

Major Field Assessment Report-2005
D. Abbott Turner College of Business
Bachelor of Business Administration

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</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. 7. Knowledge of the 	<p>Seniors in The D. Abbott Turner College of Business Strategic Management capstone course, BUSA 4185 are required to take Educational Testing Services' Business Major Field Test exam covering the business foundation topics and a DATCOB Major-Specific Exit Exam covering topics in the selected major. ETS exams are normed with a national sample; Major-Specific Exit Exam results are compared with prior-year 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>	<p>BBA Outcome Assessment:</p> <ul style="list-style-type: none"> • DATCOB Students again scored above the ETS national mean for all schools taking the business exam. • DATCOB Students scored highest in Management and Quantitative Methods and were higher than the latest available ETS national means for these areas. • Students scored lowest in international issues and finance but were higher or very close to the latest available ETS national mean for these areas. <p>General Business Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • General Business majors scored highest in Outcome I: Technological Competence, and Outcome C: Global, Multicultural and Diversity Issues. • General Business majors scored lowest in Outcome A: Marketing Interaction with other business functional areas and 	<p>General:</p> <ul style="list-style-type: none"> • The faculty approved making BUSA 3135 International Business a required course for all BBA majors. Our goal of providing greater opportunities for students and faculty to study abroad reported last year was realized by establishing and conducting the first class of an exchange program in Brazil. 20 students and 3 faculty members participated. A program in London has been approved for March, 2006. • The faculty approved making FINC 3115 Financial Analysis a required course for the General Business major. <p>Major Field Exam Results:</p> <ul style="list-style-type: none"> • General Business Faculty are reviewing curriculum and syllabi to improve performance in: Outcome A: Marketing interaction with other business functional areas and Outcome F: Interpersonal skills.

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<p>career experience and objectives. 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 emphasizes 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. 	<p>operations function of business.</p> <p>GENERAL BUSINESS OUTCOMES: Students completing the General Business program should be prepared to:</p> <ol style="list-style-type: none"> understand the function and interaction of marketing with other business functional areas. understand the function and interaction of management with other business functional areas. exhibit an awareness of global, multicultural and diversity issues in a variety of business settings. exhibit an awareness of ethical issues in a variety of business settings. understand the importance of communication skills in the functioning of organizations. understand the importance of interpersonal skills in the functioning of organizations. understand the importance of critical thinking skills in the 		<p>Outcome F: Interpersonal skills.</p> <ul style="list-style-type: none"> • General Business majors had acceptable outcomes in the other outcome areas (see Table 1). <p>Management Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Management majors scored highest in Outcome H: Solving operations problems and Outcome C HRM laws • Management majors scored lowest (but within the "passing" range) in Outcome E: Communication skills and Outcome D: Global and international dimensions. • Management majors had acceptable performance in all other outcomes (see Table 2) <p>Marketing Major Field Exam Assessment:</p> <ul style="list-style-type: none"> • Marketing majors scored highest in Outcome I: Written and oral communication skill and Outcome G: Marketing ethics. • Marketing majors scored 	<ul style="list-style-type: none"> • Management faculty are reviewing curriculum and syllabi to improve performance in Outcome E communication skills and Outcome D: Global and International dimensions. • Marketing Faculty are reviewing the marketing curriculum and syllabi to improve performance in Outcome H: Marketing Research. They are also considering a textbook change in the Marketing Research.

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<ul style="list-style-type: none"> Through our partnership with the business community, we apply the concepts we teach to serve our stakeholders' interests. 	<p>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 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 global, 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>lowest (but within the passing range) on Outcome H: Marketing Research Techniques.</p> <ul style="list-style-type: none"> Acceptable performance in all other Outcomes. 	

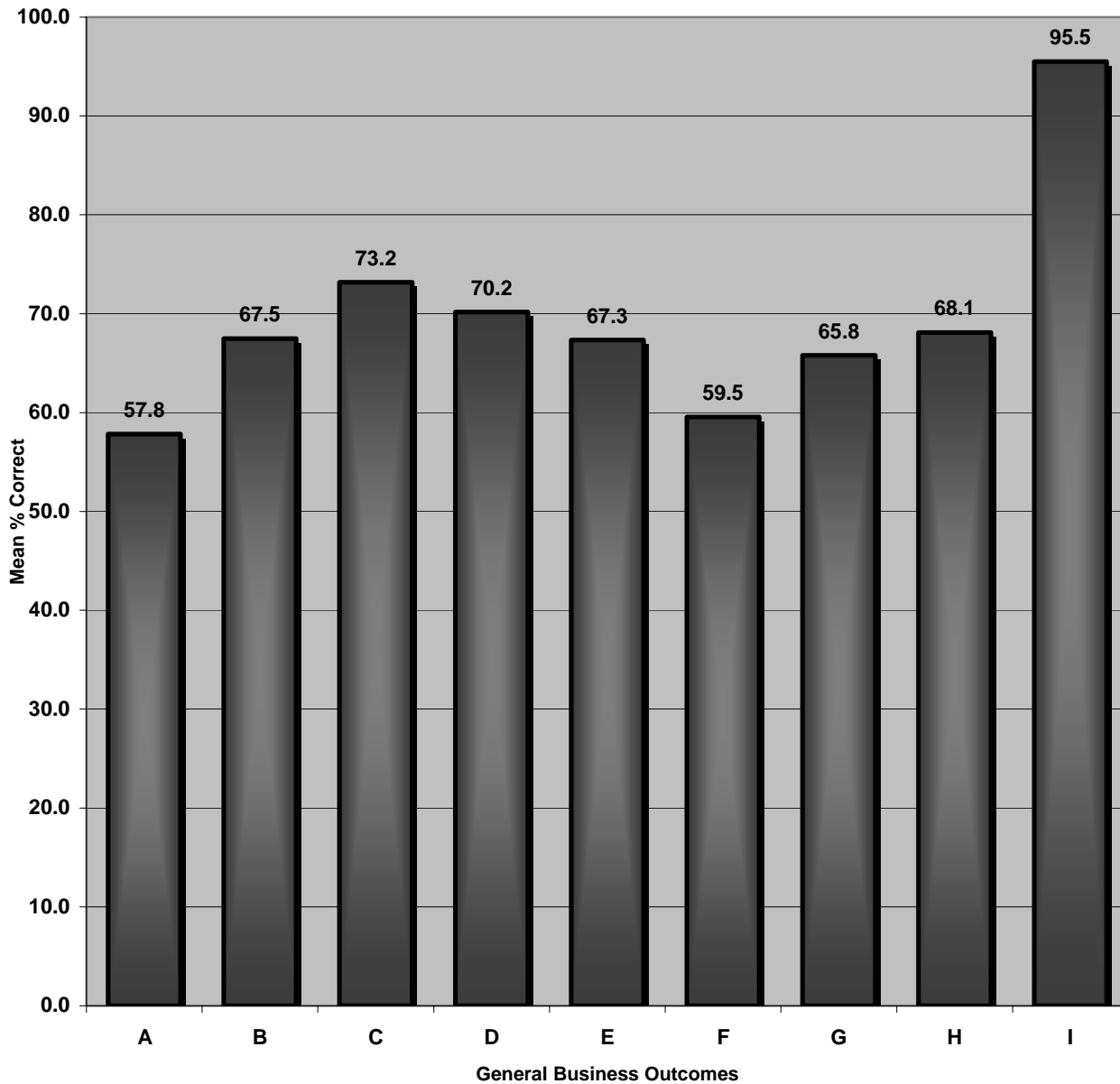
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	<p>F. understand the importance of technology in the functioning of organizations.</p> <p>G. understand the importance of critical thinking skills in the functioning of organizations.</p> <p>understand the major issues associated with the operations 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, personal selling and marketing research.</p> <p>B. understand the history of marketing science.</p> <p>C. exhibit an awareness of global, social, multicultural and diversity issues in marketing.</p> <p>D. understand the interaction of marketing with other business functional areas.</p> <p>E. apply the marketing concept to different business situations.</p> <p>F. exhibit an awareness of computer applications</p>			

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	<p>for marketing.</p> <p>G. know and apply a code of ethics for marketers.</p> <p>H. demonstrate knowledge of marketing research techniques.</p> <p>I. demonstrate effective written and oral communication skills.</p> <p>J. solve marketing problems through the use of critical thinking and analytical skills.</p>			

Table 1
Comparison of CSU to National Averages on ETS Business Field Test

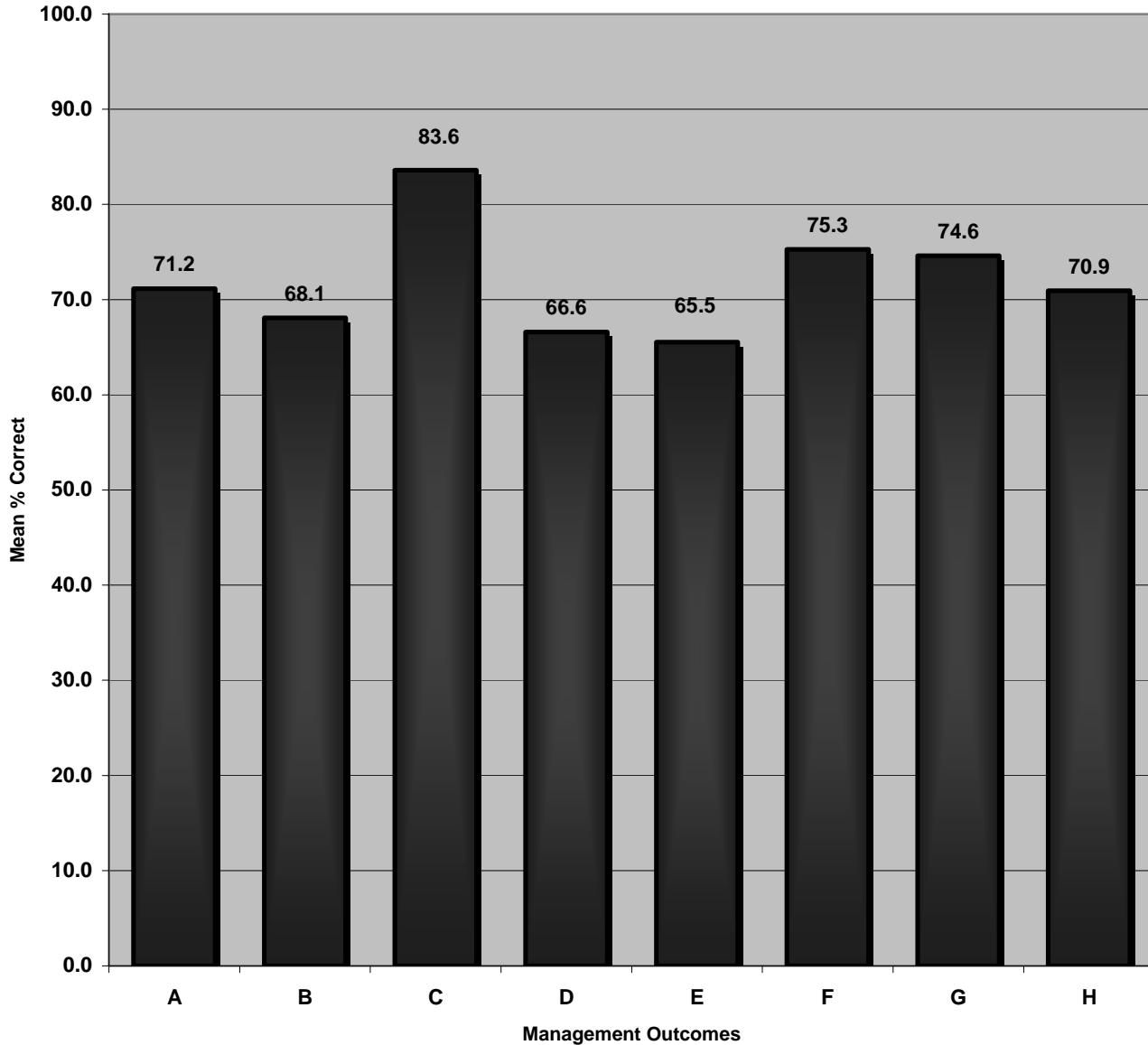
	CSU Test Statistics		National Test Statistics		
	2005	2004	2003	2004	2003
Mean Score (Range 120-200)	154.4	151.2	154.7	152.5	152.7
Standard Deviation	12	11.2	12.3	13.7	13.9
No. of Responses	103	123	102	80044	24715
Accounting (Mean % Correct)	44.1%	41.0%	46.5%	44.6%	44.6%
Economics	42.5%	39.6%	42.4%	42.8%	43.2%
Management	63.7%	61.2%	62.7%	57.1%	57.6%
Quantitative Methods	60.0%	55.8%	59.7%	56.6%	56.7%
Finance	36.8%	34.2%	37.6%	36.4%	36.6%
Marketing	51.8%	50.3%	51.9%	46.8%	47.3%
Legal/Social Environment	52.6%	52.0%	53.8%	49.8%	49.8%
International Issues	42.2%	42.6%	42.0%	44.3%	44.6%

Table 2
GENERAL BUSINESS EXIT TEST:
Analysis of Individual Outcomes



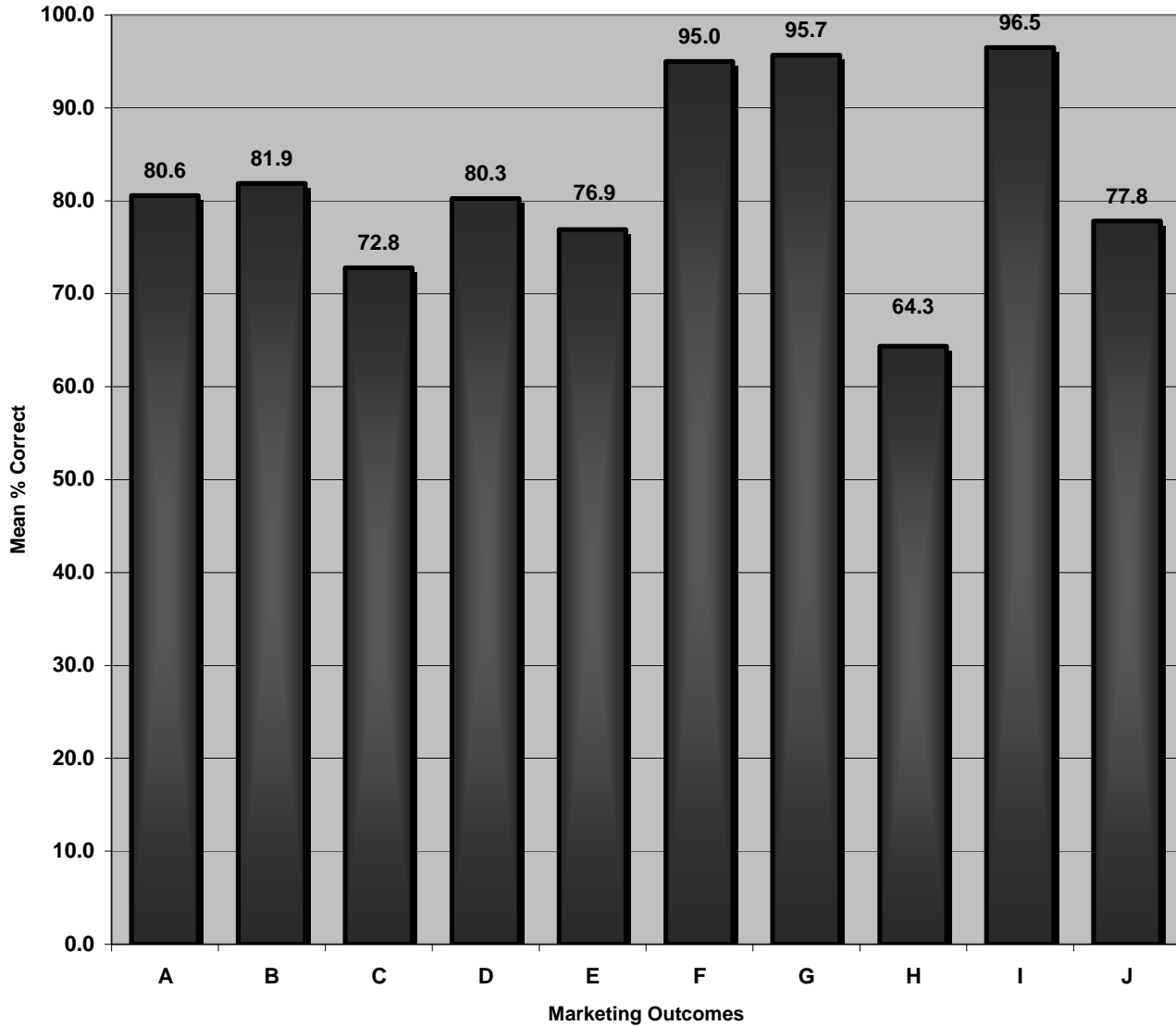
- A. Understand the function and interaction of marketing with other business functional areas.
- B. Understand the function and interaction of management with other business functional areas.
- C. Exhibit an awareness of global, multicultural, and diversity issues in a variety of business settings.
- D. Exhibit an awareness of ethical issues in a variety of business settings.
- E. Understand the importance of communication skills in the functioning of organizations.
- F. Understand the importance of interpersonal skills in the functioning of organizations.
- G. Understand the importance of critical thinking skills in the functioning of organizations.
- H. Appreciate the importance of community relationships and the role of organizations' stakeholders.
- I. Demonstrate technological competence.

Table 3
MANAGEMENT EXIT TEST:
Analysis of Individual Outcomes



- A. Identify and discuss various functions of managers in organizations.
- B. Describe the human resource activities performed in organizations.
- C. Apply HRM laws to decisions involving the organization's human resources.
- D. Recognize and assess the impact of the global and international dimensions on management activities.
- E. Understand the importance of communication skills in the functioning of organizations.
- F. Understand the importance of interpersonal skills in the functioning of organizations.
- G. Understand the importance of critical thinking skills in the functioning of organizations.
- H. Understand the major issues associated with the operations function and be able to solve operations problems.

Table 4
MARKETING EXIT TEST:
Analysis of Individual Outcome



- A. Apply basic marketing theories including consumer behavior, promotional strategy, personal selling, and marketing research.
- B. Understand the history of marketing science.
- C. Exhibit an awareness of global, multicultural, and diversity issues in marketing.
- D. Understand the function and 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 communications skills.
- J. Solve marketing problems through the use of critical thinking and analytical skills.

**Outcomes Assessment Report-2005
D. Abbott Turner College of Business
Bachelor of Business Administration**

Programs: Undergraduate Majors in Accounting, Computer Information Systems, and Finance

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<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>College of Business 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</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. 14. Knowledge of the 	<p>Seniors in The D. Abbott Turner College of Business Strategic Management capstone course, BUSA 4185, are required to take Educational Testing Service's Business Major Field Test covering the business foundation topics and a DATCOB Major-Specific Exit Exam covering topics in the selected major. ETS exams are normed with a national sample; Major-Specific Exit Exam results are compared with prior-year results.</p> <p>Each Outcome Statement for each major is matched to one or more questions on both the ETS Major Field Exam and the college's Major-Specific Exit Exam.</p> <p>Results of the ETS Major Field Exam and the college's Major-Specific Exit Exam are evaluated each year and are part of the departmental continuous improvement discussions during Fall Planning Week.</p>	<p>ETS Major Field Test</p> <ul style="list-style-type: none"> • DATCOB Students again scored above the ETS national mean for all schools taking the business exam. • DATCOB Students scored highest in Management and Quantitative Methods and were significantly higher than the latest available ETS national means for these areas. • Students scored lowest in finance and international topics but were higher than or very close to the latest available ETS national means for these areas. <p>Major-Specific Exit Exam Results</p> <p>Accounting:</p> <ul style="list-style-type: none"> • Accounting majors scored highest in Outcome C: Working knowledge of tax accounting and Outcome D: Working knowledge of accounting 	<p>General:</p> <ul style="list-style-type: none"> • The faculty approved making BUSA 3135 International Business a required course for all BBA majors. Our goal of providing greater opportunities for students and faculty to study abroad reported last year was realized by establishing and conducting the first class of an exchange program in Brazil. Twenty students and three faculty members participated. A program in London has been approved for March, 2006. • The faculty approved making FINC 3115 Financial Analysis a required course for the General Business major. <p>Use of Major-Specific Exit Exam Results</p> <p>Accounting:</p>

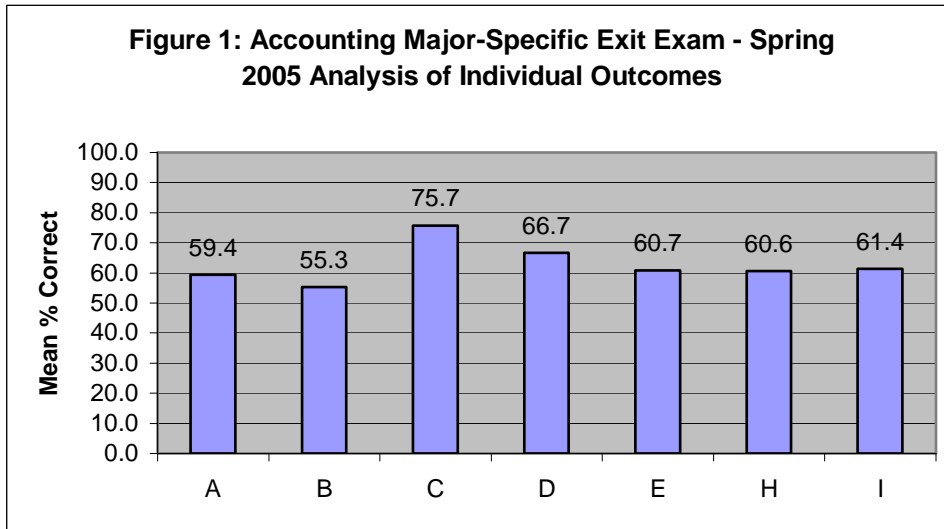
Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>career experience and objectives. We prepare our students to apply their business knowledge, management skills, and technological competence to add value to local 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 emphasizes 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. 	<p>operations function of business.</p> <p>ACCOUNTING OUTCOMES: Students completing the Accounting program should be prepared to:</p> <ol style="list-style-type: none"> Demonstrate a working knowledge of financial accounting. Demonstrate a working knowledge of cost/managerial accounting. Demonstrate a working knowledge of tax accounting. Demonstrate a working knowledge of accounting information systems. Demonstrate a working knowledge of auditing. Apply computer technology within the context of the field of accounting. Apply critical decision-making analysis to accounting issues. Demonstrate effective interpersonal and communication skills. Recognize accounting issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts. 		<p>information systems. (See Figure 1 attached.)</p> <ul style="list-style-type: none"> • Accounting majors scored lowest in Outcome B: Working knowledge of cost/managerial accounting and Outcome A: Working knowledge of financial accounting. <p>CISM:</p> <ul style="list-style-type: none"> • CISM majors scored highest in Outcome H: Use resources to research and evaluate new information system tools and Outcome I: Use the Internet, including the www and e-mail. (See Figure 2 attached.) • CISM. Majors scored lowest in Outcome G: Analyze, plan and apply system design tools appropriate to various systems and Outcome K: Demonstrate competence in at least one programming language. <p>Finance:</p> <ul style="list-style-type: none"> • Finance majors scored highest in Outcome E: Demonstrate a working knowledge of the major areas of finance and Outcome G: Recognize 	<p>Accounting faculty will review exit exam results and focus their efforts on improving lower scores, especially in Outcomes A and B.</p> <p>CISM:</p> <p>CISM faculty will review exit exam results and focus their efforts on improving lower scores, especially in Outcomes G and K.</p>

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<ul style="list-style-type: none"> Through our partnership with the business community, we apply the concepts we teach to serve our stakeholders' interests. 	<p>CISM OUTCOMES: Students who complete the CISM program should be able to:</p> <ul style="list-style-type: none"> A. Understand and appreciate the evolving role of information systems and technology in our society. B. Understand the role of technology professionals, users, and others in the design, use, and implementation of systems. C. Understand how information technology relates to organizational goals, objectives, strategy and structure. D. Understand the principles of computer hardware and computer software to include operating systems and application software. E. Design a well-structured database and use a database programming language to construct a database from user requirements. F. Develop a functioning network from user specifications. G. Analyze, plan and apply system design tools appropriate to varying systems. H. Use resources to research and evaluate new information 		<p>financial issues involving actual or potential ethical conflicts. (See Figure 3 attached.)</p> <ul style="list-style-type: none"> Finance majors scored lowest (3-way tie) in Outcome B: Organize an evaluation of the level of risk and the return potential for any financial asset or business endeavor, Outcome A: Compute the equivalent value of money received in any pattern at any time in the past and/or future, and Outcome F: Apply critical and decision-making analyses to financial resource allocation options. 	<p>Finance:</p> <p>Finance faculty will review exit exam results and focus on improving lower scores, especially in Outcomes B, A and F.</p> <p>Planned Assessment Improvements</p> <p>To enhance its focus on assessment, the college of business intends this fall to</p>

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	<p>system tools and effectively communicate those findings to others.</p> <ul style="list-style-type: none"> I. Use the Internet, including the www and e-mail. J. Use desktop productivity software. K. Demonstrate competence in at least one programming language. <p>FINANCE OUTCOMES: Students completing the Finance program should be prepared to:</p> <ul style="list-style-type: none"> A. Compute the equivalent value of money received in any pattern at any time in the past and/or future. B. Organize an evaluation of the level of risk and the return potential for any financial asset or business endeavor. C. Apply computer technology within the context of the field of finance. D. Demonstrate effective communication skills in presenting financial analyses. E. Demonstrate a working knowledge of the major areas of finance (managerial finance, financial institution, investments, and real estate). 			<p>have Dr. Tom Loughman coordinate assessment efforts. One of the primary issues considered will be using more direct measures of student performance, especially embedded assessment, that uses information already captured by instructors as they evaluate student performance.</p>

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	<p>F. Apply critical and decision-making analyses to financial resource allocation options.</p> <p>G. Recognize finance issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts.</p>			

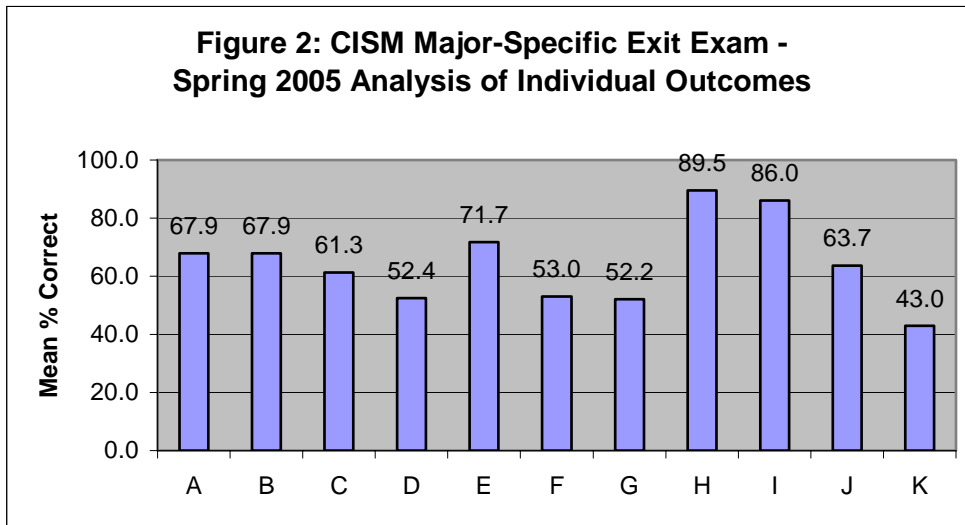
Outcomes Assessment Figures for Major-Specific Exit Exams
Department of Financial and Information Systems
D. Abbott Turner College of Business - Spring 2005



Outcomes F and G are addressed through project work and in-class assignments.

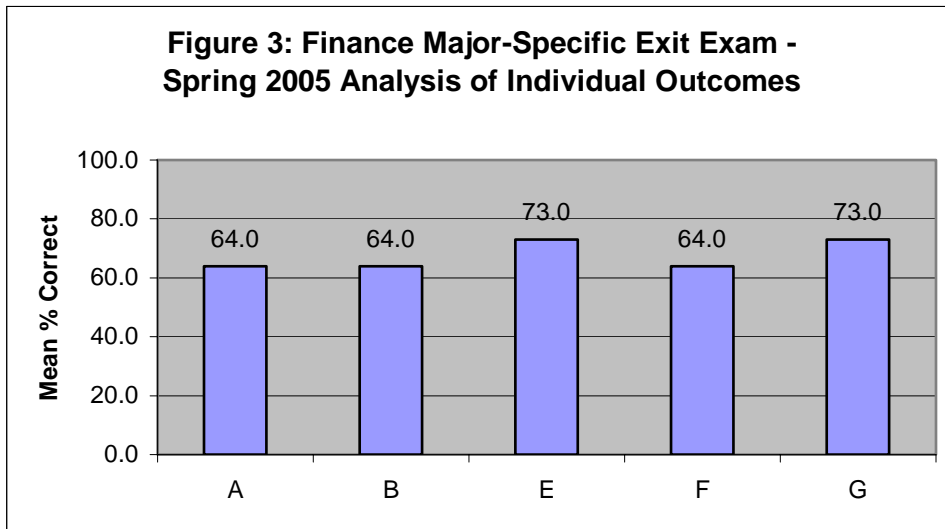
ACCOUNTING OUTCOMES: Students completing the Accounting program should be prepared to:

- A. Demonstrate a working knowledge of financial accounting.
- B. Demonstrate a working knowledge of cost/managerial accounting.
- C. Demonstrate a working knowledge of tax accounting.
- D. Demonstrate a working knowledge of accounting information systems.
- E. Demonstrate a working knowledge of auditing.
- F. Apply computer technology within the context of the field of accounting.
- G. Demonstrate effective interpersonal and communication skills.
- H. Apply critical decision-making analysis to accounting issues.
- I. Recognize accounting issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts.



CISM OUTCOMES: Students who complete the CISM program should be able to:

- A. Understand and appreciate the evolving role of information systems and technology in our society.
- B. Understand the role of technology professionals, users, and others in the design, use, and implementation of systems.
- C. Understand how information technology relates to organizational goals, objectives, strategy and structure.
- D. Understand the principles of computer hardware and computer software to include operating systems and application software.
- E. Design a well-structured database and use a database programming language to construct a database from user requirements.
- F. Develop a functioning network from user specifications.
- G. Analyze, plan and apply system design tools appropriate to varying systems.
- H. Use resources to research and evaluate new information system tools and effectively communicate those findings to others.
- I. Use the Internet, including the www and e-mail.
- J. Use desktop productivity software.
- K. Demonstrate competence in at least one programming language.



Outcomes C and D are addressed in project work and in-class assignments.

FINANCE OUTCOMES: Students completing the Finance program should be prepared to:

- A. Compute the equivalent value of money received in any pattern at any time in the past and/or future.
- B. Organize an evaluation of the level of risk and the return potential for any financial asset or business endeavor.
- C. Apply computer technology within the context of the field of finance.
- D. Demonstrate effective communication skills in presenting financial analyses.
- E. Demonstrate a working knowledge of the major areas of finance (managerial finance, financial institution, investments, and real estate).
- F. Apply critical and decision-making analyses to financial resource allocation options.
- G. Recognize finance issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts.

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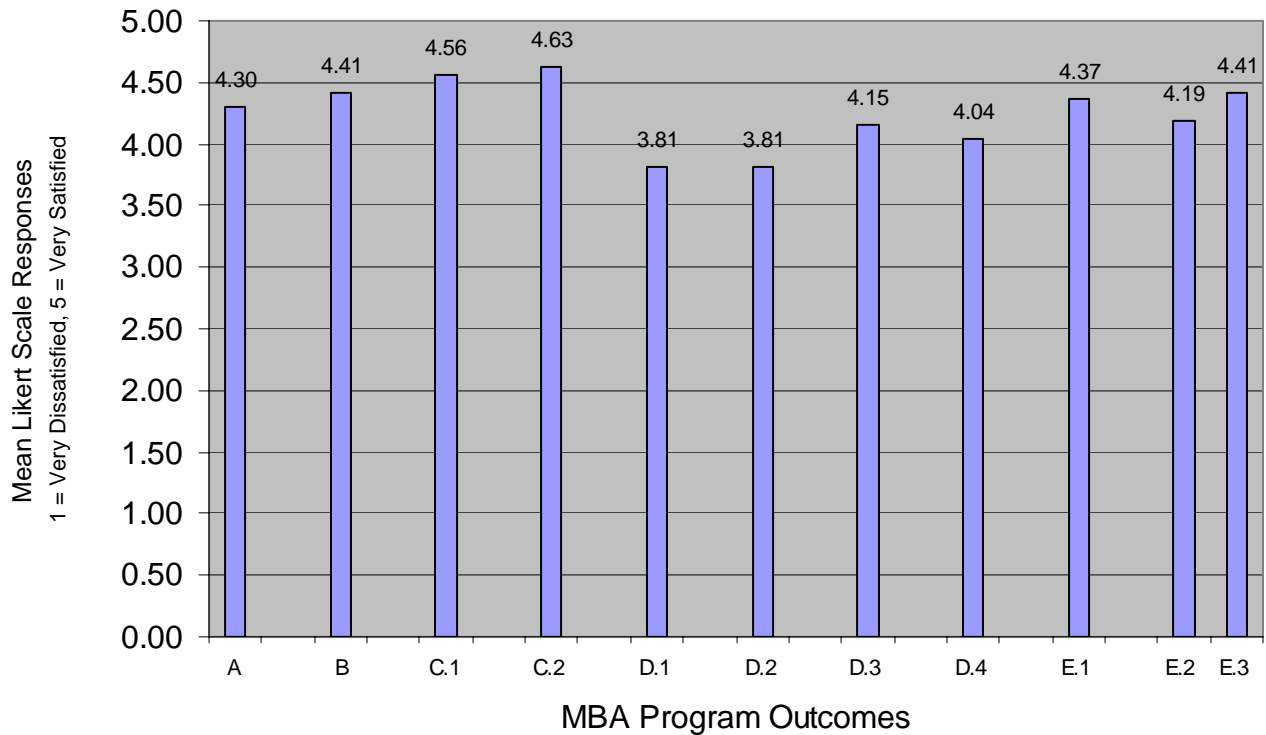
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<p><u>CSU mission Statement:</u></p> <p>Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate and graduate degrees. The university 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>College of Business 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,</p>	<p>Educational Objectives of the MBA Program</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 systems. <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. Review of MBA syllabi for outcomes coverage. 2. Review of graduate faculty qualifications. 3. Student satisfaction survey conducted in summer 2005 to measure student satisfaction with the MBA program's accomplishment of its stated outcomes. <p>The survey used a 5-point Likert Scale with 1 = "very dissatisfied" and 5 = "very satisfied." Means were calculated for each outcome. Students (N=27) in MBA 6126, Strategic Management, and MBA 6138, Management Information Systems, participated in the survey.</p>	<ol style="list-style-type: none"> 1. The syllabi review indicates adequate coverage of the stated program components and outcomes. 2. The faculty qualifications review indicates MBA faculty are academically qualified to teach in their respective graduate courses. 	<ol style="list-style-type: none"> 1. MBA Program faculty will continue to provide coverage of program outcomes 2. DATCOB administration and faculty will continue to insure graduate faculty academic qualifications.

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<p>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 emphasizes 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>A. 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.</p> <p>B. Develop the ability to make and carry out decisions.</p> <p>C. Develop skill in dealing effectively with others, both in</p> <ol style="list-style-type: none"> 1. oral and written communication, and in a 2. team environment. <p>D. Gain an awareness of</p> <ol style="list-style-type: none"> 1. international, 2. multicultural, 3. ethical, and 4. diversity issues. <p>E. Develop an understanding of today's</p> <ol style="list-style-type: none"> 1. economic, 2. political, and 3. social environment. 		<p>3. Satisfaction Survey Means for MBA Program Outcomes. (See Figure 1, attached).</p> <p>A. 4.30</p> <p>B. 4.41</p> <p>C.1 4.56</p> <p>C.2 4.63</p> <p>D.1 3.81</p> <p>D.2 3.81</p> <p>D.3 4.15</p> <p>D.4 4.04</p> <p>E.1 4.37</p> <p>E.2 4.19</p> <p>E.3 4.41</p> <p>The highest means in the MBA satisfaction survey were for Outcome C.1, Oral and written communication and C.2, Team environment.</p> <p>The lowest means were for Outcome D.1, International, and D.2, Multicultural.</p>	<p>3. The MBA faculty will review the survey results and make any necessary improvements to curriculum or instruction.</p> <p>In their review, the faculty will pay particular attention to Outcome D.1, International, and D.2, Multicultural.</p> <p>Planned Assessment Improvements</p> <p>To enhance its focus on assessment, the college of business intends this fall to have Dr. Tom Loughman coordinate assessment efforts. One of the primary issues considered will be using more direct measures of student performance, especially embedded assessment, to analyze information already captured by instructors as they evaluate student performance</p>

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the business community, we apply the concepts we teach to serve our stakeholders' interests.				

**Figure 1: MBA Outcomes Assessment
Student Satisfaction Survey - Summer 2005 (N=27)**



A. 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.

B. Develop the ability to make and carry out decisions.

C. Develop skill in dealing effectively with others, both in

1. oral and written communication, and in a
2. team environment.

D. Gain an awareness of

1. international,
2. multicultural,
3. ethical, and
4. diversity issues.

E. Develop an understanding of today's

1. economic,
2. political, and
3. social environment.