



UT Tyler **SOULES**
COLLEGE OF BUSINESS

2017-2022
Assurance of Learning (AoL)
Handbook



The University of Texas at Tyler
Soules College of Business
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Vision, Mission, and Core Values of the Soules College of Business

Vision Statement

The Soules College of Business will be a leader in developing talent which will sustain, grow, and diversify the economy in East Texas and beyond.

Mission Statement

The Soules College of Business pursues excellence in business education by engaging our learners, faculty, industry, and community members. We cultivate and deliver innovative undergraduate and graduate programs to foster the success of our learners and stimulate impactful faculty research. We prepare the next generation of leaders and professionals to pursue career opportunities in East Texas and beyond.

Core Values

We value the role that business plays in recognizing, responding to, and solving societal problems: quality education, gender equality, decent work & economic growth, reduced inequality and industry, innovation and infrastructure.

We value existing and emerging industry standards and needs that make our learners competitive in the marketplace.

We hold ourselves to the highest ethical standards and responsibly manage the resources of the Soules College of Business.

We respect and value diversity in ideas, peoples, and cultures.

Assurance of Learning

Soules College of Business

The Soules College of Business established the Assurance of Learning (AoL) Committee to address assessment and continuous improvement at the program level. The AoL committee worked with faculty to develop the learning goals, learning objectives, measurement of outcomes, and “closing the loop” actions to improve learning and success in each program. The AoL Committee was comprised of the Director of Assurance of Learning, five faculty members representing each of the five business disciplines, and the Graduate and Undergraduate Program Directors (both non-voting). Committee members were elected by the discipline faculty and served for the entire five-year period between Maintenance of Accreditation visits. The Committee members elected a Chair from their membership who serves as Chair during their tenure on the committee. The committee’s composition guarantees involvement by representatives from all academic programs and disciplines in the College.

In AY 2014-2015, the University provided funds for a 50% appointment for a Director of Assurance of Learning in late fall 2015. The College provided additional funds for a full-time position and hired a Director in December 2015. The Director would ensure the assessments are performed as scheduled, the appropriate assessment measures are used, and the results are reported promptly. The Director would consult with the Chair of the AoL Committee to schedule committee meetings and meetings with the discipline/program faculty to analyze results and recommend and implement curriculum changes. The Director would also represent the College to the University’s Institutional Effectiveness Office to ensure that the College’s learning goals are consistent with the University’s mission.

In the 2018-2019 academic year, the College combined its Curriculum and Assurance of Learning Committees into Curriculum and Assessment Committees at the Graduate and Undergraduate level. The Director of Assurance of Learning’s role was also reorganized.

In the fall of 2018, the University, as part of an added emphasis on the importance of continuous improvement and assessment across campus, created the College Assessment Coordinator role for every college on campus. This role replaced the now vacated Assurance of Learning Director role. The College Assessment Coordinator is a full-time professional staff who supports faculty through all aspects of educational program assessment. The College Assessment Coordinators meet regularly as a team to discuss assessment practices, share ideas, and participate in professional development under the leadership and mentoring provided by the University’s Director of Assessment and Accreditation. Additionally, the Assessment Coordinator will regularly participate in professional development through webinars, listserv memberships, and attending/or presenting at assessment-related conferences. The Coordinator will then share and disseminate the knowledge learned to faculty so the College can adopt the best practices for assessment.

The previously separate Curriculum Committee and Assurance of Learning Committee were combined into an Undergraduate Curriculum and Assessment Committee and a Graduate Curriculum and Assessment Committee so that the college could directly review assessment results and recommend curriculum changes based on these results. The committee would have first access to the assessment results and recommend curriculum-level changes, if needed, after discussing them with the larger faculty. The Undergraduate and Graduate committees were both similarly made up of eight faculty members representing the different departments within the college, the Undergraduate Programs Director or Graduate Programs Director, respectively, and the College Assessment Coordinator. These committees would meet monthly during the academic year to discuss assessment results, continuous improvement actions, and curriculum changes that need to be addressed.

Assurance of Learning is the responsibility of the entire faculty, including those who may not teach courses where assessment takes place. The purpose of measurement is to determine whether the curriculum has met the desired learning outcomes.

The faculty choose the courses in which learning outcomes are assessed. Curriculum mapping is used to determine which courses in the program are teaching each learning outcome. The Curriculum and Assessment Committees review the curriculum map results and determine which course is best suited to assess each learning outcome. The Assessment Coordinator will meet with the instructors of the chosen courses to see if there is an appropriate existing assignment that can be used for assessment purposes or if an external measurement should be used. The Curriculum and Assessment Committees' recommendations are then shared with the larger faculty for final approval.

Acquisition of knowledge and skills occurs throughout the program curriculum, whereas measurement takes place at a predetermined point. Therefore, the measurement may reveal attainment or failure to attain a learning outcome that took place throughout several courses. Because each member of the faculty who teaches in a program may have an impact on learning and may be impacted by changes made as a reaction to the measurement, the feedback and input of all faculty members enriches the process. In no case should a faculty member feel disengaged from the assessment process, nor should a faculty member feel that the assessment process is evaluative of faculty. The purpose of assessment is to enhance the educational experience of students and identify areas where they can be better prepared for professional business careers.

Feedback from graduating students, alumni and employers are also useful in assessing the efficacy of programs. Indirect measures provide data from students about their perceptions of the curricula and their overall satisfaction with their program. Alumni can provide information of the longer-term value of how their education contributed to their career successes. Employers can help keep faculty aware of business and industry trends as well as emerging skills and knowledge needed of new graduates.

Merely acquiring direct and indirect measurement data is not sufficient. The faculty must use the data gleaned from the process and engage in meaningful efforts to improve the curricula to keep it current and to improve student outcomes. A culture of continuous improvement, a higher-quality educational experience for our students and a curriculum that is responsive, engaging and innovative is the natural outcome of a successful Assurance of Learning process.

All learning outcomes are assessed annually. The semester chosen to assess each learning outcome is determined by the sample size and whether all delivery modes are taught. Results are collected at the end of the semester they are measured. The Graduate and Undergraduate Curriculum and Assessment Committee members review the results the following semester. Members share the assessment results with the faculty in their department and receive feedback on how we can improve learner results. The feedback received is then shared with the Committee who then decides what continuous improvement action plans to implement based on input and the results.

Curriculum and Assessment Committees

In 2019, the Soules College of Business combined the Curriculum and Assurance of Learning committees into the two Graduate and Undergraduate Curriculum and Assessment Committees.

Undergraduate Curriculum and Assessment Committee Members (as of Fall 2022)

Accounting – David Marks (previously Jennifer Reynold 2019-2022)

Computer Science – Dr. Yi Li (previously Dr. Lidong Wu 2019-2022)

CIS – Dr. Robert Schumaker

Finance – Dr. Hui James (Chair) (previously Dr. Hwan Shin 2019-2020)

HRD – Dr. Paul Roberts (previously Dr. Rochell McWhorter 2019-2022)

Management – Dr. Mary Helen Fagan

Marketing – Dr. Kay Byun

Technology - Dr. Heshium Lawrence (previously Dr. Mark Miller 2019-2022)

Undergraduate Programs Director/Associate Dean – Dr. Heshium Lawrence (non-voting)

Undergraduate Advising – Roger Sims (non-voting)

College Assessment Coordinator – Halley Graham (non-voting)

Graduate Curriculum and Assessment Committee Members (as of Fall 2022)

Accounting – Dr. Mary Fischer

Computer Science – Dr. Arun Kulkarni

CIS – Dr. Robert Schumaker

Finance – Dr. Chialing Hsieh

HRD – Dr. Yonjoo Cho (previously Dr. Greg Wang 2019-2021)

Management – Dr. Marwan Al-Shammari (previously Dr. Brent Beal 2019-2020)

Marketing – Dr. Jenny Hong (previously Dr. Barbara Wooldridge 2019-2020)

Technology - Dr. Mark Miller (previously Dr. Dominick Fazarro 2019-2022)

Graduate Programs Director – Dr. Tom Roberts (non-voting)

College Assessment Coordinator – Halley Graham (non-voting)

The Assurance of Learning Process

Data Collection

- Each semester, the Assessment Coordinator emails faculty who have assessment responsibilities to remind them of these assessments.
- The Assessment Coordinator meets with the Curriculum and Assessment Committees and lets them know which courses we will be assessing in prior to the start of each semester.
- Faculty members must use the pre-approved measures for assessment.
- The Assessment Coordinator collects the data via the external websites used and Canvas. If the data is not available either of these ways, the assessment coordinator will reach out to the faculty member and request the needed information.
- The Assessment Coordinator communicates with the Academic Resource Center, Career Services, the Assessment Office, and other units to ascertain what indirect measures are needed/available for that semester.

Data Analysis

- The College Assessment Coordinator organizes the data for each program and major as appropriate and does an initial analysis.
- The College Assessment Coordinator shares the results with the Undergraduate or Graduate Curriculum and Assessment Committee and the committee then does an additional analysis.

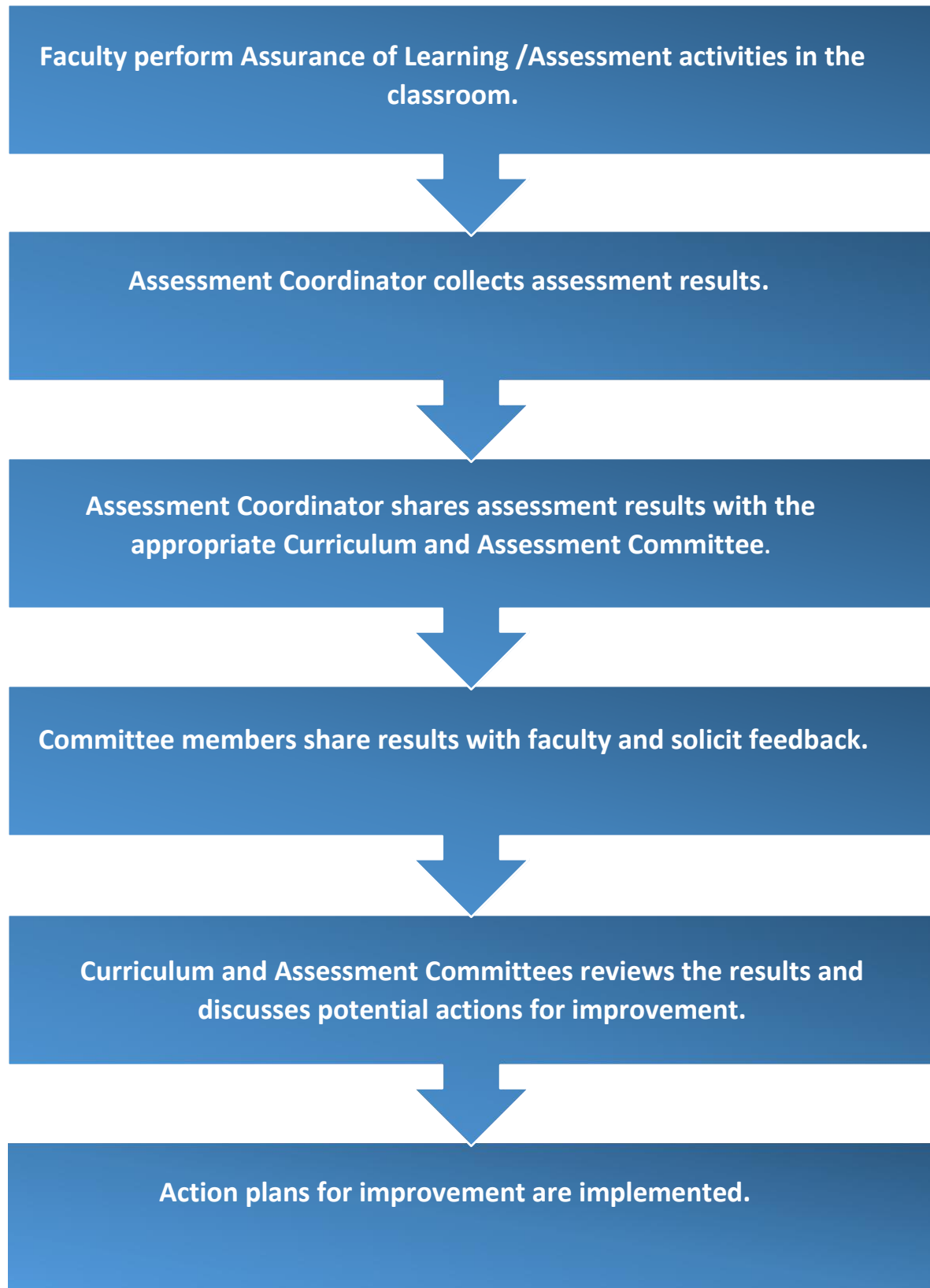
Data Dissemination

- The Committee Representatives share the results and analysis with the discipline faculty.
- The College Assessment Coordinator shares results in a shared folder for discipline faculty to access.
- The College Assessment Coordinator meets with the Department Chairs and Program Coordinators to share and discuss the results.

Resulting Actions/Closing the Loop

- The Curriculum and Assessment Committees meet to discuss possible actions based on assessment results.
- Changes proposed by the committee will be sent to the Department Chairs for feedback

Diagram of the Annual Assessment Process



AACSB Assurance of Learning

BBA

Knowledge of the Business Discipline

Objective: BBA learners demonstrate that they are knowledgeable about current theory, concepts, methodology, terminology, and practices in business.

Measure: Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam in the Business Capstone course, MANA 4395 Strategic Management.

Criterion: 70% of learners will score at least 70% in each discipline-specific concept area.

Discussion: Learners were assessed in discipline knowledge using the Capsim Modular X.M. exam in 2020, 2021, and 2022. The BBA adopted this exam in the 2019-2020 academic year and has used it for assessment every academic year since.

In our first attempt to use the Capsim Modular exam, we adopted the version as it was suggested by Capsim without adjusting the questions. The Capsim exam has a large bank of valid, peer-reviewed questions, however, many institutions create their own as they go. Because the first set of questions were adopted as is, the results of the exam did not capture what we emphasize in our courses/programs/ and were unable to collectively capture the learning outcomes. In the second round of the test, we were able to pull more questions from the large test bank that Capsim offers, and we focused more on the questions that align with both: our courses emphases and the industry trending emphases. An immediate improvement in learners' scores was seen when the exam was administered for the second time in the Spring of 2021.

Once the test more accurately fit the BBA curriculum, closing-the-loop actions could be taken to improve learner performance. There were several areas where learners were struggling, the management and finance sections of the exam chosen as the focus for improvement. In MANA 3311 Fundamentals of Management, changes were made to emphasize areas of the Capsim where learners were struggling, such as Scientific Management and Bureaucratic Organization, Diversity, Channels of Communication, and Perception and Decision Making. These changes included adding more study questions, more emphasis on slide presentations, and adding a case study. In FINA 3311 Principles of Finance, a focus on bond ratings was added to the course. In the course, an exercise was added where learners search for bond ratings online from firms they are interested in and then are shown how less risky bond ratings differ. These changes were implemented in the 2021-2022 academic year. When learners took the Capsim exam in late Spring 2022, improvements were seen in the finance and management sections of the exam based on these changes.

Critical Thinking

Objective: Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.

Measures: Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business. The BCTST mean overall score will be used as a measure of the critical thinking skills of the group, as recommended by Insight Assessment, the BCTST provider. In addition, the average percentile score of learners will be benchmarked against an aggregate sample of students in AACSB undergraduate Business programs.

Criterion: 1) The BCTST mean overall score indicates that learners have “strong” critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business students in AACSB programs.

Discussion: The Business-Critical Thinking Skills Test (BCTST) overall score results are grouped into five categories (not manifested, weak, moderate, strong, and superior). When the BCTST was first used for assessment in the spring of 2018, the critical thinking skills of these learners were classified as moderate, based upon a mean overall BCTST score of 82.5. In 2019, the critical thinking skills for this group of learners was also classified as moderate, based on a score of 83.1.

In 2019, the MANA 3300 course was redesigned. One important course curriculum change was the development of a new semester-long applied learning project that involves research, data analysis, critical thinking, and report writing with correct citations of sources. The semester project involves learner research into the concept of critical thinking, including learner analysis of anonymized BCTST results from previous learner cohorts. Learners develop evidence-based recommendations on how to improve critical thinking skills for all Soules College of Business graduates. Learners then submit the report with their research, group data analysis, and recommendations at the end of the semester. In the 2020-2021 academic year, the faculty changed the prerequisites to the MANA 3300 Critical and Analytical Thinking course to require COSC 1307 Introduction to Information Systems, GENB 2300 Business Statistics, and MANA 3370 Business Writing and Oral Presentations to support learner success in the critical thinking project and assessment. In addition, a decision was made to add an assessment of learners’ quantitative reasoning skills by using the BCTST-N exam (which includes numeracy assessment). Learners’ scores have improved significantly since implementing these curriculum changes. The 2021 the overall critical thinking score for learners moved from the moderate to the strong category based upon an overall score of 85.9.

Another way in which the BCTST data shows the improvement in learners critical thinking skills over time is by comparing our learners overall scores to an aggregate sample of learners in AACSB undergraduate business programs. In the spring of 2018 when we first administered the BCTST, Insight Assessment data indicated the average percentile score of learners was 47, indicating that they were performing, on average, below the national external comparison group. After our curriculum redesign, the spring 2021 cohort average percentile score was 64, indicating a significant improvement in the strength of our learners critical thinking skills relative to this external comparison peer group.

Written Communication

Objective: Learners prepare a business document that is focused, well-organized and mechanically correct.

Measure: Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.

Criterion: 70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.

Discussion: The Soules College of Business Undergraduate Curriculum and Assessment Committee implemented several changes to improve the validity of the written communication assessment. The rubric was revised and updated to an Analytic Rubric, allowing the program to pinpoint better where learners are struggling. Additionally, the Soules College of Business hired doctoral learners to score the undergraduate written communication papers against the approved rubric to improve learner involvement in the assessment process. The assignment was also moved into the Business Writing and Oral Presentations course (MANA 3370) for a formative assessment.

In the 2019-2020 academic year, to address areas of deficiency, learners were required to meet with the professor of the MANA 3370 course one-on-one to review their graded writing assignments. The professor would meet with learners after each assignment throughout the semester. In these meetings, the professor explained where learners needed to improve and what they could do to make those improvements. The constant feedback helped learners make advancements in their writing throughout the semester.

In the 2021-2022 academic year, in response to low learner scores on the Format and Citations dimension of the rubric, the Soules College of Business decided to develop resources to help learners improve their skills in this area. Currently, a Canvas module is being prototyped in the MANA 3300 course. The module contains help on citing sources and how to cite in APA style correctly to avoid plagiarizing. In the future, this Canvas module should be available to all learners to refresh their knowledge before and during any course.

Corporate Social Responsibility

Objective: Learners identify corporate social responsibility issues that impact business activities.

Measure: Learners demonstrate their knowledge of corporate social responsibility issues through their performance on a quiz in the Business Capstone course, MANA 4395 Strategic Management.

Criterion: 75% of learners will score a 75% or higher on the quiz.

Discussion: This learning outcome was assessed in the Spring of 2018, 2020, and 2021. Learners have continued to perform well on the Social Responsibility quiz that is used for assessment. After the Spring of 2018, the assessment tool was updated to a quiz that better fit the course curriculum, and student performance on the measure improved dramatically.

AACSB Assurance of Learning

BSCIS

Knowledge of the Business Discipline

Objective: BBA learners demonstrate that they are knowledgeable about current theory, concepts, methodology, terminology, and practices in business.

Measure: Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam in the Business Capstone course, MANA 4395 Strategic Management.

Criterion: 70% of learners will score at least 70% in each discipline-specific concept area.

Discussion: See BBA Assurance of Learning

Knowledge of the Computer Information Systems (CIS) Discipline

Objective 1: Learners demonstrate that they are knowledgeable about current theory, concepts, methodology, terminology, and practices in CIS.

Measure: Learners will demonstrate their knowledge of Computer Information Systems, Information Technology, and Computer Science concepts through their performance on a field exam. The exam tests learners' discipline knowledge of the CIS core courses: COSC 1337 Object-Oriented Paradigm, COSC 1337 Object Oriented Paradigm, COSC 2315 Computer Organization, COSC 3375 Analysis and Logical Design, COSC 3385 Database Design, COSC 4325 Networking, and COSC 4347 Business and Intelligence Analysis.

Criterion: CIS learners will score a 70% or higher in each course area of the field exam.

Discussion: In the 2020-2021 academic year, the Computer Information Systems faculty created a cumulative exam to give to CIS learners in their capstone course. The exam covered questions from required Computer Science related courses in the degree plan. In the first year of offering the exam, in the 2020-2021 academic year, learners performed well on most aspects of the exam. Still, they struggled mainly with questions regarding the COSC 4347 Business and Intelligence Analysis course. Learners seem to perform poorly on ten of the twenty questions from that exam section. The instructor focused more on those sections when teaching the COSC 4347 course the next academic year.

Objective 2: Learners will be able to develop the ability to work cooperatively to develop a high-quality information system.

Measure: This objective is measured using a comprehensive semester-long group project where learner groups focus on building a real-world Information System solution using their cumulative knowledge of hardware, software, networking, systems analysis, and security; prepare a report and present their work.

Criterion: CIS learners will score a 70% or higher on their semester-long group project.

Discussion: This learning outcome has been assessed every year starting in the 2017-2018 academic year. It was initially assessed in COSC 4309 Design of Modern Information Systems. After the 2017-2018 academic year, the program underwent several structural changes to update the degree plan. COSC 4309 was removed from the degree plan for the 2018-2019 academic year. The project was then moved into the Capstone course, COSC 4375.

The capstone course represents a unique blending of three majors; Computer Science, Computer Information Systems, and Information Technology, where learners from all three majors work together for the first time on a seminal project. Learners pitched their tech ideas, and six ideas were chosen. Their charge was simple, to create an IOT device that people would buy and form a company around it. To be successful, each major would have to use everything they learned in their past four years and stretch themselves in ways they probably didn't think were possible. Learners write the major-specific sections of their semester group project that coincided with identifying the Value Proposition, determining Customer Segments, laying out the proposed Cost Structure for their startup, and deciding on Revenue Streams.

Critical Thinking

Objective: Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.

Measure: Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.

Criterion: 70% of learners will score "strong" or "superior" in each category of the Business-Critical Thinking Test.

Discussion: See BBA Assurance of Learning

Written Communication

Objective: Learners prepare a business document that is focused, well-organized and mechanically correct.

Measure: Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.

Criterion: 70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.

Discussion: See BBA Assurance of Learning

Corporate Social Responsibility

Objective: Learners identify corporate social responsibility issues that impact business activities.

Measure: Learners demonstrate their knowledge of corporate social responsibility issues through their performance on a quiz in the Business Capstone course, MANA 4395 Strategic Management.

Criterion: 75% of learners will score a 75% or higher on the quiz.

Discussion: See BBA Assurance of Learning

AACSB Assurance of Learning

BS in General Business

Knowledge of the Discipline

Objective: Learners will demonstrate basic knowledge of current business theory, concepts, methodology, terminology and practices.

Measure: Learners demonstrate their knowledge of general business theory, concepts, methodology, terminology, and practices through their performance on their final case study.

Criterion: 70% of learners will score a 70% or higher on their final case study.

Discussion: Learners were assessed during Fall 2018, Fall 2019, Spring 2020, Fall 2020, and Fall 2021. During the 2019-2020 academic year, quizzes were added throughout the MANA 3320 Human Resource Management course. These quizzes helped learners better understand the course material and thus perform better on the final case study. Despite this effort, learner scores did not improve following this implementation. As a result, additional changes were made. Chapter recap videos were added to the MANA 3320 course curriculum for learners to complete as they moved through the material. In these videos, learners discussed the information reviewed in class and recorded a five-minute or less video as if they were “teaching” the class several of the main topics from the book/lecture. These changes have resulted in increased engagement and retention of the material taught as learner scores on the case study improved.

Critical Thinking

Objective: Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.

Measure: Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.

Criterion: 70% of learners will score “strong” or “superior” in each category of the Business-Critical Thinking Skills Test.

Discussion: See BBA Assurance of Learning

Written Communication

Objective: Learners prepare a business document that is focused, well-organized and mechanically correct.

Measure: Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.

Criterion: 70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.

Discussion: See BBA Assurance of Learning

AACSB Assurance of Learning

MBA

Business Theory Concepts

Objective: Learners demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices.

Measure: Learners demonstrate their knowledge of business theory, concepts, methodology, terminology, and practices through their performance on the Capsim Modular Exam.

Criterion: 80% of learners will score 80% or higher on each of the conceptual areas.

Discussion: Learners were assessed in discipline knowledge using the Capsim Modular X.M. exam in 2019, 2020, and 2021. The MBA adopted this exam in the 2019-2020 academic year. When first adopting Capsim in the Fall of 2019, we used the Common Standard of the exam because it allowed us to compare ourselves to our peers better. The questions on the Common Version of the exam were the ones that most institutions were using; therefore, we had more information to compare ourselves to these institutions.

In our first attempt to use the Capsim Modular exam, we adopted the version as it was suggested by Capsim without adjusting the questions. The Capsim exam has a large bank of valid, peer-reviewed questions, however, many institutions create their own as they go. Because the first set of questions were adopted as is, the results of the exam did not capture what we emphasize in our courses/programs/ and were unable to collectively capture the learning outcomes. In the second round of the test, we were able to pull more questions from the large test bank that Capsim offers, and we focused more on the questions that align with both: our courses emphases and the industry trending emphases.

With the updated version, learner performance could be more accurately assessed as it better reflected the MBA curriculum. There was an immediate improvement in learners' scores when they took the exam in the Fall of 2021.

Business and Workplace Problem Solving

Objective: Learners solve common problems in business and workplace settings using reflective decision-making strategies.

Measure: Learners critical thinking skills are assessed using the Business-Critical Thinking Skills Test with Numeracy (BCTST-N) in MANA 5395. Scores on Overall Reasoning as well as Analysis, Inference, Evaluation, Induction, and Deduction skills are reported for this SLO.

Criterion: 80% of learners will score a “strong” or “superior” on the Analysis, Inference, Evaluation, Induction, and Deduction areas of the BCTST-N.

Discussion: Learners were assessed using the critical thinking questions in the BCTST-N in the Spring of 2019, 2020, 2021, and 2022. Scores on the assessment have fluctuated, but the areas where learners struggle have mainly remained consistent, with the lowest scores being in the Inference and Deduction categories.

Quantitative Reasoning

Objective: Learners possess the skills to solve quantitative reasoning problems.

Measure: Learners take the Business-Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing strategy. The Numeracy Scores reported on the BCTST-N are assessed and reported for the SLO.

Criterion: More than 50% of UT Tyler learners will score “Strong” or “Superior” in numeracy. The UT Tyler overall average score will be above the 50th percentile within a comparison group of MBA programs from AACSB-accredited schools.

Discussion: Quantitative Reasoning has been measured every semester since the Spring of 2019 using the numeracy questions on the BCTST-N. Learner scores have gradually risen due to the increased emphasis on quantitative skills in the MBA curriculum, particularly in the MANA 5305 Decision Making in Operations Management course.

Business Leadership

Objective: Learners critique leadership styles and evaluate effectiveness of various styles in a business context.

Measure: Learners will complete a final exam in the Strategic Leadership course.

Criterion: 80% of learners will score an 80% or higher on their exam in MANA 5345.

Discussion: Learners are assessed using final exam results in the MANA 5345 Strategic Leadership Processes course. Initially, leadership was assessed using an external exercise where learners would choose the best leadership style in a given situation. Through analysis, it was found that this external tool did not work with what was being taught in our MBA curriculum. The program switched to using the internal exam that covered the leadership course material and more accurately fit the MBA curriculum.

AACSB Assurance of Learning

Macc

Written Communication

Objective: Learners can prepare a discipline-specific business document that is focused, well-organized, and mechanically correct.

Measure: Evaluate individual written assignments in ACCT 5385 using the SCOB rubric.

Criterion: 80% or more learners are evaluated at the highest level in each rubric criterion.

Discussion: Written communication was assessed in Spring 2019, Spring 2020, Spring 2021, and Spring 2022. After measuring the assessment twice, it was apparent that one of the rubric areas where learners were struggling was in the citations dimension of the rubric. A class discussion was added to the ACCT 5385 course curriculum on APA 7th Addition citation style. After this discussion was implemented, learner scores on the APA dimension rose from 47% of learners scoring the highest dimension of the rubric in 2018-2019 to 80% of learners scoring in the highest dimension in 2020-2021.

Oral Communication

Objective: Learners are able to deliver a discipline-specific presentation that is focused, well-organized, and includes appropriate verbal and non-verbal behaviors.

Measure: Learners demonstrate their presentation skills by giving one or more presentations to their peers in ACCT 5360 Advanced Accounting.

Criterion: 80% or more of learners are evaluated at the highest level in each rubric criterion.

Discussion: MAcc learners were measured in Oral Communication in the Fall of 2017, Fall of 2018, Fall of 2019, Fall of 2020, and Fall of 2021. Two of the areas that learners have consistently struggled in over the years have been the “delivery/eye contact” and “confidence” dimensions. Faculty determined that learners would have more confidence in their delivery if they had a better grasp of the material they were presenting. In the Fall of 2019 and 2020, changes were made to the course curriculum to address the presentation material subject matter. In 2019 an assignment was added on codification to intensify the concentration on the subject. In 2020, the curriculum was changed to concentrate more heavily on reporting standard rules and regulations through added discussions in the course.

Critical Thinking

Objective: In advanced accounting contexts, learners employ both inductive and deductive reasoning, as well as numeracy, to analyze, interpret, infer, evaluate, and explain decisions.

Measure: Learners will demonstrate their critical thinking skills by completing two task-based Becker simulations and answering the associated critical analysis simulation questions.

Criterion: Learners will score an 80% or higher on the critical analysis simulation questions.

Discussion: This learning outcome was measured in the Summer of 2019, 2020, and 2021. The first two times, learners were not meeting the success criterion of scoring 80% or higher on the critical analysis simulation questions. In the Summer of 2021, changes were made to the ACCT course to increase the number of contacts with learners throughout the summer semester to ensure that they are on track at critical milestones rather than rushing to get work done immediately before the assessment. These added touch points had a positive impact as learners met the criterion and improved their scores on all questions in the simulation.

Knowledge of the Discipline

Objective: Learners understand, apply, analyze, and evaluate accounting, legal and business statutory authority, principles and theory to a degree that is sufficient to pass the CPA exam.

Measure: Learners will demonstrate their knowledge of the Accounting discipline through task based CPA exam simulation questions.

Criterion: Learners will score a 75% or higher on the task-based simulated questions

Discussion: MAcc learners have been assessed using CPA exam task-based simulation questions every summer semester since the 2018-2019 academic year. The first time using this assessment, learners performed poorly, with only two of the ten learners meeting the success criteria. The following year, in 2020, more TBS assignments were added throughout the course to help learners better prepare for the task-based questions. This addition to the course curriculum positively affected learner performance; in the following years, all learners met the success threshold.

Research

Objective: Learners research accounting standards and other primary resources to solve complex accounting issues to a degree that is sufficient to pass the CPA exam.

Measure: CPA practice exam research questions in ACCT 5395.

Criterion: Each learner will answer at least 75% of each research question correctly.

Discussion: The Research Learning Outcome was measured in the Summer of 2019, 2020, 2021, and 2022 using CPA practice exam research questions. Over the years, to improve learner results, we have added more required practice CPA exam attempts for learners to become better acquainted with the exam. Additional research assignments were also added to the course. Scores have fluctuated over the years, but learners have been unable to meet the success criterion.

Teamwork

Objective: As members of a team, learners are perceived to be trustworthy, respectful, responsible, fair, and good communicators.

Measure: Learners evaluate their group, themselves, and others using rubrics in ACCT 5355.

Criterion: 80% or more of learners are evaluated at the highest level in each rubric criterion.

Discussion: Teamwork was measured in the Fall of 2019 and the Fall of 2020 in the ACCT 5355 course. Learners met the criterion in most rubric dimensions in their self-evaluations and every dimension of their peer evaluation rubric. In the Fall of 2019, the rubrics were only used on one team assignment in the semester. In the Fall of 2020, the number of times learners would evaluate themselves and their peers was increased to include all three team assignments. Learners would have to work with different teammates on various assignments. Learner self-evaluation scores rose due to the increased touch points, and peer evaluations stayed consistent in all areas, except for the "Timeliness" dimension, where learner scores dropped. These increased touch points give the program a more accurate view of learner teamwork scores.

Appendices

BBA/CIS/General Business

Appendix 1: Common Version of Capsim Modular Exam Questions

Appendix 2: Revised BBA/CIS Capsim Modular Exam Questions

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MBA

Appendix 6: Common Version of Capsim Modular Exam Questions

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Appendix 8: Business Critical Thinking Skills Test – Numeracy (BCTST-N)

MAcc

Appendix 9: Written Communication Rubric

Appendix 10: Oral Communication Rubric

Appendix 11: Teamwork Rubrics

Appendix 12: Critical Analysis Assessment Simulation Questions

Appendix 13: Becker Simulation Questions

BBA/CIS/General Business Assessment Measures 2017-2022

Appendix 1: Common Version of Capsim Modular Exam Questions

Subject Area	Learning Objective
Accounting	Applying LIFO Costing Method
Accounting	Calculating Direct Costs
Accounting	Calculating Notes Receivable
Accounting	Identifying Changes in Equity
Accounting	Recognizing Revenue
Accounting	Stating Retained Earnings
Accounting	Understanding the Accounting Equation
Business Law	Differentiating between Criminal and Civil Law
Business Law	Identifying Criteria for Patentable Inventions
Business Law	Identifying Types of Intellectual Property
Business Law	Understanding Corporate Fiduciary Duty
Business Law	Understanding Corporate Social Responsibility
Business Law	Understanding Ethics vs. Legality
Business Law	Understanding the Types and Significance of Tort Laws
Business Statistics	Calculating Confidence Intervals
Business Statistics	Calculating with Basic Data Sets
Business Statistics	Understanding Frequency Distribution
Business Statistics	Understanding Linear Regression
Business Statistics	Understanding Multiple Regression Formulas
Business Statistics	Understanding Nominal Distributions
Cultural Competence	Adapting to Cross-Cultural Situations
Cultural Competence	Being Self-Aware of Cultural Understanding
Cultural Competence	Developing Cross-Cultural Knowledge
Cultural Competence	Motivating Cross-Cultural Learning
Economics	Calculating Labor Force Metrics
Economics	Calculating Marginal Cost
Economics	Interpreting Supply/Demand Graphs
Economics	Understanding Competition within Industries
Economics	Understanding Equilibrium Price and Quantity
Economics	Understanding GDP Calculation
Economics	Understanding Marginal Cost
Economics	Understanding Opportunity Cost
Economics	Understanding Substitute Goods
Economics	Understanding the Relationship between Supply and Demand
Finance	Assessing Risk
Finance	Calculating Net Present Value
Finance	Calculating Present Value of a Bond
Finance	Calculating Profitability Measures
Finance	Calculating Stock Repurchase

Subject Area	Learning Objective
Finance	Cash Management
Finance	Determining Present Value
Finance	Differentiating Types of Bonds
Finance	Paying Off Securities
Finance	Reading a Balance Sheet
Finance	Understanding Capital Structure
Finance	Understanding Dividends
Finance	Understanding Financial Ratios
Finance	Understanding the Effects of Investment Decisions
Information Systems	Identifying Concepts of Cloud Computing and Data Center Technologies
Information Systems	Identifying Differences between Business Intelligence and Data Analytics
Information Systems	Identifying Types of Cybercrimes
Information Systems	Illustrating Different Software Types
Information Systems	Recalling the Steps of the System Development Life Cycle
Information Systems	Understanding Advantages and Disadvantages of E-commerce Applications
Management	Differentiating Kinds of Stakeholders
Management	Identifying Communication Channels
Management	Identifying Strategic Planning Structures
Management	Identifying Why SWOT Analyses are Used
Management	Knowing the Impacts of Globalization
Management	Understanding Competitive Positioning
Management	Understanding Issues in Business Communication
Management	Understanding Recruiting Strategy
Management	Understanding Sources of Organizational Culture
Management	Understanding Supplier Power (Porter's™ Five Forces)
Management	Understanding the Concept of Efficiency
Marketing	Comparing Advantages from a Resellers Perspective
Marketing	Computing the Retail Price of a Product
Marketing	Understanding Consumer Behavior
Marketing	Understanding Integrated Marketing Communications
Marketing	Understanding Multi-segment Targeting
Marketing	Understanding Strategic Alternatives
Marketing	Understanding the Importance of Personal Selling, Advertising, and Sales Promotion
Marketing	Understanding the New-product Development Process
Marketing	Understanding the Three Levels of Distribution Intensity
Marketing	Understanding the Utilitarian Ethical Theory
Operations Management	Calculating Expected Wait Time
Operations Management	Calculating Inventory Reorder Point
Operations Management	Determining Plant Utilization
Operations Management	Identifying Forecasting Methods
Project Management	Objective Evaluation of Project Options

Subject Area	Learning Objective
Project Management	Understanding Steps to Effective Decisions
Project Management	Understanding Steps to Planning a Project
Strategy	Analyzing for International Opportunities
Strategy	Assessing Performance
Strategy	Basics of Organizational Structure
Strategy	Building a SWOT Analysis
Strategy	Concentration vs. Diversification
Strategy	Evaluating the External Environment
Strategy	Mapping Strategic Groups
Strategy	Organizational Control Systems
Strategy	Resource-Based Theory
Strategy	Responding to Competitors
Strategy	Selecting a Business-Level Strategy
Strategy	Understanding a Cost Leadership Strategy
Strategy	Understanding a Differentiation Strategy
Strategy	Understanding Porter's Five Forces
Strategy	Understanding Relationships between Organizations and their Environments
Strategy	Understanding the Strategic Management Process
Strategy	Vertical Integration
Strategy	Vision, Mission, and Goals

Appendix 2: Revised BBA/CIS Capsim Modular Exam Questions

Subject Area	Learning Objective
Accounting	Understanding the Accounting Equation
Accounting	Stating Retained Earnings
Accounting	Recognizing Revenue
Accounting	Identifying Changes in Equity
Accounting	Calculating Notes Receivable
Accounting	Applying LIFO Costing Method
Accounting	Calculating Direct Costs
Business Statistics	Applying Linear Regression
Business Statistics	Measures of Central Tendency
Business Statistics	Understanding the Concept of Symmetric Distributions
Business Statistics	Calculating with Basic Data Sets
Business Statistics	Understanding Multiple Regression Formulas
Business Statistics	Understanding Nominal Distributions
Communication	Improving Productivity
Cultural Competence	Being Self-Aware of Cultural Understanding
Cultural Competence	Developing Cross-Cultural Knowledge
Cultural Competence	Motivating Cross-Cultural Learning
Cultural Competence	Adapting to Cross-Cultural Situations
Finance	Calculating Stock Repurchase
Finance	Cash Management
Finance	Understanding the Effects of Investment Decisions
Finance	Determining Bond Quality
Finance	Determining Present Value
Finance	Reading a Balance Sheet
Finance	Calculating Present Value of a Bond
Finance	Calculating Profitability Measures
Finance	Assessing Risk
Finance	Differentiating Types of Bonds
Finance	Paying Off Securities
Finance	Understanding Capital Structure
Information Systems	Recalling the Basics of Memory Devices
Information Systems	Recalling the Steps of the System Development Life Cycle
Information Systems	Understanding the Attributes of Relational Databases
Information Systems	Understanding the Implementation Cost of an ERP System
Information Systems	Identifying Different Types of Computer Network Topology
Information Systems	Identifying Different Types of Cloud Computing Models
Information Systems	Understanding Different Types of Computer Security Threats
Information Systems	Differentiating Between eBusiness and eCommerce
Information Systems	Understanding Threats to Business Continuity

Subject Area	Learning Objective
Information Systems	Identifying Information Systems Legislation
Leadership and Conflict	Improving Productivity
Management	Understanding the Essential Elements of Bureaucratic Organizations
Management	Understanding the Basic Principles of Scientific Management
Management	Understanding the Four Functions of Management
Management	Identifying the Dimensions of Surface-level Diversity that are Associated with Glass Ceilings
Management	Understanding the Concept of Self-serving Bias
Management	Identifying the Major Activities in Managing a Business
Management	Knowing the Impacts of Globalization
Management	Understanding Sources of Organizational Culture
Management	Understanding Issues in Business Communication
Management	Identifying Communication Channels
Marketing	Understanding Multi-segment Targeting
Marketing	Understanding Stages of the Product Development Life Cycle
Marketing	Understanding the New-product Development Process
Marketing	Defining the Concept of Reciprocity
Marketing	Defining Crowdsourcing in Social Media and Marketing
Marketing	Comparing Advantages from a Resellers Perspective
Marketing	Understanding the Three Levels of Distribution Intensity
Marketing	Understanding the Concept of Microtargeting in Retailing
Marketing	Understanding Integrated Marketing Communications
Marketing	Understanding the Importance of Personal Selling, Advertising, and Sales Promotion
Operations Management	Quality Control
Operations Management	Understanding the Basics of Time Series
Operations Management	Understanding the Basics of Linear Programming
Operations Management	Applying Queueing Theory
Operations Management	Understanding Sensitive Analysis
Operations Management	Calculating Plant Utilization
Operations Management	Calculating Using Queueing Models
Operations Management	Using the Quantitative Approach for Decision-Making
Operations Management	Calculating Expected Wait Time
Strategy	Vision, Mission, and Goals

Subject Area	Learning Objective
Strategy	Evaluating the External Environment
Strategy	Understanding Relationships between Organizations and their Environments
Strategy	Understanding Porter's Five Forces
Strategy	Resource-Based Theory
Strategy	Understanding Strategic Supply Chain Management (Delivery)
Strategy	Building a SWOT Analysis
Strategy	Understanding a Cost Leadership Strategy
Strategy	Understanding a Differentiation Strategy
Strategy	Analyzing for International Opportunities
Strategy	Vertical Integration
Strategy	Concentration vs. Diversification
Strategy	Organizational Control Systems

Appendix 3: Business Critical Thinking Skills Test – Numeracy (BCTST-N)

Business Critical Thinking Skills Test- Numeracy (BCTST-N)

(Taken from Insight Assessment website: <https://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Skills-Tests/Business-Critical-Thinking-Skills-Test-Numeracy-BCTST-N>)

BCTST-N

Getting the problem right and reasoning correctly to an optimal decision are two high stakes business thinking processes.

The BCTST evaluates the reasoning skills of business students in college level professional programs. The BCTST- Numeracy (BCTST-N) offers the advantage of assessing numeracy skills in addition to assessing an expanded list of thinking skills.

The BCTST-N lets our clients measure both critical thinking and quantitative reasoning in one assessment.

Numeracy skills are essential in the data-driven business world. Businesses are built on numbers, metrics and analytics. Spreadsheets and numbers are the life blood of business. Professionals in every field know that key decisions often depend on a thorough weighing of costs and benefits, accurate projections of likely outcomes, and the ability to interpret correctly the complex numerical relationships represented in tables, charts, graphs, blueprints, or diagrams.

More than being able to compute or calculate a solution to a mathematical equation, numeracy includes understanding how quantitative information is gathered, represented, and correctly interpreted using graphs, charts, tables and diagrams. Strong thinking skills and strong numeracy skills are vital to success in business; if business students or professionals don't have both thinking and numeracy skills, they may not have the skills necessary to excel in today's business climate.

The 35 question BCTST-N is available on our secure, encrypted online testing system. Scores reported includes: Analysis, Interpretation, Inference, Evaluation, Explanation, Induction, Deduction, and Overall Reasoning Skills plus Numeracy (skill in critical thinking when numerical data is a part of the problem).

The BCTST-N enables institutions of higher learning and employers to objectively measure students' numeracy and thinking skills online with a single instrument. Contact us to learn more.

BCTST-N Measures

Numeracy:

Numeracy skills are used when applying knowledge of numbers, arithmetic, measures, and mathematical techniques to situations that require the interpretation or evaluation of information. Numeracy refers to the ability to solve quantitative reasoning problems, or make judgments derived from quantitative reasoning in a variety of contexts. More than being able to compute a solution to a mathematical equation, numeracy includes the understanding of how quantitative information is gathered, manipulated and represented visually, such as in graphs, charts, tables and diagrams.

OVERALL Score:

The reasoning OVERALL Score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. The score well overall, the test-taker must excel in the sustained, focused, and integrated application of core reasoning skills including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The OVERALL score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

Analysis:

Analytical reasoning skills enable people to identify assumptions, reasons and claims, and to examine how they interact in the formation of arguments. We use analysis to gather information from charts, graphs, diagrams, spoken language and documents. People with strong analytical skills attend to patterns and to details. They identify the elements of a situation and determine how those parts interact. Strong interpretation skills can support high quality analysis by providing insights into the significance of what a person is saying or what something means.

Interpretation:

Interpretative skills are used to determine the precise meaning and significance of a message or signal, whether it is a gesture, sign, set of data, written or spoken words, diagram, icon, chart or graph. Correct interpretation depends on understanding the message in its context and in terms of who sent it, and for what purpose. Interpretation includes clarifying what something or someone means, grouping or categorizing information, and determining the significance of a message.

Inference:

Inference skills enable us to draw conclusions from reasons and evidence. We use inference when we offer thoughtful suggestions and hypotheses. Inference skills indicate the necessary or the very probable consequences of a given set of facts and conditions. Conclusions,

hypotheses, recommendations or decisions that are based on faulty analyses, misinformation, bad data or biased evaluations can turn out to be mistaken, even if they have been reached using excellent inference skills.

Evaluation:

Evaluative reasoning skills enable us to assess the credibility of sources of information and the claims they make. We use these skills to determine the strength or weakness of arguments. Applying evaluation skills we can judge the quality of analyses, interpretations, explanations, inferences, options, opinions, beliefs, ideas, proposals, and decisions. Strong explanation skills can support high-quality evaluation by providing the evidence, reasons, methods, criteria, or assumptions behind the claims made and the conclusions reached.

Explanation:

Explanatory reasoning skills, when exercised prior to making a final decision about what to believe or what to do, enable us to describe the evidence, reasons, methods, assumptions, standards or rationale for those decisions, opinions, beliefs and conclusions. Strong explanatory skills enable people to discover, to test and to articulate the reasons for beliefs, events, actions and decisions.

Induction:

Decision making in contexts of uncertainty relies on inductive reasoning. We use inductive reasoning skills when we draw inferences about what we think is probably true based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, and patterns recognized in familiar objects, events, experiences and behaviors. As long as there is the possibility, however remote, that a highly probable conclusion might be mistaken even though the evidence at hand is unchanged, the reasoning is inductive. Although it does not yield certainty, inductive reasoning can provide a confident basis for solid belief in our conclusions and a reasonable basis for action.

Deduction:

Decision making in precisely defined contexts where rules, operating conditions, core beliefs, values, policies, principles, procedures and terminology completely determine the outcome depends on strong deductive reasoning skills. Deductive reasoning moves with exacting precision from the assumed truth of a set of beliefs to a conclusion which cannot be false if those beliefs are true. Deductive validity is rigorously logical and clear-cut. Deductive validity leaves no room for uncertainty, unless one alters the meanings of words or the grammar of the language.

Example BCTST-N Report

Insight Assessment

Measuring Thinking Worldwide

Business Critical Thinking Skills Test plus Numeracy (BCTST-N). Using business related scenarios, the BCTST-N measures the critical thinking and numeracy skills human beings use in the process of reasoning reflectively to a judgment about what to believe or what to do.

Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean
Overall	62	86.2	87	5.6	.7
Analysis	62	89.6	93	7.5	1
Inference	62	83.2	84	6.4	.8
Evaluation	62	87.7	90	6.4	.8
Induction	62	88.2	90	6.0	.8
Deduction	62	83.7	84	6.3	.8
Numeracy	62	85.9	86	7.4	.9

Skill/Attribute Name	Minimum	Maximum	Quartile 1	Quartile 3
Overall	73	97	82	90
Analysis	65	100	86	97
Inference	67	98	79	88
Evaluation	72	100	83	93
Induction	74	100	84	93
Deduction	72	95	79	88
Numeracy	69	100	81	92

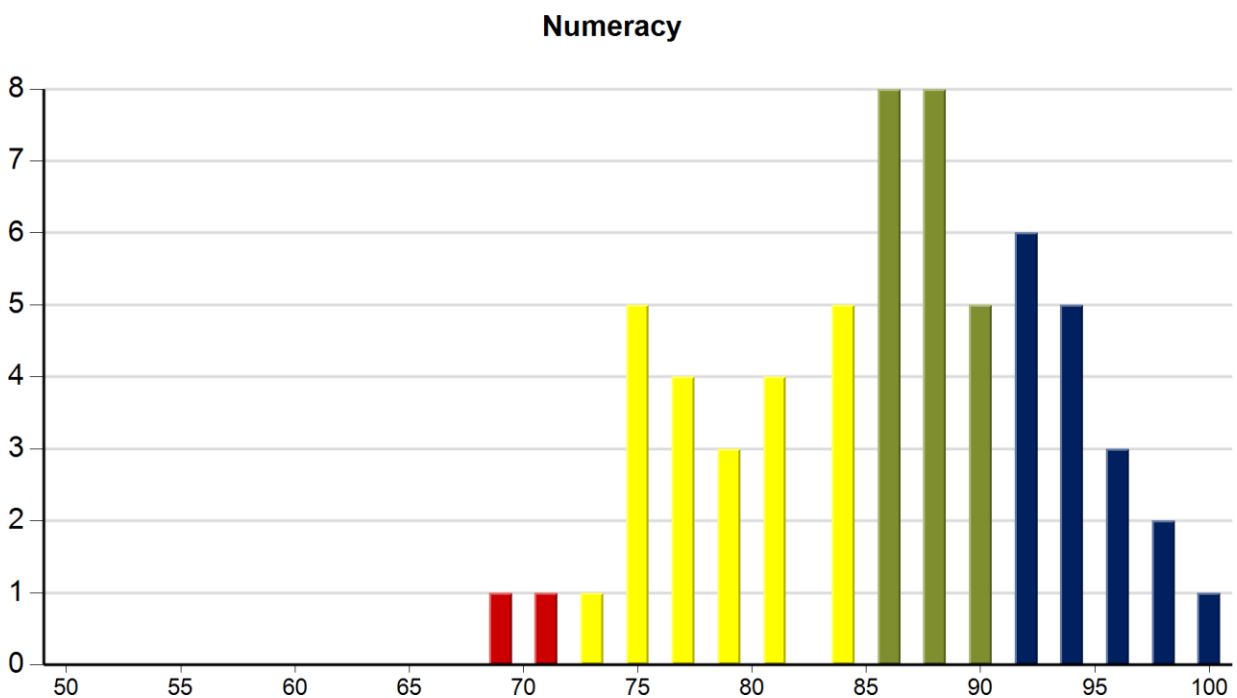
Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of AACSB Graduate MBA Programs, the average percentile score of this group of test takers is 55.

Insight Assessment

Measuring Thinking Worldwide

Descriptive Information: Numeracy

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
62	85.9	86	7.4	.9	69	100	81	92



Numeracy skills are used when applying knowledge of numbers, arithmetic, measures, and mathematical techniques to situations that require the interpretation or evaluation of information. Numeracy refers to the ability to solve quantitative reasoning problems, or make judgments derived from quantitative reasoning in a variety of contexts. More than being able to compute a solution to a mathematical equation, numeracy includes the understanding of how quantitative information is gathered, manipulated, and represented visually, such as in graphs, charts, tables, and diagrams.

Appendix 4: Undergraduate Written Communication Rubric

Criteria	0 – Inadequate	1- Below Expectations	2 – Meets Expectations	3 -Exceeds Expectations
Language				
• Tone & Audience	<input type="checkbox"/> Unsophisticated Tone	<input type="checkbox"/> Limited Appropriate Tone	<input type="checkbox"/> Appropriate for assignment & audience	<input type="checkbox"/> Sophisticated tone
• Style	<input type="checkbox"/> Style is tedious	<input type="checkbox"/> Style is simple	<input type="checkbox"/> Appropriate for assignment & audience	<input type="checkbox"/> Clear style
• Vocabulary	<input type="checkbox"/> Little to no use of subject-specific vocabulary	<input type="checkbox"/> Minimal use of subject-specific vocabulary	<input type="checkbox"/> Subject-specific vocabulary use is correct & adequate	<input type="checkbox"/> Effective use of subject-specific vocabulary
Content				
• Subject Knowledge	<input type="checkbox"/> Demonstrates little to no subject knowledge	<input type="checkbox"/> Demonstrates minimal subject knowledge	<input type="checkbox"/> Demonstrates sufficient subject knowledge	<input type="checkbox"/> Detailed subject knowledge
• Clarity	<input type="checkbox"/> Writing is unclear	<input type="checkbox"/> Writing is somewhat clear	<input type="checkbox"/> Writing is mostly clear	<input type="checkbox"/> Writing is clear
• Creativity & Originality	<input type="checkbox"/> Lacks creativity & originality	<input type="checkbox"/> Minimal creativity & original thought	<input type="checkbox"/> Conveys adequate creativity & original thought	<input type="checkbox"/> Creative while demonstrating original thought
Structure				
• Organization	<input type="checkbox"/> Writing lacks apparent organization	<input type="checkbox"/> Writing is somewhat organized	<input type="checkbox"/> Writing is clearly organized	<input type="checkbox"/> Writing is skillfully organized
• Transitions	<input type="checkbox"/> Contains few or no transitions	<input type="checkbox"/> Minimal or vague transitions	<input type="checkbox"/> Contains basic transitions	<input type="checkbox"/> Effective transitions
• Flow	<input type="checkbox"/> Impossible to follow	<input type="checkbox"/> Difficult to follow	<input type="checkbox"/> Sufficient flow	<input type="checkbox"/> Flows smoothly
Mechanics & Conventions				
• Sentence Structure	<input type="checkbox"/> No regard for sentence structure	<input type="checkbox"/> Simple sentence structure	<input type="checkbox"/> Efficient sentence structure	<input type="checkbox"/> Complex sentence structure
• Spelling & Grammar	<input type="checkbox"/> Constant spelling & grammatical mistakes	<input type="checkbox"/> Frequent spelling and grammatical mistakes	<input type="checkbox"/> Writing has few spelling and grammatical errors	<input type="checkbox"/> Writing is free of spelling & grammatical errors
• Format & Citation	<input type="checkbox"/> No regard for citations or format	<input type="checkbox"/> Inconsistent citations and/or format	<input type="checkbox"/> Citation & formatting is clear	<input type="checkbox"/> Correct citation & formatting is followed

Appendix 5: BBA/CIS Social Responsibility Quiz

1. Learning Objective 1: Explain the difference between economic and social value.
 - 1 Application Question
 - 1 Knowledge Question
 - 3 Comprehension Questions

2. Learning Objective 2: Use the value net to identify a social-value organization's key stakeholders and use that model to discuss opportunities for and threats to value creation.
 - 2 Application Questions
 - 1 Knowledge Question
 - 1 Comprehension Question

3. Learning Objective 3: Explain how economic-value organizations can create value through activities known as corporate social responsibility.
 - 1 Application Question
 - 1 Knowledge Question
 - 4 Comprehension Questions

4. Learning Objective 4: Categorize the major focus areas of social entrepreneurship and the challenges unique to each focus.
 - 2 Knowledge Questions
 - 7 Comprehension Questions
 - 1 Analysis Question

MBA Assessment Measures 2017-2022

Appendix 6: Common Version of Capsim Modular Exam Questions

Subject Area	Learning Objective
Accounting	Applying LIFO Costing Method
Accounting	Calculating Direct Costs
Accounting	Calculating Notes Receivable
Accounting	Identifying Changes in Equity
Accounting	Recognizing Revenue
Accounting	Stating Retained Earnings
Accounting	Understanding the Accounting Equation
Business Law	Differentiating between Criminal and Civil Law
Business Law	Identifying Criteria for Patentable Inventions
Business Law	Identifying Types of Intellectual Property
Business Law	Understanding Corporate Fiduciary Duty
Business Law	Understanding Corporate Social Responsibility
Business Law	Understanding Ethics vs. Legality
Business Law	Understanding the Types and Significance of Tort Laws
Business Statistics	Calculating Confidence Intervals
Business Statistics	Calculating with Basic Data Sets
Business Statistics	Understanding Frequency Distribution
Business Statistics	Understanding Linear Regression
Business Statistics	Understanding Multiple Regression Formulas
Business Statistics	Understanding Nominal Distributions
Cultural Competence	Adapting to Cross-Cultural Situations
Cultural Competence	Being Self-Aware of Cultural Understanding
Cultural Competence	Developing Cross-Cultural Knowledge
Cultural Competence	Motivating Cross-Cultural Learning
Economics	Calculating Labor Force Metrics
Economics	Calculating Marginal Cost
Economics	Interpreting Supply/Demand Graphs
Economics	Understanding Competition within Industries
Economics	Understanding Equilibrium Price and Quantity
Economics	Understanding GDP Calculation
Economics	Understanding Marginal Cost
Economics	Understanding Opportunity Cost
Economics	Understanding Substitute Goods
Economics	Understanding the Relationship between Supply and Demand
Finance	Assessing Risk
Finance	Calculating Net Present Value
Finance	Calculating Present Value of a Bond
Finance	Calculating Profitability Measures
Finance	Calculating Stock Repurchase

Subject Area	Learning Objective
Finance	Cash Management
Finance	Determining Present Value
Finance	Differentiating Types of Bonds
Finance	Paying Off Securities
Finance	Reading a Balance Sheet
Finance	Understanding Capital Structure
Finance	Understanding Dividends
Finance	Understanding Financial Ratios
Finance	Understanding the Effects of Investment Decisions
Information Systems	Identifying Concepts of Cloud Computing and Data Center Technologies
Information Systems	Identifying Differences between Business Intelligence and Data Analytics
Information Systems	Identifying Types of Cybercrimes
Information Systems	Illustrating Different Software Types
Information Systems	Recalling the Steps of the System Development Life Cycle
Information Systems	Understanding Advantages and Disadvantages of E-commerce Applications
Management	Differentiating Kinds of Stakeholders
Management	Identifying Communication Channels
Management	Identifying Strategic Planning Structures
Management	Identifying Why SWOT Analyses are Used
Management	Knowing the Impacts of Globalization
Management	Understanding Competitive Positioning
Management	Understanding Issues in Business Communication
Management	Understanding Recruiting Strategy
Management	Understanding Sources of Organizational Culture
Management	Understanding Supplier Power (Porter's™ Five Forces)
Management	Understanding the Concept of Efficiency
Marketing	Comparing Advantages from a Resellers Perspective
Marketing	Computing the Retail Price of a Product
Marketing	Understanding Consumer Behavior
Marketing	Understanding Integrated Marketing Communications
Marketing	Understanding Multi-segment Targeting
Marketing	Understanding Strategic Alternatives
Marketing	Understanding the Importance of Personal Selling, Advertising, and Sales Promotion
Marketing	Understanding the New-product Development Process
Marketing	Understanding the Three Levels of Distribution Intensity
Marketing	Understanding the Utilitarian Ethical Theory
Operations Management	Calculating Expected Wait Time
Operations Management	Calculating Inventory Reorder Point
Operations Management	Determining Plant Utilization
Operations Management	Identifying Forecasting Methods
Project Management	Objective Evaluation of Project Options

Subject Area	Learning Objective
Project Management	Understanding Steps to Effective Decisions
Project Management	Understanding Steps to Planning a Project
Strategy	Analyzing for International Opportunities
Strategy	Assessing Performance
Strategy	Basics of Organizational Structure
Strategy	Building a SWOT Analysis
Strategy	Concentration vs. Diversification
Strategy	Evaluating the External Environment
Strategy	Mapping Strategic Groups
Strategy	Organizational Control Systems
Strategy	Resource-Based Theory
Strategy	Responding to Competitors
Strategy	Selecting a Business-Level Strategy
Strategy	Understanding a Cost Leadership Strategy
Strategy	Understanding a Differentiation Strategy
Strategy	Understanding Porter's Five Forces
Strategy	Understanding Relationships between Organizations and their Environments
Strategy	Understanding the Strategic Management Process
Strategy	Vertical Integration
Strategy	Vision, Mission, and Goals

Appendix 7: Revised MBA Capsim Modular Exam Questions

Subject Area	Learning Objective
Accounting	Activity based cost
Accounting	Activity based management
Accounting	Cost behavior
Accounting	Cost volume profit model
Accounting	Fixed costs
Accounting	Job-order costing
Accounting	Job-order costing system
Accounting	Performance
Accounting	Performance evaluation
Accounting	Responsibility centers
Cultural Competence	Adapting to Cross-Cultural Situations
Cultural Competence	Being Self-Aware of Cultural Understanding
Cultural Competence	Motivating Cross-Cultural Learning
Finance	Assessing Risk
Finance	Calculating Net Present Value
Finance	Calculating Present Value of a Bond
Finance	Calculating Profitability Measures
Finance	Determining Present Value
Finance	Differentiating Types of Bonds
Finance	Paying Off Securities
Finance	Reading a Balance Sheet
Finance	Understanding Capital Structure
Finance	Understanding Dividends
Finance	Understanding Financial Ratios
Human Resource	HR Planning/Recruitment (External recruitment)
Human Resource	Legal Issues in HRM (Bona Fide Occupational Qualification)
Human Resource	Legal Issues in HRM (Civil Rights Act of 1964)
Human Resource	Pay and Benefits (Benefit plans)
Human Resource	Pay and Benefits (FMLA)
Human Resource	Pay and Benefits (Pay systems)
Human Resource	Performance Management (Performance appraisals)
Human Resource	Recruitment and Selection (Realistic job preview)
Human Resource	Selection/Legal Issues in HR (social media in employee selection)
Human Resource	Training (Training goals)
Leadership and Conflict	Cultural Competence
Management	Building Effective Goals

Subject Area	Learning Objective
Management	Identifying Communication Channels
Management	Identifying the Dimensions of Surface-level Diversity that are Associated with Glass Ceilings
Management	Knowing the Impacts of Globalization
Management	Learning Organizations
Management	Understanding Sources of Organizational Culture
Management	Understanding the Concept of Licensing in the Context of Globalization
Management	Understanding the Four Functions of Management
Marketing	Describing the Features of Nonprofit Organizations
Marketing	Understanding Consumer Behavior
Marketing	Understanding Integrated Marketing Communications
Marketing	Understanding Multi-segment Targeting
Marketing	Understanding Stages of the Product Development Life Cycle
Marketing	Understanding the Concept of Microtargeting in Retailing
Marketing	Understanding the Importance of Personal Selling, Advertising, and Sales Promotion
Marketing	Understanding the New-product Development Process
Marketing	Understanding the Three Levels of Distribution Intensity
Marketing	Understanding the Utilitarian Ethical Theory
Operations Management	Basics of Management of Quality
Operations Management	Calculating Capacity and Utilization of Production
Operations Management	Calculating Expected Wait Time
Operations Management	Calculating Inventory Reorder Point
Operations Management	Determining Optimal Inventory Levels
Operations Management	Line Balancing
Operations Management	Recalling the Basics of Network Diagrams
Operations Management	Recalling the Basics of Quality Management
Operations Management	Recognizing Causes of Supply Chain Inefficiencies
Operations Management	Understanding Labor Productivity
Operations Management	Understanding the Economic Order Quantity
Project Management	Understanding Steps to Planning a Project
Strategy	Analyzing for International Opportunities
Strategy	Building a SWOT Analysis

Subject Area	Learning Objective
Strategy	Concentration vs. Diversification
Strategy	Evaluating the External Environment
Strategy	Mapping Strategic Groups
Strategy	Organizational Control Systems
Strategy	Resource-Based Theory
Strategy	Selecting a Business-Level Strategy
Strategy	Understanding a Cost Leadership Strategy
Strategy	Understanding a Differentiation Strategy
Strategy	Understanding Porter's Five Forces
Strategy	Understanding Relationships between Organizations and their Environments
Strategy	Vertical Integration
Strategy	Vision, Mission, and Goals

Appendix 8: Business Critical Thinking Skills Test – Numeracy (BCTST-N)

(Taken from Insight Assessment website: <https://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Skills-Tests/Business-Critical-Thinking-Skills-Test-Numeracy-BCTST-N>)

BCTST-N

Getting the problem right and reasoning correctly to an optimal decision are two high stakes business thinking processes.

The BCTST evaluates the reasoning skills of business students in college level professional programs. The BCTST- Numeracy (BCTST-N) offers the advantage of assessing numeracy skills in addition to assessing an expanded list of thinking skills.

The BCTST-N lets our clients measure both critical thinking and quantitative reasoning in one assessment.

Numeracy skills are essential in the data-driven business world. Businesses are built on numbers, metrics and analytics. Spreadsheets and numbers are the life blood of business. Professionals in every field know that key decisions often depend on a thorough weighing of costs and benefits, accurate projections of likely outcomes, and the ability to interpret correctly the complex numerical relationships represented in tables, charts, graphs, blueprints, or diagrams.

More than being able to compute or calculate a solution to a mathematical equation, numeracy includes understanding how quantitative information is gathered, represented, and correctly interpreted using graphs, charts, tables and diagrams. Strong thinking skills and strong numeracy skills are vital to success in business; if business students or professionals don't have both thinking and numeracy skills, they may not have the skills necessary to excel in today's business climate.

The 35 question BCTST-N is available on our secure, encrypted online testing system. Scores reported include: Analysis, Interpretation, Inference, Evaluation, Explanation, Induction, Deduction, and Overall Reasoning Skills plus Numeracy (skill in critical thinking when numerical data is a part of the problem).

The BCTST-N enables institutions of higher learning and employers to objectively measure students' numeracy and thinking skills online with a single instrument. Contact us to learn more.

BCTST-N Measure

Numeracy:

Numeracy skills are used when applying knowledge of numbers, arithmetic, measures, and mathematical techniques to situations that require the interpretation or evaluation of information. Numeracy refers to the ability to solve quantitative reasoning problems, or make judgments derived from quantitative reasoning in a variety of contexts. More than being able to compute a solution to a mathematical equation, numeracy includes the understanding of how quantitative information is gathered, manipulated and represented visually, such as in graphs, charts, tables and diagrams.

OVERALL Score:

The reasoning OVERALL Score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. The score well overall, the test-taker must excel in the sustained, focused, and integrated application of core reasoning skills including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The OVERALL score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

Analysis:

Analytical reasoning skills enable people to identify assumptions, reasons and claims, and to examine how they interact in the formation of arguments. We use analysis to gather information from charts, graphs, diagrams, spoken language and documents. People with strong analytical skills attend to patterns and to details. They identify the elements of a situation and determine how those parts interact. Strong interpretation skills can support high quality analysis by providing insights into the significance of what a person is saying or what something means.

Interpretation:

Interpretative skills are used to determine the precise meaning and significance of a message or signal, whether it is a gesture, sign, set of data, written or spoken words, diagram, icon, chart or graph. Correct interpretation depends on understanding the message in its context and in terms of who sent it, and for what purpose. Interpretation includes clarifying what something or someone means, grouping or categorizing information, and determining the significance of a message.

Inference:

Inference skills enable us to draw conclusions from reasons and evidence. We use inference when we offer thoughtful suggestions and hypotheses. Inference skills indicate the necessary or the very probable consequences of a given set of facts and conditions. Conclusions,

hypotheses, recommendations or decisions that are based on faulty analyses, misinformation, bad data or biased evaluations can turn out to be mistaken, even if they have been reached using excellent inference skills.

Evaluation:

Evaluative reasoning skills enable us to assess the credibility of sources of information and the claims they make. We use these skills to determine the strength or weakness of arguments. Applying evaluation skills we can judge the quality of analyses, interpretations, explanations, inferences, options, opinions, beliefs, ideas, proposals, and decisions. Strong explanation skills can support high-quality evaluation by providing the evidence, reasons, methods, criteria, or assumptions behind the claims made and the conclusions reached.

Explanation:

Explanatory reasoning skills, when exercised prior to making a final decision about what to believe or what to do, enable us to describe the evidence, reasons, methods, assumptions, standards or rationale for those decisions, opinions, beliefs and conclusions. Strong explanatory skills enable people to discover, to test and to articulate the reasons for beliefs, events, actions and decisions.

Induction:

Decision making in contexts of uncertainty relies on inductive reasoning. We use inductive reasoning skills when we draw inferences about what we think is probably true based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, and patterns recognized in familiar objects, events, experiences and behaviors. As long as there is the possibility, however remote, that a highly probable conclusion might be mistaken even though the evidence at hand is unchanged, the reasoning is inductive. Although it does not yield certainty, inductive reasoning can provide a confident basis for solid belief in our conclusions and a reasonable basis for action.

Deduction:

Decision making in precisely defined contexts where rules, operating conditions, core beliefs, values, policies, principles, procedures and terminology completely determine the outcome depends on strong deductive reasoning skills. Deductive reasoning moves with exacting precision from the assumed truth of a set of beliefs to a conclusion which cannot be false if those beliefs are true. Deductive validity is rigorously logical and clear-cut. Deductive validity leaves no room for uncertainty, unless one alters the meanings of words or the grammar of the language.

Example BCTST-N Report

Insight Assessment

Measuring Thinking Worldwide

Business Critical Thinking Skills Test plus Numeracy (BCTST-N). Using business related scenarios, the BCTST-N measures the critical thinking and numeracy skills human beings use in the process of reasoning reflectively to a judgment about what to believe or what to do.

Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean
Overall	62	86.2	87	5.6	.7
Analysis	62	89.6	93	7.5	1
Inference	62	83.2	84	6.4	.8
Evaluation	62	87.7	90	6.4	.8
Induction	62	88.2	90	6.0	.8
Deduction	62	83.7	84	6.3	.8
Numeracy	62	85.9	86	7.4	.9

Skill/Attribute Name	Minimum	Maximum	Quartile 1	Quartile 3
Overall	73	97	82	90
Analysis	65	100	86	97
Inference	67	98	79	88
Evaluation	72	100	83	93
Induction	74	100	84	93
Deduction	72	95	79	88
Numeracy	69	100	81	92

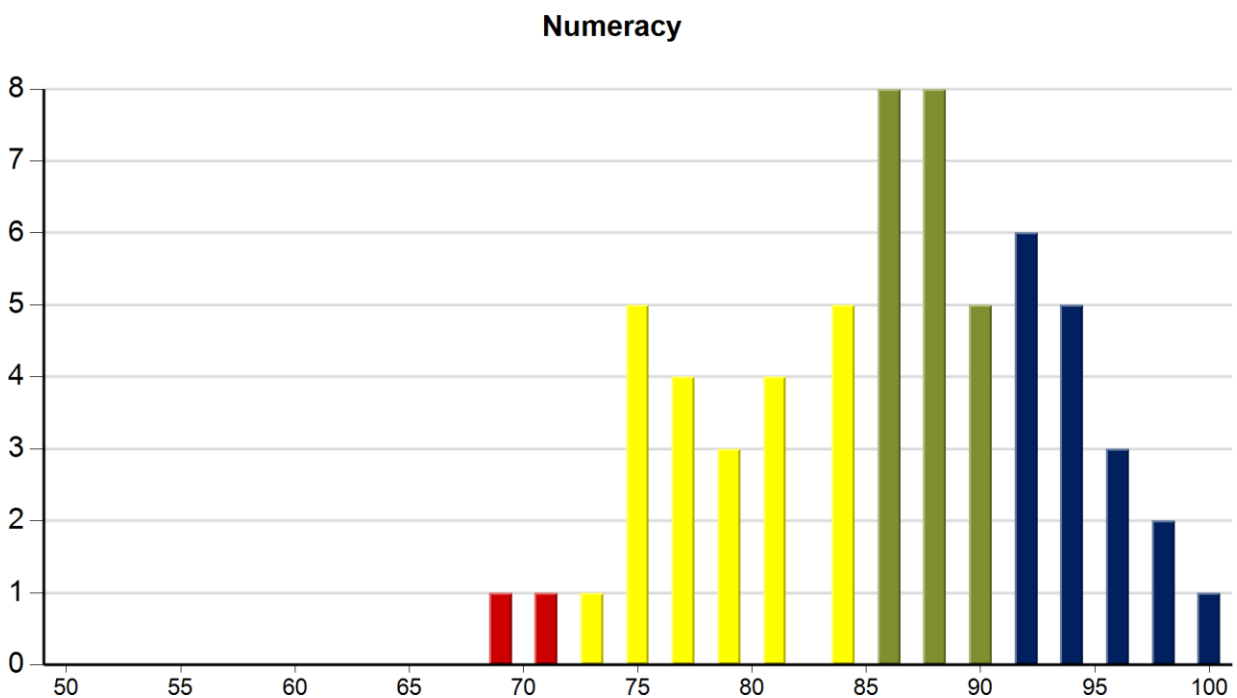
Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of AACSB Graduate MBA Programs, the average percentile score of this group of test takers is 55.

Insight Assessment

Measuring Thinking Worldwide

Descriptive Information: Numeracy

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
62	85.9	86	7.4	.9	69	100	81	92



Numeracy skills are used when applying knowledge of numbers, arithmetic, measures, and mathematical techniques to situations that require the interpretation or evaluation of information. Numeracy refers to the ability to solve quantitative reasoning problems, or make judgments derived from quantitative reasoning in a variety of contexts. More than being able to compute a solution to a mathematical equation, numeracy includes the understanding of how quantitative information is gathered, manipulated, and represented visually, such as in graphs, charts, tables, and diagrams.

MAcc Assessment Measures 2017-2022

Appendix 9: Written Communication Rubric

ACCT 5385.001
Fall 2018

Assurance of Learning		Means to Assessment	Process identification	Assessment Desired
1	Understand the foundation of accounting	Retrieve and analzed articles pertaining to accounting issues	Required critique analysis	80%
2	Identify and describe different classification of accounting	Identify and discuss differences between reporting guidance	error versus correction	80%
3	Be able to restructure financial information in the financial statement format using the appropriate format	Analyze financial information to support GAAP FASB financial statement format	homework assignment	80%
4	Define and explain proposed financial statement terminology	Paper to explain the information in the financial statements using GAAP format	Semester research project	80%
5	Demonstrate how accounting rules affect the financial statements	Compare and contrast Codification guidance	class project to identification codification guidance for each B/S account	80%
6	Apply valuation and matching concept for financial information using valuation methodologies	Identify and explain pros and cons concerning fait value reporting	Fair value HW assignment	80%
7	Interpret and apply accounting standards governing private and public sector financial reporting	Written case assignment to campare reporting guidance and application	Private versus public reporting	80%
8	Use balance sheet financial information to explain net income and cash flow	Assessment fo F/S components	Written analysis of assets, liabilities and various contingencies	80%
9	Prepare APA references to document research paper	Citations presentation and format	research paper	80%

Appendix 10: Oral Communication Rubric

ANALYTIC RUBRIC FOR ASSESSING ORAL PRESENTATION

	Unacceptable 0-40 points	Developing 41 - 60 points	Minimal 61 - 75 points	Acceptable 76 - 88 points	Superior 89 - 100 points
Knowledge/ content	Does not have grasp of information; cannot answer questions about content	Uncomfortable with information and can only answer rudimentary questions	Comfortable with information and can answer basic questions but does not elaborate	Very knowledgeable about content and answers questions well	Demonstrates full knowledge (greater than required) and answers questions with full explanations
Organization	Very poor sequencing of the information and audience cannot follow presentation	Sequencing of information is OK but difficult to follow	Sequencing of information is good but presentation is uneven as presenter gets lost at times	Information presented in a logical sequence and easy to follow	Information presented in a logical and interesting sequence which engages the audience
Interest	Shows a lack of interest in topic and does not generate audience interest in the topic	Student shows some interest in the topic but does not generate audience interest in the topic	Student shows minimal interest in the topic but generates minimal audience interest in the topic	Student shows enthusiasm for the topic and generates some audience interest	Student shows enthusiasm for the topic and creates enthusiasm in the audience
Elocution	Student mumbles and uses incorrect pronunciation. Student speaks too softly for audience to hear.	Student's voice is low and uses some incorrect pronunciation. Audience has difficulty hearing presentation.	Student's voice is clear but drops at times. Uses some incorrect pronunciation. Audience has some difficulty hearing presentation.	Student's voice is clear and correct pronunciation is generally used. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation. All members of the audience can hear the presentation
Delivery/ eye contact	Student reads notes or screen and looks away from the audience with no eye contact	Reads from notes or screen most of the time with some eye contact with part of the audience	Maintains eye contact with part of the audience but frequently returns to notes or screen	Maintains eye contact with audience and uses notes only occasionally to stay on track	Student presents directly to the audience and does not rely on notes or cues. Student makes direct eye contact with many members of the audience
Confidence	Appears very nervous and shows extreme physical signs of anxiety	Student appears very uncomfortable and very tense. Shows signs of being anxious	Seems uncomfortable and tense showing signs of physical anxiety.	Seems somewhat confident but not relaxed. Shows very little anxiety	Appears confident and relaxed. Displays no physical signs of anxiety
Interaction/ responses	Student does not understand audience question and does not cover key concepts. Minimal audience involvement	Understands question okay but does not cover key concepts, little audience involvement	Good questions that cover key concepts, audience involved	Very good questions that are understood. Response covers key concepts and involves all the solutions	Students anticipates audience questions or fully understands questions. Response addresses question thoroughly and completely

Appendix 11: Teamwork Rubrics

Sample Self-Evaluation Form for Group Work

Your name _____

	Seldom	Sometimes	Often
Contributed good ideas			
Listened to and respected the ideas of others			
Compromised and cooperated			
Took initiative where needed			
Came to meetings prepared			
Communicated effectively with teammates			
Did my share of the work			

My greatest strengths as a team member are:

The group work skills I plan to work to improve are:

Peer Work Group Evaluation Form

Your name _____

Date _____

In the space below, honestly evaluate the work of each member of your group.

Group member's name _____

1. Did this group member complete assigned tasks? Y N

2. How would you rate the quality of this person's work?

Above average *Average* *Below average*

3. How would you rate the timeliness of the completion of the work?

Above average *Average* *Below average*

4. Overall, how would you rank this person's contributions to the group?

Above average *Average* *Below average*

5. Would you want to work with this person again? Y N

6. Please explain why in the space below.

Appendix 12: Critical Analysis Assessment Simulation Questions

Critical Analysis Assessment Simulation Questions

1. Analyze and record discontinued operations
2. Adjust and prepare an income statement using the company's exhibits
3. Analyze and record a partnership liquidation
4. Use sales contracts and other transaction to record revenue per 606
5. Calculate end of year inventory to report in financial statements
6. Calculate allowance for nonreceipt using transaction records
7. Analyze data to recognize other comprehensive income
8. Prepare eliminating entries to consolidate 100% owned subsidiary

Appendix 13: Becker Simulation Questions



- 1 **TBS-33013 - Research (AICPA Adapted)** Application Homework
CPA MC F-01-02: Income Statement and Balance Sheet
 Branson Co.'s accounting department is implementing a new general ledger software package. The system provides definitions that enable it to automatically segregate between current and noncurrent assets. The company has no clearly defined operating...
- 2 **TBS-29008 - Discontinued Operations** Application Homework
CPA MC F-01-05: Income Statement: Discontinued Operations
 On July 1, Year 1, the board of directors of All Seasons Sports Inc. voted to dispose of the Ski & Snowboard operating segment of the company. The company was committed to its plan to sell the segment, believed that the segment could be sold for no more tha...
- 3 **TBS-29006 - Income Statement** Application Homework
CPA MC F-01-02: Income Statement and Balance Sheet
 Using the information provided in the exhibits, complete the following income statement for Pitt Corp. In column A, select from the option list the appropriate account. In column B, enter the appropriate amount. Numbers to be subtracted must be entered as...
- 4 **TBS-02124 - Partnership Liquidation** Application Homework
CPA MC F-02-09: Partnerships
 Using the information included within the exhibits and the option list for the first column in Table 1, complete Tables 1 and 2 below by filling in the associated cells:
- 5 **TBS-02227 - Customer Contract Revenue** Analysis Homework
CPA MC F-01-03: Revenue Recognition: Part 1
 During Year 1, HRH Granite entered into sales contracts and other revenue-related transactions that the finance manager, Marsha Chapman, would like analyzed and recorded correctly as of the company's fiscal year-end of June 30. For its first year in business...
- 6 **TBS-33003 - Inventory II** Application Homework
CPA MC F-03-03: Inventory
 A company purchases inventory during the year in 4 batches, with unit and price amounts shown below:
- 7 **TBS-33104 - Allowance Calculation (AICPA Adapted)** Application Homework
CPA MC F-03-02: Trade Receivables
 Note: The data required to answer this question is located in the exhibit.
- 8 **TBS-29011 - Other Comprehensive Income** Application Homework
CPA MC F-01-07: Statement of Comprehensive Income
 Robotics Company (RC) uses IFRS. For each of the transactions below, determine if RC recorded the transaction correctly (or incorrectly) by checking the appropriate column. If the transaction was recorded incorrectly, use the option list below to indicate...
- 9 **TBS-02202 - Eliminations (AICPA Adapted)** Application Homework
CPA MC F-04-06: Intercompany Transactions
 Peterson Co. owns 100% of the outstanding common stock of Silver Corp.
- 10 **TBS-33014 - Research** Application Homework
CPA MC F-03-08: Impairment
 Find the proper citation that provides guidance on the measurement of an impairment loss for a long-lived asset