

2014-2015 Annual Assessment Report Template

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
 - a.
 - b.
 - c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to Q1.5)
- 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is.
- 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

- 1. Yes
- 2. No
- 3. Don't know

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

CBA has reviewed, revised and adopted Program Goals and Learning Outcomes in 2015. Also, concurrently, the CBA has also just completed in Spring 2015 a Program Level Assessment of its BSBA Program. This Assessment was available to all its 3,589 undergraduate students, of which 2455 students participated in the assessment.

For this assessment, measures were developed from across 8 concentrations and for Expressed Interest students.

Sac State's BLGs were referenced along with VALUE rubrics and AACSB's (CBA's accreditation agency) expectations in the adoption of Program Goals and Learning Outcomes. The Program Goals and Learning Outcomes were developed between Fall 2013 and Spring 2015 with faculty in retreats, committee meetings and discussion boards. In each of these forums, Sac State's BLGs, VALUE rubrics, AACSB's expectations, previous learning goals, student expectations and faculty members discipline specific expectations were constantly referenced.

Q1.2.1. Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- N/A, other (please specify):
Work in progress

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
 Program goal: Fundamental Business Knowledge

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A Work in progress

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]

Program Assessment of Fundamental Business Knowledge assessed student learning at two levels:

- (1) Fundamental business knowledge in a body of knowledge common for all business students; and
- (2) Fundamental business knowledge in a body of knowledge unique to students in their chosen concentration.

For the former, item 1, 9 measuring instruments with 10 measures common to the 9 measuring instruments and for the latter, item 2, 16 unique concentration specific measures across 8 measuring instruments were used.

The existing expectation, as in our previous assessment, is that students be able to correctly respond to 4 out of 8 measures for the common knowledge and for the unique concentration specific knowledge.

Q2.4. Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	X		
2. In ALL course syllabi/assignments in the program that address the PLO			

3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters	X		
6. In the assessment or program review reports, plans, resources or activities	X		
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify: <i>Work in progress. Publication of these standards will typically be through items 1 and 6.</i>			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

<p>Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)</p>	<p>Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)</p>
<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>9 measurement instruments for 8 concentrations and Expressed Interest students were developed.</p> <p>The measuring instruments for the 8 concentrations had 43 measures for a common body of business knowledge and 16 questions for a unique concentration specific body of knowledge.</p> <p>For Expressed Interest students, 43 measures for a common body of business knowledge were adopted.</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>In Spring 2015, all 3,589 business students were enrolled on SacCt to participate in this Program Level Assessment.</p> <p>2,455 business students completed the assessment.</p>

Q3A: Direct Measures (key assignments, projects, portfolios)

<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input checked="" type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input checked="" type="checkbox"/> 8. Other measure. Specify: <i>Program level measures were developed drawing from checked marked items 2 and 3.</i></p>
<p>Q3.3.2. Please attach the direct measure you used to collect data.</p> <p>There are 8 measures instruments for 8 concentrations and 1 measuring instrument for expressed interest. These direct measures assess student learning of the typical CBA undergraduate that we graduate from the Program.</p> <p>Measuring instrument for Expressed Interest is attached as a sample of these 9 measuring instruments at Appendix 3.3.2.</p>	

Q3.4. How was the data evaluated? [Select only one] <input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input checked="" type="checkbox"/> 7. Used other means. Specify: <i>Comparative statistical analysis across academic levels, academic plans and knowledge common to business major and unique to concentrations.</i>		
Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input checked="" type="checkbox"/> 4. N/A	Q3.4.3. Was the rubric aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? <i>More than 20 faculty members.</i>	Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? <i>All 3,589 students enrolled in the CBA in Spring 2015 were invited to participate in the Program Assessment.</i> <i>2,455 students completed the assessment.</i>	Q3.6.1. How did you decide how many samples of student work to review? <i>After data cleaning, 1,941 students' responses were retained and analyzed.</i>	
Q3.6.2. How many students were in the class or program? <i>3,589</i>	Q3.6.3. How many samples of student work did you evaluate? <i>1,941</i>	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know	Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:	
Q3.7.2 If surveys were used, how was the sample size decided?	Q3.7.4. If surveys were used, what was the response rate?	
Q3.7.3. If surveys were used, briefly specify how you selected your sample.		

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?

1. Yes
 2. No (Go to **Q3.8.2**)
 3. Don't know

Q3.8.1. Which of the following measures were used?

1. National disciplinary exams or state/professional licensure exams
 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
 4. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?

1. Yes
 2. No (Go to **Q3.9**)
 3. Don't know (Go to **Q3.9**)

Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

1. Yes
 2. No
 3. Don't know

Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?

1. Yes
 2. No
 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) [Word limit: 600 for selected PLO]

Table 1: Spring 2015 Program Goal assessment scores			
Level	N	Program goal 1 Mean	Program goal 1 30 th %ile
01 Freshman	138	2.37	1.96
02 Sophomore	122	2.60	2.17
03 Junior	693	2.76	2.34
04 Senior	984	2.98	2.59

Summary assessment data for Program Goal 1: Fundamental Business Knowledge.

The Spring 2015 BSBA Program Assessment scores for Program Goal 1, Fundamental Business Knowledge by Academic Level, Freshman, Sophomore, Junior and Senior are given in Table 1.

N = 1,941 students.

(Additional data can be reported by (1) Academic plan; (2) specialized and generalized business knowledge; and (3) a combination of these three levels.)

Table 2: Spring 2015 Learning outcomes 1.1 and 1.2 assessment scores					
Level	N	Learning outcome 1_1 Mean	Learning outcome 1_1 30 th %ile	Learning outcome 1_2 Mean	Learning outcome 1_2 30 th %ile
01 Freshman	138	2.74	2.26	2.38	1.90
02 Sophomore	122	2.71	2.25	2.71	2.19
03 Junior	693	2.97	2.48	2.83	2.34
04 Senior	984	3.21	2.75	2.98	2.53

Program goal 1, was underpinned by two learning outcomes, 1.1 and 1.2.

The Spring 2015 BSBA Program Assessment scores for Learning Outcomes 1.1 and 1.2 that underpin Program Goal 1, Fundamental Business Knowledge by Academic Level, Freshman, Sophomore, Junior and Senior are given in Table 2.

N = 1,941 students.

Conclusion: Data analyzed across academic levels for Program goal 1 and Learning outcomes 1.1 and 1.2, indicate that student learning from Freshman, to Sophomore, to Junior and Senior progressively rises as was hypothesized. While Freshman and Sophomore scores were below expectations, Junior scores were closer to meeting expectations and Senior scores met the expected standard as described in 2.3 above.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Data analyzed across academic levels indicates that student learning from Freshman, to Sophomore, to Junior and Senior progressively rises as was hypothesized. While Freshman and Sophomore scores were below expectations, Junior scores were closer to meeting expectations and Senior scores was at CBA's expected standard as described in 2.3 above.

Additional data can be reported by (1) academic plans; (2) specialized and generalized business knowledge; and (3) a combination of these three levels. This data too has been analyzed and report to the Dean.

The data analyzed will be presented to faculty in Fall 2015 and an action plan for continuous improvement will be recommended by CBA faculty and administration.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to Q6)
 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes
 2. No
 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Data were collected in Spring 2015 and has been analyzed during Summer 2015. It will be placed before CBA Faculty and Administration in Fall 2015 and faculty are an action plan for program level improvements and changes recommendations we be made.

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					

23. Other Specify: As per the CBA assessment policy and process, the last data collection was in Spring 2013 and there was no data collection scheduled for 2013 - 2014.

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input checked="" type="checkbox"/> | 4. Oral communication |
| <input checked="" type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input checked="" type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input checked="" type="checkbox"/> | 9. Team work |
| <input checked="" type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input checked="" type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input checked="" type="checkbox"/> | 15. Global learning |
| <input checked="" type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
a.
b.
c. |

Q8. Have you attached any appendices? If yes, please list them all here:

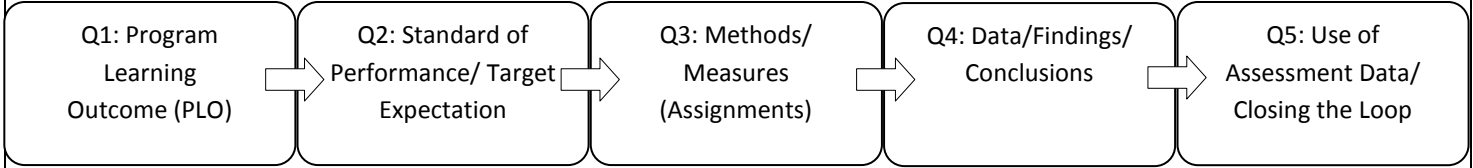
Program Information

P1. Program/Concentration Name(s): BSBA Program P1.1. Report Authors: Boniface Michael, Assessment Director					P2. Program Director: Pierre Balthazard, Dean, CBA P2.1. Department Chair: Pierre Balthazard, Dean, CBA									
P3. Academic unit: Department, Program, or College: College					P4. College: CBA									
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment: 3,837					P6. Program Type: [Select only one] <input checked="" type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input type="checkbox"/> 3. Master's degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.d) <input type="checkbox"/> 5. Other. Please specify:									
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 1 P7.1. List all the name(s): BSBA P7.2. How many concentrations appear on the diploma for this undergraduate program? 8					Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 4 P8.1. List all the name(s): MBA, MFC, EMBA, IMBA P8.2. How many concentrations appear on the diploma for this master program? 3									
Credential Program(s): P9. Number of credential programs the academic unit has: P9.1. List all the names:					Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: P10.1. List all the name(s):									
When was your assessment plan?					1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed					X									
P12. Last updated												X		
											1. Yes	2. No	3. Don't Know	
P13. Have you developed a curriculum map for this program?											X			
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?											X			
P15. Does the program have any capstone class?											X			
P16. Does the program have ANY capstone project?											X			

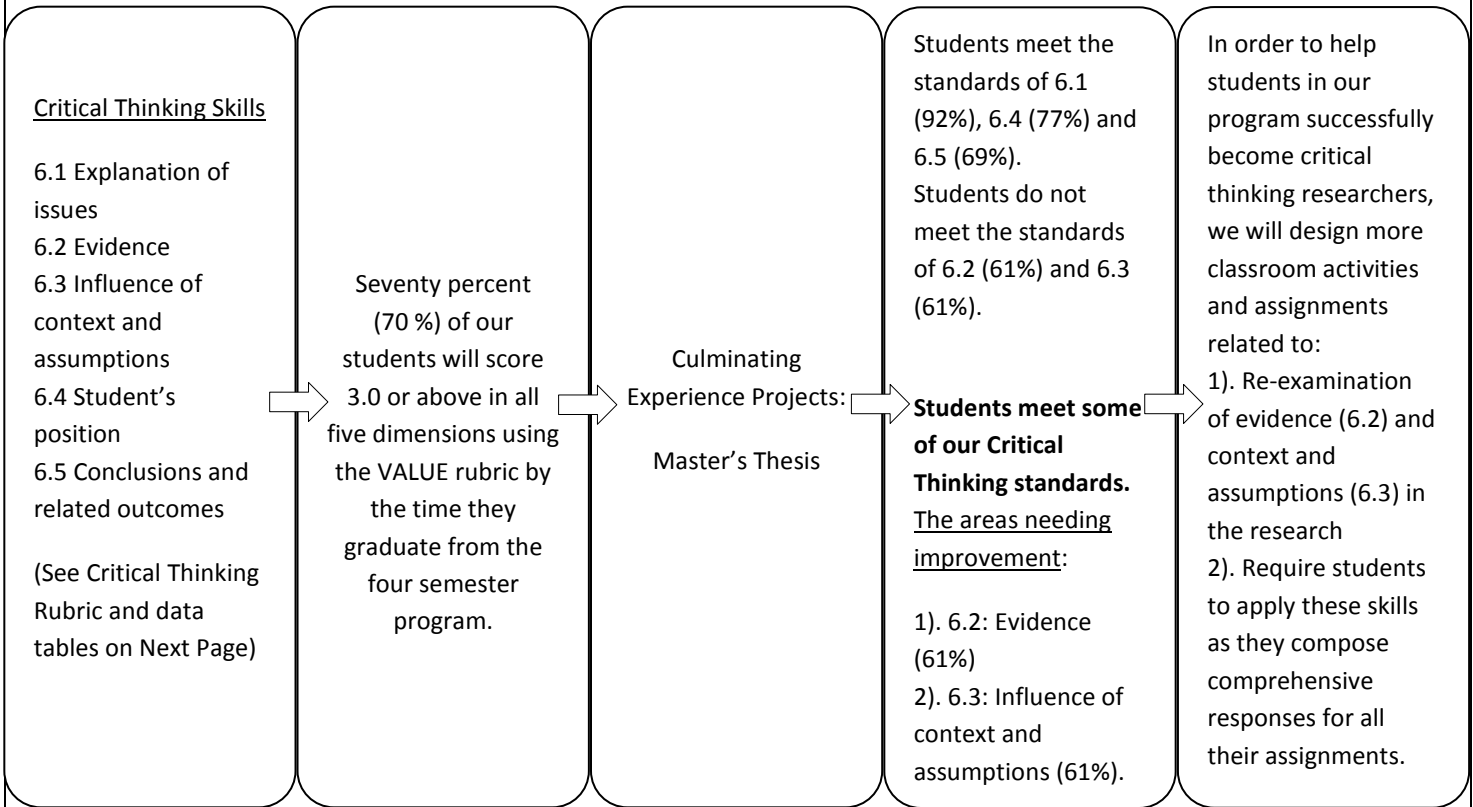
Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

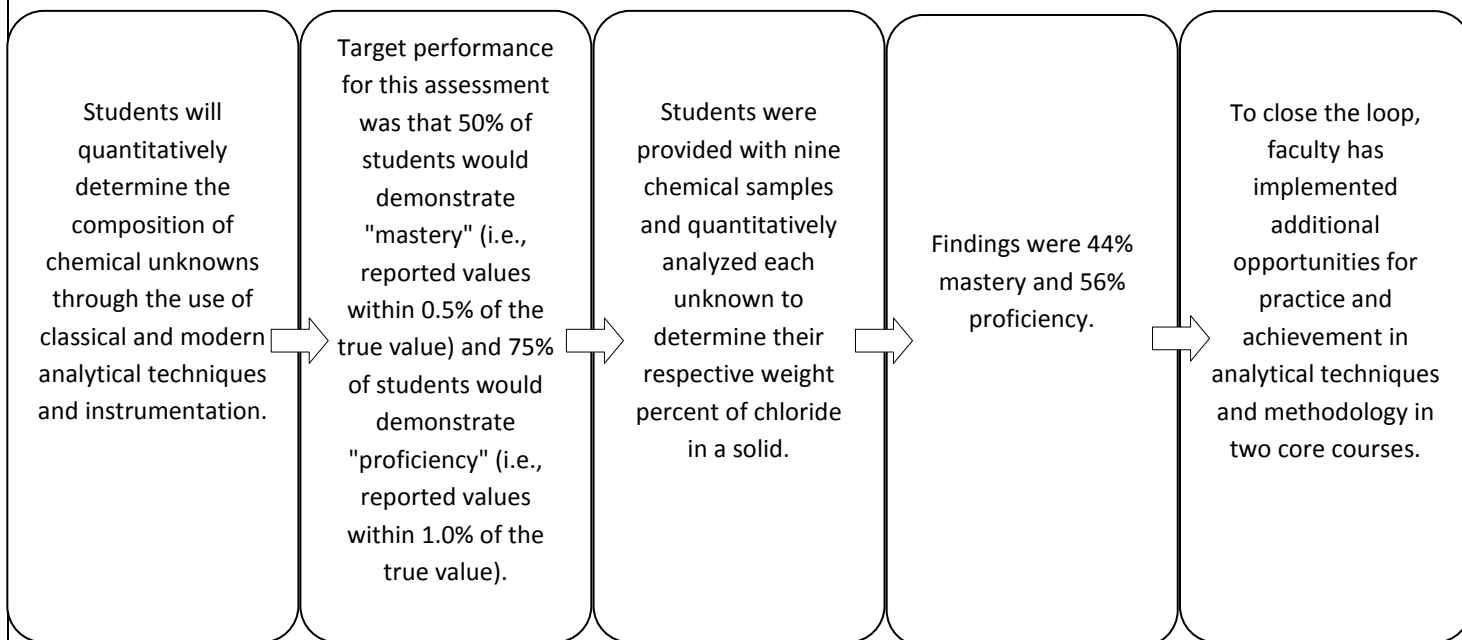
Report Assessment Activities on Additional PLOs Here



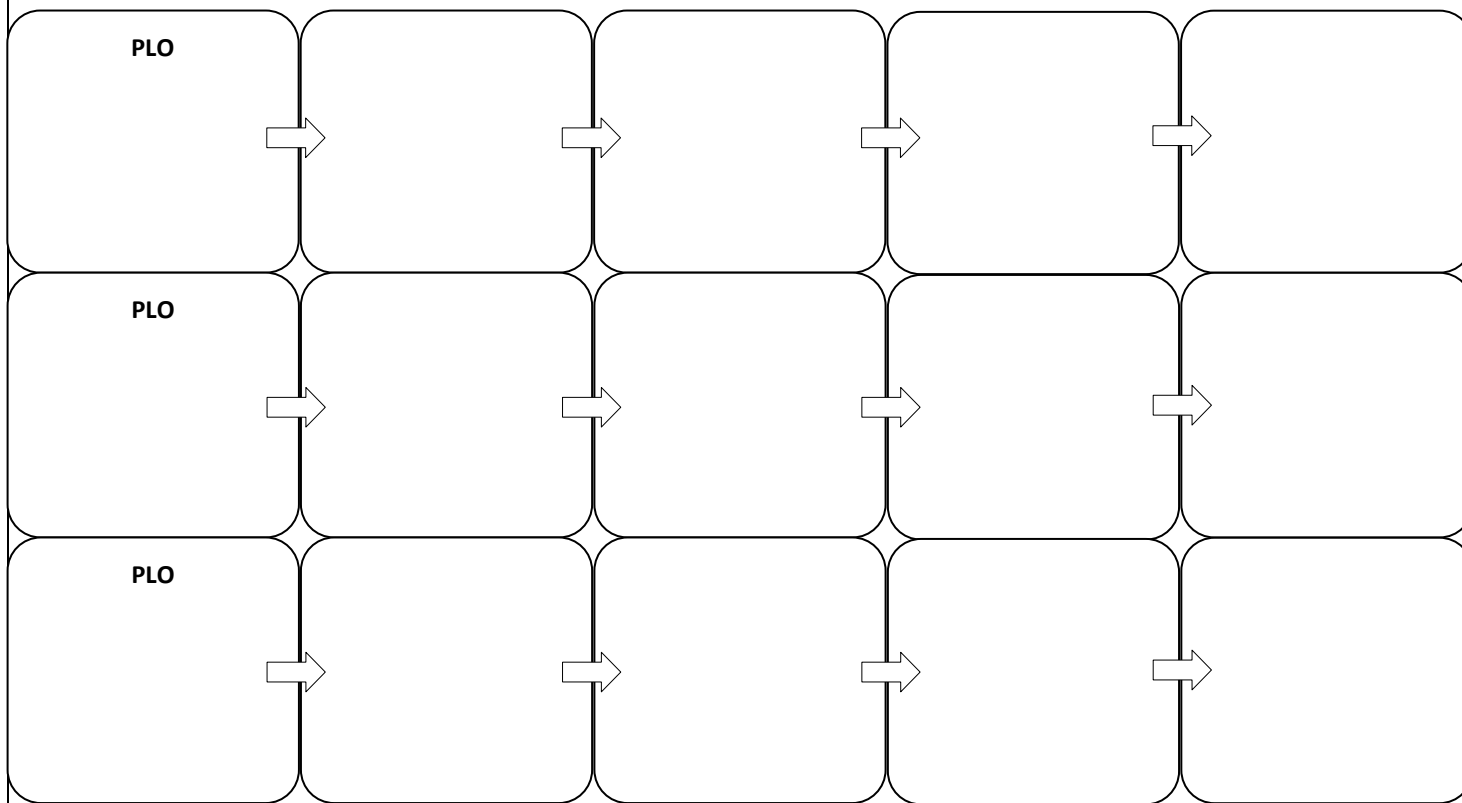
Example: Educational Technology (iMet), MA



Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

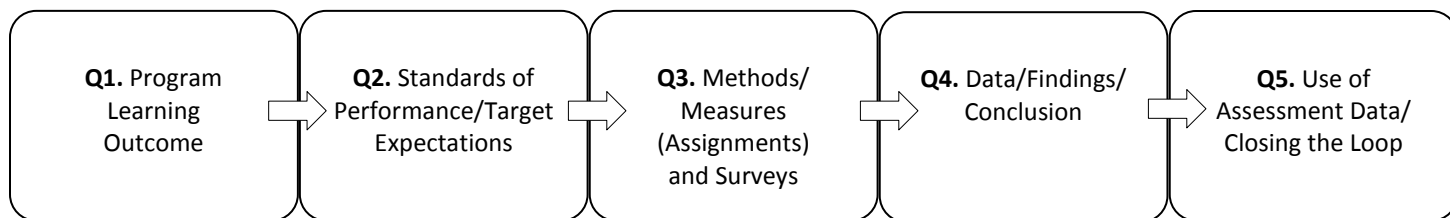
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

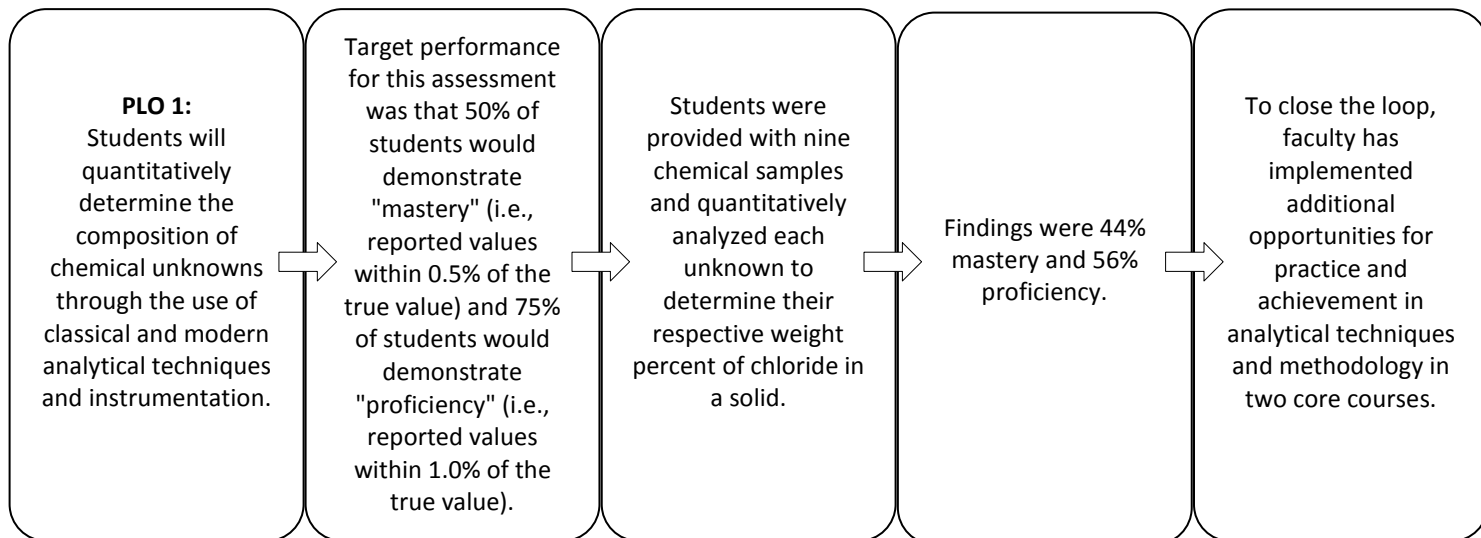
Basic Assessment



Examples:

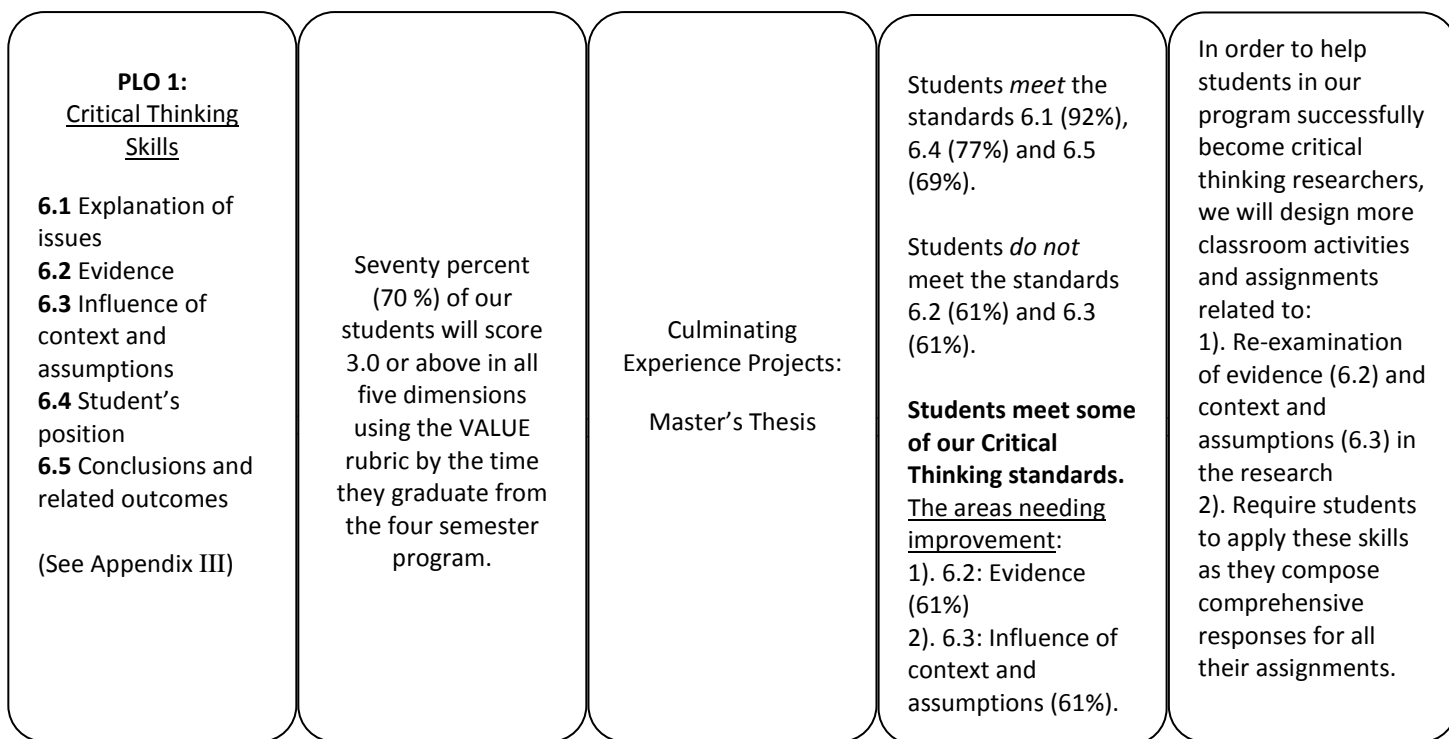
Chemistry, BS/BA

(Example of Content Knowledge)

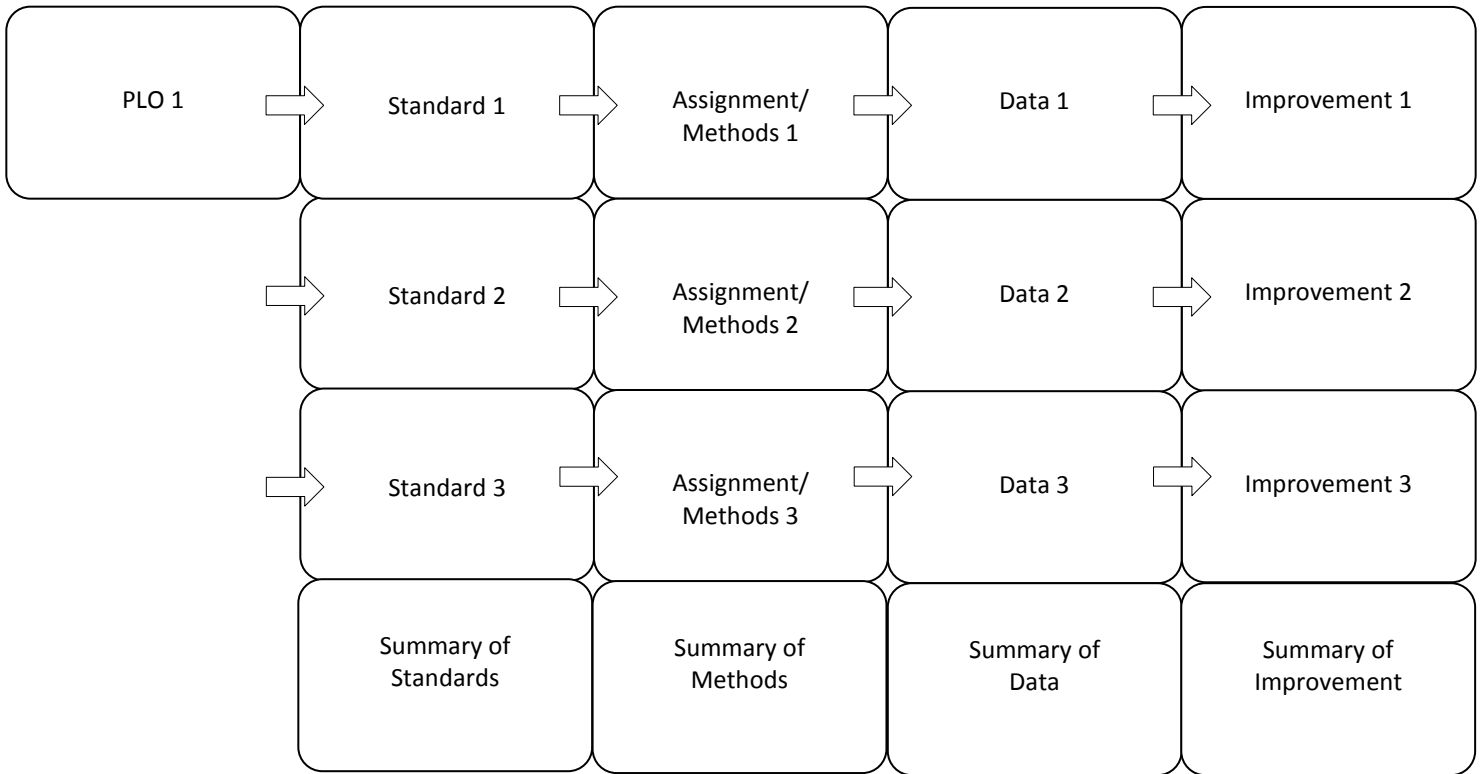


Educational Technology (iMet), MA

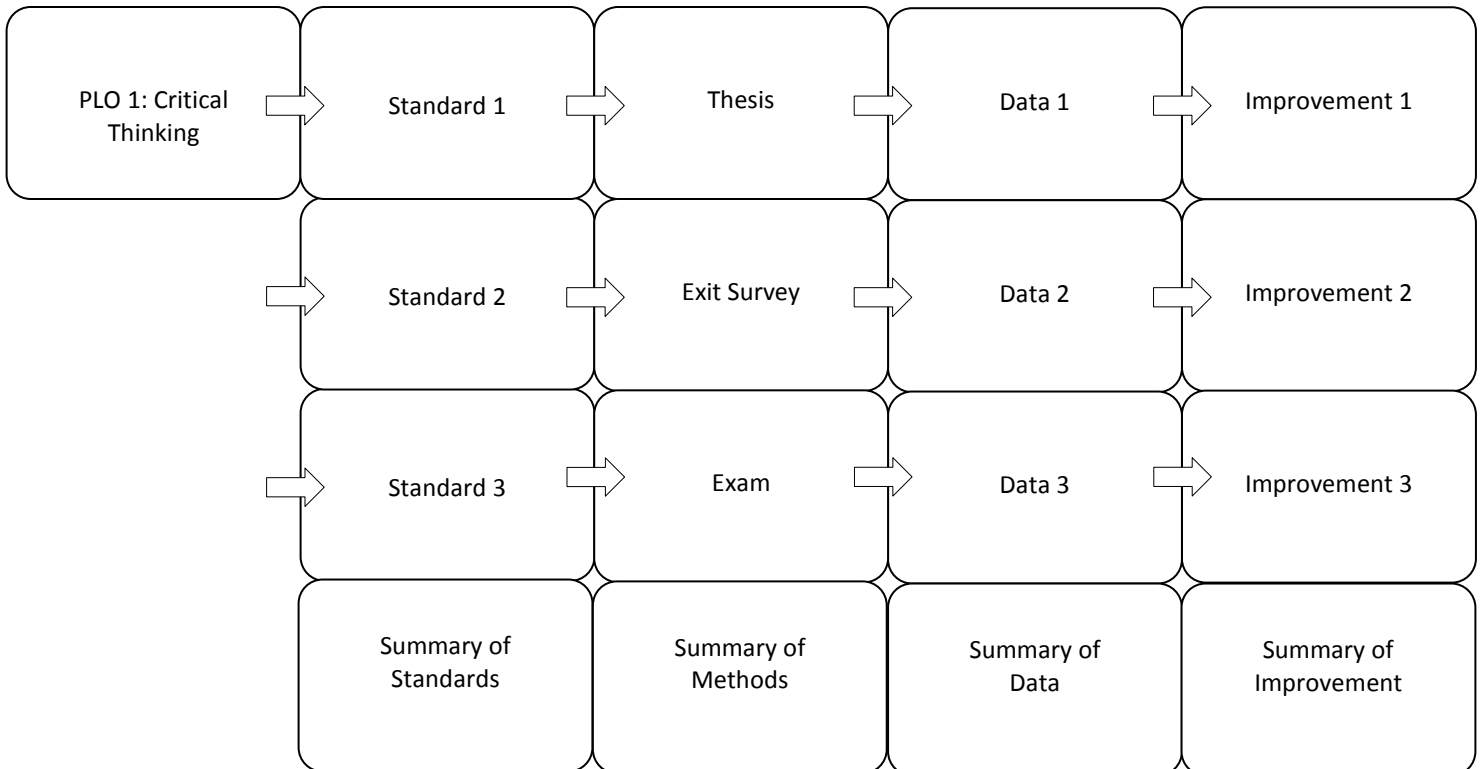
(Example of Complicated Skills)



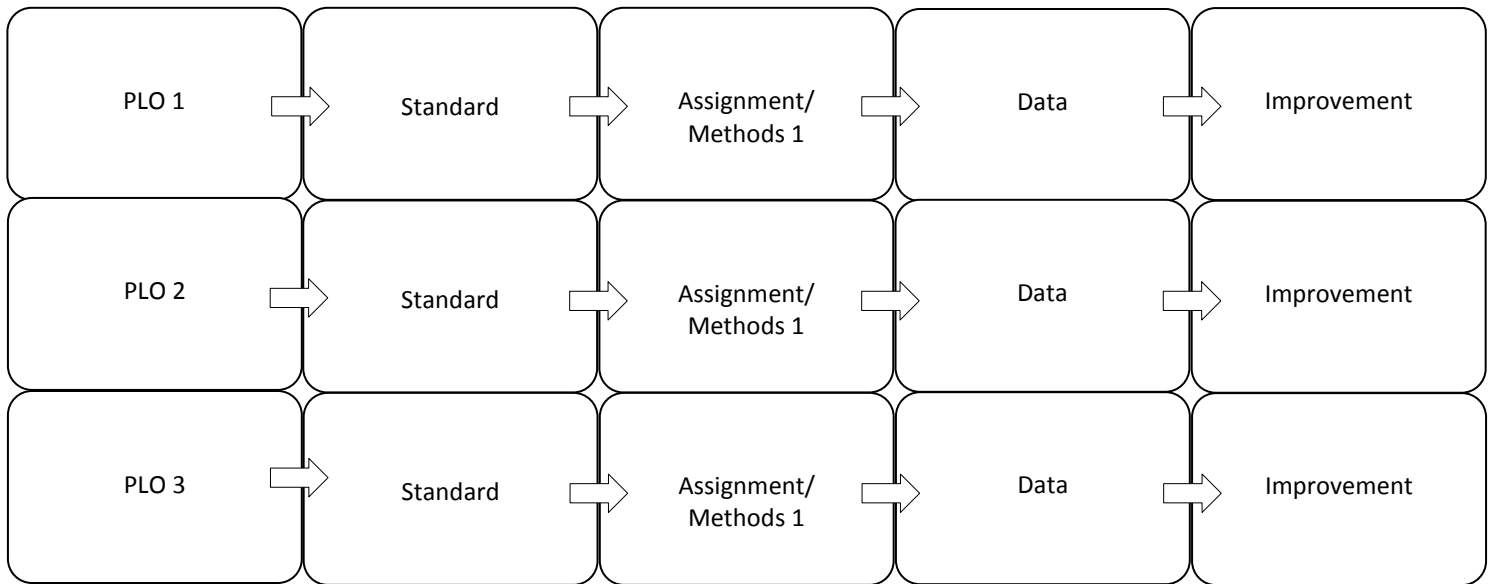
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



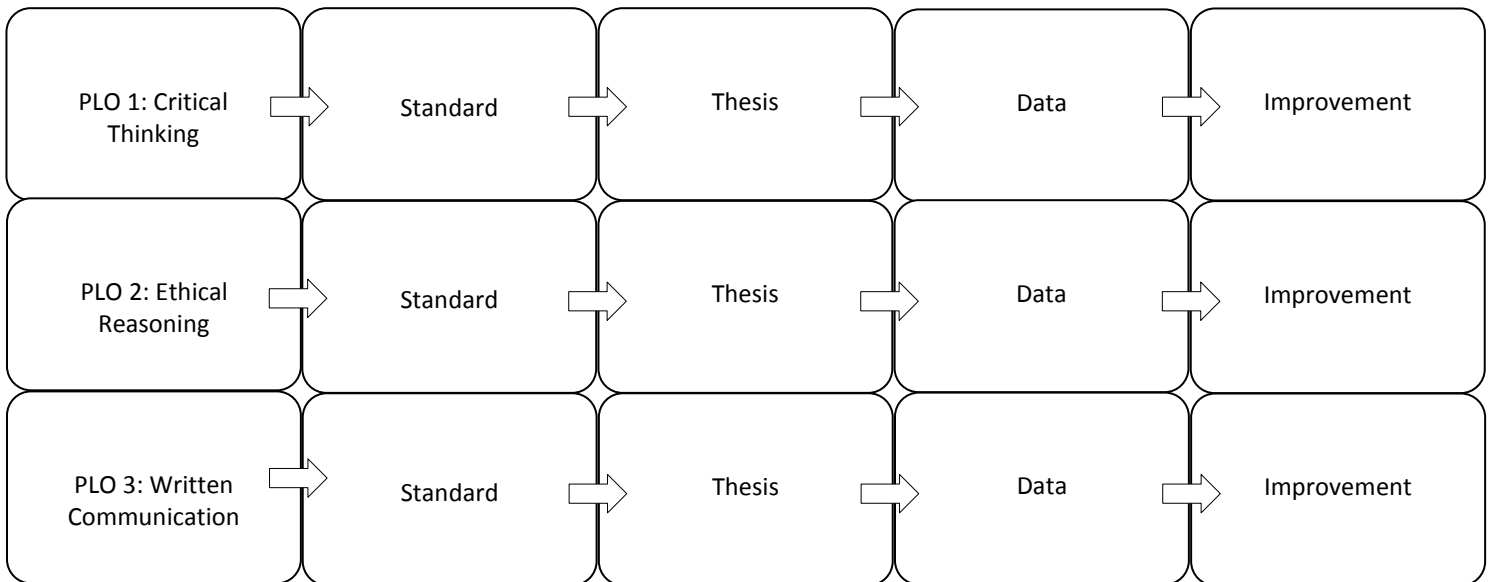
Multiple-Methods Example:



Assessment Flowchart – Multiple PLOs
Multiple PLOs Assessed by One Assignment



Multiple-PLOs Example



Attachment III: Program Learning Outcomes (PLOs) for the Educational Technology (iMet) Graduate Program

Table I: The Results for Critical Thinking Skill

Note: Data shown here drawn from Data Collection Sheet¹

Different Levels ² Five Criteria (Areas) ²	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=10)
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Q2.3. If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.*

¹Critical Thinking Data Collection Sheet

Different Levels ² Five Criteria (Areas) ²	(4)	(3)	(2)	(1)	Total (N=10)
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

²Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Appendix I: Critical Thinking Value Rubric for PLO 6: Critical Thinking Skill
(Rubric to Assess Master Thesis and ePortfolio)**

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Standards and Achievement Targets: 70 % of our first year graduate students should score **3 or above** by the time of their graduation.

**Appendix II: Key Assessment for the iMET Program
Culminating Experience Report**

Culminating Experience Report (Action Research Report): The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

Suggested Headings for iMET Action Research Report

	Title Page
	Abstract
	Introduction
Statement Of The Problem	
Significance	
Research Questions	
Definitions	
	Review of Literature
	Methods
Description of the Innovation/Intervention	
Setting	
Limitations/Delimitations of the Study	
Data Collection	
Types of data collected.	
Subjects.	
Variables.	
Steps taken.	
Data Analysis	
Procedures.	
Validity and reliability.	
	Findings
	Discussion
	References
	Appendices

Appendix III: Key Assessment for the iMET Program ePortfolio

The iMET culminating experience is an ePortfolio consisting of:

1. **Abstract:** Simply put, the portfolio abstract is an introduction to your e-portfolio. The basic components of the abstract includes elements such as:
 - a welcome to the reader
 - an overview of the portfolio components
 - an introduction to the navigation of the portfolio
2. **Process:** The process section of the portfolio consists of a personal reflection on your experience of the iMET program and a resume. In addition, many students include a narrative of their teaching history and philosophy in this section.
3. **Products:** In the product section of the portfolio, you link artifacts (products) you have created during your time in the program. Each product you include in the product section must be accompanied by:
 - a description of how the product was conceived (what was the individual or group process that led to the creation of the product).
 - a description of how technology and teaching strategies were utilized
 - standards covered by the use of the product
 - feedback on the product you have received from received 2 peers and 1 faculty on your project
 - Most portfolio's contain at least 3-5 Artifacts
4. **Report: Literature Review and Action Research**

Literature Review: The goal of the literature review is to introduce your readers to your research by synthesizing for them what has been written about your area of focus. It is also a place where you address the educational theories that motivated the design of your research. Ultimately, the review of literature should set the stage for your discussion of your research. Also remember that, though you can use a variety of sources, it is very important to share primary sources of information.

Action Research: The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).
5. **Symposium: Electronic Poster and/or Webinar**

APPENDIX: 3.3.2

Expressed Interest

Answers listed at the end

1. COMM-MGMT-102-3.1-C1 (1.0 point)

Learning outcome code: &COMM-MGMT-102-3.1-#C1@

You will now watch a segment from a presentation about the use of anti-bacterial products. Try to analyze presenter's performance when you are watching the presentation, by focusing on such elements as clarity, body language, and persuasiveness. Please refer to your evaluative analysis of this presentation when answering the following question:

[edited-video-communication.wmv]

[You may also click here to access video](#)

[For video with closed captions \(CC\) click here](#)

Persuasive presentations aim to influence people's opinions, choice, and decisions. In some cases presentations are more persuasive when presenters provide one-sided arguments and in some other cases providing two-sided arguments can be more persuasive. For which audience group would the presentation you have watched would be more persuasive and why?

- a) For the audience who knows nothing about antibacterial products; because the presenter provides one-sided arguments.
- b) For the audience who has substantial knowledge about antibacterial products; because the presenter provides one-sided arguments.
- c) For the audience who knows nothing about antibacterial products; because the presenter provides two-sided arguments.
- d) For the audience who has substantial knowledge about antibacterial products; because the presenter provides two-sided arguments.
- e) For the audience who supports using antibacterial products; because the presenter provides one-sided arguments.

2. COMM-MGMT-102-3.2-C1 (1.0 point)

Learning outcome code: &COMM-MGMT-102-3.2-#C1@

You will now watch a segment from a presentation about the use of anti-bacterial products. Try to analyze presenter's performance when you are watching the presentation, by focusing on such elements as clarity, body language, and persuasiveness. Please refer to your evaluative analysis of this presentation when answering the following question:

[edited-video-communication.wmv]

[You may also click here to access video](#)

[For video with closed captions \(CC\) click here](#)

You are asked to provide feedback about the presentation you have recently watched. We can highlight several elements in this presentation that can be improved significantly. Some other elements in this presentation, on the other hand, work quite well. Which element in this presentation can be kept as it is, without much need for improvement?

- a) Clarity in stating presentation's goals
- b) Presentation of research material
- c) Presenter's eye contact with the audience
- d) PowerPoint slides presented
- e) Reviewing presentation's main ideas

3. Learning outcome cod (1.0 point)

Learning outcome code: &MKTG-101-1.1-#C1@

The "4 Ps" refer to:

- a) product, price, place, positioning
- b) product price, place, promotion
- c) product, price, place, positioning
- d) promotion, positioning, planning, procedure

4. Learning outcome cod 2 (1.0 point)

Learning outcome code: &MKTG-101-1.2-#C1@

_____ is the process of planning, collecting, and analyzing data relevant to a marketing decision. The results of this analysis are then communicated to management.

- a) data collection
- b) artificial intelligence
- c) decision dialogue
- d) marketing research

5. Learning outcome cod 3 (1.0 point)

Learning outcome code: &MKTG-101-2.1-#C1@

After dropping the price of their product from \$29.99 to \$24.99, a firm saw a sales increase of over 100 percent. Demand for this product appears to be:

- a) unitary
- b) inelastic
- c) elastic
- d) synergistic

6. Learning outcome cod 4 (1.0 point)

Learning outcome code: &MKTG-101-2.2-#C1@

A hotel owner is trying to see if he/she can afford to give raises to the cleaning staff by identifying the monthly break-even point. What is monthly break-even point for a hotel with \$100,000 in monthly fixed costs, a flat nightly rate of \$60 per room and \$10 variable costs (maid service, toiletries) per room per night?

- a) \$1,666
- b) 1,666 rooms
- c) \$2,000
- d) 2,000 rooms
- e) None of the above

7. Learning outcome cod 5 (1.0 point)

Learning outcome code: &MKTG-101-3.1-#C1@

The CEO of a company tells the CMO that the goal for this quarter is to focus on providing incentives to convince retailers to offer their products in their stores. The CMO should communicate to her team that they are to implement a _____ marketing strategy.

- a) primary
- b) push
- c) pull
- d) social

8. Learning outcome cod 6 (1.0 point)
Learning outcome code: &MKTG-101-3.2-#C1@

In its typical form, which of the following methods allows a researcher to probe for deeper insights, but may not yield results that are representative of the wider population?

- a) focus group
- b) scanner data
- c) survey
- d) experiment

9. Learning outcome cod 7 (1.0 point)
Learning outcome code: &MKTG-101-4.1-#C1@

Profitability goals and corporate social responsibility goals are always in conflict. That is, one can only be done at the expense of the other.

- a) True
- b) False

10. Learning outcome cod 8 (1.0 point)
Learning outcome code: &MKTG-101-4.2-#C1@

The table below shows the time to perform each step and the type and number of resources. Where is the bottleneck?

Step	Description	Process Time (min/batch)	Number of workers or ovens	Capacity (batches/hr)	Resource Utilization
1	Measure and mix batter	8	1		
2	Place in molds	5	1		

3	Bake	18	3		
4	Fill and frost	12	2		

- a) Step 1
- b) Step 2
- c) Step 3
- d) Step 4
- e) Cannot tell from the information provided

11. Learning outcome cod 9 (1.0 point)
 Learning outcome code:&MIS-101-1.1-#C1@

Feasibility evaluations are performed primarily during the _____ phase of the software development life cycle (SDLC).

- a) Planning
- b) Analysis
- c) Design
- d) Implementation

12. Learning outcome cod10 (1.0 point)
 Learning outcome code:&MIS-101-1.1-#C2@

Moore's Law is the doubling of _____ every two years.

- a) the number of transistors on a chip
- b) the number of pixels in a digital camera, smartphone screen, or computer monitor
- c) the number of bytes in a hard drive
- d) the clock speed of a CPU

13. Learning outcome cod11 (1.0 point)
 Learning outcome code:&MIS-101-1.2-#C1@

You started working on project to create a new system to manage inventory, analyze potential sales, and track manufacturing costs for the company. The project has a fixed deadline and budget. Last week, the CEO told you that the

software also needs to connect with supplier databases. Yesterday, the CEO told you that the software needs to have an HTML5 mobile App. Today, the CEO said that the system needs to have an Apple IOS App, an Android App, a Windows Phone App, a Chrome App, and a Roku App. While you are an exceptionally talented employee, you are worried that this project is headed for failure. If this happened, what would be the main cause of the system failure?

- a) Lack of top management support
- b) Lack of communication
- c) Poor ROI estimates
- d) Scope creep
- e) Lack of testing

14. Learning outcome cod12 (1.0 point)
Learning outcome code:&MIS-101-2.1-#C1@

Which of the following factors should determine the structure, features, and functions of the information systems used in an organization?

- a) The competitive market environment
- b) The value of its brands
- c) The size of the company
- d) The technology used by competitors
- e) The competitive strategy

15. Learning outcome cod13 (1.0 point)
Learning outcome code:&MIS-101-2.2-#C1@

Which of the following is NOT a potential benefit of ERP systems?

- a) Standardization of data across multiple business functions
- b) Centralization of data from various organizational divisions
- c) Eliminating duplication of effort
- d) Simple and inexpensive implementation
- e) Breaking down of information silos

16. Learning outcome cod14 (1.0 point)
Learning outcome code:&MIS-101-3.1-#C1@

Electronic Data Interchange (EDI) is ...

- a) A type of parallel data communication.
- b) Used to connect clients to routers.
- c) A data communication protocol used in email transmission.
- d) Used in inter-organizational systems to share transaction information.
- e) A modulation scheme that transmits digital information over analog connections.

17. Learning outcome cod15 (1.0 point)
Learning outcome code:&MIS-101-3.2-#C1@

Which of the following is the most critical characteristic of good information?

- a) Abundance of details
- b) Ease of sharing
- c) Accuracy
- d) Low cost of creation
- e) Ease of creation

18. Learning outcome cod16 (1.0 point)
Learning outcome code:&MIS-101-4.1-#C1@

Which of the following would an organization do to practice "Green IT" (Green computing)?

- a) Server virtualization
- b) Replace employee computers every 6 months
- c) Upgrade processors and graphics cards so they are more powerful and draw more electricity
- d) Adopt policies forbidding telecommuting

19. Learning outcome cod17 (1.0 point)
Learning outcome code:&MIS-101-4.2-#C1@

Systems designed to help solve unstructured and semi-structured business

problems are called ...

- a) Enterprise Resource Planning (ERP)
- b) Transaction Processing Systems (TPS)
- c) Decision Support Systems (DSS)
- d) Customer Relationship Management (CRM)
- e) Supply Chain Management (SCM)

20. Learning outcome cod18 (1.0 point)
Learning outcome code: &HROB-101-1.1-#C1@

_____ is described as the way people affect others and the manner in which they understand and view themselves, and refers to the unique and relatively stable pattern of behaviors, thoughts, and emotions shown by individuals.

- a) Personality
- b) Values
- c) Behaviorism
- d) Motivation

21. Learning outcome cod19 (1.0 point)
Learning outcome code: &HROB-101-1.2-#C1@

In an assembly plant, each employee performs a specific set of two or three tasks over and over again. Each employee has a job description that clearly defines the tasks he/she is responsible for completing. This is an example of:

- a) Centralization.
- b) Organic structures.
- c) Organizational design.
- d) Specialization.

22. Learning outcome cod20 (1.0 point)
Learning outcome code: &HROB-101-2.1-#C1@

Nebulia is a country rich in the production of tropical fruits. It is dependent on Helmsford, its neighbor, for food grains and spices, while

Helmsford imports fruits from Nebulia. Which of the following terms best describes the interdependence between these two countries?

- a) Sustainable development
- b) Specialization
- c) Globalization
- d) Ethnocentrism

23. Learning outcome cod21 (1.0 point)
Learning outcome code: &HROB-101-2.2-#C1@

James feels that his organization should give him a raise in his salary, as he would be completing five years of service in a few weeks. However, this was not stated in any written or unwritten agreement. This is an example of a _____ contract.

- a) collateral
- b) psychological
- c) quasi
- d) contingent

24. Learning outcome cod22 (1.0 point)
Learning outcome code: &HROB-101-3.1-#C1@

Rachel's boss sends out an e-mail to the whole organization congratulating her each time she acquires a new client for the organization. She also receives a tenth of her salary as an incentive for her achievement. This is an example of _____ reinforcement.

- a) positive
- b) compensatory
- c) negative
- d) variable

25. Learning outcome cod23 (1.0 point)
Learning outcome code: &HROB-101-3.2-#C1@

Tracy is working on a project, the process for which was decided by her

manager. She is aware that the process is inefficient and not the best way to do the project, but her manager insists that it gets done his way. Tracy is most probably suffering from a(n) _____.

- a) selective perception bias
- b) fundamental attribution error
- c) cognitive dissonance error
- d) teleopathy bias

26. Learning outcome cod24 (1.0 point)
Learning outcome code: &HROB-101-4.1-#C1@

XYZ Inc. prides itself for expecting its employees to behave ethically. An organization such as XYZ Inc. would typically communicate this expectation through a published statement of moral expectations that also specifies penalties for any breach of the moral expectations. Such a published statement is called a _____.

- a) Value statement
- b) Mission statement
- c) Code of ethics
- d) Vision statement

27. Learning outcome cod25 (1.0 point)
Learning outcome code: &HROB-101-4.2-#C1@

Which of the following steps could your supervisor take to best help you develop a commitment to your new company?

- a) encourage you to work independently at first to learn the ropes
- b) explain the rules and policies of the organization to you
- c) discourage you from putting too much emphasis on your perception of the organization
- d) encourage you to look carefully at your own assumptions, which may be biased
- e) encourage you to develop friendship ties within the organization

28. Learning outcome cod26 (1.0 point)
Learning outcome code: &GM-105-1.1-#C1@

Strategy formulation and implementation affect the organization at every level. What is the top level of strategy within an organization?

- a) Business
- b) Functional
- c) Corporate
- d) Production

29. Learning outcome cod27 (1.0 point)
Learning outcome code: &GM-105-1.2-#C1@

The U.S. cell-phone industry uses a combination of the razor-blade model with which other model when it offers a two-year contract in exchange for a heavily subsidized new phone?

- a) A subscription-based model
- b) An ink cartridge model
- c) A bait-and-switch model
- d) A network effects model

30. Learning outcome cod28 (1.0 point)
Learning outcome code: &GM-105-2.1-#C1@

If a manager is listing out resources that can be used to drive competitive advantage, which one of the following would NOT be on the list?

- a) The buildings
- b) The economy
- c) The equipment
- d) The intellectual property

31. Learning outcome cod29 (1.0 point)
Learning outcome code: &GM-105-2.2-#C1@

Google's fixed assets, including its headquarters ("The Googleplex") and server farms, are valued at \$5 billion, while the Google brand is valued at over \$100 billion. Apple's physical attributes are valued at \$2 billion, while its brand is valued at over \$63 billion. What can be derived from this?

- a) Physical attributes are not effective resources in the quest for competitive advantage.
- b) Intangible assets, while invisible, contribute more to competitive advantage than do tangible assets.
- c) There is a high degree of resource mobility in this strategic group.
- d) Google will have a sustained competitive advantage over Apple

32. Learning outcome cod30 (1.0 point)
Learning outcome code: &GM-105-3.1-#C1@

All of the following are examples of a leader's informational roles EXCEPT _____.

- a) Monitor
- b) Spokesperson
- c) Entrepreneur
- d) Disseminator

33. Learning outcome cod31 (1.0 point)
Learning outcome code: &GM-105-3.2-#C1@

One of the drawbacks of a high degree of formalization is _____.

- a) The loss of competitive advantage

- b) Organizational inertia
- c) Multipoint competition
- d) A slow decision-making process

34. Learning outcome cod32 (1.0 point)
Learning outcome code: &GM-105-4.1-#C1@

One of the consequences of the five forces analysis is that a firm must ask itself what?

- a) Is the company in a strategic group?
- b) Does the company strategy match the competitive landscape?
- c) Is the company in an oligopoly or monopolistic competition?
- d) Is the company engaged in co-opetition?

35. Learning outcome cod33 (1.0 point)
Learning outcome code: &GM-105-4.2-#C1@

When pursuing a differentiation strategy, a firm must remember that:

- a) Buyers will be willing to pay for value that is not perceived.
- b) Buyers will be reluctant to pay for value that is not perceived.
- c) Perceived value is not as important as the price of the product.
- d) Perceived value is more important in a broad market than in a narrow one.

36. Learning outcome cod34 (1.0 point)
Learning outcome code: &FIN-101-1.1-#C1@

What happens to the present value and future value of an annuity as the interest rate increases?

- a) The present value increases and the future value decreases as the interest rate increases.
- b) The present value decreases and the future value decreases as the interest rate increases.
- c) The present value increases and the future value increases as the interest rate increases.
- d) The present value decreases and the future value increases as the interest rate increases.

37. Learning outcome cod35 (1.0 point)
 Learning outcome code: &FIN-101-1.2-#C1@

What is the NPV of the following set of cash flows if the required return is 12%?

Year	0	1	2	3
Cash Flow	50,000	10,000	20,000	40,000

- a) \$0
- b) \$1,160
- c) \$3,344
- d) \$12,500
- e) \$20,000

38. Learning outcome cod36 (1.0 point)
 Learning outcome code: &FIN-101-2.1-#C1@

Your company currently sells oversized golf clubs. The Board of Directors wants you to look at replacing them with a line of super sized clubs. Which of the following is NOT relevant?

- a) A reduction in revenues of \$300,000 from terminating the oversized line of clubs.
- b) Land you own with a market value of \$750,000 that will be used for the project.

- c) A promotional fee of \$250,000 will be paid to a famous golfer to promote your new clubs.
- d) Proceeds of \$375,000 you will receive by selling the existing production equipment that must be replaced if you produce the new super sized clubs.
- e) None. All of the above are relevant.

39. Learning outcome cod37 (1.0 point)
Learning outcome code: &FIN-101-2.2-#C1@

Which of the following work to reduce agency conflicts between stockholders and bondholders?

- a) Including restrictive covenants in the company's bond contract.
- b) Providing managers with a large number of stock options.
- c) The passage of laws which make it easier for companies to resist hostile takeovers.
- d) Statements b and c are correct.
- e) All of the statements above are correct.

40. Learning outcome cod38 (1.0 point)
Learning outcome code: &FIN-101-3.1-#C1@

You are given the option of receiving a lump sum of \$20,000 now or an annuity of \$2000 per year for 10 years. Which of the following is correct?

- a) You cannot choose between the two without computing present values.
- b) You cannot choose between the two without computing future values.
- c) The annuity is preferable for any positive interest rate.
- d) The lump sum is preferable for any positive interest rate.

41. Learning outcome cod39 (1.0 point)
Learning outcome code: &FIN-101-3.2-#C1@

Which of the following statements is most correct?

- a) A market is transparent when trading is inexpensive.

- b) A market is transparent when accurate information is available to all market participants.
- c) A transparent market has few regulations.
- d) A transparent market has many opportunities for trading on insider information.
- e) A market is transparent when everyone knows who the person is that they are trading with.

42. Learning outcome cod40 (1.0 point)
Learning outcome code: &FIN-101-4.1-#C1@

The preemptive right is important to shareholders because it

- a) Allows management to sell additional shares below the current market price.
- b) Protects the current shareholders against dilution of ownership interests.
- c) Is included in every corporate charter.
- d) Will result in higher dividends per share.
- e) The preemptive right is not important to shareholders.

43. Learning outcome cod41 (1.0 point)
Learning outcome code: &FIN-101-4.2-#C1@

Other things held constant, which of the following will **not** affect the current ratio, assuming an initial current ratio greater than 1.0?

- a) Fixed assets are sold for cash.
- b) Long-term debt is issued to pay off current liabilities.
- c) Accounts receivable are collected.
- d) Cash is used to pay off accounts payable.
- e) A bank loan is obtained, and the proceeds are credited to the firm's checking account.