

**Eastern Washington University
College of Business and Public Administration
AACSB Assessment Report
2015-2016 Academic Year**

Fall 2015 – Spring 2016 Undergraduate Assessment

In AY 2015-2016, we assessed various undergraduate student learning goals, some of which were opening a loop and closing a loop, and some of which continued to closing a loop begun in a different academic year, including:

Fall 2015 Undergraduate

1. **Teamwork and Collaboration** (assessed in MGMT 326 & MGMT 490): Students will understand and use team building and collaborative behaviors to accomplish group tasks.
2. **Ethics** (assessed in MGMT 326 & MGMT 423): Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.
3. **Multiculturalism and Global Awareness** (assessed in MGMT 423 & MKTG 310): Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.
4. **Critical Thinking** (assessed in ACCT 251 and ACCT 261): Students can use appropriate information and/or concepts and skills from the common body of business knowledge to bear upon the critical analysis of business issues and problems.
5. **Written Communication** (assessed in MGMT 326 and MGMT 423): Students can communicate effectively in writing.
6. **Knowledge of Core Functional Areas of Business** (assessed in MGMT 490 by way of COMP-XM): Our students will know the common body of business knowledge, including theories, concepts, formulae, rules and standards, necessary to perform routine tasks, complete reports, analyze cases/conditions, and solve problems. (This is assessed every quarter)

Spring 2016 Undergraduate

In the spring of 2016 we assessed several undergraduate student learning goals including:

1. **Ethics** (assessed in MGMT 326 & MGMT 423): Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

2. **Written Communications** (assessed in MGMT 326 and MGMT 423): Students can communicate effectively in writing.
3. **Critical Thinking** (assessed in ACCT 251 and ACCT 261): Students can use appropriate information and/or concepts and skills from the common body of business knowledge to bear upon the critical analysis of business issues and problems
4. **Knowledge of Core Functional Areas of Business** (assessed in MGMT 490 by way of COMP-XM): Our students will know the common body of business knowledge, including theories, concepts, formulae, rules and standards, necessary to perform routine tasks, complete reports, analyze cases/conditions, and solve problems.

SUMMARY OF LOOP-CLOSING IMPROVEMENTS

Teamwork: The results for the teamwork were excellent where close to 90% of all our students in many categories have met or exceeded the desired performance level. While the assessment committee was pleased to see these positive results, the committee is recommending that faculty ensure the teamwork rubric is treated with confidentiality. In other words, students should be encouraged to provide an accurate assessment of their peers' performance with regard to teamwork.

Though students scored very well on teamwork skills assessed by the rubric, the assessment committee raised concerns that deeper teamwork skills are not being assessed. In order to more fully diagnose and understand student learning, two suggested improvements are suggested for the next cycle. First, the lead instructor for MGMT 326 and/or MGMT 490 is to lead a discussion with MGMT 326 and/or MGMT 490 instructors to develop methods for topical coverage of teamwork knowledge, such as groups vs. teams, groupthink, personal vs. work-related conflict, brainstorming, etc. The methods may include common test items that can be embedded or administered as a separate quiz to determine knowledge that is necessary but lacking in the program.

The second intervention involves efforts to overcome inflated ratings by peers. A standardized approach for how to apply the teamwork rubric is to be developed and used for future assessment. Issues of confidentiality, anonymity, and objectivity are concerns when students rate each other. The procedure is to overcome as many of these problems as possible. The Business Communications instructor is to describe her approach as a beginning point for development of the procedure.

Critical Thinking: Most students met expectations in the critical thinking categories using the IRAC method developed and applied to all ACCT 261 sections. One improvement that was developed to apply in Spring 2016 was to require students to turn in a first draft of their analysis for peer review before tuning in their final analysis.

Ethical awareness: Most students met expectations in ethical decision-making categories.

Upon the review of the assessment results, it was clear that a large portion of the students assessed lacked the ability to distinguish between ethically universal vs. culturally relative. The committee recommended that formerly agreed upon interventions be revisited and communicated with faculty teaching content in ethics.

Faculty decided the following: In the ethics module of this course, a lecture was provided about ethical reasoning particularly as applied to business. This was followed by a stand-up ethical reasoning exercise in which students, given short case scenarios of specific business ethical breaches, rank the severity of the ethical misdeeds by moving to different points in the classroom indicating their judgements on a 1-5 scale (1 = not a big deal, 5 = egregious) and then give their reasons for ranking it that way. With this exercise, it is possible to consider numerous case situations in a short time period. Then a quiz featuring 2 business case studies is given. For this quarter, a modified quiz was administered to include a 3rd case study that was designed to demonstrate the typical corporate decisions in which choosing one course of action benefits certain stakeholders, but typically at a cost to others. Consequently, every management decision is a tradeoff helping some while harming others. This reflects the corporate and financial markets as they exist, but also foreshadows the necessary convergent reality that must emerge to replace what exists. By adding to the quiz the 3rd case study element, students were engaged in thinking through the tradeoffs that currently exist for top management teams in charting a strategic course. As part of this 3rd case study, the students were required to choose from 3 alternative solutions or to create a custom solution and then to explain their reasons for the choices they made. Additional stakeholder analysis was also included in MGMT 326.

Written communication: In each category, 80% or more of students met or exceeded expectations.

For the opening loop of the second cycle of writing assessment, a small pilot study was conducted to determine if the simplest suggestion for improvement listed on the writing error elimination policy form could result in a more focused improvement. Discussions with the English Department indicated that they would not willingly use the procedures described in the CBPA writing error elimination policy to teach writing, so the focused solution studied for use by business faculty was to require students to submit their writing assignments through grammar check, spell check, and Flesch-Kincaid scoring using Microsoft Word software or any other more comprehensive writing software. Students were instructed on the syllabus to do this, and instructions were also verbally emphasized.

The next step is to generalize the approach to larger numbers of classes for the Sp 2015 assessment to close the loop. Students in Spring 2016 also were asked to submit a first draft of their writing assignment for peer review.

An additional improvement that was implemented was to establish a relationship with EWU's Writing Skills Center through institution of a faculty workshop headed by Justin Youngs, director of the Skills Center. During the workshop, faculty discussed difficult writing issues, and requested that the director continue additional workshops in the future to address short-term

writing lessons, inclusion of software for writing improvement, and various organizing schemes for communication improvements.

Global Awareness: Most (Approx. 90 percent) students met or exceeded expectations on each category. The committee reviewed the results which indicated that all students assessed scored at the desired level. This is a reflection of the college’s effort where an emphasis has been placed on global issues and faculty in all business courses have been encouraged to include section dealing with this topic. This could also be a result of our new international business major where more courses are offered in international business that could be taken as part of the major or electives for the other business majors. Thus the committee recommended no change but keep the current process and assessment place for global awareness.

Knowledge of Core Functional Areas of Business:

Individual student performance on business knowledge was assessed using the COMP-XM exam at the end of MGMT 490, in which CAPSIM simulation was a course requirement. EWU student performance is benchmarked against national results, as shown below. In nearly all categories, EWU student performance exceeded the national average. In addition to benchmarking against national results, individual questions were assessed for significantly lower and higher performance against national averages. For Fall 2015, one question on breakeven analysis was found to be a significantly lower score for EWU students than for the national average. Review of questions for Spring 2016 are pending. Remedies for breakeven analysis and larger issues of critically thinking about accounting were developed by the Assessment Committee with the aid of Accounting instructors.

| Undergraduate Assessment Comp-XM Summary Results | | | | | | | | | | | | | |
|--|-----------------|-----------------|--------------------|------------|---------|----------|-----------|------------|----|------------------------|-----------------------------|----------|-------------------|
| Class | No. of Students | Business Acumen | Business Knowledge | Accounting | Finance | Strategy | Marketing | Operations | HR | Financial | Internal Business Processes | Customer | Learning & Growth |
| Spring 2015: | | | | | | | | | | | | | |
| National Results | | | | 59 | 61 | 59 | 60 | 53 | 63 | 59 | 58 | 70 | 68 |
| MGMT 490-02 | 25 | 66 | 56 | 71 | 66 | 73 | 69 | 71 | 66 | 73 | 74 | 76 | 85 |
| MGMT 490-50 | 23 | 75 | 65 | 72 | 69 | 69 | 75 | 69 | 73 | 73 | 72 | 82 | 82 |
| Fall 2015 | | | | | | | | | | | | | |
| National Results | | | | 56 | 58 | 55 | 58 | 49 | 58 | 58 | 58 | 70 | 68 |
| MGMT 490-01 | 30 | 47 | 50 | 62 | 61 | 64 | 65 | 60 | 61 | 60 | 61 | 70 | 72 |
| MGMT 490-40, 41 | 54 | 55 | 55 | 71 | 73 | 68 | 69 | 67 | 69 | 72 | 75 | 76 | 76 |
| Winter 2016 | | | | | | | | | | | | | |
| National Results | | | | 58 | 59 | 55 | 58 | 50 | 60 | Discontinued by Capsim | | | |
| MGMT 490-01 | 29 | 86 | 72 | 78 | 73 | 75 | 71 | 76 | 73 | | | | |
| MGMT 490-40 | 31 | 76 | 80 | 72 | 76 | 72 | 76 | 72 | 77 | | | | |
| MGMT 490-41 | 27 | 81 | 62 | 75 | 69 | 78 | 73 | 75 | 70 | | | | |
| Spring 2016: | | | | | | | | | | | | | |
| National Results | | | | 60 | 59 | 57 | 59 | 52 | 62 | | | | |
| MGMT 490-01 | 35 | 60 | 21 | 58 | 54 | 53 | 58 | 55 | 51 | | | | |
| MGMT 490-40 | 36 | 72 | 66 | 72 | 70 | 70 | 68 | 67 | 66 | | | | |
| MGMT 490-41 | 36 | 72 | 72 | 74 | 62 | 69 | 79 | 72 | 72 | | | | |
| MGMT 490-42 | 36 | 69 | 65 | 72 | 69 | 74 | 71 | 69 | 68 | | | | |
| MGMT 490-43 | 36 | 53 | 56 | 61 | 58 | 63 | 71 | 62 | 61 | | | | |

Intervention for the breakeven analysis

Accounting Instructors: The following is in response to your direction to provide an answer on how to get a better result by students on a break-even question on the business simulation. This subject is covered in chapter 5 of the managerial textbook and we currently spend 4 hours on this

chapter. We begin by going back over variable and fixed costs which were discussed in chapter two and then define contribution margin. We then cover seven exercises from the text on single product break-even and two on multi-product break-even. We also cover six break-even exercises from another textbook. Several of these exercises have a change in the variable expenses which changes the contribution margin and a new break-even point. This is very similar to the question asked in the simulation which had a change in the direct material and passed one-half the savings on the customers as a price reduction. The students also do four problems on Connect which contain extensive questions on both single and multiple product break-evens. These problems have a suggested total time of 210 minutes. We then have several multiple-choice questions on the chapter test that cover break-even and one complex problem that covers the break-even for a two product company and the break-even plus target profit for the two hundred service outlets of the company. We believe this is more an adequate time to cover a relatively simple concept. However, we will make up an exercise that will cover the one asked in the simulation.

Break-even is also covered in Cost I and we believe the type of question asked on the simulation is more in line with those that should be covered in that course. We would think this is the course in which the student's understanding of the break-even concept would be further enhanced from managerial by covering changes in the contribution margin from price changes to changes in the variable costs to changes in the fixed costs. There is a fairly good example of changes that would be beneficial in answering the simulation in the Lanen textbook on page 112. (Integrative Case) When we covered break-even this past quarter in Cost One we did all of the exercises that had break-even and five of the six problems we assigned for homework contained questions on break-even. Our suggestion here is to emphasize to the instructor's teaching Cost the need to emphasize break-even and the effect various changes in price, variable costs and fixed costs have on the units and sales dollars needed to break-even. In addition to coverage of breakeven concepts in introductory accounting courses, enhanced coverage continues in the finance and operations management core courses.

An additional method for improving results related to interpretation of financial statements is to include more exercises and quiz items listed as "critical thinking" in instructor's resources. Such items will be identified for early accounting classes with the intent of tracking and interpreting quiz results related to accounting critical thinking.

Indirect Assessment and Comparative Benchmarking

In addition to measures of individual direct student learning, CAPSIM results are reported as a reflection of EWU's student performance relative to large numbers of internationally-recognized universities. These results are based on performance of student groups and indicate the relative strong performance of EWU against international and national norms.

Summary of National/International Performance Results for EWU Teams in Sections 40 and 41 (F15).

The Comparison Schools: In winter term, 2016, 1342 teams participated nationally and internationally with the same Capsim simulation configuration that was used in Eastern Washington University's sections of MGMT 490. These teams came from many notable

institutions, including BYU, Florida State University, Florida Atlantic University, Georgia Tech, Indiana University, Temple, University of Illinois, University of North Carolina, York University, University of Cincinnati, DePaul, Washington State University, Auburn, and numerous others. Capsim's Capstone simulation challenges students to not simply recall key business facts, but to correctly recall, apply, and integrate knowledge learned throughout core business training. As such, the national performance rankings on key company performance metrics such as balanced scorecard, cumulative profit, return on equity, etc, provide an indication as to how well our students understand and apply general business knowledge relative to a highly recognized comparison pool. The key point is that by comparing our teams' performances to this pool, we are using a rigorous standard of comparison to benchmark performances against. Significant accomplishments are notable and demonstrate the strength of our program here at EWU.

Balanced Scorecard: Balanced Scorecard performance is emphasized in these sections because it prepares the students for the CompXM exam, which is used by the CBPA to assess general business learning. This term:

- 20 out of 24 EWU teams finished in the top-50% relative to all simulation participants.
- 18 of 24 (75%) EWU teams finished in the top 30%
- 13 out of 24 teams (54%) finished in the upper quartile.
- 7 of 24 teams (29%) finished in the top-10%.

Cumulative Profit: Cumulative profit represents consistent application of business knowledge because measures company management across all eight rounds played. For those who may be unfamiliar with this simulation, student teams inherit a below-average performing company that is operationally inefficient. Their task is to apply their understanding of business to reorganize the company over time so that it can generate profits and grow. As such, the cumulative profit rankings provide a comparison as to how effectively students can apply general business knowledge to a complex business situation. This term:

- 19 out of 24 (79%) of the teams finished in the top 60% for the simulation
- 11 out of 24 (46%) finished in the top 35%
- 7 out of 24 (29%) of teams finished in the top 30%.

Round 8 Profit: Unlike cumulative profit, Round 8 profit captures the strength of the companies at the end of the simulation. As such, it allows students to recover from mistakes, which are captured in the cumulative profit figure and demonstrates the strength of the business if it were to continue on. This term:

- 22 out of 24 (92%) teams finished in the top-60%
- 21 out of 24 (88%) teams in were the top 50%
- 14 out of 24 (58%) teams finished in the top 30%
- 10 teams were in the top quartile
- 5 teams finished in the top 15%.

Stock Price: Stock price provides an indicator of how valuable investors perceive the company. This term:

- 21 out of 24 (88%) companies finished in the top 50%
- 12 (50%) were in the top 30 percent
- 7 (29%) teams finished in the top 20%

Return on Equity (ROE) Some people argue that ROE is among the most important indicators of company success because it captures the return on shareholders' invested capital. We had exceptional results this term:

- 21 out of 24 teams (88%) finished in the top 60%
- 17 (71%) teams finished in the top 30%
- 9 teams finished in the top 20%
- 10 (42%) teams were in the top 10%
- 4 teams finished in the top 5%!

Return on Sales (ROS): Another key DuPont ratio for evaluating the relative performance of companies is ROS. This represents how efficiently companies are at generating earnings off of product sold. This term:

- 22 teams finished in the top 60%
- 21 teams finished in the top 50%
- 16 teams finished in the top 30%
- 10 teams were in the top 15%
- 2 teams finished in the top 10%!

Return on Assets (ROA): Return on Assets (ROA) is another important measure of company performance and efficiency in generating returns. It captures the efficiency with which assets are being utilized to generate earnings. This term:

- 22 of 24 teams finished in the top 60%
- 17 teams finished in the top 30%
- 10 teams were in the top 15%
- 7 teams in the top-10%

Fall 2015 – Spring 2016 Graduate (MBA) Assessment

Learning goals for Fall 2015 to Spring 2016 include both opening and closing loops, where some assessments are continuations from previous years. Because some courses had unusually low enrollments, the assessment schedule was adjusted as necessary to complete two complete loop-

closing cycles in a 5-year period. In the fall of 2015 we assessed one graduate student learning goal:

Global: Be able to incorporate ethical and global considerations into business activities.

Global Analysis

Results for Global Analysis were quite favorable, suggesting broad and deep coverage of global business topics and analysis in the program. The MBA Committee engaged in lengthy discussion of global business and determined that there may be an option to eliminate foundational coverage of topics through a single course. Most functional MBA courses cover global aspects specific to their courses. For example, the data from assessment of Global Analysis in the strategy course (BADM 590) showed that 92% to 100% of students met or exceeded expectations in usage of “strategies, practices, and cultural norms” to analyze a case study. Data from the Global Business course showed that 100% of students met or exceeded expectations for all the items, except in the use of strategic models, but that coverage has been shown to be covered in the strategy course.

A curriculum change was made as follows:

Sensitivity to cultural issues can be addressed in the MBA Orientation, which is a mandatory session at the beginning of the MBA Program. These topics are based on the Global Competencies Inventory (See Exhibit II-MBA). Assessment of international issues will continue in functional courses, with the expectation that some courses may emphasize some specific assessment items more than others, but that a solid foundation is fully covered. For students who are interested in deeper topical coverage and analysis, a Global Business option was added to the program which provides a concentration of courses highlighting global business topics.

Winter 2016 Graduate

In the winter of 2016 we assessed several graduate student learning goals including:

1. **(Ethical/Global)** Be able to incorporate ethical and global considerations into business activities.
2. **(Leadership/Interpersonal)** Be able to provide leadership and facilitate positive interpersonal business relationships;
3. **(Communications)** Demonstrate competency in both written and oral business communication skills;
4. **(Critical Thinking)** Be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems;

Ethics

Results of the ethics were mixed where students were measured on 10 variables included in the rubric. For the most part, students performed well where 70% of students assessed exceed, meet or marginally met expectations. Areas of concern were “distinguish between ethics, morality and law” and “making a decision”.

The committee recommended that the assessment committee chair (associate dean) meet with the faculty teaching the ethics content and discuss the results.

Upon the recommendation of the committee the associate dean met with Dr. Soleimani, who shared the assessment results and asked for interventions to be used as means of closing the loops.

Dr. Soleimani provided the following: Choosing an exercise for the assessment that covers ALL items in the rubric. In other words, sometimes students get low assessment on an item because they did not specifically connect the exercise with that item.

Giving the rubric to students and emphasizing (with details) what is expected from them and what they should include in their assignment to meet or exceed expectation in each item.

The committee has also recommended that faculty teaching the ethics content to emphasize content related to deficiencies pointed out by the results.

Leadership

The results of the assessment for leadership were all acceptable where all students scored either exceed or meet expectations. While the results are acceptable, the committee recommended that we discuss the results with the faculty teaching content in leadership to see if any recommendations could be made.

One of the concerns with assessing leadership, as pointed out by the faculty, is that the opportunity for students to play a leadership role where they could be assessed might not be sufficient. It is argued that if the instructor wants to assess each student's leadership skills, each student should be leader of a team/project where the instructor can assess the leadership skills. Peer evaluation might solve the problem as there would be closer observation and there are multiple opinions rather than just an instructor's opinion.

Recommendation: Have different team exercises where students are given an opportunity to lead. In each exercise, there will be one leader and the team members evaluate his/her leadership. Also, teams are not fixed and change from one exercise to another, therefore, limiting the chance of overlap between leader and evaluators.

Oral Communication

The results of the assessment indicates that our students do well when it comes to oral communication as assessed on their presentations. Our objective is to have at least 70% of our students assessed exceed or meet expectations—this has been achieved.

However, we have a few students who marginally met our expectations in some categories such as: provide introductory thesis or summarizes sequence of presentation to be given” and “presenting a closing statement or summarizes with conclusion reached from presentation sequence”

Students also seems to struggle with having the right amount of text in their Powerpoint presentations. In addition, the results indicated that students tended to rely more than they should have on their Powerpoint notes where an extensive amount of note reading was taking place.

Finally, it was also noted that student did not use proper formatting to document their bibliographic information.

Committee Recommendation: The committee recommended that an intervention be introduced to remedy this situation.

The associate dean met with Dr. Bruce Teague who recommended several documents from Harvard publishing called, "Management Communication" be introduced to the students at the MBA orientation. The associate dean will recommend to the MBA director that the school obtains copies of these documents and make them a required reading for our MBA students.

These documents have specific information as to how to improve presentations so we believe these can be an effective way of remedying these shortcomings.

Critical Thinking

For the critical thinking, the MGMT 490 (Dr. Nemetz-Mills) developed a process using a group approach prior to the individual assessment using a different case. The approach is described as "JIT Guided Discovery Method" of investigation and is used to improve information gathering and evaluations.

"Just-In-Time" Guided Discovery

Critical Thinking Method

This method is used for very complex concepts that may or may not be adequately covered in textbooks and assigned readings. The readings may be tedious or difficult to understand, so an incentive is created to make knowing the concepts relevant. This method forces a group of students to learn the concepts well enough to present a resolution to a problem that may have many alternatives by finding the relevant concepts and information on their own. The method works best for class sizes of 20 or less where they have 3 to 4 class sessions from the start of the process until the final presentation.

1. The professor develops a short case statement describing a situation that needs resolution. Questions are developed to help students discover information they need to arrive at a decision or take an action.
2. Students are assigned to groups in sizes of 5 to 10, and one student must be chosen to act as facilitator. The facilitator is given responsibility for assigning questions to individual students to research. The facilitator then asks students to present their findings to others in the group after some time has elapsed for them to complete their research. If information is not adequate to make the decision during the initial information session, the facilitator must ask students to learn more information to bring back to the group. Over time, the group works toward consensus to arrive at a solution. The facilitator may assign a group member to synthesize the information into a presentation with visual aids or may do that task alone. The facilitator is given complete freedom to direct the work as necessary to complete the project, including time management in and out of class.

3. Students must present their solution in class with a time limit of 20 minutes, so they are publicly accountable to know the concepts well enough to defend their solutions. They have two to three weeks to complete the research just in time for the public presentation.
4. Questions are developed around the short case to guide students in their research, but students may deviate from the questions if they need more information to clarify their decision-making.
5. After a 20-minute presentation, the professor questions each group rigorously, in-depth, and publicly (in front of the class) to ensure they have adequate understanding of relevant concepts and alternatives.
6. Subsequent to the public presentation, individual work is assigned in the form of a long case study to determine if individual students learned the concepts and can recommend a solution or draw a conclusion from their analysis.

Sample Group Work

This lesson provides foundation work for understanding how hostile takeovers represent a market mechanism for action when corporate governance fails to adequately address shareholder concerns. Alternatively, it may represent aggressive action on the part of corporate raiders who've identified a target of interest for their portfolio of financial holdings, whether for reasons of self-interest or correction of stock valuation for all shareholders. In either case, many stakeholders may be affected when hostile takeovers are signaled in the market.

TAKEOVER PROBLEMS

You are functional managers in a relatively small, but high-growth trucking company. The company was started 10 years ago by a venturesome entrepreneur with a degree in engineering. The owner originally intended to "keep it small and own it all," but found it necessary to make a public stock offering in order to expand into a very competitive, low cost market. Deregulations forced companies to look at cost-cutting by economies of scale, hence the decision to grow much larger. During the last 3 years, the company has been extremely effective in retaining a large amount of cash. Unfortunately, this cash has made it attractive as a takeover target by a "raider." With deregulation well under way, many companies are consolidating into high-volume powerhouses for survival. The SEC has recently informed you that a private equity firm has managed to acquire 5% of your company's stock, and in the 10 days since the announcement, they have not acquired 20%. The original company owner, now the company president, does not understand very much about finance, so he has asked you to explain what is going on and what are some of the alternatives available to him. He wants you to suggest the most viable alternative. After your first meeting with him, you put together the following topics that need investigation:

1. Critique private equity firms and transactions. Describe the difference among operational, financial, and governance aspects of private equity acquisitions. How

do private equity transactions differ from mergers and acquisitions? Also, explain leveraged buyouts, junk bonds, and how they affect the financial statements, and ultimately, the ability to make acquisitions (including tax advantages).

2. What are the advantages and disadvantages of mergers and acquisitions to the economy? What are some ways the government is involved in them, and should the government be more or less involved?
3. Describe the process by which poison pills, white knights, shark repellants, the Pac-Man defense, dividends, and stockholder persuasion come into the picture. What is greenmail?
4. Describe an example of a hostile takeover that involved raiders, white knights, etc.
5. What are the histories of some recent mergers and acquisitions? Have the intended results matched the real results?
6. If the acquiring company needs to pay off a large amount of debt incurred from the acquisition of another company, what are some options for raising cash?
7. How can employee stock ownership and buyouts affect the merger and acquisition process?

Sample Follow-Up Individual Work

Individual work after the presentation would be to analyze a lengthy case, such as Fashion Faux Pas (takeover of Gucci by LVMH), Mesa Petroleum (attempted takeover of oil industry by T. Boone Pickens), or a similar published case.

Spring 2016 Graduate

In the spring of 2016 we assessed several graduate student learning goals including:

1. **Quantitative/Technical** (assessed in BADM 520): Be able to apply appropriate technical and quantitative skills related to business.
2. **Written Communication** (assessed in BADM 530): Demonstrate competency in both written and oral business communication skills.
3. **Oral Communication** (assessed in BADM 540): Demonstrate competency in both written and oral business communication skills.
4. **Global** (assessed in BADM 580): Be able to incorporate ethical and global considerations into business activities.

Results of Spring 2016 assessments are pending review by the Assessment Committee in Fall 2016.