



2017 UNDERGRADUATE ASSESSMENT REPORT

September 5, 2017

Actions Taken in 2016 to Close the Loop

In response to the results of the 2016 assessment, the LBS Undergraduate Assessment Committee recommended the following actions aimed at assuring achievement of the LBS undergraduate program's learning goals.

- Continue the practice of collecting assessment data via exams that count toward course grades in the respective core courses.
- Continue emphasizing development of students' grasp of accounting and finance concepts and ongoing reinforcement of the other four disciplines.
- Periodically review and assess the assessment questions to ensure that they do not become outdated or less relevant, but rather evolve as the disciplines evolve.
- Encourage students to effectively convey their voice and their enthusiasm for a topic when speaking during verbal presentations.
- Build student skill at memorizing, rehearsing, and maintaining eye contact with the audience during presentations.
- Require students to avoid creating busy slides and to use font sizes of 24-points or higher and font colors that do not clash with background color.
- Provide assignment instructions that state clear expectations regarding the specificity, accuracy, and completeness of content discussed in a paper.
- Reinforce the value that effective word choice, avoidance of clichés, and unnecessary wordiness bring to business writing.
- Establish and reinforce (through grading of assignments) clear expectations for adequate citation and documentation skills.
- Continue providing students with guidance and formatting standards in the instructions for written assignments throughout the curriculum.
- Reinforce the need for thorough proofreading and revision of written works.
- Emphasize analysis and evaluation of ethical and legal issues in business in multiple courses throughout the curriculum and consider collecting assessment artifacts for this goal via methods that count toward course grades.
- Encourage students to respond to the questions to ethics and legal awareness case in exam booklets.
- Consider modifying the current case or adopting a case more amenable to assessing progress toward student ability to identify, analyze, and make recommendations about ethical and legal issues in business.
- Continue building and reinforcing student skills at crafting in-depth, specific solutions and recommendations that detail how organizations may address global and cultural challenges.

I. Assessment Method for Goal #1

This section reports on 2017 progress towards Learning Goal #1. It describes the goal and its objectives, method of assessment, data analysis, and conclusions drawn from data analysis.

Learning Goal #1 and Objectives

Learning Goal #1 aims at building student knowledge of core business concepts. **Table 1** identifies Goal #1 and its learning objective and major criteria.

Table 1: Learning Goal #1 and Its Objectives and Criteria

Learning Goal #1	Objectives	Criteria/Competency
Students will demonstrate knowledge of core business concepts	Students will have a functional understanding of core business concepts.	1. Students will have basic accounting skills
		2. Students will have basic finance skills
		3. Students will have a fundamental understanding of the role of management information systems (MIS) in organizations
		4. Students will have basic marketing knowledge
		5. Students will understand the fundamentals of management
		6. Students will have a basic knowledge of economics

Assessment Method for Goal #1

Student responses to 60 designated multiple-choice test questions (**Appendix 1**) about core concepts in the six business discipline areas listed in Table 1 were used to measure progress toward Goal #1. Beginning with the 2014 assessment cycle, the designated questions (10 per discipline) have been embedded in exams administered in the core courses for each discipline (ACC201, ECO102/103, FIN301, IS383¹, MGT301, and MKT301).² For the economics discipline, five questions were assessed in ECO 102 and the other five were assessed in ECO 103. Data for the 2017 assessment were collected from results of exams administered in the six LBS core courses during the spring 2017 semester. The LBS Undergraduate Assessment Committee set an expected minimum mean percentage of correct responses at 60%.

¹ The 10 MIS questions were modified and updated in 2016.

² Prior to 2014, the 60 questions were administered as a separate exam to graduating seniors during the final weeks of the senior capstone course (BUS 496: Strategic Management and Policy). Instructions for that exam informed seniors that performance on the exam would not affect their course grade. However, item analyses and informal discussions with students suggested that apathy and lack of motivation may have led to underperformance on the exam by seniors. To address these concerns, beginning in 2014 faculty members teaching core courses were required to embed their discipline's corresponding assessment questions in course exams and, to incentivize students, count student responses to these questions toward course grades.

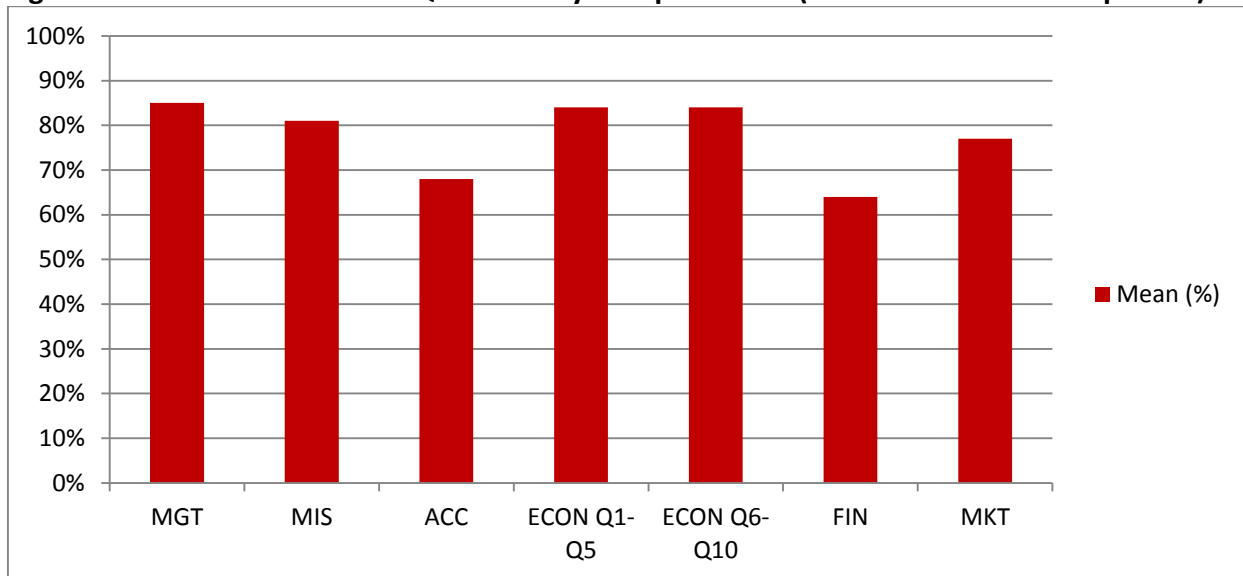
Assessment Results for Goal #1

Summary statistics for the 2017 exams appear in **Table 2** and **Figure 1**. The data suggest seniors exceeded the desired mean of 60 percent in all discipline areas, performed best on the core management, economics, and MIS questions and struggled most with the core finance and accounting questions.

Table 2 2017 Core Exam Statistics for Number of Correct Responses by Discipline

	MGT	MIS	ACC	ECON		FIN	MKT
				Q1-Q5	Q6-Q10		
Mean	8.5	8.1	6.8	4.2	4.2	6.4	7.7
Mean (%)	85%	81%	68%	84%	84%	64%	77%
N	338	111	738	95	172	206	174
Number of Questions	10	10	10	5	5	10	10

Figure 1 2017 Performance on Questions by Discipline Area (Percent of Correct Responses)



Viewed from several perspectives, the results indicate substantial improvement for the fifth consecutive year. First, relative to the expected minimum mean of 60% correct responses, in 2013, the mean percentage of correct responses exceeded this threshold in only two of the six disciplines. The number rose to five of the six disciplines in 2014. All six disciplines have now surpassed the 60% expected minimum for three consecutive years.

In terms of changes in magnitude, the mean percentage levels of correct responses in 2014 increased over the 2013 means for each discipline area. In 2015 the means in three discipline areas (economics, finance, and marketing) again increased over the 2014 levels. In the 2016 assessment, we observed increased mean levels in three disciplines (accounting, finance, and

marketing). The present 2017 assessment again saw increased means for three disciplines (management, MIS, and economics).

Lastly, in terms of performance changes in specific discipline areas, the greatest improvement in the mean percentage of correct responses occurred in student answers to the 10 economics questions, where the mean rose twelve percentage points from 2016 to 2017. In contrast, the greatest decline occurred in student answers to the 10 core finance questions where the percentage declined from 77% in 2016 to 64% in 2017. The improvement in the mean for the core management questions from 80% in 2016 to 85% in 2017 is encouraging given that in 2016 the management questions displayed the greatest decline in mean among all six disciplines. In the 2016 final report, the assessment team recommended that the LBS note this decline to ensure that it does not become a trend. It appears as though this recommendation yielded positive results. The marked improvement in the economics discipline is also encouraging as the 2016 assessment report identified this as an area of concern and recommended the LBS emphasize development of students' grasp of economics concepts.

Recommendations for Learning Goal #1

The Assessment Committee recommends the LBS program continue those measures that led to significant improvement in the current assessment. Specifically, the LBS should

- Continue requiring faculty members who teach core courses to cover the core business concepts in course exams.
- Continue the practice of collecting assessment data via exams that count toward course grades in the respective core courses.
- Continue emphasizing further development of students' grasp of accounting and finance as student performance in 2017 is lowest on these two disciplines.
- Continue ongoing reinforcement of the other four disciplines.
- Periodically review and assess the validity of each discipline's core exam questions to ensure that they do not become outdated or less relevant, but rather evolve as the disciplines evolve.

II. Assessment of Learning Goal #2

This section reports on progress in 2017 towards Learning Goal #2. It describes the goal, the method of assessment, data analysis results, and conclusions drawn from the data analysis.

Learning Goal #2 and Objectives

Goal #2 covers communication skills in a business setting. **Table 3** shows its dual objectives, for skills needed for oral presentations (hereafter referred to as Goal 2A) and written documents in a business environment (hereafter referred to as Goal 2B).

Table 3 Learning Goal #2 and Its Objectives and Criteria

Learning Goal #2	Objectives	Criteria/Competency
Students will communicate effectively in a business setting.	A. Students will be able to speak effectively about a business topic.	Students will make effective oral presentations on a business topic in front of an audience.
	B. Students will be able to write effectively about a business topic.	Students will express in writing their position on business issues in a clear, concise, and professional manner.

Assessment Method for Goal #2A

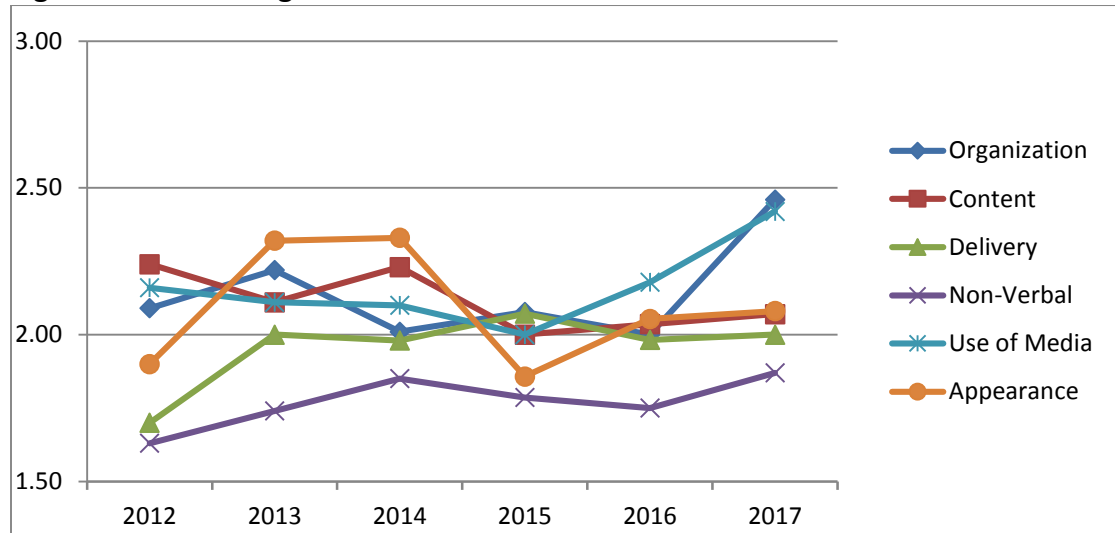
Progress toward Goal 2A was gauged by assessing individual students who were part of a 2 or 3-person team videotaped during classroom presentations against the oral presentation rubric shown in **Appendix 2**. The observed presentations occurred in the undergraduate capstone course, BUS 496 (Management Strategy and Policy) and required the presenting teams to explain their evaluation and strategy recommendations for a specific company. In 2017, the verbal presentation performance of 38 students were assessed and rated against six criteria listed in the assessment rubric, with values of 3, 2, and 1 assigned to the “Exceeds Expectations,” “Meets Expectations,” and “Below Expectations” performance levels in the rubric, respectively.

Assessment Results for Goal #2A

Table 4 presents the mean ratings for five years from 2012 through 2017 and the 2017 distribution of ratings. **Figure 2** presents graphs of mean ratings for the five years.

Table 4 2017 Means and Distributions of Oral Presentation Ratings

<i>Criterion</i>	<i>Mean</i>						<i>Performance Against Expectations Percent of 2017 Speakers that</i>		
	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>Exceeds</i>	<i>Meets</i>	<i>Below</i>
Organization	2.09	2.22	2.01	2.08	2.00	2.46	55%	34%	11%
Content	2.24	2.11	2.23	2.00	2.04	2.07	24%	58%	18%
Delivery	1.70	2.00	1.98	2.07	1.98	2.00	18%	63%	18%
Non-Verbal	1.63	1.74	1.85	1.79	1.75	1.87	21%	42%	37%
Use of Media	2.16	2.11	2.10	2.00	2.18	2.42	50%	42%	8%
Appearance	1.90	2.32	2.33	1.86	2.05	2.08	24%	55%	21%

Figure 2 Mean Ratings for Oral Presentation Criteria 2012-2017

Overall, compared to the 2016 mean ratings, the mean ratings for the 2017 observed presentations increased noticeably for two rubric criteria (organization, use of media), slightly for one criterion (non-verbal), and remained steady for the remaining three criteria (content, delivery, appearance). The 2017 distribution of ratings varied slightly from the 2016 distribution for some criteria but the overall pattern of proportions of observed presentations falling below expectations showed negligible change. Nonetheless, the 2017 distributions reveal at least 79% or more of the observed presentations met or exceeded stated rubric expectations for five of the six criteria. For the sixth criterion (non-verbal) only 63% of the presentations met or exceeded expectations.

Results for each criterion area are discussed below.

Organization

“Organization” refers to the degree to which topics in an oral presentation flow in logical fashion and the ease with which audiences grasp the purpose and content of presentations. Compared to 2016, the 2017 mean rating for organization increased noticeably, from 2.00 to 2.42. Furthermore, 89% of the observed presentation met or exceeded the rubric expectations. As most of the videotaped presentations observed in 2017 involved two-person teams, these results reflect to some extent joint decision making by team members in planning the effective flow of presentation topics. Speculating on the reason for the increased mean rating, smaller team size in 2017 (most teams consisted of two students versus 3-5 students in 2016) might have allowed for more cooperative and effective joint organization of presentations.

Content

“Content” refers to how well a presentation addresses and supports the scope of topics dictated by the assignment. The 2017 mean rating and distribution of ratings differed little from the 2016 results for content. Overall, the distribution of ratings indicates that 89% of the observed video presentations met or exceeded rubric expectations for content, suggesting a

strong majority of the observed students presented present content in a sufficiently specific and accurate manner.

Delivery

“Delivery” refers to voice and speech qualities such as volume, pace of speech, enunciation and level of enthusiasm evident in a speaker’s presentation. The 2017 mean rating for delivery essentially matched the 2016 results for delivery, while the distribution of ratings showed slight improvement. In 2017, 18%, 63%, and 18% (rounded percentages) of the observed students were judged to have exceeded, met, and fell below rubric expectations, respectively. The corresponding 2016 percentages were 21%, 54%, and 25%, respectively. Overall, this suggests presentation delivery is not a major problem for LBS students and slight improvement in delivery performance occurred.

However, room for improvement still remains. When interpreted strictly, minimum expectations in the delivery rubric allows for presentations in which pace, volume, enunciation, and enthusiasm do not enhance presentations. Thus, the 2017 results suggest that while 63% of the observed student presenters’ met delivery expectations, their delivery attributes did not necessarily enhance the presentation. Thus, program efforts to improve students’ ability to better apply pace, volume, enunciation, and enthusiasm should receive continued emphasis.

Non-Verbal

“Non-Verbal” refers to effective use of eye contact, gestures, and body movement while speaking. The 2017 results suggest non-verbal speaking cues continue to challenge students in LBS undergraduate program. In comparison to the 2016 results, the 2017 mean rating (1.87 in 2017 vs. 1.75 in 2016) and proportion of observed students who met or exceeded rubric expectations (63% in 2017 vs. 57% in 2016) indicate slight improvement. However, the broader trend from 2012-2017 reveals little noticeable improvement in non-verbal performance. As noted in past years’ reports, key weaknesses in this skill area observed by evaluators , overreliance on reading of prepared remarks from index cards, papers, computer monitors, or the projector screen stood out. As recommended in prior years’ reports, program efforts aimed at reinforcing and enhancing student skill at memorizing, rehearsing, and maintaining eye contact with the audience should be stressed.

Effective Use of Media

“Effective Use of Media” refers to aesthetic qualities of media used to support speech about presentation topics. Standards sought in this area were consistent, clear and professional looking presentation software slide design and effective use of video clips. Ratings for media usage arguably reflect more team-level than individual-level performance at the design and use of presentation software slide decks.

The 2017 mean rating (2.42) and distribution of ratings (92% met or exceeded expectations) for use of media indicate LBS students perform strongly in this aspect of oral presentation. Compared to the 2016, the mean rating rose notably and the proportion of observed presentations exceeding expectations doubled from 25% in 2016 to 50% in 2017. Notably, many of the observed slide decks avoided the appearance of being busy through use of

appropriate font size and judicious spacing of text and graphics. Again, in speculation, as noted in the prior discussion of organization, perhaps smaller team size in 2017 play a role.

Appearance

“Appearance” concerns the wearing of attire and display of conduct appropriate for a professional presentation. Minimal professional business attire standards stress neutral colors, good fit, neatness of appearance (e.g., pressed vs. wrinkled), minimal accessories, appropriate footwear, and proper grooming.

The 2017 mean rating (2.08) for appearance essentially matched the 2016 mean (2.05). The 2017 distribution of ratings improved slightly over the 2016 results in terms of the proportion of presentations meeting or exceeding expectations: 79% in 2017 versus 72% in 2016. However, a smaller proportion of observed presentations were judged as exceeding expectations in 2017 (24%) than in 2016 (36%). On the whole, the 2017 results suggest most LBS students display adequate attire and demeanor during oral presentations but room for improvement exists as only 1 of every 4 students use appearance to enhance their credibility with presentation audiences.

Assessment Method for Goal #2B

Progress toward Goal 2B was gauged by assessing completed essay assignments against the rubric, shown in **Appendix 3**. Numerical values of 3, 2, and 1 were assigned to the “Exceeds Expectations,” “Meets Expectations,” and “Below Expectations” performance levels in the rubric, respectively.

In 2017 the Committee collected and assessed 49 assigned five-page reports written by LBS seniors in one of the two sections of the undergraduate program’s capstone course, BUS 498, Global Business Strategy. The assignment instructions required students to select a Fortune 500 company and write a summary, evaluation, and recommendations for the firm’s global business strategy. **Appendix 4** shows the assignment instructions as they appeared in the course syllabus.

Assessment Results for Goal #2B

The mean ratings for the years 2012-2017 and distribution of ratings for 2017 appear in **Table 5**. Five-year trends of mean ratings from 2012 to 2017 appear in **Figure 3**. Overall, the 2017 mean ratings essentially matched the 2016 levels for six criteria and rose for the content and revision criteria. Notably, the 2017 mean rating of 2.17 for revision indicates a marked improvement over the 2016 rating of 1.94 and stands at the second highest level measured for revision efforts by LBS seniors over the past six years. This improvement reflects deliberate expectations for writing quality communicated to students by the course instructor for this BUS 498 class.

The distributions of the 2017 ratings show that strong majorities of the observed written reports met or exceeded expectations for all eight writing rubric criteria: for any given criterion at least 73% of the observed reports met or exceeded the expectations stated in the rubric. This

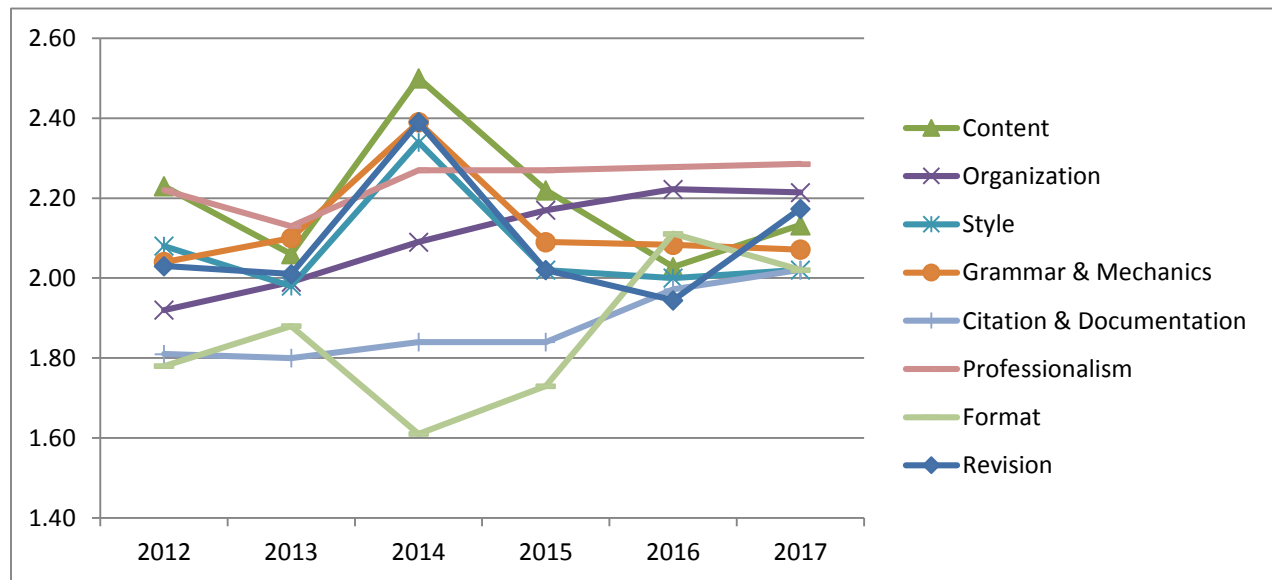
contrasts with the 2016 frequency distributions for which 56% represented the minimum proportion of writing pieces that met or exceeded expectations.

Specific observations and recommendations for each criteria area are discussed below.

Table 5 2017 Means and Frequencies of Written Communication Ratings

<i>Criterion</i>	<i>Mean Rating</i>						<i>Performance Against Expectations Percent of 2017 Essays that</i>		
	2012	2013	2014	2015	2016	2017	<i>Exceeds</i>	<i>Meets</i>	<i>Below</i>
Content	2.23	2.06	2.50	2.22	2.03	2.13	20%	71%	8%
Organization	1.92	1.99	2.09	2.17	2.22	2.21	24%	71%	4%
Style	2.08	1.98	2.34	2.02	2.00	2.02	20%	57%	22%
Grammar & Mechanics	2.04	2.10	2.39	2.09	2.08	2.07	20%	61%	18%
Citation & Documentation	1.81	1.80	1.84	1.84	1.97	2.02	18%	65%	16%
Professionalism	2.22	2.13	2.27	2.27	2.28	2.29	29%	71%	0%
Format	1.78	1.88	1.61	1.73	2.11	2.08	27%	47%	27%
Revision	2.03	2.01	2.39	2.02	1.94	2.17	29%	59%	12%

Figure 3 Mean Ratings for Written Communication Criteria 2012-2017



Content

“Content” refers to how well a written piece meets the assignment’s requirements. The 2017 distribution of ratings for this criterion shows that 92% of the observed five-page reports accomplished the purpose of the writing assignment, which contrasts with the corresponding 2016 threshold of 56%. Additionally, the 2017 mean rating for content rose a tenth of a rating point over the 2016 mean. Together the 2017 distribution and mean rating for content indicate the supporting details in the average observed report displayed adequate degrees of accuracy,

relevance, and specificity for the assigned writing project. The improved overall performance in this criterion area suggests the course instructor provided sufficient instructions and guidance about expected content for assigned reports.

Organization

“Organization” pertains to a written work’s sense of unity and structure, effective transitions between topics, and use of opening and closing statements. The 2017 mean rating (2.21) and distribution of ratings for organization closely mirror the 2015 and 2016 statistics for organization and reflect the judgment that nearly all of 49 observed reports displayed adequate structure, unity, and transitions.

Yet, one difference between the past years’ writing samples and the 2017 sample deserves notice. From 2012 through 2016, the instructions given for the observed samples of written essays stipulated an expected structure (a three paragraph essay) and order of topics to be covered in the essays. In contrast, the instructions for the 2017 observed sample of reports (see **Appendix 4**) stipulate no structure or order of topics. In light of this greater vagueness regarding organization, the 2017 statistics, while commensurate with the prior two years results, could be interpreted as reflecting improved performance against the organization criterion over the 2015 and 2016 results.

Style

“Style” refers to the clarity and conciseness of expression in writing evidenced by ease of reading, thoughtful word choice, avoidance of clichés, and control of wordiness. The 2017 mean rating for style (2.02) remains unchanged from the 2015 and 2016 mean ratings. However, the 2017 distribution of ratings indicate an overall improvement in style observed in the 2017 sample reports over the 2016 sample essays. In 2017 only 22% of the observed reports were judged not to have met style expectations. In contrast, 44% of the observed 2016 sample essays fell below rubric expectations.

Grammar and Mechanics

“Grammar & Mechanics” refers to observed errors in grammar, spelling, punctuation, capitalization, sentence construction, etc. and their impact on essay clarity. Here again, as with the mean ratings for content, organization, and style, the 2017 mean rating for grammar and mechanics (2.08) essentially matched the 2015 and 2016 ratings. While the mean rating indicates little change, the distribution findings reflects an overall moderate improvement of grammar and mechanics in the 2017 sample of reports over the 2016 sample of essays. In 2017, 18% of the observed reports fell short of grammar and mechanics rubric expectations; in 2016 28% of the observed essays did not meet expectations.

Citation and Documentation

“Citation & Documentation” refers to how well source materials are integrated and documented into a written piece. In 2017, the mean rating for this criterion, 2.02, rose only slightly above the 2016 mean of 1.97, signifying that, as in 2016, most of the observed writing sample adequately met the stated rubric expectations. However, comparison of the 2016 and 2017 distribution of ratings revealed a marked overall improvement in students’ citation and

documentation skills. In 2017, only 18% of the observed sample reports fell below rubric expectations as compared to 44% in 2016. Comments by the evaluator of the sample reports indicate while citation of source materials varied among the 49 observed reports, a strong majority of the reports identified source materials in an appendix.

Professionalism

“Professionalism” refers to a written piece’s use of positive language, lack of non-relevant references to age, gender, and race, and overall reader-centeredness. The mean rating and distribution of ratings for 2017 are nearly identical to those of 2016 and indicate the professionalism observed in each of the sample reports satisfied the stated rubric expectations for this criterion.

Format

“Format” refers to how well a written piece’s appearance and layout makes it easier to read. Section headings, page numbers, and overall vertical flow represent key attributes of a written work’s format that assist reader navigation. The 2017 mean rating (2.08) and distribution of ratings (73% of the observed sample reports adequately met stated rubric expectations) closely mirror the 2016 results and sustain the marked improvement in this area observed in 2016.

While the overall results for 2017 indicate sustained improvement over earlier years, the 2017 distribution of ratings suggest further room for further improvement. Observations noted by the evaluator of the 49 sample reports suggest more consistent use of section headings by students is needed.

Revision

“Revision” refers the degree to which an essay benefits from proofreading and subsequent efforts to improve aspects of the paper related to the seven criteria (content, organization, etc.). Compared to the 2016 mean rating (1.94), the 2017 mean rating (2.17) represents a noticeable improvement in students’ revision performance. More notably, the 2017 distribution of ratings details the extent of improvement. In 2017, 88% of the observed sample writings adequately met rubric expectations for revision compared to just 66% of the 2016 observed writing pieces. This year’s findings suggest the course instructor for BUS 498 stressed or otherwise communication clear expectations for revision efforts.

Recommendations for Learning Goals #2A and #2B

Ongoing General Recommendations

- Each department’s curriculum will include at least one (1) course that requires an oral presentation and two (2) courses that require a significant writing assignment.
- Make the LBS program oral presentation, writing assessment, or other equivalent rubrics transparent to students and use those rubrics for grading purposes.
- Faculty members should refer students who perform poorly in their writing assignments to the UNLV Writing Center for improvement guidance.

Specific Recommendations for Verbal Presentations

- Encourage students to effectively project their voice and enthusiasm for a topic when speaking during verbal presentations.
- Build student skill at memorizing, rehearsing, and maintaining eye contact with the audience during verbal presentations required throughout the curriculum.
- Continue to stress the value of well-designed and easily readable slide decks used during business presentations.

Specific Recommendations for Writing Assignments

- Continue providing instructions for writing assignments throughout the curriculum that state clear expectations regarding the specificity, accuracy, and completeness of content discussed in a paper.
- Continue reinforcement of the need for effective word choice, avoidance of clichés, and unnecessary wordiness in business writing pieces.
- Continue reinforcement of value of adequate documentation and citation of source materials in written pieces.
- Provide formatting standards (e.g., page numbers, section headings) in the instructions for written assignments throughout the curriculum.
- Reinforce the need throughout the curriculum for thorough proofreading and revision of written works.

IV. Assessment of Learning Goal #3

This section reports results from the assessment of progress by LBS undergraduate business majors in 2017 towards Learning Goal #3. The section describes the learning goal and its objectives, the method used to assess progress toward this outcome, and results from analysis of data provided by the artifact.

Learning Goal #3 and Objectives

Learning Goal #3 and its objectives pertain to teamwork and appear in **Table 6**.

Table 6 Learning Goal #3 and Objectives

Learning Goal #3	Learning Objectives for Goal #3
Students will work effectively in a team environment.	A. Students will exhibit proper cooperation with team members.
	B. Students will demonstrate individual responsibility for component parts of team projects.

Assessment Method

Assessment of Goal #3 involved use of a rubric for teamwork performance developed by the LBS Undergraduate Assessment Committee (**Appendix 5**) and a survey questionnaire (**Appendix 6**) used to gather data corresponding to performance criteria listed in the rubric. The questionnaire asked students to rate their level of agreement or disagreement along a 1-5 scale (1 = Strongly Disagree, 5 = Strongly Agree) with 12 statements describing exemplary behaviors specified in three classes of criteria in the teamwork performance rubric. Levels of teamwork performance observed in survey responses were inferred using the following correspondence rules relating mean ratings to rubric performance levels:

- A mean rating in the range from 3.00 up to 5.00 corresponds to performance ranging from meeting expectations/acceptable up to exceeding expectations/excellent.
- A mean rating in the range from less than 3.00 to 1.00 corresponds to performance ranging from barely meeting expectations/acceptable to below expectations/needs improvement.

During the fall 2016 and spring 2017 semesters, 150 students in three sections of the LBS course IS 378 (Project Management I), completed the survey questionnaire by providing responses to the 12 statements based on their perceptions of working with other students on a team project required for the course.

Analysis of Assessment Data

Table 7 lists the 2012, 2013, and 2015-2017³ mean ratings for the 12 questionnaire items, grouped into their respective criteria class. Overall, the results for 2017, shown in the last column, indicate the mean ratings for all 12 items increased over the 2016 levels. Discussion of results for the three criteria classes follows in the sections below.

Table 7 Mean Ratings for Team Work Survey Questionnaire Items: 2012, 2013 & 2015-2017

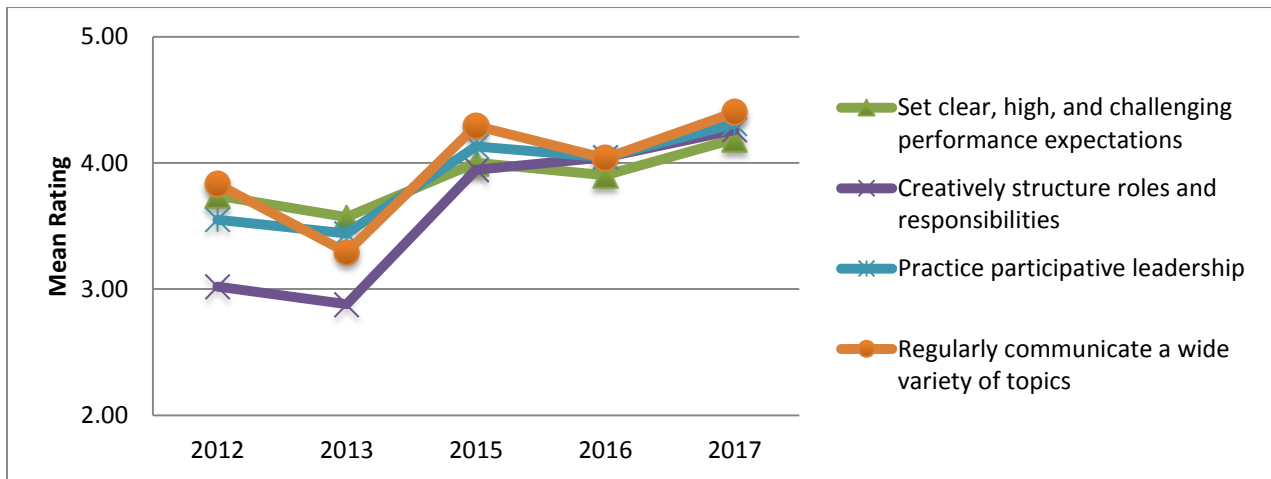
<i>Rubric Criterion</i>	<i>Item/Facet of Rubric Criterion</i>	Mean				
		2012	2013	2015	2016	2017
<i>Combine actions in an efficient and effective manner</i>	Set clear, high, and challenging performance expectations	3.74	3.57	4.00	3.90	4.19
	Creatively structure roles and responsibilities	3.02	2.88	3.94	4.05	4.26
	Practice participative leadership	3.55	3.44	4.13	4.05	4.31
	Regularly communicate a wide variety of topics	3.83	3.29	4.29	4.04	4.40
<i>Work in harmony toward a common end</i>	Acted in a highly professional manner towards each other	4.33	4.09	4.50	4.37	4.61
	Anticipated potential team conflicts	4.13	4.08	3.83	3.96	4.34
	Made impressive contributions to team efforts	3.72	3.84	4.29	3.92	4.27
	Sought diverse and dissenting viewpoints	2.48	2.98	4.00	3.93	4.20
	Sought opportunities to make everyone's job easier	3.51	3.37	4.19	4.13	4.32
<i>Perform the duties expected of them by the team</i>	Produced beyond what the team expected	4.01	3.80	4.02	3.76	3.87
	Maximized their personal effort	3.92	3.87	4.18	3.83	4.04
	Worked inter-dependently with and assisted others	3.81	3.67	4.23	4.05	4.31

Ability to Combine Actions in an Efficient and Effective Manner

One aspect of team cooperative behavior requires the ability to combine members' action in an efficient and effective manner, i.e., synergizes effort and work as one unit. Four questionnaire items describe exemplary behaviors of this nature. The 2017 mean ratings for these items ranged from 4.1 to 4.4 and exceeded each of the corresponding 2016 mean ratings. In all, the ratings suggests LBS students in 2016-2017 academic year agreed with the notions that their teams effectively set performance standards, assigned duties and structured work, shared leadership, and maintained communication while completing the team project assigned in IS 378. The narrow range of the mean ratings suggests students thought their team performed equally well in all facets of team synergy. Lastly, trend lines in **Figure 4** indicate the ratings for all four facets of synergistic team behaviors have remained stable over the last three years with a slight improvement in the most recent year (2017).

³ Data for progress toward Learning Goal #3 were not collected in 2014.

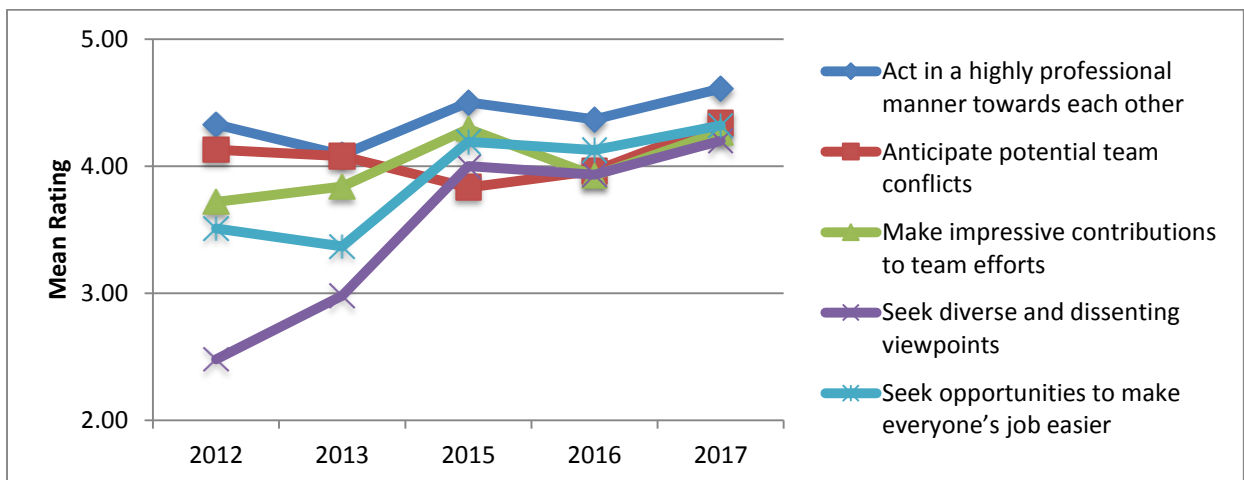
Figure 4 Mean Ratings for Team Ability to Combine Actions: 2012, 2013 & 2015-2017



Ability to Work Harmoniously Toward a Common End

Cooperative teamwork also requires team members to work in harmony. Five of the survey questionnaire items describe exemplary facets of harmonious work behavior. Each of the 2017 mean ratings for these items (**Table 7**), which range from 4.2 to 4.61 noticeably exceeded the 2016 ratings. This suggests LBS students in 2016-2017 academic year perceived strong performances by their teams in the areas of team professionalism, conflict management, tolerance for dissent, and mutual support. Additionally, trend lines in **Figure 5** suggest that the ratings in all facets of harmonious team behaviors continue to hold at a steady and commendable level.

Figure 5 Mean Ratings for Team Ability to Work Harmoniously: 2012, 2013 & 2015-2017

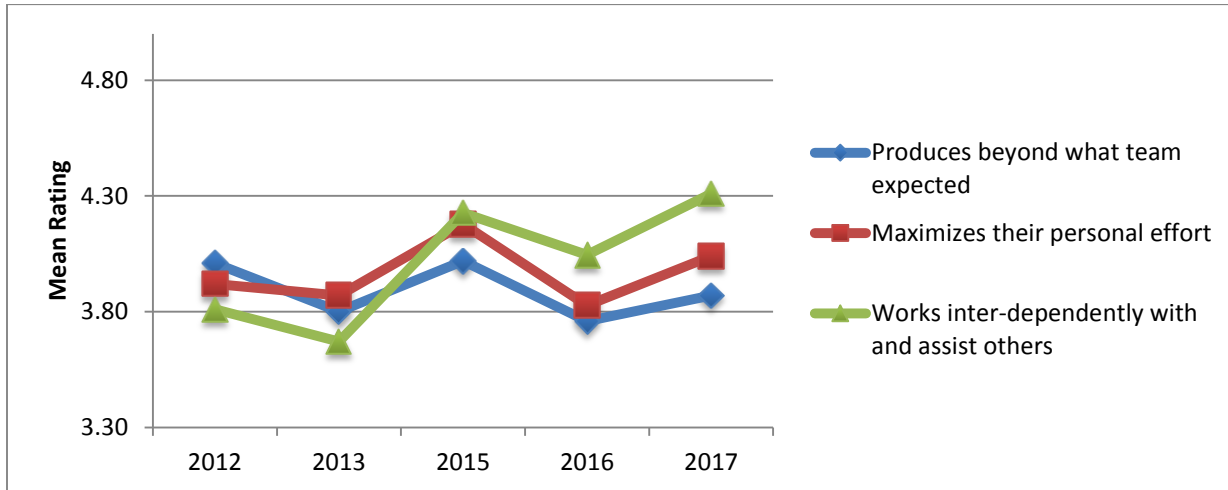


Ability of Team Members to Perform Duties Expected of Them by the Team

Cooperative teamwork behavior also requires team members to fulfill agreed upon individual duties. Three questionnaire items (last three items in **Table 7**) describe exemplary behaviors of this nature. The mean ratings for these items range from 3.9 to 4.3, which suggest in 2017 LBS

students thought each team member on average met expectations for individual production, effort, and mutual support in the scheme of team activities. The mean ratings suggest mutual support, i.e., the ability to work inter-dependently with and assist each other, to be strongest facet of this criterion and the weakest to be individual production, i.e., producing beyond what the team expects. Trend lines in **Figure 6** suggest the ratings in all facets of individual responsibility improved slightly over the 2016 levels.

Figure 6 Mean Ratings for Ability to Perform Duties Expected by Team: 2012, 2013 & 2015-2017



IV. Assessment of Learning Goal #4

This section describes the assessment of progress made in 2017 towards Learning Goal #4. It describes Goal #4 and its objectives, the method used to assess progress toward them, results from analysis of data provided by artifacts, and conclusions drawn from the data analysis.

Learning Goal #4 and Objectives

Goal #4 of the LBS Undergraduate Program Assessment Plan pertains to ethical and legal aspects of business. The goal and its learning objectives appear below in **Table 8**.

Table 8 Learning Goal #4 and Its Objectives and Criteria

Learning Goal #4	Objective	Criteria/Competency
Students will recognize and analyze ethical and legal dimensions of business decisions and identify probable outcomes and effects on stakeholders	Students will recognize and analyze ethical and legal issues	Students will recognize forces that pertain to ethics in business practices and be cognizant of ethical dilemmas.
		Students will recognize major legal aspects of the business environment, including but not limited to diversity and firm social responsibility.

Assessment Method for Goal #4

Artifacts used to gauge progress toward Goal #4 were generated from a brief case study of a business situation involving ethical and legal issues with two accompanying sets of questions (see **Appendix 7**; Question Set A for ethical issues, Question Set B for legal issues) for students to answer in writing after reading the case study. Corresponding rubrics (see **Appendix 8**) provided criteria against which to judge student written responses to the two sets of questions. Numerical values of 3, 2, and 1 were assigned to the “Exceeds Expectations,” “Meets Expectations,” and “Below Expectations” performance levels in the rubric, respectively.

The case study and questions were administered to students enrolled in the course numbered and titled BLW 302, Legal Environment of Business during the 2017 spring semester. Model answers to the questions provided by the course instructor provided the basis for judging how well student answers performed to the rubrics. After assigning a number to each completed brief turned over to the LBS Undergraduate Assessment Committee, 40 were randomly chosen with the aid of a random number generator for assessment against the rubrics.

Assessment Results for Goal #4

Responses to Case Questions Concerning Ethical Issues

Table 9 presents the 2012, 2013, 2015⁴, 2016, and 2017 mean ratings and 2017 rating frequencies assigned to student answers to the questions concerning ethical issues in the case briefs. **Figure 7**^[SA1] plots the mean ratings trends.

⁴ Learning Goal #4 was not assessed in 2014.

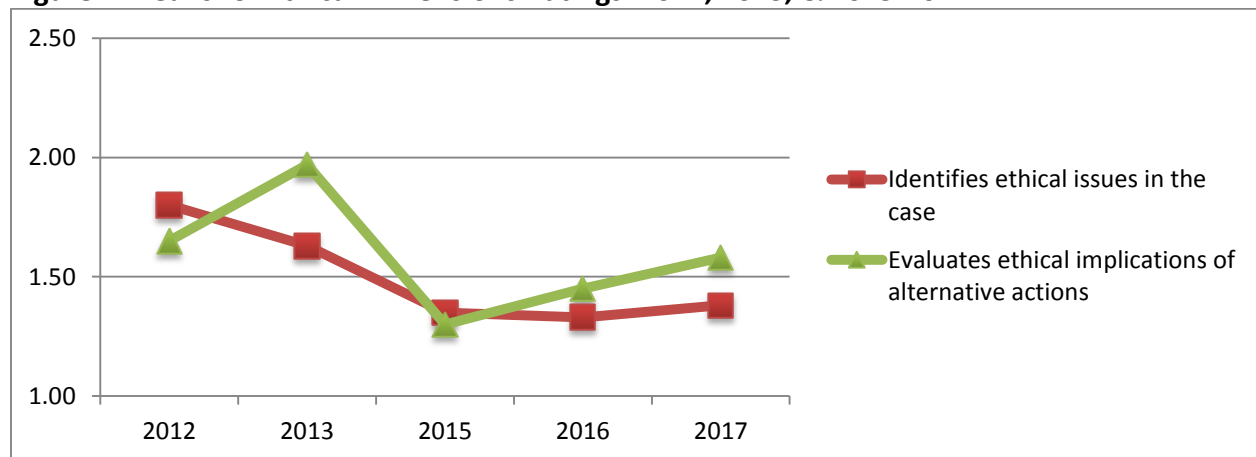
As **Table 9** shows, the 2017 mean ratings indicate negligible to slight improvement on the 2016 mean ratings. However, they also reinforce a sustained three-year performance drop off when compared to the 2012 and 2013 findings. Against the first criterion, which calls for identifying ethical issues, only 13 out of 40 briefs (35%) met or exceeded expectations. While this result is disconcerting, it does represent a slight improvement upon the 2016 assessment results in which 28% of observed cases met or exceeded expectations. The mean student performance on this criterion similarly demonstrated a small increase in 2017.

Against the second criterion, which concerns the ability to evaluate ethical implications of alternative courses of action, 53% of observed student responses met or exceeded expectations, which represents a marked improvement upon both the 2016 and 2015 proportions of 40% and 25%, respectively, of observed briefs met or exceeded expectations. Additionally, the mean student performance on this criterion improved for the second consecutive year. While these mean ratings and frequencies trends are encouraging, they nonetheless represent a lower performance level when compared to the 2012 and 2013 findings. For example, the 53% of student responses meeting or exceeding expectations in 2017 still falls short of the corresponding 60% in 2013. Taken together, the 2017 results for the ethical issues and implications criteria indicate there is room for continued improvement.

Table 9 2017 Means and Frequencies of Ethical Dimensions Ratings

Criterion/Competency	Mean					Performance Against Expectations 2017 Case Briefs That . . .		
	2012	2013	2015	2016	2017	Exceed	Meet	Below
Identifies ethical issues in the case	1.80	1.63	1.35	1.33	1.38	3%	32%	65%
Evaluates ethical implications of alternative actions	1.65	1.97	1.30	1.45	1.58	5%	47.5%	47.5%

Figure 7 Means for Ethical Dimensions Ratings: 2012, 2013, & 2015-2017



Common weaknesses noted about student responses to the ethical issues questions were:

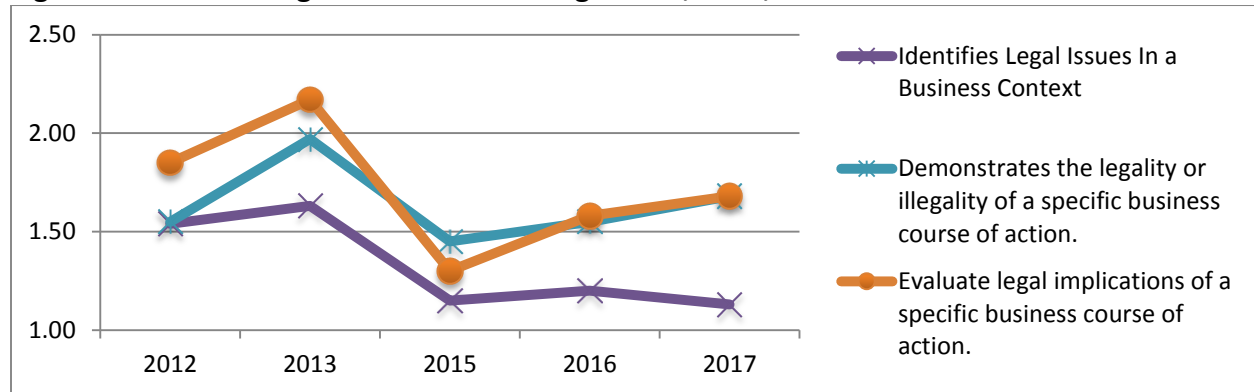
- Simple “yes” or “no” responses without justification to the question of whether or not a proposed action was ethical.
- Explanations for “yes” or “no” responses that lack depth and ethical reasoning. The majority of responses analysed the ethical situation and alternative courses of action with 1 or 2 sentence responses.
- Lack of ethical reasoning. Some responses provided more explanation but did so devoid of ethical analysis.
- A “When in Rome” mentality. Several responses attempted an ethical argument by justifying company behaviour as ethical if other companies are doing it. For example, one response stated, “It is ethical because other businesses in the industry are doing it” while another stated, “that’s the way today’s society operates.”
- Responses that failed to distinguish between ethical and legal concerns. Sample responses in this category included, “No laws are being broken so it is ethical,” and “yes, it is ethical because a company can legally fire someone for any or no reason at all,” and “it is ethical as long as there is no disparate impact.”
- Failure to weigh multiple parties with competing needs. Many responses provided a one-sided analysis taking either the side of the employees or the company without recognizing the need to consider multiple parties and weigh competing demands. Sample responses in this category include, “It is ethical for a company to protect itself,” and “People rely on Nuts and Bolts for employment so it is unethical to lay them off.”
- Nearly every response failed to consider the ethical obligation to adhere to any contractual agreements that might influence the layoff decision.
- In evaluating alternative courses of action, there was a failure among several to uncover less obvious consequences such as the potential for biased decisions on the part of managers.

Responses to Case Questions Concerning Legal Issues

Table 10 presents the mean ratings for the five assessments of this learning objective from 2012, 2013, 2015, 2016, and 2017 along with the 2017 frequencies of ratings assigned to student answers to questions concerning legal issues in the case briefs. **Figure 8**^[SA2] plots the mean ratings trends. The mean ratings reveal mixed results with declined performance on one criterion and four year highs on the other two.

Table 10 2017 Means and Frequencies of Legal Dimensions Ratings

Criterion/ Competency	Mean Rating					2017 Performance Against Expectations		
	2012	2013	2015	2016	2017	Exceed	Meet	Below
Identifies legal Issues In a Business Context	1.54	1.63	1.15	1.20	1.13	2.5%	8%	90%
Demonstrates the legality or illegality of a specific business course of action.	1.55	1.97	1.45	1.55	1.68	2.5%	62.5%	35%
Evaluate legal implications of a specific business course of action.	1.85	2.17	1.30	1.58	1.68	17.5%	32.5%	50%

Figure 8 Means for Legal Dimensions Ratings: 2012, 2013, & 2015-2017

The first legal dimensions criterion corresponds to Question B1 of the case study, which asked students' whether or not the company in the case would be legally required to notify layoff victims in advance of a layoff. Frequencies shown in **Table 8** show that only 10% of the observed student responses demonstrated an acceptable level of understanding of the legal requirements involved in this case study situation. This result is alarming and is the lowest among the five assessment cycles. Similarly, the mean rating for this question (1.13) is the lowest observed during the five assessment cycles.

From a qualitative perspective, few responses to Question B1 correctly indicated that companies should consider both federal and state laws that ascribe legal responsibilities the company could be subjected to when laying off employees. Indeed only two responses indicated the need to consider state laws and only one response identified a potentially relevant federal law (WARN). Rather, a majority of responses relied on personal opinion devoid of legal analysis, for example,

"I don't believe so. The layoffs aren't for fun. There is a calculated reason."

"No, they do not have to because action has to be taken immediately."

Some responses attempted legal analysis but failed to consider the applicable legal statutes relevant to the context, for example,

"This is the same as an employee not having contractual obligation to let a company know if they are quitting. The company can lay off employees at any time for any reason as long as there are no discriminatory reasons."

"They can order layoffs when they want as long as the employees are supported by unemployment."

A number of responses also failed to differentiate ethical or moral concerns from legal concerns, for example,

“Nuts and Bolts has a legal duty to inform employees about a layoff because they have a right to know about the status of their employment.”

“It is right to notify employees there might be a chance they could lose their employment so they can prepare.”).

Question B2, which asks how workers could argue that they were intentionally fired for illegal racial discrimination, corresponds to the second legal dimensions criterion that requires demonstration of the legality or illegality of a specific business course of action. Compared to the B1 responses, student answers to B2 fared much better. Against the second criterion 65% of the 2017 written responses met or exceeded expectations for the second consecutive performance improvement. The mean rating on this criterion was similarly the highest since 2013 and the second highest recorded during the five assessment cycles. A common shortcoming observed in answers to this question was the failure to apply any legal standards that plaintiffs might use to make the case they were illegally discriminated against. For example,

“You can’t control what letter your last name begins with so that would be illegal.”

“Employees would need to gather proof that there was discrimination.”

“Employees would have to prove the company intended to discriminate against them.”

Question B3 corresponds to the third legal dimensions criterion, which calls for the ability to evaluate legal implications of business actions. In all, 50% of the 2017 student responses to B3 met or exceeded expectations for this criterion, a rate equivalent to 2016 and almost double that of 2015 (27.5%). However, this result pales in comparison to 80% in 2013 and 72% in 2012. The mean ratings for this criterion (1.68) exceeded that of both 2016 (1.58) and 2015 (1.30) yet fell short of both 2012 (1.85) and 2013 (2.17). Specific reasons noted for the high percentage of responses failing to meet expectations were lack of awareness of disparate impact (e.g., “Choosing to layoff based on seniority could be adverse impact.”), failure to provide an adequate example of disparate impact analysis (e.g., “Laying off people based on religious affiliation or disability can result in adverse impact.”), and inability to determine or correctly apply the concept to this case situation (e.g., “If someone gets married and the last name prior was “zebra” and took the last name of the spouse to “Apple” and got fired because of that name change, I believe that would be a strong case.”)

As a whole, the patterns of results suggest that gains observed in the 2013 assessment cycle, which resulted from efforts to correct curriculum gaps identified in 2012, subsequently eroded. Renewed efforts during the last couple of years to rectify this decline have yielded improvements in student ability to demonstrate a legality or illegality (second criterion) and evaluate legal implications (third criterion) of a business course of action. However, significant attention needs to be devoted to improving student skill at identifying legal issues in a business

context (first criterion). Few students adequately demonstrate the ability to recall specific laws and considerations without prompting (for example, recognizing the importance of examining specific federal and laws state layoff laws in Question B1). It also appears that continued focus needs to be given to the third criteria. In the context of layoffs, a minority of students understand basic legal terms and concepts when asked specifically about them.

Recommendations for Learning Goal #4

The comparative analysis from the prior sections reveals two clear trend patterns over the past five assessment cycles (2012-2017). One pattern shows a marked rise in student performance from 2012 to 2013, followed by a just as noticeable falloff 2014 to 2015, and slight recovered slightly with consecutive years of improvement in 2016 and 2017, although still falling short of 2013 levels. The mean rating trends for the second ethical issues and second and third legal issues criteria exhibit this pattern. The other pattern shows a noticeable mean ratings decline over the period from 2012 to 2015, which then levels off without recovery from 2015 through 2017. The mean rating trends for the first ethical issues and first legal issues criteria exhibit this trend. This second declining trend pattern is more concerning.

A variety of factors could have contributed to this decline. First, the format for collecting students' written answers to case questions^[SA3] changed in 2015 from that of prior Goal 4 assessment cycles. In 2012 and 2013, students recorded answers in exam booklets. In contrast, in 2015 students were provided a sheet of paper with space for answers to the three ethics questions on one side and the three legal questions on the reverse side. This was modified slightly in 2017 as students were given a full page to respond to the ethics questions and a full page to respond to the legal questions. This likely produced two effects that limited the quality of student's responses. One, students likely felt more constrained in the depth of responses they could provide on one side of a sheet of paper than they might have if they had used exam booklets. Second, although students were not explicitly instructed that they could not use additional pages, none did. It's plausible that the limited, structured white space of the answer sheet format implied an unintended message that in-depth explanations were not expected nor desired. Indeed, a majority of responses in recent assessments have consisted of simple 1-2 sentence responses whereas responses in 2012 and 2013 were often a full page in length.

Second, given that student performance on this case analysis was not attached to student grades in any form, questions arose as to whether students' were motivated to provide answers that reflected their full understanding of ethical and legal implications of the case situation. It may be that a grade incentive would motivate students to provide more detailed and thorough responses to the case questions. Thus, as was recommended in previous assessments, in addition to considering whether an alternative case may be more appropriate for assessing this objective and giving the assessment later in the CORE, the LBS should explore avenues to motivate student performance on the assessment exercise.

Lastly, two factors worth consideration and discussed in previous assessment reports concern the point in the undergraduate program when data collection for Goal #4 occurs and the fit of

the case study with the goal's criteria. Currently, the case study and questions are administered to a predominantly junior year sample of students enrolled in MGT 303, which is typically completed early in the LBS undergraduate academic sequence. Arguably, seniors approaching graduation after having been exposed to legal and ethical applications in higher level courses might be expected to perform better. For example, students might have a better grasp of the legal implications of layoffs after taking the Human Resource Management course. Additionally, a case study that prompts more enumeration of consequences and proposal of recommendations to legal issues than the one currently used might be worth exploring.

V. Assessment of Learning Goal #5

This section reports on progress in 2017 toward Learning Goal #5. It describes the goal and its objectives, method used to assess progress, data analysis results, and conclusions from the data analysis.

Learning Goal #5 and Objectives

Goal #5 pertains to global and cultural issues that affect how a firm operates. The goal and its learning objectives appear in **Table 11** below.

Table 11 Learning Goal #5 and Its Objectives and Criteria

Learning Goal #5	Objective	Criteria/Competency
Students will identify global and cultural issues that affect how a firm operates and describe how these issues affect business decisions.	Students will recognize the existence of global and cultural issues and their effects on how a firm operates.	Students will recognize global and cultural issues and their effects on a firm.
	Students will suggest solutions to problems that are recognized as global and cultural issues.	Students will suggest solutions to problems that are recognized as global and cultural issues

Assessment Method for Goal #5

Progress toward Goal #5 was gauged by assessing answers written by students in BUS 498—Global Business Strategy to four questions about a short case study that describes an experience of Wal-Mart in Germany (**Appendix 9**). In 2017, 30 answer sets were obtained from the course instructor for assessment against the rubric in **Appendix 10**. Numerical values of 3, 2, and 1 were assigned to represent the rubric performance levels corresponding to “Exceeds Expectations,” “Meets Expectations,” and “Below Expectations,” respectively.

Assessment Results for Goal #5

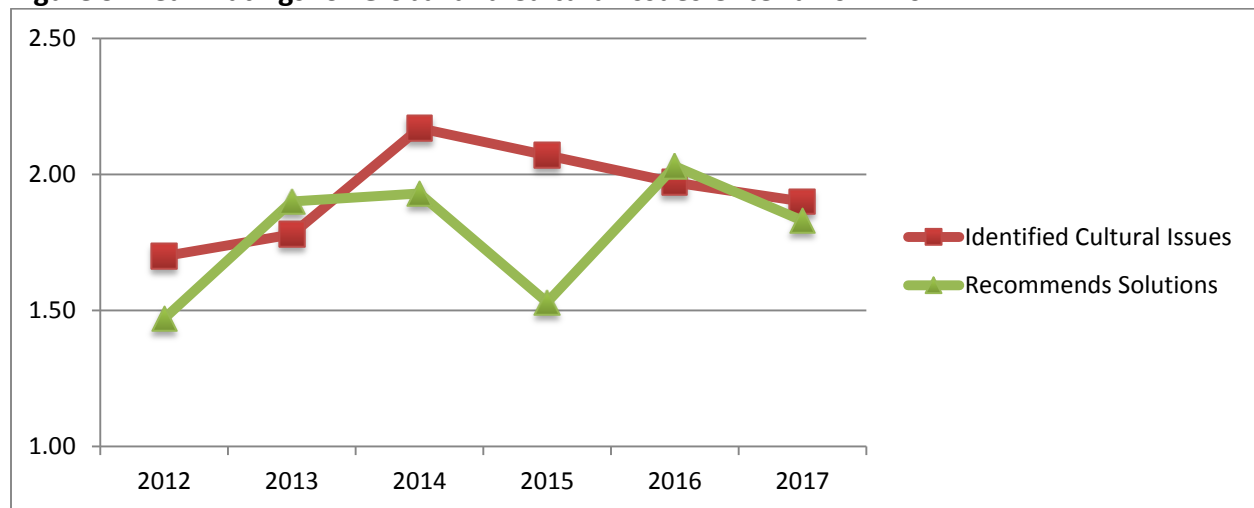
Table 12 presents the 2012-2017 mean ratings and 2017 distribution of ratings for the two Goal #5 criteria. Judged against the first criterion, which requires students to identify and characterize global and cultural issues that affect companies, 73% of the 2017 student responses to the case study questions met or exceeded rubric expectations, which slightly surpasses the 2016 proportion of 70%, equals 2015 and 2013 proportions, and falls just below the 2014 proportion of 77%. Taken together, the proportions over the 2013-2017 timespan represents a sustained marked improvement over the 2012 rate of 53%.

Moreover, as seen in **Table 12** and **Figure 9**, although the 2017 mean rating (1.90) for this criterion falls below the levels from 2014-2016, it remained higher than the 2012 and 2013 means for the fourth consecutive year. Thus, this pattern of results suggests that enactment of recommendations made for learning goal #5 in the first two assessment cycles led to sustainable improvements.

Table 12 2017 Means and Distributions of Ratings for Goal #5

Criterion/Competency	Mean Rating						2017 Performance Against Expectations		
	2012	2013	2014	2015	2016	2017	Exceeds	Meets	Below
Identified Cultural Issues	1.70	1.78	2.17	2.07	1.97	1.90	17%	56%	27%
Recommends Solutions	1.47	1.90	1.93	1.53	2.03	1.83	20%	43%	37%

Figure 9 Mean Ratings for Global and Cultural Issues Criteria 2012-2017



Nearly all students correctly recognized the need to consider cultural and global factors. However, some responses failed to identify specific elements of culture. As in prior assessments, omitted considerations of higher-level cultural, legal, and economic factors represented the most common limitation observed in students’ responses.

When judged against the second criterion, which requires the ability to recommend potential solutions to global and cultural issues faced by companies, 63% of students’ responses met or exceeded expectations, a proportion which fell slightly below the 2016 level of 70%. Similarly, the 2017 mean rating of 1.83 fell short of the 2016 level (2.03) but still noticeably exceeds the 2015 level.

Among answer sets that failed to meet expectations on the criterion of “Recommends Solutions”, the primary shortcoming was a lack of specificity. A small minority of responses that did not meet expectations failed to provide recommendations that recognized that the company did not succeed in Germany largely because it did not adapt to the local culture, laws and labor force. These responses tended to focus on generic business solutions that would apply in any context, whether domestic or international, e.g., “research the market and see if

you have a competitive advantage”, “the company needs to increase its market share” and “the company should do a SWOT analysis.” However, the most common limitation among responses was a lack of depth and specificity in providing recommendations to address recognized cultural, legal and labor force issues (“There are a lot of moving parts in a global company that they should consider,” and “they should research the market.”). These generally failed to suggest what cultural dimensions should be assessed and to provide specific recommendations for addressing the observed barriers identified in the case.

Recommendations for Learning Goal #5

In summary, the 2017 results regarding the first Goal #5 criterion indicate that action steps taken in response to the first two assessment cycles led to sustainable improvements. The 2017 results regarding the second criterion provide a mixed bag with results falling below last year’s results which were the highest among the assessment periods. In contrast, the current results on the second criterion remain significantly improved upon the first assessment cycles. As a result, we can cautiously conclude that actions taken from the early assessment have led to improvement in student learning. Nevertheless, steps should be taken to ensure that the present results are a one year aberration and not the beginning of a downward trajectory.

Appendix 1 UNLV Lee Business School BSBA Exam Questions for Goal #1**Accounting Assessment Questions**

1. Under the cost principle, a company capitalizes:
 - A. all ordinary repair expenditures incurred in the use of an asset.
 - B. any interest incurred in borrowing money to help pay for asset acquisitions.
 - C. all reasonable and necessary costs of acquiring an asset and preparing it for use.
 - D. the total market value of individual assets acquired in a 'basket purchase'.

2. Before adjustment, the allowance for doubtful accounts has a credit balance of \$2,700. The company had \$140,000 of net credit sales during the period and historically fails to collect 4% of credit sales. The company uses the percentage of credit sales method of estimating doubtful accounts. After adjusting for estimated bad debts, the ending balance in the allowance for doubtful accounts account will be:
 - A. \$8,300.
 - B. \$5,400.
 - C. \$2,900.
 - D. \$5,600.

The following is a listing of some of the balance sheet accounts and all of the income statement accounts for Mulberry Street Sportswear as they appear on the 12/31/14 adjusted trial balance.

Accounts Payable	10,000
Accounts Receivable	11,000
Advertising Expense	12,000
Cost of Goods Sold	89,000
Delivery Expense	6,000
Insurance Expense	1,000
Interest Expense	2,000
Merchandise Expense	20,000
Rent Expense	12,000
Sales	160,000
Sales Discounts	11,000
Sales Returns and Allowances	19,000
Unearned Revenue	2,000

3. Use the information above to answer the following question. Net Sales for 2014 would be
 - A. \$30,000.
 - B. \$124,000.
 - C. \$130,000.
 - D. \$160,000.

4. A company began the year with Assets of \$100,000, Liabilities of \$20,000 and Stockholders' equity of \$80,000. During the year Assets increased \$55,000 and stockholders' equity increased \$20,000. What was the change in Liabilities for the year?
 - A. Increase of \$75,000
 - B. Increase of \$35,000
 - C. Decrease of \$75,000
 - D. Decrease of \$35,000

5. Which of the following statements regarding revenues and expenses is true?
- A. Both revenues and expenses typically have credit balances.
 - B. Revenues and expenses are considered assets and liabilities, respectively.
 - C. Revenue is the same as cash.
 - D. Expenses decrease the amount of stockholders' equity.
6. The December 31, 2013, adjusted trial balance of a company, where all accounts have normal balances is:

Cash	\$1,500
Supplies	3,000
Service revenue	6,000
Retained earnings, January 1	500
Accounts payable	700
Dividends declared	2,000
Unearned revenue	1,800
Wages expense	2,000
Supplies expense	500

Given this information, after all closing entries are made, the balance in the retained earnings account is:

- A. \$2,000.
 - B. \$4,000.
 - C. \$0.
 - D. \$1,500.
7. A credit would make which of the following accounts decrease?
- A. Contributed Capital
 - B. Inventories'
 - C. Notes Payable
 - D. Retained Earnings
8. Which of the following statements regarding inventory calculations is true?
- A. Beginning inventory + net purchases - ending inventory = cost of goods sold.
 - B. Goods available for sale + ending inventory = cost of goods sold.
 - C. Beginning inventory + net purchases - ending inventory = goods available for sale.
 - D. Goods available for sale + cost of goods sold = ending inventory.
9. Your company receives advance payment in October for services that are provided during November. Which of the following is true?
- A. A liability is recorded in October; in November the liability is reduced and revenue is recorded.
 - B. Revenue is recorded in October and expenses are recorded in November.
 - C. An asset is recorded in October; in November, the asset is reduced and revenue is recorded.
 - D. Revenue and expenses are recorded in October.

10. A company sells a piece of equipment half-way through the accounting period. The straight-line rate of depreciation on the equipment is \$40,000 per year. Before recording the asset sale, the company should debit:
- A. depreciation expense for \$40,000 and credit accumulated depreciation for \$40,000.
 - B. accumulated depreciation for \$40,000 and credit cash for \$40,000.
 - C. depreciation expense for \$20,000 and credit accumulated depreciation for \$20,000.
 - D. cash for \$20,000 and credit depreciation expense for \$20,000.

Economics Assessment Questions

1. An opportunity cost exists:
- a. only when a time cost is incurred.
 - b. only when a monetary cost is incurred.
 - c. whenever any choice is made.
 - d. only when individuals do not calculate the explicit and implicit costs of a decision.
2. Firms maximize profit (minimize loss) when:
- a. The marginal revenue from selling one more unit equals the marginal cost associated with producing that unit.
 - b. the average cost of production is minimized.
 - c. the price of the product equals the firm's average cost of production.
 - d. marginal revenue from selling one more unit exceeds marginal cost of producing that unit.
3. Which of the following is true?
- a. Mutually beneficial trade is not possible when one country has an absolute advantage in the production of goods over the other.
 - b. International trade always benefits one country at the expense of another.
 - c. The total amount of goods available for consumption increases when countries reduce imports from other countries.
 - d. Trade based on comparative advantage makes both countries better off.
4. To halt the continued rise in the price of gasoline, the government implements a price ceiling, where the price of gas is not allowed to rise above \$3 a gallon. If the price ceiling was not in place, the price of gas would equal \$3.75 a gallon. The price ceiling has what effect on the sum of producer and consumer surplus in the market:
- a. reduces the sum
 - b. has no effect on the sum
 - c. increases the sum
 - d. may increase or reduce the sum, depending on the elasticity of supply
5. Which if the following best describes the effect a \$3 increase in a sales tax has on the equilibrium price in a market where the demand curve slopes downward and the supply curve slopes upward. Assume that the government collects the tax from sellers.
- a. The market price increases by \$3.
 - b. The market price rises by more than \$3.
 - c. The market prices rises, but the increase is less than \$3.
 - d. The market price will not change, the quantity supplied will decrease

6. In 2015, the price of every good and service is 6% higher than in 2014, but the economy produces exactly the same quantity of every good and service in 2015 as in 2014. From 2014 to 2015,
 - a. nominal GDP remains constant, real GDP grows by 6%.
 - b. nominal GDP and real GDP each grow by 6%.
 - c. nominal GDP and real GDP each grow by 3%.
 - d. nominal GDP grows by 6%, real GDP remains constant.

7. To increase the long run standard of living, policymakers should try to encourage
 - a. population growth.
 - b. saving.
 - c. consumption.
 - d. exports.

8. Suppose foreign demand for U.S. products increases. Ceteris Paribus, what happens to the exchange rate of the U.S. dollar?
 - a. The dollar appreciates.
 - b. The dollar depreciates.
 - c. The dollar exchange rate is not affected
 - d. The dollar revaluates

9. When short-run aggregate supply is upward sloping, a decrease in the money supply:
 - a. will cause the price level to fall and Real GDP to rise in the short run
 - b. will cause the price level to fall and Real GDP to fall in the short run
 - c. will cause the price level to rise and Real GDP to rise in the short run
 - d. will cause the price level to rise and Real GDP to fall in the short run

10. To use monetary policy to lessen the effects of a recession, the Federal Reserve would.
 - a. increase the money supply and increase interest rates
 - b. decrease the money supply and increase interest rates
 - c. increase the money supply and decrease interest rates
 - d. decrease the money supply and decrease interest rates

Finance Assessment Questions

1. A \$1,000 par value bonds has a 12% coupon rate (paid annually). It has 10 years remaining to maturity. If bonds of similar risk and maturity currently yield 8%, what should this bond's price be?
 - A. \$1,000
 - B. \$805.20
 - C. \$851.50
 - D. \$1,268.40

2. Which of the following statements is most correct?
 - A. Investors are able to eliminate virtually all market risk if they hold a large diversified portfolio of stocks.
 - B. Investors are able to eliminate virtually all company-specific (unique or diversifiable) risk if they hold a large diversified portfolio of stocks.

- C. Holding a large diversified portfolio of stocks will not impact investors' risk
- D. Holding a large portfolio of similar stocks from the same industry will reduce risk more than a diversified portfolio of stocks.
3. According to the traditional approach to capital structure, the value of the firm will be maximized when the
- A. Financial leverage is maximized.
- B. Cost of debt is minimized.
- C. Weighted average cost of capital is minimized.
- D. Dividend payout is maximized.
4. Which of the following causes common stock prices to increase?
- A. A lower required rate of return .
- B. A lower dividend growth rate.
- C. A higher required rate of return.
- D. A smaller current dividend
5. Which of the following events would make it more likely that a company would choose to call its outstanding callable bonds?
- A. A reduction in market interest rates.
- B. The company's bonds are downgraded.
- C. An increase in the default risk premium.
- D. An increase in the inflation rate
6. What is the present value of a 5-year ordinary annuity with annual payments of \$200 (at the end of each year), evaluated at a 15 percent interest rate?
- A. \$ 670.43.
- B. \$ 842.91.
- C. \$1,169.56.
- D. \$1,348.48.
7. What is the NPV of the estimated cash flows for the following project? The Company has a weighted average cost of capital of 11% and investors require a 13% return on the Company's common stock.
- | | | | | |
|---------|---------|------|------|------|
| | 0 | 1 | 2 | 3 |
| Project | -\$100m | +40m | +50m | +60m |
- A. \$16.14M
- B. \$20.49M
- C. -\$5.55M
- D. \$50.00M
- E. -\$2.25M
8. Which of the following statements about a capital budgeting project is CORRECT? Assume that the project being considered has normal cash flows, with one outflow followed by a series of inflows.

- A. The lower the required rate of return used to calculate it, the lower the calculated NPV will be.
- B. If a project's NPV is less than zero, then its IRR must be less than the required rate of return.
- C. If a project's NPV is greater than zero, then its IRR must be less than zero.
- D. The NPV of a relatively low risk project should be found using a relatively high required rate of return.
9. An investment offers a 7% annual rate for the next 5 years. In order to maximize the future value of your investment, which of the following do you prefer?
- A. Daily compounding.
- B. Monthly compounding.
- C. Quarterly (every 3 months) compounding.
- D. Annual compounding.
10. Refer to the data in the table. Which asset possesses the greatest amount of non-diversifiable risk?

Asset	Return	Beta	Standard Deviation
A	10%	0.74	20%
B	12%	1.00	40%
C	14%	1.25	30%

- A. A
- B. B
- C. C
- D. Both A and C
- E. Impossible to tell, given the above information

MIS Assessment Questions

1. An effective team exhibits the following:
- A. synergy, cooperation, innovation, coordination
- B. excitement, cooperation, drive, innovation
- C. synergy, stagnation, cooperation, innovation,
- D. A and B are correct
- E. A, B, and C are correct
2. Project audit goals include:
- A. Judging who made mistakes during the project
- B. Preventing mistakes in future projects
- C. Understanding project success issues
- D. Deciding how to punish wrong doers
- E. B and C are correct
3. A project can be considered a failure if :
- A. The project is over budget (cost)
- B. The project is beyond the projected time (time)
- C. The project does not meet the specifications (scope)
- D. All of the above
- E. None of the above – projects are successful if they are completed.

4. Elizabeth has just been assigned an innovative project at Modal, Inc. She's unsure what she should do to facilitate the conditions that will lead to a highly effective team necessary for this project to succeed. She should:
 - A. Establish open and effective communication channels
 - B. Clearly define and communicate project goals and expectations
 - C. Carefully select team members
 - D. Create a sense of common purpose among team members
 - E. Do all of the above

5. A _____ is an event – a point in the life of a project when a significant event occurs.
 - A. Milestone
 - B. Marker
 - C. specification
 - D. Timeline

6. The structural aspect(s) that play an important role in the management and impact of BI are the following, EXCEPT:
 - A. BI governance
 - B. regulation
 - C. BI competency center
 - D. Degree of centralization of BI
 - E. They all play an important role.

7. It is important to build and maintain organizational support for BI for all of the reasons below, EXCEPT:
 - A. People might be skeptical of the benefits from BI
 - B. People might feel threatened
 - C. People may prefer making intuition or gut-feeling based decisions rather than decisions based on information and analysis
 - D. People may embrace better analytic capabilities
 - E. People may be resistant to change

8. Why is business intelligence so important for businesses in the U.S.?
 - A. Businesses increasingly compete based on leveraging information.
 - B. The amount of data generated by businesses continues to decrease.
 - C. Businesses in the U.S. no longer compete in building products (manufacturing).
 - D. All of the above.

9. Which of the following can be used to educate users about BI?
 - A. Frequent communication
 - B. Making education collaborative
 - C. Leveraging the BI competency center
 - D. Training
 - E. All of the above

10. Which of the following is NOT one of the factors that drive businesses to adopt new business intelligence systems?

- A. The fast pace of IT innovation.
- B. Strong competition in markets.
- C. Increased customer demands.
- D. These are all factors that drive the adoption of BI.

Marketing Assessment Questions

1. Even with recent societal changes, the Family Life Cycle framework is useful to marketers since it suggests:
 - A. Household spending patterns at different stages of the cycle
 - B. Household financial resources at different stages of the cycle
 - C. Purchasing patterns for consumer durables (e.g., appliances)
 - D. All of the above
2. A common “low involvement” product for most people would be:
 - A. Cars
 - B. Furniture
 - C. Clothing
 - D. Toothpaste
3. In organizational (“business”) marketing, the focus of promotion strategy is most often:
 - A. Television advertising
 - B. Consumer sales promotions such as coupons
 - C. Public relations
 - D. Personal selling
4. The 4 P’s framework (price/product/promotion/place) is also called the:
 - A. Marketing plan
 - B. Marketing audit
 - C. Marketing mix
 - D. None of the above
5. Nielsen television ratings and scanning are examples of what research method:
 - A. Personal interviews
 - B. Focus groups
 - C. Observation
 - D. Secondary data analysis
6. The pricing strategy of selling airplane seats to different customers for different prices is called:
 - A. Psychological pricing
 - B. Odd/even pricing
 - C. Yield management pricing
 - D. Bundle pricing
7. The value of a brand (e.g., to sell to another company) is called its:
 - A. Product position
 - B. Brand equity
 - C. Market share
 - D. None of the above

8. Retailers often favor “private” brands because”
 - A. It gives them exclusive products
 - B. They don’t have to promote these products
 - C. The private brand programs are easy to set up
 - D. It is less risky than selling manufacturer brands

9. The “promotion mix” (one of the 4 P’s) includes all except:
 - A. Public relations
 - B. Sales promotion
 - C. Personal selling
 - D. Packaging

10. The largest (\$ spent) U.S. advertising medium is currently:
 - A. Radio
 - B. Magazines
 - C. Television
 - D. Internet

Management Assessment Questions

1. What is the first step in the comprehensive strategic-management model?
 - A. Performing external audits.
 - B. Measuring and evaluating performance.
 - C. Establishing long-term objectives.
 - D. Developing vision and mission statements.

2. A general manager at a department store is giving an important presentation to several departments to engage the whole staff in a new customer retention effort beginning this month. This is an example of
 - A. Planning.
 - B. Organizing.
 - C. Leading.
 - D. Controlling.

3. Which of the following is an example of an external stakeholder of an organization?
 - A. A member of Wal-Mart’s board of directors.
 - B. A customer who purchases a barbecue at Wal-Mart.
 - C. A new cashier at Wal-Mart.
 - D. The CEO of Wal-Mart.

4. The _____ prohibits discrimination based on race, color, religion, national origin, or sex
 - A. Civil Rights Act, Title VII.
 - B. Equal Pay Act.
 - C. Privacy Act.
 - D. Sarbanes-Oxley Act.

5. Managers must learn to
 - A. ignore change.
 - B. avoid change.
 - C. eliminate change.
 - D. manage change.

6. Which of the following are not major Leadership theories?
 - A. Path-Goal theory of Leadership.
 - B. Leadership Contingency Theory.
 - C. Leadership Trait Theory.
 - D. All of the above are major leadership theories.

7. Today, the basic management functions are considered to be
 - A. planning, coordinating, leading, and monitoring.
 - B. Commanding, organizing, leading, and decision making.
 - C. planning, organizing, leading, and controlling.
 - D. Planning, organizing, leading, and motivating

8. The steps of planning include all of the following except
 - A. Analyzing alternative pathways.
 - B. Setting a goal.
 - C. Creating alternative pathways.
 - D. All are essential steps of planning.

9. Which of the following are not functions of Human Resources management?
 - A. Recruiting.
 - B. Training.
 - C. Compensation.
 - D. All of these are functions of Human Resources management.

10. Group norms are developed in all of these ways except which one?
 - A. The first behavior pattern of the group
 - B. Critical incidents in the group's history
 - C. Goal setting
 - D. Carryover behaviors from past situations

Appendix 2 Oral Presentation Assessment Rubric for Goal #2A

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
1. Organization	<ul style="list-style-type: none"> • Logical flow • Purpose and support information easily understood • Demonstrated thorough understanding of topic, audience and flow 	<ul style="list-style-type: none"> • Some incidences with lack of logical flow and incomplete understanding of topic was evident • Purpose was sometimes difficult to discern • Support information was not easily understood 	<ul style="list-style-type: none"> • Inadequate or illogical flow • Ill-defined or no discernable purpose • Support information was unclear or incorrect • Lacked basic understanding of topic, audience and flow
2. Content	<ul style="list-style-type: none"> • Accomplished assignment directly and completely in an exceptional manner • All major topics covered and supported by relevant data 	<ul style="list-style-type: none"> • Accomplished assignment in a capable manner • Major topics covered but supporting data lacks specificity, accuracy, or relevance 	<ul style="list-style-type: none"> • Accomplished assignment only partially or indirectly • No supporting data; or data that was presented was not relevant or accurate
3. Delivery	<ul style="list-style-type: none"> • Pace, volume, and enunciation enhanced the presentation • Exhibited high level of enthusiasm and confidence • Generated audience interest and interaction 	<ul style="list-style-type: none"> • Pace, volume, and enunciation were acceptable but did not enhance the presentation • Uneven levels of enthusiasm and confidence exhibited • Some questions were answered more effectively than others 	<ul style="list-style-type: none"> • Exhibited extremely low level of enthusiasm and confidence • Projection consistently detracted from presentation; speech was too slow/fast, could not be heard, used fillers such as uhm, incorrect pronunciation
4. Non-Verbal	<ul style="list-style-type: none"> • Eye contact, gestures, and movement were used effectively 	<ul style="list-style-type: none"> • Eye contact, gestures, and movement occasionally distracted from the presentation 	<ul style="list-style-type: none"> • Non-verbals consistently detracted from presentation (read from notes, monitor or screen; made no eye contact; no/excessive movement, stood behind podium or in front of screen)

5. Effective use of Media	<ul style="list-style-type: none"> • Used media extremely effectively to clarify, simplify, or emphasize numerical data or main points • Media was clear and professional • Media reinforced the presentation • No spelling or grammatical errors 	<ul style="list-style-type: none"> • Media used distracting slide design (template, font, clip art) • At least one spelling or grammatical error • Used visuals fairly effectively to clarify, simplify, or emphasize numerical data or main points 	<ul style="list-style-type: none"> • Either did not use media or did so ineffectively • Media were unclear, unattractive, or unprofessional • Did not support presentation and contained several spelling and/or grammatical errors • Many visuals did not clarify, simplify, or emphasize numerical data or main points
6. Appearance	<ul style="list-style-type: none"> • Highly professional attire and demeanor enhanced credibility of speaker 	<ul style="list-style-type: none"> • Acceptable professional attire and demeanor 	<ul style="list-style-type: none"> • Unprofessional attire and demeanor • Seated presenters exhibited distracting behavior during presentation

Adapted from: Anderson, J. S., and Mohrweis, L. C., 2008. "Using Rubrics to Assess Accounting Students' Writing, Oral Presentations, And Ethics Skills.' *American Journal of Business Education* (Fourth Quarter), 85-93.

Appendix 3 Writing Assessment Rubric for Goal #2B

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
1. Content	<ul style="list-style-type: none"> Accomplished purpose of assignment directly and completely in an exceptional manner All major topics thoroughly supported by specific, accurate, relevant data 	<ul style="list-style-type: none"> Accomplished purpose of assignment in a capable manner Major topics covered but supporting details somewhat lacking in specificity, accuracy, or relevance 	<ul style="list-style-type: none"> Accomplished purpose of assignment only partially or indirectly Little or no supporting data or data presented was not relevant, specific, or accurate
2. Organization	<ul style="list-style-type: none"> Exceptionally clear sense of unity and order, logical transitions, highly effective opening and closing 	<ul style="list-style-type: none"> Adequate sense of unity and order, most transitions effective, clear opening and closing 	<ul style="list-style-type: none"> Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing
3. Style (clarity & conciseness)	<ul style="list-style-type: none"> Used smooth, clear, readable prose in a superior way throughout, no clichés or wordiness, consistently effective word choice 	<ul style="list-style-type: none"> Used smooth, clear readable prose throughout most of paper, few clichés, occasional wordiness, generally appropriate word choice 	<ul style="list-style-type: none"> Lacked smooth, clear, readable prose, contains clichés and wordiness, generally ineffective word choice
4. Grammar & Mechanics	<ul style="list-style-type: none"> Few, if any, errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage 	<ul style="list-style-type: none"> Not more than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage, but did not affect overall clarity 	<ul style="list-style-type: none"> More than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage that made the paper unclear or difficult to read
5. Citation & Documentation	<ul style="list-style-type: none"> Correctly and clearly incorporated source material into the paper, documented sources accurately and correctly 	<ul style="list-style-type: none"> No more than a few clarity problems incorporating source material or in documenting sources accurately and correctly 	<ul style="list-style-type: none"> Frequently incorporated source material unclearly or documented sources inaccurately or incorrectly

6. Professionalism	<ul style="list-style-type: none"> • Writing was exceptionally reader-center and valid, used positive language, and lacked sexist language and non-relevant references to age, gender, or race 	<ul style="list-style-type: none"> • Writing was consistently reader-center and valid, used positive language, and lacked sexist language and non-relevant references to age, gender, or race 	<ul style="list-style-type: none"> • Writing was not reader-centered and valid, used negative or sexist language, or made non-relevant references to age, gender, or race
7. Format	<ul style="list-style-type: none"> • Paper had an extremely professional, balanced appearance, pages were numbered, and any headings were descriptive, in parallel form, and extremely helpful to the reader 	<ul style="list-style-type: none"> • Paper had a professional, reasonably well-balanced appearance, pages were numbered, and any headings were generally descriptive, in parallel form, and helpful to the reader 	<ul style="list-style-type: none"> • Paper did not have a professional, balanced appearance, pages were not numbered, and/or any headings were not generally descriptive, in parallel form, or helpful to the reader.
8. Revision	<ul style="list-style-type: none"> • Ample evidence of comprehensive revision and close proofreading. 	<ul style="list-style-type: none"> • Some evidence of revision and proofreading. 	<ul style="list-style-type: none"> • No evidence of revision and/or proofreading.

Rubric adapted from the following sources:

Anderson, J. S., and Mohrweis, L. C., 2008. "Using Rubrics to Assess Accounting Students' Writing, Oral Presentations, and Ethics Skills," *American Journal of Business Education* (Fourth Quarter), 85-93;

Rubric found on St. John's University web site at the following URL:
<http://www.stjohns.edu/media/3/b70496a33395485e99c83c24f67364f1.pdf>, last referenced on August 17, 2012.

APPENDIX 4 BUS 498 WRITING ASSIGNMENT FOR GOAL #2B

BUS 498 Company Global Business Strategy Summary Report Guidelines

SUMMARY: You will prepare a five-page summary of the global business strategy of the company you selected at the beginning of the course. The summary will state your best understanding of your company's global business strategy as it relates, pertains, applies to your company. You will include your agreements/disagreements with such strategy as well as your recommendations to improve their business results in an international environment.

Appendix 5 Teamwork Assessment Rubric for Goal #3

<i>Plan Criteria/Competency</i>	<i>Rubric Criteria</i>	<i>Exceeds Expectations/ Outstanding</i>	<i>Meets Expectations/ Acceptable</i>	<i>Below Expectations/ Needs Improvement</i>
Students will exhibit teamwork and cooperation with other managers	Students in the program exhibit ability to combine actions in an efficient and effective manner when they	<ul style="list-style-type: none"> • Set clear, high, and challenging performance expectations of each other • Creatively structure (i.e., roles and responsibilities) team’s work • Practice participative leadership 	<ul style="list-style-type: none"> • Set performance expectations of each other • Structure teamwork in logically way • Choose team leaders. 	<ul style="list-style-type: none"> • Do not form expectations of each other • Arbitrarily structure teamwork or do not structure it • Hesitant to assume leadership or participate in it
	Students in the program exhibit ability to work harmoniously with other students toward a common end when they	<ul style="list-style-type: none"> • Act in highly professional (reliable, honest, respectful, work-focused, etc.) manner towards each other • Anticipate potential team conflicts; agree beforehand to methods of mutual resolution of conflicts • Make impressive contributions to team efforts • Seek diverse and dissenting viewpoints • Seek opportunities to make everyone’s job easier 	<ul style="list-style-type: none"> • Act professionally towards each other. • Seek methods for mutual resolution when team conflicts arise. • Predictably contribute to team efforts. • Welcome diverse and dissenting viewpoints. • Regularly assist each other when problems arise. 	<ul style="list-style-type: none"> • Act unprofessionally towards each other • Don’t anticipate team conflicts; lack methods of conflict resolution • Recognize contributions from others • Feel threatened by diverse and dissenting viewpoints • Try to assist when others ask for help

<i>Plan Criteria/Competency</i>	<i>Rubric Criteria</i>	<i>Exceeds Expectations/ Outstanding</i>	<i>Meets Expectations/ Acceptable</i>	<i>Below Expectations/ Needs Improvement</i>
<p>Students will demonstrate that they did a fair share of the work team’s responsibility.</p>	<p>Students in the program perform the duties expected of them by the team when they</p>	<ul style="list-style-type: none"> • Produces beyond what team expected • Maximizes their personal effort • Works inter-dependently with and assist others in their duties when possible 	<ul style="list-style-type: none"> • Produces what team expected. • Gives enough effort for team needs. • Operates inter-dependently with team members 	<ul style="list-style-type: none"> • Produces less than what team expected • Could do more to help meet team needs • Operates independently of other team members

Appendix 6 Teamwork Survey Questionnaire for Goal #3

Teamwork Survey

Rate the following 12 statements on a scale of 1-5 (1 represents STRONGLY DISAGREE; 5 represents STRONGLY AGREE).

During its work on Assignment 8, my team . . .					
1	Set clear, high, and challenging performance expectations of each other.....	1	2	3	4 5
2	Creatively structured the roles and responsibilities of each team member.....	1	2	3	4 5
3	Practiced participative leadership	1	2	3	4 5
4	Regularly communicated a wide variety of topics related to the team's work	1	2	3	4 5

If all members of my team were combined to form one person, then during the course of my team's work on Assignment 8, I would say that the team . . .					
5	Acted in a highly professional (reliable, honest, respectful, work-focused, etc.) manner towards each other.....	1	2	3	4 5
6	Anticipated potential team conflicts; agreed beforehand to methods of mutual resolution of conflicts	1	2	3	4 5
7	Made impressive contributions to team efforts.....	1	2	3	4 5
8	Sought diverse and dissenting viewpoints.....	1	2	3	4 5
9	Sought opportunities to make everyone's job easier	1	2	3	4 5

When thinking about everyone's contribution to Assignment 8, I would say students in the team . . .					
10	Produced beyond what the team expected	1	2	3	4 5
11	Maximized their personal effort	1	2	3	4 5
12	Worked inter-dependently with and assisted others in their duties when possible	1	2	3	4 5

Appendix 7

Ethics and Legal Issues Case Assignment for Goal #4

NutsandBolts Inc. is a manufacturer of industrial fasteners, mostly nuts and bolts. It has a total of 500 employees, the majority of whom work in its manufacturing plant and the rest of whom perform standard business functions such as accounting, sales and marketing, human resources etc. The company's operations are all located in the United States, and the majority of its sales are domestic with a limited number of international customers. For the last two years, competition has been increasing in the industry, and profit margins for the company have been shrinking. The company is still profitable, but top management is concerned with the trends and sees a real possibility of a net loss next year. Because of this, the CEO and the President are discussing the need for layoffs.

Company turnover is low, and most employees stay with the company for five or more years. The company has a history of treating its employees well, and there is no labor union representation. The company is considering expanding its international business, but fears that it does not have either the time or the money to do this before financial results turn from profit to loss. After some discussion, the CEO and the President agree that a labor force reduction of about ten percent would be sufficient to keep the company profitable for the foreseeable future. The company has no history of layoffs, so they are exploring uncharted territory for them.

They feel that the layoffs must be done quickly to have the desired effect, so reducing staff by attrition will take too long, and they have rejected this option. After reviewing what other companies in similar situations have done, they have reduced their action plan to two options.

Option 1 is to carry out all the layoffs on the first working day of the next month. Fifty employees will be told that their employment is being terminated on that day. Each terminated employee will receive two weeks' severance pay, and have their health insurance continued for one month. Layoffs will be effective immediately: for these employees the day that they are told will be their last day at work. The layoffs will be proportional by work division: that is, the number of layoffs in each division will be ten percent of the number of employees in that division. Division heads will be informed of the plan one week before the layoffs take place. Each division head will determine which specific employees will be laid off.

Option 2 is the same as option 1 with the following exceptions. In order to avoid any possible legal entanglements based on discrimination, employees to be laid off will be selected alphabetically by last name. All those whose last name begins with "A" will be laid off, then "B" and so on until the required number of employees has been reached. This approach will assure randomness and prevent even accidental bias. In addition to two weeks' severance pay and one month's health insurance, an employment service will be retained and each employee terminated will receive up to three hours' free counseling and help from this service.

A. Answer the following questions relating to ethical issues (each answer should be between 1/4 and 1/2 page long):

1. Is it ethical for the company's management to lay off ten percent of the employees while the company is still profitable, regardless of which method is used to identify those who will lose their jobs?
2. Assuming that it has been established that layoffs are needed and that the good to be accomplished justifies removing some satisfactory employees from their jobs, is the manner of proceeding outlined in Option 1 ethical? Why or why not?
3. Assuming that it has been established that layoffs are needed, that the good to be accomplished justifies removing some satisfactory employees, is the manner of proceeding in Option 2 ethical? Why or why not?

B. Answer the following questions relating to legal issues (each answer should be between 1/4 and 1/2 page long):

1. Does NutsandBolts, Inc. have a potential legal duty to inform the workers that there will be layoffs?
2. The NutsandBolts layoff Option 1 calls for each division head to determine which specific employees will be laid off. Some of these employees will almost certainly fall into various classifications, such as race, color, religion, national origin, sex, disability and age, which are protected under federal law, most notably Title VII of the Civil Rights of 1964 which protects the first five. It is quite likely that some of these workers will feel they are being laid off not because of their lack of skills and abilities, which is presumably what the division heads will say (and quite likely are applying) is their criteria, but are in fact being laid off because of their race etc. How would these workers make their case that they being intentionally fired for such an illegal act?
3. The NutsandBolts layoff Option 2 calls for employees to be terminated by alphabetical order beginning with the letter "A" until the desired number is reached. This approach would be applying facially neutral criteria since all people have names and thus, on the surface this does not appear to be illegally discriminatory. However, under Title VII even using facially neutral criteria is illegal if it has a disparate impact on protected groups. Give an example of disparate impact analysis, and then discuss whether this is likely to occur in this scenario.

**Appendix 8
Ethics and Legal Issues Assessment Rubrics for Goal #4**

Rubric for Assessment of Learning Regarding Legal Dimensions of Business Decisions			
<i>Criteria/Competency</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>
Identifies Legal Issues In a Business Context	Did not identify legal issues, or identification is unintelligible or incorrect.	Correctly Identified federal or state legal issues but not both or showed no in-depth understanding.	Identifies applicable federal legislation as well as the need to consider variability in state legislation
Identifies Resolutions to Legal Issues in a Business Context	Fails to recognize the ways employees may legitimately make their case under either disparate impact or treatment.	Enumerates some ways employees may legitimately make their case under either disparate impact or treatment but not both or is incomplete.	Fully enumerates the major ways employees may legitimately make their case under both disparate treatment and disparate impact.
Evaluates Impacts of Legal Issues in a Business Context	Recommendations show minimal comprehension of disparate impact.	Show basic comprehension of disparate impact but fails to adequately explain its application in the case and/or to provide an effective alternative example.	Shows thorough grasp of disparate impact and its relevance to the case and provide an effective alternative example.

Rubric for Assessment of Learning Regarding Ethical Dimensions of Business Decisions			
<i>Criteria/Competency</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>
Identifies ethical issues in the case	Did not identify issues, or identification is unintelligible.	Identified issues but shows no in-depth understanding. Presents a one-sided perspective	Identifies issues, shows understanding and a balanced perspective.
Evaluates ethical implications of alternative courses of action	Fails to list trade-offs and/or implications, or those identified are incorrect.	Enumerates some trade-offs and implications.	Enumerates all major trade-offs and implications.

Appendix 9 Global and Cultural Business Issues Case Study for Goal #5

Wal-Mart in Germany

Germany accounts for around 15% of Europe's \$2 trillion a year retail market. At a GDP of \$2.25 trillion and a population of about 80 million people, Germany is by far the biggest retail market in Europe. However, the market is highly competitive with razor thin profit margins and a low growth rate. While consumers spent about 40% of their disposable income in retail stores 10 years ago, this number went down to only 30% in 2003.

In January 1998, Wal-Mart acquired 21 Wertkauf hypermarkets in Germany. Later that same year, the company acquired 74 units of the Interspar hypermarket chain. Wal-Mart has since invested in the remodeling of these stores and today operates 92 Supercenters in Germany. Wal-Mart Germany employs more than 14,000 associates across the country.

Wal-Mart's attempt to apply the proven U.S. success formula to the German market turned out to be problematic. The company's operating loss is estimated to be Euro 100 million (\$ 125 Million) per year. Also, sales were decreasing by 2% in 2003.

Wal-Mart is insistent to offer its merchandise at the cheapest price. Customers who find the products at a cheaper price will get the difference reimbursed. Wal-Mart Germany's CEO Kay Hafner comments: "We are offering the cheapest prices in town". When Wal-Mart first opened in 1998, the company was so adamant about establishing the reputation of being a price breaker that it lost 12 cents on every dollar sold. In order to avoid further dramatic losses of this kind, Wal-Mart offers its reimbursement guarantee now only for selected products. This did not go unnoticed by customers. A survey revealed that the majority of 85% of customers do not perceive Wal-Mart as offering the best deals.

Wal-Mart's value proposition to offer "excellent customer service" has been plagued by a variety of regulatory and cultural obstacles. Germany's restrictive shopping hour regulations (at a maximum stores can be open for 80 hours/week, Sunday and holiday openings are not permitted at all) prevent Wal-Mart from offering its customers the convenience and shopping comfort associated with 24/7 operations. The typical greeter was often perceived by German customers as an underpaid worker who does not add any value but costs money to be paid through higher prices. Also, German consumers are a lot less service oriented than their American counterparts. A recent survey revealed that price and value is more important than service and quality to 63% of Germans versus 18% of Americans.

With 60,000 different products, Wal-Mart offers a substantially better selection than its competitors in the low price segment of the market. Its biggest competitor in this segment, Aldi Group, only offers 600 different products. Aldi, which operates 3741 stores in Germany, combines ultra low prices (and margins) with high product quality, a very narrow assortment of about 600 products, and a no-frills self-service shopping environment that translates in the highest labor productivity of the industry.

At a typical Wal-Mart you will find a food section with fresh vegetables, meat, fish, frozen and packaged food, all being offered by friendly sales people. The labor force is well organized by unions. The unions' initial enthusiasm prompted by Wal-Mart's decision to hire more staff immediately after its entry in Germany to provide "excellent customer service" quickly faded away. As losses mounted, Wal-Mart tried to cut staff and close the most unprofitable locations to reduce its high personnel costs. However,

due to Germany's strict worker protection regulations, firing workers and closing stores is a complicated, time consuming, and very costly affair. The struggle with unions and regulators in turn had a negative impact on Wal-Mart's image as an employer providing reasonable salaries and high job security. Now Wal-Mart has difficulties in finding workers for its central warehouse. This affects the goods deliveries to stores, where not much is seen of Wal-Mart's famous logistics. As Jürgen Glaubnitz, one of Wal-Mart's union representatives put it: "The German workers do not like to be regarded as cheerleaders, but as personalities with their own ideas and rights". It was probably not helpful for motivating its employees that Wal-Mart Germany's first CEO Rob Tiarks, a U.S. citizen who refused to learn the German language, expected his management and workers to adopt the same mystique and cult-like company culture inspired by its founder Sam Walton.

Admitting defeat, Wal-Mart sold its German business to rival Metro in late 2006. While the official sales price has not been disclosed, people familiar with the deal say Metro paid little more than the retail value of Wal-Mart's inventory.

Sales, Productivity per unit of Sales Floor and Customer Satisfaction 2003

Company	Sales (billion Euro)	Sales (Euro/sq.meter)	Customer Satisfaction Max: 100
Aldi	25	7,500	73.45
Rewe	29	5,850	
Globus	3.4	5,250	71.42
Schwarz	17	4,900	70.2
Metro	32	4,00	64.1
Edeka	25	3,600	
Tengelmann	12.5	3,600	
Wal-Mart	2.9	3,500	64.39

1. How does a global strategy differ from a multinational strategy? What are the potential advantages and disadvantages of a global versus multinational strategy? Which strategy did Wal-Mart follow?
2. What factors accounted for Wal-Mart's failure in Germany?
3. If you were Wal-Mart, what would you have done differently to address the factors identified in #2 above?
4. In addition to the information provided in the case, what broad categories should a company consider when operating in more than one country? What specific dimensions would you analyze within each of these?

Appendix 10 Global and Cultural Business Issues Assessment Rubric for Goal #5

Plan Criteria/Competency	Rubric Criteria	Exceeds Expectations/ Outstanding	Meets Expectations/ Acceptable	Below Expectations/ Needs Improvement
<p>Students will identify global and cultural issues that affect how a firm operates and describe how these issues affect business decisions.</p>	<p>Students will recognize the existence of global and cultural issues and their effects on how a firm operates</p>	<p>Student</p> <ul style="list-style-type: none"> Easily identifies specific cultural beliefs or values that impact a business situation decision. Distinguishes cultures along higher-level dimensions (e.g., high vs. low context; individualist vs. collectivist) Evaluates impact of issues due to interdependence of national systems (economic, political, regulatory, etc.) on business decisions. 	<p>Student</p> <ul style="list-style-type: none"> Displays some knowledge of specific beliefs and values that impact business decisions. Recognizes higher-level dimensions for describing cultures. Identifies issues due to interdependence of national systems. 	<p>Student</p> <ul style="list-style-type: none"> Fails to recognize how different value systems impact on business decisions. Unaware of higher-level dimensions for analyzing cultures. Has difficulty identifying interdependence of national systems; cannot relate them to business decisions.
	<p>Students will suggest solutions to problems that are recognized as global and cultural issues</p>	<p>Student</p> <ul style="list-style-type: none"> Recommends sophisticated, creative, and sound courses of action that address issues arising from cultural and national differences that bear on a business decision. 	<p>Students</p> <ul style="list-style-type: none"> Recommends relevant courses of action that address issues arising from cultural and national differences that bear on a business decision. 	<p>Students</p> <ul style="list-style-type: none"> Recommends courses of action that fail to address issues arising from cultural and national differences that bear on a business decision.