

Memo

To: Carl Wallman, Associate Vice President
for Academic Affairs

From: Tom Loughman, Olice Embry, Bob Fleck
D. Abbott Turner College of Business

CC: Linda U. Hadley, Dean
D. Abbott Turner College of Business

Date: 6/29/2004

Re: Program Outcomes Assessment for the College of Business

Attached are assessment reports for the BBA and MBA programs in the D. Abbott Turner College of Business. Included are separate tables for the departments of Business Administration and Financial and Information Systems and for the MBA program. Appendix items include a flowchart (Appendix A) of the outcomes assessment processes used in the college and a table (Appendix B) of the metrics used to assess mission goals and program outcomes.

Much of what is reported in the tables involves AACSB assessment criteria. AACSB accreditation, which culminated this past spring in the college's being fully accredited through AACSB, required the college to undergo a rigorous, thorough, multi-year examination of programs, faculty qualifications, course offerings, content coverage, resources, and student achievement.

Major Field Assessment Report
BBA, D. Abbott Turner College of Business
Programs: Undergraduate Majors in General Business, Management, and Marketing

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>CSU Mission Statement:</u></p> <p>Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate and graduate degrees. The university also will serve transfer and transient students as well as those seeking certification and licensure. . . .The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. In all these endeavors, the university will strive to meet the needs of previously underserved populations in its service area.</p> <p><u>Business Administration Mission Statement:</u></p> <p>The mission of the D. Abbott Turner College of Business is to provide management education to our region, with an emphasis on undergraduate instruction. As a teaching institution, we offer accessible programs, including an evening MBA. We serve a student population of diverse socioeconomic backgrounds, varying levels of academic preparation, and a wide range of career experience and objectives.</p>	<p><u>Overview</u></p> <p>The educational objectives of the undergraduate program are grounded in the college’s mission. The college seeks to serve the educational needs of its students while providing support to the business community. The program includes a strong liberal arts component to which students add a foundation in the functional areas of business and an area of specialization.</p> <p>BBA Program Outcomes: All students receiving a BBA degree from the Abbott Turner College of Business should be prepared to demonstrate:</p> <ol style="list-style-type: none"> 1. Knowledge of the foundation areas of business (courses required in Areas F and G). 2. Proficiency in critical thinking and decision-making skills. 3. Proficiency in oral and written communication skills. 4. An awareness of ethical, global, and diversity issues in business. 5. Ability to apply computer technology within the context of business. 6. Knowledge in a major field of specialization. 	<p><u>Overview</u></p> <p>The D. Abbott Turner College of Business sought affirmation of its mission, outcomes, and assessment procedures via AACSB Accreditation.</p> <p>Part of the AACSB accreditation effort is an assessment of the procedures and criteria the DATCOB used to evaluate its success in meeting its mission and derived outcomes. The evaluation process therefore included an assessment of DATCOB outcomes, the processes used to establish those outcome statements, the processes and procedures used to measure success in achieving those outcomes, and actions as well as methods taken, to assure continuous improvement. These processes and procedures are shown in the <i>DATCOB Outcomes Assessment Flowchart</i> attached to this report. See also the attached table, <i>Metrics Used to Assess Achievement of College of Business Mission Goals</i></p> <p>Outcomes and processes were assessed using a variety of methods. These assessment tools include an independent</p>	<p><u>Overview:</u></p> <p>AACSB Accreditation of all undergraduate and graduate programs was achieved in early 2004.</p> <p>Accreditation was awarded based on our ability to deliver quality education based on our mission and outcomes. AACSB accreditation also affirmed that processes were in place for continuous review and improvement.</p> <p>BBA Outcome Assessment:</p> <ul style="list-style-type: none"> • Students generally do better than national averages but showed some weakness on international topics • All students in DATCOB take CISM 2105 or an equivalent course to meet skill requirements. In addition, all DATCOB students take CISM 3115 (Management Information Systems) and are able to apply the information management and computer skill concepts within a business environment. • Area G courses require oral, written, and presentation skills. These are more strongly emphasized in Area 	<p><u>General:</u></p> <ul style="list-style-type: none"> • Several DATCOB majors (e.g., Finance) will be offering a course in International Finance. Internal discussions are continuing on the feasibility of additional strategies. One of these strategies will include greater opportunities for students and faculty to study abroad. <p>Major Field Exam Results:</p> <ul style="list-style-type: none"> • Better data on test-takers will be collected. Some of the outcome measures in all disciplines are course dependent. We surmise that some weaknesses shown on the exams was caused by timing; students had not taken or were just taking the course that provided the material for the outcome measure. • General Business Faculty are reviewing curriculum to improve performance in: (A) Marketing interaction with other business functional areas; (F) Interpersonal skills; (G) Critical thinking skills. • Management Faculty are reviewing curriculum to

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<p>We prepare our students to apply their business knowledge, management skills, and technological competence to add value to local and regional firms, which are our students' primary employers. Our commitment to teaching and continuous improvement is demonstrated, in part, by our encouragement and support of applied research and instructional development. Faculty service activities support our teaching mission and commitment to community development.</p> <ul style="list-style-type: none"> • We provide a student-oriented learning environment. • We select, support, and develop faculty who strive to achieve teaching excellence. • Our faculty emphasize applied and instructional scholarly activities that enhance teaching and student learning. • Our curriculum provides skills and knowledge in the foundation areas of business. • We promote an understanding of the diverse cultural and international environment of business decision-making. • We examine the ethical and social responsibilities of business. • Our curriculum develops oral and written communication skills. • We demonstrate the interdependence of commerce and technology. • Through our partnership with 	<p>7. Knowledge of the operations function of business.</p> <p>GENERAL BUSINESS OUTCOMES: Students completing the General Business program should be prepared to:</p> <p>A. understand the function and interaction of marketing with other business functional areas.</p> <p>B. understand the function and interaction of management with other business functional areas.</p> <p>C. exhibit an awareness of global, multicultural and diversity issues in a variety of business settings.</p> <p>D. exhibit an awareness of ethical issues in a variety of business settings.</p> <p>E. understand the importance of communication skills in the functioning of organizations.</p> <p>F. understand the importance of interpersonal skills in the functioning of organizations.</p> <p>G. understand the importance of critical thinking skills in the functioning of organizations.</p> <p>H. appreciate the importance of community relationships and the role of organizations' stakeholders.</p> <p>I. demonstrate technological competence.</p> <p>MANAGEMENT OUTCOMES: Students who complete the Management program should be able to:</p> <p>A. identify and discuss various</p>	<p>review of:</p> <ul style="list-style-type: none"> • Our mission statements • The linkage between mission statements, outcomes, and course content • Student records to assure that students are following the prescribed curriculum • Course syllabi for Areas F and G to assure commonality among multi-section courses taken by all business majors; that all syllabi contained required common elements. • Student records and course syllabi, degree requirements, and course descriptions to assure that all students took a curriculum that enables to satisfy the General BBA outcome statements. <p>In addition, the AACSB team interviewed students to assure that they were able to demonstrate their knowledge and proficiency as required by the outcome statements. Furthermore, seniors in the capstone courses are required to take an ETS exam covering the business foundation topics and a major-field assessment exam covering topics in the selected major. ETS exams are normed with a national sample; Major Field exams are compared with prior-year</p>	<p>H (major courses).</p> <p>General Business Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Some weakness in Outcomes A, B, and H • Great strength in Outcomes C and I. • Acceptable outcomes in other areas <p>Management Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Minor weakness in Outcome E. • Acceptable performance in all Outcomes. • Great strength in Outcome C <p>Marketing Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Some weakness in Outcomes B, D, F and H • Great strength in Outcome G and J <p>Acceptable performance in all other Outcomes</p>	<p>improve performance in (E) communication skills.</p> <ul style="list-style-type: none"> • Marketing Faculty are reviewing the coverage of (B) History of Marketing; (D) Marketing interaction with other business functional areas; (F) Computer applications for Marketing; (H) Marketing research. Changes in faculty teaching research and E-commerce are expected to improve these results.

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>the business community, we apply the concepts we teach to serve our stakeholders' interests.</p>	<p>functions of managers in organizations (planning, organizing, leading, and controlling).</p> <p>B. describe the human resource activities performed in organizations.</p> <p>C. apply HRM laws to decisions involving the organization's human resources.</p> <p>D. recognize and assess the impact of gobal, social, multicultural and diversity issues and international dimensions on management activities.</p> <p>E. understand the importance of communication skills and interpersonal skills in the functioning of organizations.</p> <p>F. understand the importance of technology in the functioning of organizations.</p> <p>G. understand the importance of critical thinking skills in the functioning of organizations. understand the major issues associated with the operations function and to reason and think creatively to solve operations problems and make decisions</p> <p>MARKETING OUTCOMES: Students who complete the Marketing program should be able to:</p> <p>A. apply basic marketing theories including consumer behavior, advertising and promotion strategy,</p>	<p>results.</p> <p>Each Outcome Statement for each major is matched to one or more questions on the Major Field Exam. These results are evaluated each year and are part of the departmental discussions during Fall Planning Week.</p>		

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	<ul style="list-style-type: none"> personal selling and marketing research. B. understand the history of marketing science. C. exhibit an awareness of global, social, multicultural and diversity issues in marketing. D. understand the interaction of marketing with other business functional areas. E. apply the marketing concept to different business situations. F. exhibit an awareness of computer applications for marketing. G. know and apply a code of ethics for marketers. H. demonstrate knowledge of marketing research techniques. I. demonstrate effective written and oral communication skills. J. solve marketing problems through the use of critical thinking and analytical skills. 			

Major Field Assessment Report
BBA, D. Abbott Turner College of Business
Programs: Undergraduate Majors in Accounting, CISM, and Finance

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>CSU Mission Statement:</u></p> <p>Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate and graduate degrees. The university also will serve transfer and transient students as well as those seeking certification and licensure. . . .The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. In all these endeavors, the university will strive to meet the needs of previously underserved populations in its service area.</p> <p><u>Business Administration Mission Statement:</u></p> <p>The mission of the D. Abbott Turner College of Business is to provide management education to our region, with an emphasis on undergraduate instruction. As a teaching institution, we offer accessible programs, including an evening MBA. We serve a student population of diverse socioeconomic backgrounds, varying levels of academic preparation, and a wide range of career experience and objectives.</p>	<p><u>Overview</u></p> <p>The educational objectives of the undergraduate program are grounded in the college’s mission. The college seeks to serve the educational needs of its students while providing support to the business community. The program includes a strong liberal arts component to which students add a foundation in the functional areas of business and an area of specialization.</p> <p>BBA Program Outcomes: All students receiving a BBA degree from the Abbott Turner College of Business should be prepared to demonstrate:</p> <ol style="list-style-type: none"> 8. Knowledge of the foundation areas of business (courses required in Areas F and G). 9. Proficiency in critical thinking and decision-making skills. 10. Proficiency in oral and written communication skills. 11. An awareness of ethical, global, and diversity issues in business. 12. Ability to apply computer technology within the context of business. 13. Knowledge in a major field of specialization. 	<p><u>Overview</u></p> <p>The D. Abbott Turner College of Business sought affirmation of its mission, outcomes, and assessment procedures via AACSB Accreditation.</p> <p>Part of the AACSB accreditation effort is an assessment of the procedures and criteria the DATCOB used to evaluate its success in meeting its mission and derived outcomes. The evaluation process therefore included an assessment of DATCOB outcomes, the processes used to establish those outcome statements, the processes and procedures used to measure success in achieving those outcomes, and actions as well as methods taken, to assure continuous improvement. These processes and procedures are shown in the <i>DATCOB Outcomes Assessment Flowchart</i> attached to this report. See also the attached table, <i>Metrics Used to Assess Achievement of College of Business Mission Goals</i></p> <p>Outcomes and processes were assessed using a variety of methods. These assessment tools include an independent</p>	<p><u>Overview:</u></p> <p>AACSB Accreditation of all undergraduate and graduate programs was achieved in early 2004.</p> <p>Accreditation was awarded based on our ability to deliver quality education based on our mission and outcomes. AACSB accreditation also affirmed that processes were in place for continuous review and improvement.</p> <p>BBA Outcome Assessment:</p> <ul style="list-style-type: none"> • Students generally do better than national averages but showed some weakness on international topics • All students in DATCOB take CISM 2105 or an equivalent course to meet skill requirements. In addition, all DATCOB students take CISM 3115 (Management Information Systems) and are able to apply the information management and computer skill concepts within a business environment. • Area G courses require oral, written, and presentation skills. These are more strongly emphasized in Area 	<p><u>General:</u></p> <ul style="list-style-type: none"> • Several DATCOB majors (e.g., Finance) will be offering a course in International Finance. Internal discussions are continuing on the feasibility of additional strategies. One of these strategies will include greater opportunities for students and faculty to study abroad. <p>Major Field Exam Results:</p> <ul style="list-style-type: none"> • Better data on test-takers will be collected. Some of the outcome measures in all disciplines are course dependent. We surmise that some weaknesses shown on the exams was caused by timing; students had not taken or were just taking the course that provided the material for the outcome measure. • Accounting Faculty are reviewing textbooks and common syllabi to improve ACCT 2101 and 2102, the foundation courses for Accounting Majors • Accounting Faculty have revised several course sequences to provide more regularity in course

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<p>We prepare our students to apply their business knowledge, management skills, and technological competence to add value to local and regional firms, which are our students' primary employers. Our commitment to teaching and continuous improvement is demonstrated, in part, by our encouragement and support of applied research and instructional development. Faculty service activities support our teaching mission and commitment to community development.</p> <ul style="list-style-type: none"> • We provide a student-oriented learning environment. • We select, support, and develop faculty who strive to achieve teaching excellence. • Our faculty emphasize applied and instructional scholarly activities that enhance teaching and student learning. • Our curriculum provides skills and knowledge in the foundation areas of business. • We promote an understanding of the diverse cultural and international environment of business decision-making. • We examine the ethical and social responsibilities of business. • Our curriculum develops oral and written communication skills. • We demonstrate the interdependence of commerce and technology. • Through our partnership with 	<p>14. Knowledge of the operations function of business.</p> <p>Accounting Outcomes: Students completing the Accounting program should be prepared to:</p> <p>A. demonstrate a working knowledge of the major areas of accounting (financial, managerial, tax, cost, information systems and auditing).</p> <p>B. apply computer technology within the context of the field of accounting.</p> <p>C. apply critical decision-making analysis to accounting issues.</p> <p>D. demonstrate effective interpersonal and communication skills.</p> <p>E. recognize accounting issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts.</p> <p>CISM Outcomes: Students who complete the CISM program should be able to:</p> <p>F. understand and appreciate the evolving role of information systems and technology in our society. This understanding incorporates the impact of technology on people, ethical issues, privacy, and security.</p> <p>G. understand the role of technology professionals,</p>	<p>review of:</p> <ul style="list-style-type: none"> • Our mission statements • The linkage between mission statements, outcomes, and course content • Student records to assure that students are following the prescribed curriculum • Course syllabi for Areas F and G to assure commonality among multi-section courses taken by all business majors; that all syllabi contained required common elements. • Student records and course syllabi, degree requirements, and course descriptions to assure that all students took a curriculum that enables to satisfy the General BBA outcome statements. <p>In addition, the AACSB team interviewed students to assure that they were able to demonstrate their knowledge and proficiency as required by the outcome statements. Furthermore, seniors in the capstone courses are required to take an ETS exam covering the business foundation topics and a major-field assessment exam covering topics in the selected major. ETS exams are normed with a national sample; Major Field exams are compared with prior-year</p>	<p>H (major courses).</p> <p>Accounting Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Some weakness in Outcomes A, B, and H • Acceptable outcomes in other areas <p>CISM Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Some weakness in Outcomes F and K. • Great strength in Outcome H • Acceptable performance in all other Outcomes. <p>Finance Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Some weakness in Outcomes B and E. • Great strength in Outcome G • Acceptable performance in all other Outcomes. 	<p>offerings.</p> <ul style="list-style-type: none"> • Finance Faculty are reviewing the coverage of the time-value of money. • CISM faculty are reviewing the sequencing of requirements to assure that students take key courses early in their career.

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<p>the business community, we apply the concepts we teach to serve our stakeholders' interests.</p>	<p>users, and others in the design, use, and implementation of systems.</p> <p>H. understand how information technology relates to organizational goals, objectives, strategy and structure.</p> <p>I. understand the principles of computer hardware and computer software to include operating systems and application software.</p> <p>J. be able to design a well-structured database and use a database programming language to construct a database from user requirements.</p> <p>K. be able to design a functioning network from user specifications.</p> <p>L. be able to analyze, plan and apply system design tools appropriate to varying systems. Be able to evaluate system proposals using appropriate tools and techniques. Critical thinking skills are emphasized so that students can evaluate competing ideas.</p> <p>M. be able to use resources to research and evaluate new information system tools and to be able to communicate those findings to others.</p> <p>N. be competent users of the Internet including the WWW and e-mail.</p> <p>O. be competent users of desktop productivity software.</p>	<p>results.</p> <p>Each Outcome Statement for each major is matched to one or more questions on the Major Field Exam. These results are evaluated each year and are part of the departmental discussions during Fall Planning Week.</p>		

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	<p>P. be competent in at least one programming language.</p> <p>FINANCE Outcomes: Students completing the Finance program should be prepared to:</p> <p>Q. Compute the equivalent value of money received in any pattern at any time in the past and/or future.</p> <p>R. Organize an evaluation of the level of risk and the return potential for any financial asset or business endeavor.</p> <p>S. Apply computer technology within the context of the field of finance.</p> <p>T. Demonstrate effective communication skills in presenting financial analyses.</p> <p>U. Demonstrate a working knowledge of the major areas of finance (managerial finance, financial institution, investments, and real estate).</p> <p>V. Apply critical and decision-making analyses to financial resource allocation options.</p> <p>W. Recognize finance issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts.</p>			

Outcomes Assessment Report

MBA, D. Abbott Turner College of Business

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>CSU mission Statement:</u></p> <p>Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate and graduate degrees. The university also will serve transfer and transient students as well as those seeking certification and licensure. ...The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. In all these endeavors, the university will strive to meet the needs of previously underserved populations in its service area.</p> <p><u>DATCOB Mission Statement:</u></p> <p>The mission of the D. Abbott Turner College of Business is to provide management education to our region, with an emphasis on undergraduate instruction. As a teaching institution, we offer accessible programs, including an evening MBA. We serve a student population of diverse socioeconomic backgrounds, varying levels of academic preparation, and a wide range of career experience and objectives. We prepare our students to apply their business knowledge, management skills, and</p>	<p>The educational objectives of the graduate program are grounded in the college's mission. The college seeks to serve the educational needs of its students while providing support to the business community.</p> <p><u>MBA Program Outcomes</u></p> <p>The MBA program is an interdisciplinary management degree that prepares individuals for administrative positions in business, industry, and government. The program accommodates students who have business and non-business undergraduate degrees. The curriculum provides students with a broad understanding of management and its role in a global society. The curriculum emphasizes practical applications of the following program components:</p> <ul style="list-style-type: none"> • Economics, • Human behavior in organizations, • Accounting, • Communication skills, • Operations, • Marketing, • Finance, and • Management information 	<p>The D. Abbott Turner College of Business sought affirmation of its mission, outcomes, and assessment procedures via AACSB Accreditation.</p> <p>Part of the AACSB accreditation effort is an assessment of the procedures and criteria the DATCOB used to evaluate its success in meeting its mission and derived outcomes. The evaluation process therefore included an assessment of DATCOB outcomes, the processes used to establish those outcome statements, the processes and procedures used to measure success in achieving those outcomes, and actions as well as methods taken, to assure continuous improvement.</p> <p>Outcomes and processes were assessed using a variety of methods. These assessment tools include an independent review of:</p> <ul style="list-style-type: none"> • Student records to ensure that students are following the prescribed curriculum • Course syllabi to ensure they contained required elements. • Student records and course syllabi, degree 	<p>AACSB Accreditation of all undergraduate and graduate programs was achieved in early 2004.</p> <p>Accreditation was awarded based on our ability to deliver quality education based on our mission and outcomes. AACSB accreditation also affirmed that processes were in place for continuous review and improvement.</p> <p>One recommendation made by the AACSB team involves the importance of continuing to emphasize intellectual contributions by the graduate faculty.</p> <p><u>MBA Outcomes Assessment:</u></p> <ul style="list-style-type: none"> • The DATCOB Graduate Program Committee conducted an MBA program review and, in an effort to enhance program quality, made recommendations for changes to the entrance requirements and procedures. • The survey of MBA students revealed satisfaction levels with, among others, the following program components: <ol style="list-style-type: none"> 1. Quality of instruction as excellent, very good or good, 	<p><u>AACSB Recommendations:</u></p> <p>The college through its annual evaluation process will continue to emphasize intellectual contributions and will continue to fund direct submission costs for refereed journal articles.</p> <p><u>Graduate Program Committee Review:</u></p> <p>As part of its assessment responsibilities, after the Graduate Programs Committee reviewed the program, it offered the following recommendations:</p> <ul style="list-style-type: none"> • Allow potential applicants the choice of providing at least two, but no more than three, letters of recommendation from professional sources such as current or former employers, faculty, and business associates; • Develop a standardized recommendation form that will be available at http://mba.colstate.edu; • Require a GMAT (Graduate Management Admission Test) score of at least 450 to be

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<p>technological competence to add value to local and regional firms, which are our students' primary employers. Our commitment to teaching and continuous improvement is demonstrated, in part, by our encouragement and support of applied research and instructional development. Faculty service activities support our teaching mission and commitment to community development.</p> <ul style="list-style-type: none"> • We provide a student-oriented learning environment. • We select, support, and develop faculty who strive to achieve teaching excellence. • Our faculty emphasize applied and instructional scholarly activities that enhance teaching and student learning. • Our curriculum provides skills and knowledge in the foundation areas of business. • We promote an understanding of the diverse cultural and international environment of business decision-making. • We examine the ethical and social responsibilities of business. • Our curriculum develops oral and written communication skills. • We demonstrate the interdependence of commerce and technology. • Through our partnership with the business community, we apply the concepts we teach to serve our stakeholders' interests. 	<p>systems.</p> <p>Teamwork, the international context of business, and the ethical dimensions of managerial decisions are stressed throughout the program.</p> <p>Students who complete the MBA should:</p> <ol style="list-style-type: none"> 1. Develop skill in using the basic analytical tools required by managers, including the fundamental concepts and principles from the various functional areas, in an imaginative, problem-solving capacity. 2. Develop the ability to make and carry out decisions. 3. Develop skill in dealing effectively with others, both in oral and written communication, and in a team environment. 4. Gain an awareness of international, multicultural, ethical, and diversity issues as well as an understanding of today's economic, political, and social environment. 	<p>requirements, and course descriptions to ensure that all students took a curriculum that satisfies the MBA outcome statements.</p> <p>The chart "Metrics Used to Assess Achievement of College of Business Mission Goals" appended to this report gives details about how the college measures achievement of mission goals and program outcomes.</p> <p>In addition, the AACSB team interviewed students to make sure that they were able to demonstrate their knowledge and proficiency as required by the outcome statements.</p> <p>Additional assessment methods reviewed by the AACSB visitation team for the graduate program included a survey of MBA students and a program review by the college's Graduate Program Committee.</p>	<p>98%.</p> <ol style="list-style-type: none"> 2. Content of courses as excellent, very good or good, 98%. 3. Satisfaction with access to faculty members as excellent, very good, or good, 98%. 4. Would pursue graduate studies again at CSU, 85%. 5. Satisfaction with advising as excellent, very good or good, 77%. 	<p>considered for regular admission (only scores from the GMAT taken within the past five years are accepted);</p> <ul style="list-style-type: none"> • Reduce the maximum number of graduate transfer credit hours from nine to six. <p>These changes, reviewed and approved by other college committees, the department chairs, and the dean, took effect in fall 2003. Review of the impacts of these changes is ongoing.</p> <p><u>MBA Survey Results</u></p> <p>One change resulting from the survey involves having staff of the college's Student Services Center create and help to maintain MBA files.</p>

We promote an understanding of the diverse cultural and international environment of business decision-making.	X	X		X	X	X	X	X	X	X	X	X		X		
We examine the ethical and social responsibilities of business.	X	X	X	X	X	X	X	X	X	X		X				
Our curriculum develops oral and written communication skills.	X	X	X	X	X		X	X	X	X		X	X			
We demonstrate the interdependence of commerce and technology.	X	X	X	X	X	X	X	X	X	X						
Through our partnership with the business community, we apply the concepts we teach to serve our stakeholders' interests.							X	X	X	X				X	X	

- 1. Educational Testing Service, Major Fields Exam
- 2. Educational Benchmarking, Inc. Undergraduate Student Satisfaction Survey
- 3. DATCOB Business Advisory Council
- 4. DATCOB Student Advisory Council