Mission Statement

The Master of Business Administration (M.B.A.) program at Old Dominion University is designed to present broad but thorough insights into issues relevant for effective business management. Students gain the skills necessary to become effective business professionals in an ever changing and increasingly global environment. Students are immersed in the process of conceiving, developing, launching, and running a business.

The purpose of the program is to prepare students, in a global context, both professionally and ethically, for successful careers in business, government, and non-profit sectors, to perform relevant basic, applied and educational research; all for the regional, national and global economic communities. Through this work the program supports the mission of the Strome College of Business (to engage participants in scholarly exploration and active learning, solving business and community challenges in a global arena to accelerate success) and ODU.

Goal

1. Meet Student Learning Outcomes

The program is accredited by AACSB – International.

Outcomes

1.1 Written Communication

Description

1) Students will be able to develop their ideas that may deal with uncertain environments through written communication. 2) Students will be to illustrate written communication skills in writing system requirements, business analyses, evaluation reports, knowledge articles, and contributing to discussion boards and knowledge repositories.

Supported Initiatives (0)
**Action Plan**

Planned

Due Date

don't set

<table>
<thead>
<tr>
<th>#</th>
<th>Action Item</th>
<th>Date Created</th>
<th>Due Date</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCT611 To help improve student performance, it is recommended that writing resources, including APA style guidance, be offered to students. This may prove to be particularly helpful to students participating in online sections of the course.</td>
<td>6/4/2018</td>
<td>Planned</td>
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</tbody>
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**Measures of Outcome**

1.1.1 Acct 611 (Financial Accounting) Written Assessment

**Description**

ACCT 611: Financial Accounting

Students will be able to present their ideas that may deal with uncertain environments through both written and oral communication.

Financial Statement Analysis Assignment

A study of the concepts of financial accounting. This course covers the financial reporting process and the development of financial statements for external users.

The overall objective of the course is to provide students with a sufficient fluency to be intelligent readers of financial accounting information.

**Target / Benchmark**

1.1.1.1 financial analysis assignment
Target / Benchmark
At least 75% of students will receive an 80 or higher on the resolution.

Findings / Results
Overall, XX% received an 80 or higher. In the face-to-face section of the course, XX% of students earned 80 or higher whereas XX% of students earned 80 or higher in the online section of the course.

Analysis of Current Cycle’s Findings
Performance for face-to-face students increased from XX% in the 2015-2016 cycle to XX% in the 2016-2017 Cycle while performance fell for online students from XX% to XX%. While the target, overall, was met for the learning outcome in this course, it is possible to continue improvement activities to enhance student performance.

Improvement Type          Improvement Description
Academic                  Student Learning Acceptable

1.1.2 IT 614 (Information and Knowledge Management) Writing Assignment

Description
IT 614: Information and Knowledge Management. Writing activity 1: Write a paper in which students apply Porter’s competitive forces model to a market and discuss how information technology or systems can be used by a firm in the market to gain competitive advantage. The paper is limited to 2 pages, typed, double-spaced with 1-in margins. Writing activity 2: Write a paper that describes the major components in the IT infrastructure of your organization, and discusses the trends in the past 3-5 years as well as the upcoming changes in the next few years. The paper is limited to 2 pages, typed, double-spaced with 1-in margins.

Target / Benchmark
Written Assessment
1. Exceeded

Target / Benchmark
1.70% of students can describe how information technology or systems can be used to...
gain competitive advantage. 2.70% of students can describe how information
technology or systems can be used to gain competitive advantage.

Findings / Results
XX% of all students (XX% of online and XX% of face-to-face) met the objective established for Writing Activity 1 and XX% of all students (XX% of online and XX% of face-to-face) students met the objective for Writing Activity 2.

Analysis of Current Cycle’s Findings
Writing Activity 1: In the 2015 - 2016 Cycle XX% of students were deemed exemplary or competent in describing how information technology or systems can be used to gain competitive advantage compared to XX% in the 2016 - 2017 Cycle.
Writing Activity 2: In the 2015 - 2016 Cycle, XX% of students were deemed exemplary or competent in their ability to summarize major components of IT infrastructure in an organization and to discuss IT infrastructure trends compared to XX% in the 2016 - 2017 Cycle.

There were modest improvements in the overall performance of students between the two assessment cycles. Relative performance of students in the online versus face-to-face students will be available in the next cycle since data are now being collected for each group's performance.

Improvement Type | Improvement Description
--- | ---
Assessment | Developing baseline data

Data have been collected to allow online versus face-to-face student performance and are available for the 2016-2017 Cycle. It is expected that a comparison can be made between the two learning environments in the 2017 - 2018 Cycle.

### 1.2 Analytical Problem Solving

**Description**

1) Students will be able to apply financial analysis, using accounting and operating information, in making business decisions and solving business problems. 2) Students will be able to select the appropriate statistical tool from a group, including tests of
hypothesis, regression, and time series forecasting in order to apply them to solving managerial problems in business. 3) Students will be able to apply economic principles to make business decisions. 4) Students will be able to utilize techniques for financial analysis for asset valuation. 5) Students will be able to identify basic organizational behavior issues. 6) Students will be able to apply basic marketing concepts. 7) Students will be able to apply concepts related to the production and distribution of goods and services.

### Supported Initiatives (0)

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<thead>
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<th>Action Plan</th>
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MKTG 608: The assessment questions for this course are still under continuous improvement as we only started the assessment of this new course in Fall 2015. The questions were revised for Fall 2016 through discussion among the Associate Dean, the Department Chair, and the instructor for the course. While some questions are now clearer, the instructor believes some students may still be confused about the way the questions were asked. Further discussion will take place before the next assessment cycle, and the possible need to drill deeper on the segmentation topic will also be examined.

MKTG 608 In the interest of continued improvement, consideration is being given to reverting to a separate project for the online class. Perhaps, additional online content can be provided for online students to watch. They seem to recall recorded content well enough, they just have trouble applying it to real situations.

**Measures of Outcome**

1.2.1 ACCT 609 Managerial Accounting Exams
Description
ACCT 609: Managerial Accounting Exams will include problems/cases that require financial analysis to make decisions and/or solve some business problems. It will be graded separately.

Target / Benchmark

1.2.1.1 Cases

Target / Benchmark
At least 75% of students will receive a grade of 80% or higher ion the resolution

Findings / Results
Overall, XX% of students achieved a grade of 80% or higher. In the face-to-face section of the course, XX% of students achieved the target whereas XX% of students achieved the objective in the online sections of the course.

Analysis of Current Cycle’s Findings
The target was exceeded by a modest amount; however, there is a gap in the level of achievement of face-to-face versus online students. Face-to-face student performance fell slightly from XX% in the 2015-2016 cycle to XX% in the 2016-2017 cycle. This difference is not deemed to be significant. More significantly, online student performance fell from XX% achievement of the objective to XX% during the period.

Improvement Type Improvement Description
Assessment Assessment Method Revised

Improvement

In 2014-15 MBA courses were revised and restructured. As a result, the courses and methods used for analytical problem solving were revised.

BNAL 606: Statistics for Managers

Description
BNAL 606: Statistics for Managers. This will be assessed with ten questions on the final exam.
1.2.2.1 Target / Benchmark

Final Exam

At least 75% of the students will achieve a score of 80% or higher.

Findings / Results

Overall, XX of XX students (XX%) achieved a score of 80% on the assessment items. XX out of XX (XX%) online students achieved a score of 80% or higher; XX out of XX (XX%) on-campus students achieved a score of 80% or higher.

Analysis of Current Cycle’s Findings

While the objective was exceeded in the aggregate there was a difference in level of achievement between face-to-face and online students. In this instance, online students achieved a higher level of achievement. While each group of students were posed the same assessment questions on the final exam, the instructors for the face-to-face and online sections of the course were different.

The performance of online students on the assessment items improved to XX% from 2015 - 2016 Cycle levels (XX%). While face-to-face student performance on the assessment items (XX%) in the 2016 - 2017 Cycle still falls slightly short of the target, it does represent a significant improvement from the 2015-2016 Cycle performance (XX%).

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<thead>
<tr>
<th>Improvement Type</th>
<th>Improvement Description</th>
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<tbody>
<tr>
<td>Monitoring</td>
<td>Academic student learning acceptable, process is working well or exceeding expectations</td>
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</table>

1.2.3 ECON 607: Managerial Economics Final exams

Description

ECON 607: Managerial Economics Final exams will include technical problems that require the use of skills developed in class to make business decisions. These problems will be graded separately.
**Target / Benchmark**

1.2.3.1 Technical Problems

**Exceeded**

**Target / Benchmark**

At least 75% of students will attain a grade of 80% or better on these questions

**Findings / Results**

Overall, XX of XX students (XX%) achieved a grade of 80% or higher. In the face-to-face section of the course, XX of XX students (XX%) achieved a grade of 80% or higher. In the online sections of the course, XX of XX students (XX%) achieved a grade of 80% or higher.

**Analysis of Current Cycle's Findings**

Students enrolled in both delivery modes (online and face-to-face) successfully met the target level of achievement. Performance in each environment was very similar. Performance in the 2016-2017 Cycle represents an improvement from 2015-2016 Cycle levels for both face-to-face and online students. In the 2015-2016 Cycle, XX% of face-to-face students earned scores over XX% (XX% earned scores over XX%). During the same period, XX% of online students earned scores over XX% (XX% earned scores over XX%). Based on question construction, it was not possible to earn a score of XX%. This may have had an effect on objective achievement levels during the 2015-2016 Cycle.

**Improvement Type**

<table>
<thead>
<tr>
<th>Change Criteria for Success</th>
<th>Improvement Description</th>
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<tbody>
<tr>
<td>Increased or modified criteria for success.</td>
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**FIN 613 Financial Management**

**Description**

Comment [KK15]: Analysis of Findings description of "Meet Standards" on the academic assessment rubric.

- Analyzes at least two findings; reflects on findings and/or processes that lead to current results; evaluates specific strengths and/or weaknesses related to the SLO; may analyze findings from previous years; if appropriate, compares data from differing delivery methods; if appropriate, proposes strategies for improvement as a result of the findings/analysis.

Comment [KK16]: This is a good analysis. Findings are analyzed throughout the report. Data is compared within the differing delivery methods. And where appropriate, data from previous cycles are compared.

- This section could be strengthened if specific strengths or weaknesses related to this outcome were described. For example, students excelled at …. but struggled to ….

Comment [KK17]: Improvements are a reflection of previous actions. They should be written in past tense. Improvements can be written about changes made to enhance student learning as well as changes made to enhance the assessment plan.

- In this example, the improvement describes changes to the assessment plan that were designed to improve the assessment methods and assignments. Modifying the value of the question improves the usefulness of the data to the program.
FIN 613: Financial Management. The final exam includes a comprehensive question that requires students to demonstrate mastery of the key concepts of the course.

**Target / Benchmark**

| 1.2.4.1 | Final Exam | Partially Met |

**Target / Benchmark**

A grade of 75% is needed to meet this goal. At least 80 percent of students will obtain a score of 75 percent or higher on the comprehensive question.

**Findings / Results**

Overall, XX of XX students (XX%) met the assessment objective with XX of XX (XX%) of face-to-face and XX of XX (XX%) of online students meeting the objective.

**Analysis of Current Cycle’s Findings**

The results of the 2016-2017 Cycle were mixed. The overall achievement of the learning objective was hindered by the performance of the online sections of the course while students enrolled in the face-to-face section of the course performed at a level that exceeds the learning objective requirement.

**Improvement Type**

<table>
<thead>
<tr>
<th>Create/Modify Instructions</th>
<th>Improvement Description</th>
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</thead>
<tbody>
<tr>
<td>Changed workshop, training session in response to learning outcome assessment</td>
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</table>

**Improvement**

In 2015-16, the faculty member provided more direction and practice problems. He typically distributed his notes to students. He became aware that the online students could not download them, and so he fixed that issue.

**1.2.5 MKTG 608: Fundamentals of Contemporary Marketing assessment**

**Description**

The assessment will be done with three questions: one related to segmentation strategy, a second involving elaboration of the consumer buying process, and a third on the application of the marketing mix. MKTG 608 Fundamentals of
Target / Benchmark

Assessment
Partially Met

Target / Benchmark
At least 75% of students will earn scores of 80% or higher on each of the three learning objectives.

Findings / Results

Students exceeded the performance goals for two of the three learning objectives. Performance on the first objective (question 1), related to segmentation strategy, fell slightly short of the goal, at XX%. This was mainly due to the online section’s performance (XX%). XX% of face-to-face students achieved the performance objective. Overall, XX% of students met the performance goal for learning objective two, the buying process. On this objective, XX% of face-to-face students and XX% of online students met the performance objective. Overall, XX% of students met the performance goal for learning objective three, marketing mix application. On this objective, XX% of face-to-face students and XX% of online students met the performance objective.

Analysis of Current Cycle’s Findings

The face-to-face class performed better than online class even with the real-life case project. The face-to-face class was very motivated and excelled beyond expectations while the online class struggled and seemed frustrated. For the segmentation learning objective, XX% of face-to-face and XX% of online students met the performance goal in the 2015 - 2016 Cycle compared to XX% of face-to-face and XX% of online students in the 2016 - 2017 Cycle. Online student performance was relatively stable while there was a decrease in face-to-face student performance. In the 2015 - 2016 Cycle XX% of both online and face-to-face students met the performance requirement for the
buying process question compared to XX% of online and XX% of face-to-face students in the 2016-2017 Cycle. For the Marketing Mix learning objective online student performance rose to XX% to from XX% for online students but fell from XX% to XX% for face-to-face students between the 2015-2016 and 2016-2017 Cycles.

In 2015-16, the concerned Marketing faculty and Chair revised the assessment tools to better align them with the associated learning objectives and outcomes. There appears to have been positive movement, in the aggregate, based on those revisions. In the interest of continued improvement, consideration is being given to reverting to a separate project for the online class. Perhaps, additional online content can be provided for online students to watch. They seem to recall recorded content well enough, they just have trouble applying it to real situations.

<table>
<thead>
<tr>
<th>Improvement Type</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>Assessment Method Revised</td>
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</table>

In 2015-16, the concerned Marketing faculty and Chair revised the assessment tools to better align them with the associated learning objectives and outcomes. There appears to have been positive movement, in the aggregate, based on those revisions.

**BNAL 610: Fundamentals of Business Analytics Project**

**Description**
BNAL 610 Fundamentals of Business Analytics Each student will be able to interpret sensitivity analysis and managerial analysis using a computer printout for linear programming models in order to apply them in addressing managerial questions in pricing, cost, and availability of resources. This will be tested or assigned as a project.

**Target / Benchmark**

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<tr>
<th>1.2.6</th>
<th>Project</th>
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<tr>
<td>Exceeded</td>
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At least 75% of students will achieve a grade of 80 percent or more.
Findings / Results
Overall XX% of students (XX out of XX) achieved the performance objective. In the face-to-face environment, XX% of students (XX out of XX) achieved performance objective whereas XX% of students (XX out of XX) achieved the performance objective in the online environment.

Analysis of Current Cycle’s Findings
Performance objectives were exceeded by students in each learning environment; however, there was a slight gap in achievement between face-to-face and online students.

In the 2015 - 2016 Cycle, XX% of online and XX% of face-to-face students scored XX% or higher on the assessment instrument. Approximately the same proportion (XX%) of face-to-face and online students (XX%) achieved the performance goal in the 2016 - 2017 Cycle.

<table>
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<tr>
<th>Improvement Type</th>
<th>Improvement Description</th>
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<tbody>
<tr>
<td>Monitoring</td>
<td>Academic student learning acceptable, process is working well or exceeding expectations</td>
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</table>

None noted.

1.2.7.1 ACCT 611: Financial Accounting Analytical Assessment Measure

Description
Students will be able to apply financial analysis, using accounting and operating information, in making business decisions and solving business problems. Financial Statement Analysis Assignment.

Target / Benchmark

1.2.7.1 financial analysis assignment
Target / Benchmark
At least 75% of students will receive a grade of B or higher on the resolution.

Findings / Results
Overall, XX% received Grade of B or higher. In the face-to-face section of the course, XX% of students earned a grade of B or higher whereas XX% of students earned a grade of B or higher in the online section of the course.

Analysis of Current Cycle’s Findings
Despite the target of XX% of students receiving a grade of B or higher was not met, there was improvement in the level of achievement for in-class students compared to the 2015-2016 cycle (XX%). Online student performance dropped slightly from XX% in the 2015 - 2016 cycle.

Improvement Type | Improvement Description
--- | ---
Process Revision | Changed administrative process to improve effectiveness or efficiency

In 2015-16, worked more problems in class and assigned more problem sets to students.

In 2014-15 MBA courses were revised and restructured. As a result, the courses and methods used for analytical problem solving were revised.

1.3 Global Perspective

Description
1) Students will be able to understand international business issues, 2) Students will develop knowledge in international business and economics that will enable them to make better business decisions within the context of the global economy.

Supported Initiatives (0)

Measures of Outcome

1.3.1 International strategies of firms

Description
MGMT 621: Strategic Management

Students should display understanding of firms' international strategies. Evaluated using a question related to the international strategies companies use within a (single) industry.

Target / Benchmark

1.3.1.1 Strategies

Target / Benchmark

At least 85% of students will receive a score of 80% or higher on a question requiring an understanding of firms' international strategies.

Findings / Results

XX% of face-to-face and XX% of online students successfully scored 80% on a question requiring an understanding of firms' international strategies.

Analysis of Current Cycle’s Findings

The learning objective was successfully met in the 2016 - 2017. This represents an improvement over the 2015 - 2016 cycle where XX% of on-campus and XX% of online students scored 80% or higher on a question requiring an understanding of firms' international strategies.

<table>
<thead>
<tr>
<th>Improvement Type</th>
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<tr>
<td>Process Improvement</td>
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The low 2015 - 2016 cycle score on global perspectives was addressed by discussing international corporate strategies in more detail so that students were able to assess the difference between different types of strategies. Students did well in their answers about entry strategies. 

1.3.2 Econ 618: Global Macroeconomics decision making problems

ECON 618: Global Macroeconomics Final exams will include problems that require the use of techniques used in class to aid in employing macroeconomics for business decision making. These problems will be graded separately.

Comment [KK18]: Improvement description of “Meet Standards” on the academic assessment rubric:

Improvements are developed directly from, and are aligned with, previous action plans or findings; improvements describe previous actions taken to improve program, teaching methods, or curriculum; previous actions may also describe modifications to learning outcomes or assessment strategies; changes in student achievement may be stated or intended changes in student achievement may be stated.

Comment [KK19]: This is an excellent example of a short and well written Improvement.

The findings/score from 2015-2016 is referenced. The action taken to remediate the score is described. Data from the next year is discussed. This program made changes to improve student learning!
This course examines the measurement of macroeconomic variables and their movements over time. Short-run and long-run models of the macroeconomy are covered along with institutional factors of financial markets. The course mixes theory with real-world applicability.

Target / Benchmark

| ID | 13.2.1 | final exam | Partially Met |

Target / Benchmark
At least 75% of students will attain a grade of 80% or better on these questions.

Findings / Results
Overall, XX% of students successfully met the performance goal for the assessment question used on Exam I, and XX% of students met the performance goal for the assessment question on Exam III.

Analysis of Current Cycle’s Findings
On Exam I, the 2016 - 2017 cycle performance on the assessment question was hindered by the performance of face-to-face students (XX% met the performance objective) whereas XX% of online students met the performance objective. Performance on the Exam I assessment question improved from the 2015 - 2016 cycle performance for online students (XX%); however, the performance of face-to-face students (XX%) fell. On Exam III, all face-to-face students (XX%) met the performance goal on the assessment question and XX% of online students successfully met the objective. Performance on the Exam III assessment question improved from the 2015 - 2016 cycle performance for both online students (XX%) and face-to-face students (XX%).

Improvement Type | Improvement Description
--- | ---
Assessment Improvement | Assessment Method Revised

Lectures were augmented, from the 2015 - 2016 Cycle, to provide more discussion of international macroeconomic connections. This appears to have had a positive effect on student performance related to the learning assessment questions. In particular,
performance on the assessment question from Exam III rose to a level that exceeds the goal. However, while improvement is noted on performance related to the assessment question contained on Exam I, additional improvement remains necessary to meet the 75% rate of achievement objective.

In 2014-15 MBA courses were revised and restructured. As a result, the courses and methods used for developing global perspectives were revised.

1.4 Ethics

Students can recognize and analyze ethical dilemmas and select a resolution for practical business situations.

Planned

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<tr>
<th>#</th>
<th>Action Item</th>
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<th>Due Date</th>
<th>Status</th>
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<tr>
<td>1</td>
<td>MGMT 621 Supplemental materials on the link between corporate governance and ethics will be posted. In addition, the instructor will emphasize this issue in discussion board posts. These actions are expected to help improve the performance of the online section of the course.</td>
<td>6/4/2018</td>
<td>Planned</td>
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Measures of Outcome
## Description

FIN 619: Business Law and Ethics Exam questions

1. Students were given a short business ethics quiz of 5 questions each worth 1 point.
2. Students were required to provide answers for 5 multipart business ethics essay questions, 4 questions selected from the textbook and 1 question from a known ethics website. Each essay was worth 10 points for a maximum of 50 points total. This was the primary method of assessment and the writing component for the course.
3. Students were also required to answer 3 multiple choice questions which focused on business ethics, worth 4 points each. (Unfortunately, individual student data for the m/c questions would now be very difficult to retrieve for individual online students, according to CLT. Therefore, the data for performance on these questions are reported in the aggregate for each of the two sections as a whole.)

This course will introduce key principles of jurisprudence, dispute resolution, tort, constitutional, intellectual property and contract law. Students will learn to create the ability to recognize when a matter poses a legal issue in the ordinary course of business and identify alternative solutions that the law will support and consider the ethical/moral implications of business decisions that the law does not yet address.

### Target / Benchmark

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Partially Met</th>
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**Target / Benchmark**

At least 85% of students will receive a score of 80% or higher in the following areas:

1. Students can recognize and analyze ethical dilemmas and select a resolution for practical business situations.
2. Ability to identify organizational causes of ethical issues.

### Findings / Results

Overall students successfully met the minimum score requirement on the Quiz, Essay, and Multiple Choice questions at a rate of XX%, XX%, and XX%, respectively.
Analysis of Current Cycle’s Findings

Online students’ performance:
1. Quiz- XX% achieved 4 pts. or better to reach the goal of 80% or higher on the ethics quiz compared to XX% in the 2015 - 2016 Cycle.
2. Essay- XX% achieved 40 or more pts. on the ethics essay to reach the goal of 80% or higher on the essay compared to XX% in the 2015 - 2016 Cycle.
3. M/C- Only XX% (XX of XX students) achieved the goal of 80% or higher on the m/c questions compared to XX% in the 2015 - 2016 Cycle.

In class students’ performance:
1. Quiz- XX% achieved 4 pts or higher to reach the goal of 80% or higher was achieved on the ethics quiz compared to XX% in the 2015 - 2016 Cycle.
2. Essay- XX% achieved 80% or higher on the ethics essay questions (except one with an incomplete because no essay responses were submitted) compared to XX% in the 2015 - 2016 Cycle.
3. M/C- Only XX% (XX of XX students) achieved the goal of 80% on the m/c questions compared to XX% in the 2015 - 2016 Cycle.

It appears that students in all course environments (online and face-to-face) struggled more to be successful in a multiple-choice testing environment in the current cycle compared to the 2015 - 2016 Cycle. Performance across both course environments appeared to be relatively stable for assessments using quiz and essay formats.

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<th>Improvement Type</th>
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<tr>
<td>Assessment</td>
<td>Assessment Method Revised</td>
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The following improvements were implemented for the 2016 - 2017 Cycle of the course:
1. A practice m/c exam was added to help prepare students for test taking
2. More time was allowed for taking the quizzes and m/c exams.
3. The weight given components in grading was changed-more to the quizzes and essays and less to the exam m/c questions

The need for additional adjustments, though not specified, have been suggested for further improvement in the performance of face-to-face students.
In 2015-16 for FIN 619 Ethics Action Plan
1. 1) Provided answers for the textbook’s end of chapter questions to expand applications
2. 2) Added a practice m/c exam to better prepare students for test taking
3. 3) More time allowed to take the m/c exams. 4. 4) Adjusted the weight given components in grading more to the essay, less to m/c

In 2014-15 MBA courses were revised and restructured. As a result, the courses and methods used for ethical reasoning were revised.

<table>
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<tr>
<th>1.4.2 Case</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>MGMT 621 (Strategic Management): Ability to identify incidents of ethical transgressions within a case setting. Ability to identify how corporate governance failures within organizations lead to ethical problems.</td>
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<table>
<thead>
<tr>
<th>Target / Benchmark</th>
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</thead>
<tbody>
<tr>
<td><strong>ethics case</strong> Partially Met</td>
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</table>

Target / Benchmark
MGMT 621 At least 85% of students will receive a score of 80% or higher in these items.

Findings / Results
XX% of face-to-face students and XX% of online students achieved a score of 80% or higher on the objective whereby students are required to identify incidents of ethical transgressions.

Analysis of Current Cycle’s Findings
The 2016 - 2017 Cycle performance represents a mixed performance compared to 2015 - 2016 Cycle levels. Face-to-face students were XX% successful in meeting the performance objective, an improvement from XX% in 2015 - 2016; however online
students did not perform as well (decline from XX% to XX%). It is not unexpected to see variations (sometimes significant) in the performance of course sections given their relatively small sizes.

<table>
<thead>
<tr>
<th>Improvement Type</th>
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<tr>
<td>Academic Improvement</td>
<td>Improved Performance</td>
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