educational Testing Service (ETS) Major Field Test (MFT) for MBAs. The purpose of this assessment was to broadly assess learning of a common body of knowledge.
3. Completion of Cengage's Write Experience examination at a specific standard. Failure to meet the standard at several points in the program would require remediation until the standard was met.

The Graduate Affairs Council of Eastern Washington University requires the administration of an end-of-program oral examination or other experience. Because of the requirement, major assessment procedures were built into this requirement.

End-of-Program Assessment Summaries

End-of-Program oral exam assessment reports are shown in Exhibit 3. Some of these summaries include the rubrics used for the assessment.

“Closing the Loop” on Assessment

AY 2008-2009

In AY 2008-2009, the following learning objective was assessed:

Develop and demonstrate leadership abilities, including an understanding of the importance of diversity and interpersonal relationships in an organization.

For this assessment, student portfolios were presented. Guidelines and categories for papers included in the portfolios are described in Exhibit 4. (The guidelines shown here

have several dates shown. The only difference between 2008 and 2009 guidelines are that the final section, “Case Study,” was not included in 2008).

For particular review during 2008 was a leadership project paper. This project was a very extensive report detailing students’ description of several theories of leadership, corresponding self-assessments of their leadership styles, and reflections on how the information could be used in their work lives. Papers were very lengthy and included many validated leadership measures, along with reports on their meaning. Students wrote extensively on their understanding of leadership. The assessment objective was met, however, assessors concluded, “[l]earning objective is very broad and difficult to measure. Further thought is needed to develop a better measure.”

Subsequent faculty discussions of the oral exam procedures resulted in a **curricular change**. Faculty came to the following conclusions:

Using student portfolios for assessment introduced some transparency to the MBA education process by exposing student work within courses to all professors. Student reflections generated information similar to exit interview material. General trends in student thought about coursework might be expressed through such reflection. Oral examination based on portfolio work, however, lacked rigor. Professors were often unaware of the learning objective or course material associated with the work shown in the portfolio. Students were required to make corrections to their previously graded work before presenting their final portfolio. Often students chose work with minimal corrections required. Too many projects were from group work. Students were unable to answer questions for which other group members made a large contribution.

As a consequence, BADM 603, a two-credit course was added to the curriculum to provide a means for assigning assessable work and conducting oral exams. Addition of BADM 603 to the curriculum:

1. Creates more student accountability by adding a graded course with 2 credits. Emphasis is placed on individual work.
2. Holds students accountable for any and all work learned throughout program. Students don’t know what topical area will be assessed until the end of the program. The goal is to have students carry knowledge and learning from each class to the next.
3. Exposes all professors to individualized assessment activities.
4. Makes course content, communication skills, and student learning problems more transparent.
5. Forces each individual student to engage in more rigorous and disciplined thinking before passing the course. Engages student in one-on-one, in-depth exploration of a specific content area.

AY 2009-2010

In academic year 2009-2010, the following learning objective was assessed:

Analyze and formulate solutions to problems related to the environment in which organizations exist and function, including information technology, legal, ethical, social, political, and global aspects.

For this assessment, students who were “grandfathered in” under the portfolio system presented a similar portfolio to that presented in 2008-2009, however, they were required to add a case study from the BADM 590 (Strategy) course for presentation. The oral exam was formalized to include a presentation of the case. Case presentation required appropriate written and visual-aid preparation, along with attention paid to specific measures described in the rubric used for assessment (see rubric in Exhibit 3). Examiners were encouraged to ask rigorous questions.

By Summer of 2010, several students completed their MBAs under the new BADM 603 requirement, which allowed a “closing-of-the-loop” to assess if changes made during the AY 2009-2010 improved student performance. Procedures for the oral exam are shown in Exhibit 5A. During this Summer quarter assessment, portfolios were not required for the newer students. Students were given a selection of cases to choose from, and they had to prepare a formal presentation.

Initial results during AY 2009-10 indicated some students were able to articulate theories, concepts, perspectives, and/or facts (TCPFs) and apply them to case studies (1st set of assessment data, using case studies included in portfolios). Other students, however, lacked the ability to articulate and/or choose the correct TCPFs to analyze case studies. Some students used “gut feelings” or opinion to come to superficial conclusions about cases. While they may have followed a specific guideline for organizing the case material, they were unable to use course materials and previous learning to find solutions grounded in generalized concepts and supported by factual evidence. To remedy this problem, a **pedagogical** solution was instituted. Students were given specific material (associations) that would be helpful for them to more fully develop their thinking (as shown in Exhibit 5A). They were also given specific instructions to use the material and to use at least one TCPF from their coursework to use to develop solutions, recommendations, and conclusions to their cases. These changes were made during instruction of BADM 590 during the school year, and they were also given related instructions prior to the BADM 603 course in Summer 2010. Results showed improvement (2nd set of assessment data – Summer 2010). Subsequent to the assessment results, the approach described was integrated into the BADM 590 course. Cases were more tightly linked to the readings and chapter material discussed in the previous lecture. Students were given very specific instruction about integrating models and concepts into their case analysis.

For functionally-integrative cases, students were reminded to use knowledge from previous classes to help them analyze cases. Often such cases contain a “red herring”

description of how well a company is doing, only to show extreme financial distress once financial statements are reviewed in-depth. A doctor-patient metaphor was introduced to them to illustrate their need to diagnose information from many sources and not use the “patient’s interviews” (information from case principles) as the sole basis for their analysis. For example, financial statements were to be used like a doctor might use the results of a blood test to reach a different conclusion than the doctor was led to believe from a conversation with a patient. The course already had an exercise to review financial ratios, however, historical and *pro forma* financial statements will also be reviewed in the future to illustrate how to identify trends and problems. Future plans include the use of such cases early in the BADM 590 course, followed by an individualized “final exam” case to assess their learning. This activity would constitute an embedded assessment useful for continuous monitoring.

AY 2010-2011

The following student learning objective was assessed during AY 2010-2011:

Demonstrate the application of appropriate technical skills and/or quantitative analysis techniques in organizational settings.

During Fall Quarter, a numerical case study was given to students to complete and present. Brief instructions were given during Fall Quarter. Initial results showed numerous problems, such as students’ inability to choose the correct statistical method to analyze data, poor skill at interpreting results and validating model assumptions, failure to summarize data in a meaningful way, poor writing (including use of citations and references), and poor skills at finding useful resources or working independently.

Pedagogical remedies included providing an analytical guideline, detailed schedule, evaluation form, and the requirement to sign an honesty statement. These are shown in Exhibit 5B. The remedies resulted in significant improvement in Spring Quarter.

In addition to the specific changes instituted in BADM 603, BADM 503 (Decision Analysis) was revised to focus specifically on applied data analysis skills, especially skills for *chi*-square and regression modeling. This course had previously compressed the material from DSCI 245 and 346 into a single quarter. The **change in course content** (Exhibit 5C) allowed more time on the topics needed for students to be able to be given data, and then, with no further instruction, perform meaningful analysis. Performance at the end of BADM 503 showed marked improvement once the change was implemented in Summer 2011.

BADM 520 (Research Methods) was also revised to provide students with exercises or activities to review and practice basic statistics. Assignments included comprehensive case analyses or projects that use prerequisite statistical analysis skills in the context of a business or organization setting. These provide students with practice in identifying the appropriate statistical methods, applying those methods, and interpreting the results. In addition, students are required to use and cite appropriate references, refer to and use

tables and figures appropriately. Assessment of several of these skills will continue with an embedded assessment in BADM 520.

AY 2011-2012

During AY 2011-2012, the following learning objective was assessed:

Understand and apply the principles of financial theory, analysis, reporting and markets to unfamiliar circumstances to create value.

For this assessment, students were assigned financial case studies. The learning objectives were not met by 3 students for a variety of reasons. To remedy some of the observed shortcomings, oral and written communications need review. (It should be noted that not all students presenting a case entered when the current writing assessment program was in place). Case studies presented in the finance class need to be more individualized; group work may be excessive. Remedies will be pursued throughout AY 2012-2013. Specifically, the MBA Curriculum Committee will address writing concerns. Guidelines for oral presentations and visual aids will be developed. These will be made available to students.

Finance faculty also discussed how to address problems specific to finance, such as making work more individualized. Beginning in AY 2012-13, they will use an embedded assessment based on completion of a finance case study. Individual students will be assigned a capital budgeting in-house case, where they are required to develop the appropriate cash flows from revenues and costs given. They must use these cash flows to calculate net present value, internal rate of return, payback period and the profitability index. Once the metric is calculated, they are required to decide whether to accept or reject the project and explain their decision.

Student-Specific Remedies

For a few recalcitrant students, the remedies developed from pedagogical and other approaches were not effective. In these cases, students were held accountable with more specific instructions for improvement. For example, one student was required to write a paper about economic development in China and India after failing to show contextual understanding for the case presented. In other cases, students were held back from passing the BADM 603 class until they developed their work to an acceptable level.

As a measure of last resort, a student may be dismissed from the program. Normally, this does not occur as late in the program as when the oral exam assessment is administered. It occurs early in the program if a student is unable to maintain a 3.0 GPA. An example of a dismissal challenged and reviewed is included in Exhibit 6.

Major Field Test

The ETS Major Field Test (MFT) for MBAs is described as follows:

“As the only comprehensive national assessment for program evaluation of its kind, the ETS® Major Field Test for the MBA consists of 124 multiple-choice questions, half of which are based on short case-study scenarios. Questions employ materials such as diagrams, graphs and statistical data. Mathematical operations do not require a calculator. Most of the questions require knowledge of specific information drawn from marketing, management, finance and managerial accounting, or a combination of these.”¹

While this test does not provide enough information to allow accurate “closing of the loop,” it does give a broad measure of how well a university is imparting a common body of knowledge as compared to other universities. Over 200 universities participate in the assessment program. During Summer 2012, students’ grades in BADM 590 were tied to their results on the MFAT, with the MFAT accounting for 20% of the grade in BADM 590.

Results are summarized in Exhibit 7. Of note is the dramatic improvement from 2006 to 2012. In 2006, average class percentiles were in the 30-40 percentile range. During the last few quarters (excluding a few anomalies – see asterisked comment), EWU’s MBA students scored in the high 70th to low 80th percentile, on average. Given EWU’s relatively open and “low average” entry policies, the results are a positive indicator that students are learning relevant and appropriate course content. A review of which function might be a bit out of range compared to students’ performance on other functional areas shows the lowest class average in Management (57th percentile) in the most recent year, although it varies from year to year. Overall, student performance appears to be adequate when evaluating program content.

Write Experience

Cengage’s Write Experience is described as follows:

“This new product utilizes artificial intelligence to not only score student writing instantly and accurately, but also provides detailed revision goals and feedback on their writing to help them improve. Write Experience is the first product designed and created specifically for the higher education market through an exclusive agreement with McCann and Associates, and powered by eWrite Intellimetric Within. Intellimetric is the gold standard of automated scoring of writing and is used to score the Graduate Management Admissions Test (GMAT) analytical writing assignment.”²

¹ Master of Business Administration (MBA) Degree, *ETS Major Field Test*. Retrieved 18 August, 2012 from <http://www.ets.org/mft/about/content/mba>

² Better Learning, Better Outcomes. *Cengage Learning*. Retrieved 18 August, 2012 from <http://www.cengagesites.com/academic/?site=4994&SecID=3918>.

In AY 2011-2012, the MBA Curriculum Committee instituted an experimental pilot program to use Cengage's Write Experience for writing assessment. The corresponding writing rubric was shared with faculty and students. It is shown in Exhibit 8. Beginning Fall 2011, students were administered a writing assessment using Cengage Write Experience in the orientation session. Students with scores 5.0 or less were counseled to improve their writing skills. International students were allowed to score at 4.5 or better for the "Mechanics and Conventions" category. A variety of resources, including BUED 302 and Write Experience, were suggested for students who failed to meet the standard. Most students chose to work with Write Experience to improve their writing. Students were then reassessed as they exited the program via BADM 603 or BADM 590. All students eventually met the standard.

Cengage informed us that several other MBA programs are now interested in customizing the use of this product in the manner we have designed. Wharton School at the University of Pennsylvania is the first of those to implement this approach.

Future plans are to attempt to validate the Cengage Write Experience results by comparing them to ratings on oral exam rubrics. All oral exam rubrics include an assessment of writing. Students must rate 3 or above or revise their work until the writing is acceptable.

FUTURE PLANS

Two major changes are underway for the coming assessment period. First, student learning objectives were revised. Second, the MBA Curriculum Committee decided to move to an embedded assessment program as much as possible.

In AY 2011-12, student learning objectives were revised for a variety of reasons. The new objectives bring more clarity for understanding the intent of the objectives. They are more closely aligned with the generalized approach to the program adopted at EWU, and they are more recognizable to AACSB. The new objectives are listed below. Students will:

1. Be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems;
2. Be able to apply appropriate technical and quantitative skills related to business;
3. Demonstrate competency in both written and oral business communication skills;
4. Be able to provide leadership and facilitate positive interpersonal business relationships;
5. Be able to incorporate ethical and global considerations into business activities.

Documentation detailing these revisions is included in Exhibit 9. Faculty met and discussed the changes until a consensus was reached about the exact wording for each learning objective. The new objectives will appear in the Course Catalogue beginning in

Fall, 2012. Additionally, a description of a new course/learning objectives matrix is included in Exhibit 9.

During Summer 2012, the MBA Curriculum Committee reviewed problems associated with current assessment procedures. The committee decided to try to revise the university-required oral exam procedure in order to alleviate administrative burdens and release two credits for other program needs (such as an orientation “boot camp” and career planning session). A proposal will be presented to the university’s Graduate Affairs Council to embed a written, integrative case-study assessment in BADM 590. The work of multiple students can be scored and assessed by a panel of three at once, reducing the paperwork and time commitment required for oral exams.

Furthermore, an embedded assessment program will be instituted using learning objectives associated with courses as described in the courses/learning objectives matrix. The use of embedded assessment will allow simpler procedures and problem-finding earlier in a student’s program of study. An end-of-program assessment requires that students meet the standard, be held back until the standard is met, or be dismissed from the program at the very end. Embedded assessment will expose problems throughout the program so that corrections can be made continuously in a student’s program of study. Establishment of the new assessment program will begin in Fall Quarter, 2012.

APPENDIX XVIII

College of Business and Public Administration
Eastern Washington University

Proposed Undergraduate Program Assessment and Assurance of Learning Plan

November 2012										
Course Mapping for Assurance of Learning -- MBA Program										
	515	520	530	540	552	555	560	570	580	590
1. Critical Thinking: Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.	O	O	O	O		X	O	X	O	O
a. Students are able to analyze a case study using relevant theories, concepts, models, and frameworks to have a good understanding of IT value, IT role, IT infrastructure, IT service, and IT governance and management.								X		
b. Students are able to analyze a business problem by recognizing unstated assumptions, distinguishing factual from normative statements, distinguishing a conclusion from statements which support it, distinguishing cause-and-effect relationships from other sequential relationships, and detecting logical fallacies in arguments.						X				
2. Technical and Quantitative Skills: Students are able to apply appropriate technical and quantitative skills related to business	O	O	X	O		O	X			O
a. Students are able to develop cash flows, evaluate capital projects, apply the appropriate decision criteria and make the appropriate decision.			X							
b. Students can understand and apply basic techniques in budgeting							X			
3. Communication Skills: Students are competent in both written and oral communications	O	X		X		O		O	O	O
a. Students are able to articulate understanding of provided exposure to theoretical and applied aspects of marketing				X						
b. Students are able to articulate understanding of provided exposure to theoretical and applied aspects of marketing		X								
4. Leadership and Interpersonal Skills: Students are able to provide leadership and facilitate positive interpersonal business relationships	O				X					X
a. Students work effectively in teams										X
b. Students clearly understand and can communicate who they are as a leader and how they will use their unique combination of traits and experiences to effectively lead others. In other words, students can clearly answer the question, "Why should anyone be led by you?"					X					
5. Ethical and Global Consideration: Students are able to incorporate ethical and global considerations into business activities	X		O		O				X	O
a. Students are able to explain the competitiveness of nations and the role of business, the role of culture in international business, and the role of technology in international business.									X	
b. Students are able to use economic theories and models to predict how different competitive and regulatory environments outside of the United States affect output and hiring decisions made by manager of international firms	X									
X indicates an actual assessment point, O indicates a possible assessment point										

**EWU CBPA Assessment
AY 2012-2013**

**Degree: MBA
Course: BADM
Submitted by:
Date:**

Assessment Plan

Due at the beginning of Fall 2012

Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

Course-level Learning Outcome

(as published in the syllabus)

Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

Findings and analysis

(relate to expectation standards and specific problems noted)

Action and Corrective Measures Applied

(relate to problems noted above)

Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)
if corrective action was noted above

Findings and analysis

(relate to expectation standards and corrective measures applied)

Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

AY 2012-2013 Filed Assessment Plans

- **BADM 515 (Kelley Cullen, filed 10/26/12)**
 - Graduate Business Degree-Level Goal: ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
 - Course-level Learning Outcome: Students are able to use economic theories and models to predict how different competitive and regulatory environments outside of the United States affect output and hiring decisions made by managers of international firms.
 - Assessment Objective: Students will successfully answer questions about ethical and global considerations that are included on both midterm and final exams.
 - Measurement Details: Students in BADM 515 will successfully answer relevant questions on the midterm and final exam with a passing score of at least 80%. Passing scores are earned by correctly applying the appropriate economic tool/model and being able to explain the implications for managerial decision-making both quantitatively and qualitatively.
 - Expectation Standard: For the assessment to be rated as successful, an average score of 80% or better on the midterm and final exams will be achieved by 80% or more of all the students in the class.

- BADM 520 (Nancy Birch, filed 10/30/12)
 - Graduate Business Degree-Level Goal: COMMUNICATIONS: Students are competent in both written and oral communications.
 - Course-level Learning Outcome: Students are able to communicate the results of research projects in writing.
 - Assessment Objective: Specifically, students will be assigned a statistical case with data. They will complete an analysis of the case with the expectation that they will address and identify the research questions, describe the methods of data collection, describe or summarize the sample data, conduct the appropriate statistical analysis, interpret the results, develop conclusions, state limitations, make recommendations, and identify unusual outcomes and future analyses.
 - Measurement Details: Writing mechanics and formatting will be evaluated. The overall median score on all criteria pertaining to the “Format and Writing” portion of the rubric must be a 3.5 and no criterion receive a 0 in order for the student to pass or meet the expectations.
 - Expectation Standard: The assessment objective will be met if at least 75% of students score a median of at least 3.5 on the relevant criteria (see above) of the rubric (see next page).

Rubric for Case Analysis: BADM 520

Evaluation scale: 0 to 5, where 0 = not at all, and 5 = complete and without errors

Content and Accuracy	
Includes an introduction	
Data is described, including variables and number of observations	
Sample is described, appropriate methods are used for qualitative and quantitative variables	
Appropriate statistical analysis is used for hypothesis tests	
Hypothesis tests are used when evidence is desired	
Appropriate test statistics, p-values and degrees of freedom are used.	
Results are fully interpreted	
Outliers and/or unusual observations are identified and briefly discussed	
Appropriate descriptive statistics are used to summarize the sample data – for both quantitative and qualitative variables	
Abbreviations are avoided	
Variable names are not used unless they have been defined and their use adds to readability	
Use of statistical output avoided	
Limitations identified and discussed	
All case questions completely answered	
Format and Writing	
Paper is organized and easy to follow	
Headings are used to organize paper	
Figures and tables are labeled appropriately	
Figures and tables are referred to in the body of the paper appropriately	
References used and appropriately cited	
Case format followed	
Writing is concise	
No grammar or spelling errors (evidence of use of Word to check spelling and grammar)	
Single spaced	

Case Format¹:

1. Identify the analysis questions
2. Convert the analysis questions to statistical questions
3. Perform descriptive analysis of the data
4. Identify and discuss unusual data points
5. Apply formal analysis procedures
 - a. Use appropriate statistical tests
 - b. Include test statistics, p-values, and degrees of freedom
 - c. Understand and check the assumptions for the statistical tests used
 - d. Fully interpret results
6. Develop conclusions and recommendations
7. Identify unusual outcomes and future analysis

¹ Adapted from *Cases in Managerial Data Analysis*, by Carlson, Duxbury Press 1997

- BADM 530 (Dean Kiefer/Brian Grinder, filed 10/30/12)
 - Graduate Business Degree-Level Goal: TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
 - Course-level Learning Outcome: Students are able to develop cash flows, evaluate capital projects, apply the appropriate decision criteria and make the appropriate decision.
 - Assessment Objective: Students are assigned a capital budgeting case study where they are required to develop the appropriate cash flows from revenues and costs given. They must use these cash flows to calculate net present value, internal rate of return, payback period and the profitability index. Once the metric is calculated, they are required to decide whether to accept or reject the project and explain their decision.
 - Measurement Details: Rubric is on the next pag. The measurement categories are:
 - 1) Determination of working capital investment.
 - 2) Determination of cash flows for each year of the project.
 - 3) Determination of terminal cash flows from working capital and salvage.
 - 4) Calculation of net present value, internal rate of return and payback period.
 - 5) Make the appropriate decision based on the NPV, IRR, Payback.
 - Expectation Standard: Seventy-five percent of the class meets or exceeds expectations for correctly calculating the net present value, internal rate of return and payback period, making the correct decision on the project and explaining their answer.

BADM 530 Capital Budgeting Case -- Rubric

Date _____

Rater Name _____

Student Name _____

Performance Measure	Exceeds Expectations 4	Meets Expectations 3	Marginally Meets Expectations 2	Does Not Meet Expectations 1	Comments
Correctly calculates working capital requirements					
Correctly calculates operating cash flows					
Correctly calculates terminal cash flows					
Correctly calculates NPV, IRR, and Payback Period					
Makes the appropriate project decision based on calculated values					

- BADM 540 (Vince Pascal, filed 10/29/12)
 - Graduate Business Degree-Level Goal: COMMUNICATIONS: Students are competent in both written and oral communications.
 - Course-level Learning Outcome: Students are able to articulate understanding of provided exposure to theoretical and applied aspects of marketing.
 - Assessment Objective: Students will be assigned an article concerning marketing concepts and principles addressed in the course. They will write and present a paper which provides a synopsis of an assigned article identifying the relevant marketing concepts presented, its application to the marketing issue at hand while integrating this information with marketing principles and concepts presented in the course. The average score on all rubric categories must be a 2.5 of 4 for the student to pass the assessment.
 - Measurement Details: MBA students will be assessed starting in Fall Quarter, 2012 using the case study and a rubric. The rubric is on the next page. Measurement categories are: Focus and Meaning, Content and Development, Organization, Language Use, Voice, & Style, and Mechanics and Conventions
 - Expectation Standard: An average score of 2.5 or better is achieved by 75% of students in the course.

BADM 540
Written Communications Rubric

Assessment Goal:

Communications - Students are competent in both written and oral communications.

Student _____

Date _____

Professor _____

Content Category	4 -- Exceeds Expectations	3 -- Meets Expectations	2 --Marginally Meets Expectations	1 -- Does Not Meet Expectations	Comments ↓
Focus and Meaning - Maintains a controlling idea, an understanding of purpose and audience and completes all parts of the task.					
Content and Development - Demonstrates knowledge of the subject matter through proper use of marketing concepts and terms					
Organization - Demonstrates an appropriate structure , direction, paragraphing or grouping of information, logical connections and transitions.					
Language use, Voice and Style - Demonstrates effective awareness of the reader and purpose, effective sentence structure and word choice and displays a professional tone.					
Mechanics and Conventions - Reflects appropriate control of conventions, to include paragraphing, grammar, punctuation, and spelling. Appropriate referencing utilized.					

- BADM 552 (Bruce Teague, filed 10/29/12)
 - Graduate Business Degree-Level Goal: LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
 - Course-level Learning Outcome: Students clearly understand and can communicate who they are as a leader and how they will use their unique combination of traits and experiences to effectively lead others. In other words, students can clearly answer the question, "Why should anyone be led by you?"
 - Assessment Objective: Each student will complete and submit an individual paper that responds to all seven questions posed in Appendix A of Goffee & Jones' book, *Why Should Anyone Be Led By You*. Students must earn 800 points (out of 1000) to meet course expectations on this objective.
 - Measurement Details: The rubric on the next page includes evaluation of organization, structure, and grammar, but sixty-percent of the grade is based upon self-knowledge and reflection upon the content of the course texts. Key items include Knowledge (does the report indicate a clear understanding of the author's meaning in *Why Should Anyone Be Led By You?*), and Content (Does the content exhibit substantial personal reflection and growth in understanding?)
 - Expectation Standard: 80% of students will earn 800 points out of 1000 possible.

Individual Report Instructions
BADM 552—Winter
1000 points

This report is based upon the book Why Should Anyone Be Led By

You? **Please remember, individual reports affect the TEAM'S

GRADE.

Grading:

- **Organization-100 points**
 - Is the report clearly organized in a manner that allows the reader to easily find information?
- **Thoroughness-100 points**
 - Are all answers included and thoroughly developed?
- **Grammar and spelling-100 points**
 - Does grammar conform to How 12 guidelines?
 - There should be zero spelling errors.
- **Structure-100 points**
 - Are all paragraphs well-organized, concise, and clearly structured around a single topic sentence?
 - Is the paper organized to read with good flow?
- **Knowledge-200 points**
 - Does the report clearly demonstrate thorough knowledge of the book Why Should Anyone Be Led By You?
- **Content-300 points**
 - Does the content exhibit substantial personal reflection and growth in understanding?
- **Conclusion-100 points**
 - Does the conclusion clearly bring the report to a natural close?
 - Does the conclusion clearly answer the big question?

- BADM 555 (Harm-Jan Steenhuis, filed 11/2/12)
 - Graduate Business Degree-Level Goal: **CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
 - Course-level Learning Outcome: Learn to analyze a business problem
 - a. Ability to recognize unstated assumptions
 - b. Ability to distinguish factual from normative statements
 - c. Ability to distinguish a conclusion from statements which support it
 - d. Ability to distinguish cause-and-effect relationships from other sequential relationships.
 - e. Ability to detect logical fallacies in arguments.
 - Assessment Objective: Students are assigned, in groups, to analyze one large complex case during the entire quarter. They will complete a report in stages (typically 60+ pages). In the report they have to state assumptions, factual statements, provide support for their conclusions, look at causal relationships (develop a causal network diagram) and the conclusions have to be logical.
 - Measurement Details: The course will be assessed during Winter 2013. The rubric for grading is on the next page. Although there are several interim assignments, for assessment purposes only the final report will be used. This leads to an overall assessment of the group. To get to the individual level, a peer-review process will be used within groups. In this portion, group members will be asked to evaluate group members on their individual abilities. This will be used in combination with the group assessment to reach individual assessment.
 - Expectation Standard: 80% of the students score good or better on the analysis portion of the rubric for the final report.

GRADING SHEET FOR BADM 555 STRATEGIC OPERATIONS/INNOBUS

Assignment: final report

Group: XXX

Item	unsatisfactory	satisfactory	Clearly sufficient	Good	Very good	Excellent
STEP ONE: PROBLEM DEFINITION						
Appropriate identification of problem to analyze						
STEP TWO: IDENTIFYING MODELS/TOOLS (LITERATURE REVIEW)						
Number of tools evaluated/compared						
Appropriate justification of selected analysis tools						
STEP THREE: ANALYSIS						
Applicable analysis tools selected						
Correct application of tools						
Where necessary stated meaningful assumptions						
Logically drawn conclusions						
Establishment of causality, i.e. root causes						
STEP FOUR: SOLUTION						
Determined decision making criteria						
Applied those criteria to determine solution						
Conclusion connected back to initial problem statement						
GENERAL/OVERALL CRITERIA						
Language, formatting, overall level of professionalism in communication						
Use tools to explain the structure of the report, reasoning ability, logic, consistency						
Total possible score 100						XX
TOTAL						

- BADM 560 (Lei Wang, filed 10/26/12)
 - Graduate Business Degree-Level Goal: TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
 - Course-level Learning Outcome: Students understand and apply basic techniques in budgeting.
 - Assessment Objective: Every student will work individually on a budget project that walks through the whole basic budgeting process. The overall score must be 2.5 for the student to pass the assessment.
 - Measurement Details: Students in BADM 560 will have their work graded against standard answers.
 - Expectation Standard: For the assessment to be rated as successful, an average score of 2.5 or better will be achieved by 75% or more of all the students in the class.

- BADM 570 (Duanning Zhou, filed 10/26/12)
 - Graduate Business Degree-Level Goal: **CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
 - Course-level Learning Outcome: Students are able to analyze a case study using relevant theories, concepts, models, and frameworks to have a good understanding of IT value, IT role, IT infrastructure, IT service, and IT governance and management.
 - Assessment Objective: Students will be assigned one case study. Assessment Rubric: can apply relevant theories, concepts, models, and frameworks to analyze IT value, IT role, IT infrastructure, IT service, and IT governance and management. 4: Exceeds Expectations; 3: Meets Expectations; 2 Marginally Meets Expectations; 1: Does Not Meets Expectations. The score of the case study must be 2.5 for a student to pass the assessment.
 - Measurement Details:
 - Who: BADM 570 students
 - When: Fall Quarter 2012 and Spring Quarter 2013
 - Where: Riverpoint Campus
 - How: Assess students' case write-ups against the assessment rubric.
 - Expectation Standard: For the assessment to be rated as successful, an average score of 2.5 or better will be achieved by 75% or more of all students in class.

- BADM 580 (Harm-Jan Steenhuis, filed 10/31/12)
 - Graduate Business Degree-Level Goal: ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
 - Course-level Learning Outcome: Be able to explain the competitiveness of nations and the role of business, the role of culture in international business, and the role of technology in international business.
 - Assessment Objective: Students will be assigned a final exam. This final exam contains open questions related to the learning objectives and students have to demonstrate their comprehension. The average score a student has to achieve on the test to pass is a 75%.
 - Measurement Details: The measurement is part of the final exam in the course during Fall 2012. The three learning outcomes are related to comprehension/understanding, i.e. the second level in Bloom's taxonomy.
 - Assessment will be conducted in accordance with Biggs (2007) SOLO levels which indicates levels of understanding: pre-structural, unistructural, multistructural, relational, extended abstract. Scoring will be awarded as follows: Pre-structural: 20%, Unistructural: 40%, Multistructural: 60%, Relational: 80%, Extended abstract: 100%
 - Expectation Standard: 80% of the students achieve a 75% average score (or higher) for the questions related to the three objectives indicated above.

- BADM 590 (Patricia Nemetz-Mills, filed 10/26/12)
 - Graduate Business Degree-Level Goal: LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
 - Course-level Learning Outcome: Students work effectively in teams.
 - Assessment Objective: Peer evaluations and leader evaluations will be completed. The evaluations must average a score of “4” for a student to be considered an effective team member and/or leader. The team must also score an average at least 3.0 on all strategic planning process presentations.
 - Measurement Details: Students will be assessed in BADM 590 beginning in Winter quarter 2013. Students will work on complex decision-making for problems listed in the syllabus. The problems include significant levels of uncertainty combined with many possible sources of data and multiple perspectives. Each quarter, 3 to 4 such problems will be reviewed, evaluated, and solved by large teams of students (7 to 10 members). Solutions will be presented using 20-minutes of well-constructed analysis. Visual aids must be included in the presentation. Not all students must present, but all students must participate in reaching a solution to the problems. Problems cannot be adequately solved without significant outside research and team debate. For each problem, a facilitator is to be chosen to lead the group. The role of the facilitator is to seek group-consensus, not to do all the work on his/her own or to make the decision by his/herself. In addition to working toward consensus, the facilitator is to delegate work assignments, coordinate dissemination of information, ask clarifying questions to ensure quality of research brought forth by team members, and ensure completion of projects on time. A student may be a facilitator only once, so the role must rotate to someone else for the next problem. The role of team members is to conduct excellent research on their question/topic, participate in finding a solution based on consensus (although differences can be acknowledged in the presentation of evidence and reasoning), and work together to complete presentation materials. Leadership and team behavior will be evaluated using peer evaluation forms.
 - Expectation Standard: Peer evaluation forms are attached on the following pages. Each student will evaluate each team member at the end of the quarter on the measures in the form. Each student will also evaluate team leaders using the attached form. For the assessment to be judged a success, at least 90% of students must score an average of 4 or above on peer evaluations. Grades for all teams on the decision exercises must average at least 3.0.

Person Assessed _____
Group Number _____
Date _____

BADM 590 Group Member Assessment by Leader and Members

Never made self available for case discussion during class time or other times; fussy about meeting	Availability	Always available during class meeting times or during other agreed time
1 2	3	4 5
Made many excuses for failing to meet or complete their portion of assignment	Responsibility	Always had good reasons for absence or always completed work
1 2	3	4 5
Didn't do high quality work on their portion of the assignment	Work Quality	Always did their best on their portion of work assignment
1 2	3	4 5
Didn't participate in decision-making (pushover) or reacted in anger when others didn't agree with their opinion (domineering)	Team Behavior	Did a good job expressing opinion and negotiating a final decision during analysis, even if wrong sometimes
1 2	3	4 5

Overall Rank _____ (1= best, higher numbers = needs improvement; 4 ties allowed, but must move to next available number after tie for next ranking; for example if two tie for first place, next available number is 3rd)

**MBA Program Assessment
BADM 590 Rubric for Strategic Planning Process.**

Group _____

Date _____

Professor _____

Content Category	4 Exceeds Expectations	3 Meets Expectations	2 Marginally Meets Expectations	1 Does Not Meet Expectations	Comments -->
Diagnosis of Current Situation and or Problem Can clearly use appropriate descriptive evidence and research knowledge to diagnose the current organizational situation and/or problem					
Completeness of Research					
Quality of Research					
Group/Personal Biases Noted and Explained					
Assumptions and Uncertainties Noted					
Information Correct and Factual Unless Otherwise Noted as an Opinion of Importance for the Analysis					
Variety and Quality of Research Sources					
Bibliography Included					
Knowledge and Application of Information for Problem Analysis and Solution Formulation. Can choose appropriate information to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the information; can use information to support arguments and understand multiple viewpoints					
Consideration and Evaluation of Meaningful Alternatives Can articulate realistic alternatives available as solutions. Can evaluate advantages and disadvantages of each alternative.					
Solutions, Conclusions, and Recommendations Can make recommendations and/or reach conclusions which are supported by diagnosis, analysis, and evaluation and state what potential concerns or limitations are associated with the recommendations.					
Oral Communication Skill Content is well organized; visual aids and tone are interesting. Presentation style is sophisticated enough for graduate work. Tables, graphs and appendices are used and referenced appropriately.					

APPENDIX XIX

College of Business and Public Administration
Eastern Washington University

Major Field Assessment Total Score Graduate Program

Major Field Assessment Total Score MBA Summary				
Academic Year	Number of Students	CBPA Mean Total Score	National Institutional Mean	National Percentile Ranking
2007-2008	40	248.0	249.2	40%
2008-2009	40	248.0	249.2	40%
2009-2010	67	253.0	248.9	67%
2010-2011	56	251.0	248.9	56%
2011-2012	78	256.0	248.9	78%

