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COLLEGE OF BUSINESS AND TECHNOLOGY
VISION, MISSION, AND CORE VALUES STATEMENT

Our vision is to build distinction as the best business school in the region through selected Signature Areas receiving national recognition, discipline-based special programs adding value to the degree and enhancing the graduate’s job opportunities, along with outreach programs meeting business stakeholders’ needs.

The mission of the College of Business and Technology is to provide high quality business education to citizens of the East Texas region and beyond through a strategic mix of face-to-face and online delivery. High-Impact Educational Practices are employed to help students at the bachelor and master levels attain the knowledge and skills needed to be successful as professionals.

Our stakeholders are served by providing general and specialized master degrees. A balance is maintained between teaching and research so that the creation of both basic and applied knowledge along with teaching excellence is valued.

In carrying out this mission, the College of Business and Technology is guided by the following core values and expects the following outcomes:

**Professional Proficiency:**
We value understanding of current business theory and practice, effective communication, and breadth and depth of knowledge in key business disciplines.

**Technological Competence:**
We value proficiency and understanding of key technological tools and resources necessary for success in business.

**Critical Thinking:**
We value critical review and analysis of relevant information needed to address organizational issues and make effective decisions.

**Global Awareness:**
We value the knowledge and related competencies needed to interact with people from diverse ethnic backgrounds including cultural awareness.

**Social Responsibility:**
We value knowledge of moral and practical obligations of market participants to contribute in positive ways to society.

**Leadership:**
We value the knowledge and skills necessary to be successful business leaders.
Assurance of Learning
College of Business and Technology

The College of Business and Technology (CBT) follows a comprehensive plan for the Assurance of Learning (AoL) process. This process is faculty-driven and overseen by the Assurance of Learning Committee. The AoL Committee is comprised of a Director of Assurance of Learning, five faculty members- one from each of the business disciplines in the College, the Undergraduate Program Director, and the Graduate Program Director. Committee members are elected by the discipline faculty and serve for a five-year period matching the Maintenance of Accreditation cycle. The Committee members elect a Chair from their membership, who serves as Chair during his or her tenure on the Committee. The composition of the Committee guarantees involvement by representatives from all academic programs and disciplines in the college. The Assurance of Learning Committee works with faculty to establish learning goals, student learning objectives, measurement of outcomes and closing the loop to improve student learning and success in each program.

Using the CBT mission statement as a guide, the faculty embrace six shared core values: Professional Proficiency, Technological Competence, Global Awareness, Social Responsibility, Critical Thinking and Leadership. The mission-based core values create the framework and drive the processes the faculty, through the AoL Committee, use to set the curriculum and student learning objectives that will provide our graduates with the knowledge and skills they need to be successful in their fields.

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 or not the learning in the curriculum has produced the desired learning goals. Acquisition of the knowledge and skills takes place throughout the program curriculum, whereas measurement takes place at a predetermined point, often in the capstone course(s). Therefore, the measurement may reveal attainment or failure to attain a student learning outcome that took place throughout several courses. Because each member of the faculty who teaches in a program may have an impact on student 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. The purpose of assessment is to enhance the educational experience of students and identify areas where we can better prepare them for professional careers.

Merely acquiring 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.
The Director of Assurance of Learning

To support the AoL effort, the College hired a Director in December 2015. The Director makes sure that faculty know when to assess in designated courses, use the appropriate assessment measures and report the results in a timely manner. The Director consults 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 also represents the College as a member of the Institutional Effectiveness staff to ensure that the College learning goals are consistent with the mission of the College and University.

Evolution of Current Learning Goals and Student Learning Outcomes

With the College Mission and Core Values as their guide, the Committee developed the framework for the current learning goals and student learning objectives for the Bachelor of Business Administration (BBA) and the Master of Business Administration (MBA) during the 2010-11 academic year, with review and revision in 2015-16 concurrent with revision of the College mission. The faculty developed the learning goals and objectives for the Master of Accountancy (MAcc) program during the 2012-13 academic year to be effective when students were first formally admitted to this new program in fall 2013. As the Computer Science department joined the College in 2014, faculty developed the learning goals and objectives for the Bachelor of Science in Computer Information Systems (BSCIS) during the 2014-15 academic year, and then the plan was edited and made concurrent with the BBA program’s AoL plan during the 2015-16 academic year. The Director of Undergraduate Programs and the Director of AoL formulated the learning goals and objectives for the Bachelor of Science in General Business during the 2016-17 academic year. Revision of the College mission in 2015-16 also prompted revision of these learning goals and student learning outcomes.
The Assurance of Learning Process

Data Collection

- Each semester, AoL Director contacts faculty who have AoL responsibilities to remind them about assessments.
- Faculty members must use pre-approved measures.
- Faculty members deliver results of AoL processes to AoL Director no later than date grades are due.

Data Analysis

- AoL Director organizes the data for each program and major as appropriate, and does an initial analysis.
- Director completes Parts A and B of Assessment Tracking Form (ATF) (see Appendix A).

Data Dissemination

- Upon completion of the initial analysis the Director sends the ATF and results to members of the AoL Committee.
- Committee Representative schedules a meeting with the discipline faculty, Department Chair, AoL Committee Chair and Director to discuss the results and possible curricular changes.
- Comments and action recommendations are summarized in parts C and D of ATF (see Appendix A).

Resulting Actions/Closing the Loop

- The AoL Committee members collate the ATFs from their discipline and present them to the Committee as a whole. The Committee will consider curriculum changes presented on the ATFs, as well as other curricular changes.
- Changes recommended by the Committee will be sent to the Department Chairs, the appropriate undergraduate or graduate curriculum committee, and any other relevant constituent.
- The ATF is updated with information at each discipline meeting and AoL Committee meeting, and then archived by the Director.

Evaluation

- Student Learning Outcomes will be assessed in the first semester following the implementation of changes.
Faculty perform AoL activities in the classroom (Documentation due to Director by 5 PM on the day semester grades are due, or request reasonable extension)

AoL Director collates assessment results (Parts A and B of ATF due two weeks after 1st day of class)

Director, AoL Chair and AoL Representative meet with discipline faculty to discuss ATF and related actions (Part C of ATF due five weeks after 1st day of class)

AoL Committee meets to review collated ATFs and approve/make recommendations on curriculum

ATFs are forwarded to Department Chairs or Program Directors to take appropriate curriculum action (ATF Part D and curriculum change forms, if needed, due 2 weeks after receipt)

ATFs are forwarded to Dean then archived by Director (ATF Acknowledgement due 2 weeks before end of semester)
## The AoL Master Calendar

<table>
<thead>
<tr>
<th>No later than</th>
<th>Academic Year 2016-17</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday prior to week Spring classes begin</td>
<td>Monday January 9</td>
<td>Director of AoL sends emails to all faculty to remind them about assessments due in Spring semester.</td>
</tr>
<tr>
<td>2 weeks after start of Spring semester</td>
<td>Tuesday January 31</td>
<td>Director collates Fall assessments and sends results to members of AoL</td>
</tr>
<tr>
<td>5 weeks after start of Spring semester</td>
<td>Tuesday February 21</td>
<td>Director, AoL Chair and AoL discipline representative meet with discipline faculty to discuss the results of Fall assessments and solicit suggestions for closing the loop.</td>
</tr>
<tr>
<td>6 weeks after start of Spring semester</td>
<td>Tuesday February 28</td>
<td>AoL Committee meets to develop recommendations for closing the loop.</td>
</tr>
<tr>
<td>9 weeks after start of Spring semester</td>
<td>Tuesday March 21</td>
<td>Actions for closing the loop are rolled out by the appropriate department heads and program directors.</td>
</tr>
<tr>
<td>Monday prior to Spring final exams</td>
<td>Monday April 24</td>
<td>Director sends emails to faculty to remind them about assessments due from Spring and due date.</td>
</tr>
<tr>
<td>Monday following Spring commencement</td>
<td>Monday May 8</td>
<td>Director sends emails to faculty to remind them about assessments due from Summer and due date (if any).</td>
</tr>
<tr>
<td>5 PM on date Spring grades are due</td>
<td>Tuesday May 9</td>
<td>Spring assessments are due to Director by 5 PM.</td>
</tr>
<tr>
<td>Monday of last week of Summer II</td>
<td>Monday August 7</td>
<td>Director sends emails to faculty to remind them about assessments due from Summer and due date (if any).</td>
</tr>
<tr>
<td>5 PM on date Summer II grades are due</td>
<td>Tuesday August 15</td>
<td>Summer assessments are due to the Director by 5 PM (if any).</td>
</tr>
</tbody>
</table>

### Legend
- **Annual**
- **Annual Spring**
- **Annual Summer**
- **Not Annual**
<table>
<thead>
<tr>
<th>No later than</th>
<th>Academic Year 2017-18</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday prior to week Fall classes begin</td>
<td>Monday August 21</td>
<td>Director of AoL sends emails to all faculty to remind them about assessments due in Fall semester.</td>
</tr>
<tr>
<td>Friday prior to week Fall classes begin</td>
<td>Friday August 25</td>
<td>Annual presentation to Fall faculty meeting</td>
</tr>
<tr>
<td>2 weeks after start of Fall semester</td>
<td>Monday September 11</td>
<td>Director collates Spring assessments and sends results to members of AoL Committee</td>
</tr>
<tr>
<td>5 weeks after start of Fall semester</td>
<td>Monday October 2</td>
<td>Director, AoL Chair and AoL discipline representative meet with discipline faculty to discuss the results of Spring assessments and solicit suggestions for closing the loop</td>
</tr>
<tr>
<td>6 weeks after start of Fall semester</td>
<td>Monday October 9</td>
<td>AoL Committee meets to develop recommendations for closing the loop</td>
</tr>
<tr>
<td>9 weeks after start of Fall semester</td>
<td>Monday October 30</td>
<td>Actions for closing the loop are rolled out by the appropriate department heads and program directors.</td>
</tr>
<tr>
<td>Monday prior to Fall final exams</td>
<td>Monday December 4</td>
<td>Director sends emails to faculty to remind them about assessments due from Fall and due date.</td>
</tr>
<tr>
<td>5 PM on date Fall grades are due</td>
<td>Tuesday December 19</td>
<td>Fall assessments are due to Director by 5 PM</td>
</tr>
<tr>
<td>Monday prior to week Spring classes begin</td>
<td>Monday January 8</td>
<td>Director of AoL sends emails to all faculty to remind them about assessments due in Spring semester.</td>
</tr>
<tr>
<td>2 weeks after start of Spring semester</td>
<td>Monday January 29</td>
<td>Director collates Fall assessments and sends results to members of AoL Committee</td>
</tr>
<tr>
<td>5 weeks after start of Spring semester</td>
<td>Monday February 19</td>
<td>Director, AoL Chair and AoL discipline representative meet with discipline faculty to discuss the results of Fall assessments and solicit suggestions for closing the loop</td>
</tr>
<tr>
<td>6 weeks after start of Spring semester</td>
<td>Monday February 26</td>
<td>AoL Committee meets to develop recommendations for closing the loop</td>
</tr>
<tr>
<td>10 weeks after start of Spring semester</td>
<td>Monday March 19</td>
<td>Actions for closing the loop are rolled out by the appropriate department heads and program directors.</td>
</tr>
<tr>
<td>2 weeks prior to study day in Spring of even years</td>
<td>Monday April 17</td>
<td>Review Learning Goals (Biennial cycle)</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
<td>Action Description</td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>2 weeks prior to study day in Spring of years ending in 3 or 8</td>
<td>Monday April 17</td>
<td>Review Learning Objectives</td>
</tr>
<tr>
<td>2 weeks prior to study day in Spring of years ending in 9</td>
<td>n/a</td>
<td>Review Assessment Plan</td>
</tr>
<tr>
<td>Monday prior to Spring final exams</td>
<td>Monday April 23</td>
<td>Director sends emails to faculty to remind them about assessments due from Spring and due date.</td>
</tr>
<tr>
<td>5 PM on date Spring grades are due</td>
<td>Tuesday May 8</td>
<td>Spring assessments are due to Director by 5 PM</td>
</tr>
</tbody>
</table>

**Legend**

- **Annual**
- **Fall**
- **Spring**
- **Summer**
- **Not Annual**
Learning Goals and Objectives Rotation and AoL Procedures

The AoL Committee acknowledges that not all learning goals can be assessed each year, and that the college's learning goals and objectives, as well as the overall assessment process, should be reviewed regularly. These assessment processes will operate on two-year and five-year cycles. The AoL Committee chose two-year and five-year cycles to be consistent with AACSB re-accreditation cycle and with the University's strategic planning cycle. The two-year "Learning Goal" process's interval was chosen as the best compromise between maintaining relevance and currency in the learning objectives while giving due consideration to the longer term strategic processes.

Two-Year Cycle

Reviewing the Learning Goals

The AoL Committee anticipates that the College of Business and Technology shall have set three to five learning objectives for each program in the CBT. In general, most of the outcomes will be measured every other semester, some in the fall semesters and some in the spring semesters. Each time a particular Learning Objective is assessed, the AoL Committee will recommend one of the following:

1. Continue to assess next assessment period,
2. Continue to assess next assessment period with programmatic change (see below), or
3. Rotate out of assessment.

If a learning objective is satisfied (criterion met or exceeded) for three out of the four assessment periods, then the learning objective will be rotated out of measurement and replaced by a new objective with new learning outcomes.

However, if a learning objective is not satisfied for three out of four assessment periods, then (a) the faculty will use the Assessment Tracking Form to document changes intended to permit students to satisfy the learning objective; and (b) the learning objective will remain in the active assessment cycle until the learning objective is satisfied for three out of the four assessment semesters in the next two-year cycle. In addition, if the AoL Committee decides that a learning goal needs to remain in the queue for a particular assessment cycle due to strategic initiatives or curricular importance, the committee can, at its discretion, leave a learning goal in its position in the learning queue for the next two-year cycle.
Five-Year Cycle
Review Learning Objectives (next review Spring 2017)

The AoL Committee will compile and discuss AoL assessment data as well as internal and external feedback and comments. On this basis, the AoL Committee will choose additions, substitutions, or deletions of learning goals in support of the learning objectives.

Concluding Remarks
Assurance of Learning (AoL) is a critical component of achieving the mission of the College of Business and Technology at The University of Texas at Tyler. A strong AoL culture enables the CBT to assess overall students learning and identify places where curricular changes may need to be made to better prepare our graduates for the work force or graduate education. Assessment by itself is not enough, the College has to grow and develop by taking the information gained from assessment and close the loop by adopting curriculum changes to better achieve the desired learning goals. Continuous improvement with an innovative and dynamic curriculum and effective learning environment will be the ultimate outcome of the assessment process.
BBA Core Value Learning Goals

Our graduates will be:

1. Professionally Proficient
2. Technologically Competent
3. Globally Aware
4. Socially Responsible
5. Technically Competent
6. Globally Aware
7. Socially Responsible

For each Learning Goal, we have defined at least one Student Learning Objective. Student Learning Objectives (SLOs)

**SLO 1a—Discipline Knowledge:** Student demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices.

**Course(s) where assessed:** MANA 4395 Strategic Management

**Method of assessment:** Students will demonstrate their knowledge of 40+ business core concepts through their performance on the Common Business Core Exam.

**Criterion:** Students will answer 70% or more of the questions correctly in each core concept.

**SLO 1b—Written Communication:** Students prepare a business document that is focused, well-organized and mechanically correct.

**Course(s) where assessed:** ACCT 3325 Income Tax I, FINA 4340 Managerial Finance, MANA 3320 Human Resource Management, MARK 4350 Personal Selling

**Method of assessment:** Students will prepare a paper, report, case analysis or other significant written assignment in a course designated by their major. Assignments will be assessed using the Written Communication Rubric by two members of a panel of faculty outside the discipline and by the business liaison from Muntz Library.

**Criterion:** 70% or more of students will meet or exceed expectations on each dimension of the rubric.

**SLO 2—Use of Technology:** Students analyze business problems using appropriate software, data sources and tools.

**Course(s) where assessed:** MANA 3305 Operations Management

**Method of assessment:** Students will demonstrate their knowledge of decision analysis tools through their performance on decision tools, decision tools
application and decision strategy questions on the Common Business Core Exam and in MANA 3305 Operations Management.

**Criterion:** Students will answer 70% or more of the questions correctly in each of the three areas.

**SLO 3--Global Issues and Perspectives:** Students recognize global issues and perspectives that may impact business activities.

**Course(s) where assessed:** MANA 3312 International Business

**Method of assessment:** Students will demonstrate awareness of global, cultural and international business issues and perspectives through their performance on the Global Awareness Profile test.

**Criterion:** At least 50% of students will score greater than the mean score of all persons who have ever taken the GAP test on each topic of the GAP test.

**SLO 4--Corporate Social Responsibility:** Students identify social responsibility issues that impact business activities.

**Course(s) where assessed:** MANA 4395 Strategic Management

**Method of assessment:** Students demonstrate their awareness of corporate social responsibility issues through their performance on an internally-created exam.

**Criterion:** Students answer 70% or more of the questions within each of five CSR dimensions—What is CSR?, CSR & Value Creation, The CSR Debate, The Future of CSR, and 3 Foundational Assumptions.
Assurance of Learning Model
BBA

UT Tyler Mission: to be nationally recognized for its high quality education in the professions

CBT Mission: building distinction through added value for all stakeholders

Professional Proficiency

Technological Competence

Global Awareness

Social Responsibility

SLO 1: Discipline Knowledge

SLO 2: Written Communication

SLO 3: Use decision-making tools

SLO 4: Aware of cultural/global environment

SLO 5: Identify social responsibility issues
AACSB Assurance of Learning
BSCIS

BSCIS Core Value Learning Goals

*Our graduates will be:*
1. Professionally Proficient
2. Technologically Competent
3. Globally Aware
4. Socially Responsible

For each Learning Goal, we have defined at least one Student Learning Objective. **Student Learning Objectives (SLOs)**

**SLO 1a—Discipline Knowledge:** Student demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices.

*Course(s) where assessed:* MANA 4395 Strategic Management

*Method of assessment:* Students will demonstrate their knowledge of 40+ business core concepts through their performance on the Common Business Core Exam.

*Criterion:* Students will answer 70% or more of the questions correctly in each core concept.

**SLO 1b—Written Communication:** Students prepare a business document that is focused, well-organized and mechanically correct.

*Course(s) where assessed:* COSC 4362 Retail Cyber Security

*Method of assessment:* Students will prepare a paper, report, case analysis or other significant written assignment in the Retail Cyber Security course. Assignments will be assessed using the Written Communication Rubric by two members of a panel of faculty outside the discipline and by the business liaison from Muntz Library.

*Criterion:* 70% or more of students will meet or exceed expectations on each dimension of the rubric.

**SLO 2—Use of Technology:** Students analyze business problems using appropriate software, data sources and tools.

*Course(s) where assessed:* MANA 3305 Operations Management

*Method of assessment:* Students will demonstrate their knowledge of decision analysis tools through their performance on decision tools, decision tools
application and decision strategy questions on the Common Business Core Exam and in MANA 3305 Operations Management.

**Criterion:** Students will answer 70% or more of the questions correctly in each of the three areas.

**SLO 3--Global Issues and Perspectives:** Students recognize global issues and perspectives that may impact business activities.

- **Course(s) where assessed:** MANA 3312 International Business
- **Method of assessment:** Students will demonstrate awareness of global, cultural and international business issues and perspectives through their performance on the Global Awareness Profile test.
- **Criterion:** At least 50% of students will score greater than the mean of all persons who have ever taken the GAP test on each topic of the test.

**SLO 4--Corporate Social Responsibility:** Students identify social responsibility issues that impact business activities.

- **Course(s) where assessed:** MANA 4395 Strategic Management
- **Method of assessment:** Students demonstrate their awareness of corporate social responsibility issues through their performance on an internally-created exam.
- **Criterion:** Students answer 70% or more of the questions within each of five CSR dimensions—What is CSR?, CSR & Value Creation, The CSR Debate, The Future of CSR, and 3 Foundational Assumptions.
Assurance of Learning Model
BSCIS

UT Tyler Mission: to be nationally recognized for its high quality education in the professions

CBT Mission: building distinction through added value for all stakeholders

Professional Proficiency

Technological Competence

Global Awareness

Social Responsibility

SLO 1: Discipline Knowledge

SLO 2: Written Communication

SLO 3: Use decision-making tools

SLO 4: Aware of cultural/global environment

SLO 5: Identify social responsibility issues
AACSB Assurance of Learning
BS in General Business

BSGB Core Value Learning Goals

Our graduates will be:

8. Professionally Proficient
9. Globally Aware

For each Learning Goal, we have defined at least one Student Learning Objective. Student Learning Objectives (SLOs)

**SLO 1a—Discipline Knowledge:** Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices.

- **Course(s) where assessed:** MANA 3170 Build and Manage a Successful Career
- **Method of assessment:** Students will complete a modified version of the Common Business Core Exam covering only the conceptual areas taught to BSGB students in MANA 3170.
- **Criterion:** Students will answer 70% or more of the questions correctly in each core concept.

**SLO 1b—Written Communication:** Students prepare a business document that is focused, well-organized and mechanically correct.

- **Course(s) where assessed:** MANA 3320 Human Resource Management
- **Method of assessment:** Students will prepare a written assignment in MANA 3320. Assignments will be assessed using the Written Communication Rubric by two members of a panel of faculty outside the discipline and by the business liaison from Muntz Library.
- **Criterion:** 70% or more of students will meet or exceed expectations on each dimension of the rubric.

**SLO 2—Global Awareness:** Students recognize global issues and perspectives that may impact business activities.

- **Course(s) where assessed:** MANA 3312 International Business
- **Method of assessment:** Students will complete the Global Awareness Profile (GAP) Test in MANA 3312.
- **Criterion:** At least 50% of students will score greater than the mean of all persons who have ever taken the the GAP test on each topic of the test.
Assurance of Learning Model - BSGB

UT Tyler Mission: to be nationally recognized for its high quality education in the professions

CBT Mission: building distinction through added value for all stakeholders

Professional Proficiency

Global Awareness

SLO 1: Discipline Knowledge

SLO 2: Written Communication

SLO 2: Aware of cultural/global environment
MBA Core Value Learning Goals

Our graduates will be:
5. Professionally Proficient
6. Technologically Competent
7. Globally Aware
8. Capable of Leadership
9. Critical Thinkers

For each Learning Goal, we have defined at least one Student Learning Objective. Student Learning Objectives (SLOs)

**SLO 1--Discipline Knowledge:** Students demonstrate both depth and breadth in their comprehension of current business theory, concepts, methodology, terminology and practices.

- **Course(s) where assessed:** MANA 5395 Formulating and Implementing Strategy
- **Method of assessment:** Students will demonstrate their knowledge of 40+ business core concepts through their performance on the Common Business Core Exam.
- **Criterion:** Students will answer 80% or more of the questions correctly in each core concept.

**SLO 2--Problem Analysis:** Students analyze business problems using appropriate software, data sources and tools.

- **Course(s) where assessed:** MANA 5305 Decision Making in Operations Management
- **Method of assessment:** Students will demonstrate their ability to analyze business problems through their performance on four problems that require them to frame a problem, organize data, model the problem and reach a resolution.
- **Criterion:** 80% of students will meet or exceed expectations on each of the four dimensions on the technological competence rubric.

**SLO 3--Global Issues and Perspectives:** Students consider their understanding and level of acceptance of cultural and ethnic differences within a global business context.

- **Course(s) where assessed:** MANA 5360 Global Business Perspectives
Method of assessment: Students will demonstrate awareness of global, cultural and international business issues and perspectives through their performance on the Global Awareness Profile test (biennially).
Criterion: At least 60% of students will score greater than the mean of all persons who have ever taken the GAP test on each topic of the test.

*SLO 4--Leadership:* Students critique leadership styles and evaluate effectiveness of various styles in a business context.

**Course(s) where assessed:** MANA 5320 Organizational Behavior

**Method of assessment:** Students will demonstrate the ability to critique and evaluate leadership effectiveness through their performance on an exercise based on Hersey and Blanchard’s situational leadership styles.

**Criterion:** Students will select the best leadership style more than 50% of the time and the best and second best leadership style more than 70% of the time.

*SLO 5a--Critical Thinking:* Students employ critical thinking processes to analyze, synthesize and evaluate alternatives when making business decisions.

**Course where assessed:** MANA 5395 Formulating and Implementing Strategy

**Method of assessment:** Students will demonstrate their ability to think critically through their performance on the Business Critical Thinking Skills Test with Numeracy.

**Criterion:** The UT Tyler overall average score will be above the 50th percentile within a comparison group of MBA programs from AACSB-accredited schools.

*SLO 5b--Quantitative Reasoning:* Students possess the skills to solve quantitative reasoning problems.

**Course where assessed:** MANA 5395 Formulating and Implementing Strategy

**Method of assessment:** Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing strategy. **Criterion:** More than 50% of students will score "Strong" or "Superior" in Numeracy.
Assurance of Learning Model - MBA

UT Tyler Mission: to be nationally recognized for its high-quality education in the professions

CBT Mission: building distinction through added value for all stakeholders

Professional Proficiency
- SLO 1: Discipline Knowledge

Technological Competence
- SLO 2: Use decision-making tools

Global Awareness
- SLO 3: Aware of cultural/global environment

Leadership
- SLO 4: Leadership effectiveness

Critical Thinking
- SLO 5: Employ critical thinking to make business decisions
- SLO 6: Quantitative Reasoning Skills
AACSB Assurance of Learning
MAcc

MAcc Core Value Learning Goals

Our graduates will be:
1. Professionally Proficient
2. Technologically Competent
3. Globally Aware

For each Learning Goal, we have defined at least one Student Learning Objective.

Student Learning Objectives (SLOs)

**SLO 1a--Research Skills:** Students interpret and apply accounting standards governing private and public sector reporting.
- **Course(s) where assessed:** ACCT 5310 Research Problems in Federal Income Taxation, ACCT 5385 Research in Accounting Theory
- **Method of assessment:** Students will demonstrate their mastery of accounting research skills through their performance on research assignments in ACCT 5310 (tax research) and ACCT 5385 (accounting research).
- **Criterion:** 80% or more of the students will meet or exceed expectations on each dimension of the tax research presentation rubric and/or the accounting research rubric.

**SLO 1b--Written Communication:** Students prepare a business document that is focused, well-organized and mechanically correct.
- **Course(s) where assessed:** ACCT 5360 Advanced Problems in Accounting
- **Method of assessment:** Students demonstrate their written communication proficiency through their performance on written assignments in ACCT 5360 Advanced Accounting.
- **Criterion:** 80% or more of the students will meet or exceed expectations on each dimension of the written communications rubric.

**SLO 1c--Oral Communication:** Students deliver a presentation that is focused, well-organized, and includes appropriate verbal and non-verbal behaviors.
- **Course(s) where assessed:** ACCT 5310 Research Problems in Federal Income Taxation, ACCT 5360 Advanced Problems in Accounting
Method of assessment: Students demonstrate their presentation skills by giving one or more presentations to their peers in ACCT 5310 (tax research) and/or ACCT 5360 (advanced accounting).
Criterion: 80% of students will meet or exceed expectations on each dimension of the Tax Research Presentation Rubric or the Accounting Presentation Rubric.

SLO 1d—Professional Standards: Students recognize and synthesize professional standards of conduct.
Course(s) where assessed: ACCT 5380 Advanced Auditing
Method of assessment: Students take an internally-created exam that contains embedded questions about professional standards and the role they play in professional conduct.
Criterion: Each student will answer 80% of the questions correctly.

SLO2—Excel Competency: Students create sophisticated spreadsheets using advanced Excel skills.
Course(s) where assessed: ACCT 5355 Strategic Cost Management
Method of assessment: Each fall, students register for Microsoft Office Specialist for Excel from The Lighthouse for the Blind.
Criterion: 100% of students will pass the Microsoft Office Specialist for Excel examination.

SLO 3—Global Awareness: Students analyze global and international accounting problems.
Course(s) where assessed: ACCT 5310 Research Problems in Federal Income Taxation, ACCT 5360 Advanced Problems in Accounting, ACCT 5366 Forensic Accounting
Method of assessment: Students will demonstrate their ability to analyze global and international accounting problems through their performance on exam questions and/or problems embedded in three courses—tax research, advanced accounting, and forensic accounting.
Criterion: 80% of students will answer each question or solve each problem correctly.
UT Tyler Mission: to be nationally recognized for its high quality education in the professions

CBT Mission: building distinction through added value for all stakeholders

- Professional Proficiency
  - SLO 1: Research Skills
  - SLO 2: Written Communication
  - SLO 3: Oral Communication
  - SLO 4: Professional Standards

- Technological Competence
  - SLO 5: Excel Competency

- Global Awareness
  - SLO 6: Analyze global accounting problems

Assurance of Learning - MAcc
APPENDIX A

ASSURANCE OF LEARNING FORMS
## College of Business and Technology
### Assessment Tracking Form

<table>
<thead>
<tr>
<th>A. Student Learning Goal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Observations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>Data Summary</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline/Program</td>
<td>Date: Presented to Faculty</td>
</tr>
<tr>
<td>Faculty</td>
<td>by:</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>AoLC</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Closing Loop</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>☐ Goal is satisfied ☐ Goal is not satisfied</td>
</tr>
<tr>
<td>Follow-up</td>
<td>☐ Continue to assess next assessment period</td>
</tr>
<tr>
<td></td>
<td>☐ Continue to assess next assessment period with programmatic change (see below)</td>
</tr>
<tr>
<td></td>
<td>☐ Rotate out of assessment (to be assessed again in: Click here to enter text)</td>
</tr>
<tr>
<td>Suggested Change</td>
<td>Date Change Implemented: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>AoLC Meeting Date: Click here to enter a date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledgment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AoLC Chair</td>
<td>Date:</td>
</tr>
<tr>
<td>Program Director or Chair</td>
<td>Date:</td>
</tr>
<tr>
<td>CBT Dean</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attachments (if needed)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Curriculum change forms related to AoL</td>
<td></td>
</tr>
<tr>
<td>☐ Minutes of faculty, AoLC or curriculum committee meetings</td>
<td></td>
</tr>
<tr>
<td>☐ Notes on implementation of suggested change or other matters</td>
<td></td>
</tr>
<tr>
<td>☐ Other (describe)</td>
<td></td>
</tr>
</tbody>
</table>

28
APPENDIX B
CURRENT MEASUREMENT TOOLS
## Appendix B - Assessment Measures

### BBA

### Summary of Assessment Measures

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<tr>
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</tr>
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<td>Students prepare a business document that is focused, well-organized and mechanically correct.</td>
<td>1b</td>
<td>Rubric</td>
</tr>
<tr>
<td>Students analyze business problems using appropriate software, data sources, and tools.</td>
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<td>Rubric</td>
</tr>
<tr>
<td>Students recognize global issues and perspectives that may impact business activities.</td>
<td>3</td>
<td>Global Awareness Profile Test</td>
</tr>
<tr>
<td>Students identify social responsibility issues that impact business activities.</td>
<td>4</td>
<td>Posttest</td>
</tr>
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Common Business Core Exam - BBA

The Common Business Core Exam (CBCE) is a randomly-generated exam using a pool of questions crafted by faculty who teach the courses in the BBA Common Business Core. The CBCE serves as the final exam in the BBA capstone course, MANA 4395 Strategic Management. Ninety-six questions comprise the exam, two from each of forty-eight topical domains:

**Accounting**
- Accounting Equations
- Cash Flow
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- Depreciation
- Elements of Financial Statements
- Gross Profit/Net Income
- Inventory Valuation
- Sale of Assets; Gains & Losses; Book Value
- Activity-Based Costing (ABC)
- Budgeting
- Cost Behavior
- CVP
- Job Order Costing (JOC)
- Relevant Costs
- Variances

**Information Age**
- Information Repositories
- Information System Decision Making
- Information Systems Initiative

**Finance**
- Asset Valuation
- Capital Budgeting
- Goal of Financial Management
- Risk and Return Tradeoff
- Time Value of Money

**Management**
- Applying Decision Making Tools
- Decision Making Tools
- Global Supply Chain Management
- POM Decision Strategies
- Change, Diversity, Globalization, Ethics
- History, Concepts, Function
- Leadership Theories
- Organizational Culture
- Organizational Designs and Structures
- Role of Management

**Business Law**
- Administrative Agency Laws
- Basic Legal Procedures
- Contract Law
- Intellectual Property and Tech Law
- Legal Aspects of Business Formation
- Theories of Tort Law

**Computer Science**
- MIS Business Success
- Competitive Advantage
- COSC 3333 Ethics and Security
- COSC Five Forces Model

**Marketing**
- 4 Ps Knowledge
- Environmental Analysis
- Marketing Research
- Target Market
# Written Communication Rubric

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<tr>
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</thead>
<tbody>
<tr>
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<td>Writing style is tedious with unsophisticated tone; little to no use of subject-specific vocabulary</td>
<td>Writing style is simple with limited appropriate tone; minimal use of subject-specific vocabulary</td>
<td>Writing style &amp; tone are appropriate for assignment &amp; audience; subject-specific vocabulary use is correct &amp; adequate</td>
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<tr>
<td>- <strong>Vocabulary</strong></td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td>- <strong>Clarity</strong></td>
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<td><strong>Structure</strong></td>
<td>Writing lacks apparent organization; contains few or no transitions, making it difficult or impossible to follow</td>
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<tr>
<td>- <strong>Flow</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics &amp; Conventions</strong></td>
<td>Writing has frequent to constant spelling &amp; grammatical mistakes with no regard for sentence structure, citations, or format</td>
<td>Writing has frequent spelling &amp; grammatical errors, simple sentence structure, and inconsistent citations or format</td>
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<td>Writing is free of spelling &amp; grammatical errors, complex sentences are used for effect, and correct citation &amp; formatting is followed</td>
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<td>- <strong>Sentence Structure</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Technological Competence Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Framing</strong></td>
<td>Important issues are not identified or specified so poorly that identifying relevant information needs is difficult.</td>
<td>Most issues are identified Issues are specified such that identifying relevant information is feasible.</td>
<td>All issues are identified. Specification is defined so well that identification of relevant information is evident.</td>
</tr>
<tr>
<td><strong>Data Organization</strong></td>
<td>Fails to organize relevant data or includes irrelevant date. Data may be in improper format.</td>
<td>Organizes sufficient relevant and properly-formatted data to resolve problem.</td>
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<tr>
<td><strong>Problem Modeling</strong></td>
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<td>Model contains some errors but reflects understanding of the problem.</td>
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<tr>
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The Global Awareness Profile Test

Students take the GAPtest as a component of their grade in MANA 3312 International Business. The following information about the GAPtest is from their website (https://globalawarenessprofile.wordpress.com/, last retrieved on February 3, 2017).

The Global Awareness Profile (GAP) measures one’s awareness and knowledge of the world. It creates a critical awareness (the first step toward global competence) of one’s gaps in knowledge about the world, and stimulates one to engage in a life-long learning process toward navigating cultural worlds. The GAPtest is suitable for students, educators, business leaders, national and global service workers. The GAPtest is not an intelligence test. It is not a predictor of behavior. It is an effective inventory to gauge one’s awareness of the world in which we live. It can be used alone or in concert with other behavior based training and inventories.

What dimensions of culture/difference are measured/assessed?

Global awareness is the degree to which an individual has knowledge of every facet of societal function in major areas of the world. In order to assess global awareness, researchers divided the construct into two main categories, Geography and Context. Both contain seven subcategories.

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</tr>
<tr>
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<td>Politics</td>
</tr>
<tr>
<td>North America</td>
<td>Religion</td>
</tr>
<tr>
<td>South America</td>
<td>Socio-Economic</td>
</tr>
<tr>
<td>Middle East</td>
<td>Culture</td>
</tr>
<tr>
<td>Europe</td>
<td>Geography</td>
</tr>
<tr>
<td>Global</td>
<td>Global</td>
</tr>
</tbody>
</table>

Has the GAPtest been statistically validated?

Yes. First in 2006, MBA students from “t. Joseph’s University assessed the GAPtest for validity by analyzing all questions. Second, in 2008 an independent research was hired to analyze over 1100 data sets for reliability and validity. The Global Awareness profile is 96.9% reliable, and is a valid instrument for assessing global awareness. In both content and convergent validity, the GAP test is valid. It includes all relevant and representative aspects of the construct of global awareness, but it does not include aspects that should not be included. Therefore, the GAP test is a valid measure of global awareness.
BBA Social Responsibility Quiz

The Corporate Social Responsibility Quiz is a randomly-generated 10-question posttest quiz that assess student understanding of CSR concepts. The quiz was created by management strategy faculty and is administered in the capstone, MANA 4395 Strategic Management. The concepts assessed are:

- What is CSR?
- 3 Foundational Assumptions
- CSR & Value Creation
- The CSR Debate, and
- The Future of CSR
## Appendix B - Assessment Measures

### BSCIS

### Summary of Assessment Measures

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The Technological Competence Rubric evaluates students on various traits, including Problem Framing, Data Organization, Problem Modeling, and Problem Resolution, with criteria ranging from Below expectations to Exceeds expectations.
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<tr>
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<td>Global</td>
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BSCIS Social Responsibility Quiz

The Corporate Social Responsibility Quiz is a randomly-generated 10-question posttest quiz that assess student understanding of CSR concepts. The quiz was created by management strategy faculty and is administered in the capstone, MANA 4395 Strategic Management. The concepts assessed are:

- What is CSR?
- 3 Foundational Assumptions
- CSR & Value Creation
- The CSR Debate, and
- The Future of CSR
## Appendix B - Assessment Measures

### BSGB Program

### Summary of Assessment Measures

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective Number</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate that they are knowledgeable about current business</td>
<td>1a</td>
<td>Modified Common Business</td>
</tr>
<tr>
<td>theory, concepts, methodology, terminology, and practices.</td>
<td></td>
<td>Core Exam</td>
</tr>
<tr>
<td>Students prepare a business document that is focused, well-organized</td>
<td>1b</td>
<td>Rubric</td>
</tr>
<tr>
<td>and mechanically correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students recognize global issues and perspectives that may impact</td>
<td>2</td>
<td>Global Awareness Profile</td>
</tr>
<tr>
<td>business activities.</td>
<td></td>
<td>Test</td>
</tr>
</tbody>
</table>
Common Business Core Exam

The Common Business Core Exam (CBCE) is a randomly-generated exam using a pool of questions crafted by faculty who teach the courses in the BBA Common Business Core. The CBCE serves as the final exam in the BBA capstone course, MANA 3170 Build and Manage a Successful Career. Seventy-two questions comprise the exam, two from each of thirty-six topical domains:

**Accounting**
- Accounting Equations
- Cash Flow
- Closing Temporary and Permanent Accounts
- Depreciation
- Elements of Financial Statements
- Gross Profit/Net Income
- Inventory Valuation
- Sale of Assets; Gains & Losses; Book Value
- Activity-Based Costing (ABC)
- Budgeting
- Cost Behavior
- CBP
- Job Order Costing (JOC)
- Relevant Costs
- Variances

**Theories of Tort Law**

**Finance**
- Asset Valuation
- Capital Budgeting
- Goal of Financial Management
- Risk and Return Tradeoff
- Time Value of Money

**Management**
- Change, Diversity, Globalization, Ethics
- History, Concepts, Functions
- Leadership Theories
- Organizational Culture
- Organizational Designs and Structures
- Role of Management

**Business Law**
- Administrative Agency Laws
- Basic Legal Procedures
- Contract Law
- Intellectual Property and Tech Law
- Legal Aspects of Business Formation

**Marketing**
- 4 Ps Knowledge
- Environmental Analysis
- Marketing Research
- Target Market
# Written Communication Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 - Inadequate</th>
<th>1 - Below Expectations</th>
<th>2 - Meets Expectations</th>
<th>3 - Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>Writing style is tedious with unsophisticated tone; little to no use of subject-specific vocabulary</td>
<td>Writing style is simple with limited appropriate tone; minimal use of subject-specific vocabulary</td>
<td>Writing style &amp; tone are appropriate for assignment &amp; audience; subject-specific vocabulary use is correct &amp; adequate</td>
<td>Writing style is clear with sophisticated tone; effective use of subject-specific vocabulary</td>
</tr>
<tr>
<td>• <strong>Tone &amp; Audience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Style</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Writing is unclear; demonstrates little to no subject knowledge; lacks creativity &amp; originality</td>
<td>Writing is somewhat clear; demonstrates minimal subject knowledge, creativity &amp; original thought</td>
<td>Writing is clear; demonstrates sufficient subject knowledge, conveys adequate creativity &amp; original thought</td>
<td>Writing is clear &amp; creative while demonstrating original subject knowledge &amp; detailed subject knowledge</td>
</tr>
<tr>
<td>• <strong>Subject Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Clarity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Creativity &amp; Originality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Writing lacks apparent organization; contains few or no transitions, making it difficult or impossible to follow</td>
<td>Writing is somewhat organized, though minimal or vague transitions make it difficult to follow</td>
<td>Writing is clearly organized; contains basic transitions to provide sufficient flow</td>
<td>Writing is skillfully organized with effective transitions that makes it flow smoothly</td>
</tr>
<tr>
<td>• <strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Transitions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Flow</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics &amp; Conventions</strong></td>
<td>Writing has frequent to constant spelling &amp; grammatical mistakes with no regard for sentence structure, citations, or format</td>
<td>Writing has frequent spelling &amp; grammatical errors, simple sentence structure, and inconsistent citations or format</td>
<td>Writing has few spelling &amp; grammatical errors, complex sentence structure, and the citation &amp; formatting style is clear</td>
<td>Writing is free of spelling &amp; grammatical errors, complex sentences are used for effect, and correct citation &amp; formatting is followed</td>
</tr>
<tr>
<td>• <strong>Sentence Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spelling &amp; Grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Format &amp; Citation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Global Awareness Profile Test

Students take the GAPtest as a component of their grade in MANA 3312 International Business. The following information about the GAPtest is from their website (https://globalawarenessprofile.wordpress.com/, last retrieved on February 3, 2017).

The Global Awareness Profile (GAP) measures one’s awareness and knowledge of the world. It creates a critical awareness (the first step toward global competence) of one’s gaps in knowledge about the world, and stimulates one to engage in a life-long learning process toward navigating cultural worlds. The GAPtest is suitable for students, educators, business leaders, national and global service workers. The GAPtest is not an intelligence test. It is not a predictor of behavior. It is an effective inventory to gauge one’s awareness of the world in which we live. It can be used alone or in concert with other behavior based training and inventories.

What dimensions of culture/difference are measured/assessed?

Global awareness is the degree to which an individual has knowledge of every facet of societal function in major areas of the world. In order to assess global awareness, researchers divided the construct into two main categories, Geography and Context. Both contain seven subcategories.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Environment</td>
</tr>
<tr>
<td>Asia</td>
<td>Politics</td>
</tr>
<tr>
<td>North America</td>
<td>Religion</td>
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<td>Europe</td>
<td>Geography</td>
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Has the GAPtest been statistically validated?

Yes. First in 1006, MBA students from “t. Joseph’s University assessed the GAPtest for validity by analyzing all questions. Second, in 2008 an independent research was hired to analyze over 1100 data sets for reliability and validity. The Global Awareness profile is 96.9% reliable, and is a valid instrument for assessing global awareness. In both content and convergent validity, the GAP test is valid. It includes all relevant and representative aspects of the construct of global awareness, but it does not include aspects that should not be included. Therefore, the GAP test is a valid measure of global awareness.
### Summary of Assessment Measures

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective Number</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology, and practices.</td>
<td>1</td>
<td>Common Business Core Exam</td>
</tr>
<tr>
<td>Students solve business problems using tools such as decision models, statistical analyses, and forecasting.</td>
<td>2</td>
<td>Rubric</td>
</tr>
<tr>
<td>Students consider their understanding and level of acceptance of cultural and ethnic differences within a global business context.</td>
<td>3</td>
<td>Global Awareness Profile Test</td>
</tr>
<tr>
<td>Students critique leadership styles and evaluate effectiveness of various styles in a business context.</td>
<td>4</td>
<td>Hersey-Blanchard Situational Analysis</td>
</tr>
<tr>
<td>Students employ critical thinking processes to analyze, synthesize and evaluate alternatives when making business decisions.</td>
<td>5</td>
<td>Business Critical Thinking and Skills Test w/ Numeracy</td>
</tr>
</tbody>
</table>
Common Business Core Exam - MBA Program

The Common Business Core Exam (CBCE) is a randomly-generated exam using a pool of questions crafted by faculty who teach the courses in the MBA Common Business Core. The CBCE serves as a graded component of the MBA capstone course, MANA 5395 Formulating and Implementing Strategy. Fifty-two questions comprise the exam, two from each of twenty-six topical domains:

**Accounting**
- Activity-Based Costing (ABC)
- Budgeting
- Cost Behavior
- CVP
- Job Order Costing (JOC)
- Relevant Costs
- Variances

**Finance**
- Asset Valuation
- Capital Budgeting
- Goal of Financial Management
- Risk and Return Tradeoff
- Time Value of Money

**Management**
- Applying Decision Making Tools
- Decision Making Tools
- Global Supply Chain Management
- POM Decision Strategies
- Change, Diversity, Globalization, Ethics
- History, Concepts, Function
- Leadership Theories
- Organizational Culture
- Organizational Designs and Structures
- Role of Management

**Marketing**
- 4 Ps Knowledge
- Environmental Analysis
- Marketing Research
- Target Market
### Technological Competence Rubric

#### Technological Competence

#### MBA Program

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Framing</strong></td>
<td>Important issues are not identified or specified so poorly that identifying relevant information needs is difficult.</td>
<td>Most issues are identified. Issues are specified such that identifying relevant information is feasible.</td>
<td>All issues are identified. Specification is defined so well that identification of relevant information is evident.</td>
</tr>
<tr>
<td><strong>Data Organization</strong></td>
<td>Fails to organize relevant data or includes irrelevant data. Data may be in improper format.</td>
<td>Organizes sufficient relevant and properly-formatted data to resolve problem.</td>
<td>Organizes sufficient relevant and properly-formatted data to resolve problem and test its robustness.</td>
</tr>
<tr>
<td><strong>Problem Modeling</strong></td>
<td>Model contains numerous errors and does not reflect understanding of the problem.</td>
<td>Model contains some errors but reflects understanding of the problem.</td>
<td>Model contains no errors and reflects great understanding of the problem.</td>
</tr>
<tr>
<td><strong>Problem Resolution</strong></td>
<td>Student incorrectly identified output.</td>
<td>Student correctly identified output.</td>
<td></td>
</tr>
</tbody>
</table>

48
The Global Awareness Profile Test

Students take the GAPtest as a component of their grade in MANA 5360 Global Business Perspectives. The following information about the GAPtest is from their website (https://globalawarenessprofile.wordpress.com/, last retrieved on February 3, 2017).

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Situational Leadership
Adapted from: Hersey and Blanchard


**Self-assessment questions:** Read through the Situation questions and then choose the response (only one) from the corresponding Alternative Action statements that most appeals to you or that you feel seems the most characteristic of you. In some cases none of the responses may be appealing or characteristic of you. Nonetheless, please select the statement that you prefer or feel suits you best.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Alternative Action</th>
</tr>
</thead>
</table>
| 1. Your group is not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly. | A. Emphasize the use of uniform procedures and the necessity for task accomplishment. Make yourself available for discussion but do not push your involvement.  
B. Talk with them and then set goals.  
C. Intentionally do not intervene. |
| 2. The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance. | E. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.  
F. Take no definite action.  
G. Do what you can to make the group feel important and involved.  
H. Emphasize the importance of deadlines and tasks. |
| 3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good. | I. Work with the group and together engage in program solving.  
J. Let the group work it out.  
K. Act quickly and firmly to correct and redirect.  
L. Encourage the group to work on the problem and be supportive of their efforts. |
| 4. You are considering a change. Your group has a fine record of accomplishment. They respect the need for change. | M. Allow group involvement in developing the change, but do not be too directive.  
N. Announce changes and then implement with close supervision.  
O. Allow the group to formulate its own directive.  
P. Incorporate group recommendations, but you direct the change. |
| 5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped it the past. They have continually needed reminding to have their tasks done on time. | Q. Allow the group to formulate its own direction.  
R. Incorporate group recommendations, but see that objectives are met.  
S. Redefine roles and responsibilities and supervise carefully.  
T. Allow group involvement in determining roles and responsibilities but do not be too directive. |
| 6. | You stepped into an efficiently run group. The previous leader tightly controlled the situation. You want to maintain a productive situation, but would like to begin having more time building interpersonal relationships among members. | U. | Do what you can do to make the group feel important and involved. 
V. | Emphasize the importance of deadlines and tasks. 
W. | Intentionally do not intervene. 
X. | Get the group involved in decision-making, but see that objectives are met. |
| 7. | You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility. | Y. | Define the change and supervise carefully. 
Z. | Participate with the group in developing the change but allow members to organize the implementation. Be willing to make changes as recommended, but 
AA. | maintain control of the implementation. Be supportive in discussing the situation with the group but not too directive. |
| 8. | Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction in the group. | CC. | Leave the group alone. 
DD. | Discuss the situation with the group and then you initiate necessary changes. 
EE. | Redefine goals and supervise carefully. Allow group involvement in setting goal, but don’t push. |
| 9. | You have been appointed to give leadership to a study group that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help. | GG. | Let the group work out its problems. Incorporate group recommendations, but see that objectives are met. 
HH. | Redefine goals and supervise carefully. 
II. | Allow group involvement in setting goals, but do not push. |
| 10. | Your group, usually able to take responsibility, is not responding to your recent redefining of job responsibilities as a result of one member leaving the city. | KK. | Allow group involvement in redefining standards but don’t take control. 
LL. | Redefine standards and supervise carefully. Avoid confrontation by not applying pressure, leave situation alone. 
MM. | Incorporate group recommendations, but see that new job responsibilities are met. |
| 11. | You have been promoted to a leadership position. The previous leader was involved in the affairs of the group. The group has adequately handled its tasks and direction. Interpersonal relationships in the group are good. | OO. | Take steps to direct the group towards working in a well-defined manner. 
PP. | Involve the group in decision-making and reinforce good contributions. 
QQ. | Discuss past performance with the group and then you examine the need for new practice. Continue to leave the group alone. |
| 12. | Recent information indicates some internal difficulties among group members. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. The have worked in harmony for the past year. All are well qualified for the tasks. | SS. | Try out your solution with the group and examine the need for new procedures. Allow group members to work it out themselves. Act quickly and firmly to correct and redirect. 
TT. | Participate in problem discussion while providing support for group members. |
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 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.
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

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

### Skill/Attribute Name

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

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**

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>85.9</td>
<td>86</td>
<td>7.4</td>
<td>.9</td>
<td>69</td>
<td>100</td>
<td>81</td>
<td>92</td>
</tr>
</tbody>
</table>

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 B - Assessment Measures

### MAcc Program

### Summary of Assessment Measures

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective Number</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students interpret and apply accounting standards governing private and public sector reporting.</td>
<td>1a</td>
<td>Rubric</td>
</tr>
<tr>
<td>Students prepare a business document that is focused, well-organized, and mechanically correct.</td>
<td>1b</td>
<td>Rubric</td>
</tr>
<tr>
<td>Students deliver a presentation that is focused, well-organized, and includes appropriate verbal and non-verbal behaviors.</td>
<td>1c</td>
<td>Rubric</td>
</tr>
<tr>
<td>Students recognize and synthesize professional standards of conduct.</td>
<td>1d</td>
<td>Posttest</td>
</tr>
<tr>
<td>Students consider their understanding and level of acceptance of cultural and ethnic differences within a global business context.</td>
<td>3</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>GAP Test</td>
</tr>
<tr>
<td>Knowledge/content</td>
<td>Unacceptable 4 pts</td>
<td>Developing 6 pts</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>One or more aspects of the topic were omitted. No research of what is in the literature. Presentation has no introduction or summary.</td>
<td>Most topics were addresses but far more research is needed to present the pros and cons. Presentation omitted either introduction or summary.</td>
<td>Most related topics are addressed. Little research of what is in the literature is presented. Only minimal introduction, discussion and summary included.</td>
</tr>
<tr>
<td>Organization</td>
<td>Very poor sequencing of the information and reader cannot follow presentation.</td>
<td>Sequencing of information is OK but difficult to follow</td>
</tr>
<tr>
<td>Quality of information</td>
<td>Information has little to do with topic and a majority is cut and paste from intermediate text books.</td>
<td>Information clearly relates to the main topic. No details or examples provided. Materials appear to be cut and paste.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Lots of grammatical, spelling and punctuation errors. No headings.</td>
<td>Some grammatical, spelling or punctuation errors. Headings but no side headings.</td>
</tr>
<tr>
<td>Paragraph construction</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraph.</td>
<td>Paragraphing structure rambled on without breaks. Sentences were not typically related within the paragraph.</td>
</tr>
<tr>
<td>Citations</td>
<td>Extensive citations missing (more than five) and incorrect format used.</td>
<td>Multiple (five) citations missing and incorrect format used.</td>
</tr>
<tr>
<td>Diagrams and illustrations</td>
<td>Diagrams, tables or illustrations are not accurate or do not add to the reader’s understanding of the topic.</td>
<td>Diagrams, tables or illustrations are accurate but not neat. Some do not add to the reader’s understanding of the topic.</td>
</tr>
<tr>
<td>References and format</td>
<td>References were omitted or references were included for material not cited.</td>
<td>Not all references were included or references were included for material not cited.</td>
</tr>
</tbody>
</table>
## Research Case and Oral Presentation Rubric—ACCT 5310

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information. No clear concluding statement.</td>
<td>Audience has difficulty following presentation because student jumps around. Weak concluding statement.</td>
<td>Student presents information in logical sequence which audience can follow. Adequate concluding statement.</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information/student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions. Some information is confusing, incorrect or flawed.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate. Information is clear, appropriate, and correct.</td>
</tr>
<tr>
<td><strong>Design &amp; Mechanics</strong></td>
<td>Screens are either confusing or cluttered or barren and stark; or presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Fonts are inconsistent, confusing and cannot be read from the back of the room; or presentation has three misspellings and/or grammatical errors.</td>
<td>Text size reinforces importance of concepts. Fonts are consistent and easy to read; Presentation has no misspellings or grammatical errors.</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Student mumbles, incorrectly pronounces terms, and/or speaks too quietly for students in the back of class to hear. Speech has many pauses and/or gap fillers.</td>
<td>Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Speech has several pauses and/or gap fillers.</td>
<td>Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. Speech has few pauses and/or gap fillers.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Little or no energy and enthusiasm. Consistently too fast or too slow. Uses no gestures or gestures that distract from the verbal message. Presentation much too long or too short.</td>
<td>Some energy and enthusiasm. At times too fast or too slow. Uses some gestures or a distracting gesture. Presentation somewhat short or long.</td>
<td>Appropriate level of energy and enthusiasm. Fairly consistent pace. Occasional gestures to reinforce verbal message. Length of presentation within reasonable parameters.</td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Student reads all of report with no eye contact.</td>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
</tr>
</tbody>
</table>
MAcc Professional Standards Embedded Questions

Students in ACCT 5366, Forensic Accounting, answer questions related to professional standards for CPAs embedded in one of their scheduled exams. The questions correspond to the following topic areas, all of which are pertinent to the Texas State Board of Public Accountancy professional standards. The questions were selected by the Accounting faculty. The question categories are the following:

- Statutory Compliance
- Auditor Independence
- Sanctions
- Permissible Services, and
- Client Confidentiality
MAcc Global Awareness Embedded Questions

Students in ACCT 5310 Research Problems in Federal Income Taxation, ACCT 5360 Advanced Problems in Accounting, and ACCT 5366 Forensic Accounting answer questions embedded in an examination or as a stand-alone exam or quiz that assess their knowledge and understanding of global/international accounting issues. The topics covered include:

**ACCT 5310**
- U.S. taxation of domestic corporations and subsidiaries operating in foreign countries
- U.S. taxation of foreign nationals and foreign corporations operating in the U.S.
- U.S. taxation of U.S. citizens and residents working, living or owning property outside the U.S.
- Tax treaties
- Relief provisions for double-taxation by U.S. and foreign countries

**ACCT 5360**
- Consolidations, including foreign subsidiaries
- Mergers and acquisitions of foreign entities
- Foreign currency translations
- International Financial Reporting Standards

**ACCT 5366**
- International auditing and forensic investigations
- Business valuation support
- International litigation support
The Global Awareness Profile Test

Students take the GAPtest as a component of their grade in ACCT 5310 Research Problems in Federal Income Taxation. The following information about the GAPtest is from their website (https://globalawarenessprofile.wordpress.com/, last retrieved on February 3, 2017).

The Global Awareness Profile (GAP) measures one’s awareness and knowledge of the world. It creates a critical awareness (the first step toward global competence) of one’s gaps in knowledge about the world, and stimulates one to engage in a life-long learning process toward navigating cultural worlds. The GAPtest is suitable for students, educators, business leaders, national and global service workers. The GAPtest is not an intelligence test. It is not a predictor of behavior. It is an effective inventory to gauge one’s awareness of the world in which we live. It can be used alone or in concert with other behavior based training and inventories.

**What dimensions of culture/difference are measured/assessed?**

Global awareness is the degree to which an individual has knowledge of every facet of societal function in major areas of the world. In order to assess global awareness, researchers divided the construct into two main categories, Geography and Context. Both contain seven subcategories.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Environment</td>
</tr>
<tr>
<td>Asia</td>
<td>Politics</td>
</tr>
<tr>
<td>North America</td>
<td>Religion</td>
</tr>
<tr>
<td>South America</td>
<td>Socio-Economic</td>
</tr>
<tr>
<td>Middle East</td>
<td>Culture</td>
</tr>
<tr>
<td>Europe</td>
<td>Geography</td>
</tr>
<tr>
<td>Global</td>
<td>Global</td>
</tr>
</tbody>
</table>

**Has the GAPtest been statistically validated?**

Yes. First in 2006, MBA students from St. Joseph’s University assessed the GAPtest for validity by analyzing all questions. Second, in 2008 an independent research was hired to analyze over 1100 data sets for reliability and validity. The Global Awareness profile is 96.9% reliable, and is a valid instrument for assessing global awareness. In both content and convergent validity, the GAP test is valid. It includes all relevant and representative aspects of the construct of global awareness, but it does not include aspects that should not be included. Therefore, the GAP test is a valid measure of global awareness.
APPENDIX C

INACTIVE SLOS AND MEASUREMENT TOOLS
ETS Major Field Test

The ETS Major Field Test for Business was used for assessment of discipline-based knowledge for BBA students prior to Summer 2015. The test was administered in MANA 4395, Strategic Management, as part of each student’s grade. The following description is provided by ETS:

The Major Field Test in Business contains 120 multiple-choice items; some are based on case studies. The questions are designed to measure a student’s knowledge and ability to apply that knowledge analytically. To assess levels of achievement, Business Test questions cover a broad range of difficulty, and encompass both the depth and the breadth of business knowledge. The programs can select the time and venue of the two-hour test, which may be split into two sessions. This test must be given by a proctor. Mathematical operations do not require the use of a calculator. Following the general guidelines of business school accrediting agencies, the Business Test covers areas outlined in the Common Core Standards for undergraduate business education. Two assumptions inform the Business Test: 1) most institutions will offer a common core that includes accounting, economics, finance, law, management, marketing, information systems, quantitative analysis and international business; 2) the Common Core will address important social and international considerations of modern business operations. The Business Test has five key objectives: 6. Measure students’ knowledge of the multidisciplinary subject matter representative of undergraduate business education 2. Provide information to students regarding their level of achievement 3. Provide information on student achievement to faculty to enable institutions to assess their performance relative to their specific mission and objectives 4. Provide information to facilitate development of appropriate goals and educational programs 5. Strengthen the accountability of undergraduate business education. [https://www.ets.org/s/mft/pdf/mfttest(descbusiness.pdf, retrieved February 24, 2017).

The faculty discontinued use of the MFT because it did not provide sufficient detail to take meaningful actions. For example, the accounting score not only did not provide detail about topic areas where students struggled, but it did not even distinguish financial accounting principles knowledge from managerial accounting principles.
ETHICS GAME'S HOT TOPICS BUSINESS SIMULATION & DILEMMA DESCRIPTIONS

EthicsGame's simulations provide a practical and repeatable decision model. By challenge participants to solve real world dilemmas from multiple ethical perspectives, or lenses, our simulations teach participants about their own values. Students also consider how the interests of other stakeholders impact the decision process.

One simulation, or module, consists of two dilemmas, an "A" dilemma and a "B" dilemma. The dilemmas are easy to mix and match and can be integrated into a standing syllabus. The only requirement is that a simulation consists of one "A" dilemma and one "B" dilemma. You can add a single simulation to enhance your syllabus or several simulations to reinforce learning through application.

DILEMMA DESCRIPTION BY SETTINGS

LEVEL 1: INDIVIDUAL CONTRIBUTOR
LEVEL 2: MANAGERIAL ROLE
LEVEL 3: LEADERSHIP/PODGY ROLE

"A" DILEMMAS - G BIOSPORT, A FICTITIOUS 810-TECH COMPANY

<table>
<thead>
<tr>
<th>DILEMMA NAME</th>
<th>TOPIC/LAW</th>
<th>LEVEL / Probient</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Case of the Missing Forms</td>
<td>Clinical vials - Wormed consent; missing data; torts</td>
<td>Senior Clinical Researcher: You are compiling the reports for a Phase II Clinical Study. A team member at one of the research sites reports that the informed consent forms have been lost. The informed consent forms are essential if the results are going to be included in the study. Further, if the forms aren't kept properly, the FDA (the regulatory agency) can censure the company.</td>
<td>How to ensure the integrity of the clinical studies when you have not followed (or cannot show that you have followed) the required protocols for good research.</td>
</tr>
<tr>
<td>The Case of the Sick White Paper</td>
<td>Plagiarism; research fraud</td>
<td>Senior Scientist: You have a deadline for a journal publication and have not had time to write the paper. One opportunity is to work with a ghostwriter. Another opportunity is to collaborate with a junior researcher who has a paper that covers the same material and is very well organized.</td>
<td>How to ensure the deadline is met, the article has integrity, and the author(s) receive appropriate attribution.</td>
</tr>
<tr>
<td>The Case of the Mysterious Roses</td>
<td>Title VII - sexual harassment</td>
<td>Director of Sales: You have received information from several different people about what may be sexual harassment of one of your direct reports. She has now asked to speak with you confidentially.</td>
<td>Whether you can agree to maintain the confidentiality of an employee's communication with you when you believe the communication will be a disclosure of sexual harassment</td>
</tr>
</tbody>
</table>
Ethnocentricity Survey

Demographic Information:

A. At work or in social life, I daily interact with people from other countries and cultures.
B. I have had extensive, formal, cross-cultural training.
C. I have lived extensively (at least two years after 10 years of age) in countries different than the one I was born.
D. More than my mother language, I speak fluently at least one other language.
E. Gender
F. Origin

Questions:

1. Most other cultures are backward compared to my culture.
2. My culture should be the role model for other cultures.
3. People from other cultures act strange when they come to my culture.
4. Lifestyles in other cultures are just as valid as those in my culture.
5. Other cultures should try to be more like my culture.
6. I am not interested in the values and customs of other cultures.
7. People in my culture could learn a lot from people in other cultures.
8. Most people from other cultures just don’t know what’s good for them.
9. I respect the values and customs of other cultures.
10. Other cultures are smart to look up to our culture.
11. Most people would be happier if they lived like people in my culture.
12. I have many friends from different cultures.
13. People in my culture have just about the best lifestyles of anywhere.
14. Lifestyles in other cultures are not as valid as those in my culture.
15. I am very interested in the values and customs of other cultures.
16. I apply my values when judging people who are different.
17. I see people who are similar to me as virtuous.
18. I do not cooperate with people who are different.
19. Most people in my culture just don’t know what is good for them.
20. I do not trust people who are different.
21. I dislike interacting with people from different cultures.
22. I have little respect for the values and customs of other cultures.

Answer Options

Strongly Disagree = 1
Disagree = 2
Neutral = 3
Agree = 4
Strongly Agree = 5