

Graduate AOL Report Appendix

Exhibit #1: Sample Teamwork Student Outcomes

Summary of Rubric Performance Data for Face-to-Face Teamwork Project 2018-2023

MKTG 839 Marketing Strategy (face-to-face)					
Term	# of Teams	Exceeded Expectations	Met Expectations	Missed Expectations	% Met or Exceeded
Spring 2018	6	0	6	0	100%
Spring 2019	3	2	1	0	100%
Spring 2021	3	1	2	0	100%
Spring 2022	5	0	4	1	80%
Spring 2023	2	0	2	0	100%
Total	19	3	15	1	95%

Performance Data WF19 (PMBA Marketing Strategy – Simulation Results)

	Round 6	Round 5	Round 4	Round 3	Round 2	Round 1
Team 1	10.8	12.3	17.9	19.2	18.1	18.1
Team 2	17.3	15.8	8	18.1	18.1	18.1
Team 3	13.1	9	14.4	9.3	14.6	14.6
Team 4	18.6	19.3	17	17.5	16.5	16.5
Team 5	18.8	18.4	19.5	8.1	1.5	1.5
Team 6	6.1	10.2	9.6	12.3	18	18

Usefulness of Teamwork Methods WF22 (PMBA Marketing Strategy)

	Not at all useful	Could be useful with refinements	Useful or extremely useful	Number of students
Harmonize discussions	13.8%	62.1%	24.1	29
Individual worksheets completed before group worksheets	10.3	20.7	69.0	29
Group worksheets	3.5	41.4	55.2	29
Team submissions	3.5	27.6	69.0	29

Exhibit #2: Sample Problem Solving Student Outcomes

Traditional MBA Assessment Results: MGT 826 Quantitative Business Analysis (2022 Spring)

Learning components/dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students can translate the verbal statement of the given problem into an appropriate quantitative model statement.	5	7	7
Students can figure out the basic structure of the model by making scatter plots or graphs of the data given in the problem.	5	5	9
Students can apply the model chosen to analyze the data with a computer.	4	7	8
Students can interpret the findings from the computer output.	5	7	7
Students can make evidence-based decisions.	4	7	8

The category of “Exceeds Expectations” means those students who get “90% or higher grade” while the next two categories, “Meets Expectations” and “Does Not Meet Expectations” indicate “80% or higher grade” and “below 80% grade”, respectively.

The above outcomes are based on 19 students in MGT 826 assessed during the 2022 Spring.

Traditional MBA Assessment Results: MGT 826 Quantitative Business Analysis (2022 Fall)

Learning components/dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students can translate the verbal statement of the given problem into an appropriate quantitative model statement.	2	3	6
Students can figure out the basic structure of the model by making scatter plots or graphs of the data given in the problem.	1	3	7
Students can apply the model chosen to analyze the data with a computer.	2	3	6
Students can interpret the findings from the computer output.	2	4	5
Students can make evidence-based decisions.	1	4	6

The above outcomes are based on 11 students in MGT 826 assessed during the 2022 Fall semester.

The following two tables refer to student outcomes in the fully online PMBA MGT 826 class. A different faculty member assessed the student learning goal using their online class. The instructor uses a number of assessment tools: discussion assignments where students must apply a specific model to their daily life and make evidence-based decisions; assignments in which students solve problems using a computer package and interpret findings; final exam where students identify the appropriate model to use in a given situation.

PMBA Outcomes for: MGT 826: Quantitative Business Analysis (Spring 2022)

Learning components/dimensions	Does Not Meet Expectations (<80%)	Meets Expectations (80%≤ <90%)	Exceeds Expectations (≥90%)
Students can translate real life problems into an appropriate quantitative model statement.	3	1	37
Students can apply the model chosen to analyze the data with a computer.	4	13	24
Students can interpret the findings from the computer output.	4	13	24
Students can make evidence-based decisions.	3	1	37
Students can identify the appropriate model to use in a given situation.	1	3	37

The above outcomes are based on the 41 students in MGT 826-65 assessed during the 2022 Spring Semester.

PMBA Outcomes for MGT 826: Quantitative Business Analysis (Fall 2022)

Learning components/dimensions	Does Not Meet Expectations (<80%)	Meets Expectations (80%≤ <90%)	Exceeds Expectations (≥90%)
Students can translate real life problems into an appropriate quantitative model statement.	2	6	22
Students can apply the model chosen to analyze the data with a computer.	0	1	29
Students can interpret the findings from the computer output.	0	1	29
Students can make evidence-based decisions.	2	6	22
Students can identify the appropriate model to use in a given situation.	2	3	25

The above outcomes are based on the 30 students in MGT 826-65 assessed during the 2022 Fall Semester.

Exhibit #3: Sample Global Awareness Student Outcomes

Traditional MBA: IB 831 -- Face-to-face classes; assessment tool -- embedded test questions; three multiple choice questions per dimension (i.e., human environment; trade basics; global market entry). Results for SP21 indicated that students performed below expectations in the dimensions related to globalization and human environment as well as in trade theories and policies.

Dimension 1: Globalization and human environment

Question 1.1: "China is the largest exporter and importer of services in the world today."

	SP21	SP23
Incorrect response	4	1
Number of students	7	11

Question 1.2: "The system of values and norms that are shared among a group of people and that when taken together constitute a design for living best defines _____." (culture)

	SP21	SP23
Incorrect response	4	3
Number of students	7	11

Question 1.3: "Strong legal protection of property rights is required for a business environment to be conducive to innovation and entrepreneurial activity."

	SP21	SP23
Incorrect response	2	1
Number of students	7	11

Dimension 2: Trade theories and policies

Question 2.1: "What theory states that nations that are abundant in a resource will have a comparative advantage in a product whose production is intensive in that resources?"

	SP21	SP23
Incorrect response	3	4
Number of students	7	11

Question 2.2: “Over time, a depreciation in the value of a nation’s currency in the foreign exchange market will result in _____.” (the nation’s exports rising and imports falling)

	SP21	SP23
Incorrect response	2	3
Number of students	7	11

Question 2.3: “An example of a specific tariff is _____.” (\$0.50 per unit of the imported good)

	SP21	SP23
Incorrect response	1	2
Number of students	7	11

Dimension 3: Global market entry

Question 3.1: “The risk level and types of risks increase as the company progresses from exporting to FDI.”

	SP21	SP23
Incorrect response	1	4
Number of students	7	11

Question 3.2: “Which is not a proactive approach to finding and selecting a new foreign market?” (Ans: hiring an export management company)

	SP21	SP23
Incorrect response	3	3
Number of students	7	11

Question 3.3: “Which serves as a financial tool or solution to minimize foreign exchange risk?” (Ans: all the following -- forward contract, futures contract, currency option)

	SP21	SP23
Incorrect response	2	0
Number of students	7	11

Traditional MBA: IB 831 (WF20 vs. WF21) – Online classes; assessment tool -- cases

The learning Competency (awareness of global business complexity) was evaluated by examining three dimensions: globalization & human environment; trade basics & policies; global markets & entry. Each dimension was assessed using a rubric assigned to a specific case assignment; thus, there was one case assignment for each dimension. Moreover, each rubric had several elements related to the particular dimension. For example, the rubric used to assess the dimension of “Globalization/Human Environment” consisted of several elements or issues such as political/legal systems, economic systems, types of stakeholders, and business action plans. Since each case was a written assignment, the writing skills of the students were also assessed. The initial assessment was done for the IB 831 class in WF20 (19 students). The findings showed that the students’ performance were above expectations in all international business dimensions except in the area of trade theories and policies.

For the following assessment period (WF21), the instructor spent more time and resources focusing on international trade theories and commercial policies and incorporated more current events and more real-world examples as well as utilized more government agency websites such as the U.S. Export-Import Bank, the U.S. Department of Commerce (federal and state-levels), and the small Business Administration. The results showed significant improvement in students’ understanding of the various dimensions of international business. Regarding students’ writing, the instructor regularly provided editorial comments for each case assignment and also required students to consult with the university’s Writing Center for more help and guidance. The writing scores improved at each successive case submission.

Tables are shown below:

IB 831 WF20 (Traditional semester but online modality) – 20 students enrolled

Learning Competency: To demonstrate awareness of global business complexity.

Performance dimension 1: Globalization and human environment

Assessment tool: case assignment and rubric – number of students (in parentheses)

	4 points	3 points	2 points	1 point	zero	Total Points
Criteria:						
Political/legal systems & issues	All political/legal issues are clearly presented and analyzed. (16)	Almost all (about 90%) political/legal issues are clearly presented and analyzed. (3)	Most political/legal issues are clearly presented and analyzed.	There are several errors with the analysis of political/legal issues.	0	4
Economic systems & issues	All economic issues are clearly presented and analyzed. (13)	Almost all (about 90%) economic issues are clearly presented and analyzed. (6)	Most economic issues are clearly presented and analyzed.	There are several errors with the analysis of economic issues.	0	4
Stakeholders (who are affected)	The stakeholders are named and associated outcomes are clearly described. (19)	Almost all (about 90%) of the stakeholders are named and associated outcomes are clearly described.	Most (about 75%) of the stakeholders are named and associated outcomes are clearly described.	Many stakeholders are missing and associated outcomes are not clearly described.	0	4
Implications for and action plans of business	Implications and action plans are clearly presented. (16)	Almost all (about 90%) implications and action plans are presented. (3)	Most (about 75%) implications and action plans are presented.	Many implications and plans are not discussed.	0	4
Grammar, spelling & punctuation	There are no grammatical, spelling or punctuation errors in the assignment. (1)	There is one grammatical, spelling or punctuation errors in the assignment. (1)	There are 2-3 grammatical, spelling or punctuation errors in the assignment. (8)	There are more than 3 grammatical, spelling or punctuation errors in the assignment. (9)	0	4
Number of students assessed: 19						

Performance dimension 2: Trade basics and policies (WF20)

Assessment tool: case assignment and rubric (number of students in parentheses)

	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >1.0 pts Fair	1 to >0.0 pts Poor	0 pts No Marks	Rating/Points
Criteria:						
Trade theories & issues	All trade theories & issues are clearly presented and analyzed. (14)	Almost all (about 90%) trade theories & issues are clearly presented and analyzed. (3)	Most theories & issues are clearly presented and analyzed (at least 70%). (2)	There are several errors in the analysis of economic issues. (1)	0 pts No Marks	5 pts
Stakeholders (who are affected)	The stakeholders are named and associated outcomes are clearly described. (19)	Almost all (about 90%) of the stakeholders are named and associated outcomes are clearly described. (1)	Most (about 75%) of the stakeholders are named and/or associated outcomes are clearly described.	Many stakeholders are missing and outcomes are not clearly described.	0 pts No Marks	5 pts
Implications for & actions plans of business	Implications and action plans are clearly presented. (19)	Almost all (about 90%) implications and plans are presented. (1)	Most (about 75%) implications and action plans are presented.	Many implications and plans are not discussed.	0 pts No Marks	5 pts
Grammar, spelling & punctuation	There are no grammatical, spelling or punctuation errors in the assignment. (3)	There is one grammatical, spelling or punctuation error in the assignment. (9)	There are 2-3 grammatical, spelling and punctuation errors in the final draft. (2)	The assignment has more than 3 grammatical, spelling and punctuation errors. (6)	0 pts No Marks	5 pts
Number of students assessed: 20						

Performance dimension 3: Global markets and entry (WF20)

Assessment tool: case assignment and rubric (number of students in parentheses)

	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >1.0 pts Fair	1 to >0.0 pts Poor	0 pts No Marks	Rating/Points
Criteria:						
Global entry issues (product, entry strategy, etc.)	All entry issues are clearly presented and analyzed. (13)	Almost all (about 90%) entry issues are clearly presented and analyzed. (7)	Most entry issues are clearly presented and analyzed (at least 70%).	There are several errors in the analysis of entry issues.	0 pts No Marks	5 pts
Financial & cultural aspects	The financial and cultural aspects are clearly described. (1)	Almost all (about 90%) aspects are clearly described. (18)	Most (about 75%) of the aspects are discussed. (1)	There is limited or no discussion.	0 pts No Marks	5 pts
Implications for & actions plans of business	Implications and action plans are clearly presented. (18)	Almost all (about 90%) implications and plans are presented. (2)	Most (about 75%) implications and action plans are presented.	Many implications and plans are not discussed.	0 pts No Marks	5 pts
Grammar, spelling & punctuation	There are no grammatical, spelling or punctuation errors in the assignment. (18)	There is one grammatical, spelling or punctuation error in the assignment.	There are 2-3 grammatical, spelling and punctuation errors in the final draft. (2)	The assignment has more than 3 grammatical, spelling and punctuation errors.	0 pts No Marks	5 pts
Number of students assessed: 20						

IB 831 WF21 (Traditional semester but online modality) – 19 students enrolled

Learning Competency: To demonstrate awareness of global business complexity.

Performance dimension 1: Globalization and human environment (WF21)

Assessment tool: case assignment and rubric – number of students (in parentheses)

	4 points	3 points	2 points	1 point	zero	Total Points
Criteria:						
Political/legal systems & issues	All political/legal issues are clearly presented and analyzed. (16)	Almost all (about 90%) political/legal issues are clearly presented and analyzed. (1)	Most political/legal issues are clearly presented and analyzed.	There are several errors with the analysis of political/legal issues.	0	4
Economic systems & issues	All economic issues are clearly presented and analyzed. (9)	Almost all (about 90%) economic issues are clearly presented and analyzed. (7)	Most economic issues are clearly presented and analyzed. (1)	There are several errors with the analysis of economic issues.	0	4
Stakeholders (who are affected)	The stakeholders are named and associated outcomes are clearly described. (14)	Almost all (about 90%) of the stakeholders are named and associated outcomes are clearly described.(3)	Most (about 75%) of the stakeholders are named and associated outcomes are clearly described.	Many stakeholders are missing and associated outcomes are not clearly described.	0	4
Implications for and action plans of business	Implications and action plans are clearly presented. (16)	Almost all (about 90%) implications and action plans are presented. (1)	Most (about 75%) implications and action plans are presented.	Many implications and plans are not discussed.	0	4
Grammar, spelling & punctuation	There are no grammatical, spelling or punctuation errors in the assignment. (1)	There is one grammatical, spelling or punctuation errors in the assignment.	There are 2-3 grammatical, spelling or punctuation errors in the assignment. (8)	There are more than 3 grammatical, spelling or punctuation errors in the assignment. (8)	0	4
Number of students assessed: 17						

Performance dimension 2: Trade basics and policies (WF21)

Assessment tool: case assignment and rubric (number of students in parentheses)

	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >1.0 pts Fair	1 to >0.0 pts Poor	0 pts No Marks	Rating/Points
Criteria:						
Trade theories & issues	All trade theories & issues are clearly presented and analyzed. (17)	Almost all (about 90%) trade theories & issues are clearly presented and analyzed. (2)	Most theories & issues are clearly presented and analyzed (at least 70%). (2)	There are several errors in the analysis of economic issues.	0 pts No Marks	5 pts
Stakeholders (who are affected)	The stakeholders are named and associated outcomes are clearly described. (17)	Almost all (about 90%) of the stakeholders are named and associated outcomes are clearly described. (2)	Most (about 75%) of the stakeholders are named and/or associated outcomes are clearly described.	Many stakeholders are missing and outcomes are not clearly described.	0 pts No Marks	5 pts
Implications for & actions plans of business	Implications and action plans are clearly presented. (17)	Almost all (about 90%) implications and plans are presented. (2)	Most (about 75%) implications and action plans are presented.	Many implications and plans are not discussed.	0 pts No Marks	5 pts
Grammar, spelling & punctuation	There are no grammatical, spelling or punctuation errors in the assignment. (6)	There is one grammatical, spelling or punctuation error in the assignment.	There are 2-3 grammatical, spelling and punctuation errors in the final draft. (6)	The assignment has more than 3 grammatical, spelling and punctuation errors. (7)	0 pts No Marks	5 pts
Number of students assessed: 19						

Performance dimension 3: Global markets and entry (WF21)

Assessment tool: case assignment and rubric (number of students in parentheses)

	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >1.0 pts Fair	1 to >0.0 pts Poor	0 pts No Marks	Rating/Points
Criteria:						
Global entry issues (product, entry strategy, etc.)	All entry issues are clearly presented and analyzed. (14)	Almost all (about 90%) entry issues are clearly presented and analyzed. (5)	Most entry issues are clearly presented and analyzed (at least 70%).	There are several errors in the analysis of entry issues.	0 pts No Marks	5 pts
Financial & cultural aspects	The financial and cultural aspects are clearly described. (7)	Almost all (about 90%) aspects are clearly described. (12)	Most (about 75%) of the aspects are discussed.	There is limited or no discussion.	0 pts No Marks	5 pts
Implications for & actions plans of business	Implications and action plans are clearly presented. (17)	Almost all (about 90%) implications and plans are presented. (2)	Most (about 75%) implications and action plans are presented.	Many implications and plans are not discussed.	0 pts No Marks	5 pts
Grammar, spelling & punctuation	There are no grammatical, spelling or punctuation errors in the assignment. (11)	There is one grammatical, spelling or punctuation error in the assignment. (5)	There are 2-3 grammatical, spelling and punctuation errors in the final draft. (2)	The assignment has more than 3 grammatical, spelling and punctuation errors. (1)	0 pts No Marks	5 pts
Number of students assessed: 19						

Online Professional MBA: IB 831 International Business Assessment Tables

IB 831-60 Fall 2021

Total number of the assessed students: 100

	Learning Components/Dimensions	Does Not Meet Expectations (Below 80% grade)	Meet Expectations (80% - 89% grade)	Exceeds Expectations (90% or higher grade)
1	Students can describe what “globalization” means to them and provide pros and cons of globalization (Module 1)	5	13	82
2	Students can identify the differences between domestic trade and international business (Module 1)	5	13	82
3	Students can list the stylized facts regarding the different types of countries, political and economic systems, cultures, and overall human environment as well as the trade and investment patterns among these countries (Module 2)	13	2	85
4	Students can state the various theories explaining why and how countries trade with and invest in each other (Module 3)	10	5	85
5	Students can explain the challenges, opportunities, and strategies of international business – preparations before the firm goes global, entering the global market, mechanics/operations, and maintaining global success (Module 5)	7	2	91

IB 831-60 Fall 2022

Total number of the assessed students: 89.

	Learning Components/Dimensions	Does Not Meet Expectations (Below 80% grade)	Meet Expectations (80% - 89% grade)	Exceeds Expectations (90% or higher grade)
1	Students can describe what “globalization” means to them and provide pros and cons of globalization (Module 1)	4	15	70
2	Students can identify the differences between domestic trade and international business (Module 1)	4	15	70
3	Students can list the stylized facts regarding the different types of countries, political and economic systems, cultures, and overall human environment as well as the trade and investment patterns among these countries (Module 2)	4	10	75
4	Students can state the various theories explaining why and how countries trade with and invest in each other (Module 3)	2	14	73
5	Students can explain the challenges, opportunities, and strategies of international business – preparations before the firm goes global, entering the global market, mechanics/operations, and maintaining global success (Module 5)	4	10	75

Exhibit #4: Sample Ethical Decision-Making Student Outcomes

1 Course: MGT 830 Business, Government & Society (Traditional MBA)

2 Learning Competency: Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.

3 Dimensions of the Learning Competency:

1. Defining ethics and business ethics.
2. Evaluating why businesses should be ethical.
3. Knowing why ethical problems occur in business.
4. Understanding stages of moral reasoning.
5. Analyzing ethical problems using generally accepted ethics theories.
6. Classifying an organization's culture and ethical climate.
7. Creating effective ethics policies and identifying responsible individuals to become the organization's ethics and compliance officer.
8. Constructing successful ethics reporting mechanisms, ethics training programs, and similar safeguards.

4 Ethics Assessment Questions:

1. *A conception of right and wrong is:*

- A) Impossible to know.
- B) The definition of ethics.
- C) Determined by power.
- D) Based on stakeholder dialogue.

Answer: B

Learning Competency: Dimension 1. Defining ethics and business ethics.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	100%

2. *People's ethical beliefs come from:*

- A) Legislative action and judicial decisions.
- B) Reading the company's profit and loss statements.
- C) Their religious background, family, and education.
- D) The organization's code of ethics.

Answer: C

Learning Competency: Dimension 1. Defining ethics and business ethics.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	100%

3. *Businesses cannot expect to be profitable while adhering to ethical principles of conduct.*

A) True

B) False

Answer: A

Learning Competency: Dimension 2. Evaluating why businesses should be ethical.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	90%	87%

4. *A purchasing agent directing her company's orders to a firm from which she received a valuable gift is an example of:*

A) Conflict of interest.

B) Ethical relativism.

C) Moral development.

D) Egotism.

Answer: A

Learning Competency: Dimension 3. Knowing why ethical problems occur in business.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	100%

5. *The reason(s) behind the uncertainty of an ethical or unethical decision is (are) that different people and groups:*

A) may rank various rights in different ways.

B) may not share the same meaning of justice.

C) may honestly and genuinely use different sources of information.

D) All of these answers are correct.

Answer: D

Learning Competency: Dimension 3. Knowing why ethical problems occur in business.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	100%

6. *Personal values and moral character play key roles in improving a company's ethical performance.*

A) True

B) False

Answer: A

Learning Competency: Dimension 4. Understanding stages of moral reasoning.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	100%

7. *Business managers need a set of ethical guidelines to help them:*

- A) Understand the changing customs throughout the world.
- B) Justify the resolution which best helps themselves.
- C) Identify and analyze the nature of ethical problem.
- D) None of these answers is correct.

Answer: C

Learning Competency: Dimension 5. Analyzing ethical problems using generally accepted ethics theories.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	93%

8. *A high magnitude of consequences that increases the moral intensity of an ethical issue is best exemplified by which of the following?*

- A) An employee stole paper clips from the supply closet.
- B) A manger used company funds to pay for personal expenses.
- C) Sexual harassment has become less socially acceptable since the #MeToo movement.
- D) A food product contaminated with salmonella was distributed to stores.

Answer: D

Learning Competency: Dimension 5. Analyzing ethical problems using generally accepted ethics theories.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	90%	87%

9. *The unspoken understanding among employees of what is and is not acceptable behavior is called:*

- A) ethical climate
- B) ethical relativism
- C) rites and rituals
- D) corporate image

Answer: A

Learning Competency: Dimension 6. Classifying an organization's culture and ethical climate.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	93%

10. Building ethical safeguards into a company's everyday routines is called:

- A) Change management.
- B) Justifying ethics.
- C) Institutionalizing ethics.
- D) Ethical awareness.

Answer: C

Learning Competency: Dimension 7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	95%	93%

11. A giant step is taken toward improving ethical performance throughout the company when:

- A) The firm hires a university ethics professor to lecture employees on moral philosophy.
- B) The Justice Department launches an investigation of the firm's pricing practices.
- C) Senior-level managers signal to employees that they believe ethics is a high priority.
- D) A consumer hot line is created and staffed 24 hours a day.

Answer: C

Learning Competency: Dimension 7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	100%

12. Business managers need a set of ethical guidelines to help them:

- A) Understand the changing customs throughout the world.
- B) Justify the resolution which best helps them.
- C) Identify and analyze the nature of the ethical problem.
- D) None of these answers is correct.

Answer: C

Learning Competency: Dimension 7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	100%	93%

13. Which type of employee is most likely to report ethical issues in the workplace?

- A) Rank and file.
- B) Middle managers.
- C) Executives.
- D) Part-time workers.

Answer: C

Learning Competency: Dimension 8. Constructing successful ethics reporting mechanisms, ethics training programs, and similar safeguards.

Semester	22WF (In-person)	23SP (Online)
Number of students	20	15
Correct Response	95%	80%

Course: MGT 830 Business, Government & Society (Online PMBA)

Learning Competency: Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.

Dimensions of the Learning Competency:

1. Defining ethics and business ethics.
2. Evaluating why businesses should be ethical.
3. Knowing why ethical problems occur in business.
4. Understanding stages of moral reasoning.
5. Analyzing ethical problems using generally accepted ethics theories.
6. Classifying an organization's culture and ethical climate.
7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.
8. Constructing successful ethics reporting mechanisms, ethics training programs, and similar safeguards.

Ethics Assessment Questions:

1. A conception of right and wrong is:
 - A. Impossible to know.
 - B. The definition of ethics.
 - C. Determined by power.
 - D. Based on stakeholder dialogue.

Answer: B

Learning Competency: Dimension 1. Defining ethics and business ethics.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	100%	99%	100%	100%	100%	100%	100%

2. *People's ethical beliefs come from:*

- A) Legislative action and judicial decisions.
- B) Reading the company's profit and loss statements.
- C) Their religious background, family, and education.
- D) The organization's code of ethics.

Answer: C

Learning Competency: Dimension 1. Defining ethics and business ethics.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	100%	100%	99%	100%	100%	100%	100%

3. *Under the Sarbanes-Oxley Act, corporations are required to:*

- A) Have executives vouch for the accuracy of a firm's financial reports.
- B) Have their audit committee comprised of only executives employed by the firm.
- C) Collect reimbursements from the U.S. government if financial restatements occur.
- D) All of these answers are correct.

Answer: A

Learning Competency: Dimension 2. Evaluating why businesses should be ethical.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	97%	100%	97%	96%	87%	98%	93%

4. *A purchasing agent directing her company's orders to a firm from which she received a valuable gift, is an example of:*

- A) Conflict of interest.
- B) Ethical relativism.
- C) Moral development.
- D) Egotism.

Answer: A

Learning Competency: Dimension 3. Knowing why ethical problems occur in business.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	100%	96%	95%	100%	98%	99%	97%

5. *An ethics issue based on cross-cultural contradictions is best illustrated by which example?*

- A) Legally marketing a pesticide abroad that has been banned in the U.S.
- B) Circumventing government regulations to ensure company profits.
- C) Hiring child workers in violation of civil law.
- D) False and misleading advertising claims.

Answer: A

Learning Competency: Dimension 3. Knowing why ethical problems occur in business.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	95%	91%	92%	92%	91%	92%	90%

6. *Which statement characterizes the moral reasoning typically found in a child?*

- A) "When in Rome, do as the Romans do."
- B) "I'll let you play with my toy if I play with yours."
- C) "Seek the greatest good for the greatest number."
- D) "Respect the rights of others."

Answer: B

Learning Competency: Dimension 4. Understanding stages of moral reasoning.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	97%	97%	99%	97%	100%	98%	97%

7. *Business managers need a set of ethical guidelines to help them:*

- A) Understand the changing customs throughout the world.
- B) Justify the resolution which best helps themselves.
- C) Identify and analyze the nature of ethical problem.
- D) None of these answers is correct.

Answer: C

Learning Competency: Dimension 5. Analyzing ethical problems using generally accepted ethics theories.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	78%	93%	93%	97%	94%	85%	93%

8. *When the benefits of an action outweigh its costs, the action is considered ethically preferred according to:*

- A) Utilitarian reasoning.
- B) Virtue ethics.
- C) Theological reasoning.
- D) Plato and Aristotle.

Answer: A

Learning Competency: Dimension 5. Analyzing ethical problems using generally accepted ethics theories.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	97%	97%	95%	99%	96%	96%	93%

9. *At the core of rights reasoning is the belief that:*

- A) The company's right to a profit must be protected.
- B) Respecting others is the essence of human rights.
- C) The right to join a union is no longer universally accepted.
- D) Economic and political powers determine who is right.

Answer: B

Learning Competency: Dimension 5. Analyzing ethical problems using generally accepted ethics theories.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	97%	96%	100%	99%	100%	92%	100%

10. *A just or fair ethical decision occurs when:*

- A) The rights of all affected are considered.
- B) The greatest good for those with power is achieved.
- C) Benefits and burdens are distributed in fair proportions.
- D) Benefits exceed costs.

Answer: C

Learning Competency: Dimension 5. Analyzing ethical problems using generally accepted ethics theories.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	63%	86%	54%	74%	74%	75%	72%

11. *Which of the following examples does not show a company guided by enlightened self-interest?*

- A) A company providing the best product at a fair price.
- B) A company providing assistance to employees who attend evening college.
- C) A company vice-president invited to attend a local community's town planning meeting.
- D) A company breaking past records by maximizing quarterly profits.

Answer: D

Learning Competency: Dimension 6. Classifying an organization's culture and ethical climate.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	84%	92%	92%	93%	91%	92%	97%

12. Building ethical safeguards into a company's everyday routines is called:

- A) Change management.
- B) Justifying ethics.
- C) Institutionalizing ethics.
- D) Ethical awareness.

Answer: C

Learning Competency: Dimension 7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	74%	92%	92%	83%	89%	85%	86%

13. A giant step is taken toward improving ethical performance throughout the company when:

- A) The firm hires a university ethics professor to lecture employees on moral philosophy.
- B) The Justice Department launches an investigation of the firm's pricing practices.
- C) Senior-level managers signal to employees that they believe ethics is a high priority.
- D) A consumer hot line is created and staffed 24 hours a day.

Answer: C

Learning Competency: Dimension 7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	94%	92%	97%	97%	100%	98%	93%

14. Business managers need a set of ethical guidelines to help them:

- A) Understand the changing customs throughout the world.
- B) Justify the resolution which best helps them.
- C) Identify and analyze the nature of the ethical problem.
- D) None of these answers is correct.

Answer: C

Learning Competency: Dimension 7. Creating effective ethics polices and identifying responsible individuals to become the organization's ethics and compliance officer.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	78%	93%	93%	97%	94%	85%	93%

15. Which type of employee is most likely to report ethical issues in the workplace?

- A) Rank and file.
- B) Middle managers.
- C) Executives.
- D) Part-time workers.

Answer: C

Learning Competency: Dimension 8. Constructing successful ethics reporting mechanisms, ethics training programs, and similar safeguards.

Semester	19WF	20SP	20WF	21SP	21WF	22SP	22WF
Number of students	37	68	77	69	54	53	29
Correct Response	57%	55%	51%	78%	78%	74%	83%

Exhibit #5: Confident Leadership Sample Student Results

MGT 828: Leadership & Behavioral Management (Fall 2022, Traditional)

Learning Competency: "Our graduates will be confident leaders."

Learning Dimensions	High range	Moderate range	Low range
Leadership Behavior: Task	9	5	1
Leadership Behavior: Relationship	17	8	0

Purpose of Questionnaire:

The Leadership Behavior Questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Task leadership refers to the degree in which a student is task directed toward others when in a leadership position. Relationship leadership is a measure of the degree to which a student makes followers feel comfortable with themselves, each other and the group itself.

Scoring Interpretation:

High range: A score between 40 and 50 means that a student is strongly inclined to exhibit either the task or relationship leadership behavior.

Moderate range: A score between 30 and 39 mean that a student is moderately inclined to exhibit the task or relationship leadership behavior.

Low range: A score between 10 and 29 means that a student seldom exhibits task or relationship leadership behavior.

The above outcomes are based on 25 students in MGT 828 assessed during the 2022 Fall semester in the traditional face-to-face setting.

MGT 828: Leadership & Behavioral Management (Summer 2022, PMBA)

Learning Competency: "Our graduates will be confident leaders."

Learning Dimensions	High range	Moderate range	Low range
Leadership Behavior: Task	14	12	0
Leadership Behavior: Relationship	19	6	1

MGT 828: Leadership & Behavioral Management (PMBA Fall 2022)

Learning Competency: "Our graduates will demonstrate professionalism and leadership."

Learning Dimensions	High range	Moderate range	Low range
Leadership Behavior: Task	15	8	0
Leadership Behavior: Relationship	11	12	0

MGT 828-60: Leadership & Behavioral Management (Spring 2023, PMBA)

Learning Competency: "Our graduates will demonstrate professionalism and leadership."

Learning Dimensions	High range	Moderate range	Low range
Leadership Behavior: Task	17	22	1
Leadership Behavior: Relationship	26	13	1

Exhibit #6: Detailed MFT Results by Course Delivery Modality

Table 1. DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Test: MBA
Institution: Pittsburg State University
Cohort: MBA MFT Spring 2022
Closed on: April 18, 2022

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Marketing	64
2	Management	53
3	Finance	40
4	Accounting	37
5	Strategic Integration	51

Students responding to less than 50% of the questions: 0

Students in frequency distribution: 17

Students tested: 17

Table 2. DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Test: MBA
Institution: Pittsburg State University
Cohort: PMBA_WF22
Closed on: October 19, 2022

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Marketing	62
2	Management	53
3	Finance	26
4	Accounting	40
5	Strategic Integration	49

Students responding to less than 50% of the questions: 0

Students in frequency distribution: 9

Students tested: 9

Table 3: 2022 Comparative Data Guide - MFT for MBA

Institutional Assessment Indicator Mean Score Distributions

Data includes students from domestic institutions who tested between September 2017 through June 2022

Assessment Indicator	Number of Institutions	Mean	Median	Standard Deviation
1: Marketing	227	57.9	59.0	7.4
2: Management	227	54.5	56.0	6.8
3: Finance	227	35.1	35.0	4.2
4: Accounting	227	39.8	40.0	5.7
5: Strategic Integration	227	48.1	49.0	6.2

The results show that our MBA students in both F2F and online modes perform similarly. Both groups need more help in two areas: finance and accounting, with the online PMBA group performing on average far below the F2F group in the field of finance.

The traditional F2F students on average perform within or above the national means in all fields. The online PMBA students also perform well relative to national scores, with the exception of finance.

The Major Field Test was administered again to both traditional MBA and online PMBA students in WF22 and SP23. The results show that the online students performed above the national means for all subject areas while the traditional MBA students had lower scores relative to the national rates.

Summary of Assessment Indicators

Report Date: 6/23/2023

Institution: Pittsburg State University

Test: MBA

Cohort: MBA MFT 89501 SP23

Closed on: April 07, 2023

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Marketing	52	57.8
2	Management	49	54.5
3	Finance	33	35.1
4	Accounting	33	39.8
5	Strategic Integration	41	48.1

Number of total test takers who tested: 21

Number of test takers in institution mean calculation: 21

Number of test takers responding to less than 50% of the questions: 0

National data based on Annual Comparative Data Guide: 2022

Summary of Assessment Indicators

Report Date: 6/23/2023

Institution: Pittsburg State University

Test: MBA

Cohort: PMBA_WF22_2

Closed on: December 06, 2022

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Marketing	62	57.8
2	Management	60	54.5
3	Finance	33	35.1
4	Accounting	41	39.8
5	Strategic Integration	50	48.1

Number of total test takers who tested: 41

Number of test takers in institution mean calculation: 41

Number of test takers responding to less than 50% of the questions: 0

National data based on Annual Comparative Data Guide: 2022

Summary of Assessment Indicators

Report Date: 6/23/2023

Institution: Pittsburg State University

Test: MBA

Cohort: MFT PMBA SP23 65

Closed on: April 19, 2023

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Marketing	63	57.8
2	Management	60	54.5
3	Finance	32	35.1
4	Accounting	39	39.8
5	Strategic Integration	52	48.1

Number of total test takers who tested: 21

Number of test takers in institution mean calculation: 21

Number of test takers responding to less than 50% of the questions: 0

National data based on Annual Comparative Data Guide: 2022

Exhibit #7: MPAcc Rubric for Research Skills

AOL Tax Research Rubric				
Competency:	Students will be able to conduct a thorough research process to determine accurate conclusions to questions of tax law.			
		Below Expectations	Meets Expectations	Exceeds Expectations
Fact Identification				
	Student clearly and concisely identifies all relevant facts. Facts that are necessary for determining the issue or conclusion or are helpful for understanding of the taxpayer's situation should be included. Any facts which are irrelevant to the taxpayer's situation or the issue presented should be omitted.			
Issue Identification				
	Student identifies relevant issues in the research assignment. Tax research results should include at least one written issue statement in the form of a question. Multiple issues may be used when necessary. Issue statement should be worded to yield a clearly communicated, accurate research result.			
Locate Relevant Authority				
	Student cites sources that are relevant to the research issue. Student takes care to review and carefully select the best sources available to support any conclusions made. The quantity and quality of the sources will be considered as well as the effective use of those sources through selected quotations and paraphrase.			
Use of Authority				
	Sources of authority should be effectively used. This includes concise and relevant quotation excerpts as well as use of paraphrase, when appropriate. Quotations should be properly attributed, cited with specificity and should be long enough to clearly establish authority for the issue, but truncated for efficiency.			
Citation				
	Student uses correct citation format for the authority cited.			
Conclusion				
	Student states conclusions clearly and conclusions are based upon adequate authority to establish the conclusion.			

Exhibit #8: MPAcc Results of Initial Assessment of Research Skills

2022 Tax Research Initial Assessment Research Results						
Competency:	Students will be able to conduct a complete research process to determine accurate conclusions to questions of tax law.					
				Below Expectations	Meets Expectations	Exceeds Expectations
	Fact Identification			16.7%	83.3%	0.0%
	Issue Identification			33.3%	50.0%	16.7%
	Locate Relevant Authority			25.0%	33.3%	41.7%
	Use of Authority			41.7%	33.3%	25.0%
	Citation			16.7%	41.7%	41.7%
	Conclusions			33.3%	58.3%	8.3%
	80% threshold standard applied for determining rubric dimensions needing curriculum revision.					

Exhibit #9: MPAcc Results of Reassessment of Research Skills (Loop Closure)

2023 Tax Research Re-Assessment Research Results						
Competency:	Students will be able to conduct a complete research process to determine accurate conclusions to questions of tax law.					
				Below Expectations	Meets Expectations	Exceeds Expectations
	Fact Identification			0.0%	50.0%	50.0%
	Issue Identification			0.0%	66.7%	33.3%
	Locate Relevant Authority			0.0%	50.0%	50.0%
	Use of Authority			16.7%	50.0%	33.3%
	Citation			0.0%	83.3%	16.7%
	Conclusions			0.0%	33.3%	66.7%