

**Kania School of Management
Assessment Plan
2015**

***The University of Scranton
Kania School of Management
Assessment Plan***

1. INTRODUCTION

This document describes the Kania School of Management's approach to assessment. It provides guidelines for conducting assessment activities, outlines the major components of the plan, and includes documents that show the relationship among student learning goals, the Kania School mission, and the most recent strategic plan.

This plan is consistent with assessment expectations articulated by the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle States Commission on Higher Education (Middle States).

Our assessment plan addresses fundamental issues related to what we expect our students to know or be able to do as a result of participating in our programs, and as such we are interested in answers to the following questions:

- What student learning outcomes do we expect to achieve?
- How do these outcomes relate to the Kania School of Management mission?
- How often should we assess these outcomes?
- Which means of assessment will we use to determine if the outcomes are being achieved?
- What result(s) would indicate a satisfactory level of accomplishment?
- How will we use the assessment results to improve our program?

2. GUIDING PRINCIPLES OF ASSESSMENT

Our philosophy of assessment, articulated below, finds expression in our policies, practices, and decisions related to assessment.

- We will gather and analyze assessment data for the purpose of making decisions that lead to improved student learning and improved delivery of educational programs.
- We recognize faculty as key participants in all stages of the assessment process. An Assessment Committee comprised mainly of faculty from each academic department and program will coordinate our assessment efforts.

- We will assess programs (Undergraduate Business, and MBA) and use the results of assessment to determine if we are achieving satisfactory levels of learning.
- We will assess individual student performance (papers, presentations, responses to test questions, etc).
- We will actively develop and use direct measures of assessment.
- We will consider an appropriate and representative sample of 40% or greater to be sufficient in determining the level of student performance on given tasks. It will not be necessary to assess every student in a program.
- We will set criteria for success prior to administering an assessment instrument. In many cases, this will translate to an expectation that 75% or more of students will perform at or above an acceptable level.
- We will inform students when an assessment activity is scheduled and will communicate assessment results to them through appropriate feedback mechanisms.

3. COMPONENTS OF THE ASSESSMENT PLAN

3.1 Learning Goals and Objectives and their Relationship to Mission and Strategic Plan

Our undergraduate program identifies five student learning goals. Students are expected to: exhibit effective oral and written communication skills, demonstrate critical thinking skills, express sensitivity to ethical, social justice, and environmental implications of business activities, appreciate the importance of integrating business processes across functional areas, and apply functional area concepts and theories.

The MBA program also identifies five student learning goals. MBA students are expected to: recognize the implications of integrated business processes, make decisions in an ethical, socially responsible, and just manner, synthesize and analyze business information, identify trends in the global environment of business, and demonstrate effective leadership and management skills to achieve organizational goals.

The complete text of our goals and related objectives can be found in Appendix B and Appendix D. The reader is also referred to Appendix C and Appendix E which describe the relationship between our student learning goals and mission. Appendixes H and I describe the relationship between the undergraduate and MBA learning goals respectively and the strategic plan.

The Kania School Strategic Plan assigns responsibility to the assessment committee for completing specific action items. These responsibilities and when they are to be addressed are listed Appendix J .

3.2 Assessment Tools

An assessment committee, made up of faculty from each academic department and the Associate and Assistant Deans, directs the assessment activities of the Kania School. Specifically, the committee:

- helps identify linkages between the Kania School of Management student learning goals and the Kania School mission
- proposes student learning objectives that flow from student learning goals
- suggests, helps develop, and promotes a variety of assessment methods
- identifies academic classes and activities that may be potential assessment environments
- reviews and/or revises rubrics used to assess student learning objectives
- determines criteria for success for assessment methods
- coordinates the collection, evaluation, and analysis of assessment data
- facilitates discussions of assessment results among faculty
- monitors the implementation of program improvements
- develops strategies to document and communicate assessment results and corresponding program improvements

Committee-developed rubrics consist of a number of traits with descriptions of student behaviors that do not meet, meet, and exceed expectations. Assessors review student performance on each trait and choose an appropriate rating. Where two or more assessors rate the same student, average scores are calculated using 1-2-3 to represent does not meet, meets, and exceeds expectations accordingly.

The committee uses its own unique case studies, “Brumster Brothers, Inc” for undergraduate assessment and “Harrison Company Case” for MBA assessment. These tools are modified as needed to focus on particular learning goals and objectives.

The committee administers its own achievement test to measure the students' ability to apply business concepts and theories. The first administration of this test will take place during the Fall 2010 semester.

3.3 Assessment Process

The Assessment Day model is the main method for collecting assessment data, although course embedded assessment may be used as well. All undergraduate seniors enrolled in the capstone course, MGT 455 (BLDR 455) – Business Policy, will be required to participate in assessment day activities during the fall and spring semesters. In order to motivate students to do their best, course instructors will award points toward the students' final grade based on their participation.

The nature of the assessment assignment may vary from year to year, but most often involves a case study analysis and student presentations to a panel of assessors (usually a combination of business professionals and faculty). Every third year, we will administer the Kania School Business test to students in place of the case analysis and presentation.

Students enrolled in the MBA program capstone course MGT 509 – Business Policy will complete a case analysis that serves as a major exercise for grading purposes and as an assessment device measuring all five MBA student learning goals. This ten-page single spaced report will be scored by faculty, business professionals, or both using a specially designed rubric.

The assessment process illustrated in Appendix F begins with a review of strategic plan action items related to assessment, the Kania School student learning goals and objectives, and the results of faculty actions. If necessary, the committee will make revisions to the case study or associated rubrics and alert students and assessors to the upcoming assessment activities. Once the data from assessment day are recorded and analyzed, students receive copies of the scored rubrics and the assessment committee chair prepares a report of findings which is reviewed by the assessment committee and presented to faculty and staff at one of the monthly faculty/staff meetings. Faculty discuss the assessments results at departmental and committee meetings and develop appropriate action items to address student deficiencies. The assessment committee chair records efforts and improvements in an electronic database and presents a summary at one or more of the scheduled faculty/staff monthly meetings.

3.4 Assessment Cycle

We intend to measure all undergraduate and MBA learning goals and objectives during the five year period according to the schedule described in Appendix G. While only some undergraduate learning goals will be assessed each year, all MBA learning goals will be assessed every semester MGT 509 (Business Policy) is offered. MBA students enrolled in this capstone course will be assessed by means of their analysis of a case study as evaluated by faculty and/or business assessors.



The Arthur J. Kania School of Management

Mission Statement

The mission of the Arthur J. Kania School of Management is to provide a Jesuit-inspired business education within a culture of excellence that prepares women and men for success.

To achieve this mission, the Kania School of Management of The University of Scranton is committed to:

- Instilling intellectual curiosity and life-long learning.
- Facilitating student development of business skills and independent thinking.
- Fostering a comprehension of, and sensitivity to, international issues and social justice.
- Promoting and modeling personal integrity and ethical decision-making.
- Providing and promoting opportunities for service to Northeastern Pennsylvania and the broader community.
- Maintaining an appropriate balance of teaching excellence and intellectual contribution.

Appendix B

The University of Scranton Kania School of Management Student Learning Goals and Objectives Undergraduate Business Program

1. Students will demonstrate effective oral and written communication skills.

- A. Students will create professionally written documents on a business topic.*
- B. Students will deliver an effective oral presentation on a business topic.*
- C. Students will use appropriate technologies to enhance the effectiveness of their written and oral projects.*

2. Students will demonstrate critical thinking skills.

- A. Students will weigh the significance of key assumptions used in making business decisions.*
- B. Students will solve business problems using appropriate quantitative and analytical tools and techniques.*
- C. Students will defend reasoned solutions to business problems.*

3. Students will be sensitive to the ethical, social justice, and environmental implications of business activities.

- A. Students will reference frameworks for examining ethical, social justice, and environmental sustainability issues in specific business cases.*
- B. Students will demonstrate an ability to defend their position on ethical actions in business.*
- C. Students will demonstrate an ability to defend their position on social justice actions in business.*
- D. Students will demonstrate an ability to defend their position on environmental sustainability actions in business.*

4. Students will appreciate the importance of integrating business processes across functional areas.

- A. Students will explain how one functional area impacts another.*
- B. Students will demonstrate an understanding of how the global environment affects business.*

5. Students will apply functional area concepts and theories appropriately.

- A. Students will demonstrate the ability to apply basic business facts, concepts, theories, and analytical methods.*
- B. Students will demonstrate advanced skills appropriate to their academic major.*

Appendix C

University of Scranton Kania School of Management

Relationship between Mission and Student Learning Goals Undergraduate Business Program

The Kania School of Management is committed to...

... Instilling intellectual curiosity and life-long learning by assuring that our students are skilled in critical thinking and decision-making (Learning Goal 2), able to appreciate the importance of integrating business processes (Learning Goal 4), and able to apply functional concepts and theories appropriately (Learning Goal 5).

... Facilitating student development of business skills and independent thinking by assuring that our students meet the learning goals associated with effective communication (Learning Goal 1), critical thinking and decision-making (Learning Goal 2), integrating business processes (Learning Goal 4), and applying functional concepts and theories (Learning Goal 5).

... Fostering a comprehension of, and sensitivity to, international issues and social justice by assuring that our students are sensitive to the ethical and justice ramifications of business activities (Learning Goal 3).

... Promoting and modeling personal integrity and ethical decision-making by assuring that our students are effective communicators (Learning Goal 1), are skilled in critical thinking and decision-making (Learning Goal 2) and are sensitive to ethical and justice ramifications of business activities (Learning Goal 3).

... Providing and promoting opportunities for service to others by assuring that our students are sensitive to ethical and justice ramifications of business activities (Learning Goal 3).

Appendix D

The University of Scranton
Kania School of Management
Student Learning Goals and Objectives
MBA Program

- 1. Each student will be skilled in recognizing (dealing with) the implications of integrated business processes in managing the enterprise.**
 - A. Students will analyze ineffective business practices that result from poorly integrated business processes.*
 - B. Students will formulate sound proposals for improving integrated business processes.*
- 2. Each student will be ethical, socially responsible, and just when making business decisions.**
 - A. Students will evaluate business decisions within an ethical framework.*
 - B. Students will critique business decisions on the basis of social responsibility.*
 - C. Students will evaluate business decisions with regard to their impacts on environmental sustainability.*
- 3. Each student will be capable of synthesizing/analyzing information as to make sound business decisions.**
 - A. Students will apply a systematic approach to solving business problems.*
 - B. Students will evaluate financial statements and documents to support business decisions.*
 - C. Students will use appropriate technologies in gathering and analyzing data relevant to managerial decision-making.*
- 4. Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm.**
 - A. Students will analyze the impact of global business issues on specific management situations.*
 - B. Students will relate current global events to emerging business opportunities.*
- 5. Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals.**
 - A. Students will demonstrate appropriate group techniques to lead a team task that results in effective performance.*
 - B. Students will demonstrate effective leadership skills in a group project.*

Appendix E

University of Scranton Kania School of Management

Relationship between Mission and Student Learning Goals MBA program

The Kania School of Management is committed to...

... Instilling intellectual curiosity and life-long learning by assuring that our students are skilled recognizing the implications of integrated business processes (Learning Goal 1) and that they are capable of synthesizing/analyzing information (Learning Goal 3).

... Facilitating student development of business skills and independent thinking by assuring that our students will be capable of synthesizing/analyzing information as to make sound business decisions (Learning Goal 3), are skilled in recognizing the implications of integrated business processes (Learning Goal 1), and become leaders and/or managers who are capable of influencing others to achieve organizational goals (Learning Goal 5).

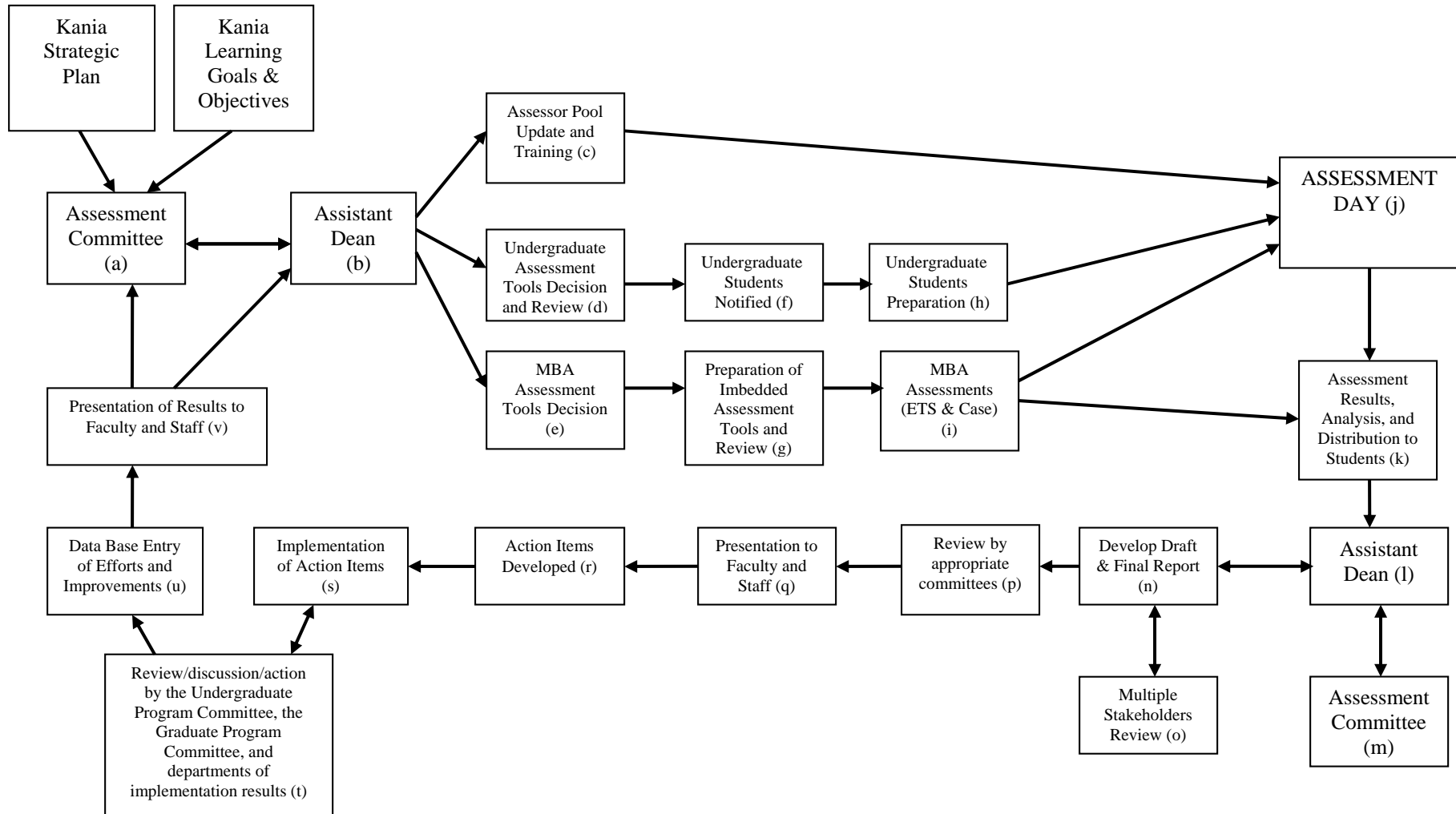
... Fostering a comprehension of, and sensitivity to, international issues and social justice by assuring that our students meet the learning goal associated with the gatekeeper function expressed in Learning Goal 4 and that they are ethical, socially responsible, and just when making business decisions (Learning Goal 2).

... Promoting and modeling personal integrity and ethical decision-making by assuring that our students will be leaders and/or managers who are capable of influencing others to achieve organizational goals (Learning Goal 5) and who are ethical, socially responsible, and just when making business decisions (Learning Goal 2).

... Providing and promoting opportunities for service to others by assuring that our students act in ethical, socially responsible, and just ways when making business decisions (Learning Goal 2) and become leaders and/or managers who are capable of influencing others to achieve organizational goals (Learning Goal 5).

Appendix F

University of Scranton – Kania School of Management – Assessment Process



Assessment Cycle 2015-2020		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Learning Objectives	Assessment Activity	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019	S2020
Objectives 1A, 1B Undergraduate	Use internal case study as the basis for student presentations to external reviewers on Assessment Day.		X			X	X				X
Objective 1C Undergraduate	Evaluate individual student defense of case analysis		X			X	X				X
Objectives 1A, 1C Undergraduate	Conduct course embedded assessment of student writing samples from Kania School writing intensive courses.			X	X			X	X		
Objectives 2A, 2C Undergraduate	Use internal case study as the basis for student presentations to external reviewers on Assessment Day.		X			X	X				X
Objective 2B Undergraduate	Conduct course embedded assessment of student tests or assignments from Kania School quantitative and analytical courses.		X						X		
Objectives 3A, 3B, 3C, 3D Undergraduate	Use internal case study with business ethics focus as the basis for student presentations to external reviewers on Assessment Day.		X			X	X				X
Objective 4A Undergraduate	Use internal case study as the basis for student presentations to external reviewers on Assessment Day.		X			X	X				X
Objective 4B Undergraduate	Conduct course embedded assessment of student tests or assignments from Kania School ECO 351 sections.	X						X			
Objective 5A Undergraduate	Administer Kania School Business Test			X	X			X	X		
Objective 5B Undergraduate	Conduct course embedded assessment of student tests or assignments from Kania School advanced courses.			X			X				
All MBA Goals and Objectives	Case assignment		X				X				X

Appendix H

Kania School of Management Undergraduate Student Learning Goals Relationship to Strategic Plan 2010-2015

Student Learning Goal	Strategic Plan Theme	Strategic Plan Goal	Strategic Plan Objective
Oral and written communication skills	Traditional and Emerging Business Skills	A. Enhance students' fundamental skills	2. Enhance students' writing and presentation skills. 4. Enhance students' interpersonal skills. 6. Provide opportunities for students to reinforce fundamental skills.
Critical thinking skills	Traditional and Emerging Business Skills	A. Enhance students' fundamental skills. D. Enhance students' innovation skills.	1. Enhance students' critical thinking and creativity skills. 6. Provide opportunities for students to reinforce fundamental skills. 2. Increase exposure to entrepreneurship and innovation in the curriculum.
Sensitivity to ethics, social justice, and environmental issues.	Responsibility, Sustainability, Justice	A. Increase levels of teaching, learning, and scholarship about RSJ	1. Incorporated RSJ in all years of all Kania School curricula. 2. Assess RSJ learning as measured by Assessment Committee rubrics. 3. Support RSJ-related scholarship. 4. Develop faculty in RSJ areas
Integration of business processes	Traditional and Emerging Business Skills	B. Enhance students' functional knowledge and skills. C. Enhance students' integrative knowledge and skills.	1. Enhance courses in the functional area. 2. Find opportunities to emphasize the interdisciplinary nature of business.
Functional area concepts and theories	Traditional and Emerging Business Skills	A. Enhance students' fundamental skills.	3. Enhance students' quantitative skills. 5. Enhance students' technological knowledge and skills. 6. Provide opportunities for students to reinforce fundamental skills.

Appendix H

Kania School of Management MBA Student Learning Goals Relationship to Strategic Plan 2010-2015

Student Learning Goal	Strategic Plan Theme	Strategic Plan Goal	Strategic Plan Objective
Integrate Business Processes	Traditional and Emerging Business Skills	B. Enhance students' functional knowledge and skills C. Enhance students' integrative knowledge and skills	1. Enhance courses in the functional area. 2. Find opportunities to emphasize interdisciplinary nature of business.
Ethical Decision-Making	Responsibility, Sustainability, Justice	A. Increase levels of teaching, learning, and scholarship about RSJ	1. Incorporate RSJ in all years of all Kania School curricula. 2. Assess RSJ learning as measured by Assessment Committee rubrics. 3. Support RSJ-related scholarship. 4. Develop faculty in RSJ areas.
Synthesize and Analyze Business Information	Traditional and Emerging Business Skills	A. Enhance students' fundamental skills.	3. Enhance students' quantitative skills. 5. Enhance students' technological knowledge and skills. 6. Provide opportunities for students to reinforce fundamental skills.
Identify Global Trends	Traditional and Emerging Business Skills	B. Enhance students' functional knowledge and skills	2. Ensure awareness of trends in the business world.
Demonstrate Effective Leadership	Traditional and Emerging Business Skills	E. Enhance students' leadership skills	1. Explore pedagogical techniques that emphasize the development of leadership skills in class assignments, projects, and cases.



KANIA

THE ARTHUR J. KANIA SCHOOL OF MANAGEMENT

Spring 2015

Dear Student:

The assessment process allows us to make sure that we are providing you with the best business education possible. A review of your work here may result in changes to courses, course offerings, or even adjustments to the entire program. Your help is very important and greatly appreciated.

The assessment that you are participating in is the attached Brumster Brothers, Inc. case.

You must examine the case and forecast worksheet to be certain you understand the issues and decisions addressed in the business scenario. Your participation in this assessment will consist of: (1) writing a one-page memo to Megan suggesting what she should include in her proposal to the company founders; (2) responding to questions about the case posed by a panel of assessors. These two tasks are explained in more detail on the last page of this document.

Please remember that 10% of your final MGT 455 (or BLDR 455) grade is based on this assessment assignment. This percentage was determined by your MGT 455 instructor and should be listed in the course syllabus.

You will meet with the assessors on Friday, March 27, 2015 sometime between 4:00 and 6:30 PM. Additional information will be provided to you as we get closer to Assessment Day.

Thank you, in advance, for your best effort.

Murli Rajan, Ph.D., CFA
Interim Associate Dean
On behalf of The Kania School of Management Assessment Committee

Brumster Brothers, Incorporated – Assessment Case

March 2015

Brumster Brothers, Inc., a privately-held company, makes and sells a single product, a high quality backgammon set. The company operates from a single location in Las Vegas, Nevada. The target market is the mid-range player and the backgammon sets are priced at US\$200 each, plus shipping. Currently, 90% of sales come from on-line purchases world-wide. The company has a small store attached to its factory which accounts for 10% of sales. Store sales are brisk when backgammon tournaments come to town.

The original business model was to sell sets through backgammon clubs throughout the United States. However, with the emergence of the internet, on-line sales have skyrocketed and sales are now primarily made directly to the end customers. Although backgammon clubs no longer receive a percentage of the sales, Brumster Brothers advertises heavily in individual club newsletters. They also advertise on-line.

Brumster Brothers is a very small company and Megan Brumster is the company president. Megan's father, Tom, is one of the two original founders. The other founder, Robert, is Megan's uncle. The two brothers, ages 70 and 77, are retired. Megan handles all of the administrative work and other functions normally performed by the president of a company. Strategically, she walks a fine line. She would like to grow the business, but at the same time her father and uncle want to collect any excess cash flow from the business profits rather than reinvest them in the company.

One full-time employee, Peter, operates the store and two part-time production employees work as needed, 52 weeks per year. However, being semi-retired, neither of the production workers is willing to work, on average, more than 32 hours per week. It has been several years since product demand has kept them busy 32 hours per week. Of course, when product demand dictates, they will work less time. In fact, in the last few years summer demand has been so low that there were several weeks when production stopped.

After reviewing the following business reports and spreadsheet, Megan has decided that purchasing new equipment and implementing a marketing plan that raises the price of the product by 20% and increases advertising expenses by 10% will maximize 2015 profitability. She plans to present this proposal in person to her father and uncle for their consideration.

Report 1
2015 Forecast Worksheet for Brumster Brothers, Incorporated

	Purchasing New Equipment			Using Old Equipment		
	Marketing Option 1	Marketing Option 2	Marketing Option 3	Marketing Option 1	Marketing Option 2	Marketing Option 3
SALES						
Sales Units	2,530	2,200	2,860	2,530	2,200.00	2,860.00
Sales Price	200.00	240.00	180.00	200.00	240.00	180.00
Total Dollar Sales	506,000.00	528,000.00	514,800.00	506,000.00	528,000.00	514,800.00
COST OF GOODS SOLD						
Materials	185,069.50	160,930.00	209,209.00	200,629.00	174,460.00	226,798.00
Labor	40,300.00	33,000.00	47,710.00	63,250.00	55,000.00	71,500.00
Fixed Overhead	7,200.00	7,200.00	7,200.00	0.00	0.00	0.00
Variable Overhead	14,421.00	12,540.00	16,302.00	14,421.00	12,540.00	16,302.00
Total Cost of Goods Sold	246,990.50	213,670.00	280,421.00	278,300.00	242,000.00	314,600.00
Gross Profit Margin	259,009.50	314,330.00	234,379.00	227,700.00	286,000.00	200,200.00
EXPENSES						
Administrative Expense	87,000.00	87,000.00	87,000.00	87,000.00	87,000.00	87,000.00
Store Operating Expense	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00
Marketing Expense	28,000.00	22,000.00	20,000.00	28,000.00	22,000.00	20,000.00
Internet Payment Services Expense	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Existing Interest Expense	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
New Financing Expense	14,403.00	14,403.00	14,403.00			
Total Operating Expenses	158,403.00	152,403.00	150,403.00	144,000.00	138,000.00	136,000.00
Net Profit before Taxes	100,606.50	161,927.00	83,976.00	83,700.00	148,000.00	64,200.00
Taxes	30,181.95	48,578.10	25,192.80	25,110.00	44,400.00	19,260.00
Net Profit after Taxes	70,424.55	113,348.90	58,783.20	58,590.00	103,600.00	44,940.00

Report 2

Brumster Brothers, Incorporated – Marketing Options

After researching the market, the three best marketing options and their anticipated results are outlined below for consideration. All changes identified are forecasts for year 2015.

Marketing Option 1 – Keep price and product features/quality the same and increase advertising by 40%. It is anticipated that the sales volume (units) will increase by 15% over the 2014 level.

Marketing Option 2 – Raise the price of a set by 20%. Increase advertising expenses by 10%. Keep product features/quality the same. It is anticipated that the sales volume (units) will remain unchanged from 2014 levels.

Marketing Option 3 – Decrease the price by 10%. Maintain the current marketing budget and product features/quality. It is anticipated that sales volume (units) will increase 30% over 2014 levels.

Report 3
Brumster Brothers, Incorporated – Historical Financial Statements

Income Statement (Years Ending)	12/31/2014	12/31/2013	12/31/2012	12/31/2011
Sales (Net of Shipping)	\$440,000	\$540,000	\$500,000	\$600,000
Cost of Goods Sold	\$242,000	\$297,000	\$275,000	\$363,000
Gross Profit	\$198,000	\$243,000	\$225,000	\$237,000
Administrative Expenses	\$87,000	\$84,000	\$84,000	\$79,000
Store Operating Expenses	\$21,000	\$19,000	\$19,000	\$18,000
Marketing Expenses	\$20,000	\$43,200	\$40,000	\$52,800
Interest Expense (6% of Principal)	\$2,000	\$1,500	\$1,500	\$1,500
Internet/Payment Services Expenses	\$6,000	\$6,000	\$6,000	\$6,000
Net Income Before Taxes	\$62,000	\$89,300	\$74,500	\$79,700
Taxes (30% Rate)	\$18,600	\$26,790	\$22,350	\$23,910
Net Income After Taxes	\$43,400	\$62,510	\$52,150	\$55,790
Sets Sold	2,200	2,700	2,500	3,300

Balance Sheet (As Of)	12/31/2014
Current Assets	
Cash	\$100,000
Inventory	\$50,000
Long-Term Assets	
Land	\$50,000
Plant & Equipment (fully depreciated)	\$0
Total Assets	\$200,000
Current Liabilities – Accounts Payable	\$110,000
Long-term Liabilities – Bank Loan	\$33,333
Total Liabilities	143,333
Common Stock	\$40,000
Retained Earnings	\$16,667
Stockholders' Equity	\$56,667
Total Liabilities and Stockholders' Equity	\$200,000

Report 4

Brumster Brothers, Incorporated – Production Information

The Production Process:

- 1) Receive raw materials (2 weeks after order is placed)
- 2) Put raw materials in inventory by type (wood, felt, glue, leather, etc.)
- 3) Pull required inventory and produce wood frames in 100 unit batches (average excessive waste due to old equipment is 5% of materials)
- 4) Put frames in wood frame inventory
- 5) Pull required inventory and produce interior of backgammon set (average excessive waste is 10% of materials)
- 6) Put completed items in interior finished inventory
- 7) Pull required inventory and produce exterior of backgammon set (average excessive waste is 10% of materials)
- 8) Put completed items in exterior finished inventory
- 9) Conduct final production inspection (defect rework costs should not be considered)
- 10) Insert checkers and dice
- 11) Complete final wrapping and boxing for shipping (10% excessive waste in wrapping materials)
- 12) Place in finished goods inventory (0% shrinkage)
- 13) Send lot completion slip to accounting to trigger reorder of materials
- 14) Maintain level of 200 finished sets in inventory

2014 Plant Capacity (9000 units)	
Unit Production Components	Current Unit Costs
Purchased and Inspected Dice and Checkers	\$11.80
Wood and Framing Materials	\$12.00
Interior Materials	\$24.00
Exterior Materials	\$30.50
Wrapping and Boxing	\$1.00
Variable Factory Overhead (Electricity, etc.)	\$5.70
Total Non-Labor Cost (Materials/Overhead)	\$85.00
Labor (Sean & Samantha work the same hours)	\$25.00
Total	\$110.00

The possibility of switching to a just-in-time inventory system within the next three months would quickly reduce inventory levels by 40%. The cost of implementing this system would be an \$800 expense for each of the three years 2015-2017. Two percent interest can be earned on any resulting increase in cash.

Report 5
Brumster Brothers, Incorporated – Production Improvement Proposal and Related Financing Options

The existing equipment is very old. In fact, in the accounting records it is fully depreciated. A new equipment package would cost \$200,000 and last 25 years with a maintenance agreement included. At the end of 25 years the equipment would have a salvage value of \$20,000. With this new equipment, 100% of total excessive production material waste could be eliminated. Also, unit production could be completed in 75% of the production time it currently takes to manufacture a set. Finally, a major advantage is that the new equipment can be used by a person with an intermediate rather than an advanced skill level.

The cost of the proposed new equipment is so large that only a bank loan can be considered to pay for a proposal to purchase the equipment. The best deal available is a 25-year, 7.25% interest loan with monthly payments.

Equipment-Related, Personnel, and Loan Proposal Data		
Annual Straight-Line Equipment Depreciation	\$7,200	A
\$200,000 25-Year Bank Loan @ 7.25% Interest – Monthly Payments	\$1,446	B
First-Year Amortized Interest Expense on Loan Above (B)	\$14,403	C
Sean's Unit Wage Cost	\$15.00	D
Samantha's Unit Wage Cost	\$10.00	E
Current Productivity (for Sean and Samantha together)	1 Set per Hour	F

Report 6

Brumster Brothers, Incorporated – Human Resource Positions

Sean Rogers, age 70, has worked for the Brumster Brothers Company for the last five years on a part-time basis. Five years ago he retired from a similar company also owned by the two Brumster brothers. He worked for this other company, Kage Cages Manufacturing, for thirty-five years. Naturally, with so much experience, Sean is the most skilled production employee. He has stated that he finds the work very relaxing, as long as he does not have to face the pressures of periods of heavy production requirements. He needs this job to make ends meet financially. Although he appears to be in good health, he has gone to the hospital two times in the last year, complaining of chest pains. He makes 50% more than the other regular part-timer and does not receive benefits. He is a loyal employee with a great amount of expertise.

Samantha McKinsey, age 54, is retired from the U.S. Army. She has worked for the company for four years and gets along well with Sean. Although she does enjoy the work, she does not need the money. Samantha sees herself as an apprentice to Sean and continues to learn from him. Sean often helps Samantha with difficult production problems. Having an intermediate skill level, she can only work at the same time as Sean. She enjoys the pressure of heavy production needs and she does not receive benefits.

Peter Wessel, age 25, operates the store. He has worked for the company for two years. Store hours are 10AM – 6PM daily. Although he only makes \$16,000 per year, health insurance coverage, provided as part of the job, is very important to him. The store hours are great for Peter because they allow him to work in a casino during the busy evening hours and sleep in a little the following day. Peter has developed a close relationship with Sean.

Instructions for Students Participating in Assessment Day, March 27, 2015

1. After examining the case and forecast worksheet you are to create a one-page single-spaced memo to Megan suggesting key points she should include in the proposal to her father and uncle. In addition, you should identify possible objections the founders may raise and suggest how she might respond to them.

Submit an electronic copy of your memo to your MGT 455 (or BLDR 455) instructor by Monday, March 16, 2015. These papers will be collected and sent to the assessors for their review prior to Assessment Day.

2. Since we must accommodate a large number of students during two hours and thirty minutes, we will randomly schedule five students to meet with a panel of assessors at one time. Each student will be asked a question related to the case and will have approximately 10 minutes to respond. You will not know the identity of the students who will be in the room with you nor which question you will be asked until Assessment Day.

You should be prepared to answer questions from the following areas:

1. the inter-relationships between functional areas of the business, such as between marketing and productions;
2. any long-term effects of the proposed strategy for maximizing profit;
3. any personnel effects of the strategy;
4. what if questions (for example, what if all marketing was eliminated?);
5. any ethical issues related to the strategy.

The assessors will complete a rubric rating each student on his/her ability to think critically, communicate effectively, articulate ethical issues intelligently, and describe the impact of functional areas on one another appropriately.

Once the rubric scores have been tabulated, you and your professor will receive a copy of the rubrics that were completed for you. If you have any questions, you may contact Dr. Rajan at murli.rajan@scranton.edu.

Special Instructions

A few days before Assessment Day, you will be notified as to when and where you are to meet with the assessors. Half of the students will be scheduled for 4:00 pm and the rest will meet at 5:15 pm. All meetings will take place in Brennan Hall. Please dress in business professional attire (suits and ties for men and business suits for women). You should bring paper and pen for notes or calculations if necessary, a copy of your memo, the Brumster Brothers case, and a hard copy of the spreadsheet. Because of limited time, you will not need to bring a computer or slides.

Rubric Trait Rating Scales - Assessment Day

GOAL	TRAIT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
ETHICS Memo, Question 4	Choose an Action	Has difficulty identifying a course of action from among alternatives	Commits to a reasonable course of action that is based on a consideration of ethical principles and social justice implications.	Commits to a course of action that evidences a thoughtful reflection of benefits, risks, consequences, and principles of ethics and social justice.
ETHICS Memo, Question 4	Considers Stakeholders	Is unsure as to who will be affected by the decision.	Accurately identifies the major stakeholders.	Determines who should be involved in the decision-making process and thoroughly reflects on the viewpoints of the major stakeholders.
ETHICS Memo, Question 4	Identifies Dilemma	Has only a vague idea of what the dilemma is and is uncertain what must be decided.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided.	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided.
WRITTEN COMMUNICATION Memo	Purpose & Organization	The purpose and focus of the writing are not clear to the reader. Does not develop ideas cogently, uneven and ineffective overall.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece.
WRITTEN COMMUNICATION Memo	Language	Uses words that are unclear; sentence structures are inadequate for clarity; and spelling and grammar errors are seriously distracting.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences that contain no spelling and grammar errors. Balances a variety of sentence structures effectively.
ORAL COMMUNICATION Questions 1-5	Organization	Difficult to follow the answer. Information does not seem to have a clear flow.	Presents information in a logical sequence that the audience can generally follow.	Presents information in a logical and interesting manner which engages the audience
ORAL COMMUNICATION Questions 1-5	Overall Delivery	Poor eye contact. Speaks too softly to be understood. Has distracting habits (e.g., "um and ah).	Makes moderate eye contact. Uses adequate voice volume and few distracting habits.	Makes good eye contact. Uses good voice volume and has no distracting habits.
ORAL COMM & CRITICAL THINKING Memo, Questions 1-5	Quality of Conclusion	Missing or poor conclusion. No summary points that "tie-up" the answer.	Summarizes answer's main points and draws logical conclusions from these points.	Summarizes answer's main points, draws and delivers logical and persuasive conclusions
CRITICAL THINKING Memo, Questions 1-5	Use of Quantitative Skills	Response demonstrates a flawed understanding of spreadsheet values and report data	Response demonstrates an adequate understanding of spreadsheet values and report data	Response demonstrates a sophisticated understanding of spreadsheet values and report data
CRITICAL THINKING Memo, Questions 1-5	Implications & Consequences	Just begins to appraise relevant facts and assumptions, and identifies vague alternatives.	Clarifies more than one alternative and predicts their associated consequences in adequate detail	Evaluates more than one alternative, and evaluates each on the basis of concern for the welfare of the major stakeholders.
INTEGRATION Memo, Questions 1-5	Interrelatedness of Functional Areas	Considers the decision or situation as an isolated action having little or no impact on more than one functional area	Provides arguments using specific case information to show how the decision or situation affects at least two functional areas	Provides arguments using specific case information to show how the decision or situation affects three or more functional areas

MBA Capstone Assessment Assignment and Rubric

University of Scranton
Kania School of Management
MGT 509 Assignment & Program Assessment Tool
The Harrison Company Case

Instructions

It is a comprehensive and complicated case, so do not procrastinate. It is 20% of your MGT 509 grade and provides you with the opportunity to integrate what you have learned in other MBA courses.

You must work completely alone. This case does not reflect real companies or specific industry metrics. The case is for Kania School of Management assessment and for Management 509 evaluation purposes only. As an assessment tool it will help to determine the degree to which the Kania School of Management's MBA program is meeting its learning goals, providing an excellent education, and identifying areas for improvement. Your case will most likely be assessed by external business people.

Please read the following case, case-related questions, financial statements (Attachment 1), and store location map (Attachment 2). Harrison Company is in the retail industry. You will have to make and explicitly document several general and question-specific assumptions. These assumptions are needed, since you will have incomplete information, as is often true in the business world. For example, your assumptions about how deep the effects of the current/past recession will be and when it will end will be extremely important to document and should be provided in the executive summary. It will affect the credibility of your proposed strategy. (Technically, the recession seems to have ended although many effects remain.)

You have all the information that there is and you must make specific decisions. Do not include in any answer the statement that your company will conduct additional research to make an informed decision.

You should first read the case and all of the questions. Each of the questions relates to an MBA learning goal. Because learning goal # 1 is integrative and deals with strategy, it is placed as the last question. Thus, you should prepare written answers for learning goal questions #2 through #5 before answering question #1. Once you have completed all of the questions, you should write an executive summary and place it at the beginning of your report.

Each learning goal relates to a rubric with the same number. Include a heading for each of your answers to make it easier for assessment. For example type: "Rubric question 2" and then your answer for question #2. Although the case questions address a variety of separate business concepts, your essay should be written in an integrative style. This integration should support your strategy, based upon your analysis.

You are the new president of Harrison Company, taking over in the late spring of the current year and tasked with improving the performance of the company. Several actions that should **not** be part of your strategy include: your resignation, the sale of the business, mergers/acquisitions, filing for bankruptcy, or any other action that would

MBA Capstone Assessment Assignment and Rubric

prevent you from running the company, as is, over the next five-year strategic planning period.

Your report should be no more than ten pages typed, Times New Roman 12 font, and single spaced. No identifying title is needed on page 1, but do title the executive summary. Include page numbers in the footer on the right side. Include “Harrison Case MM/YYYY” and your name in the header of each page. You may also provide up to three additional appendices (pages) of charts, graphs, or other supporting materials. Any references should be footnoted in the body of the text, if needed. This will require a very concise write-up, since draft documents often exceed ten pages. Carefully address the major points and yet show relevant supporting documentation.

The questions may be assessed across student papers. That is, question #2 might be assessed for all students without the assessor reading the other parts of the case report. Thus, you should avoid referencing other parts of your report, wherever possible. Repeating a “few” pieces of information in different sections is preferred.

Grading Criteria for the Harrison Company Case – Each of the follow items will have the same grading weight:

1. Rubric Question 1 – Implications of Integrated Business Processes (Located at the end of the case report)
2. Rubric Question 2 – Ethically and Socially Responsible Decisions
3. Rubric Question 3 – Synthesizing/Analyzing Marketing Information
4. Rubric Question 3 – Synthesizing/Analyzing Finance Information
5. Rubric Question 3 – Synthesizing/Analyzing Logistics and Operations Information
6. Rubric Question 4 – Identifying Industry and Global Trends
7. Rubric Question 5 – Leadership
8. Rubric Question 5 – Group Dynamics
9. A clear description and justification of your strategy should build upon all of your analyses
10. Grammar, spelling, writing style, and the clarity of the report will be assessed

The Kania School of Management’s MBA program **learning goals** are identified (by number) at the end of each case question. Below is a list of the learning goals for your information. You will not need them directly for this assignment.

Learning Goal #1: Each student will be skilled in recognizing (dealing with) the implications of integrated business processes in managing the enterprise.

Learning Goal #2: Each student will be ethical, socially responsible, and just when making business decisions.

Learning Goal #3: Each student will be capable of synthesizing/analyzing information to make sound business decisions.

Learning Goal #4: Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm.

Learning Goal #5: Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals.

MBA Capstone Assessment Assignment and Rubric

The Harrison Company Case

General Information

The Harrison Company, a public company headquartered in State College, PA is facing a time of crisis. (See Attachment 1 for financial statements.) The company is a mid-sized regional retailer. It has 80 stores in seven states, primarily in the Northeast. It also owns two equally-sized distribution centers, one in Pennsylvania and one in Massachusetts. All of its stores are in rural areas and generate exactly \$600,000 per store in sales per year (to simplify the case). As shown in the attached financial statements, sales and profits have been dropping over the last three-year period. You have been brought in as president to move the company in a new and better direction. The previous president has just retired at age 70, is no longer on the board of directors, and has broken all contacts within the company.

Although your predecessor did not see the need to employ an explicit strategy for running the business, competition from retail chains, such as Wal-Mart and Dollar General, has become more intense. In the past, your company has been somewhat shielded from competition by its stores' rural locations. Now there is a Wal-Mart store within 10 miles, on average, of each of your stores. Your eight home office employees have not developed advanced business skills. For example, your marketing manager does not prepare either store or company-level sales forecasts.

As you look at the company situation, there does not appear to be an obvious choice between a low-cost strategy (such as that followed by Wal-Mart) and a differentiation strategy (such as that followed by Nordstrom). Next year's plans, which you can alter, call for the purchase or construction of eight new stores, as well as the renovation of the Pennsylvania distribution center. Planned new store locations include three stores in West Virginia, two stores in Rhode Island, two in Vermont, and one in New York. The board wants to know if you agree with this specific action plan. There have been no store openings, closings, or changes to the distribution centers last year or this year.

There are several immediate concerns that face you upon taking over as president. One of your store managers, who has recently been fired, has gone to the press with accusations that your company has been buying very inexpensive clothing from a Honduran company whose employees face slave-like conditions. He claims that the main reason for his being fired was that he insisted on raising this issue with top management. There seems to be no documentation within the company related to this issue.

As with many of your competitors, you find that the company is actively discouraging the entry of unions into your company. Although this seems to be taking place primarily by store managers, it would seem reasonable that company headquarter personnel are directing this effort. This resistance, bordering on being illegal, seems to be driven by the company's culture.

Harrison Company has traditionally supported a local charity near the company headquarters, which is the favorite charity of the previous president. Over the past several years, substantial contributions have been approximately \$1,000,000 a year. The company has also supported a wide variety of other community endeavors in the general locale of some of the stores, such as sponsoring little league baseball teams. The total support for these other organizations has been roughly \$25,000 per year in total. You wonder if these donations can be maintained, given the company's current financial

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condition. If cutbacks are necessary, how much should they be and how should they be phased in?

Locations and Logistics

Locations and Logistics

When you examine the company's store locations and distribution network, you find that there are 16 stores in Massachusetts, 12 in Connecticut, 10 in Maine, 10 in Vermont, 10 in New York (four of those in Western New York), eight in Pennsylvania (six of those in Western Pennsylvania), four in New Hampshire, four in Rhode Island, three in West Virginia, two in western Maryland, and one in New Brunswick, Canada. (See Attachment 2 for a map of distribution centers and store locations.) All stores are the same size and carry the same merchandise. Your company owns all of its own trucks (nine) and makes all deliveries directly from the distribution centers to the stores. Distribution (including trucking) expenses have been steady at 8% of cost of goods sold, except for the last 10 months. During these months, distribution expenses have been approximately 9% of the cost of goods sold, due primarily to a spike in fuel costs. Fifteen percent of the stores account for 20% of annual profits. The Pennsylvania distribution center serves the 10 stores in New York, the eight stores in Pennsylvania, the three in West Virginia and the two in western Maryland. Depending upon specific needs, the Pennsylvania distribution also serves the 10 stores in Vermont and/or seven stores in western Massachusetts. As can be seen from the map, both distribution centers serve some stores that are more than 250 miles away. A constraint of this case is that no dropshipments directly to the stores are allowed.

Merchandise orders from the stores are received on a daily basis and trucks make deliveries to the stores once a week. This is done weekly in order to fill up each truck (partially-full trucks are discouraged). Because of different store merchandise needs, trucks are not permanently assigned to selected stores. Distribution centers receive merchandise from suppliers on one side of the center, place them in inventory, and ship from the other side of the center. Inventory is stored with the large size items closest to the bays for shipping to the stores. Shipments from individual suppliers are received once every two to four weeks. You accept no partial contract deliveries from suppliers. Emergency quick-delivery contracts are frequently made when multiple stores report stock-outs. No inter-store transfers are made. Forty percent of your suppliers are located in eastern Canada, 40% from developing countries, and the balance from the United States, east of the Mississippi River. You have approximately 500 suppliers.

Marketing and Store Characteristics

Your marketing people have described their strategy as a push strategy with heavy advertising to create customer demand. Seventy-five percent of your sales occur during the summer vacation months (June through August) and the Christmas holiday season (late November and December). Advertising consists of 50% local television spots and 25% sponsorship of local events, such as concerts, which attract a significant number of tourists. The remaining 25% of marketing cost relates to discount coupons placed in motels, restaurants, and other locations such as nearby ski resorts. Due to deteriorating financial conditions, normal store maintenance has been significantly reduced. The company has recently developed an on-line store which accounts for 0.05% of sales.

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Store designs are quaint and are modeled on a rural local corner store theme. Each store is 2,800 square feet in total area. The industry average is \$400 sales/per square foot per year. Approximately 20% of each store's total floor space is devoted to a back-room area for inventory storage and an employee break area. Harrison calculates its sales per square feet using front end space only (not the inventory area). Fifty percent of the merchandise could be categorized as a combination of country style and new age high-end products. Employees dress "country-style" or "hippie-style" to support this atmosphere. This half of the store's merchandise includes such things as candles, paintings, incense, jewelry, music CDs, and country-style furniture (e.g., oak rocking chairs, bed headboards, and cabinets). Premium pricing for this merchandise is the norm. The other 50% of store merchandise consists of consumer non-durables (convenience items), targeted primarily to the local community. These items are moderately priced and include a wide range of items from soap to cookies to laundry detergent to clothes. These items must be sold at competitive prices. All products are marketed as high-quality items. Country/new age items are claimed to be produced by small "home" or local producers despite the fact that they are produced in moderate volumes by small producers from a variety of places and shipped exclusively from the two distribution centers. Merchandise production identifiers, such as "made in China" are covered over where possible. Most of the stores are located in the downtown area of the small rural towns.

Each store currently operates from 9:00 AM to 7:00 PM, Monday through Saturday. Stores are closed on Thanksgiving, Christmas day, and New Year's Day.

Finance and Store Operations

Your finance people have provided you with only basic financial information as shown as Attachment 1. You are on a calendar year and the last year's financial statements, the most recent, have been issued in April of this year. The financial needs to support your company's current operations and the implementation of your new strategy must be assessed. Unfortunately your financial people do not have the skills to prepare these and other important analyses. For example, you would like to see an assessment of the profitability and efficiency of company operations. There will most likely be other financial information that you will need to effectively manage the company. Inventory turns might be just one of many pieces of useful information. There is much to do.

Currently the company is paying suppliers on more than a sixty-day average, despite the fact that suppliers have contracted for a thirty-day payment. Even on late payments your company is still taking supplier prompt payment discounts. Your suppliers have little control over this situation because they are relatively small compared with your company. In fact, the delay in payments has recently caused one very small supplier to go out of business. The company continues to put pricing pressure on suppliers. None of your long-term debt repayments were due in the last three years or are due within the next two years.

Attachment 1 shows a line item called "Operating Expenses." These are expenses related to operating the stores, such as payroll or electricity. The separate line item called "General and Administrative" reflects similar expenses, but only for the company headquarters. Notice that this detail is available only for Harrison Company. Information for the largest competitor and the industry average capture this information only at a summary level called "Operating, General, Selling, & Administration" (as shown in Attachment 1).

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Store managers receive salaries of \$35,000 including benefits. Your eight home office employees average \$70,000 per year including benefits. Your salary is \$150,000 per year including benefits. The previous president made \$200,000. Annual salaries are for a base of 2,000 hours worked. The warehouses operate less than five days per week. Each store is staffed at 6,500 hours per year including store managers' base work-load. No overtime is paid to salaried employees. Part-time workers are heavily relied upon, most making the minimum wage.

Industry and General Conditions

The recession has significantly affected your industry in the last eight months. Some of the low-cost companies, such as Wal-Mart, have actually seen revenues increase an average of 7% per month over the prior year's same monthly sales. Boutique and high-end stores have held steady. The industry as a whole (USA) is down 4% from the prior year's comparable monthly sales. Consumers have become more price-sensitive, although some retailers have maintained customer loyalty.

You have received an industry and general economic forecast from a trusted consulting firm. The following information has been included in their report:

Consultant's Report – Current Industry Position

The industry is experiencing significant consolidation and many companies are facing financial pressures. This current trend may be particularly significant since consolidation began to increase before the recession. Normal consolidation results in highly leveraged positions, since debt is a major source of acquisitions. Consolidation has taken place as companies strive to achieve economies of scale and expand geographic coverage. Several of the larger companies are in the process of developing a global presence in their placement of stores. The large majority of companies in the industry rely on merchandise from developing countries, due to price benefits from low labor costs. The union movement in the USA is strengthening, but only slightly.

Consultant's Forecast – Three Year Projection

Diesel fuel costs will increase steadily to about \$4.80 per gallon in three years, and then drop by about 10%. Heating and electrical costs will continue to rise steadily at about 15% per year. Inflation, which had been fairly insignificant for many years, will increase to about 9% within three years. Unemployment will peak at 11% in two years and decrease very slowly after that. Despite inflationary pressures, the Fed will maintain a relatively low Fed Fund Rate of 2-4% starting this year. This will be an attempt to support the economy and to help it to expand. This will also most likely affect exchange rates. The recession will continue to be more severe and the government more proactive in the United States than in other countries. Many economists are uncertain about inflation and unemployment relationships because of the massive amount of money that has been spent by the federal government on stimulus packages.

Your reaction to the report

As with most consultant reports, this report provides only a starting point for strategic development. You are struggling to determine what to believe and how it would affect not only operations, but more importantly the strategy that you are developing. One of your biggest challenges is to determine what aspects of the report to communicate and

MBA Capstone Assessment Assignment and Rubric

to whom. On the one hand, many people do not have the expertise to make much use of this information. Yet, withholding information may have a negative effect on morale.

Company Culture and Internal Considerations

During your interview with the seven member board of directors, you received the impression that there was still a great deal of loyalty to the previous president and his past decisions. The board appeared to be quite conservative. Three directors were focused only upon company performance. It is no coincidence that these three directors own 65% of the company stock. Although sales and profitability are often correlated, you had the impression from the board that profitability is a strong priority, both in the short and long run. Presently, the company has only one class of common stock (voting). Three of the other directors are CEOs from companies in other industries.

Having met with your home office personnel, both collectively and individually, you have become somewhat concerned. None of the team members demonstrate leadership ability. They seem to be “yes” people. When asked direct questions about their areas of expertise, none are able to give a coherent or concise answer. They do not seem to have an understanding of either the big picture or specific details in their area. There is commonly a great deal of silence when you ask questions during meetings.

A different consulting company had been hired the previous year to assess the morale of people at the company headquarters. This consultant’s report had been based upon anonymous individual meetings and the results seem to have been quite direct and blunt. Conclusions included:

- 1) There was significant infighting between people.
- 2) There was no accountability for decisions and, in fact, actual clear decisions were rare.
- 3) There were many examples of passive-aggressive behavior.
- 4) Six of the eight people said that they would not recommend the company as a place to work.
- 5) Employees felt that the company was in financial difficulty and moving in the wrong direction. Most felt insecure about their jobs.

You have no information about the morale of the stores’ workforce or store managers. You have decided that you must tour several stores in order to assess morale and see the overall conditions of the stores. Until you have time to do this, you must make assumptions about store morale.

The Harrison Company Case Questions and Tasks

Prepare an **executive summary** that starts the paper. This summary should outline the basic conclusions of your analysis, your fifth year sales and profit goals (compared with last year's performance), and the major aspects of your strategy. List any "major" constraints or assumptions you made related to the case. Finally, link operating conditions and proposed changes to your strategy. (Learning Goal #1)

Rubric Question # 2 – Ethical and Socially Responsible Decisions: Briefly identify all of the various social and ethical issues facing Harrison Company. Provide this list in a table, stating each issue in a few words. Make each issue clear. Identify one issue from the list that relates to environmental sustainability and discuss it in a few sentences. Then, select one different ethical dilemma from your list. You will use this one ethical dilemma for the balance of your answer to this question. Identify the various major stakeholders that could be affected by this dilemma and the ones who could influence the decision. Identify three possible responses to this dilemma and suggest possible consequences (for the major stakeholders) for each of the three responses. Provide a specific action plan for dealing with this specific issue. Discuss why (or why not) your plan is ethical, socially responsible, and just. How does this action plan affect your business strategy or vice-versa? (Learning Goal #2)

Rubric Question #3 – Synthesizing/Analyzing: None of your functional managers have adequate expertise and you must develop the analyses that you need to make both functional and strategic decisions. Provide a detailed analysis of the three functional areas listed below. Provide a brief conclusion for each. (Learning Goals #1 and #3)

- a. **Marketing:** Prepare a five-year sales forecast for the company. List and explain/quantify each factor that went into your forecast (e.g., past three year company sales trends). Do not rely solely upon past sales trends. Make this a high level forecast and include broad items that would affect strategy. Show your calculations in a table and, if needed, explain your calculations so they are clear. Analyze your marketing efforts in terms of product, price, place, and promotion. Be specific for each of the four items and pay particular attention to the strategic implications of your pricing plan and product mix. What might be some of the financial, logistical, and strategic implications of your marketing plan?
- b. **Finance:** Prepare financial analyses using data from the financial statements (Attachment 1). Use specific ratios or other measures to assess the financial strengths and weaknesses of your company using appropriate baseline comparisons. Provide this in table form. Provide the formula for each item used. Address any other issues in the case that might affect the current financial position. Be sure to address Liquidity, Safety (e. g., leverage), Profitability, and Efficiency ratios. What is your overall financial position and how should it be handled? If needed, what is an appropriate way to finance your strategy and what funding constraints might affect your strategy? Explain. Describe the specific financial linkages and effects on marketing, logistics, and strategic initiatives.
- c. **Logistics and Operations:** Discuss supply chain issues and possible areas for improvement. Desired improvements should be stated specifically. The logistics

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areas should address all parts of the supply chain which may or may not be limited to the following six items:

- i. Supplier transportation to Harrison's distribution centers
- ii. Storage (inventory) at the distribution centers
- iii. Transportation from the distribution centers to the stores
- iv. Storage (inventory) in the stores
- v. Information needs, covering all the above items including merchandise purchasing and store re-ordering

Item iii is one of the most important, strategically. Given your strategy, you will increase the number of stores (expansion strategy), decrease them (retrenchment strategy), or keep them the same (holding strategy). Although you do not need to draw a map (see Attachment 2), you should identify the number of stores affected by location in a table. Changes in distribution centers, if any, should also be outlined in this table. You will address these issues further when you discuss your strategy (Rubric #1).

In terms of store operating expenses, there are several things to consider. Are the stores the right size? Constraints of the case are that you own all of your stores and you cannot lease (you may only purchase) new stores. You cannot relocate to a different store in the same town.

Prepare an additional operating analysis which outlines the planned employee load schedule for a store. Provide this in table form and clearly explain your calculations. For example, you might state that all Saturdays throughout the year should be staffed by two employees. Your analysis should reflect the number of hours available per store. How might sale forecasts be important for making these logistical and operating decisions? What might be some financial implications for the company?

Rubric Question # 4 – Identifying industry and global trends: What specific industry and global trends might have the greatest potential to affect your company and its business strategy? What would be the specific effects or constraints on your strategy? What other industry and global trends are worth watching? Why? (Learning Goal #4) List the industry and global trends separately.

Rubric Question #5 – Leadership and Group Dynamics:

- a. What specific leadership actions and behaviors must you take to stabilize the company and allow you to achieve success for one of your specific key aspects of strategy (as described in your answer to Learning Goal 1 below)? How will you interact with and demonstrate leadership skills in dealing with the board of directors? Make sure to link your leadership actions directly to your strategic initiative. In answering this, you should address specific leadership theories. For example, what are the commonly identified types of power and which ones will you use as part of your leadership style?
- b. You believe the consultant's report about home office morale. Discuss how you would address infighting, unnecessary arguments, and the quiet resistance between home office personnel. Specifically identify the organizational behavioral aspects of this problem using existing theories. For example, list generally accepted concepts for dealing with conflict and identify which ones you

MBA Capstone Assessment Assignment and Rubric

will use. Another example is that if you suggest “better communication” as a behavior to be developed, then be more specific. How, specifically, would you work to change individual and group behaviors? How long will it take to facilitate these changes in behavior? What will you do if the identified actions that you just described are resisted by one individual? (Learning Goal #5)

Rubric Question #1 – Implications of Integrated Business Processes: Will you develop an offensive strategy or defensive strategy and why? What will be the specific key aspects of your strategy? Describe how each of the functional areas will be part of your strategic plan. How do these functional plans fit together and influence each other in support of your business strategy? What generic strategy (i.e., low cost or differentiation) will you adopt as the new head of Harrison Company? Explain. Provide an overview of the aspects of your business strategy that will support your generic strategy. Will your store decisions reflect a retrenchment strategy, a hold strategy, or an expansion strategy? How long and to what degree can your generic strategy be implemented over the future five-year period? Because this is an outline of your strategy, it should restate specific conclusions from your previous analysis. Do not downplay the importance of this section. (Learning Goal #1)

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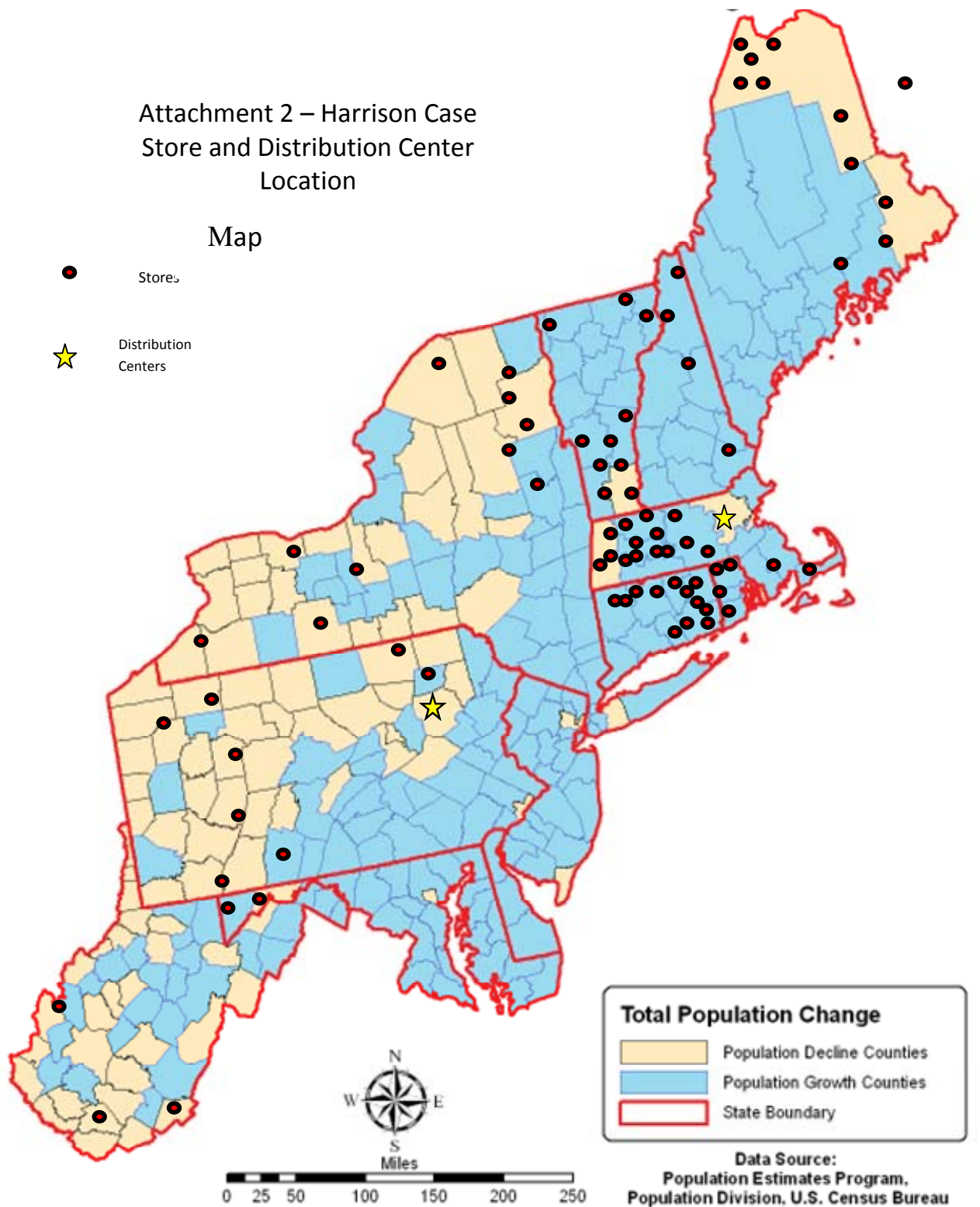
**ATTACHMENT 1 – HARRISON COMPANY CASE FINANCIAL
AND COMPETITOR/INDUSTRY INFORMATION**

INCOME STATEMENTS	Harrison Last Year \$Million	Harrison Percent of Sales	Harrison 2 Years Ago \$Million	Harrison Percent of Sales	Harrison 3 years Ago \$Million	Harrison Percent of Sales	Global Market Leader \$Million	Global Market Leader	Industry Average
Revenue	48.127	100.0%	48.992	100.0%	52.102	100.0%	348,650	100.0%	\$25.00
Cost of Goods Sold	38.453	79.9%	39.292	80.2%	41.786	80.2%	265,152	76.1%	80.0%
Gross Profit	9.674	20.1%	9.700	19.8%	10.316	19.8%	83,498	23.9%	20.0%
Operating Expense	7.893	16.4%	8.132	16.6%	7.659	14.7%	xxxxxxx	xxxxxx	xxxxxxx
General & Administrative	1.059	2.2%	.686	1.4%	.625	1.2%	xxxxxxx	xxxxxx	xxxxxxx
Marketing	.193	0.4%	.245	0.5%	.313	0.6%	xxxxxxx	xxxxxx	xxxxxxx
Operating, Gen., Sell, & Admin.	xxxxxxx	xxxxxx	xxxxxxx	xxxxxx	xxxxxxx	xxxxxx	64,320	18.4%	15.0%
Interest Expense	.385	0.8%	.193	0.4%	.312	0.6%	1,529	0.4%	1.6%
COGS and Total Expenses	47.983	99.7%	48.548	99.1%	50.695	97.3%	331,001	94.9%	96.6%
Net Income Before Taxes	.144	0.3%	.444	0.9%	1.407	2.7%	17,649	5.1%	3.4%
Taxes	.048	0.1%	.147	0.3%	.469	0.9%	6,365	1.8%	0.9%
Net Income After Taxes	.096	0.2%	.297	0.6%	.936	1.8%	11,284	3.3%	2.5%
BALANCE SHEETS	\$Million	% Total Assets	\$Million	% Total Assets	\$Million	% Total Assets	\$Million	% Total Assets	
Cash & Equivalents	.288	1.0%	.440	1.5%	2.421	7.9%	8,373	5.5%	1.7%
Receivables	.548	1.9%	.469	1.6%	.429	1.4%	3,840	2.5%	2.2%
Inventory	7.694	26.7%	8.155	27.8%	8.582	28.0%	34,375	22.8%	24.6%
Total Current Assets	8.530	29.6%	9.064	30.9%	11.432	37.3%	46,588	30.8%	28.5%
Land, Stores, Equipment, Distribution Centers, & Trucks	20.289	70.4%	20.268	69.1%	19.216	62.7%	104,605	69.2%	71.5%
Total Assets	28.819	100.0%	29.332	100.0%	30.648	100.0%	151,193	100.0%	\$13.457
Accounts Payable	7.407	25.7%	6.921	23.6%	3.287	10.7%	28,371	18.8%	12.1%
Other Current Liabilities	5.043	17.5%	8.151	27.8%	6.554	21.4%	23,363	15.4%	10.1%
Total Current Liabilities	12.450	43.2%	15.072	51.4%	9.831	32.1%	51,734	34.2%	22.2%
Long Term Debt	4.813	16.7%	2.407	8.2%	3.900	12.7%	37,886	25.1%	39.3%
Stockholder's Equity	11.556	40.1%	*11.853	40.4%	16.917	55.2%	61,573	40.7%	38.5%
Total Liabilities & Stockholder Equity	28.819	100.0%	29.332	100.0%	30.648	100.0%	151,193	100.0%	\$13.457
Year End Stock Price	\$6.25		\$10.00		\$13.13				
Dividends	\$0.00		\$0.00		\$0.00				

MBA Capstone Assessment Assignment and Rubric

*Equity withdrawal
in “2 years ago”

Attachment 2 – Harrison Case
Store and Distribution Center
Location



MBA Harrison Company Case Rubric

Evaluator _____

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations <u>1</u>	Meets Expectations <u>2</u>	Exceeds Expectations <u>3</u>	Score
QUESTION 1 – Implications of Integrated Business Processes (LOCATED AT END OF STUDENT CASE ANALYSIS)				
Strategy Definition	Does not identify most strategic terms, provides weak justification for selected strategy, or provides extraneous justification for strategy. Strategy is unreasonable, or unclear.	Correctly defines strategic terms and provides reasonable and specific justification for selected strategy. <u>Broad</u> strategy appears reasonable and contains some specific aspects of the strategy.	Provides integrative and <u>detailed</u> description of an overall strategy tied to assumptions. Strategic direction is clearly and adequately defended. Case for the ability to finance the strategy has been made.	
Operational Considerations	Does not identify, describe in detail, or link functional areas to overall strategy.	Links some important functions relevant to strategy and begins to see overall relationship between strategy and functions. Functions are described in <u>some</u> detail.	Convincingly links <u>all</u> relevant functional areas to strategy. Explains functions in detail to support a credible strategy.	
QUESTION 2 – Ethical and Socially Responsible Decisions				
Identifies Social/Ethical Issues (Related to entire question)	Has only a vague idea of what the issues are. Identifies (lists) <u>three or fewer issues</u> as directly or implicitly stated in the case.	Identifies and clearly articulates <u>more than five issues</u> as directly or implicitly stated in the case. List includes an environmental sustainability issue.	Identifies and clearly articulates <u>more than seven issues</u> as directly or implicitly stated in the case. List includes a logical and reasonable sustainability issue and relates it directly to the company.	
Considers Stakeholders (Related to the one issue selected)	Does not identify <u>many</u> major stakeholders. Is unsure who should be involved in influencing the decision-making process. Is unsure of who will be affected by the decision and how.	Determines <u>most</u> major stakeholders. Determines who will be affected by the decision and how. Effects are reasonable and clearly stated. The discussion may or may not identify company personnel/ directors as stakeholders.	Determines <u>all</u> major stakeholders. Describes how stakeholders can influence the decision, as well as how they will be affected by it. Ideas are reasonable. Identifies company personnel/directors as stakeholders.	
Analyzes Alternatives & Consequences (Related to the issue selected)	Just begins to appraise relevant facts and assumptions and identifies <u>less than three feasible alternatives</u> .	Clarifies <u>three alternative actions</u> and predicts associated <u>general consequences</u> of each. The assessment is reasonable.	Clarifies <u>three alternative actions in detail</u> and evaluates each on the basis of whether or not there is reasonable concern and consequences for stakeholders.	
Chooses an Action (Related to the one issue selected)	Has difficulty identifying an appropriate course of action from among alternatives.	Commits to a course of action that is based on reason and a consideration of ethical principles.	Commits to a course of action that is economically feasible. Shows evidence of thoughtful reflection of ethical consequences for stakeholders.	

MBA Case Rubric-Continued

TRAIT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
QUESTION 3 – Synthesizing/Analyzing Information				
Probability of Success – Marketing <ul style="list-style-type: none"> Sales Forecast 4 Ps (Product, Price, Place, & Promotion) Integration with Other Functional Areas 	Fails to identify <u>important components</u> of a functional plan or identifies components but fails to organize them into a logical whole. Probability of success is <u>low</u> .	Identifies <u>major functional components</u> and organizes them into a logical whole. Weak logic or <u>incomplete details</u> may suggest <u>moderate</u> probability for success.	Functional plan contains logical and <u>detailed elements</u> that connect to other operational areas or strategies. <u>High</u> probability of success exists.	
Probability of Success – Finance <ul style="list-style-type: none"> Ratios Implications Constraints & Options Effects on Other Areas 	Fails to identify <u>important components</u> of a functional plan or identifies components but fails to organize them into a logical whole. Probability of success is <u>low</u> .	Identifies <u>major functional components</u> and organizes them into a logical whole. Weak logic or <u>incomplete details</u> may suggest <u>moderate</u> probability for success.	Functional plan contains logical and <u>detailed elements</u> that connect to other operational areas or strategies. <u>High</u> probability of success exists.	
Probability of Success – Logistics and Operations <ul style="list-style-type: none"> Supply Chain Changes Store Operating Changes Integration with Other Functional Areas 	Fails to identify <u>important components</u> of a functional plan or identifies components but fails to organize them into a logical whole. Probability of success is <u>low</u> .	Identifies <u>major functional components</u> and organizes them into a logical whole. Weak logic or <u>incomplete details</u> may suggest <u>moderate</u> probability for success.	Functional plan contains logical and <u>detailed elements</u> that connect to other operational areas or strategies. <u>High</u> probability of success exists.	
QUESTION 4 – Identifying Industry and Global Trends				
Identifies Trends	Identifies <u>fewer than three</u> industry or global trends. Does not adequately describe the trends or identifies erroneous trends.	Identifies <u>at least three</u> industry or global trends. At least one at the industry level and one at the global level are identified. Trends are reasonable, but <u>not discussed in sufficient detail</u> or not related directly to the company.	Identifies <u>at least two industry trends and two global trends in sufficient detail</u> . Trends are reasonable and clearly related to the company's current situation.	
Effect on Strategy	Provides inaccurate, vague, or overstated rationale for effect of trends on business strategy.	Provides sound and well-reasoned arguments for <u>broad</u> effects of identified trends on strategy.	Provides sound and well-reasoned arguments for <u>specific</u> effects of relevant trends on strategy. Does not overstate potential trend effects.	

MBA Case Rubric-Continued

TRAIT	Does Not Meet Expectations <u>1</u>	Meets Expectations <u>2</u>	Exceeds Expectations <u>3</u>	Score
QUESTION 5 – Leadership and Group Dynamics				
Leadership Actions	Identifies <u>only one specific leadership action</u> or fails to relate actions to business strategy.	Identifies <u>two or more appropriate leadership actions</u> and convincingly links these to the success of business strategy.	Identifies <u>two or more appropriate leadership actions</u> and provides convincing justification for why they will contribute to the success of operating and strategic initiatives. <u>Actions are linked to specific leadership theories.</u>	
Awareness of Group Dynamics	Is only <u>vaguely aware</u> of challenges and issues faced by the group identified in the case question. Weak understanding of related organization behavior theories.	Identifies <u>at least two challenges</u> faced by the group and describes techniques to overcome them in <u>general</u> terms. Provides <u>some</u> knowledge of organization behavior theories.	Identifies <u>at least two challenges</u> faced by the group and clearly describes techniques to overcome them in <u>detail</u> . Provides a reasonable and practical application of a <u>variety</u> of organization behavior theories.	

Evaluators: Please use the reverse side for written comments if additional space is needed.

Document 2
Mapping University ILOs to Undergraduate Program Goals

Institutional Learning Outcomes (ILO's)	Undergraduate Learning Outcomes
1 Develop and use the intellectual and practical skills that are the foundation of personal and professional development and lifelong learning.	1 Students will demonstrate effective oral and written communication skills.
2 Possess broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	2 Students will demonstrate critical thinking skills.
3 Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	3 Students will appreciate the importance of integrating business processes across functional areas. 4 Students will apply functional area concepts and theories appropriately.
4 Employ their knowledge and intellect to address situations in ways that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	5 Students will be sensitive to the ethical, social justice, and environmental implications of business activities.

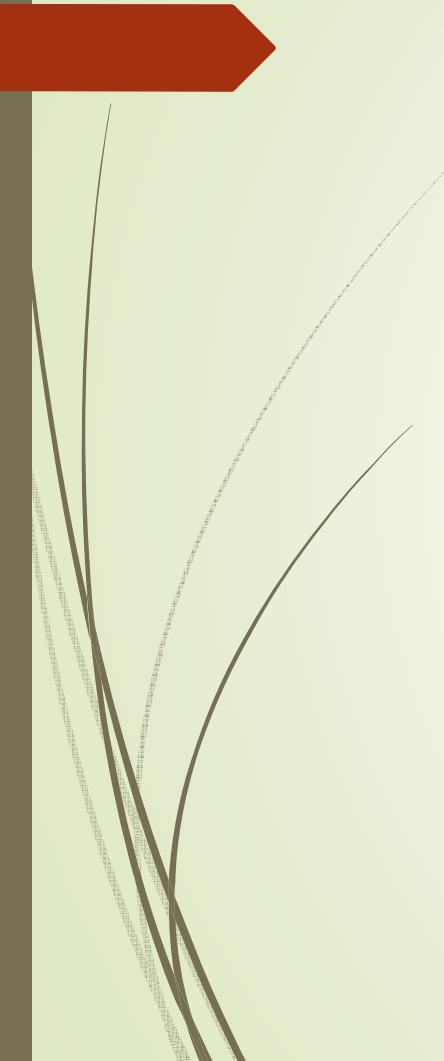
Document 3
Mapping University ILOs to MBA Program Goals

Institutional Learning Outcomes (ILO's)	Graduate Learning Outcomes
1 Develop and use the intellectual and practical skills that are the foundation of personal and professional development and lifelong learning.	5 Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals.
2 Possess broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	4 Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm.
3 Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	1 Each student will be skilled in recognizing (dealing with) the implications of integrated business processes in managing the enterprise. 3 Each student will be capable of synthesizing/analyzing information as to make sound business decisions.
4 Employ their knowledge and intellect to address situations in ways that demonstrate a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	2 Each student will be ethical, socially responsible, and just when making business decisions.



Assessment at the Kania School of Management

Some Closing the loop stories



Summary of Undergraduate Learning Goals

	Goal
1	Students will demonstrate effective oral and written communication skills.
2	Students will demonstrate critical thinking skills.
3	Students will be sensitive to the ethical, social justice, and environmental implications of business activities.
4	Students will appreciate the importance of integrating business processes across functional areas.
5	Students will apply functional area concepts and theories appropriately.



Assessment Tools

- 5 – year assessment plan approved by assessment committee and Kania faculty
- Tools used
 - Rubrics
 - Course-embedded assessments
 - Case Studies
 - Achievement Testing Instruments



LG1: Students will demonstrate effective oral and written communication skills.

- During the 2005-2010 cycle the following deficiencies were identified
 - oral communication trait: **transitioning to next speaker**,
 - and the written communication trait: **spelling and grammar**.
- These issues were addressed by:
 - adding oral presentation components to two courses (required core ECO/IB 351 and ACC 475)
 - introducing 12 new writing intensive courses
 - creating **BUS 184: Oral and Information Proficiency**, which focusses on writing, presentation, and critical thinking skills development during the first semester of freshman year
 - encouraged faculty to adopt a zero-tolerance writing error policy in the Freshman Seminar




LG1: Students will demonstrate effective oral and written communication skills.

- Other specific closing the loop actions include:
- More instructors are incorporating oral presentations and writing assignments into their courses. As of fall 2015, thirty five courses require a formal presentation and sixty courses require writing assignments.
- In ACC 463 the instructor increased the feedback given to his students for all written assignments.
- In ECO 410 the instructor adopted the KSOM zero-tolerance writing policy and gave explicit penalties for grammatical errors.
- The instructor in MKT 361 gave students additional opportunities to revise their drafts after meeting with her one-on-one to give them feedback
- The instructor in MKT 476 created writing workshops to help students. He also focused on teaching students how to use a more diverse range of sources in their writing.

Assessment Results of Oral and Written Skills using the Brumster Case on Assessment Day

Learning Goal	Trait	2011/2012	2012/2013	Fall 2014	Spring 2015
Written Communication	Purpose & Organization	95%	90%	98%	94%
	Language	96%	87%	96%	95%
Oral Communication	Organization	95%	90%	98%	97%
	Overall Delivery	93%	92%	96%	98%
Oral Com/Critical Thinking	Quality of Conclusion	93%	82%	89%	94%
Number of Students		174	146	56	104



Assessment Results of Oral and Written Skills

Course Embedded Assessment

MGT 474, ACC 364, OIM 363, ACC 463, BLDR 484, MKT 361 and STAT 253

Learning Goal	Trait	Fall 2013	Spring 2014
Written Communication	Logic & Organization	96%	94%
	Language	97%	94%
	Spelling & Grammar	94%	94%
	Development of Ideas	97%	89%
	Purpose	94%	93%
Number of students		115	85



LG 2: Students will demonstrate critical-thinking skills

- Assessment revealed deficiencies in:
 - Application of correct statistical procedures
 - Interpretation of statistical results
- Over the current cycle:
 - In Stat 252 a flowchart was developed to aid students in selection of appropriate statistical tools and interpretation of results
 - Statistical software was used in class to demonstrate the process of checking assumptions rather than purely describing it in class.
 - Over twenty faculty members report engaging students on reflection and critical thinking exercises.
 - Quantitative skills are taught in about fifty five course sections.
 - In MGT 251 the instructor added a class discussion on critical thinking and exercises in class where students apply critical thinking skills. They also added some reviews of legal opinions to discuss how justices engage in critical thinking in case decisions.
 - Sixty courses require use of business technologies such as Access, Excel, VBA, SAP, and Crystal Ball to analyze and present data in support of decision-making.

Assessment Results of Critical-Thinking Skills using the Brumster Case on Assessment Day

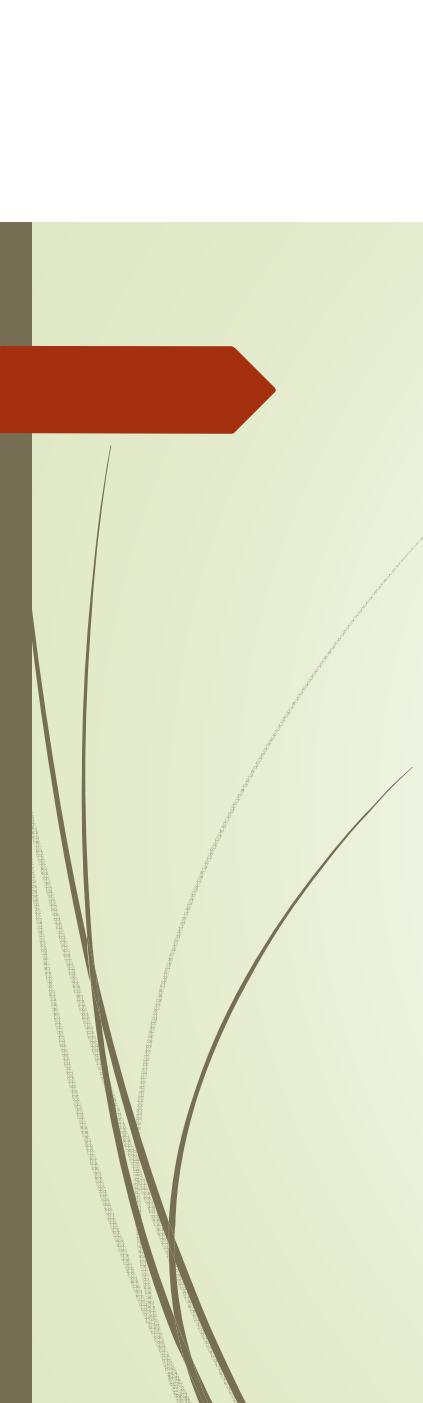
Learning Goal	Trait	2011/2012	2012/2013	Fall 2014	Spring 2015
Oral com/Critical Thinking	Quality of Conclusion	93%	82%	89%	94%
Critical Thinking	Use of Quantitative Skills	98%	83%	93%	94%
	Implications & Consequences	94%	86%	89%	95%
Number of Students		174	146	56	104



Assessment Results of Critical Thinking Skills

Course Embedded Assessment – STAT 252

Learning Goal	Trait	Spring 2012	Spring 2013	Spring 2014
Quantitative Analysis	Procedure	85%	95%	92%
	Hypothesis	96%	98%	81%
	Assumptions	92%	68%	50%
	Quality of Conclusion	98%	100%	92%
Number of Students		104	88	63



LG 3: Students will be sensitive to ethical, social justice, and environmental implications of business activities

- Deficiencies were identified in two traits related to this learning goal:
 - analyzing decision alternatives
 - choosing an ethical action.
- Addressed in various ways:
 - adding a business ethics component to our freshman seminar
 - identified an ethics-intensive required course, MKT 351
 - thirty two speakers from industry were invited to classes to speak on topics of responsibility, sustainability, and justice.
 - twenty three faculty members teaching fifty five courses now incorporate RSJ topics formally in their courses, and list related student learning goals in their syllabi.
 - twenty faculty members use cases, film, discussions of business problems to teach RSJ topics.

Assessment Results of Ethics, Social Justice and Environment Using the Brumster Case on Assessment Day

Learning Goal	Trait	2011/2012	2012/2013	Fall 2014	Spring 2015
Ethics	Chooses an Action	92%	85%	91%	95%
	Considers Stakeholders	93%	84%	92%	95%
	Identifies Dilemma	95%	83%	91%	95%
Number of Students		174	146	56	104

University of Scranton

Addendum to Fifth-Year Maintenance of Accreditation Report: Assurance of Learning

Assurance of Learning, Undergraduate and Graduate 'Closing the Loop' Summary

Undergraduate Program

Learning Goal 1: Students will demonstrate effective oral and written communication skills

As indicated in Tables 15 and 16 of the AOL report, we assessed all oral and written communication traits during the review period several times. Results indicate that the problems identified during the 2005-2010 review period have largely been mitigated by the closing the loop actions we took during and at the end of that period. Those issues included oral communication trait: **transitioning to next speaker**, and the written communication trait: **spelling and grammar**. With respect to presentation skills, we decided to add oral presentation components to two courses (required core ECO/IB 351 and ACC 475), and a new written and oral-communication elective was also added by the accounting faculty (ACC 465). Faculty members responsible for these and other courses with oral presentation components were urged to focus on this deficiency. With respect to written communication: spelling and grammar, we encouraged faculty to adopt a zero-tolerance writing error policy in the Freshman Seminar and decided to designate writing-intensive courses within the Kania School curriculum to intensify student development of writing skills, including improvements in grammar and spelling. Writing intensive courses require writing assignments at a minimum of 5000 words and several write, review and rewrite cycles, until standards are met. We thought this would be especially useful since it involved writing within business disciplines.

As a consequence of successfully implementing 12 new writing intensive Kania School courses (MKT 361, MKT 474, OIM 366, OIM 462, ACC 364, ACC 463, ACC 465, MGT 462, MGT 474, ECO 363 EC 473, and IB 476), we believe we have improved student writing and this is borne out by the assessment data collected during the current review period. However, based on comments from assessors we continue to emphasize writing and presentation skills. We decided to create a new course, **BUS 184: Oral and Information Proficiency**, which focusses on writing, presentation, and critical thinking skills development during the first semester of freshman year, to provide an early start and build a strong foundation.

Student outcomes on oral and written communication is satisfactory and improving partly because of these school-wide closing the loop decisions and actions, but individual instructors continue to take steps to ensure that these results remain positive in the future. Specific steps include:

- More instructors are incorporating oral presentations and writing assignments into their courses. As of fall 2015, thirty five courses require a formal presentation and sixty courses require writing assignments.
- Ten courses are enforcing the KSOM Fatal Error Policy
- The instructor in MGT 251 added some short writing assignments to increase student exposure to different forms of business writing, including memos, letters and emails. They also added a short PowerPoint assignment to have the students work with PowerPoint and present something in class.

- Beth Sindaco, a faculty specialist in the English department has provided writing assistance in Brennan Hall to Kania School students through 2014. We are currently looking for her replacement.

Here are additional stories from specific classes:

- In ACC 463 the instructor increased the feedback given to his students for all written assignments.
- In ECO 410 the instructor adopted the KSOM zero-tolerance writing policy and gave explicit penalties for grammatical errors.
- The instructor in MKT 361 gave students additional opportunities to revise their drafts after meeting with her one-on-one to give them feedback
- The instructor in MKT 476 created writing workshops to help students. He also focused on teaching students how to use a more diverse range of sources in their writing.

Learning Goal 2: Students will demonstrate critical-thinking skills

During 2005-2010, assessment of critical thinking traits revealed the need to do better on students' ability to evaluate the quality of evidence. We tried to improve on this by engaging faculty in statistics courses to focus on this step in the critical thinking process. By the end of 2010, our assessment data was indicating that this had been an effective response. More than 75 % of students were performing well or very well on that and other traits. We therefore decided to continue to engage the faculty teaching the two required courses, STAT 251 and 252 in monitoring (through course-embedded assessment) and coming up with closing the loop actions that could be shared with all faculty.

Assessment results in the last few years have been very positive on all traits but in spring 2013 and 2014 course embedded assessment in STAT 252 revealed a deficiency in one area: checking of assumptions in statistical procedures. The instructors (Drs. Rose Sebastianelli and Kathleen Iacocca) of this course reviewed the results and made the following changes:

- They added examples to enhance the discussion of topics that require critical thinking such as determining how to reject the null hypothesis in hypothesis testing.
- Statistical software was used in class to demonstrate the process of checking assumptions rather than purely describing it in class.
- More practice problems were assigned and discussed.

We are accumulating assessment data to evaluate the success of these strategies.

Assessment day results for critical thinking traits have met all benchmarks, but we note that in addition to the focus on STAT 252,

- Over twenty faculty members report engaging students on reflection and critical thinking exercises.
- Over fifteen faculty members attended CTLE seminars regularly to learn about pedagogies on critical thinking.
- Quantitative skills are taught in about fifty five course sections.
- In MGT 251 the instructor added a class discussion on critical thinking and exercises in class where students apply critical thinking skills. They also added some reviews of legal opinions to discuss how justices engage in critical thinking in case decisions.

- Sixty courses require use of business technologies such as Access, Excel, VBA, SAP, and Crystal Ball to analyze and present data in support of decision-making.

Learning Goal 3: Students will be sensitive to ethical, social justice, and environmental implications of business activities

At the end of the last AACSB review cycle, deficiencies had been identified in two traits related to this learning goal: analyzing decision alternatives and choosing an ethical action. We had tried to address this by adding a business ethics component to our freshman seminar to ensure early engagement of students on the learning goal. We also identified an ethics-intensive required course, MKT 351, where these issues would also be addressed in depth. Above all, we pleaded with faculty to cover Responsibility, Sustainability and Justice (RSJ) issues as broadly as possible in the curriculum, not just in a few specific courses, in order to enhance context of RSJ issues. The great assessment results we report have a lot to do with these closing the loop efforts which were also carefully tracked during the review period. The following data on faculty actions on this topic are also very gratifying:

- Thirty two speakers from industry were invited to classes to speak on topics of responsibility, sustainability, and justice.
- Over twenty three faculty members teaching fifty five courses now incorporate RSJ topics formally in their courses, and list related student learning goals in their syllabi.
- Over twenty faculty members use cases, film, discussions of business problems to teach RSJ topics.
- More than ten faculty members include service learning and reflection as part of their course requirements.

In addition, faculty have taken steps in their courses to continue successful achievement of this goal:

- In STAT 251 the instructor increased the number of environmentally-based statistical examples. They also added emphasis on ethical issues with data reporting.
- In STAT 251 and STAT 252 a textbook was selected that exposed students to ethical situations in each chapter.
- In MGT 351, the instructors redeveloped the ethics module to ensure it did not overlap with the content emphasized in MGT 352.

Learning Goal 4: Students will appreciate the importance of integrating business practices across functional areas

In the area of understanding the impact of one functional area on another, students performed very well. Examples of KSOM's commitment to sustain this level of success include:

- Instructors use a variety of techniques to emphasize integration of practices including cases, projects, class discussion, presentations, videos, articles, and lectures

- Forty seven courses include an international or global component.
- Creation of Young Alumni Day to bring alumni to campus to discuss real world business issues and give advice to students.
- Creation of Wall Street and Business Day to bring senior alumni to campus to discuss real world business issues and give advice to students.
- Creation of Executive in Residence program which brings in eight or more prominent business leaders to the Kania School to visit classes, give seminars, and mentor students. This is a very popular program with students.

Learning Goal 5: Students will apply functional area concepts and theories appropriately

The results of the ETS Major Field Test show that KSOM students obtained scores consistent with those at other U.S. universities. A second goal assessing whether students demonstrated advanced skills appropriate to their major field of study produced very good results. Nevertheless, faculty have examined their specific results and have made appropriate changes to sustain or improve future outcomes:

- In ACC 362 the professor began assessing student's understanding and analysis of current and long-term liabilities throughout the semester rather than once at the end of the semester.
- The instructor in ACC 461 embedded more examples into the lectures pertaining to topics in cost accounting.
- In ECO 362 the instructor dedicated more class time to graphical and numerical analysis of economic policy.
- The instructor in OIM 471 increased time spent on defining relationships in Microsoft Access.

MBA and Online MBA Programs:

Major Review of MBA programs due to Assessment Results.

At the end of the last review period (2010), we had assessment data that seemed to indicate significant differences in the assessment results for on-campus versus online students. Online students were performing better on the majority of traits assessed. However in 2010, we had just begun collecting assessment data on the then new online MBA program, and were not certain of their reliability. As a result of additional assessment of the two programs during the current period, we decided that the differences were real and persistent, and that this could be attributed, in part, to the makeup of the two populations. In the online MBA program the student body had significant levels of work experience, averaging in excess of 10 years of managerial work. In the on-campus MBA, while a number of students have had significant work experience, some students, in particular five-year program students in accounting and other majors, are recent undergraduates with very little business experience. Furthermore, the on-campus MBA has seen an increase in the number of students from a particular region of the Middle East. This group appears to face some challenges with regard to written and communication skills in the English language, which affect their comprehension of the sophisticated writing in the cases we use for assessment. These factors are likely reflected in some of the assessment results.

The experience issue is not viewed as a problem to be solved. However, the language issue is one that we have engaged on very seriously. We have decided to implement a test of reading and writing skills for all international students, and students with scores in a certain range would be required to take remedial English language classes. This closing the loop decision has been made in conjunction with a proposal to the University to establish an ESL program on campus that is capable of working with MBA and other graduate business students to improve their English language capabilities. At this time the University is in the process of selecting an in residence ESL provider. It is a priority in the University's strategic plan and we expect a conclusion to the process during the current academic year.

We decided that another major factor that causes differences between on-campus and online assessment results is most likely differences in core requirements for the on-campus and on-line MBA program. Until recently, the on-campus MBA program had a flexible structure where students were only required to take MGT 501 and MGT 509. The remaining ten MBA courses were selected at the discretion of the student. This resulted in situations where some students were able to avoid courses in certain areas such as Accounting, Finance and Operations Management beyond taking the 1 credit modules in those areas, and passing the basic skills tests. As explained in our main report, we decided two years ago to do a major revision of the on-campus MBA curriculum to bring it in line with the online requirements in one major respect: We limited the degree of flexibility allowed in selecting core courses. Online MBA students now have to complete four out of six core course offerings, and complete additional core credits based on their advisor's recommendations. This change was made only after a careful review of both programs and what assessment data seemed to indicate. The documentation of the new MBA curricula are available online and will be provided to the peer review team during the visit.

Other Assessment Based Changes

Learning Goal 1: Each student will be skilled in recognizing the implications of integrated business processes in managing the enterprise

Overall, student performance on this learning goal has been very good for both programs. However in fall 2014, only 71% of on-ground MBA students met or exceeded expectations with regard to strategy definition. The online MBA program exceeded the benchmark, with 88%-100% of students meeting or exceeding expectations. We are not sure whether this is information, but faculty committed to the actions below as we wait for more assessment data to be collected.

- In MGT 509 more examples are provided and more time is spent on identifying stakeholder groups and their various classifications.
- In MGT 509 the instructor developed a final short reflection paper which asked students to reflect upon course subject matter for MGT 509 and on upon their own academic and personal development within the MBA Program.
- Faculty grading the Harrison case have noted that in some cases, students have chosen a (functional-level) marketing strategy of product differentiation, but have not defined an overall or generic strategy at the business-level (e.g. Defensive, Differentiation or Offensive, Low-Cost) by which all company functions operate in concert. Instructors in MGT 509 now provide additional guidance to students on what is required with regard to strategy definition.

Learning Goal 2: Each student will be ethical, socially responsible, and just when making business decisions

While student performance in this area has been generally good in both programs, both the on-campus and online programs showed a particular deficiency in the area of analyzing alternatives. This has been confirmed in three assessments for both programs. Initially faculty believed students were not reading or misreading the instructions for the rubric, and have decided to rework instructions for the next assessment. Additionally, instructors have referred some international students to the University's Writing Center to address issues regarding command of the English language. Below are some additional measures taken by faculty:

- In MGT 501, the instructor increased the emphasis on and reinforcement of ethical decision making frameworks to facilitate systematic analysis of case and personal ethical decisions.
- In MGT 501 the instructor spent more time reviewing and providing examples of how sustainable development is applied in the real world.

The results in spring 2015 showed improvement and exceeded benchmarks for both on ground and online programs. We will continue to focus on this in future assessments.

Learning Goal 3: Each student will be capable of synthesizing/analyzing information as to make sound business decisions

With regard to this goal results have been better than the benchmarks, except in spring 2014, when only 72% of on campus MBA students met or exceeded expectations in the area of logistics/operations, and

58% in the earlier 2012/13 period. Faculty attributed this to students providing incomplete information such as not including the required employee load schedule. This ties in with the issue of students not reading and following case instructions.

To address this, instructors have required students develop a checklist of items to be included in the report.

The results for fall 2014 and spring 2015 have shown improvements and are in line with benchmarks. We will continue to monitor future outcomes.

For the online MBA, the results indicate students are able to successfully synthesize Marketing and Logistics information for business decision making. However, some difficulties emerged in their ability to synthesize financial information to make business decisions with results of 70%, 69% and 73% in academic year 2012/2013, fall 2013 and spring 2015 respectively.

The faculty speculate that some students returning to school after a long break may not have used tools like ratio analysis for a long time. MGT 509 has been redesigned and now includes a case discussion question in which selected students must calculate ratios and interpret the results as an indicator of possible generic strategy.

Depending on the nature of class interest in the discussion, this question may involve the whole class or as few as four students. The plan is to change the assignment for this case, so that all students complete this question. In addition, the instructor for MGT 509 is in the process of developing a self-study resource module of selected text chapters and articles that students can use to expand the limited review provided in the course. This module will be in place by the special spring 1 term of 2016.

Learning Goal 4: Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm

The online MBA program exceeded the benchmark and can successfully identify industry trends. For fall 2014 only 53% of on campus MBA students met or exceeded expectations. Instructors have noted that students have difficulty placing the business from the case in a global context. To address this, instructors plan to review global factors that are likely to impact particular types of businesses. Case discussion questions, for other cases used in MGT 509, have been formulated that require students to address these global forces as they apply to case specifics. However by spring 2015 results improved dramatically with 95% exceeding the benchmark. The instructor for MGT 509 has noted the following specific changes:

Until the fall 2014, my first lecture included a review of the general and task environments. Beginning with spring 2015 semester, I continued to include this same review and added a student discussion to formulate examples. In the second week, I make a specific connection of the task environment to Porter's Five Forces of Competition in which we discuss the student-generated examples from the prior week. Although the spring 2015 assessment result was very good and exceeded benchmarks, the instructor's strategy will continue, and we will look evidence of success in additional assessment data.

Learning Goal 5: Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals.

In the on campus MBA program, for fall 2014, 71% met or exceeded expectations on Awareness of Group Dynamics. The issue appears to be that students have described what they mean but have not used or applied terminology specific to these areas. To address this students were instructed to use the proper academic terminology rather than use lay terminology. It should be noted that for spring 2015, 92% of students met or exceeded expectations.

For the online MBA, assessment results in this instance were generally very good with 90% to 100% of students meeting or exceeding expectations during the assessment cycle. However, in spring 2015 only 57% met or exceeded expectations in Awareness of Group Dynamics. To address this, early in the semester course instructors plan organize the students into small groups to complete one of the major assignments for the MGT 509 course. Such exercises increase the likelihood of group cohesion, because they include a "getting to know you" aspect." Other specific course enhancement include:

- In MGT 505, the instructor created a videotaped behavioral simulation and rubric to provide students with in-depth personalized feedback regarding their baseline interpersonal skills in the areas of communication, problem solving, conflict resolution, teamwork, and leadership.
- In MGT 554 the instructors added online videos and cases to improve the discussion of group dynamics.
- The MGT 509 instructor refers students to the Business Source Elite database available through the University Library, to aid students with terminology
- In addition, the MGT 509 instructor is in the process of developing a self-study resource module of selected text chapters and articles that students can use to expand the limited review carried out within the course. This module will be in place by the special spring 1 term of 2016.



Assessment Committee Meeting
September 14, 2015

In Attendance: Drs. Rajan, Chattopadhyay, Giambatista, Ghosh, Gnanendran, Iacocca, Kallianiotis, Kim, Lawrence, Mensah, Petsas, Professors Boyle, Cummings, and Mrs. Parry, recorder.

Dr. Rajan welcomed committee members and reminded them of the upcoming AACSB team visit in November. Assessment will be a significant part of the visit and committee members will be meeting with the AACSB team.

The only assessment for the current fall semester is the assessment of ECO 351. Assessment Day will be held in spring 2016. Dr. Iacocca has written a new undergraduate case for consideration. The case will be resent to the committee for review.

Discussion of results from 2010 to 2015: Committee members reviewed a table showing a summary of results from the previous five year period. Overall the benchmark of seventy five percent was met. This benchmark was decided in 2006 by the committee. For the next cycle the current benchmark will remain with the exception of the ethics trait, which has been raised to eighty percent. Additional changes can be made if the committee feels it necessary.

For the 2013-2014 academic year the national norm was 151. Our scores were 153 for fall and 152 for spring.

The results for learning goal 1 were reviewed. Students were assessed through the assessment day model and the use of course embedded assessment of writing intensive courses. The rubric was designed by the committee and used by all instructors. There was a bit of variation across the classes. The suggestion had been made in the past to have the writing assignments graded by other instructors. This was done at the MBA level for the Harrison case. Dean Mensah suggested we need to begin closing the loop in this area before the team arrives in November.

It had been suggested in the past CTLE could assist with this. Staff members are trained to evaluate communication skills. Concern was expressed over involving CTLE. Business writing is a unique type of writing and assessment is typically viewed as a faculty activity. The view was also expressed that CTLE lacks the manpower to review all of the papers they would receive. Dr. Rajan will reach out to faculty members to volunteer and will also send a sample to CTLE.

The suggestion was made to split the table showing results of oral and written skills and the course embedded assessment into class year, such as sophomore, junior, and senior. This will be considered for the future.

The results for learning goal 2 were then discussed. This was assessed through both the Brumster case and STAT 252. There were issues with students recognizing the assumptions of the models being used in the course embedded assessment. The instructors for this class decided to spend additional time in class on underlying assumptions. This was begun in spring 2014 but was not done heavily. Dr. Sebastianelli will be contacted to see what was done in this area in spring 2015.

Learning goal 3 relates to ethics and social justice. It is assessed by using the Brumster case. There are no major issues in this area. Dr. Mensah pointed out we have to be able to tell a story with respect to continual improvement. There has been an increase in the number of faculty members who have been willing to address this area in their course.

There are two parts to learning goal 4. One part deals with the ability of students to understand how functional areas are interrelated. The second part addresses the impact of global issues on business. The scores are fairly low in certain areas. The rubrics have changed from semester to semester. The first time this was assessed instructors used multiple choice questions on the material that had been covered, however each instructor covered different material. Coverage across the course was not even. There is more commonality now with and the instructors have reached a concession on course coverage. The faculty currently teaching this course have been asked to design a rubric to be used. Dr. Petsas will check with the instructors as to where they are in this area. Anything the faculty develop has to be approved by the committee.

Dr. Mensah feels the AACSB report is quite good but it is not clear to the reader what we have done year to year to improve. This information needs to be gathered and a list created before the November visit. One example is the changes made in ECO 351.

Regarding learning goal 5, the results of the ETS Major Field Test that was administered in fall 2013 and spring 2014 were discussed. We were above the national norm in both semesters with the exception of accounting and marketing related questions.

Dr. Mensah requested volunteers from the committee to ask instructors if they made a specific approach to change anything in their courses, which would be a closing the loop story. Dr. Giambatista will cover Management, Marketing and Entrepreneurship, Dr. Iacocca will take both the OIM and Economics/Finance departments, and Professor Boyle will speak with the Accounting department faculty. Dr. Iacocca will also gather information on MBA courses. She will coordinate with the department representatives and create a table for the information that has been collected.

Modifications have been made to the two MBA programs. New courses have been developed. Information is needed at both levels. It was noted that indirect assessment artifacts, such as the CPA pass rate, are also needed.

The table listing the assessment of advanced skills was reviewed. There were some instances where the benchmark was not met. The instructors addressed what they will do to improve the numbers and the summaries were provided.

The next table addressed combined results for both MBA programs. Because the programs were combined some areas where there were flaws were masked. Sample sizes were small in the early years of the cycle. The language barrier is a large part as to why the numbers were lower in the later years. Professor Cummings noted she is sending her students to CTLE for assistance.

The assessment results of MBA learning goals one through five for on campus MBA students were discussed. There were lower percentages in 2012/2013 than in other years due to a very small sample size. The results are not reliable.

The discussion then turned to possibilities that caused an increase in the numbers from fall 2014 to spring 2015. Some of the possibilities included moving to a flexible core in addition to one semester having mainly domestic students while another semester had mainly international. We are trying to close the loop for international students and are attempting to offer an ESL class for them.

The results are typically better for online students. There is a significant difference between the composition of online and ground students. Professor Cummings has incorporated an exercise to deal with the issue associated with group dynamics. There are no concerns at this time with the results for online students.

The committee then reviewed the assessment activity chart for the next five years. The decision had been made to reduce the actual data collection. It is not necessary to assess a trait in each of the five years.

The concern was expressed that if the results for a particular trait are low next spring and changes are made, the committee won't know if changes are successful until the next time this trait is assessed. In the case of some traits it could be several semesters until the trait is assessed again. Dr. Mensah informed members that if any of the results are alarming we will revisit this area.

Update of Harrison Case: Professor Cummings explained the current case used has become stale. The financial statements and instructions need to be updated. There is also the problem of the answers being available online and current students receiving cooperation from previous students. The current options include using cases from Harvard Business School Publishing and also rewriting the Harrison Case using a new industry.

Dr. Kim reviewed approximately one hundred cases from Harvard Business School Publishing and selected two separate cases, Patagonia and PepsiCo. Copies of the cases were distributed to committee members for their review.

A decision has to be made by December as to whether a new case will be selected or the Harrison Case rewritten, since it will be needed for the upcoming spring semester. A decision will be made among committee members via email.

Meeting adjourned, 1:11 p.m.

Respectfully submitted, Debbie Parry



Assessment Committee Meeting

November 16, 2015

In Attendance: Drs. Rajan, Giambatista, Iacocca, Mensah, Lawrence, Professor Cummings and Mrs. Parry, recorder.

Review of 2015-2020 assessment plan: The meeting began with a discussion as to why the committee previously decided against conducting the ETS test for MBA students. Professor Cummings explained one of the reasons was that, in the nature of assessment for this group of students, they are primarily doing project/group work and writing as opposed to taking exams. Given the makeup of our MBA student population language would also be an issue.

The MBA exam is similar to the undergraduate exam and has a generalist approach. It covers content a general MBA student should be familiar with. Another issue with the ETS test is the manner in which it can be administered to the online students. It is necessary to have a proctored environment for this exam.

The assessment activities for the next five years were then reviewed.

Discussion of replacement case for Brumster (YAKA Pharmaceuticals – Katie Iacocca): The replacement case written by Dr. Iacocca had been previously emailed to committee members. If committee members agree, the case will be used for assessment in spring 2016. Dr. Iacocca reviewed the case and, based on suggestions from committee members, will clarify some of the information presented. She believes students at the undergraduate level are capable of using this case. All backgrounds should be able to find the answers and defend them. A new rubric for the case will be created.

The questions for the case and suggested solutions were also reviewed. The solutions are not quantitative in nature.

The suggestion was made to allow the faculty teaching MGT 455 to review the case. In addition to using it for assessment, the faculty should also be able to get value in the classroom. Dr. Iacocca will send the revised case, rubric and the slides she created to Dr. Rajan, who will then email the information to the faculty members teaching this course. They will be asked to send any suggestions for changes to Dr. Iacocca. The finalized document will then be sent to the committee as a whole via email and members will be asked to vote on whether or not the case should be used. The entire process will be completed prior to the end of the semester.

Update of replacement for Harrison case - Nancy Cummings: Professor Cummings is in the process of writing the narratives and has not yet named the new case. Professor Wright is

interdispersing legal issues into the case. It has similarities to the Harrison case and discusses a small bakery that has become commercial.

A discussion was held as to whether the MBA assessment should be moved to the fall in order to allow Professors Cummings and Wright to complete the case. The decision was made to move this activity to fall 2016.

Dr. Mensah informed committee members they should not worry about whether timing decisions over the next five year period are right or wrong. He believes there will be a total revamping of assessment. The accreditation team expressed the belief that faculty members should be sent to AACSB assessment seminars. Three faculty members, one being Dr. Iacocca, will be asked to attend the seminars.

One area discussed by the accreditation team was that there were not many programmatic changes made based on assessment results. The decision was made to send the results of any future assessment activities to the curriculum committees. These committees will then decide if there are any perceived problems and if so, how they should be addressed. Individuals from both the undergraduate and graduate committees will be added to the assessment committee if they are not already represented.

Dr. Mensah thanked committee members for the work they have done. He feels the visit with the accreditation team was successful. He will be resigning from the committee since he feels a faculty member, as opposed to an administrator, should be overseeing the committee.

Meeting adjourned, 12:48 p.m.

Respectfully submitted, Debbie Parry