

DEGREE PROGRAM ASSESSMENT REPORT 2014-2015

For Academic Year:	2014-2015
Program:	MBA Full-Time Cohort
School:	Jindal School of Management
Submission Date:	8/15/2015
Program Director:	Ram Natarajan

University Mission

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

Program Mission

The mission of the Cohort, Full-Time Masters of Business Administration is to provide to a diverse group of students a comprehensive management education as well as the opportunity to concentrate in an area of interest so that these students can develop into leaders who can think, plan and act strategically in an ever-expanding global economy. Program graduates receive master's level knowledge of the principles and techniques of finance, marketing, accounting and statistics. Graduates master both the technical and the human aspects of management, learning how to apply cutting-edge technology and analytical methods as well as how to maximize organizational capabilities and global relationships.

STUDENT LEARNING OUTCOMES (SLOs)

Graduates will be able to:

1. **Develop a broad-based knowledge of management including accounting, finance, statistics, marketing and economics.**
2. **Demonstrate strategic thinking by applying business principles and techniques to develop and implement solutions to achieve business goals.**
3. **Organize and manage in a diverse, multicultural, global business environment.**
4. **Develop the ability to leverage human capital.**
5. **Develop the ability to make decisions that meet ethical and legal standards of society.**
6. **Demonstrate effective communication skills in written and oral presentations.**
7. **Develop the ability to apply analytical methods to improve business decision making.**

STUDENT LEARNING OUTCOME (SLO #1)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	ACCT 6201 Financial Accounting Students will be able to: <ul style="list-style-type: none"> Summarize the information provided in the balance sheet, income statement and statement of cash flows and interpret individual amounts (assets, liabilities, equities, revenues and expenses, cash flows from operating, investing and financing activities). Compute financial ratios and use financial ratios and other information to compare companies competing in an industry in terms of profitability and liquidity (short and long term). 	<p>70% of the students will score over 80% (achieving “fully satisfactory” or “exemplary” performance per assessment rubric) in exam questions on this topic. Assessment questions listed under ACCT 6201 – LO1 in appendix.</p> <p>70% of the students will score over 80% (achieving “fully satisfactory” or “exemplary” performance per assessment rubric) in the ratio analysis project. Details provided under ACCT 6201 – LO1 in appendix</p>	Data will be collected once a year during Fall semester when the course is offered.	79% of the students scored above criterion in the first learning goal and 72% of the students scored above criterion for the second learning goal. Student success rate expectations were met in both learning goals.	Instructor plans to continue use of new textbook and increase tutorial sessions with TA. Instructor plans to spend more time on discussions of report preparation and financials analysis with a user perspective to improve future performance in the second topic.
#2	FIN 6301 Financial Management Students will be able to: <ul style="list-style-type: none"> Apply time value of money concepts to various valuation problems. Describe what drives a firm’s cost of capital and how to estimate it 	<p>75% of the students will achieve a score of 75% or better (achieving “good” or “excellent” performance per assessment rubric) in exam questions related to these two topics. Assessment questions listed under FIN 6301 – LO1 in appendix.</p>	Data will be collected once a year during Fall semester when the course is offered.	94% scored above criterion in the first learning objective and 71% scored above criterion for the second learning objective. Expectations were partially met.	Additional examples or more complicated problems will be added to deepen student understanding in the first topic. In the second topic, students had trouble applying the concepts to a detailed problem that combined activities. Additional practice on combining

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
					activities will be developed.
#3	OPRE 6301 Quantitative Intro to Risk and Uncertainty in Business Students will be able to: <ul style="list-style-type: none"> Develop a basic understanding of methods of probability and statistics in a business context. 	75% of the students will score over 75% (achieving at least a “satisfactory” performance) in the application of statistical methods in a take-home exam. Sample assessment questions listed under OPRE 6301 – LO1 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	94% of students exhibited a satisfactory understanding of statistical methods.	Instructors will be asked to provide specific suggestions for continuous improvement.
#4	MKT 6301 Introduction to Marketing Behavior Students will be able: <ul style="list-style-type: none"> Develop an overall understanding of the principles of marketing, in the significant areas of product management, pricing, promotions, distribution, consumer behavior, etc. Demonstrate the ability to solve numerical problems in the areas of break-even analysis, price elasticity, market research, media planning, etc. Show the ability to apply marketing principles to business settings, such as analyzing the strengths, weaknesses, opportunities and threats facing the strategic business unit, explaining with examples how marketing actions can influence the consumer decision making process, etc. 	80% of students will answer at least 2 out of 3 questions, 67% or above, in each of the topics achieving “good” or “excellent” per assessment rubric. Sample assessment questions listed under MKT 6301 – LO1 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	85% of the students scored 2 or more for the first learning outcome. 94% of the students satisfied the criterion for the outcome related to ability to solve numerical problems. 97% of the students were able to successfully apply marketing principles to business settings. All three learning objectives for the course were achieved.	Successful instruction practices from last year were continued. In addition to exam questions that assessed students’ ability, students also had to submit written projects and give oral presentations that were meant to strengthen their abilities to meet the above criteria. Students were required to periodically turn in portions of their projects so that the instructor could work with each student individually on the areas the student needed the most help. This continued to benefit performance.

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#5	MECO 6303 Business Economics Students will, <ul style="list-style-type: none"> • Apply the concepts of supply and demand, equilibrium, and the factors that shift supply and demand to analyze the behavior of real markets when conditions change • Analyze the impacts of restricting markets from reaching the competitive equilibrium; through price controls, taxes, and subsidies • Compare and contrast monopoly and competitive markets • Explain the nature of production in the modern economy; identify the profit maximizing price and the relationship between different types of cost • Apply concepts of macroeconomics including principles of banking, money-creation, income-determination, inflation and unemployment 	75% of students will answer questions on each topic with performance level specified under the rubric definitions “fully satisfactory” or “exemplary”. Sample assessment questions listed under MECO 6301 – LO1 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	76% of the students correctly answered questions on the first learning goal, 92% on the second, 89% on the third, 89% on the fourth and 94% on the fifth. Expectations were exceeded in all three learning goals.	Instructors will be asked to provide specific suggestions for continuous improvement.

SUMMARY OF SLO #1

A) DISCUSSION OF RESULTS

The threshold was comfortably met and in quite a few cases and even exceeded in all subject areas when averaged across the sub-learning outcomes for each course. There is scope for improvement in one sub-outcome in Finance.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

The Finance Instructors plans to add additional examples or more complicated problems to deepen student understanding in time-value of money topic and additional practice on combining activities for the cost-of-capital estimation topic. The marketing instructor plans to continue providing individual interim

feedback on projects to students that helps in identifying student-specific difficulties in the course. The accounting instructor plans to spend more time on discussions of report preparation and financials analysis with a user perspective to improve future performance in the second course learning goal.

STUDENT LEARNING OUTCOME (SLO #2)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	BPS 6310 Strategic Management Students will be able to: <ul style="list-style-type: none"> Analyze the external environment of a firm Assess the resources and capabilities of a firm Assess the firm's current strategy Integrate skills acquired in Finance, Accounting, Marketing and MIS courses to create a successful generic strategy 	75% of the students will score above 80% in each of the four course learning objectives, based on individual student performance in the group case analysis. Project details provided under BPS 6310 –LO2 in appendix	Data will be collected once a year during Fall semester when the course is offered to second year Cohort students.	The four course objectives, respectively, were satisfactorily completed by 70%, 70%, 100% and 80% of the students. The expectations were partially met.	The instructor plans to continue doing the following: reinforce expectations, grade very hard on first assignments, ask students to volunteer their comments/insights during class discussions, inform them that there will be wide variations in participation grades, and continue to use all integrative essay questions as the only means of evaluation in the final exam.
#2	FIN 6301 Financial Management Students will be able to analyze strategic investment in real and financial assets using various methodologies	75% of the students will achieve a grade of 75% or more (achieving "good" or "excellent" performance per assessment rubric) in exam questions related to this topic. Assessment questions listed under FIN 6301 – LO2 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	86% scored above criterion in this student learning goal.	Instructors will be asked to provide specific suggestions for continuous improvement.
#3	OPRE 6302 Operations management Students will be able to describe and explain services, manufacturing, just in time, and total quality management strategies.	75% of the students will score above 70% ("Fully satisfactory" or "exemplary" per rubric) in selected quiz questions on this topic. Assessment questions listed under OPRE 6302 – LO2 in	Data will be collected once a year during Spring semester when the course is offered.	89% of the class scored above criterion in this student learning goal.	Instructors will be asked to provide specific suggestions for continuous improvement.

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
		appendix.			

SUMMARY OF SLO #2

A) DISCUSSION OF RESULTS

In BPS 6310, there was a significant improvement in performance compared to 2013-2014 on the final case analysis used for assessment purposes. There is scope for improvement in the first two learning goals in this course. The student learning outcome was achieved comfortably in the other two courses i.e, FIN 6301 and OPRE 6302.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

Remedial actions taken to improve performance in BPS 6310 have significantly improved performance. These will be continued to further improve student learning in 2015-2016.

STUDENT LEARNING OUTCOME (SLO #3)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	IMS 6204 Global Business Students will understand the impact of trade barriers on the welfare of nations	75% of the students will score above 75% (achieving “good” or “excellent” performance per assessment rubric) in the term project. For this purpose students were assessed, using an integrated learning project (a term project involving executives) written and presented by the team, on their knowledge about the impact of trade on consumers, producers, government and foreign exports.	Data will be collected once a year during Fall semester when the course is offered to second year Cohort students.	100% of the students scored over 75% in the project. The expectation was met successfully.	Students are meeting the goals, therefore no action is recommended. However, as a program, we analyze ways to evaluate our assessment continuously.
#2	OB 6301 Introduction to Organizational Behavior Students will be able to assess organizational culture, recognize the value of diversity, and develop strategies for transforming cultures to improve organizational performance.	75% of the students will score over 80% in exam essay questions (achieving “good” or “excellent” performance per assessment rubric). Assessment questions listed under OB 6301 – LO3 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	85% of the students scored above criterion in exam essay questions testing this aspect of the course.	Students are meeting the goals, therefore no action is recommended. However, as a program, we analyze ways to evaluate our assessment continuously.

SUMMARY OF SLO #3

A) DISCUSSION OF RESULTS

The full-time cohort class consists of close to 40 to 50% international students and the international students are often grouped with domestic students in term projects. It is, therefore, not surprising that the cohort MBA students exhibited a high level of understanding of businesses operating in a diverse, multi-cultural global environment. In OB 6301, Diversity, and both national/ethnic and organizational culture—all these were central themes of the course, and were covered on exams, as well as in-class discussions and exercises.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

In IMS 6204 the student success rate has been consistently very high over the past few years. It is planned to increase the success threshold as well as student success rate from 75% to 80% in future assessment.

STUDENT LEARNING OUTCOME (SLO #4)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	OB 6301 Introduction to Organizational Behavior Students will be able to apply theories of motivation and assess the efficacy of motivational programs.	75% of the students will score over 80% (achieving “good” or “excellent” performance per assessment rubric) in exam essay questions). Assessment questions listed under OB 6301 – LO4 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	92% of the students achieved this learning goal which was evaluated with exam essay questions.	Introduced new content on the effects on motivation due to changing characteristics of the contemporary workforce. Plan to continue covering this topic.

SUMMARY OF SLO #4

A) DISCUSSION OF RESULTS

The success criteria were satisfactorily met for this SLO.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

Currently, only one of the core courses maps against this SLO. At least, one other course will be mapped against this SLO in future assessments.

STUDENT LEARNING OUTCOME (SLO #5)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	ACCT 6201 Financial Accounting Students will recognize ethical issues in reporting financial results and assess the impact of those issues on shareholders and external users of the information.	100% of the students will score over 80% ("satisfactory" or "exemplary" per rubric) in the earnings management quiz. Assessment questions listed under ACCT 6201 – LO5 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	93% of the students scored above criterion. Revised success rate of 100% was not met.	Continue to integrate earnings management and ethics issues in a more cohesive fashion to achieve desired objective of all students appreciating the concept.
#2	BPS 6310 Strategic Management Students will be able to identify the stakeholders of the firm and design ethical strategic responses.	75% of the students will score above 80% on this learning objective, based on individual student performance in the group case analysis. Students were assessed based on their ability to debate on the issue of ethics such as sweat shop issues and suggest recommendations.	Data will be collected once a year during Fall semester when the course is offered.	70% of the students scored above 80%. Expectations were not met.	The instructor plans to continue doing the following: reinforce expectations, grade very hard on first assignments, ask students to volunteer their comments/insights during class discussions, inform them that there will be wide variations in participation grades, and continue to use all integrative essay questions as the only means of evaluation in the final exam.
#3	IMS 6204 Global Business Students will be able to understand the ethical and social responsibilities of global corporations.	75% of the students will score above 75% (achieving "good" or "excellent" performance per assessment rubric) in a written assignment. Students were evaluated based on their understanding of the	Data will be collected once a year during Fall semester when the course is offered.	100% of the students scored above criterion in an "ethics/debate" written assignment used for this purpose	Instructor will be asked to provide additional information about continuous improvement ideas.

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
		concept in an “ethics/debates” paper.			
#4	MKT 6301 Introduction to Marketing Management Students will be able to identify ethical and legal issues facing businesses in relation to products/services, employees, the environment, government and society.	80% of the students will score 2 or above out of 3 in exam questions, achieving “good” or “excellent” per assessment rubric. Assessment questions listed under MKT 6301 – LO5 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	97% of the students scored above 2 in answering the questions related to this objective.	Performance in the ethics topic showed a marked improvement from last year this due to the fact that instructors were provided with additional content to insert into their lectures.
#5	OB 6301 Introduction to Organizational Behavior Students will be able to recognize decision-making problems and opportunities and apply the appropriate decision-making models while considering ethical dilemmas and implications.	75% of the students will score over 80% (achieving “good” or “excellent” performance per assessment rubric) in an in-class graded assignment. The assignment was carried out during a discussion of power and politics.	Data will be collected once a year during Fall semester when the course is offered.	100% of the students scored over 80% in this learning outcome which was evaluated with an in-class assignment on power and politics.	This was based on a credit/no-credit in-class assignment. All students demonstrated in their responses an awareness of their own ethical codes, and with some clarity. It is difficult to make this a graded assignment—at least for the ethics portion. Instructor plans to supplement the decision making component in subsequent semesters, covering analytical approaches, and also sociologically-oriented approaches.

SUMMARY OF SLO #5

A) DISCUSSION OF RESULTS

In three of the five courses the learning goal was met. There was a minor shortfall in the BPS 6310 course. Students did not perform as expected in designing ethical strategic responses in the final case that was used for assessment. The instructor reported that from an overall course grade point of view, however, 76% of the students scored over 80% in the course. Even though, the student success rate was 93% in ACCT 6201, the SLO was not met because the success rate criterion had been revised from 80% in 2013-14 to a perfect 100% in 2014-2015.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

Last year, this SLO was not assessed in IMS 6204. Instructor was reminded about this and assessment was done this year. It is proposed to increase both student success rate and success threshold from 75% to 80% in IMS 6204. The student success threshold will be increased to 80% from 67% in MKT 6301.

STUDENT LEARNING OUTCOME (SLO #6)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	IMS 6204 Global Business Students will be able to articulate global issues in an oral and written research outcome presentation.	75% of the students will score above 75% (achieving “good” or “excellent” performance per assessment rubric) in the term project. For this purpose students were assessed, using an integrated learning project (a term project involving executives) written and presented by the team, on their knowledge about the impact of trade on consumers, producers, government and foreign exports.	Data will be collected once a year during Fall semester when the course is offered.	100% of the students scored over 75% in the written term project. The expectation was met successfully.	Students are meeting the goals, therefore no action is recommended. However, as a program, we analyze ways to evaluate our assessment continuously.

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#2	OB 6301 Introduction to Organizational Behavior Students will be able to participate in extensive discussions on topics such as motivation, ethical and responsible decision making and multicultural and international dimensions.	75% of the students will score over 75% in the class participation grade (achieving “good” or “excellent” performance per assessment rubric).	Data will be collected once a year during Fall semester when the course is offered.	75% of the students had the required level of participation in class discussions. The learning goal was just met.	Instructor plans to place more emphasis on attendance through pull demands and increase the amount of in-class exercises.

SUMMARY OF SLO #6

A) DISCUSSION OF RESULTS

In IMS 6204, 100% of the students scored over 75% in the written term project. The expectation was met successfully. In OB 6301, 75% of the students had the required level of participation in class discussions. The learning goal was just met.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

It is proposed to increase both student success rate and success threshold from 75% to 80% in IMS 6204. The class participation grade was objectively assessed in OB 6301. More direct assessment of individual student performance in oral communication will be carried out in OB 6301.

STUDENT LEARNING OUTCOME (SLO #7)

Assessment Measure		Criteria/Rubric: What Constitutes Success?	Frequency	Dissemination/ Discussion of Results	Modifications/ Recommendations Timeframe
#1	OPRE 6301 Quantitative Intro to Risk and Uncertainty in Business Students will be able to utilize Excel to apply decision analysis and, statistical inference in a business context.	75% of the students will score over 75% (achieving at least a “satisfactory” performance) on the assessment assignments in the take-home exams. Assessment questions listed under OPRE 6301 – LO7 in appendix.	Data will be collected once a year during Fall semester when the course is offered.	86% were able to apply decision analysis successfully and 92% statistical inference using EXCEL. Learning goals were met.	Students are meeting the goals, therefore no action is recommended.
#2	OPRE 6302 Operations Management Students will be able to derive and compute optimal decisions, and performance measures such as costs and profits and develop analytical thinking in operations practices.	75% of the students will score above 70% (“Fully satisfactory” or “exemplary” per rubric) in the quiz and exam questions related to this objective. Assessment questions listed under OPRE 6302 – LO7 in appendix.	Data will be collected once a year during Spring semester when the course is offered.	84% of the students met this criterion.	Instructor plans to include more Linear Programming formulations examples in class.

SUMMARY OF SLO #7

A) DISCUSSION OF RESULTS

This learning goal was met in both the introductory and the second course in OPRE by the students.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

OPRE 6302 instructor plans to include more Linear Programming formulations examples in class to further improve the success rate. Achievement threshold in OPRE 6302 was decreased from 80% to 70% in 2014-2015. It will be retained at 70% for one more year and reviewed again at the end of 2015-2016. In OPRE 6301, it is proposed to increase success rate to 80%.

EXECUTIVE SUMMARY

The cohort MBA students take ACCT 6201, OPRE 6301, MECO 6303, MKT 6301 and FIN 6301 during the fall semester of their first year. OB 6301 and OPRE 6302 are taught during the spring semester of the first year. BPS 6310 and IMS 6204 are taught during the fall semester of the second year. Program director receives instructor reports for ACCT 6201, OPRE 6301, MECO 6303, MKT 6301, FIN 6301, BPS 6310 and IMS 6204 at the end of the fall semester and the reports for OB 6301 and OPRE 6302 at the end of the spring semester. Using the instructor reports, the program director prepares the assessment report during the summer semester at the end of the academic year. Copies of the course syllabi, sample quiz and exam questions and project reports provided by the instructors are maintained by the program director.

The full time Cohort MBA is a high quality, affordable, flexible degree program with an emphasis on developing both core competency and leadership in our students.

- The Cohort MBA program has been ranked by US News since 2003, ranking 37h most recently overall and 12th among MBA programs at public universities.
- We are much more affordable than private programs in the Dallas Metroplex area, which are up to four times as expensive. For full-time Cohort students, scholarships, tuition waivers, and teaching assistantships are available.
- We provide specialized training, personal coaching, and networking opportunities through various formal and informal programs:
 - Mentoring Program: The Cohort MBA students participate in a mentoring program where each student is assigned to a personal mentor from the industry
 - LEAD Camp: Cohort MBA students are required to attend boot-camp classes and workshops in a 2 week pre-term program- the Leadership Enhancement and Academic Development Camp before they begin their first semester in this 16 month program
 - Executive Speaker Series
 - Alumni Network: We facilitate monthly and annual networking opportunities with Cohort MBA alumni
 - A professional seminar on 'Contemporary Business Issues in Strategy and Policy' team taught by our Executive in Residence and other senior management professionals
 - Social Responsibility and Leadership: Our students organize and participate in various community outreach projects (eg., Habitat for Humanity) as they train to be responsible business leaders of the future

Based on the assessment results for 2014-15, in general, all the student learning objectives were met. Specific issues are discussed below:

- Compared to previous assessment years, significant improvement was observed in the discussion of assessment results by instructors. This was possibly due to improved communication between the academic director and course coordinators.
- Continuous improvement actions and success factors identified by the instructors will be followed up in the next assessment cycle to improve student learning.
- A fifth learning goal related to applications of macroeconomics concepts in MECO 6303 was included in the assessment of SLO#1.
- In SLO#2 for BPS 6310, there was a significant improvement in performance compared to 2013-2014 on the final case analysis used for assessment purposes. There is scope for improvement in the first two learning goals in this course.

- Currently, only one of the core courses maps against SLO#4. At least, one other course will be mapped against this SLO in future assessments.
- Assessment process will be critically examined for this SLO#6 in 2015-2016.
- Learning goals for two additional core courses ACCT 6202 (Managerial Accounting) and MIS 6204 (Information Technology and MIS Fundamentals) will be developed and mapped against the program learning goals for 2015-2016.

Table 1 – Summary of Program Changes

Program Improvement Action ¹	Basis for Program Improvement Action ²
2014-2015 <ul style="list-style-type: none"> • Added Industry speaker events • Expanded programming for students <ul style="list-style-type: none"> ○ MBA Development Day, MBA Etiquette Dinner, and All MBA Mixer • New MBA concentration in systems Engineering and Management • Assessment method, criteria changes <ul style="list-style-type: none"> ○ SLO 1 – Acct 6201: Achievement threshold increased and success rate reduced, MECO 6303: Additional learning goal assessed ○ SLO2 – BPS 6310: Success rate reduced ○ SLO 5 – Acct 6201: Success rate increased ○ Two additional core courses will be added to assessment activities 	Industry feedback: Request that students apply earlier for internship programs Midpoint Survey of MBA Students: Students indicated they needed more information before making career and curricular decisions. Masters committee review Assessment Review and Course Evaluations Masters committee review

PROGRAM ANALYSIS AND FUTURE PLAN

The seven program learning goals were developed on the basis of AACSB standards and faculty input. (Standard #18 covers MBA programs and #15 covers assessment across the curriculum.) Course learning outcomes were developed and mapped into the program learning goals. Finally assessments procedures were defined for each learning outcome. Our assessment covers traditional core courses in the MBA: accounting, strategy, international business,

¹ Changed curriculum, added project course, added internship, added student support resource, etc.

² Examples: Learning outcomes assessment, Exit survey, Advisory Board, Employer Feedback, Change in CPA exam, Change in industry expectations/standards, Alignment with aspiration schools, etc.

organizational behavior, finance, economics, statistics, operations, and marketing. Assessment data are gathered in nine core courses. Each of these courses addresses one to three of the program goals. There are at least two assessments of each program goal.

The seven learning outcomes for the program were developed so as to measure progress towards achieving the program mission. The first learning outcome is directly related to the mission of ensuring that students “receive master’s level knowledge of the principles and techniques of finance, marketing, accounting and statistics”. The second learning outcome is directly tied to the mission of developing “leaders who can think, plan and act strategically.” The third learning outcome is associated with the mission of mastering the ability to “maximize organizational capabilities and global relationships.” The fourth outcome helps operationalize the assessment of students’ ability to master “human aspects of management.” The fifth and sixth outcomes are related to the mission of developing students into effective “leaders” who operate within the frameworks of society. The seventh and final learning outcome measures whether the students have mastered “cutting-edge technology and analytical methods.”

The academic requirement of 53 credit-hours to complete the MBA degree is evenly divided between a core-curriculum of 11 courses amounting to a total of 29 credit-hours and 24 credit-hours of electives. Nine out of the eleven core courses are currently used to assess student learning and to evaluate on-going progress in achieving the program mission. Student assessment results are reviewed annually both at the course-level by department committees as well as at the program-level by program administrators. These reviews lead to curricular, assessment and program changes on a continuous basis. Additionally, student feedback from annual exit surveys as well as feedback on student performance received from employers and alumni mentors provide indirect evidence on progress towards achieving program mission and these feedbacks also provide valuable inputs for program changes.

Beyond fundamental management knowledge, we expect our students to apply analytical methods to solve problems, demonstrate strategic thinking, and gain from the diversity of a global environment. In addition they should learn how to leverage human capital, communicate effectively, and make ethical decisions. By mastering both the technical and the human aspects of management, our graduates will be prepared to succeed in a rapidly changing, technology-drive, global society.

The assessment results suggest that students are exceeding the criteria of success in several courses. The accounting, economics, finance, marketing, statistics, organizational behavior, operations management and international business courses exceeded the criteria on all course learning outcomes. In strategy students did not meet the learning outcomes successfully. In terms of program learning goals, assessment results indicate that students are doing particularly well in acquiring broad-based management knowledge, developing the ability to apply analytical methods, demonstrating effective communication skills, leveraging human capital, and understanding the strengths of a diverse, global business environment.

Based on the assessment results, it appears that the students need to improve in achieving program goals related to strategic thinking and ethical decision-making. This was a significant area of weakness in 2013-2014 and remedial steps taken have led to improvements in student performance in 2014-2015 but here is still some scope for improvement. The course instructor for strategy plans to reinforce expectations, grade very hard on first assignments, ask students to volunteer their comments/insights during class discussions, inform them that there will be wide variations in participation grades, and continue to use all integrative essay questions as the only means of evaluation in the final exam to improve students’ learning in the course.

As discussed in detail under the discussion for individual SLOs, the core course instructors plan to continuously make adjustments to instruction methods and assessment mechanisms to fine-tune assessment. A major change in the assessment process is planned for 2015-2016. Assessment has so far been done in 9 out of the 11 core courses. It has been proposed to the masters' committee that the two core courses that are not part of the assessment i.e. ACCT 6202 (Managerial Accounting) and MIS 6204 (IT Fundamentals and MIS strategy) also be included in the MBA assessment. The faculty from the accounting and ITOM departments have developed preliminary learning goals and assessment procedures for these two courses. This will be reviewed by the masters committee in early Fall 2015 and on approval will be included in the 2015-16 plan.

Beyond the in-class assessments, the program administers a 29-question exit survey every year to our graduating students. Question 5 of this survey asks the students to rate to what degree their academic expectations have been met on a 7-point scale with 7 representing "completely met". In the 2014 exit survey, students' responses to this question had a median rating of 6 with 83% of the students rating their satisfaction with academic expectations having been met with a score of 5 or more. Question 10 of this survey asks the students to rate the faculty who taught them the core courses on a 7-point scale with 7 representing "superior". Students' responses to this question had a median rating of 6 with 74% of the students rating the core faculty with a score of 5 or more. Question 12 asks the students to rate the overall curriculum on a 7-point scale with 7 representing "superior". Students' responses to this question had a median rating of 6 with 92% of the students rating the overall curriculum with a score of 5 or more. These ratings independently corroborate the results of the academic assessment that students are achieving the learning objectives of the program and that the assessment process is contributing to successful progress in the program's mission.

The full time MBA program also facilitates extensive faculty-student as well as faculty-faculty interactions outside of the classroom so that important informal feedback is provided and received on the academic assessment between the various constituencies of the program. The core faculty gets to meet with the entering class during the orientation multiple times, they attend alumni gatherings to keep in touch with the alumni and they attend the receptions for the graduates. Every academic year, the core faculty and the program administrators get together during the spring semester to get mid-program feedback, exchange notes, to get briefed on the admissions status and to plan for the upcoming academic year.

Overall, the cohort MBA core faculty and the program administrators pay considerable attention to the academic assessment of the program treating it as an important continuous improvement exercise, which focuses on the effective implementation of the goal-setting, assessment and feedback cycle.

ASSESSMENT RUBRIC

The following chart shows the rubric used during the academic year of 2014-15 for the various courses.

ACCT 6201, MECO 6303, OPRE 6301, OPRE 6302

Level	Level description	Comments
Exemplary: Exceeds criteria and goals	Student fully demonstrates ability to meet the SLO.	Achieved the learning objective. Considered Exemplary.

Fully Satisfactory: Meets criteria and goals	Most of the criteria have been met. Student demonstrates ability to meet SLO.	Demonstrated adequate levels of proficiency to be considered “fully satisfactory”.
Not Acceptable: Does not meet criteria and goals	None of the criteria have been met. Student did not demonstrate ability to achieve the SLO.	Did not achieve the learning objective. Considered "not acceptable”.

FIN 6301, BPS 6310, IMS 6204, OB 6301

Level	Level description	Comments
Excellent	All criteria have been met. Student consistently demonstrates the ability to achieve the SLO to a degree that is considered to be “excellent”	Achieved the learning objective. Demonstrated mastery to a level of “excellent”
Good	Most of the criteria have been met. Student usually demonstrates the ability to achieve the SLO to a degree that is considered to be “good”	Achieved most, but not all, of the learning objective. Demonstrated adequate levels of proficiency to be considered "good”
Fair	Some of the criteria have been met. Student occasionally demonstrates the ability to achieve the SLO to a degree that is considered to be “fair”	Achieved some of the learning objective. Demonstrated minimal levels of proficiency to be considered "fair”
Poor	Very few of the criteria have been met. Student rarely demonstrates the ability to achieve the SLO. To a degree that was considered to be “poor”	Achieved a minimal amount of the learning objective. Demonstrated minimal levels of proficiency to be considered "poor”
Not acceptable	None of the criteria have been met. Student did not demonstrate ability to achieve the SLO. To a degree that was considered to be “not acceptable”	Did not achieve the learning objective. Considered "not acceptable”

MKT 6301

Criteria	Poor (Score = 0)	Fair (Score = 1)	Good (Score = 2)	Excellent (Score = 3)
Develop an overall understanding of the principles of marketing, in the significant areas of product management, pricing, promotions, distribution, consumer behavior, etc.(3 questions)	Does not demonstrate basic marketing understanding.	Student has a weak grasp of marketing concepts.	Student has a strong grasp of marketing concepts.	Student demonstrates an excellent understanding of marketing.
Demonstrate the ability to solve numerical problems in the areas of break-even analysis, price elasticity, market research, media planning, etc. (3 questions)	Unable to demonstrate problem solving ability.	Demonstrates some problem solving skills.	Demonstrates strong problem solving skills.	Can select and implement all relevant concepts and techniques needed to solve the problem.

Criteria	Poor (Score = 0)	Fair (Score = 1)	Good (Score = 2)	Excellent (Score = 3)
Show the ability to apply marketing principles to business settings, such as analyzing the strengths, weaknesses, opportunities and threats facing the strategic business unit, explaining with examples how marketing actions can influence the consumer decision making process (3 questions)	Unable to relate concepts to application.	Shows some ability to apply concepts to business setting.	Demonstrates a strong ability to apply concepts to business setting.	Convincingly demonstrates the application of marketing knowledge.

SIGNATURES: _____
 Program Assessment Lead

 Assessment/Provost Office

FINAL DATES: _____
 Approval

 Implement

APPENDIX

ACCT 6201 – Assessment Questions – LO1

Question 1 [14 points]

On January 1st of Year 1, Julie's Jewels issued \$20,000 face value worth of 10-year bonds at 102 ½. The bonds have a stated rate of 8%.

Required:

- a. What were the proceeds from the bond issue?
- b. If the interest is paid annually on December 31, what is the carrying value of the bonds at the end of the year 1, year 2 and year 3? Julie's Jewels uses the effective interest method of amortization. (Assume the interest rate at the time of issue was 7.63 %.) Show the accounting entries for Years 1, 2 and 3.
- c. At the end of year 3, Julie's Jewels buys back the bonds. The market interest rate on December 31, Year 3 is 8%. How much did Julie's Jewels pay to buy back the bond? (Assume that the interest that was due on December 31, Year 3 was paid, and then the bonds were bought back.) What is the accounting entry for the bonds buy-back at the end of year 3.

Question 2 [4 points]

Use the following information pertaining to Accounts Receivables in the Balance Sheet of XYZ Inc. as on 12/31/2000 to answer the following questions:

	12/31/2000	12/31/1999
Accounts Receivables	\$300	\$200
Less Allowance for Bad Debts	30	20
Net Accounts Receivable	270	180

Credit Sales in 2000 was \$3,600 and cash collection from credit sales during the year were \$3,490. Can you tell what bad debt expense was for fiscal year ending 12/31/2000? Show your workings clearly.

Question 3 [14 points]

Use the following formation to answer the questions below the table (amounts shown are in millions of \$).

The balance in retained earnings at year-end 2008 was \$2.2 million.

	2006	2007	2008
Retained earnings (beginning)	\$1.2	\$2.0	C
Revenues	8.8	11.8	11.8
Expenses	7.4	B	11.0
Dividends	A	.6	.6

- Compute the missing amounts, A, B and C.
- Comment on the firm's performance over the three-year period after calculating the level of expenses as a percentage of total revenues and net income as a percentage of total revenues.
- Compute the dividends as a percentage of net income for each year and comment on the dividend policy.

Question 4 (4 points)

On July 1, 2006, Hallmark Company purchased a computer system that cost \$7,000. On July 1, 2006, the company estimates that the system will last for 5 years and will have a salvage value of \$2,000. The company uses the straight-line method of depreciation and has a June 30 fiscal year-end.

Before depreciation expense is recorded for the fiscal year ended June 30, 2009, Hallmark decides that the computer system will last until June 30, 2011 but that it will be worth only \$800 at that time.

Required

Calculate the amount of depreciation expense related to the computer system Hallmark will report on its income statement for the fiscal year ended June 30, 2009.

Question 5 [6 points]

The following information is taken from the annual report of the Walgreen Company:

(in millions)	Year2	Year1
Cost of goods sold	\$30,414	\$27,310
Net income before tax	2,456	2,160
Ending inventory	5,593	4,739
Inventory reserve	804	736

The Walgreen Company uses LIFO to value its inventory. Restate the following assuming that Walgreen uses the FIFO method.

- Cost of sales for year 2
- Ending inventory for year 2
- Net income before tax for year 2

Question 6 (4 points)

Property, Plant and Equipment (PPE) that was bought for \$50,000 in 2001 was sold for \$25,000 at the end of 2005 for cash. At the end of 2005 the accumulated depreciation pertaining to the PPE sold was 40,000.

- a. What amount is shown in the Statement of Cash Flows under Cash from Investing activities pertaining to this transaction of sale of PPE?
- b. What amount is shown in the Statement of Cash Flows under Cash from Operating activities pertaining to this transaction of sale of PPE?

Question 7 (4 points)

Net income is \$2,000. Depreciation and amortization is \$500. The Beginning Accounts Receivable is \$370 and the ending Accounts receivable is \$460. The Beginning Accounts Payable is \$1,370 and the ending accounts payable is \$1,460.

Based on this information, what is the cash flow from operations (provide the workings or intuition).

Question 8 (12 points)

Intelligencia Inc. was incorporated as a research and development company in the biotechnology industry. The company incurred the following costs relating to various intangible assets:

1. During the year, the company completed work on a research project and filed for a patent. The research work had cost \$450,000 and the patent filing cost \$30,000.
2. Shortly after receiving the patent, it was challenged in court by another biotechnology company. Intelligencia won the case, protecting its patent, but incurred legal fees of \$200,000.
3. The company purchased a patent from another biotechnology company for \$700,000. Unfortunately, this patent was also challenged in court and Intelligencia lost the case, incurring legal fees of \$175,000.

Should the above costs be capitalized to the balance sheet as an intangible asset or expensed on the income statement? Why or why not?

Question 9 (3 points)

State whether the statement is true or false.

Goodwill recorded on the Balance Sheet indicates the value of a company's ongoing research and marketing efforts.

If false, provide the correct statement for (a) what is goodwill recorded on the balance sheet, and (b) what is done in accounting for research and marketing effort costs.

Question 10 [3 points]

State whether the statement is true or false.

The Equity method of recording investments in affiliates refers only to 100% ownership of the affiliate.

If false provide the correct statement for (a) what is equity method and (b) what method is used for 100% ownership.

Question 11 (3 points)

State whether the statement is true or false.

LIFO reserve is the additional quantity of inventory a firm is required to maintain if it uses LIFO.

If false provide the correct statement for (a) what is LIFO reserve, and (b) under what cost flow assumption is additional inventory required to be maintained.

Question 12 (3 points)

State whether true or false.

Zero-interest (zero-coupon) bonds do not provide bondholders with periodic interest payments. Only the face value of the bond is paid to the owner at the bond's maturity date.

If False, provide the correct statement for (a) what are zero-coupon bonds and (b) what are bonds that do not provide periodic interest and only the face value called.

Question 13 [3 points]

State whether the following statement is true or false.

Company A acquires a Subsidiary S and allocates a portion of the purchase price to In-Process Research and Development (IPRD). IPRD can be capitalized because it relates to bought out Research and Development.

If false provide the correct statement on (a) how the accountant recognizes IPRD and (b) what is done by the accountant for bought out R&D.

Question 14 [3 points]

State whether the statement is true or false.

A good internal control procedure would include periodic reconciliations of customers and suppliers accounts.

If false, provide the correct statement on (a) what is a good internal control procedure and (b) what is a reconciliation.

Question 15 [2 points]

The adjustment used in the allowance method for uncollectible accounts to write off an account:

- A. Decreases net income.
- B. Has no change on net income.
- C. Reduces total assets.
- D. Both A and C.

Question 16 [2 points]

Comcast reported the following amounts on its statement of cash flow for the year:

Net cash provided by operating activities	\$1,200,000
Net cash provided by financing activities	1,400,000
Net cash flow for the year	4,200,000
Retained earnings at December 31	900,000

How much is the company's *net cash provided by investing activities*?

- A. \$2,600,000
- B. \$2,500,000
- C. \$3,300,000
- D. \$1,600,000

Question 17 [2 point]

Tom's Wear purchased \$5,000 worth of Tom's Wear stock in the stock market (stock buy- back). The transaction would:

- a) Increase cash by \$5,000 and increase stockholders' equity by \$5,000.
- b) Decrease cash by \$5,000 and decrease stockholder's equity by \$5,000.
- c) Increase cash by \$5,000 and decrease stockholders' equity by \$5,000.
- d) Decrease cash by \$5,000 and increase stockholders' equity by \$5,000.

Question 18 [2 points]

Tom's Wear issued a 10% stock dividend. The balance in retained earnings at the time of the dividend was declared was \$45,000. There were 15,000 shares outstanding on the day of the dividend was declared. The \$1 par value stock had a market price of \$17.25 on the day of the dividend was declared. Total stockholders' equity will increase (decrease) by:

- a) \$4,500.
- b) \$1,500.
- c) \$25,875.
- d) \$0.

Question 19 [2 point]

When a bond sells at a discount, the stated rate or coupon rate is:

- a) Equal to the market rate of interest.
- b) Greater than the market rate of interest.
- c) Less than the market rate of interest.
- d) Irrelevant to investors.

Question 20 (2 points)

Micha's Jewelers issued \$30,000, ten-year bonds at 6% annual interest. The bonds sold for \$29,400. Using straight-line amortization, the interest expense for the first year is:

- a. \$1,800.
- b. \$1,764.
- c. \$1,860.
- d. \$1,824.

Question 21 (2 points)

Which one of the following does not create revenue?

- A. Sold shelving to customers on credit
- B. Sold plywood to customers for cash
- C. Sold shares of stock to investors for cash
- D. Rented videos to a customer for cash

Question 22 (2 points)

What is a non-controlling or minority interest?

- A. The portion of a subsidiary's net assets not owned by the parent-company.
- B. Amounts distributed to investors that own less than a controlling interest.
- C. A component of debt representing amounts owed to a subset of investors.
- D. An amount equal to investor contributions less dividends distributed.

Question 23 (2 points)

Wilson Sports changed its credit terms from 2/10, n/30 to 1/10, n/45. This change in credit terms does not affect the level of sales. What will most likely happen to its accounts receivable collection period? Explain your response briefly.

- A. It will increase.
- B. It will decrease.
- C. It will remain the same.
- D. The answer depends on the amount customers owe.

Question 24 (2 points)

In its annual report to shareholders, TJ Maxx reported that its shareholders' equity increased from \$89 million as of the beginning of the year to \$95 million at year-end. Which of the following is the most likely cause of this change in shareholders' equity if TJ Maxx did not issue new shares or buy-back shares?

- A. The company's liabilities increased during the year.
- B. The company had an operating loss during the year.
- C. The company distributed more dividends than it earned in profit during the year.
- D. The company was profitable during the year.

ACCT 6201 – LO1: Project Guidelines & Requirements for Ratio Analysis Project

Objective: The objective is to apply the ratio analysis framework to U. S. companies, so as to give you a hands-on experience in using and interpreting accounting information/data.

Suggested Approach:

- Choose a U.S. firm that is traded in the stock market.
- Obtain 3 of the most recent annual reports for the firm. That is, have at least 4 years of income statement data and four years of balance sheet data for the firm. If you only have quarterly reports, get 8 of the most recent quarterly reports [this is possible if the company you choose had a recent IPO; please choose a company that has had an IPO at least 2 years back].
- Collect information from press releases, news reports and the MD&A.
- Understand the business model, the economic environment and strategy of the company.
- Frame a question that would be interesting for you to answer. Examples: Does the company use a low cost or differentiation strategy? OR Will the company survive? OR What is the primary driver of the company's strategy? OR Are the analysts optimistic about the outlook of the company?
- After framing the question, have a "prediction" for the answer; this is your hypothesis.
- Use the ratio analysis tool [not all of the ratios indiscriminately] to answer your question and prove or disprove your hypothesis.
- Overall, think through and provide logical inferences [Hint: Do not compute all ratios and interpret them in groups or independent of each other or independent of the business model.]

Source:

- Annual reports: You can get annual reports from the SEC's database of company filings useful [the internet site is <http://www.sec.gov>. Use 10-Ks (the annual reports) for a company. You can also find copies of the annual report on the company's home page. Please do not use databases such as the COMPUSTAT, Mergent etc. to get the income statement and balance sheet data.
- Press releases can be obtained from the company's homepage or Lexis-Nexis at the UTD library or Bloomberg.

Note that the above is a list of suggested sources. You will need to show some enterprise in obtaining data. Please document the source and provide a web-link OR a copy of the annual report (the relevant sections and footnotes) in the appendix of the final report if the document is not available through the web.

Write-up:

The report should **not be more than 15 pages** not including the appendix [typewritten, 1.5 or double-spaced, 11 or 12 font]. Your report **must include** an executive summary detailing the objective of the study and key takeaways. The details of computations and the data can be relegated to the appendix. Include the summary of the detailed computations in the form of tables and graphs in the main body of the report. Refrain from making obvious statements, such as ROE is increasing because net income is increasing. You do not need to provide the annual reports and the support documents, but you need to provide a complete reference so that I can access the relevant documents via the web or UTD library data source. All reports should be submitted in paper form (not thru email).

FIN 6301 – Assessment Questions – LO1

Q1: Engine bonds have a face value of \$1000 and mature in 10 years. The coupon rate is 5.5% and coupons are paid semiannually. The yield is 4% with compounding semiannually. Find the bond's price.

Q2: Eight years ago, you got a 20 year loan with annual payments of \$7500. How much do you still owe if the loan has an interest rate of 5%?

Q3: Safety Stores has a company cost of capital of 8%. The risk-free rate is 4% and the return on the market is 12%. A new project has a beta of 2.1 and is expected to generate the following cash flows (all in millions):

Time	0	1	2	3	IRR
Cash Flow	-15	8	7	5	

Should Safety accept the project? Explain

Q4: Crave Corp. is considering a new project. The project will generate revenues of \$18 million and operating costs (does not include depreciation) of \$6,000,000 annually for the next 3 years. It requires an additional machine that costs \$21 million dollars and will be fully depreciated (to a zero book value) on a straight-line basis over 3 years. The machine can be sold for \$4,000,000 in 3 years (There is no horizon value). The tax rate is 30%.

The firm will raise the investment according to their target debt ratio of 45%. They will use retained earnings for the equity. The beta is 1.10. The risk-free return is 5% and the market risk premium is 10%. The current bonds have 3 years left to maturity, a coupon rate of 7.5% with annual coupons, a face value of \$1000 and currently trade for \$972. The before-tax cost on any new bonds will be the same as the yield to maturity on the current bonds.

Use the weighted average cost of capital (WACC) to find the net present value (NPV) of the project. Will they take the project? Explain.

OPRE 6301 – Assessment Questions – LO1

You plan to open a men's clothing store. To minimize startup costs, you will not stock suits for the tallest 5% and the shortest 5% of men. Find the minimum and maximum heights of the men for whom the suits will be stocked. (Men have normally distributed heights with a mean of 69 inches and a standard deviation of 2.8 inches).

a. approx 68 inches to 75 inches

- b. approx 60.2 inches to 69 inches
- c. approx 64.4 inches to 73.6 inches
- d. none of the above

A study shows that Michigan teachers have measures of job dissatisfaction that are normally distributed with a mean of 3.8 and a standard deviation of 0.95. If subjects with scores above 4 are to be given additional tests to measure job dissatisfaction, what percentage of teachers will fall into that category?

- a. approx 0.321
 - b. approx 0.584
 - c. approx 0.416
 - d. none of the above
-

MKT 6301 – Assessment Questions – LO1

Questions 1-3 deal with “Understanding of Marketing”

Q1. Which of the following are examples of psychographic variables?

- a. density and climate
- b. age and family size
- c. **lifestyle and personality**
- d. gender and income
- e. all of the above

Q2. For which of the following products would a manufacturer be most likely to use intensive distribution?

- a. perfume that sells for \$50 an ounce
- b. washing machines
- c. **chewing gum**
- d. laser printers
- e. designer women's clothing

Q3. Which of the following best describes the push activities of promotion?

- a. Print advertising in magazines

- b. TV commercial during the Super bowl
- c. Image advertising on television commercials
- d. **Off-invoice allowances**
- e. Coupon programs to customers

Questions 4-6 deal with "Problem Solving Techniques"

Q4. Consider the following scenario. The costs of production are \$5/unit. The fixed costs are \$400,000. The break-even volume at a price of \$9/unit is:

- a. 200,000
- b. 36,000
- c. **100,000**
- d. 1,600,000
- e. 80,000

Q5. A retailer buys a lamp for \$40 and plans to use a 60% markup cost. What will be the final purchase price for the customer?

- a. \$24
- b. \$60
- c. \$76
- d. **\$64**
- e. \$84

Q6. A retailer wants to run an ad announcing that the new Harry Potter book will be available at the store next Saturday. An ad in Newspaper A will cost \$500, and an ad in Newspaper B will cost \$375. Newspaper A has a circulation of 10,000, and Newspaper B has a circulation of 8,000. Based on this:

- a. 'Frequency' can be measured & compared but not 'Reach'
- b. **Newspaper B has the lower CPM**
- c. Newspaper A has the lower CPM
- d. Not sufficient information to calculate CPMs
- e. both newspapers have equal CPMs

Questions 7-9 deal with "Relating Marketing Concepts to Business Settings"

Q7. Assume a perceptual map shows that consumers perceive periodicals on two dimensions – “news only versus general interest” and “light versus serious”. People magazine is perceived as light and general interest. If the publishers of People wanted to introduce a second magazine, which position would minimize cannibalization?

- a. Light and general interest
- b. Serious and general interest
- c. Light and news only
- d. Serious and news only**
- e. None of the above

Q8. Sprint’s strategy has been to undercut AT&T enough to keep on drawing business away from AT&T, but not as much as to cause a price war. If Sprint assumes that a small reduction in price will lead to a disproportionately greater increase in demand, they are assuming demand is _____ ?

- a. elastic**
- b. inelastic
- c. of unitary elasticity
- d. all of the above
- e. none of the above

Q9. An Anti-Smoking organization wants to run television ads that will urge smokers to quit by emphasizing the negative effects of smoking. Which of the following is an important guideline they should consider when using fear appeals?

- a. Don't make the appeal so strong that consumers want to avoid the advertisement.**
- b. Be sure to make it appeal to children.
- b. Include a mention of several other health issues such as obesity.
- c. Avoid any reference to death or dying.**
- e. All of the above

MECO 6303 – Assessment Questions – LO1

Questions:

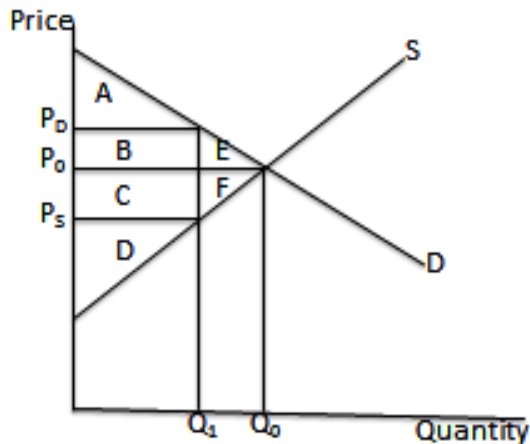
1. A simultaneous increase in both the demand for computers and the supply of computers must increase
 - a. the number of computers bought and sold
 - b. the price of computers.
 - c. both the equilibrium price and quantity of computers.
 - d. the shortage of computers in the market.

2. Suppose we observe that the price of gasoline has been rising, and the quantity of gasoline sold has also been rising. We can conclude that
 - a. the law of supply does not hold for gasoline.
 - b. the law of demand does not hold for gasoline.
 - c. the demand for gasoline must have risen
 - d. the supply of gasoline must have fallen

3. The price elasticity of demand for a good is -0.40 . By how much must the price of the good decrease in order for the number of units sold to rise by 12%?
 - a. 3%.
 - b. 4.8%.
 - c. 12.4%.
 - d. 30%

4. Under which of the following circumstances will the seller pay the whole of a per-unit tax?
 - a. when the supply curve is vertical
 - b. when the demand curve is vertical
 - c. when the tax is collected from the buyer
 - d. when the tax is imposed on the buyer

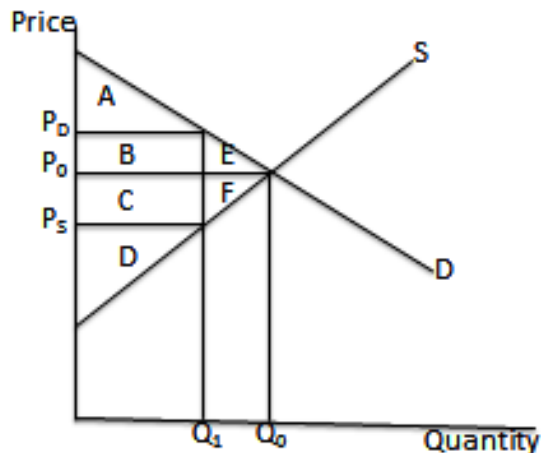
5. The following two questions refer to the accompanying diagram.



Refer to the figure above. A per-unit tax is imposed on consumers. The initial price and quantity are P_0 and Q_0 , respectively. After the tax is imposed, the equilibrium quantity is Q_1 , firms receive the price P_s , and consumers pay the price P_D .

Area B + C is

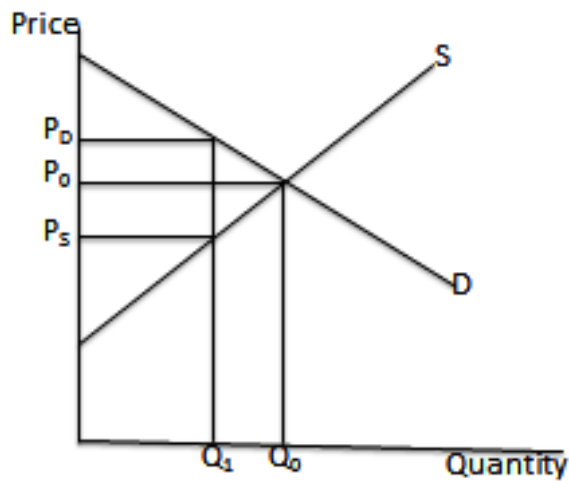
- the tax revenue collected by the government.
 - the total value that consumers receive from their purchases.
 - the fall in producers' surplus.
 - the deadweight loss due to the tax.
6. Refer to the same figure below.



Which areas represent the deadweight loss from the imposition of the per-unit tax?

- a. E
- b. E + F
- c. B + C
- d. A + B + E
- e. C + F + D

7. Refer to the similar figure below.



Assuming the imposition of a fully effective price ceiling at P_s the quantity produced will be?

- a. Q_1
 - b. Q_0
 - c. between Q_1 and Q_0
 - d. less than Q_1
 - e. more than Q_0
8. When a simple monopolist – no price discrimination – chooses to sell an additional unit of a good or service
- a. marginal revenue will be equal to the going market price.
 - b. marginal revenue will always be negative.
 - c. it will have to lower its price on the additional unit and on all other units.

- d. it will only have to lower its price on the additional unit.

9. Use the table below to answer the following two questions.

		Total	Average	Marginal
1	35	35		
2		64	32	29
3	29			
4				17
5	23			11
6		120		
7	17			-1
8				-7
9		99	11	-13

Refer to Table above. If the monopolist wants to maximize its **revenue**, how many units of its product should it sell?

- a. 4 b. 5 c. 6 d. 8

10. Refer to the same Table.

		Total	Average	Marginal
1	35	35		
2		64	32	29
3	29			
4				17
5	23			11
6		120		
7	17			-1
8				-7
9		99	11	-13

Assume this monopolist's marginal cost is constant at \$11. What quantity of output (Q) will it produce and what price (P) will it charge if it wants to maximize its **profits**?

- a. Q = 4, P = \$27
b. Q = 4, P = \$25
c. Q = 5, P = \$23
d. Q = 7, P = \$17

11. Suppose that the price of widgets is \$10. Every competitive firm in the widgets industry has fixed costs of \$10 and faces the following marginal cost curve:

Quantity	Marginal Cost
1	\$4
2	6
3	8
4	10
5	12

How many widgets does a firm produce, assuming it wishes to maximize

- b. 3
c. 4
d. 5
12. Use the same table below. Every competitive firm in the widgets industry has fixed costs of \$10 and faces the following marginal cost curve,

Quantity	Marginal
1	\$4
2	6
3	8
4	10
5	12

How much profit does the firm earn when it maximizes profit?

- a. 2
b. 6
c. 8
d. 10
13. If the nominal GDP is \$2 trillion in 1990 and \$6 trillion in 2000, and if the GDP deflator is 300 in 1990 and 600 in 2000, then what is the real 2000 GDP in 1990 dollars?
- a. \$6 trillion. b. \$4 trillion. c. \$3 trillion. d. \$1 trillion e. Not enough information to answer the question.
14. If \$1,000 in reserves is added to the banking system that has a required reserve ratio of 20%, and the demand for loans leads to no excess reserves being left in the system, by how much will the money supply increase?
- a. \$1,000. b. \$200. c. \$2,000. d. \$5,000. e. \$10,000.

15. Which of the following are true of how GDP is calculated?

- a. Exports and Imports are ignored.
- b. It is based on intermediate goods and not final goods. c. It takes into account the happiness of consumers.
- d. Both market and non-market transactions are included.
- e. All of the above.
- f. None of the above.

BPS 6310 – LO2: Industry and Company Analysis Project – Guidelines

Select a publicly-listed company and primary industry in which it competes. The following two sections, "Industry Analysis" and "Company Analysis" contain suggested topics. You should address and analyze what issues are most important for your organization and industry. However, each analysis must include 1) a five forces analysis/general environment analysis; 2) value chain analysis/ resources and capabilities analysis; 3) the firm's current strategy and whether or not it can lead to sustainable advantages; 4) financial analysis (as a minimum, a ratio analysis); and, 5) recommendations for firm strategy/implementation issues.

FIN 6301 – Assessment Questions – LO2

Q1: Alley expects to pay dividends of \$3.50 at the end of year 1, \$4.20 at the end of year 2 and \$5.00 at the end of year 3. After year 3, Alley expects a retention rate of 40% and a return on equity (ROE) of 20%. The required return is 18%. What is the current share price?

Q2: A project is expected to generate sales of \$20,000,000 each year for 2 years. Operating expenses for each year (excluding depreciation) are 40% of same year sales. The tax rate is 30%. The project requires an \$8,000,000 machine that will be depreciated on a straight-line basis over 2 years to a zero book value. The machine will be sold for \$750,000 at the end of year 2. Initial net operating working capital is 200,000. Net operating working capital is equal to 5% of sales in year 1 but only 2% of sales in year 2. Interest expense is \$800,000 per year. The cost of capital is 8%. Find net present value. Should they take the project? Explain.

OPRE 6302 – Assessment Questions – LO2

Describe and explain services, manufacturing, just in time, and total quality management strategies.

- Question 5 of Quiz 1: (Please insert the question here)

The Western Dallas Milk Company is producing milk at the rate of 5000 gallons per hour. The company's clients request 50,000 gallons of milk over the course of the day. This demand is spread out uniformly from 8.00 am to 1.00 pm. If there is no milk available, clients will wait until enough is produced to satisfy their requests.

The company starts producing at 8.00 am with 15,000 gallons in finished goods inventory. At the end of the day, after all the demand is met, the plant keeps producing until finished goods inventory has been restored to 15,000 gallons.

a) At what time during the day will the clients start waiting for their requests to be filled?

b) At what time the client stops waiting

- Question 5 of Quiz 2: (Please insert the question here)

An electronics company manufactures several types of cathode ray tubes on a mass production basis. During the past month, tube Type A has caused considerable difficulty. The following table contains data from 11 days of this troublesome period. Compute the central line and 3-sigma control limits for a p chart for this tube process. 200 units are inspected each day.

Day	Tube type A fraction rejected
1	0.46
2	0.31
3	0.24
4	0.22
5	0.22
6	0.29
7	0.31
8	0.21

9	0.26
10	0.24
11	0.31

$$\sqrt{\frac{\bar{p}(1 - \bar{p})}{\text{Sample Size}}}$$

See the formula sheet on the back for the formula.

OB 6301 – Assessment Questions – LO3

Sample Question 3: Bridging ethnic cultural boundaries

Suppose you are a manager from a very low context culture, and are transferred to a subsidiary in a country with a very high context culture. What adjustments would you make in your management style and why?

Sample Question 4: Bridging occupational cultural boundaries

Managers and leaders today face another set of cultural boundaries that must be bridged: that of occupational cultures. As the specialization of work increases, as long-term loyalty to any one employer declines, and as the inter-organizational mobility of the workforce increases, strong occupational cultures emerge, e.g. the occupational cultures of, say, java programmers, of M&A specialists, of physicians, and of nurses. One such ‘cultural divide’ many of us are [perhaps painfully] aware of is that which often separates “IT and non-IT” sides of the organization.

As occupational cultures continues to strengthen, which research and current trends suggest they will, what concrete steps will you take, to not just manage the inherent conflicts, but capture the potential synergies and innovation that result ‘when [occupational] worlds collide’? For example, what would you do to bridge the gap between IT and non-IT? Between finance and marketing? Between HQ and the field office? Like our earlier discussion on how to, once and for all, tackle the decades-old problem of ‘poor communication,’ please put forward some innovative, even radical ideas on how you might improve on this increasingly prevalent challenge.

OB 6301 – Assessment Questions – LO4

Sample Question 2: Motivation & the contemporary worker

Motivation is changing. Traditionally, motivation—from a managerial perspective—has focused on the question of ‘How to motivate workers to do the tasks the company needs to have done?’ As the workforce becomes more employer-

independent (think of inter-organizational, 'boundaryless' careers), and due to a shortage of talent for certain positions and competencies (think competencies in 'hot' areas, like 'big data,' for example), motivation is shifting toward questions like these: 'How can I create 'pull demand' for my organization? How can I create an environment so that workers are motivated to come and do the work that they [the workers] want to do?'

So the question is this: What concrete steps will you take to ensure the people and teams you lead and manage are motivated and engaged, given 1) the characteristics of the contemporary workforce, 2) the 'situationality' of great performances, and 3) the managerial responsibilities you have to accomplish the organization's objectives?

ACCT 6201 – Assessment Questions – LO5

Earnings Management Assessment Questions; Choose the appropriate response – a, b, c or d

1. Managers may “smooth earnings” to
 - a. reduce the volatility of the earnings stream over time
 - b. maintain the appearance of steady growth over time
 - c. both of the above

2. To take a “big bath” means
 - a. report high earnings by manipulating revenues and gains upwards and expenses downwards
 - b. report low earnings by manipulating revenues downwards and expenses and losses upwards
 - c. dilute shareholders' equity by issuing stock options to top executives

3. Firms engage in off-balance sheet financing with the objective of
 - a. Financing operations
 - b. Managing earnings
 - c. Both a and b
 - d. Neither a nor b.

4. Financial statements are accurate and precise
 - a. Because they are audited
 - b. Double-entry bookkeeping ensures accuracy
 - c. Both a and b
 - d. Neither a nor b.

5. Firms appear to strive to achieve which of the following benchmarks
 - a. Meet or beat analysts' earnings forecasts
 - b. Avoid decrease in earnings compared to the last period
 - c. Avoid losses
 - d. All of the a, b and c.
 - e. None of a, b and c.

MKT 6301 – Assessment Questions – LO5

Questions 1-6 deal with legal and ethical issues; Instructors had to pick 3 from the following questions on midterm or final exam

1. The _____ holds that the organization's task is to determine the needs, wants, and interests of target markets and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumer's and the society's well-being.
 - a. customer-centered business
 - b. marketing concept
 - c. societal marketing concept**
 - d. ethically responsible marketing manager
 - e. all of the above

2. Which of the following pricing techniques is both unethical and illegal?
 - a. Consumer differential pricing
 - b. Loss-leader pricing
 - c. High-low pricing
 - d. Bait and switch pricing**
 - e. Psychological pricing

3. If there were a loophole in the law making it legal, which of the following practices would still not be a good option for a company to use, due to long term damage to the brand and ethical concerns:
 - a. Pricing with discounts
 - b. Comparative advertising showing the deficiency of a competitor's product
 - c. Flanking strategy
 - d. Price discrimination based on volume
 - e. Bait and switch**

4. Which of the following marketing techniques is considered to be illegal?
 - a. Comparative advertising showing competitor's products
 - b. Consumer differential pricing
 - b. Captive pricing
 - c. Private label branding
 - d. None of the above options are illegal**

5. Which of the following pricing techniques is illegal in the United States?
 - (a). Consumer differential pricing
 - (b). Complementary pricing
 - (c). Bundled pricing

(d). Price fixing

(e). Every Day Low Pricing

6. The golden rule of ethics tells managers to “do to others as you would have them do to you.”

Based on this rule, which of the following actions is ethical?

(a). A firm uses a chemical that causes no known danger, but accumulates in human tissue.

(b). An intern is told to research a competing firm by pretending to be a customer.

(c). A firm secretly inserts cookies which cannot be blocked on customers’ web browsers to track their web activities.

(d). A firm pursues unmerited lawsuits against its critics to harass them into silence.

(e). None of the above.

OPRE 6301 – Assessment Questions – LO7

Problem 1

The National Quality Research Center at the University of Michigan provides a quarterly measure of consumer opinions about products and services. A survey of 10 restaurants in the Fast Food/Pizza group showed a sample mean customer satisfaction index of 71. Past data indicate that the population standard deviation of the index has been relatively stable with $\sigma = 5$. Using a 95% confidence, what is the margin of error?

a. approx 3.10

b. approx 4.00

c. approx 3.59

d. none of the above

Problem 2

Refer to Problem 14.95 and its accompanying data file. **Please read this question carefully as content of the test question may be different than in your textbook.** Millions of North Americans spend up to several hours a day commuting to and from work. Aside from wasted time, are there other negative effects associated with fighting traffic? A study by Statistics Canada may shed light on the issue. A random sample of adults was surveyed. Among other questions, each was asked how much time he or she slept and how much time was spent on commuting. The categories for commuting time are 1 to 30 minutes, 31 to 60 minutes, and more than 60 minutes.

11. At the 1% significance level, is there sufficient evidence to conclude that the amount of sleep differs between commuting categories?

A. Reject the null; there is enough evidence to infer the amount of sleep differs between commuting categories; also the critical value of the test is 4.69.

B. Reject the null; there is enough evidence to infer the amount of sleep differs between commuting categories; also the critical value of the test is 3.03.

C. Do Not Reject the null; there is not enough evidence to infer the amount of sleep differs between commuting categories; also the critical value of the test is 4.69.

D. Do Not Reject the null; there is not enough evidence to infer the amount of sleep differs between commuting categories; also the critical value of the test is 3.03.

12. Run Tukey's Omega procedure to see where differences exist, if you found differences in Problem #11.

A. the differences are only between "31 to 60 minutes" and "over 60 minutes"

B. the differences are only between "1-30 minutes" and "over 60 minutes"

C. the differences are between "1-30 minutes" and "over 60 minutes";

and also "between 31 to 60 minutes" and "over 60 minutes"

D. there were no differences found in Problem #11, therefore, we do not look for differences.

Problem 3

For Problem #28, Problem #29, refer to Problem 16.12 and its accompanying data file. Please read this question carefully as content of the test question may be different than in your textbook. Exercise 16.12 addressed the problem of determining the relationship between the price (in \$1000s) of apartment buildings and number of square feet (in 1000s). Hoping to improve the predictive capability of the model, the real estate agent also recorded the number of apartments, the age (in years) of apartments, and the number of floors in each apartment building. These extra variables are indicated in file Xr16-12. The agent would like to predict the price based upon several variables. **Determine the multiple regression of y on x for this problem.**

28. Using the appropriate hypothesis tests, which independent variables are indicated as being linearly related to the dependent variable, as shown by results utilizing the appropriate two-tailed hypothesis tests?

A. the variables "apartments" and "floors" may be linearly related to the dependent variable

B. the variables "size", "apartments", "floors" may all be linearly related to the dependent variable

- C. the variable “apartments” is the only variable that may be linearly related to the dependent variable
- D. none of the independent variables are linearly related to the dependent variable.

29. Test the overall validity of the regression model as demonstrated in your textbook. Your results indicate:

- A. Since the standard error is between 2600 and 2700, reject the null; .
- B. Since the p-value is approx 0.0001, reject the null; the model is valid.
- C. Since the p-value is approx 0.497, do not reject the null; the model is not valid.
- D. None of the above.

OPRE 6302 – Assessment Questions – LO7

Topic 2: a: Derive and compute optimal decisions, and performance measures such as costs and profits. b. Develop analytical thinking in operations practices.

- Question 3 of Quiz 1: (Please insert the question here)

DR. Bread, a large bakery in Dallas, is laying out a new process for their packaged bread, which they sell to several grocery chains. It takes 12 minutes to bake bread. How large an oven is required so that the company is able to produce 4000 units of bread per hour (measured in the number of units that can be baked simultaneously)?

- Question 3 of Quiz 2: (Please insert the question here)

The Western Jeans Company purchases denim from Cumberland Textile Mills. The Western Company uses 35,000 yards of denim per year to make jeans. The cost of ordering denim from the textile company is \$500 per order. It costs Western \$0.35 per yard annually to hold a yard of denim in inventory. Determine

- a) the optimal number of yards of denim the Western Company should order,
- b) the minimum total annual inventory cost,
- c) the optimal number of orders per year, and
- d) the optimal time between orders.

1. $Q = \sqrt{\frac{2DS}{H}}$, Total Cost = $(1/2)QH + (D/Q)S$

2. Number of Orders = D/Q

3. Time between orders = You should be able to do this

D=Demand, S = Ordering Cost, H = Holding Cost