Learning Assessment Goals, Tools and Measurements

Update for

Academic Year 2015-16

Report prepared: 2 August 2016
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Assessment Overview

Rutgers School of Business-Camden (RSBC) is committed to the assurance of student learning through rigorous and meaningful assessment processes. RSBC has had developed its assessment practices and procedures through input from individual faculty, academic departments, undergraduate and graduate curriculum committees, the learning assessment task force and the dean’s cabinet. Each year the assessment measures for all programs - undergraduate, graduate, on-campus, off-campus, and online (as of Fall 2015) are reviewed and discussed amongst departments and they are then put forward for review to the appropriate curriculum group which includes the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Programs. The review and discussion, which also taking into account indirect continuous improvement observations and feedback from faculty and students, includes revising assessment techniques and tools, reviewing outcomes and implementing improvements.

In its implementation of assurance of learning assessments Rutgers School of Business-Camden follows the guidelines as set-forth by its accrediting body, the Association to Advance Collegiate Schools of Business (AACSB). The foundation of AACSB accreditation is built on two principles – accountability and continuous improvement. Assurance of Learning supports both principles as it provides: “measures of learning that can assure external constituents such as potential students, trustees, public officials, supporters and accreditors, that the organization meets its goals.” (AACSB Standards 2013 page 28-29). In terms of continuous improvement, “…by measuring learning, the school can evaluate its students’ success at achieving learning goals, can use the measures to plan improvement efforts, and can provide feedback and guidance for individual students” (AACSB Standards 2007, p. 60) In addition, AACSB emphasis the need for business schools to formulate specific learning goals and conduct appropriate direct assessments of learning for purposes of improving curricula when deficiencies or opportunities for improvement are found.

AACSB Continuous Improvement Review Application

On June 30, 2016 the School of Business –Camden applied for its Continuous Improvement Review visit (formerly called Maintenance of Accreditation). The visit has been requested for October 2018.
Assessment Plan, Process and Structure

Assessment Plan

The formal process regarding the assessment of student learning has been consistent across the RSBC programs. The programs include the following:

- Bachelor of Science in accounting, finance, management and marketing (only offered on-campus),
- Bachelor of Arts in Business Administration (B.A.B.A.) offered off-campus
- Bachelor of Arts in Business Administration (B.A.B.A.) 100% online
- MBA on-campus
- MBA 100% online
- Professional MBA
- Professional Master of Accounting

The Assurance of Learning (AoL) process includes the following steps. Most of the steps are consistently applied between the UG and graduate programs with more specific steps applied as deemed appropriate:

- Develop program learning goals that answered the questions “what knowledge, skills and abilities should all [BS, BABA, MBA, PMBA and PMAc] graduates possess”.
- Determine where in the curriculum the associated learning takes place.
- Identify existing, or develop new, instruments to assess learning
- Develop assessment rubrics for each learning tool used to measure the learning objective
- Developing assessment instruments and rubrics to measure the learning objectives
- Analyzing and discussing results
- Collecting and analyzing data and assessing learning.
- Taking actions as necessary to strengthen curriculum, procedures, and/or measurement and to institute a continuous quality improvement process.

Development of Learning Objectives

The Undergraduate and Graduate Curriculum Committees each provide guidance on primary objectives for student learning within each program. The process began with an external benchmarking of 34 peer, aspirant, and competitive schools to identify themes in learning assessment within our comparative set of schools. The initial set of learning goals were obtained from a series of workshops conducted by the faculty and the goal was translated into specific objectives that focus on a measurable attribute or skill. AACSB Assessment expert, Kathryn Martell, played a vital role in facilitating the initial faculty workshop and in syndicating the ultimate end-product. The Undergraduate and Graduate Curriculum Committees were then responsible for finalizing the language used to express the overall set of goals and objectives. Appendix I presents the learning objectives and goals for the undergraduate and graduate programs.
Aligning Curricula and Designing Assessment Instruments and Measures

In order to ensure that the curriculum sufficiently addresses each of the learning goals, relevant courses at both the Undergraduate and Graduate level were reviewed. A comprehensive curriculum mapping was done to ensure that students are exposed to and complete work in one or more classes that directly supports achievement of the learning goals. Coursework within scope of assurance of learning efforts is restricted to courses that all students must take within their respective degree program.

The RSBC Assessment Committee considered the range of acceptable approaches and developed a plan for direct assessment of student learning. The plan was to assess each goal once during the academic year, analyze the data, evaluate outcomes, identify areas of weakness/improvements, make necessary changes for continuous improvement, and finally close the loop by assessing all goals for each of the programs during the academic year.

**Benchmarks/Standards**

The standards used by RSBC to determine whether learning goals have been met are determined through a calculation of results from the rubrics used to measure the various goals. The rubrics result in a score which are then categorized as: a) Does Not Meet Expectations, b) Meets Expectations, and c) Exceeds Expectations.

*See Appendix II for a sample of the rubrics for the various learning goals.*
Figure 1
RSBC ASSURANCE OF LEARNING PROCESS

RSBC Mission & Degree Programs

1. Develop Learning Objectives/Goals
2. Design Measures, Instruments, and Rubrics
3. Collect Data and Analyze & Interpret Results
4. Effect Continuous Improvement by modifying measures/competencies and/or curriculum
5. Close the Loop by re-collecting data, comparing outcomes, and effecting change
Program Assessment Results

Based on the plan described above, data was collected on learning goals for the BSBA, BABA, MBA, PMBA and PMAc programs. See Appendix II for Bachelor of Science results, Appendix III for Bachelor of Arts in Business Administration (B.A.B.A.) results, Appendix IV for MBA results and Appendix V for the Professional MBA and Professional PMAc results.

Response to Assessment Results/Continuous improvement

Process for "Closing the Loop" and Continuous Improvement

The School of Business-Camden is a well operated unit that periodically scans the environment and stakeholder group for continuous improvement. Of our 44 faculty, approximately half (24) are tenured, and the other 20 are faculty we have hired in the last five years who provide a forward-looking perspective and vision. The size of our faculty ranks and their level of intimacy in the classroom, allows academic independence and curriculum changes to come directly from our faculty. They have the ability and disposition to spot areas of improvement and bring those to the attention of faculty committees, area heads and/or Associate Deans. The value that comes from the dynamic interaction between the school’s seasoned and new faculty is apparent in their ability to adapt and respond to the school’s unique and diverse student population and also to improve upon current programs and start new programs that meet the needs of today’s learner – a combination of sound management capacity, capability and adaptability. An example would be the feedback given on our professional MBA program which identified that we were teaching a finance class out of sequence. Instant faculty feedback prompted a revisit of the schedule and led to a formalization of a new course schedule for the professional cohorts. In addition to the spontaneous interaction of our faculty, regular meetings of the curriculum committees for the undergraduate and graduate programs occurs each semester as does discipline specific meetings with those group of faculty which foster discussions and proposals for enhancement and development. (see figure 1)
Closing the Loop/Continuous Improvement – all courses

General finding: In order to better communicate the learning goals to students it was determined that the goals will be appropriately included in syllabi which will be available for review via the School of Business-Camden website.

Result: All new faculty (and current faculty have the option) to attend an annual orientation which includes examples and best practices in documenting learning goals in their syllabi and delivering assessments associated with their courses. The presentation strongly encourages syllabi to be available to students before the term begins (at time of registration) and to include a list of learning objectives or learning goals for the particular class. As we continue to endorse the early completing of syllabi we have completed the development of a website providing the most recent semesters syllabi for review. The link of all syllabi from Spring 2016 are available https://business.camden.rutgers.edu click on “Students” and scroll down to “Current Students” (both UG and MBA syllabi)

Continuous Improvement for UG - BS/B.A.B.A courses

After reviewing the results from the 2012-2013 and 2013-14 assessments and hearing feedback from our faculty and students, the Undergraduate Task Force implemented the following changes:

Goal #4: Global Mindset finding: As the management of business continues to expand globally and taking into account the many international commercial ventures and activities/policies/disruptions to foreign economies and their resulting effect on business as a whole throughout the world, the faculty identified that it was important to measure our undergraduate students’ capacity to identify global factors (economics, cultural, legal and demographic) as well as analyze global factors and measure a students’ capacity to apply them to a management situation.

Result: The UG curriculum committee implemented a planned global mindset learning goal which had its first assessment in Fall 2015.

Closing the loop: The Global Mindset measurement will be evaluate based on results still being tabulated and analyzed from Fall 2015 and Spring 2016.

Goal #6a: Ethics - finding: RSBC has offered an Ethics and Social Responsibility course to its undergraduate population since 2009. This course covers a broad spectrum of ethical theories, applications and stakeholders affected of course giving it through the context of business management.
The original learning assessment of a student’s understanding and application of ethical management, was done through this one course – Ethics and Social Responsibility. Based on activities within the business world and through an identification by our faculty that financial and management ethical behavior needed to be emphasized within our accounting courses, it was determined that a complimentary ethical assessment be developed.

**Result:** The UG curriculum committee implemented a secondary ethics assessment so as to measure separately these two goals:

- Consideration of ethics in the context of manager decision-making (using financial decision making as the underlying learning – measured in the course Intro to Financial Accounting)
- Identification of ethical issues related to the management of people, marketing of products and services (measured in the course Ethics & Social Responsibility)

**Closing the loop:** It has been mentioned by some faculty that the course selected for the secondary assessment, although results are positive, might not be the ideal choice due to its introductory level and the volume of quantitative work that limits ethical discussions at the appropriate level. The associate dean will be asking the academic area associated with the course for their assessment of the situation and will take recommendations to the curriculum committee.

**Goal #7 Technical Fluency – finding:** The assessment of this goal resulted in the changing of the rubric and the underlying course. The course, previously called Management of Information Systems course, is now titled IT & Project Management. This introductory course was created to better capture the current developments within information technology which includes project management. The goal for the student is to learn IT skills and IT project management concepts as well as how to comprehend new applications and to continue learning new skills and concepts once they enter the workplace.

**Result:** In review of the learning goals and associated results of AoL, the introductory computing course was identified as needing revision to include MS Office skills, especially skills on Excel. For Excel the course should cover topics necessary for Microsoft Office Specialist Certification exam in Excel. We expect our students to be familiar with most of PowerPoint and MS Word. However selected topics from for Microsoft Office Specialist Certification exam in Word (MOS Exam 77-416) and Microsoft Office Specialist Certification exam in PowerPoint (MOS Exam 77-422) should also be included in this course.

Since many of our students are transfer students from community colleges and their exposure to Microsoft Office could be different compared to our course, we propose to develop and upload a series of videos on Excel that may be used by our students to review and update MS Office skills. The committee recommends that we explore using commercially available videos for this purpose. Alternatively RSBC can videotape appropriate training modules.
Closing the loop: Measurements and analysis are still being assessed but it appears that the changes have provided for a better measurement of the learning goals associated with technical fluency.

General continuous improvement (indirect assessment) - finding: The undergraduate curriculum committee has identified the need to provide our students with a set of courses that can give them an advantage in preparing for a career.

Result: The committee has discussed and developed “tracks” which would include courses related to a specific business skill set and include the option for professional certification. The tracks being developed include:

Business Analytics: Students in this track will learn skills in managing data, uncovering patterns in data, developing predictive models, and using these models to make better decisions.

Equity Investing: The aim of the Equity Investing Concentration is to prepare students for positions in security analysis, portfolio management, sales and trading, and financial planning. Students who complete this concentration will be well versed in modern portfolio theory, asset pricing models, equity valuation, and performance measurement. This track could include Bloomberg certification.

Additions or changes to the undergraduate program’s assessment of learning goals associated with the courses making up the tracks will be discussed and, if deemed necessary, implemented through the undergraduate committee.

Closing the loop: not applicable at this time.

Continuous Improvement for MBA, PMBA and PMAc

After reviewing the results from current assessments and hearing feedback from our faculty and students, the Graduate Curriculum Committee implemented the following changes:

Professional MBA Program specific - finding: In coordination of the cohorts that make-up PMBA and PMAc program, it was discovered through our assessments and through faculty feedback that students were not always allowed to follow proper sequencing of courses in the so that the students are adequately prepared with foundation courses and advanced concepts and application. This was mainly due to a lack of a master schedule to guide the program coordinators and area heads to plan faculty availability accordingly.

Result: The entire schedule of classes was re-aligned and formalized to add more standardization for proper faculty scheduling.
**Closing the loop:** the formalization of the master course schedule for the professional programs will result in obvious benefits from scheduling faculty to ensuring proper prerequisites are taken by students.

**General continuous improvement (indirect assessment) - finding:** The graduate curriculum committee has identified the need (through student interaction and academic performance) to provide our students with a set of courses that are more career orientated focused versus the concentrations currently being offered in the graduate program.

**Result:** These "graduate level tracks" have been discussed in the graduate curriculum committee, approved and will be rolled out as early as Fall 2016. The tracks include one in Business Analytics and one in Investment Management.

**Closing the loop:** not applicable at this time.


## Appendix I

### Learning Goals and Objectives

**Bachelor of Science (BS) Program Assessment**

**Bachelor of Science Learning Objectives**

Students who earn a bachelor's degree in one of our four degrees (accounting, finance, marketing and management) should (a) have acquired knowledge and skill for each functional areas of business; (b) be able to appropriately apply that knowledge and skill to general business situations in both domestic and global settings; and (c) have the capacity to learn in an environment that promotes opportunities for personal and intellectual growth. Both course embedded measure as well as faculty developed assessment exams have been used to assess student learning in the BS program.

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<th>Learning Goal</th>
<th>Bachelor of Science Objectives</th>
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<tr>
<td>Goal 1</td>
<td>General Management Knowledge</td>
<td>Students will understand basic functions of business and functional area concepts</td>
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<tr>
<td>Goal 2</td>
<td>Critical Thinking and Analytical Decision Making</td>
<td>Students analyze, interpret and solve business problems using quantitative approaches where relevant</td>
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<tr>
<td>Goal 3</td>
<td>Teamwork, Interpersonal Relations</td>
<td>Students will to work well in teams and relate interpersonally with others</td>
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<tr>
<td>Goal 4</td>
<td>Communications, Impact and Effectiveness - Oral</td>
<td>Students will demonstrate effective oral presentation skills</td>
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<td></td>
<td></td>
<td>Students will demonstrate strong written language skills</td>
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<tr>
<td>Goal 5</td>
<td>Global Mindset</td>
<td>Identification of Global Factors: Economics, Cultural, Legal, Demographic</td>
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<td></td>
<td>Analysis of Global Factors</td>
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<td></td>
<td></td>
<td>Application of Analysis to Management Situation</td>
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<tr>
<td>Goal 6</td>
<td>Ethical Reasoning</td>
<td>Students will identify ethical issues related to the management of people, and/or the marketing of products and services</td>
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BACHELOR OF SCIENCE PROGRAMS LEARNING ASSESSMENT MEASUREMENT TOOLS

Learning objective – General Management Knowledge exam

The faculty of the School of Business-Camden developed an assessment exam designed to measure the cognitive knowledge and skills learned in the pre-business and business core. More specifically, the exam addresses the domain of knowledge and skills that all BS graduates should acquire regardless of their field of study. To achieve this objective, the following core areas are assessed: Financial Accounting, Managerial Accounting, Finance, Marketing, Organizational Behavior, Operations Management, and IT & Project Management. Using the Undergraduate Curriculum committee as well as a learning assessment task force, faculty members from each discipline initially developed a set of questions that reflected what they believe students should understand and be able to apply after they graduate from RSBC in the area of context knowledge (principles, concepts, facts, theories) and skills (procedures, methods, strategies, approaches). The General Knowledge assessment exam is given to students in the capstone course Business Policy.

Learning objectives – course embedded measures

Critical Thinking and Analytical Decision Making (measured in Business Policy)
Students are required to clearly identify issues in class presentations

Teamwork and Interpersonal relations (measured in Organizational Behavior)
Students are required to do team case studies which include peer evaluations

Communication and Impact Effectiveness (measured in Business Communications)
For oral presentation skills: students present oral assignments which are measured for various attributes such as confidence, completeness, transition, appearance, etc.
For written language skills: student prepare an assignment that provides for proper measurement of language skills

Global Mindset (measured in Multinational Business, International Marketing)
International case study assignment to measure knowledge of student’s understanding and evaluation of business environments outside the United States.

Ethical Reasoning (measured in Ethics/Social Responsibility)
Exam taken by students at the beginning of the class term and a complementary exam taken by students at end of class term to measure the development of managerial decision-making skills and/or ethical issues related to managing people.

Technological Fluency/IT Literacy (measured in IT & Project Management)
Students are required to do an individual independent software application assignment which will measure their IT skills and application of IT concepts
BACHELOR OF ARTS IN BUSINESS ADMINISTRATION (B.A.B.A)

B.A.B.A LEARNING OBJECTIVES

This program is a degree completion program offered off-campus as well as 100% online (curriculum is exactly the same regardless of modality). Courses that transfer into this degree are normally at the introductory level (level 100 and 200) such as Introduction to Financial Accounting, Introduction to Business Computing, Principles of Marketing and general education courses. Courses for this program are not offered every semester (as is with the BS degree program) thus learning assessment measurements are spread across academic years.

Students who earn a bachelor’s degree through this degree completion program should (a) have acquired knowledge and skill for each functional areas of business; (b) be able to appropriately apply that knowledge and skill to general business situations in both domestic and global settings; and (c) have the capacity to learn in an environment that promotes opportunities for personal and intellectual growth. Both course embedded measure as well as faculty developed assessment exams have been used to assess student learning in the B.A.B.A. program.

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<tr>
<th>Goal</th>
<th>Learning Goal</th>
<th>Bachelor of Arts Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>General Management Knowledge</td>
<td>Students will understand basic functions of business and functional area concepts</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking and Analytical Decision Making</td>
<td>Students will analyze, interpret and solve business problems using quantitative approaches where relevant</td>
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<tr>
<td>3</td>
<td>Teamwork, Interpersonal Relations</td>
<td>Students will work well in teams and relate interpersonally with others</td>
</tr>
<tr>
<td>4</td>
<td>Communications Impact and Effectiveness</td>
<td>Students will demonstrate effective oral presentation skills</td>
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<tr>
<td></td>
<td>- Oral</td>
<td>Students will possess strong written language skills</td>
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<td>- Written</td>
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<tr>
<td>5</td>
<td>Global Mindset</td>
<td>DETERMINING GLOBAL MINDSET ASSESSMENT FOR 2015-16</td>
</tr>
<tr>
<td>5</td>
<td>Ethical Reasoning</td>
<td>Students will identify ethical issues related to the management of people, and/or the marketing of products and services</td>
</tr>
<tr>
<td>6</td>
<td>Technological Fluency/IT Literacy</td>
<td>Students will demonstrate Information Technology Literacy</td>
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BACHELOR OF ARTS IN BUSINESS ADMINISTRATION PROGRAMS LEARNING ASSESSMENT MEASUREMENT TOOLS

Learning objective – General Management Knowledge exam

The faculty of the School of Business-Camden developed an assessment exam designed to measure the cognitive knowledge and skills learned in the pre-business and business core. More specifically, the exam addresses the domain of knowledge and skills that all B.A.B.A. graduates should acquire regardless of their field of study. To achieve this objective, the following core areas are assessed: Financial Accounting, Managerial Accounting, Finance, Marketing, Organizational Behavior, Operations Management, and IT & Project Management. Using the Undergraduate Curriculum committee as well as a learning assessment task force, faculty members from each discipline initially developed a set of questions that reflected what they believe students should understand and be able to apply after they graduate from RSBC, in the area of context knowledge (principles, concepts, facts, theories) and skills (procedures, methods, strategies, approaches). The General Management Knowledge assessment exam is given to students in the capstone course Business Policy.

Learning objectives – course embedded measures

Critical Thinking and Analytical Decision Making (measured in Business Policy)
Students are required to clearly identify issues in class presentations

Teamwork and Interpersonal relations (measured in Organizational Behavior)
Students are required to do team case studies which include peer evaluations

Communication and Impact Effectiveness (measured in Business Communications)
For oral presentation skills: students present oral assignments which are measured for various attributes such as confidence, completeness, transition, appearance, etc. For written language skills: student prepare an assignment that provides for proper measurement of language skills

Global Mindset (measured in Multinational Business, International Marketing)
International case study assignment to measure knowledge of student's understanding and evaluation of business environments outside the United States.

Ethical Reasoning (measured in Ethics/Social Responsibility)
Exam taken by students at the beginning of the class term and a complementary exam taken by students at end of class term to measure the development of managerial decision-making skills and/or ethical issues related to managing people.

IT Literacy (measured in IT & Project Management)
Students are required to do an individual independent software application assignment which will measure their IT skills and application of IT concepts
## Masters of Business Administration (MBA) Program Assessment

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learning Goal</th>
<th>MBA Objectives</th>
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</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Critical Thinking and Analytical Decision Making</td>
<td>Students will interpret and synthesize analysis to draw meaningful conclusions.</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Teamwork, Interpersonal Relations and Leadership</td>
<td>Students will work well in teams and relate interpersonally with others.</td>
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<td></td>
<td></td>
<td>Students will demonstrate the ability to evaluate their leadership capabilities, identify areas of weakness, and develop a leadership blueprint to maximize their leadership potential.</td>
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<tr>
<td>Goal 3</td>
<td>Communications Impact and Effectiveness</td>
<td>Students will demonstrate effective oral presentation skills.</td>
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<tr>
<td></td>
<td>- Oral</td>
<td>Students will possess strong written language skills.</td>
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<td></td>
<td>- Written</td>
<td></td>
</tr>
<tr>
<td>Goal 4</td>
<td>Global Mindset</td>
<td>Students will understand and evaluate business environments outside of the United States</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Ethical Reasoning</td>
<td>Students will demonstrate awareness of various ethical frameworks, how they relate to their own decision-making, and the impacts on various stakeholders</td>
</tr>
<tr>
<td>Goal 6</td>
<td>Technological Fluency</td>
<td>Students will use software/technology to enhance research, analysis and presentation</td>
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MBA PROGRAM LEARNING ASSESSMENT MEASUREMENT TOOLS

MBA Assessment Learning objective—course embedded measures

The learning goals from #1 to #6 were assessed using course embedded measures. The Graduate Curriculum committee and the faculty teaching, under the leadership of the Associate Dean for Graduate programs, evaluated the courses with respect to contextual MBA learning objectives. Courses were identified that best exemplified where the goals could be measured and assignments were identified that would provide appropriate measures of learning assessment.

Critical Thinking and Analytical Decision Making (measured in Operations Management and Strategic Management)
Case studies with written assignments are used to allow students to show their ability to interpret and synthesize information towards a meaningful conclusion.

Teamwork and Interpersonal Relations and Leadership (measured in Managerial Skills and Marketing Management)
Use of team evaluations for teamwork and interpersonal relations as well as a case study assignment for identification and evaluation of leadership capabilities.

Communications Impact and Effectiveness (measured in Strategic Management)
Written assignment based on case analysis.

Global Mindset (measured in Ethics, Corporate Social Responsibility and Law)
International case study assignment to measure knowledge of student’s understanding and evaluation of business environments outside the United States.

Ethical Reasoning (measured in Accounting and Corporate and Social Responsibility)
Exam to measure knowledge of ethical frameworks and how they relate to decision making.

Technology Fluency (measured in a variety of courses that require presentation and technology skills)
Written exam used to measure the knowledge and capabilities of technology and how to manage them in a business environment.
PROFESSIONAL MASTERS OF BUSINESS ADMINISTRATION (PMBA) AND PROFESSIONAL MASTERS OF ACCOUNTANCY (PMAc) PROGRAM ASSESSMENT

The School of Business-Camden started a Professional MBA and a Professional Masters of Accountancy in Fall 2011. The program is a cohort model program that is delivered in a 11 week sessions (not aligned with semesters) which are scheduled to help meet the professional student’s work and personal life commitments. The PMBA and PMAc learning objectives are modeled the same as the MBA program as many of the course requirements are adopted from the MBA program.

PROFESSIONAL MASTERS IN BUSINESS ADMINISTRATION (PMBA) LEARNING OBJECTIVES

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<th>Goal</th>
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<th>PMBA Objectives</th>
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<td>1</td>
<td>Critical Thinking and Analytical Decision Making</td>
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<td>Students will work well in teams and relate interpersonally with others</td>
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<td>Students will demonstrate the ability to evaluate their leadership capabilities, identify areas of weakness, and develop a leadership blueprint to maximize their leadership potential.</td>
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PMBA PROGRAM LEARNING ASSESSMENT MEASUREMENT TOOLS

PMBA Assessment Learning objective – course embedded measures

The learning goals from #1 to #6 were assessed using course embedded measures. The Graduate Curriculum committee and the faculty teaching, under the leadership of the Associate Dean for Graduate programs, evaluated the courses with respect to contextual PMBA learning objectives. Courses were identified that best exemplified where the goals could be measured and assignments were identified that would provide appropriate measures.

Critical Thinking and Analytical Decision Making (measured in Business Analytics)
Case studies with written assignments are used to allow students to show their ability to interpret and synthesize information towards a meaningful conclusion.

Teamwork and Interpersonal Relations and Leadership (measured Leadership & Managing Human Capital and Marketing Management)
Use of team evaluations for teamwork and interpersonal relations and case study assignment for identification and evaluation of leadership capabilities.

Communications Impact and Effectiveness (measured Leadership & Managing Human Capital)
Written assignment based on case analysis.

Global Mindset (measured in International Business Environment)
International case study assignments and through the mandatory international residency (study abroad) to measure knowledge of student’s understanding and evaluation of cultures and business environments outside the United States.

Ethical Reasoning (measured in Corporate Social Responsibility, Ethics and Law)
Exam to measure knowledge of ethical frameworks and how they relate to decision making.

Technology Fluency (Managing Projects & IT)
Written exam used to measure the knowledge and capabilities of technology and how to manage them in a business environment.
### PMAc Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learning Goal</th>
<th>PMAc Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethics</td>
<td>Students will have the capability to recognize ethical issues in business and know how to deal with them. Students will demonstrate the ability to understand accountants’ professional obligations and apply ethical principles and accounting regulations to anticipate and respond to stakeholder expectations.</td>
</tr>
<tr>
<td>2</td>
<td>Professional Competency</td>
<td>Students will develop professional competency in Financial Reporting and Research, Managerial Accounting, Taxation, Accounting Information Systems and Auditing.</td>
</tr>
<tr>
<td>3</td>
<td>Analytical and Critical competency</td>
<td>Students will be able to think logically, solve problems, and make decisions and will demonstrate knowledge of concepts in Financial Accounting, Managerial Accounting, Auditing and Tax Accounting</td>
</tr>
<tr>
<td>4</td>
<td>Communication competency - Oral - Written</td>
<td>Students will be able to communicate both orally and in writing, negotiate with business partners, and educate new entrants into the profession.</td>
</tr>
<tr>
<td>5</td>
<td>Technological Fluency</td>
<td>Students will be technically fluent to succeed in their careers and lifelong learning.</td>
</tr>
</tbody>
</table>

**PMAc Program Learning Assessment Measurement Tools**

The learning goals from #1 to #6 were assessed using course embedded measures. The Graduate Curriculum committee and the faculty teaching, under the leadership of the Associate Dean for Graduate Programs, evaluated the courses with respect to contextual PMAc learning objectives. Courses were identified that best exemplified where the goals could be measured and assignments were identified that would provide appropriate measures.

**Ethics (measured in Commercial Business Law and Regulation)**

Case studies with written assignments are used to allow students to show their ability to apply and evaluate ethical decision-making tools.

**Professional Competency (measured in Advanced Taxation, Advanced Auditing and Performance Measurement & Competitive Strategy)**

A combination of exams and case assignments used to measure the level of knowledge of competency in general accounting applications.
Analytical/Critical Competency (measured in Problems in Financial Reporting)
   Use of comprehensive problems to measure the ability to think logically, solve problems and make decisions using general accounting knowledge.

Oral and Written Communication Competency (measured in Advanced Taxation)
   Use of presentations and case problems to measure presentation and written language skills.

Information Technology Fluency (measured in Accounting Information Systems)
   Use of case problems and exams to measure the students fluency in using information technology to solve accounting and general business issues and manage results.
Appendix II

- Bachelor of Science (B.S.) -
Results of Assessments by Goal, noting course and term

Undergraduate B.S.
Goal #1 – General Knowledge
Course: Business Policy
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>70 (61%)</td>
<td>26 (23%)</td>
<td>18 (16%)</td>
</tr>
<tr>
<td>Finance</td>
<td>45 (39%)</td>
<td>27 (24%)</td>
<td>43 (37%)</td>
</tr>
<tr>
<td>Marketing</td>
<td>9 (8%)</td>
<td>29 (25%)</td>
<td>76 (67%)</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>28 (25%)</td>
<td>43 (38%)</td>
<td>43 (38%)</td>
</tr>
<tr>
<td>Operations Management</td>
<td>6 (5%)</td>
<td>16 (14%)</td>
<td>92 (81%)</td>
</tr>
<tr>
<td>MIS</td>
<td>27 (24%)</td>
<td>36 (32%)</td>
<td>51 (45%)</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>11 (10%)</td>
<td>28 (25%)</td>
<td>75 (66%)</td>
</tr>
<tr>
<td>Management Science</td>
<td>36 (32%)</td>
<td>38 (33%)</td>
<td>40 (35%)</td>
</tr>
<tr>
<td>Overall</td>
<td>29 (25%)</td>
<td>30 (27%)</td>
<td>55 (48%)</td>
</tr>
</tbody>
</table>
Undergraduate B.S.
Goal #2 – Critical Thinking & Analytical Decision Making
Course: Operations Management
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and summarizes the problem questions or issue</td>
<td>0 (0%)</td>
<td>5 (4.2%)</td>
<td>115 (95.8%)</td>
</tr>
<tr>
<td>Identifies, assesses, evaluates and analysis the quality of supporting data/evidence</td>
<td>1 (.8%)</td>
<td>27 (22.5%)</td>
<td>92 (76.7%)</td>
</tr>
<tr>
<td>Consider other</td>
<td>1 (4%)</td>
<td>22 (92%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Undertake appropriate Quantitative and/or Qualitative analysis</td>
<td>22 (18.3%)</td>
<td>34 (28.3%)</td>
<td>64 (53.3%)</td>
</tr>
<tr>
<td>Conclusions, implications and consequences</td>
<td>20 (16.7%)</td>
<td>45 (37.5%)</td>
<td>55 (45.8%)</td>
</tr>
<tr>
<td>Overall</td>
<td>2 (1.7%)</td>
<td>25 (20.8%)</td>
<td>93 (77.5%)</td>
</tr>
</tbody>
</table>

Undergraduate B.S.
Goal #3 – Teamwork
Course: Strategic HRM
Spring 2016

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution</td>
<td>3 (9%)</td>
<td>0 (0%)</td>
<td>32 (91%)</td>
</tr>
<tr>
<td>Dependability</td>
<td>3 (9%)</td>
<td>1 (3%)</td>
<td>31 (89%)</td>
</tr>
<tr>
<td>Cooperation</td>
<td>2 (6%)</td>
<td>1 (3%)</td>
<td>32 (91%)</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>2 (6%)</td>
<td>2 (6%)</td>
<td>31 (89%)</td>
</tr>
<tr>
<td>Initiative</td>
<td>3 (9%)</td>
<td>1 (3%)</td>
<td>31 (89%)</td>
</tr>
<tr>
<td>Communication</td>
<td>4 (11%)</td>
<td>0 (0%)</td>
<td>31 (89%)</td>
</tr>
<tr>
<td>Overall</td>
<td>3 (9%)</td>
<td>1 (3%)</td>
<td>31 (89%)</td>
</tr>
</tbody>
</table>

Undergraduate B.S.
Goal #4a – Communications (oral)
Course: Business Communications  
Spring 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>1 (1%)</td>
<td>32 (26%)</td>
<td>90 (73%)</td>
</tr>
<tr>
<td>Confidence</td>
<td>0 (0%)</td>
<td>50 (41%)</td>
<td>73 (59%)</td>
</tr>
<tr>
<td>Appearance</td>
<td>1 (1%)</td>
<td>20 (16%)</td>
<td>102 (83%)</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>2 (2%)</td>
<td>56 (46%)</td>
<td>65 (53%)</td>
</tr>
<tr>
<td>Ton, Pace, Enunciation</td>
<td>1 (1%)</td>
<td>47 (38%)</td>
<td>75 (61%)</td>
</tr>
<tr>
<td>Completeness relatives to supporting data</td>
<td>1 (1%)</td>
<td>56 (46%)</td>
<td>66 (54%)</td>
</tr>
<tr>
<td>Transition and Organization</td>
<td>1 (1%)</td>
<td>28 (23%)</td>
<td>94 (76%)</td>
</tr>
<tr>
<td>Presence in front of an audience</td>
<td>0 (0%)</td>
<td>24 (20%)</td>
<td>99 (80%)</td>
</tr>
<tr>
<td>Overall</td>
<td>1 (1%)</td>
<td>23 (19%)</td>
<td>99 (80%)</td>
</tr>
</tbody>
</table>

Undergraduate B.S.
Goal #4b – Communications (oral)
Course: Business Communications  
Spring 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>2 (25%)</td>
<td>36 (29%)</td>
<td>85 (69%)</td>
</tr>
<tr>
<td>Development of Ideas</td>
<td>11 (9%)</td>
<td>49 (40%)</td>
<td>63 (51%)</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>2 (2%)</td>
<td>42 (34%)</td>
<td>79 (64%)</td>
</tr>
<tr>
<td>Documentation and Formatting</td>
<td>13 (11%)</td>
<td>57 (46%)</td>
<td>53 (43%)</td>
</tr>
<tr>
<td>Overall</td>
<td>2 (2%)</td>
<td>39 (32%)</td>
<td>82 (67%)</td>
</tr>
</tbody>
</table>
### Undergraduate B.S.
Goal #5 – Global Mindset
Course: Multinational Business
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Global Factors: Economic, Cultural, Legal, Demographics</td>
<td>13 (19%)</td>
<td>39 (57%)</td>
<td>16 (24%)</td>
</tr>
<tr>
<td>Analysis of Global Factors</td>
<td>13 (19%)</td>
<td>42 (61.8%)</td>
<td>13 (19%)</td>
</tr>
<tr>
<td>Application of Analysis to Management Situations</td>
<td>6 (9%)</td>
<td>42 (62%)</td>
<td>20 (29%)</td>
</tr>
<tr>
<td>Overall</td>
<td>18 (26%)</td>
<td>38 (56%)</td>
<td>12 (18%)</td>
</tr>
</tbody>
</table>

### Undergraduate B.S.
Goal #6b – Ethical considerations - Financial
Course: Financial Accounting
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a basic understanding of fundamental concepts</td>
<td>3 (4%)</td>
<td>19 (23%)</td>
<td>60 (73%)</td>
</tr>
<tr>
<td>Demonstrates ability to identify and correctly discuss the ethical dimensions of an issue</td>
<td>1 (1%)</td>
<td>54 (66%)</td>
<td>27 (33%)</td>
</tr>
<tr>
<td>Demonstrates ability to build and defend recommendations from an ethical perspective</td>
<td>14 (17%)</td>
<td>40 (49%)</td>
<td>28 (34%)</td>
</tr>
<tr>
<td>Overall</td>
<td>6 (7%)</td>
<td>39 (48%)</td>
<td>37 (45%)</td>
</tr>
</tbody>
</table>
Undergraduate B.S.
Goal #6a – Ethical considerations –
Management of people/marketing of products and services
Course: Ethics and Social Responsibility
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a basic understanding of fundamental concepts</td>
<td>15 (18%)</td>
<td>49 (59%)</td>
<td>19 (23%)</td>
</tr>
<tr>
<td>Demonstrates ability to identify and correctly discuss the ethical dimensions of an issue</td>
<td>1 (1%)</td>
<td>12 (14%)</td>
<td>70 (84%)</td>
</tr>
<tr>
<td>Demonstrates ability to build and defend recommendations from an ethical perspective</td>
<td>0 (0%)</td>
<td>18 (22%)</td>
<td>65 (78%)</td>
</tr>
<tr>
<td>Overall</td>
<td>12 (14%)</td>
<td>17 (20%)</td>
<td>54 (65%)</td>
</tr>
</tbody>
</table>
Appendix III

- Bachelor of Arts in Business Administration (B.A.B.A)-
Results of Assessments by Goal, noting course and term

Undergraduate B.A.B.A.
Goal #2 – Critical Thinking & Analytical Decision Making
Course: Operations Management
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and summarizes the problem questions or issue</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>63 (100%)</td>
</tr>
<tr>
<td>Identifies, assesses, evaluates and analysis the quality of supporting data/evidence</td>
<td>0 (0%)</td>
<td>2 (3%)</td>
<td>61 (97%)</td>
</tr>
<tr>
<td>Consider other</td>
<td>2 (3%)</td>
<td>22 (35%)</td>
<td>39 (62%)</td>
</tr>
<tr>
<td>Undertake appropriate Quantitative and/or Qualitative analysis</td>
<td>13 (21%)</td>
<td>29 (46%)</td>
<td>21 (33%)</td>
</tr>
<tr>
<td>Conclusions, implications and consequences</td>
<td>12 (19%)</td>
<td>33 (52%)</td>
<td>18 (29%)</td>
</tr>
<tr>
<td>Overall</td>
<td>1 (2%)</td>
<td>6 (10%)</td>
<td>56 (88%)</td>
</tr>
</tbody>
</table>
### Undergraduate B.A.B.A.
**Goal #3 – Teamwork**
Course: Strategic HRM
Spring 2016

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution</td>
<td>5 (15%)</td>
<td>5 (15%)</td>
<td>23 (70%)</td>
</tr>
<tr>
<td>Dependability</td>
<td>7 (21%)</td>
<td>2 (6%)</td>
<td>24 (73%)</td>
</tr>
<tr>
<td>Cooperation</td>
<td>5 (15%)</td>
<td>7 (21%)</td>
<td>21 (64%)</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>2 (6%)</td>
<td>7 (21%)</td>
<td>24 (73%)</td>
</tr>
<tr>
<td>Initiative</td>
<td>7 (21%)</td>
<td>6 (18%)</td>
<td>20 (61%)</td>
</tr>
<tr>
<td>Communication</td>
<td>5 (15%)</td>
<td>7 (21%)</td>
<td>21 (64%)</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>5 (15%)</strong></td>
<td><strong>7 (21%)</strong></td>
<td><strong>21 (64%)</strong></td>
</tr>
</tbody>
</table>

### Undergraduate B.A.B.A.
**Goal #4a – Communications (oral)**
Course: Business Communications
Spring 2016

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>1 (4%)</td>
<td>4 (14%)</td>
<td>23 (82%)</td>
</tr>
<tr>
<td>Confidence</td>
<td>3 (11%)</td>
<td>10 (36%)</td>
<td>15 (54%)</td>
</tr>
<tr>
<td>Appearance</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>27 (96%)</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>0 (0%)</td>
<td>9 (32%)</td>
<td>19 (66%)</td>
</tr>
<tr>
<td>Ton, Pace, Enunciation</td>
<td>4 (14%)</td>
<td>9 (32%)</td>
<td>15 (54%)</td>
</tr>
<tr>
<td>Completeness relatives to supporting data</td>
<td>1 (4%)</td>
<td>14 (50%)</td>
<td>13 (46%)</td>
</tr>
<tr>
<td>Transition and Organization</td>
<td>1 (4%)</td>
<td>13 (46%)</td>
<td>14 (50%)</td>
</tr>
<tr>
<td>Presence in front of an audience</td>
<td>0 (0%)</td>
<td>7 (25%)</td>
<td>21 (75%)</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>1 (4%)</strong></td>
<td><strong>7 (25%)</strong></td>
<td><strong>20 (71%)</strong></td>
</tr>
</tbody>
</table>
Undergraduate B.A.B.A.
Goal #4b – Communications (written)
Course: Business Communications
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>0 (0%)</td>
<td>36 (24%)</td>
<td>114 (76%)</td>
</tr>
<tr>
<td>Development of Ideas</td>
<td>0 (0%)</td>
<td>22 (15%)</td>
<td>128 (85%)</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>2 (1%)</td>
<td>45 (30%)</td>
<td>103 (69%)</td>
</tr>
<tr>
<td>Documentation and Formatting</td>
<td>2 (1%)</td>
<td>45 (30%)</td>
<td>103 (69%)</td>
</tr>
<tr>
<td>Overall</td>
<td>0 (0%)</td>
<td>33 (14%)</td>
<td>198 (86%)</td>
</tr>
</tbody>
</table>

Undergraduate B.A.B.A.
Goal #5 – Global Mindset
Course: Multinational Business
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Global Factors: Economic, Cultural, Legal, Demographics</td>
<td>18 (17%)</td>
<td>41 (39%)</td>
<td>45 (43%)</td>
</tr>
<tr>
<td>Analysis of Global Factors</td>
<td>21 (20%)</td>
<td>49 (47%)</td>
<td>34 (33%)</td>
</tr>
<tr>
<td>Application of Analysis to Management Situations</td>
<td>8 (8%)</td>
<td>61 (59%)</td>
<td>35 (34%)</td>
</tr>
<tr>
<td>Overall</td>
<td>24 (23%)</td>
<td>46 (44%)</td>
<td>34 (33%)</td>
</tr>
</tbody>
</table>
Undergraduate B.A.B.A.
Goal #6b – Ethical considerations - Financial
Course: Financial Accounting
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a basic understanding of fundamental concepts</td>
<td>1 (6%)</td>
<td>4 (24%)</td>
<td>12 (71%)</td>
</tr>
<tr>
<td>Demonstrates ability to identify and correctly discuss the ethical dimensions of an issue</td>
<td>2 (12%)</td>
<td>2 (12%)</td>
<td>13 (76%)</td>
</tr>
<tr>
<td>Demonstrates ability to build and defend recommendations from an ethical perspective</td>
<td>2 (12%)</td>
<td>3 (18%)</td>
<td>12 (71%)</td>
</tr>
<tr>
<td>Overall</td>
<td>2 (12%)</td>
<td>3 (18%)</td>
<td>12 (71%)</td>
</tr>
</tbody>
</table>

Undergraduate B.A.B.A.
Goal #6a – Ethical considerations –
Management of people/marketing of products and services
Course: Ethics and Social Responsibility
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a basic understanding of fundamental concepts</td>
<td>8 (13%)</td>
<td>31 (51%)</td>
<td>22 (36%)</td>
</tr>
<tr>
<td>Demonstrates ability to identify and correctly discuss the ethical dimensions of an issue</td>
<td>4 (7%)</td>
<td>28 (46%)</td>
<td>29 (48%)</td>
</tr>
<tr>
<td>Demonstrates ability to build and defend recommendations from an ethical perspective</td>
<td>10 (16%)</td>
<td>28 (46%)</td>
<td>23 (38%)</td>
</tr>
<tr>
<td>Overall</td>
<td>11 (18%)</td>
<td>26 (43%)</td>
<td>24 (39%)</td>
</tr>
</tbody>
</table>
Results of Undergraduate B.A.B.A.
Goal #7 – IT & Technological Fluency
Course: IT & Project Management
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological fluency in IT skills</td>
<td>8 (30%)</td>
<td>9 (33%)</td>
<td>10 (37%)</td>
</tr>
<tr>
<td>Technological fluency in IT Concepts</td>
<td>8 (30%)</td>
<td>5 (19%)</td>
<td>14 (51%)</td>
</tr>
<tr>
<td>Overall</td>
<td>8 (30%)</td>
<td>5 (19%)</td>
<td>14 (51%)</td>
</tr>
</tbody>
</table>
Appendix IV

- Masters of Business Administration (MBA) -
Results of Assessments by Goal, noting course and term

MBA
Goal #1: Critical Thinking and Analytical Decision Making
Course: Business Analytics
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification: Identifies and summarizes the problem, question or issue</td>
<td>7 (30%)</td>
<td>7 (30%)</td>
<td>9 (39%)</td>
</tr>
<tr>
<td>Evaluates Quality of Evidence</td>
<td>6 (26%)</td>
<td>6 (26%)</td>
<td>11 (48%)</td>
</tr>
<tr>
<td>Business Analysis</td>
<td>6 (26%)</td>
<td>6 (26%)</td>
<td>11 (48%)</td>
</tr>
<tr>
<td>Consider Alternative Perspectives</td>
<td>5 (22%)</td>
<td>7 (30%)</td>
<td>11 (48%)</td>
</tr>
<tr>
<td>Reasoned and Logical Conclusion</td>
<td>5 (22%)</td>
<td>9 (39%)</td>
<td>9 (39%)</td>
</tr>
<tr>
<td>Overall assessment</td>
<td>5 (22%)</td>
<td>8 (35%)</td>
<td>10 (43%)</td>
</tr>
</tbody>
</table>
MBA
Goal #4: Global Mindset
Course: International Business Environment
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and Locates elements of economic and financial environment of a country</td>
<td>2 (5%)</td>
<td>19 (63%)</td>
<td>10 (33%)</td>
</tr>
<tr>
<td>Analyzes the competitiveness of a country's major industry using the Porter's Int'l Competitiveness Diamond</td>
<td>3 (10%)</td>
<td>17 (57%)</td>
<td>11 (37%)</td>
</tr>
<tr>
<td>Analyzes the cultural and social environment of a country</td>
<td>0 (26%)</td>
<td>10 (33%)</td>
<td>21 (70%)</td>
</tr>
<tr>
<td>Overall assessment</td>
<td>3 (10%)</td>
<td>15 (50%)</td>
<td>13 (43%)</td>
</tr>
</tbody>
</table>
Appendix V

- Professional Master of Business Administration (PMBA) -
  And
- Professional Master of Accounting (PMAc) -
  Results of Assessments by Goal, noting course and term

PMBA
Goal #1: Critical Thinking and Analytical Decision Making
Course: Business Analytics
Fall 2015

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification: Identifies and summarizes the problem, question or issue</td>
<td>7 (22%)</td>
<td>15 (47%)</td>
<td>10 (31%)</td>
</tr>
<tr>
<td>Evaluates Quality of Evidence</td>
<td>4 (1%)</td>
<td>15 (47%)</td>
<td>13 (41%)</td>
</tr>
<tr>
<td>Business Analysis</td>
<td>6 (19%)</td>
<td>15 (47%)</td>
<td>11 (34%)</td>
</tr>
<tr>
<td>Consider Alternative Perspectives</td>
<td>5 (16%)</td>
<td>15 (47%)</td>
<td>12 (38%)</td>
</tr>
<tr>
<td>Reasoned and Logical Conclusion</td>
<td>4 (13%)</td>
<td>15 (47%)</td>
<td>13 (41%)</td>
</tr>
<tr>
<td>Overall assessment</td>
<td>6 (19%)</td>
<td>13 (41%)</td>
<td>13 (41%)</td>
</tr>
</tbody>
</table>
### PMBA

**Goal #2: Leadership, Teamwork & Interpersonal Relations**

**Course:** Leadership & Managing Human Capital  
**Fall 2015**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated ability to evaluate leadership capabilities</td>
<td>1 (6%)</td>
<td>8 (44%)</td>
<td>9 (50%)</td>
</tr>
<tr>
<td>Identification of areas of strength and weaknesses</td>
<td>0 (0%)</td>
<td>11 (61%)</td>
<td>7 (39%)</td>
</tr>
<tr>
<td>Development of a leadership blueprint to maximize their leadership potential</td>
<td>1 (6%)</td>
<td>16 (89%)</td>
<td>1 (6%)</td>
</tr>
</tbody>
</table>

**Overall assessment**  
1 (6%) 9 (50%) 8 (44%)

### PMAC

**Goal #3: Critical Thinking and Analytical Decision-Making**

**Course:** Financial Reporting  
**Spring 2016**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Does not meet expectation</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify research problems</td>
<td>0 (0%)</td>
<td>6 (60%)</td>
<td>4 (40%)</td>
</tr>
<tr>
<td>Understanding methodology and data analysis techniques</td>
<td>0 (0%)</td>
<td>7 (70%)</td>
<td>3 (30%)</td>
</tr>
<tr>
<td>Understanding the research findings</td>
<td>0 (0%)</td>
<td>6 (60%)</td>
<td>4 (40%)</td>
</tr>
<tr>
<td>Able to identify any implications of the research to the accounting profession</td>
<td>0 (0%)</td>
<td>8 (80%)</td>
<td>2 (20%)</td>
</tr>
</tbody>
</table>

**Overall assessment**  
0 (0%) 6 (60%) 4 (40%)
Appendix VI

Samples of embedded exams/assignments used for assessment grading
Exam for Assessment of General Management Knowledge (revised 3.20.13)

The purpose of this exam is to assess, at a general level, student understanding of the basic functional areas of business. The material in this exam is drawn from courses required of every student, regardless of major. By completing this exam, you will provide results that will be critical in evaluating the success of the undergraduate curriculum and aid the faculty in identifying potential areas where teaching effectiveness and/or curriculum improvement is needed. The results will also help the faculty to determine how much prior course learning is retained as students near graduation. Please do your best, as future Rutgers students will be the prime beneficiaries.
Financial Accounting

1. Which of the following is a satisfactory statement of the accounting equation?
   a. Assets = Liabilities - Owners' Equity
   b. Assets = Liabilities + Owners' Equity
   c. Assets + Liabilities = Owners' Equity
   d. Assets + Owners' Equity = Liabilities

2. The best definition of assets is the
   a. collection of resources belonging to the company and the claims on these resources.
   b. cash owned by the company.
   c. resources belonging to a company having future benefit to the company.
   d. owners' investment in the business.

3. Liabilities are classified on the balance sheet as current or
   a. deferred
   b. unearned
   c. non-current
   d. accrued

4. Revenues should be recorded when
   a. they are earned.
   b. a contract is signed.
   c. cash is received from the customer.
   d. Work is begun on a job.

5. Which of the following financial statements is concerned with the financial position of an enterprise at a given point in time?
   a. Balance sheet
   b. Income statement
   c. Proforma statement
   d. Statement of fund flow

Finance

6. If a firm is liquidated as the result of bankruptcy proceedings, the class of its security holders
   paid last is:
   a. bondholders.
   b. preferred stockholders.
   c. common stockholders.

7. Adding a stock to a portfolio will reduce the risk of the portfolio most when the stock’s return
   a. tends to move opposite to the returns of other stocks in the portfolio.
   b. is unrelated to the returns of other stocks in the portfolio.
   c. tends to move like the returns of other stocks in the portfolio.

8. Decisions made by the financial managers of a firm should focus primarily on maximizing
   a. sales
   b. shareholder wealth
   c. earnings per share
9. Which of the following would cause the present value of a stream of future cash inflows to increase?
   a. Decreasing the interest rate used to calculate the present value.
   b. Decreasing the amount of each cash flow.
   c. You discover that each cash flow will occur one year later than you had expected.

10. The capital budgeting technique that is expected to result in good decision-making under the widest variety of circumstances is
    a. Internal rate of return
    b. Accounting rate of return
    c. Payback
    d. Net present value

    Marketing

11. When DuPont develops new carpet fibers that are highly stain-resistant and durable, it must educate consumers about the product's benefits. This call for activity is in which of the following marketing mix variables?
    a. Place
    b. Price
    c. Distribution
    d. Promotion
    e. Product

12. Christine is interested in joining a social sorority called Kappa Lambda Iota. She begins to shop at Sarah's, a local store where the members of the sorority tend to buy their clothes and makes an appointment with a hairstylist recommended by one of the members of the sorority. Christine appears to be influenced by:
    a. A marketing audit
    b. A reference group
    c. Projective dissonance
    d. Cognitive dissonance
    e. A marketing cost analysis

13. The Whitaker Cable Co. cuts back on advertising expenditures to minimum levels and reduces the number of marketing channels for its industrial cable product. These actions are indicative of a product in the ________ stage of its life cycle.
    a. Early growth
    b. Introduction
    c. Decline
    d. Early adopter
    e. Late growth
14. The last group to adopt a new product, the __________, are oriented toward the past and are suspicious of new products.
   a. Innovators
   b. Laggards
   c. Extroverts
   d. Early majority
   e. Late majority

15. The psychographic variable that includes numerous characteristics related to people’s activities, interests, and opinions is:
   a. Gender
   b. Region of the country
   c. Price sensitivity
   d. Brand loyalty
   e. Lifestyle

Organizational Behavior

16. What is the term used for a general impression about an individual based on a single characteristic such as intelligence, sociability, or appearance?
   a. Contrast Effect
   b. Emotional Intelligence
   c. Self-fulfilling Prophecy
   d. Halo Effect
   e. Projection

17. __________ is a shared system of meaning held by the organization’s members that distinguished the organization from other organizations.
   a. Institutionalization
   b. Organizational Culture
   c. Socialization
   d. Formalization
   e. Organization Structure

18. The five stages of group development are ________________:
   a. Generation, implementation, construction, production, termination
   b. Introduction, development, production, deterioration, adjournment
   c. Initiation, evolution, maturation, degeneration, termination
   d. Forming, storming, norming, performing, adjourning
   e. Acting, reaction, enacting, impacting, proacting

19. Celebrities are paid millions of dollars to endorse products in commercials because the advertisers believe the celebrities have ____ power.
   a. Reward
   b. Referent (Charismatic)
   c. Expert
   d. Legitimate
   e. Coercive (Punishment)
20. Maslow's hierarchy of needs arranges those needs in which of the following orders?
   a. Physiological, esteem, safety, social, self actualization
   b. Existence, safety, relatedness, esteem, growth
   c. Safety, relatedness, social, self actualization, esteem
   d. Physiological, social, safety, esteem, socialization
   e. Physiological, safety, social, esteem, self actualization

21. An effective design process is most likely to begin with
   a. a feasibility study
   b. securing necessary finances
   c. identifying customer needs
   d. pilot testing

22. Increased uncertainty and variability in a supply chain will most likely result in
   a. faster deliveries
   b. more accurate order fulfillment
   c. larger inventories
   d. lower costs

23. Choosing an appropriate forecasting method depends upon
   a. the timeframe of the forecast
   b. the behavior of demand and demand patterns
   c. the causes of demand behavior
   d. all of the above

24. The primary objective of a lean production system is to
   a. maximize inventory by utilizing a predetermined production schedule
   b. eliminate anything that does not add value to the product or process
   c. partner with globally dispersed suppliers
   d. migrate to more sophisticated technologies throughout the production system

25. A successful quality management strategy
   a. reduces internal and external failure costs over time
   b. has no impact on rework and scrap
   c. limits investments in prevention and appraisal
   d. can be implemented only after assessing variable control charts

26. When your purchases are swiped over the bar-code reader at the point-of-sale terminals at Wal-Mart, a _____ records the data.
   A. transaction processing system
   B. functional area information system
   C. dashboard
   D. enterprise resource planning system
   E. office automation system
27. For most companies, the Web _____ the threat that new competitors will enter the market by _____ traditional barriers to entry.
   A. decreases, increasing
   B. increases, decreasing
   C. increases, increasing
   D. decreases, decreasing

28. _____ are software programs that hide in other computer programs and reveal their designed behavior only when they are activated.
   A. viruses
   B. worms
   C. Trojan horses
   D. back doors
   E. alien software

29. In a database, the primary key field is used to _____:
   A. specify a function
   B. create linked lists
   C. identify duplicated data
   D. uniquely identify a record
   E. copy a cell

30. To access a specific piece of information, _____ are usually faster than _____.
   A. sequential access storage devices, direct access storage devices
   B. direct access storage devices, sequential access storage devices
   C. streaming tape devices, DVDs
   D. optical storage devices, random access memory
   E. sequential access storage devices, thumb drives

Managerial Accounting

31. Which one of the following costs would be considered a direct cost of serving a particular customer at a McDonald's restaurant?
   a. The salary of the restaurant manager
   b. The depreciation on the restaurant building
   c. The cost of the hamburger patty in the sandwich the customer ordered
   d. The cost of heating the restaurant

32. Would an advertising agency use job or process costing? What about a paper mill?
   a. Advertising agency-job costing; Paper mill – job costing
   b. Advertising agency-process costing; Paper mill – process costing
   c. Advertising agency-process costing; Paper mill – job costing
   d. Advertising agency-job costing; Paper mill – process costing

33. Which of the following reasons would indicate that a company should consider using departmental overhead rates rather than using a single plantwide overhead rate?
   a. Each product is in each department for a different length of time
   b. Each department spends different amounts on manufacturing overhead.
   c. Each department incurs different types of manufacturing overhead.
   d. All of the above statements are reasons why a company would choose departmental overhead rates rather than using a single plantwide overhead rate.
34. When a company is operating at its breakeven point,
   a. its selling price will be equal to its variable expense per unit.
   b. its contribution margin will be equal to its variable expenses.
   c. its fixed expenses will be equal to its variable expenses.
   d. its total revenues will be equal to its total expenses.

35. Which of the following costs are irrelevant to business decisions?
   a. Sunk costs
   b. Costs that differ between alternatives
   c. Variable costs
   d. Avoidable costs

36. Which of the following expresses a resource restriction in a mathematical model?
   a. A decision variable
   b. Data
   c. An objective function
   d. A constraint

37. Which of the following is a valid constraint for a linear programming problem?
   a. $3x^2 + 1 = 0$
   b. $5x_1 + 2x_2 \leq 10$
   c. $4x_1 x_2 + 3 x_2 \leq 7$
   d. $(12x_1 + 4x_2 )/3x_2 < 8x_1$

38. A Balanced Transportation Problem
   a. Has a Non-Linear Objective Function
   b. Limits supply nodes to a maximum of 5
   c. Has total supply equal to total demand
   d. Has no objective function

39. In PERT/CPM method, critical path
   a. Consists of critical activities with no slack
   b. Consists of the cheapest activities
   c. Has no consequence on the total project duration
   d. Has no consequence on project crashing decisions

40. Deviation variables in Goal Programming
   a. Can never be zero
   b. Always turn out to be zero
   c. Measure deviation from the target/goal
   d. Reduced the number of total variables in the problem

41. If applicable, indicate whether you entered the School of Business as a transfer from
   a. the Rutgers-Camden College of Arts and Sciences
   b. another campus (NB, Newark) of Rutgers
   c. a community college
   d. a four-year degree granting institution other than Rutgers
42. Please indicate your major by choosing one of the following (if you have a double major, please also answer question 43):
   a. Accounting
   b. Finance
   c. Human Resource Management
   d. Management
   e. Marketing

43. If you have a double major indicate your second major by choosing one of the following. Otherwise leave blank:
   a. Accounting
   b. Finance
   c. Human Resource Management
   d. Management
   e. Marketing

44. If you are completing a specialization in Management or Marketing, indicate by choosing one of the following.
   a. Strategy/Entrepreneurship specialization
   b. Ecommerce specialization
   c. Marketing Research specialization
   d. E-Marketing specialization
EXAMPLE: Course assignment used for:
Goal #2: Critical Thinking and Analytical Decision Making

Amazon:
A Lean Process Analysis

xxxxxxxxxxx
Operations Management
Fall 2015
Introduction

The problem of operations is that it is never perfect. Although it is impossible to achieve, Amazon has always aimed towards perfection, and they believe that as long as they progress, the closer they will get. Although it is not a manufacturing company, Amazon, one of the world’s largest online retailers, has proven extremely successful by incorporating lean production and Six Sigma into their business strategy. [42]

Organization’s Background

Amazon is known for their customer centricity. They believe it is the driving force and building block to their success. Jeff Bezos [43] knows that customers will not pay for waste. Because of this, Amazon developed its customer success excellence system, or ACSES. The goals of the ACSES is to connect the lean methods with customer centricity, drive excellence in every act they perform for the customer, and merge lean and Six Sigma with very advanced technology and operations research. (Onetto M.)

Description of Operations Management and Lean Processes

Amazon’s lean methods can be broken down into 5 steps: value, value stream, pull, flow, and perfection. Lean first begins with defining value[44]. The largest form of waste is when you make something that nobody wants or needs. Amazon believes in asking the question “would the customer pay for it?” If the answer is yes, there is value, is the answer is no, there is waste, or muda. Once this is determined, Amazon focuses on mapping their value chain. Amazon also believes in having their headquarters extremely incorporated in their plants[45]. They do not believe in mapping everything in their office. They map their value by sending employees to where the action happens, at their Gemba, or shop floor. (Onetto M., 2014) These employees then create a process map on the shop floor and measure if each individual process is value or waste. The way that Amazon eliminates waste is their form of “pull;” they only make it when the customer wants it. One way they incorporated this was their concept of print on demand; where they only printed a book when a customer ordered it. They implemented this after they realized that 35% of books that are printed are not bought, but sent back to be recycled[46]. After pull, there must be flow. Amazon believes that
things cannot take months and there can be no lead-time of weeks. You have to make things the customer wants when the customer wants and make sure it is delivered on time. (Onetto M.)

**Organizational Strategies**

The leaders at Amazon firmly believe in continuous improvement, also known as kaizen, which means ‘change for the better’ in Japanese. Kaizen is a very narrow, but very deep way of improving. It is very concrete, and everything is done by a team on the shop floor. Amazon believes in hiring a specific kaizen team who works on continuous improvement every day. The ideal teams combine frontline workers, engineers, and a few executives who are brought in to challenge and question the others. Amazon puts their teams together with the goal of “here is a problem; we are going to improve it.” The teams are judged on their results that will have a positive effect on the company in the long run. Amazon’s goal through kaizen is to solve things bottom-up on the front line in order to achieve top-down goals of productivity. (Fowler, 2010)

Amazon also incorporates the idea of the Andon cord – which for Toyota, was literally a cord that workers can pull any time something in the manufacturing process goes wrong. But Amazon goes about this concept a little differently than Toyota. The Amazon employees who are in charge of pulling the “Andon-cord” are not found in the manufacturing line, they are found in the customer service department. Amazon’s customer service representatives are the ones who receive all calls and complaints about product defects. It is their job, when they find a repetitive defect within a product, to pull the Andon cord, or “stop the line.” This would remove the product from the website until the defect was fixed. They also created an entire background process to identify, track, and resolve these defects. (Onetto M., 2014)

Before Amazon was the retail giant it is today, it was known for online book retailing. When Amazon evolved into the store for everything, they had to reinvent their automation, the lean principle of autonomaon. This means keeping the humans for high-value, complex work and using machines to support those tasks. Autonomaon helps human beings perform tasks in a defect-free and safe way by only automating the basic, repetitive, low-value steps in a process. This is why there are more Amazon
employees in the fulfillment and customer service centers than there are computer-science engineers. The goal of this is to bring the process from Three Sigma, which all humans are considered and performs tasks with about 93% accuracy, to Six Sigma. Amazon also enforced the idea of “standard work.” This concept combined job systems in the most effectual order, eliminating waste and achieving the most efficient level of production. (Onetto M., 2014)

Alternate Decisions

One large problem in Amazon’s lean operations management is the way they treat their employees. Amazon is known for being so extremely lean, that their workers are reprimanded for speaking to each other or for pausing to take a breath. All employees are watched by a “functional foremen.” This functional foreman is in charge of many things, one being reporting how often packers go to the restroom, if they went to the nearest line, and why they chose what they did. (Lean Gone Sideways, 2014) These are some of the reasons that Amazon recently came under scrutiny for its oppressive workplace environment. Amazon needs to focus on the needs of the individual to combat this problem. This could be accomplished by making target measurements seen as opportunities for improvements and not grounds for punishment; have functional foremen’s be seen as coaches, not dictators; and have every employee understand the purpose of the improvements. Amazon needs to emphasize workflows instead of worker pace. (Womack)

Conclusion

Amazon’s success comes from its customer centric mission and its operating philosophy, which is geared more towards industrial manufacturing rather than traditional retail. They believe that there is no way you can do everything from top-down. Whether you graduated from a top university or have an impressive resume, you are just one person. Success is a combination of strategy and execution, and it is accomplished through teamwork. Amazon’s strategy is customer centric, and their execution is through aiming for excellence, being aware that you are never perfect, knowing what is going on, and constantly driving for better performance.