

**Major Field Assessment Report-2006**  
**D. Abbott Turner College of Business**  
**Bachelor of Business Administration**

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

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b><u>CSU mission Statement:</u></b></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><b><u>Business Administration Mission Statement:</u></b></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,</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><b>BBA Program Outcomes:</b> 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"> <li>1. Knowledge of the foundation areas of business (courses required in Areas F and G).</li> <li>2. Proficiency in critical thinking and decision-making skills.</li> <li>3. Proficiency in oral and written communication skills.</li> <li>4. An awareness of ethical, global, and diversity issues in business.</li> <li>5. Ability to apply computer technology within the context of business.</li> <li>6. Knowledge in a major field</li> </ol>	<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 CSU major-field assessment exam covering topics in the selected major. ETS exams are normed with a national sample; Major Field exam outcomes 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"> <li>• DATCOB Students again scored above the latest available ETS national mean for all schools taking the business exam.</li> <li>• DATCOB Students scored highest in Management and Quantitative Methods and were significantly higher than the latest available ETS national means for these areas.</li> <li>• Students scored lowest in finance and economics but were significantly higher than the latest available ETS national means for finance. (see Table 1)</li> </ul> <p><b>Accounting Major Field Exam Assessment:</b></p> <ul style="list-style-type: none"> <li>• Across the five learning outcomes accounting majors had a passing score on 4 of the 4 outcomes.</li> <li>• Accounting majors scored lowest on Outcome B:</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Last year 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 was successfully launched in March 2006 with 6 students and 1 faculty member. Our ETS score on International Issues questions improved from 42.2% in 2005 to 47.9% in 2006.</li> <li>• Making FINC 3115 Financial Analysis a required course for the General Business major was successfully implemented.</li> <li>• The Assurance of Learning Committee successfully reviewed and revised the all of the major field examinations and mapped the</li> </ul>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>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 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"> <li>• We provide a student-oriented learning environment.</li> <li>• We select, support, and develop faculty who strive to achieve teaching excellence.</li> <li>• Our faculty emphasizes applied and instructional scholarly activities that enhance teaching and student learning.</li> <li>• Our curriculum provides skills and knowledge in the foundation areas of business.</li> <li>• We promote an understanding of the diverse cultural and international environment of business decision-making.</li> <li>• We examine the ethical and social responsibilities of business.</li> <li>• Our curriculum develops oral and written communication skills.</li> <li>• We demonstrate the interdependence of commerce and technology.</li> </ul>	<p>of specialization.</p> <p>7. Knowledge of the operations function of business.</p> <p><b>ACCOUNTING OUTCOMES:</b> Students completing the Accounting program should be prepared to:</p> <p>A. Graduates will demonstrate a working knowledge of financial accounting.</p> <p>B. Graduates will demonstrate a working knowledge of cost/managerial accounting.</p> <p>C. Graduates will demonstrate a working knowledge of tax accounting.</p> <p>D. Graduates will demonstrate a working knowledge of accounting information systems.</p> <p>E. Graduates will demonstrate a working knowledge of auditing</p> <p><b>COMPUTER INFORMATION SYSTEMS MANAGEMENT OUTCOMES:</b> Students who complete the CISM program should be able to:</p> <p>A. Understand and appreciate the evolving role of information systems and technology in our society. This understanding incorporates the impact</p>		<p>“working knowledge of cost/managerial accounting.</p> <ul style="list-style-type: none"> <li>• Accounting majors did not score above 70 on any of the learning outcomes (see Table 2).</li> </ul> <p><b>Computer Information Systems Management (CISM) Major Field Exam Assessment:</b></p> <ul style="list-style-type: none"> <li>• CISM majors scored highest in Outcome H: Use of Resources to research and evaluate new information systems tools and communicate the findings. The score for all students was 96.</li> <li>• CISM majors had passing scores on only two of the eight learning outcomes. Besides Outcome H (described above) students had a marginal passing score on Outcome A: Understand and appreciate the evolving role of information systems and technology.</li> <li>• CISM majors demonstrated weakness in 6 learning outcomes with the lowest performance on Outcome B: Understanding the role of technology professionals and others in the design, use and implementation of systems (see Table 3).</li> </ul> <p><b>Finance Major Field Exam</b></p>	<p>questions with each outcome. The committee also had a one day assessment seminar for all faculty with Dr. Kathryn Martell, who is AACSB's expert on assessment in business schools. Dr. Martel helped write rubrics to better measure our learning goals.</p> <p><b>Major Field Exam Results:</b></p> <ul style="list-style-type: none"> <li>• Accounting Faculty are reviewing curriculum and syllabi to improve performance in all of the learning outcomes with particular emphasis on cost/managerial accounting.</li> <li>• Computer Information Systems Management faculty are reviewing curriculum, syllabi, and assessment tests to improve performance in all of the identified learning outcomes.</li> <li>• Finance Faculty are reviewing the curriculum and syllabi to improve performance in Outcome A: Compute the equivalent value of money received in any pattern at any time in the past and/or future, and Outcome E: Demonstrating a working knowledge of the major finance areas.</li> </ul>

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<ul style="list-style-type: none"> <li>• Through our partnership with the business community, we apply the concepts we teach to serve our stakeholders' interests.</li> </ul>	<p>of technology on people, ethical issues, privacy, and security.</p> <p>B. Understand the role of technology professionals, users, and others in the design, use, and implementations of systems.</p> <p>C. Understand how information technology relates to organizational goals, objectives, strategy, and structure.</p> <p>D. Understand the principles of computer hardware and computer software to include operating systems and application software.</p> <p>E. Be able to design a well-structured database and use a database programming language to construct a database from user requirements.</p> <p>F. Be able to design a functioning network from user specifications.</p> <p>G. Be able to analyze, plan and apply systems design tools appropriate to varying systems. Be able to evaluate systems proposals using appropriate tools and techniques. Critical thinking skills are emphasized so that students can evaluate competing ideas.</p> <p>H. Be able to use resources to research and evaluate</p>		<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Finance majors scored highest in Outcome G: Recognizing finance issues involving actual or potential ethical conflict and likely resolutions. Majors score a 90 on this outcome.</li> <li>• Finance majors scored lowest on Outcome A: Compute the equivalent value of money received in any pattern at any time in the past and/or future, and Outcome E: Demonstrating a working knowledge of the major finance areas.</li> <li>• Finance majors had acceptable performance in all other Outcomes (see Table 4)</li> </ul>	

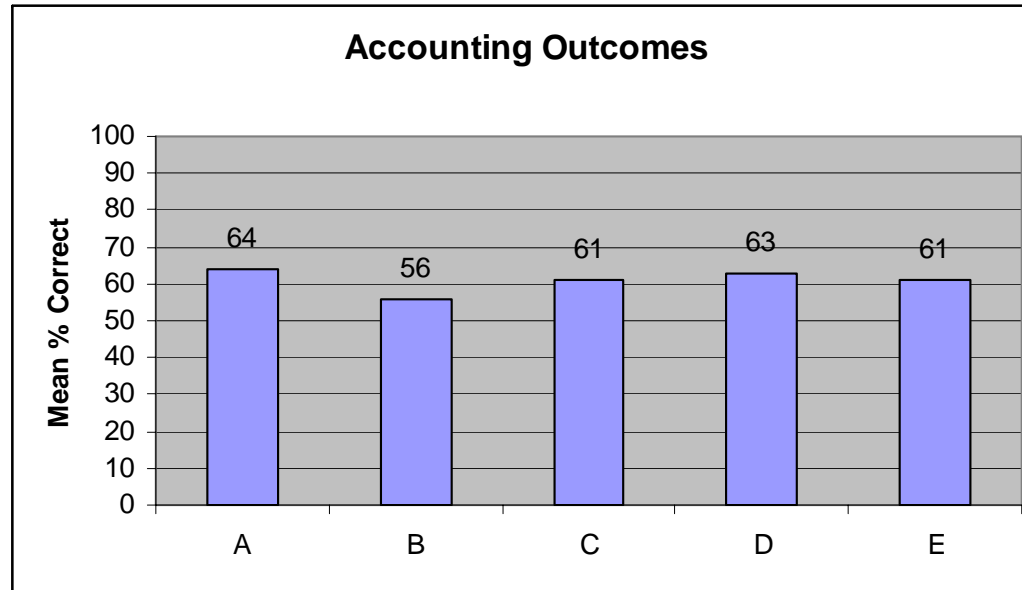
<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
	<p>new information systems tools and to be able to communicate those findings to others.</p> <p>I. Be competent in at least one programming language. (not tested)</p> <p><b>FINANCE OUTCOMES:</b> Students who complete the Finance program should be able to:</p> <p>A. Compute the equivalent value of money received in any pattern at any time in the past and/or future.</p> <p>B. Organize an equivalent of the level of risk and the return potential for any financial asset or business endeavor.</p> <p>C. Apply computer technology within the context of the field of finance. (Not tested here.)</p> <p>D. Demonstrate effective communication skills in presenting financial analyses.</p> <p>E. Demonstrate a working knowledge of the major areas of finance (managerial finance, financial institution, investments and real estate.</p> <p>F. Apply critical and decision-making analyses to financial resource allocation</p>			

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	<p>options.</p> <p>G. Recognize finance issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts.</p>			

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

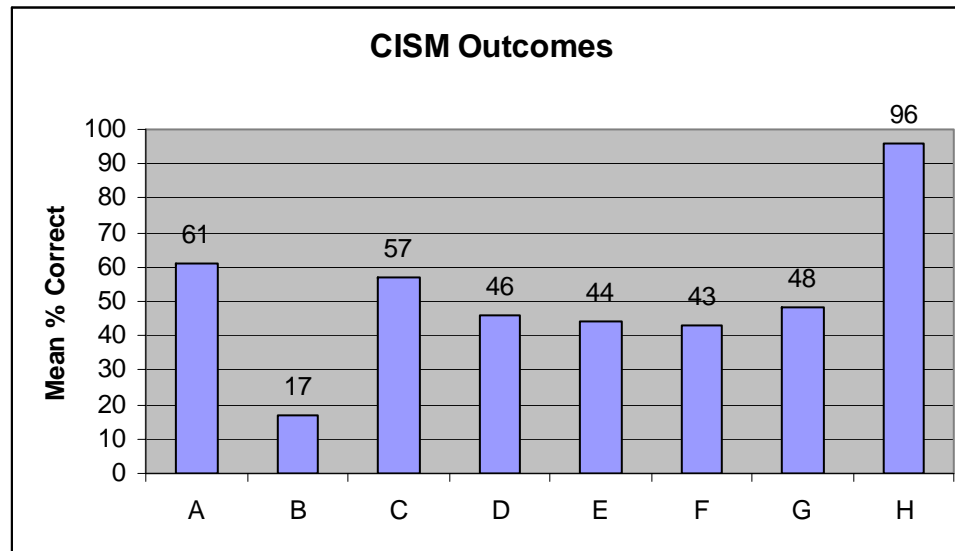
	CSU Test Statistics				National Test Statistics		
	2006	2005	2004	2003	2005	2004	2003
Mean Score (Range 120-200)	152.4	154.4	151.2	154.7	152.3	152.5	152.7
Standard Deviation	12.6	12	11.2	12.3	13.8	13.7	13.9
No. of Responses	85	103	123	102	109982	80044	24715
Accounting (mean % correct)	43.8%	44.1%	41.0%	46.5%	44.4%	44.6%	44.6%
Economics	40.4%	42.5%	39.6%	42.4%	42.7%	42.8%	43.2%
Management	59.9%	63.7%	61.2%	62.7%	57.1%	57.1%	57.6%
Quantitative Methods	57.1%	60.0%	55.8%	59.7%	56.4%	56.6%	56.7%
Finance	38.8%	36.8%	34.2%	37.6%	36.1%	36.4%	36.6%
Marketing	48.2%	51.8%	50.3%	51.9%	46.8%	46.8%	47.3%
Legal/Social Environment	51.7%	52.6%	52.0%	53.8%	49.8%	49.8%	49.8%
International Issues	47.9%	42.2%	42.6%	42.0%	44.4%	44.3%	44.6%

Table 2



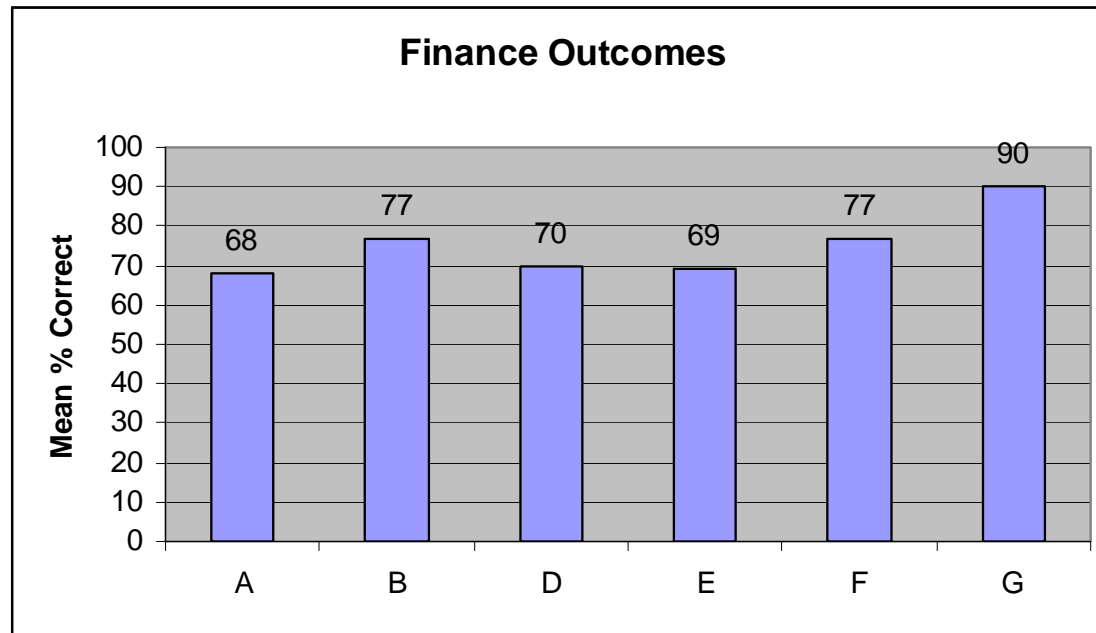
- A. Graduates will demonstrate a working knowledge of financial accounting.
- B. Graduates will demonstrate a working knowledge of cost/managerial accounting.
- C. Graduates will demonstrate a working knowledge of tax accounting.
- D. Graduates will demonstrate a working knowledge of accounting information systems.
- E. Graduates will demonstrate a working knowledge of auditing.

Table 3



- J. 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.
- K. Understand the role of technology professionals, users, and others in the design, use, and implementations of systems.
- L. Understand how information technology relates to organizational goals, objectives, strategy, and structure.
- M. Understand the principles of computer hardware and computer software to include operating systems and application software.
- N. Be able to design a well-structured database and use a database programming language to construct a database from user requirements.
- O. Be able to design a functioning network from user specifications.
- P. Be able to analyze, plan and apply systems design tools appropriate to varying systems. Be able to evaluate systems proposals using appropriate tools and techniques. Critical thinking skills are emphasized so that students can evaluate competing ideas.
- Q. Be able to use resources to research and evaluate new information systems tools and to be able to communicate those findings to others.
- R. Be competent in at least one programming language. (not tested)

Table 4



**Major Field Assessment Report-2006**  
**D. Abbott Turner College of Business**  
**Bachelor of Business Administration**

**Programs: Undergraduate Majors in General Business, Management, and Marketing**

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b><u>CSU mission Statement:</u></b></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><b><u>Business Administration Mission Statement:</u></b></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,</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><b>BBA Program Outcomes:</b> 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"> <li>8. Knowledge of the foundation areas of business (courses required in Areas F and G).</li> <li>9. Proficiency in critical thinking and decision-making skills.</li> <li>10. Proficiency in oral and written communication skills.</li> <li>11. An awareness of ethical, global, and diversity issues in business.</li> <li>12. Ability to apply computer technology within the context of business.</li> <li>13. Knowledge in a major field</li> </ol>	<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 CSU major-field assessment exam covering topics in the selected major. ETS exams are normed with a national sample; Major Field exam outcomes 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"> <li>• DATCOB Students again scored above the latest available ETS national mean for all schools taking the business exam.</li> <li>• DATCOB Students scored highest in Management and Quantitative Methods and were significantly higher than the latest available ETS national means for these areas.</li> <li>• Students scored lowest in finance and economics but were significantly higher than the latest available ETS national means for finance. (see Table 1)</li> </ul> <p><b>General Business Major Field Exam Assessment:</b></p> <ul style="list-style-type: none"> <li>• The General Business faculty reduced the expected outcomes from 9 to 6 as recommended by AACSB.</li> <li>• General Business majors scored highest in Outcomes D: Ethical issues and E:</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Last year 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 was successfully launched in March 2006 with 6 students and 1 faculty member. Our ETS score on International Issues questions improved from 42.2% in 2005 to 47.9% in 2006.</li> <li>• Making FINC 3115 Financial Analysis a required course for the General Business major was successfully implemented.</li> <li>• The Assurance of Learning Committee successfully reviewed and revised the all of the major field examinations and mapped the</li> </ul>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>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 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"> <li>• We provide a student-oriented learning environment.</li> <li>• We select, support, and develop faculty who strive to achieve teaching excellence.</li> <li>• Our faculty emphasizes applied and instructional scholarly activities that enhance teaching and student learning.</li> <li>• Our curriculum provides skills and knowledge in the foundation areas of business.</li> <li>• We promote an understanding of the diverse cultural and international environment of business decision-making.</li> <li>• We examine the ethical and social responsibilities of business.</li> <li>• Our curriculum develops oral and written communication skills.</li> <li>• We demonstrate the interdependence of commerce and technology.</li> </ul>	<p>of specialization.</p> <p>14. Knowledge of the operations function of business.</p> <p><b>GENERAL BUSINESS OUTCOMES:</b> Students completing the General Business program should be prepared to:</p> <ul style="list-style-type: none"> <li>A. Understand the function and interaction of marketing with other business functional areas.</li> <li>B. Understand the function and interaction of management with other business functional areas.</li> <li>C. Exhibit an awareness of global, multicultural and diversity issues in a variety of business settings.</li> <li>D. Exhibit an awareness of ethical issues in a variety of business settings.</li> <li>E. Understand the importance of communication skills in the functioning of organizations.</li> <li>F. Understand the importance of interpersonal skills in the functioning of organizations.</li> <li>G. Understand the importance of critical thinking skills in the functioning of</li> </ul>		<p>Communication Skills.</p> <ul style="list-style-type: none"> <li>• General Business majors scored lowest in Outcome F: Communication Skills, and within the passing range on C: Global, multicultural and diversity issues and A: Interaction of Marketing with other business functions.</li> <li>• General Business majors had acceptable outcomes in the other outcome areas (see Table 2).</li> </ul> <p><b>Management Major Field Exam Assessment:</b></p> <ul style="list-style-type: none"> <li>• The Management faculty reduced the expected outcomes from 8 to 7 as recommended by AACSB.</li> <li>• Management majors scored highest in Outcome C: HRM laws, and Outcome G: Critical Thinking Skills.</li> <li>• Management majors had acceptable performance in all outcomes but the lowest was E: Communications and interpersonal skills and Outcome D: Global, Social Multicultural and Diversity issues (see Table 3)</li> </ul> <p><b>Marketing Major Field Exam Assessment:</b></p> <ul style="list-style-type: none"> <li>• Marketing majors scored highest in Outcome I:</li> </ul>	<p>questions with each outcome. The committee also had a one day assessment seminar for all faculty with Dr. Kathryn Martell, who is AACSB's expert on assessment in business schools. Dr. Martel helped write rubrics to better measure our learning goals.</p> <p><b>Major Field Exam Results:</b></p> <ul style="list-style-type: none"> <li>• General Business Faculty are reviewing curriculum and syllabi to improve performance in: Outcome F: Communication Skills, C: Global, multicultural and diversity issues and A: Interaction of Marketing with other business functions.</li> <li>• Management faculty are reviewing curriculum and syllabi to improve performance in Outcome E communication skills and Outcome D: Global, Social Multicultural and Diversity issues</li> <li>• Marketing Faculty are reviewing the marketing curriculum and syllabi to improve performance in Outcome D: Global, Social Multicultural and Diversity issues.</li> </ul>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<ul style="list-style-type: none"> <li>Through our partnership with the business community, we apply the concepts we teach to serve our stakeholders' interests.</li> </ul>	<p>organizations.</p> <ul style="list-style-type: none"> <li>H. Appreciate the importance of community relationships and the role of organizations' stakeholders.</li> <li>I. Demonstrate technological competence.</li> </ul> <p><b>MANAGEMENT OUTCOMES:</b> Students who complete the Management program should be able to:</p> <ul style="list-style-type: none"> <li>A. Identify and discuss various functions of managers in organizations (planning, organizing, leading, and controlling).</li> <li>B. Describe the human resource activities performed in organizations.</li> <li>C. Apply HRM laws to decisions involving the organization's human resources.</li> <li>D. Recognize and assess the impact of global, social, multicultural and diversity issues and international dimensions on management activities.</li> <li>E. Understand the importance of communication skills and interpersonal skills in the functioning of organizations.</li> <li>F. Understand the</li> </ul>		<p>Written and oral communication skill and Outcome G: Marketing ethics.</p> <ul style="list-style-type: none"> <li>Marketing majors scored lowest on Outcome D: Global, Social Multicultural and Diversity issues.</li> <li>Marketing majors had acceptable performance in all other Outcomes (see Table 4)</li> </ul>	

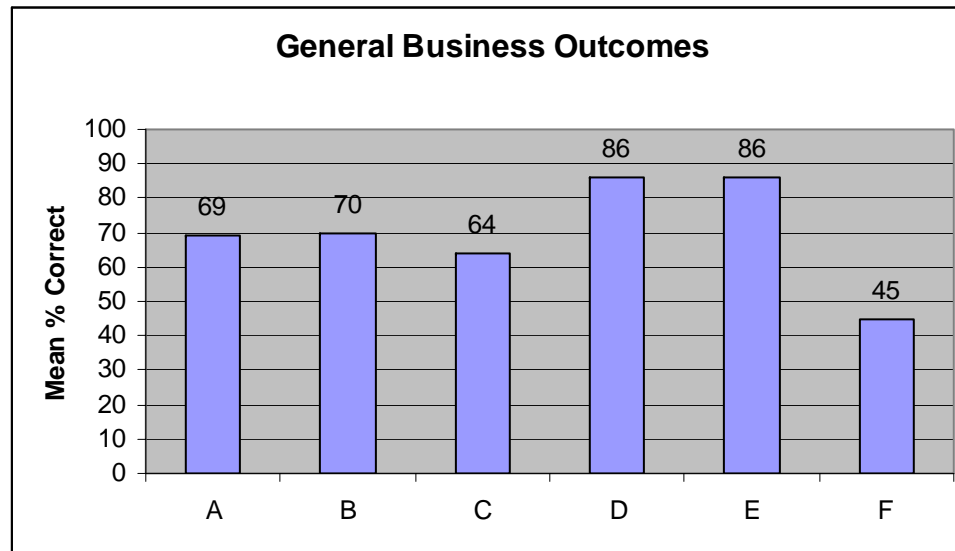
Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	<p>importance of technology in the functioning of organizations.</p> <p>G. Understand the importance of critical thinking skills in the functioning of organizations.</p> <p>H. Understand the major issues associated with the operations function and to reason and think creatively to solve operations problems and make decisions</p> <p><b>MARKETING OUTCOMES:</b> Students who complete the Marketing program should be able to:</p> <p>H. Apply basic marketing theories including consumer behavior, advertising and promotion strategy, personal selling and marketing research.</p> <p>I. Understand the history of marketing science.</p> <p>J. Exhibit an awareness of global, social, multicultural and diversity issues in marketing.</p> <p>K. Understand the interaction of marketing with other business functional areas.</p> <p>L. Apply the marketing concept to different business situations.</p> <p>M. Exhibit an awareness of</p>			

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
	<p>computer applications for marketing.</p> <p>N. Know and apply a code of ethics for marketers.</p> <p>O. Demonstrate knowledge of marketing research techniques.</p> <p>P. Demonstrate effective written and oral communication skills.</p> <p>Q. Solve marketing problems through the use of critical thinking and analytical skills.</p>			

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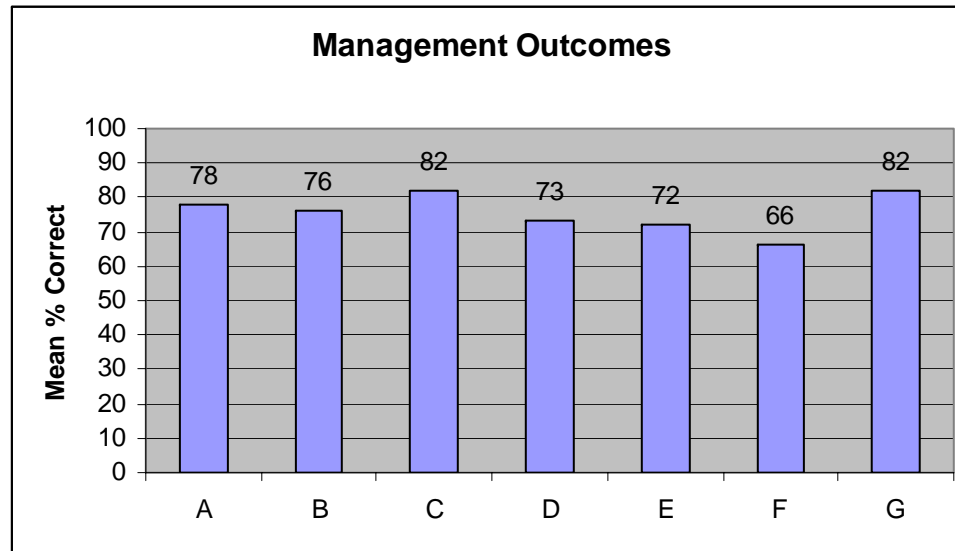
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Economics	40.4%	42.5%	39.6%	42.4%	42.7%	42.8%	43.2%
Management	59.9%	63.7%	61.2%	62.7%	57.1%	57.1%	57.6%
Quantitative Methods	57.1%	60.0%	55.8%	59.7%	56.4%	56.6%	56.7%
Finance	38.8%	36.8%	34.2%	37.6%	36.1%	36.4%	36.6%
Marketing	48.2%	51.8%	50.3%	51.9%	46.8%	46.8%	47.3%
Legal/Social Environment	51.7%	52.6%	52.0%	53.8%	49.8%	49.8%	49.8%
International Issues	47.9%	42.2%	42.6%	42.0%	44.4%	44.3%	44.6%

Table 2



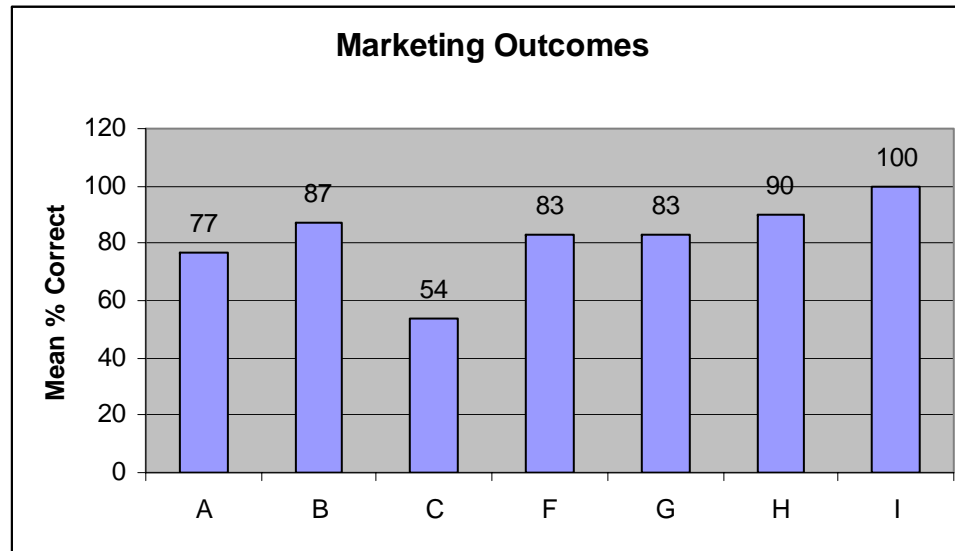
- A. Understand the function and interaction of marketing with other business functions.
- B. Understand the function and interaction of management with other business areas.
- C. Exhibit an awareness of global, multicultural and diversity issues in a variety of business settings.
- D. Exhibit an awareness 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.

Table 3



- A. Identify and discuss various functions of managers in organizations (planning, organizing, leading and controlling).
- 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 global, social, multicultural and diversity issues on management activities.
- E. Understand the importance of communication and interpersonal skills in the functioning of organizations.
- F. Recognize the importance of technology in the functioning of organizations.
- G. Understand the importance of critical thinking skills in the functioning of organizations.

Table 4



- A. Apply basic marketing theories including consumer behavior, advertising and promotion strategy, 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. (not tested)
- E. Apply the marketing concept to different business situations. (not tested)
- 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. (not tested)

## Major Field Assessment Report

**Program: Master Of business Administration**

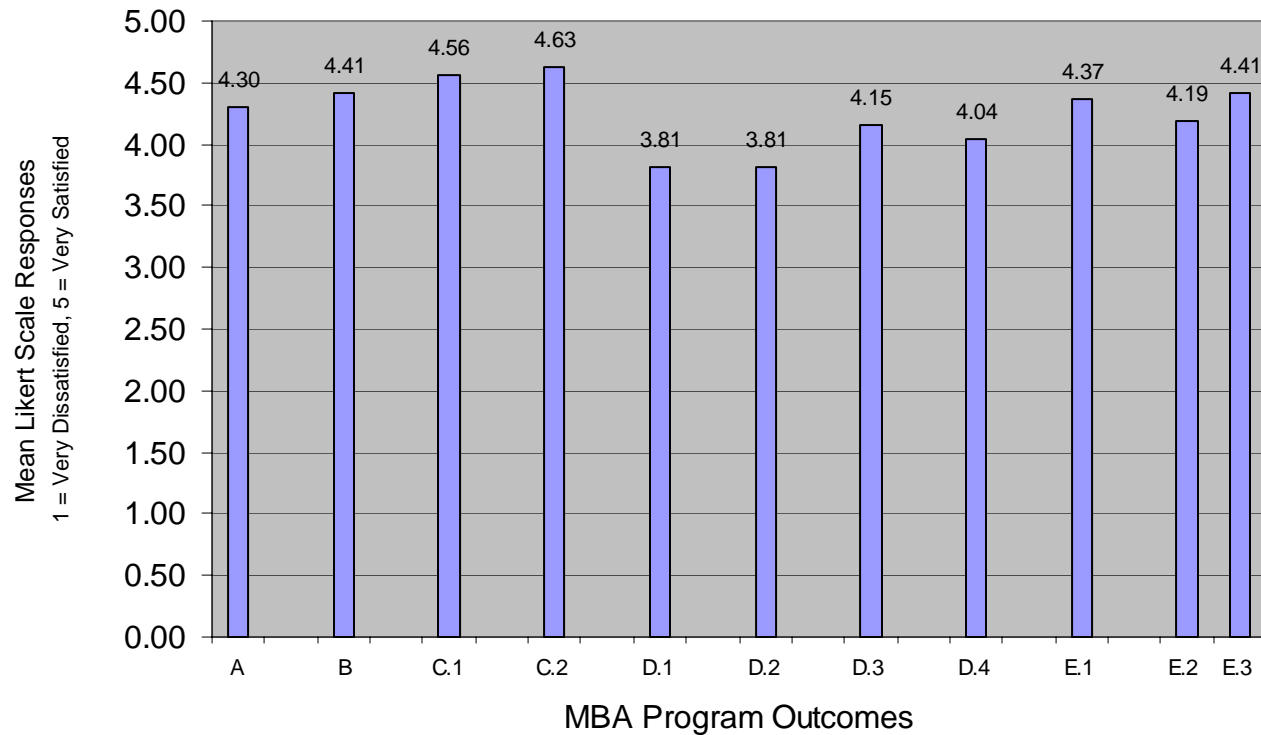
**Academic Year: 2006**

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><b><u>CSU mission Statement:</u></b></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><b><u>College of Business Mission Statement:</u></b></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><b>Educational Objectives of the MBA Program</b></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"> <li>• Economics,</li> <li>• Human behavior in organizations,</li> <li>• Accounting,</li> <li>• Communication skills,</li> <li>• Operations,</li> <li>• Marketing,</li> <li>• Finance, and</li> <li>• Management information systems.</li> </ul> <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</p>	<ol style="list-style-type: none"> <li>1. Review of MBA syllabi for outcomes coverage.</li> <li>2. Review of graduate faculty qualifications.</li> <li>3. Student satisfaction survey conducted in summer 2005 and 2006 to measure student satisfaction with the MBA program's accomplishment of its stated outcomes.</li> </ol> <p>The 2005 results are reported below. The 2006 survey has not yet been completed.</p> <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"> <li>1. The syllabi review indicates adequate coverage of the stated program components and outcomes.</li> <li>2. The faculty qualifications review indicates MBA faculty are academically qualified to teach in their respective graduate courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. MBA Program faculty will continue to provide coverage of program outcomes</li> <li>2. DATCOB administration and faculty will continue to insure graduate faculty academic qualifications.</li> </ol>

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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"> <li>• We provide a student-oriented learning environment.</li> <li>• We select, support, and develop faculty who strive to achieve teaching excellence.</li> <li>• Our faculty emphasizes applied and instructional scholarly activities that enhance teaching and student learning.</li> <li>• Our curriculum provides skills and knowledge in the foundation areas of business.</li> <li>• We promote an understanding of the diverse cultural and international environment of business decision-making.</li> <li>• We examine the ethical and social responsibilities of business.</li> <li>• Our curriculum develops oral and written communication skills.</li> <li>• We demonstrate the interdependence of commerce and technology.</li> <li>• Through our partnership with</li> </ul>	<p>should:</p> <p><b>A.</b> 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>B.</b> Develop the ability to make and carry out decisions.</p> <p><b>C.</b> Develop skill in dealing effectively with others, both in</p> <ol style="list-style-type: none"> <li>1. oral and written communication, and in a</li> <li>2. team environment.</li> </ol> <p><b>D.</b> Gain an awareness of</p> <ol style="list-style-type: none"> <li>1. international,</li> <li>2. multicultural,</li> <li>3. ethical, and</li> <li>4. diversity issues.</li> </ol> <p><b>E.</b> Develop an understanding of today's</p> <ol style="list-style-type: none"> <li>1. economic,</li> <li>2. political, and</li> <li>3. social environment.</li> </ol>		<p>3. Satisfaction Survey Means for MBA Program Outcomes. (See Figure 1, attached).</p> <p><b>A.</b> 4.30</p> <p><b>B.</b> 4.41</p> <p><b>C.1</b> 4.56</p> <p><b>C.2</b> 4.63</p> <p><b>D.1</b> 3.81</p> <p><b>D.2</b> 3.81</p> <p><b>D.3</b> 4.15</p> <p><b>D.4</b> 4.04</p> <p><b>E.1</b> 4.37</p> <p><b>E.2</b> 4.19</p> <p><b>E.3</b> 4.41</p> <p>The highest means in the MBA satisfaction survey were for Outcome <b>C.1</b>, Oral and written communication and <b>C.2</b>, Team environment.</p> <p>The lowest means were for Outcome <b>D.1</b>, International, and <b>D.2</b>, 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 <b>D.1</b>, International, and <b>D.2</b>, Multicultural.</p> <p>The 2006 survey is being conducted, in order to assess the impact of changes made as a result of the 2005 survey.</p> <p><b>Planned Assessment Improvements</b></p> <p>Since this Fall, Dr. Tom Loughman has coordinated assessment efforts. A primary focus has been the improvement of direct assessment of learning outcomes.</p> <p>Toward this goal, we have had an assessment review, conducted by Dr. Katherine Martel, an expert in the field of assessment.</p> <p>We will implement DATCOB-wide changes, based on the recommendation of Dr. Martel, in order to improve assessment.</p> <p>In addition, we will review the</p>

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<p>the business community, we apply the concepts we teach to serve our stakeholders' interests.</p>				<p>impact of changes made during the last year, including their impact on the satisfaction survey.</p>

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,
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**E.** Develop an understanding of today's

- 1.** economic,
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- 3.** social environment.