

MASTER'S IN ACCOUNTING (MSA)

RU ASSESSMENT GOAL 1: Discipline-focused content HCB Program Goal 1: Discipline-focused content

Learning Objective: Analytical and quantitative skills

Description:

The students are introduced to an Industry Case. Students were required to identify companies that operated within a certain industry based upon financial data and ratios. Students are measured on the following items:

Identification of Symptoms

The students are asked to identify symptoms of the company's problems. The students are expected to understand the distinction between symptoms and problems.

Problem Statements

The students are expected to identify at least one of the company's substantial problems and state the problem in terms that are actionable by the company's leadership.

Analysis of Relevant Data

The students are expected to perform basic analyses with relevant data.

Applies Appropriate Procedures

The students are expected to choose statistical procedures to analyze the problems with very little errors. They need to understand how the factors influence the appropriate statistical procedures and should be able to explain why procedures are appropriate for the problem.

Problem Analysis

The students are expected to analyze at least one problem thoughtfully and apply a strategic analysis. They are required to apply relevant financial or quantitative analysis.

Identification of Alternatives

Appropriate number of alternatives should be identified for more than one problem.

Evaluation of Alternatives

Pros and cons for appropriate number of alternatives should be provided by students. Most of the arguments should be convincing and supported.

Recommended Course of Action

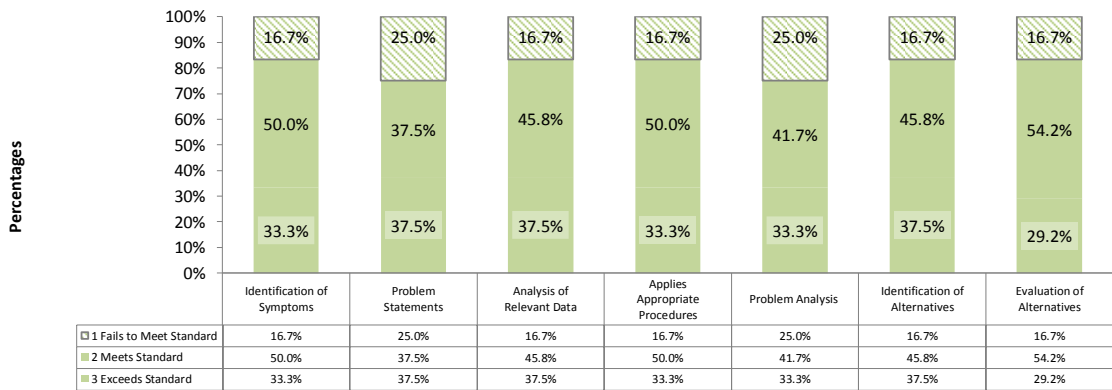
The students are expected to provide courses of action with feasibility, which are likely to solve the identified problems and lead to above average returns in this industry.

Implementation Plan

The students are expected to provide timeline with appropriate responsibilities.

Outcome:

MSA: Analytical and Quantative Skills
Standard: 90% at Meets Standard



Courses and Faculty:

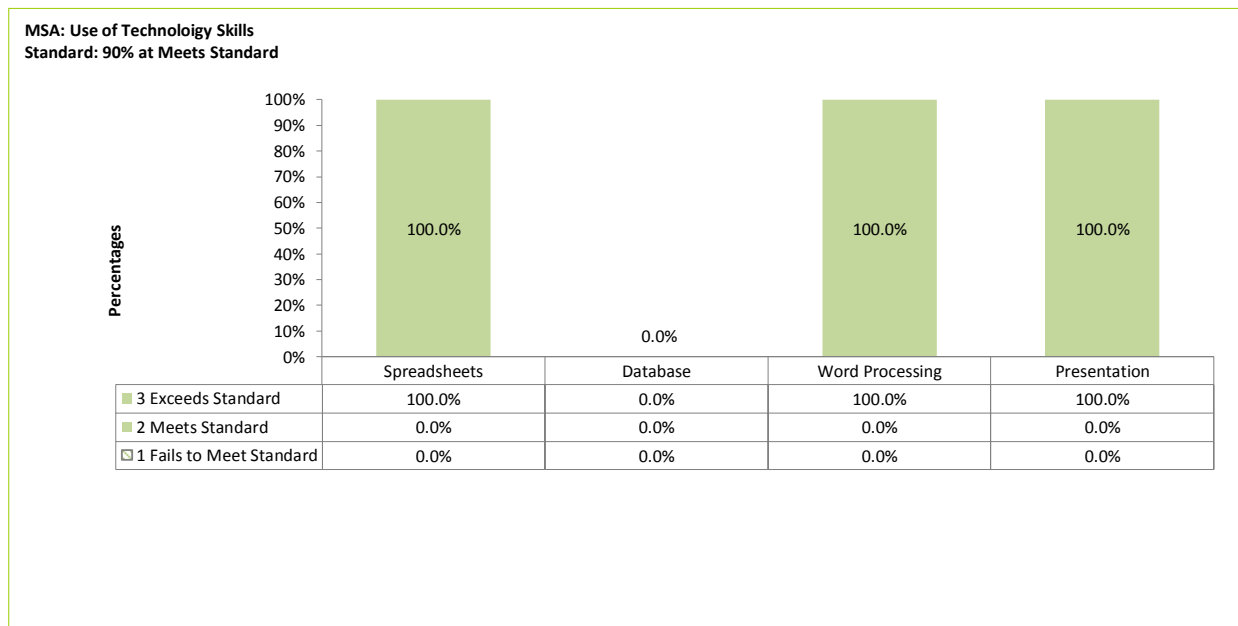
Fall 2017 ACCT 406 Prof. Warren; Spring 2018 ACCT 406 Prof. Zheng

Learning Objective: Use of Technology in Business

Description:

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers; and demonstrate the ability to work with slide master in Microsoft PowerPoint.

Outcome:



Courses and Faculty:

Fall 2017 ACCT 491 Prof. Haskins

RU ASSESSMENT GOAL 2: Effective communication

HCB Program Goal 2: Ability to communicate effectively

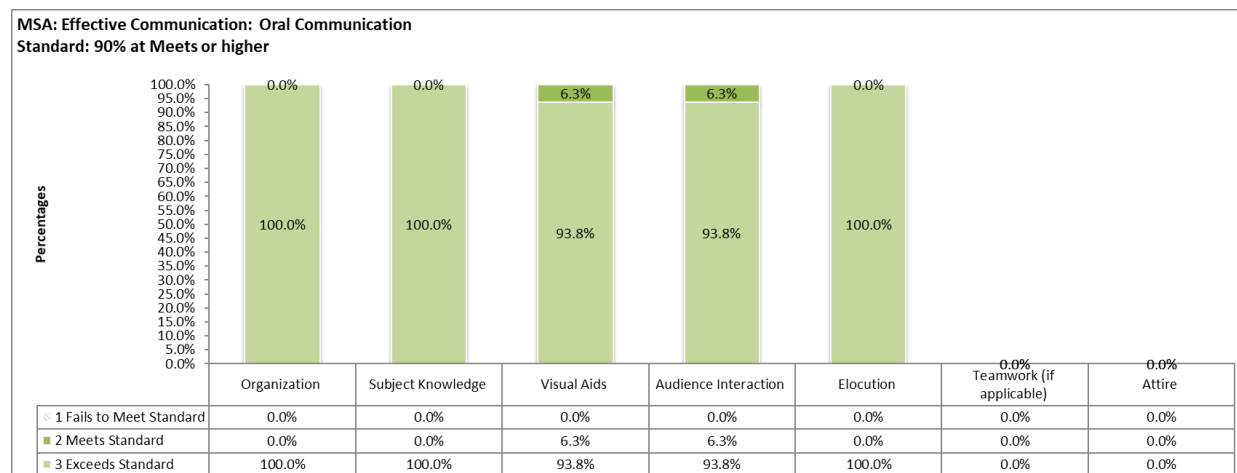
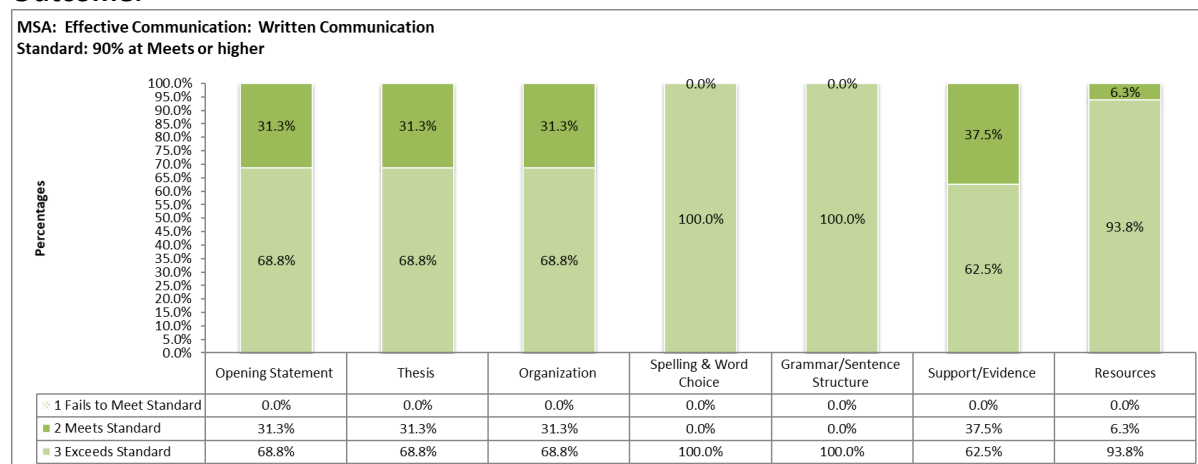
Learning objectives:

- a. Written Communications, and
- b. Oral Communications.

Description:

Students compose and present a coherent product. Effectiveness of both written and oral communication skill are assessed. The written communication skills are assessed along 7 dimensions: (1) Opening Statement, (2) Thesis, (3) Organization, (4) Spelling & Word Choice, (5) Grammar/Sentence Structure, (6) Support/Evidence and (7) Resources. The oral communication skills are also addressed along 7 dimensions: (1) Organization, (2) Subject Knowledge, (3) Visual Aids, (4) Audience Interaction, (5) Elocution, (6) Teamwork and (7) Attire.

Outcome:



Courses and Faculty: Fall 2017 ACCT 491 Prof. Haskins

MASTER'S IN ACCOUNTING FORENSICS (MSAF)

RU ASSESSMENT GOAL 1: Discipline-focused content HCB Program Goal 1: Discipline-focused content

Learning Objective: Analytical and quantitative skills

Description:

The students are introduced to an Industry Case. Students were required to identify companies that operated within a certain industry based upon financial data and ratios. Students are measured on the following items:

Identification of Symptoms

The students are asked to identify symptoms of the company's problems. The students are expected to understand the distinction between symptoms and problems.

Problem Statements

The students are expected to identify at least one of the company's substantial problems and state the problem in terms that are actionable by the company's leadership.

Analysis of Relevant Data

The students are expected to perform basic analyses with relevant data.

Applies Appropriate Procedures

The students are expected to choose statistical procedures to analyze the problems with very little errors. They need to understand how the factors influence the appropriate statistical procedures and should be able to explain why procedures are appropriate for the problem.

Problem Analysis

The students are expected to analyze at least one problem thoughtfully and apply a strategic analysis. They are required to apply relevant financial or quantitative analysis.

Identification of Alternatives

Appropriate number of alternatives should be identified for more than one problem.

Evaluation of Alternatives

Pros and cons for appropriate number of alternatives should be provided by students. Most of the arguments should be convincing and supported.

Recommended Course of Action

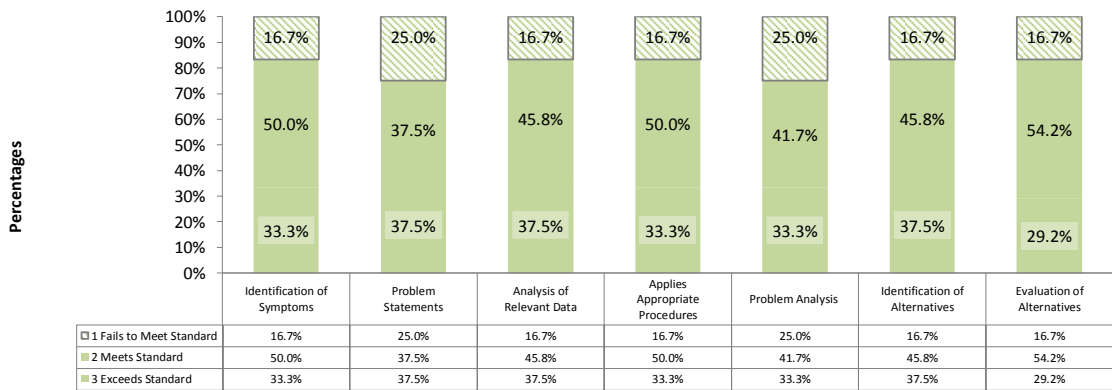
The students are expected to provide courses of action with feasibility, which are likely to solve the identified problems and lead to above average returns in this industry.

Implementation Plan

The students are expected to provide timeline with appropriate responsibilities.

Outcome:

MSA: Analytical and Quantative Skills
Standard: 90% at Meets Standard



Courses and Faculty:

Fall 2017 ACCT 406 Prof. Warren; Spring 2018 ACCT 406 Prof. Zheng

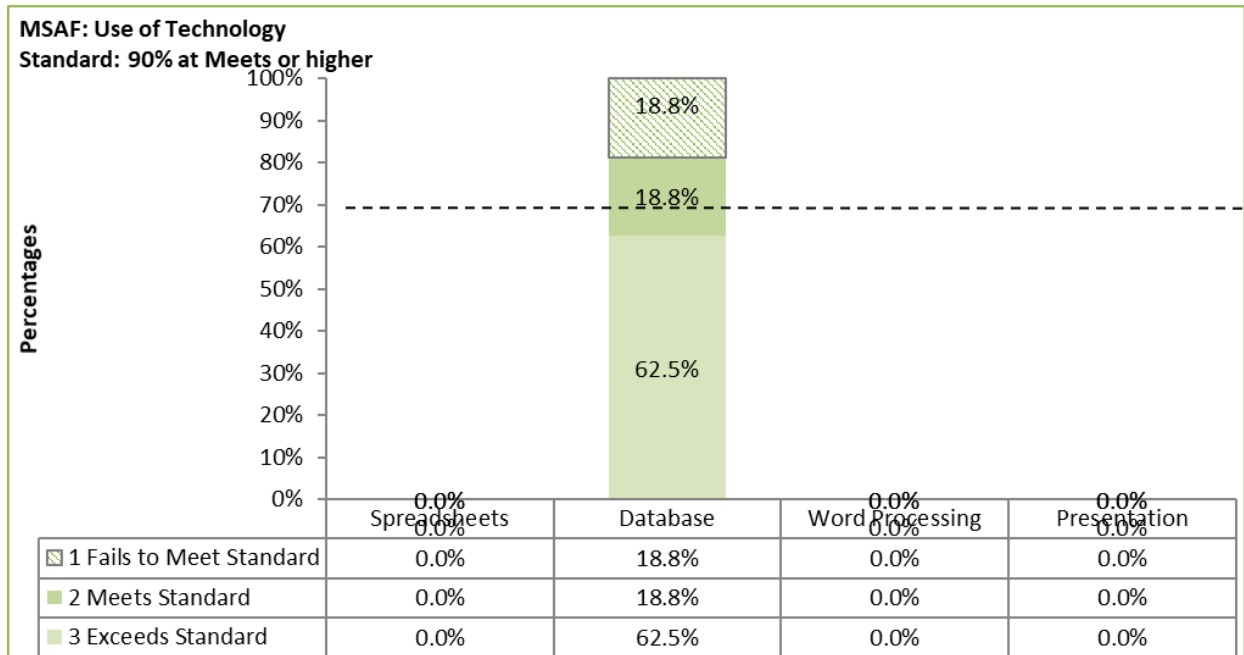
RU ASSESSMENT GOAL 1: Discipline-focused content
HCB Program Goal 1: Discipline-focused content

Learning Objective: Use of Technology in Business

Description:

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers; and demonstrate the ability to work with slide master in Microsoft PowerPoint.

Outcome:



Courses and Faculty:

Fall 2017 INFS 401 Prof. Chan

MASTER'S IN BUSINESS ADMINISTRATION (MBA)

RU ASSESSMENT GOAL 1: Discipline-focused content HCB Program Goal 1: Discipline-focused content

Learning Objective: Analytical and quantitative skills

Description:

The students are introduced to an Industry Case. Students were required to identify companies that operated within a certain industry based upon financial data and ratios. Students are measured on the following items:

Identification of Symptoms

The students are asked to identify symptoms of the company's problems. The students are expected to understand the distinction between symptoms and problems.

Problem Statements

The students are expected to identify at least one of the company's substantial problems and state the problem in terms that are actionable by the company's leadership.

Analysis of Relevant Data

The students are expected to perform basic analyses with relevant data.

Applies Appropriate Procedures

The students are expected to choose statistical procedures to analyze the problems with very little errors. They need to understand how the factors influence the appropriate statistical procedures and should be able to explain why procedures are appropriate for the problem.

Problem Analysis

The students are expected to analyze at least one problem thoughtfully and apply a strategic analysis. They are required to apply relevant financial or quantitative analysis.

Identification of Alternatives

Appropriate number of alternatives should be identified for more than one problem.

Evaluation of Alternatives

Pros and cons for appropriate number of alternatives should be provided by students. Most of the arguments should be convincing and supported.

Recommended Course of Action

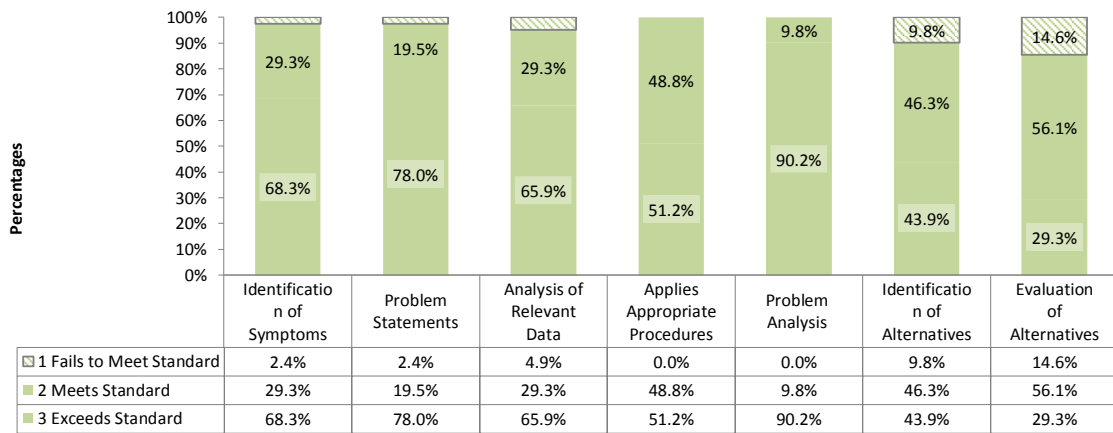
The students are expected to provide courses of action with feasibility, which are likely to solve the identified problems and lead to above average returns in this industry.

Implementation Plan

The students are expected to provide timeline with appropriate responsibilities.

Outcome:

MBA: Analytical and Quantative Skills
 Standard: 90% at Meets Standard



Courses and Faculty:

Fall 2017 MGMT 489 Prof. Elaydi; Fall 2017 MGMT 489 Haug

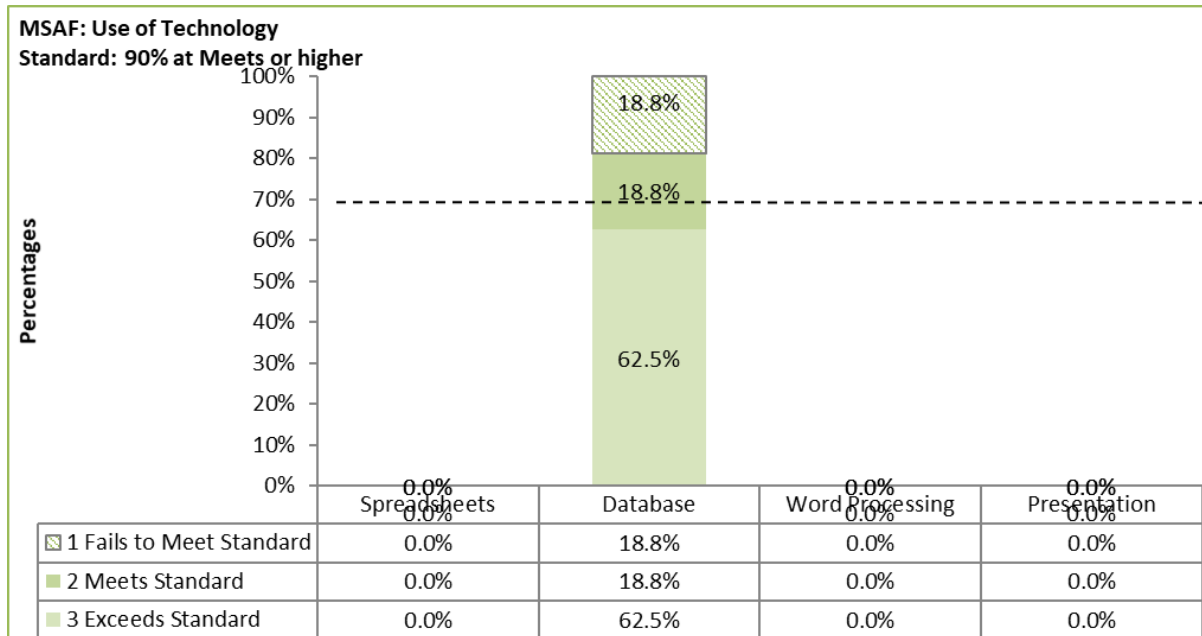
RU ASSESSMENT GOAL 1: Discipline-focused content
HCB Program Goal 1: Discipline-focused content

Learning Objective: Use of Technology in Business

Description:

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers; and demonstrate the ability to work with slide master in Microsoft PowerPoint.

Outcome:



Courses and Faculty:

Fall 2017 INFS 401 Prof. Chan

RU ASSESSMENT GOAL 2: Effective communication HCB Program Goal 2: Ability to communicate effectively

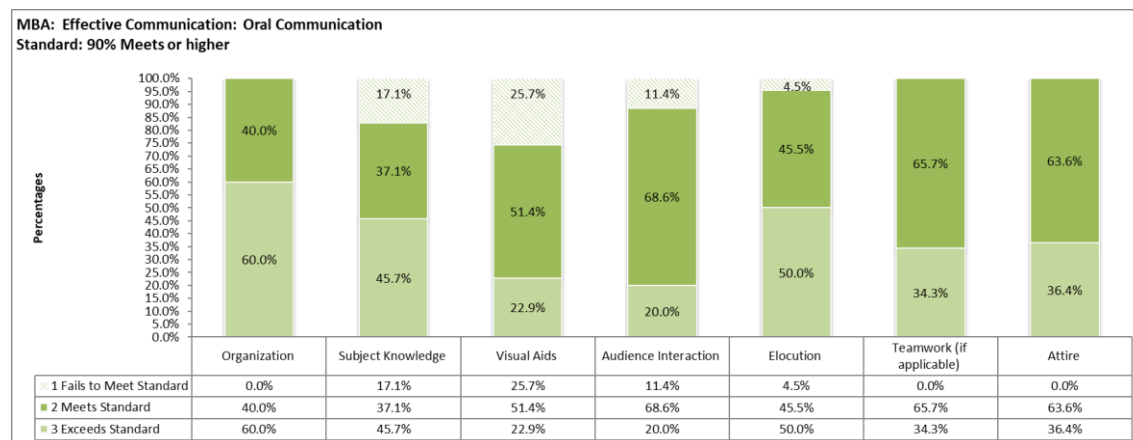
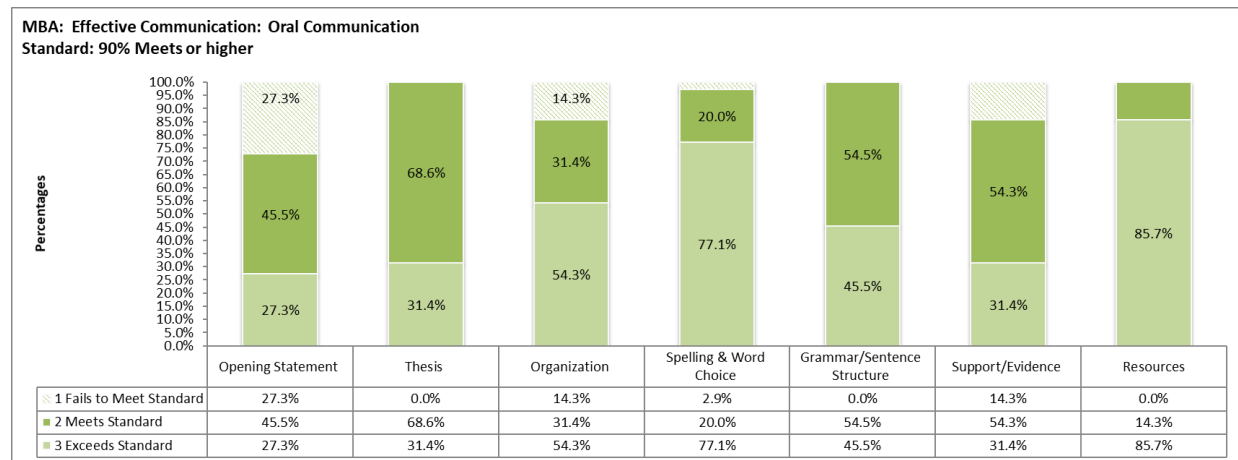
Learning objectives:

- a. Written Communications, and
- b. Oral Communications.

Description:

Students compose and present a coherent product. Effectiveness of both written and oral communication skill are assessed. The written communication skills are assessed along 7 dimensions: (1) Opening Statement, (2) Thesis, (3) Organization, (4) Spelling & Word Choice, (5) Grammar/Sentence Structure, (6) Support/Evidence and (7) Resources. The oral communication skills are also addressed along 7 dimensions: (1) Organization, (2) Subject Knowledge, (3) Visual Aids, (4) Audience Interaction, (5) Elocution, (6) Teamwork and (7) Attire.

Outcome:



Courses and Faculty: Fall 2017 MGMT 489 Prof. Johnson; Spring 2018 MGMT 489 Prof. Tucker

MASTER'S IN HUMAN RESOURCE MANAGEMENT (MBHRM)

RU ASSESSMENT GOAL 1: Discipline-focused content HCB Program Goal 1: Discipline-focused content

Learning Objective: Analytical and quantitative skills

Description:

The students are introduced to an Industry Case. Students were required to identify companies that operated within a certain industry based upon financial data and ratios. Students are measured on the following items:

Identification of Symptoms

The students are asked to identify symptoms of the company's problems. The students are expected to understand the distinction between symptoms and problems.

Problem Statements

The students are expected to identify at least one of the company's substantial problems and state the problem in terms that are actionable by the company's leadership.

Analysis of Relevant Data

The students are expected to perform basic analyses with relevant data.

Applies Appropriate Procedures

The students are expected to choose statistical procedures to analyze the problems with very little errors. They need to understand how the factors influence the appropriate statistical procedures and should be able to explain why procedures are appropriate for the problem.

Problem Analysis

The students are expected to analyze at least one problem thoughtfully and apply a strategic analysis. They are required to apply relevant financial or quantitative analysis.

Identification of Alternatives

Appropriate number of alternatives should be identified for more than one problem.

Evaluation of Alternatives

Pros and cons for appropriate number of alternatives should be provided by students. Most of the arguments should be convincing and supported.

Recommended Course of Action

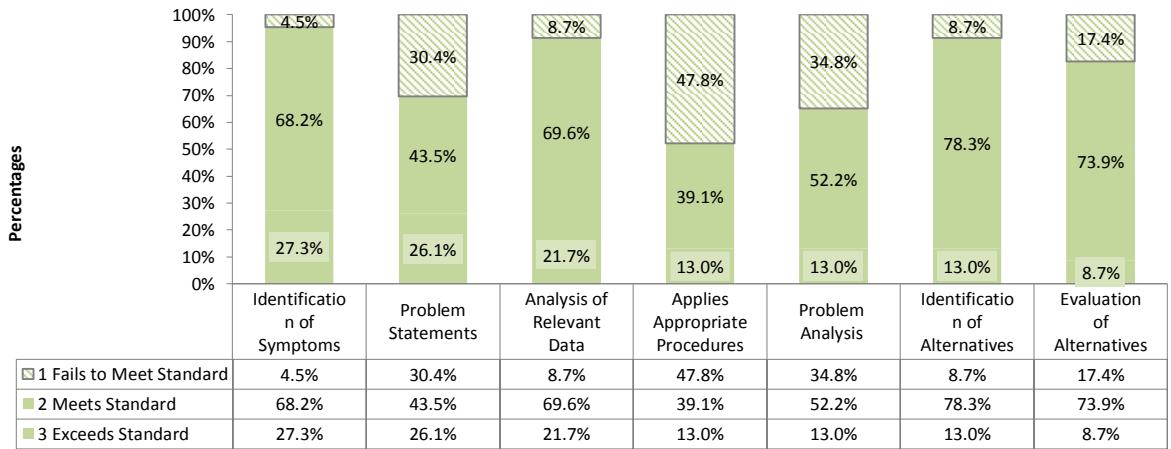
The students are expected to provide courses of action with feasibility, which are likely to solve the identified problems and lead to above average returns in this industry.

Implementation Plan

The students are expected to provide timeline with appropriate responsibilities.

Outcome:

MSHRM: Analytical and Quantative Skills
Standard: 90% at Meets Standard



Courses and Faculty:

Fall 2017 HRM 438 Prof. Wiley

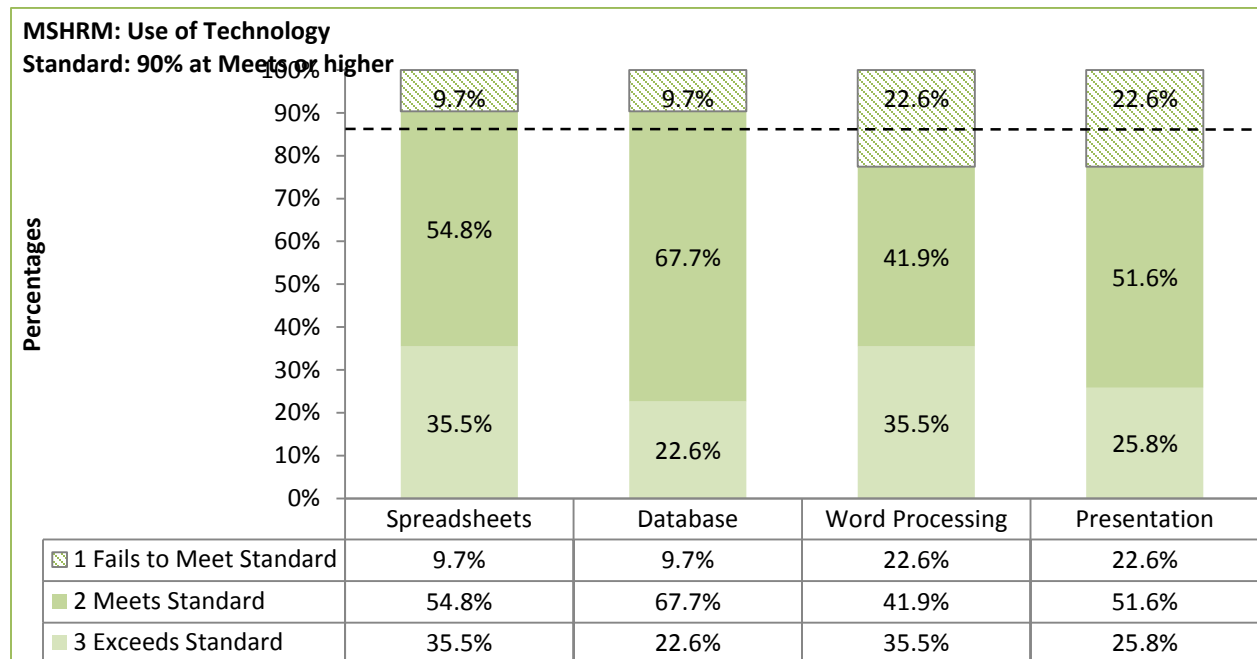
RU ASSESSMENT GOAL 1: Discipline-focused content
HCB Program Goal 1: Discipline-focused content

Learning Objective: Use of Technology in Business

Description:

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers; and demonstrate the ability to work with slide master in Microsoft PowerPoint.

Outcome:



Courses and Faculty:

Fall 2017 HRM 438 Prof. Wiley; Spring 2018 HRM 438 Prof. Fedota

RU ASSESSMENT GOAL 2: Effective communication HCB Program Goal 2: Ability to communicate effectively

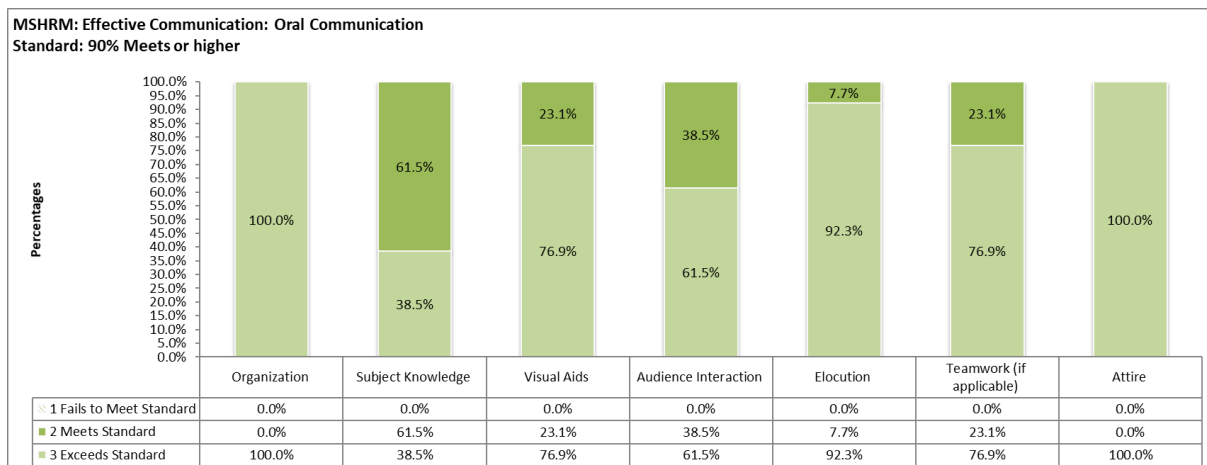
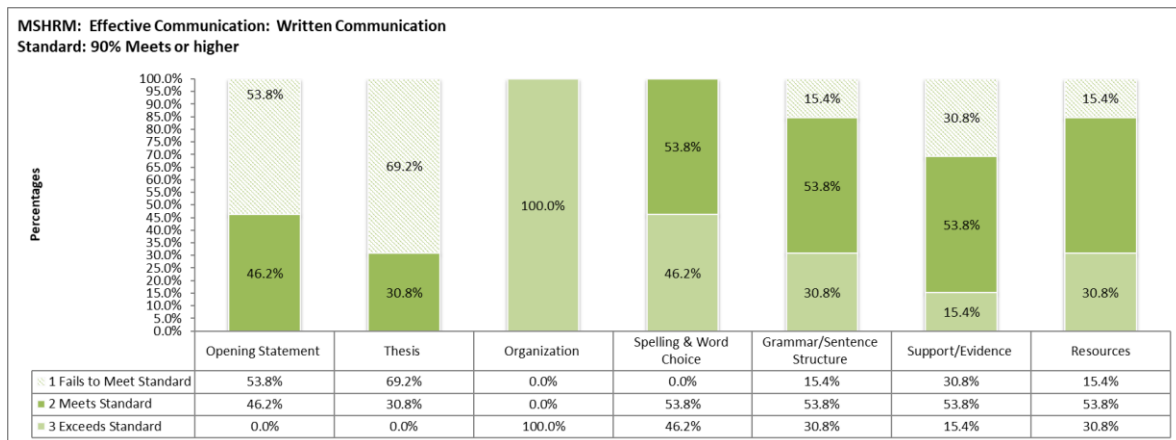
Learning objectives:

- a. Written Communications, and
- b. Oral Communications.

Description:

Students compose and present a coherent product. Effectiveness of both written and oral communication skill are assessed. The written communication skills are assessed along 7 dimensions: (1) Opening Statement, (2) Thesis, (3) Organization, (4) Spelling & Word Choice, (5) Grammar/Sentence Structure, (6) Support/Evidence and (7) Resources. The oral communication skills are also addressed along 7 dimensions: (1) Organization, (2) Subject Knowledge, (3) Visual Aids, (4) Audience Interaction, (5) Elocution, (6) Teamwork and (7) Attire.

Outcome:



Courses and Faculty: Fall 2017 HRM493 Prof. Petty

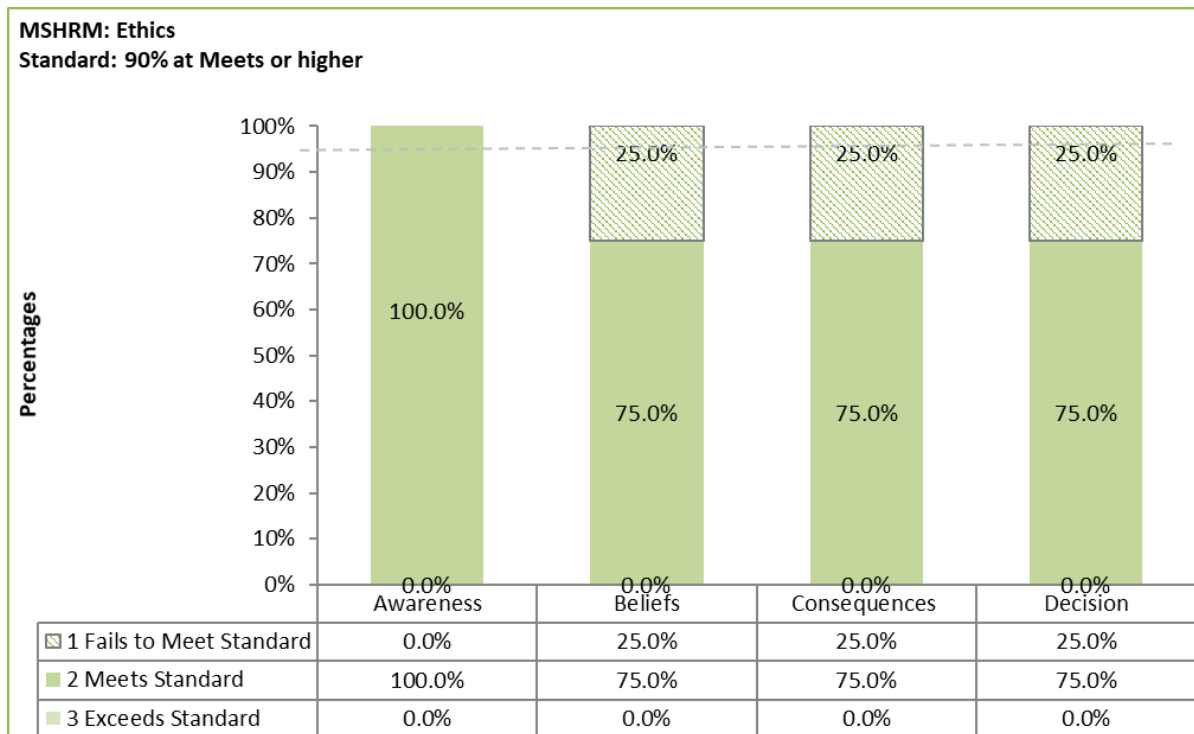
RU ASSESSMENT GOAL 3: Social Justice and Civic Engagement HCB Program Goal 3: Ethics

Learning Objectives: Ethics

Description:

Students are given an ethical example and asked to answer various questions about it. The ethical evaluation is grounded on four factors including awareness, beliefs, consequences, and decision. The awareness factor is based on facts of the specific case, its ethical dimensions, and ethical and legal dilemmas. The beliefs include objective understanding of ethical theory, reason, subjective evaluation, and consequences. The consequences rely on the environment relevancy, specific beliefs of the case. The decision is evaluated based on applying ethical theories, self-interest, stand on ethical matters, and willing to act ethically.

Outcome:



Courses and Faculty: Spring 2018 MGMT 470 Prof. Wiley

MASTER'S IN HOSPITALITY & TOURISM MANAGEMENT (MSHTM)

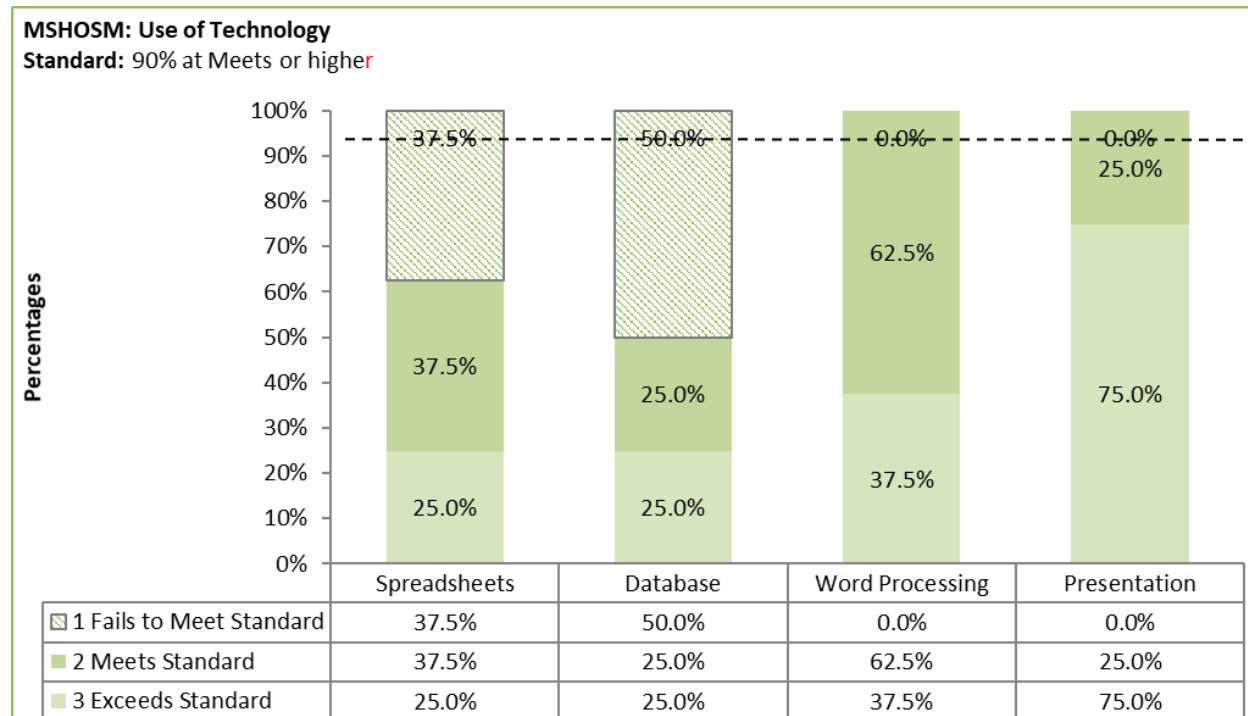
RU ASSESSMENT GOAL 1: Discipline-focused content HCB Program Goal 1: Discipline-focused content

Learning Objective: Use of Technology in Business

Description:

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers; and demonstrate the ability to work with slide master in Microsoft PowerPoint.

Outcome:



Courses and Faculty: Fall 2017 HOSM 430 Prof. Margulis

RU ASSESSMENT GOAL 2: Effective communication
HCB Program Goal 2: Ability to communicate effectively

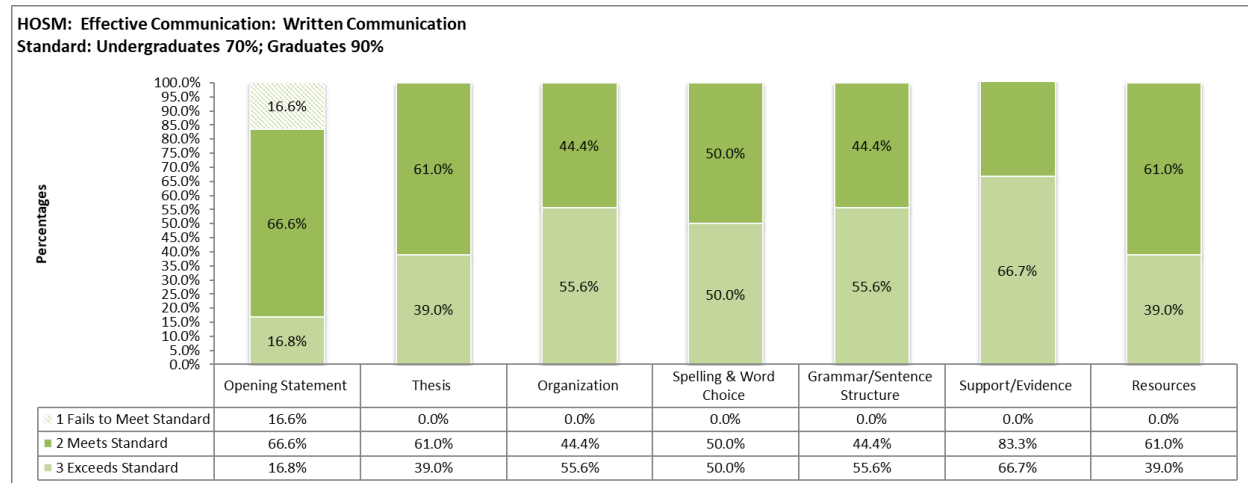
Learning objectives:

- a. **Written Communications, and**
- b. **Oral Communications.**

Description:

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Outcome:



Courses and Faculty: Spring 2018 HOSM 410 Prof. Carol

MASTER'S IN REAL ESTATE (MSRE)

RU ASSESSMENT GOAL 1: Discipline-focused content HCB Program Goal 1: Discipline-focused content

Learning Objective: Analytical and quantitative skills

Description:

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The students are expected to analyze at least one problem thoughtfully and apply a strategic analysis. They are required to apply relevant financial or quantitative analysis.

Identification of Alternatives

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Evaluation of Alternatives

Pros and cons for appropriate number of alternatives should be provided by students. Most of the arguments should be convincing and supported.

Recommended Course of Action

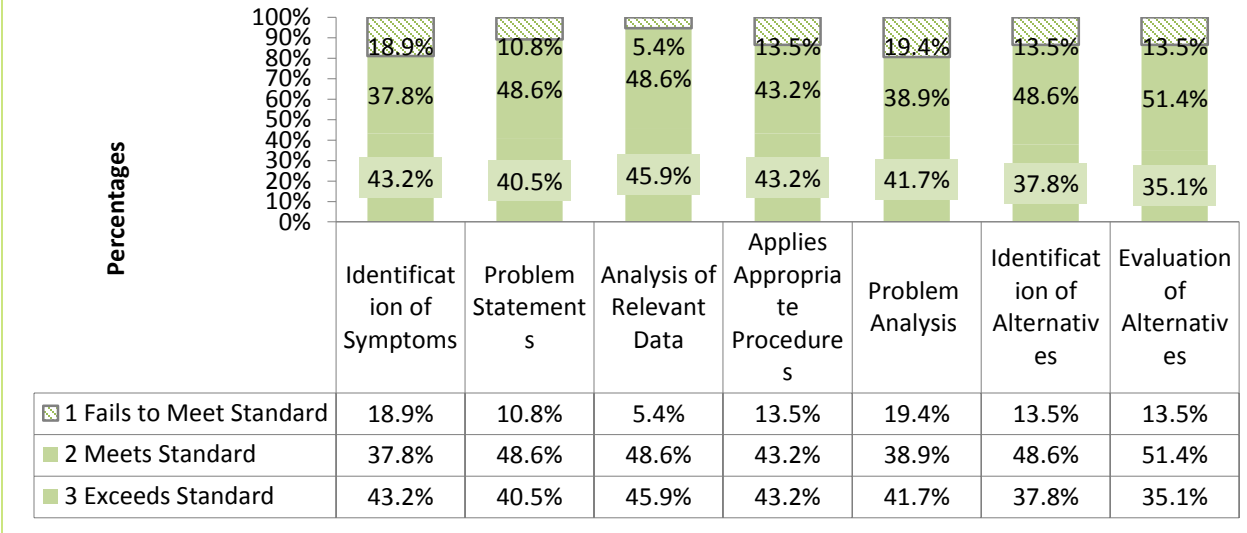
The students are expected to provide courses of action with feasibility, which are likely to solve the identified problems and lead to above average returns in this industry.

Implementation Plan

The students are expected to provide timeline with appropriate responsibilities.

Outcome:

REES: Analytical and Quantative Skills
Standard: 90% at Meets or higher



Courses and Faculty:

Fall 2017 REES 411 Prof. Hamilton; Spring 2018 REES 411 Prof. Munizzo

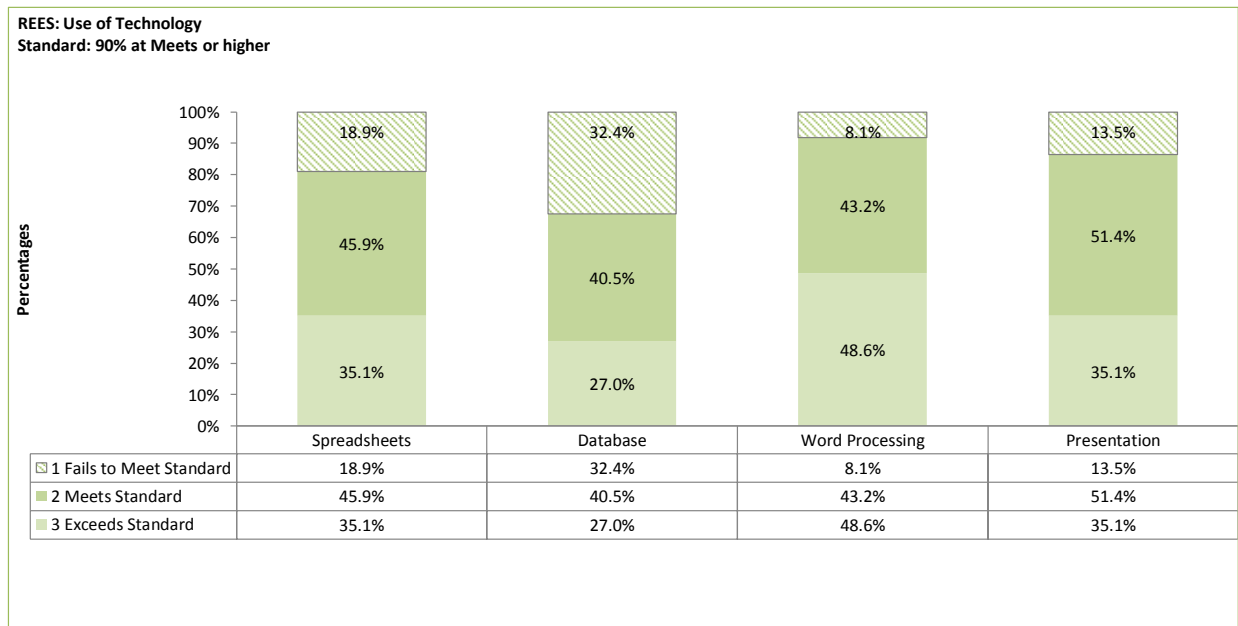
RU ASSESSMENT GOAL 1: Discipline-focused content
HCB Program Goal 1: Discipline-focused content

Learning Objective: Use of Technology in Business

Description:

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers; and demonstrate the ability to work with slide master in Microsoft PowerPoint.

Outcome:



Courses and Faculty:

Fall 2017 REES 411 Prof. Hamilton; Spring 2018 REES 411 Prof. Munizzo

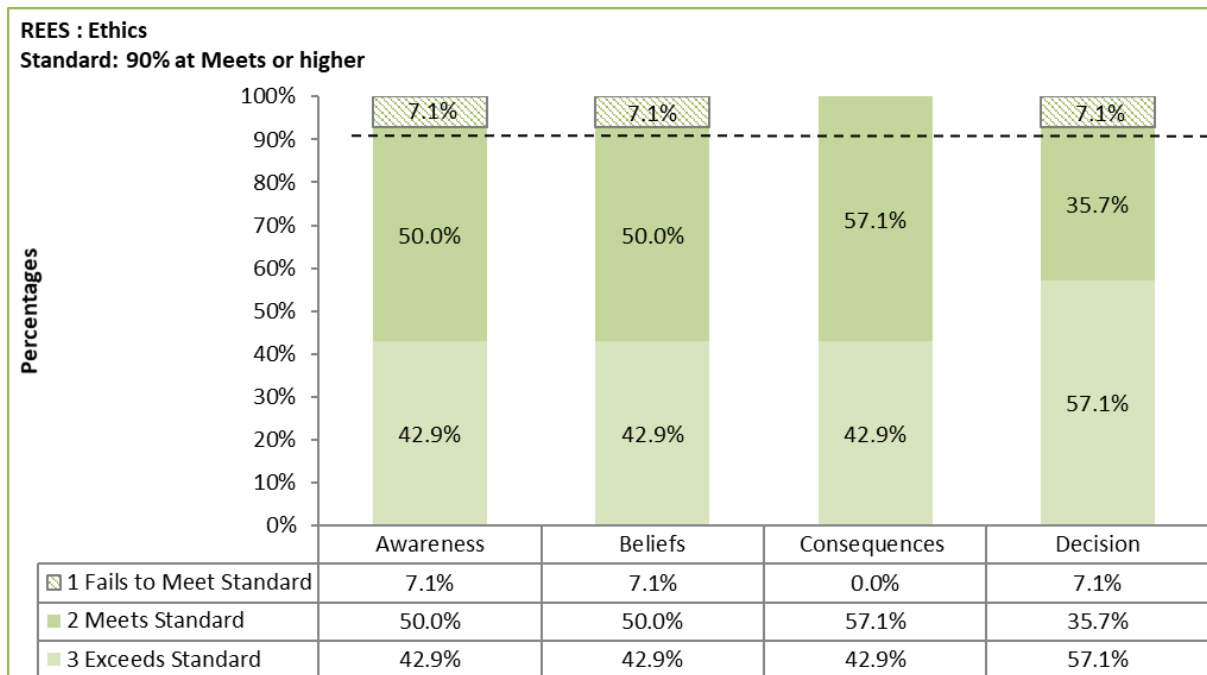
RU ASSESSMENT GOAL 3: Social Justice and Civic Engagement HCB Program Goal 3: Ethics

Learning Objectives: Ethics

Description:

Students are given an ethical example and asked to answer various questions about it. The ethical evaluation is grounded on four factors including awareness, beliefs, consequences, and decision. The awareness factor is based on facts of the specific case, its ethical dimensions, and ethical and legal dilemmas. The beliefs include objective understanding of ethical theory, reason, subjective evaluation, and consequences. The consequences rely on the environment relevancy, specific beliefs of the case. The decision is evaluated based on applying ethical theories, self-interest, stand on ethical matters, and willing to act ethically.

Outcome:



Courses and Faculty: Fall 2017 REES 405 Prof. Hamilton