

**University of Dayton**  
**School of Business Administration**  
**Educational Outcomes Assessment Results for 2001-2002**  
March 7, 2003

**Introduction**

This report contains the results of the assessments of the SBA's undergraduate and graduate degree programs conducted over 2001-2002. The assessments are organized around the learning objectives (or, student outcomes) of these programs as specified in the SBA's Divisional Strategic Plan.

**Procedure**

Sources of the data utilized to assess each outcome are identified in the report. Such sources include:

- **Student Evaluations of Integrated Business Core Course Objectives Achievement:** A set of common learning objectives is established for all sections of each undergraduate core course required for business majors in the sophomore, junior, and senior years. Statements of these objectives are then provided as an addendum to the standard student evaluation of course and instructor effectiveness forms. Students indicate the extent of their agreement as to whether each objective was achieved. The data used for this report were collected in December 2002 from all sections of all second through fourth year core courses except MGT 201. New faculty were involved in that course for the first time and the process of coordination of common objectives could not be completed in time.
- **AACSB/EBI Undergraduate Business Exit Survey:** This is a standardized, national survey of perceptions of undergraduate students graduating with a business major. The questions focus on various aspects of the learning process and outcomes. The data used for this report were collected from the April 2001 administration of the survey. The number of students completing the survey was 128, which represents a response rate of 56%. This survey provides benchmark data as it compares results with the mean of a "Select 6" group of schools identified by us from among those participating at the time. Our "Select 6" comparison group consisted of Boston College, DePaul University, John Carroll University, Marquette University, Miami University of Ohio, and the University of Akron. Results are also benchmarked against the average of all 33 participating schools in our Carnegie classification (Doctoral/Research University-Intensive) as well as against the average of all 184 participating schools.
- **AACSB/EBI Undergraduate Business Alumni Survey:** This is a standardized, national survey of perceptions of undergraduate business school alumni from 1 to 3 years after graduation. The questions focus on various aspects of learning outcomes. The data used for this report were collected from the Summer 2001 administration of the survey. The number of students completing the survey was 244, which represents a response rate of 33%. This survey provides benchmark data as it compares results with the mean of a "Select 6" group of schools identified by us from among those participating at the time. Our "Select 6" comparison group consisted of the University of Akron, University of Missouri-Columbia, Ohio University, Western Kentucky University, Baylor University, and Kennesaw State University. Results are also benchmarked against the average of all

12 participating schools in our Carnegie classification (Doctoral/Research University-Intensive) as well as against the average of all 44 participating schools.

- Exit Survey (including open-ended questions) by Major: Each major has developed a list of learning outcomes, which were incorporated into a custom survey by major. The surveys also included some open-ended questions inviting students' comments. All students taking the capstone business course, MGT 490, in April 2002 were administered the survey appropriate to their major. Nearly all students, numbering 167, completed the survey with the distribution by major ranging from four for International Business to 57 for Marketing. Double majors were asked to respond to the survey for what they considered to be their primary major. Note that only a small number of Entrepreneurship majors, most of whom were double majors, graduated at that time. Consequently, there are no responses for that major in the sample. Some majors, such as Accounting and MIS, elected to do a supplementary survey and/or group exit interview.
- Evaluation of the University General Education Program (Report from the University Committee on General Education and Competencies, January 2002): This is a secondary data source. This report was prepared based on interviews with SBA academic administrators and with the SBA Undergraduate Curriculum Committee, a survey of SBA faculty, surveys of 174 sophomores and 141 seniors, and a senior student focus group.
- UD MBA Exit Survey: The MBA office conducts a survey of students graduating from the MBA program regarding their perceptions of the learning process, outcomes, and support services. This survey is conducted three times each year in May, August, and December to coincide with the graduation schedule. The data used for this report are from the most recent administration in December 2002. Fifteen students responded to the survey.
- AACSB/EBI Part-Time MBA Exit Survey: This is a standardized, national survey of perceptions of students graduating with an MBA from part-time programs. The questions focus on various aspects of the learning process and outcomes as well as on administration and support services. The data used for this report were collected from the April 2001 administration of the survey. The number of students completing the survey was 65, which represents a response rate of 20%. This survey provides benchmark data as it compares results with the mean of a "Select 6" group of schools identified by us from among those participating at the time. Our "Select 6" comparison group consisted of Arizona State University, University of Akron, George Mason University, Marquette University, Syracuse University, and DePaul University. Results are also benchmarked against the average of all 17 participating schools in our Carnegie classification (Doctoral/Research University-Intensive) as well as against the average of all 90 participating schools.
- AACSB/EBI Full-Time MBA Alumni Survey: This is a standardized, national survey of perceptions of MBA program alumni from 1 to 3 years after graduation. The questions focus on various aspects of learning outcomes. The data used for this report were collected from the Summer 2001 administration of the survey. The number of students completing the survey was 132, which represents a response rate of 41%. This survey provides benchmark data as it compares results with the mean of a "Select 6" group of schools identified by us from among those participating at the time. Our "Select 6" comparison group consisted of the University of Missouri-Columbia, University of Miami, University of South Carolina, University of Texas Dallas, University of Georgia, and University of Nevada Las Vegas. Results are also benchmarked against the average

of all 6 participating schools in our Carnegie classification (Doctoral/Research University-Intensive) as well as against the average of all 17 participating schools. Note that we chose to be compared with full-time programs, which is likely to be a more stringent test, than with other part-time programs.

Faculty representatives in the majors, SBA Undergraduate Committee, and SBA Graduate Committee have reviewed the results and developed their implications as documented in this report. The overall conclusion is that the learning objectives are being achieved in both the undergraduate and graduate programs and we have strong educational offerings. At the same time, the assessment has identified areas for further investigation and improvement.

## **Results**

### **Undergraduate (Bachelor of Science) Outcomes**

*Outcome 1A: Mastery of the fundamental concepts of business in a global market place.*

Primary Data Sources:

1. Student Evaluations of Integrated Business Core Course Objectives Achievement (December 2002).
2. AACSB/EBI Undergraduate Business Exit Survey (April 2001)
3. AACSB/EBI Undergraduate Business Alumni Survey (Summer 2001)

Results:

Tables of results from these sources are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 1, 3, 5, 7, 10, 13-27, 29, 31, 33-37, 42, 49, 57, 66, and 67 pertain to this outcome. From the AACSB/EBI Undergraduate Business Alumni Survey, questions 8-25, 56-61, 64, and 65 pertain to this outcome.

The fundamental concepts of business in a global marketplace are defined through the learning objectives of the SBA core courses. The vast majority of these are achieved at an acceptable level (e.g., average of 2.5 or greater on a scale from 0-4 and 70% or more responding with 3 or 4 on the scale). A few items are lower, e.g., use of accounting techniques for making structured and unstructured decisions, the global economy, the theory of effective groups/teams, and outcomes from MGT 490 especially ethical issues.

The AACSB/EBI Alumni Survey provides similar but more aggregated data. Again, the vast majority of the results are acceptable (e.g., results where the average is less than 5 on a 1-7 scale and the average is more than 0.25 lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh are areas of concern). The only weakness is the business law/legal environment courses (Q13). On the other hand, the ability to apply business theory to practice (Q57) and to solve quantitative business problems (Q59) is particularly stronger than the comparison set.

The AACSB/EBI Exit Survey focuses more on the educational process than the outcomes. The vast majority of the results are acceptable using criteria similar to the Alumni Survey. The only

weaknesses relate to quality of teaching in required course work in certain areas, e.g., accounting (Q13), business policy/strategy (Q14), business law/legal environment (Q15), and international business (Q20). On the other hand, results for responsiveness of faculty to student concerns (Q29) and items related to technology, e.g., teaching of required information systems coursework (Q19) and technology issues in all required courses (Q37), computer skills training (Q49), and availability of, remote access to, and support for computer technology (Q55-57) were especially strong.

#### Implications:

Overall, the desired outcome is being achieved. Technology issues and integrating the fundamental concepts/theory with practice are areas of strength. Although there may be concerns with the quality of teaching in certain areas, the results show that instructors are responsive to students' concerns and course objectives are being achieved. The business law/legal environment area has new faculty leadership since the data were collected. MGT 490 has been redesigned only recently and may continue to evolve. The biggest concern is in the area of ethical issues. This must be investigated further to identify appropriate actions.

*Outcome 1B: Mastery of specialized knowledge in one or more areas of study. (This is assessed by major.)*

Primary Data Sources:

1. AACSB/EBI Undergraduate Business Exit Survey (April 2001)
2. Exit Survey (including open-ended questions) by Major (April 2002).
3. Supplementary Survey/Group Exit Interview for Accounting and MIS majors (April 2002).

Results:

Tables of results from the AACSB/EBI Undergraduate Business Exit Survey are attached. Questions 2, 4, 6, 8, 11, 26, 28, 30, 32, 43, 52, and 65-67 pertain to this outcome. The vast majority of the results are acceptable (e.g., results where the average is less than 5 on a 1-7 scale and the average is more than 0.25 lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh are areas of concern). Items with lower scores are the quality of teaching in the major (Q2) and duplication of content in the major (Q11).

Results from the exit survey focused on learning outcomes by major are attached along with supplementary data collected for Accounting and MIS majors. Note that there were no Operations majors graduating in the period of data collection. Also, the number of graduating Entrepreneurship majors was small and a sample could not be obtained.

Implications:

Overall, SBA undergraduate major curricula are strong. In spite of the slight concern with teaching quality, the majors are evaluated highly in terms of the learning outcomes. Duplication of content is not necessarily a concern as it can result from integration across courses. However, this needs to be examined further by faculty in each major as they continue to strive to improve the curricula to meet the focused, integrated, relevant, and enriched (FIRE) criterion.

Specific analysis by majors follows:

Accounting:

We are still in an early stage/transition with our five-year program. Building up this program does seem to have caused some confusion or disappointment with those students completing only a four-year degree. While this is probably a common reaction when a new program receives an extra push, we are definitely looking at this issue. We are in the early stages of a project (mainly Ron Burrows, Joe Castellano, and Tom Brady) that could lead to a track (perhaps an unofficial track) toward the CMA certificate (Certificate Management Accountant) or CFM (Certified Financial Manager). This would also fall into line with the number of accounting majors who double in FIN and OPS respectively. In short, we do want to give our four-year program some attention.

There was also some continuing dissatisfaction with our systems area. We have already decided, and Tom Brady has requested and Janet Greenlee accepted, that we will move Tom out of the systems area back to intermediate where he feels more comfortable. Mike will also join Tom in covering the intermediate accounting. Janet will move into the systems area, an area she taught quite often with success at her former school. Rob will also move out of intermediate and totally into managerial accounting so he concentrates more on this area where he is needed.

Some students have requested we offer an undergraduate or graduate CPA review course for credit. We will NOT be doing this. We think this is wrong and the AACSB people we have spoken to frown on it. Commercial CPA review courses are convenient in Dayton and most other areas. We have tweaked some of our other courses to better prepare students for the CPA exam, but we definitely do NOT want to become a CPA "mill" and will not do so. The employers are very satisfied with the performance of UD grads on this exam. We would also note that information we are starting to receive from the most recent (November) exam show that our recent five-year graduates did very well.

Students have expressed concern about the lack of accounting electives. There is absolutely no question that the recent additions to our faculty allow us to offer a large variety and quantity of MBA electives to the point we can likely offer more MBA electives than the number of such students would call for. However, at the undergraduate level our electives are still lacking. We have been making plans to overcome this. First, we are attempting for the third year to hire a PhD in Taxation. Advanced Taxation is probably the most often requested elective that we have not been able to offer on a regular basis. We will likely cure this when we hire the next faculty member. The second most requested additional elective would be in Advanced Managerial Accounting. This has not been offered in a few years because of staffing. We believe we will be able to correct this, perhaps as early as next year but most certainly the year after, as we move Rob Larson totally into the managerial accounting area as noted above.

Other improvements are now possible with the recent additions to our faculty that give us the quantity, research, and teaching skills in a variety of areas. They have also brought fresh ideas and a renewed energy. We have also recently reformed an accounting advisory committee. We had a similar committee a few years ago, but it was allowed to go dormant. This committee, our ongoing assessment activities, increased strategic planning, etc. should really keep us in a continuing improvement mode.

#### Economics:

We were generally pleased with the survey results. The scores were strong in critical thinking, problem solving, and breadth and rigor of the courses. Points discussed by the faculty are:

Designing the major for law, business, etc: One student comment alerted us to the fact that the piece on our old web site about designing the economics major for your career goals had not carried over to the new web site. We still have such a piece in our handouts about the major, but we need to reinstate it on the web and think of other ways to inform students.

Majors only classes and increased use of math: Currently the only majors-only economics class is the senior seminar (ECO 490), which our majors seem to like very much. The econometrics class also tends to have a high concentration of majors. In all of the other economics classes we have majors mixed with business students taking their third economics course as well as others such as international studies majors and cluster students. The presence of the non-majors has an impact on the assumed background and interest in economics and also on the rigor and math that can be used in the course. While this is not the ideal situation, we do not see a good solution to the problem at this time. In the 1980s all business students were required to take the same third economics course, ECO 347, and that situation did not work well either. Just one of the problems of that sort of arrangement is not being able to offer the breadth of electives we would like to have for our majors. We have no plans at this time to offer additional majors-only classes.

Revision of majors: For students in the business school, we introduced the new business economics major in fall 2001 and the old economics major is being phased out. We have been pleased with the change and our numbers of majors in the business school have increased. We will continue to monitor this new program. This year we will begin a review and possible revision of the economics major for students in the College of Arts and Sciences.

Auditorium sections of ECO 203 and 204: We currently teach about 1200 students in the principles sections during the academic year and we have 5-6 auditorium sections that handle from 100-190 students each. We feel that it would be more in keeping with a private university to teach economics principles in small classes. Although many universities teach principles of economics in large lectures, they generally have economics graduate students who run discussion and problem sessions for those students in addition to the lectures. We do not have graduate students in economics, so this is not possible in our situation. Moving out of the auditorium is a staffing issue that we do not control. It is still worth bringing up every time we have a chance!

#### International Business:

Reactions to the major are very positive. The only issue to be addressed at this time is that of some redundancy in content across courses. This is an interdisciplinary major, which necessitates co-ordination across courses from different departments making it harder to effectively coordinate content. The Program Director will convene faculty involved in the courses, perhaps with the help of the newly formed advisory committee, to address the issue of redundancy.

#### Finance:

We felt that some of the weaker responses to the objective part of the survey were related to how we asked the questions. For example, we allowed students to answer about skills relevant to possible concentration areas even though not all students concentrate; some take courses in each of the areas. Within each of the concentration areas there were questions about skills that are in a specific course that students may not have taken. In

addition, one of the lowest scores for all of our majors was on improving career readiness by cooperative education or internship experience. Our perception is that those who did not participate in this type of experience answered “strongly disagree” and there really needs to be a “Not Applicable” category, or we need to rephrase the question.

In general, both the numerical scores and the student comments indicated that we are offering a strong program. Specific points that the faculty addressed are:

Concentrating in corporate, investments, or financial institutions: While it may be a good idea to require students to concentrate, our current staffing and the closing of many finance electives early in the registration process make it impossible. Very often, students who register later have to take the electives that are available instead of the ones they would ideally prefer. This is something we may work toward in the future, but it will depend on either more staff or fewer students. In the meantime, we will be sure to discuss the idea of concentrations in the FIN 301 classes and will also send a mailing to junior finance majors discussing concentrations.

Better preparation for the upper level finance courses: For the last year we have been working on increasing the rigor in the FIN 301 course so that our majors will be better prepared for the upper level courses. The grade point averages in the FIN 301 sections had risen above 3.0 in many cases and the course directors worked with instructors to push the students harder and keep the grades down. In fall 2002 the highest GPA in a FIN 301 section was 2.84. In addition we have started offering sections of FIN 301 that are recommended for finance majors and those sections are more demanding than the others. Because students often declare a finance major after taking FIN 301, we have not been able to require that our majors take certain sections.

Educational value of the Center for Portfolio Management: This score was highest for the students concentrating in investments and lower for the other concentrations. We guess that is expected. The faculty will continue to try to incorporate use of the Center into their classes. There is a team of student software specialists working in the Center and these students can work with faculty on this project.

Requested courses in investment banking and in portfolio engineering: These were two specific requests in the student comments. The faculty felt that a unit on investment banking could be included in the FIN 471 course rather than having a separate course. We do not feel that enough of our students are up to the challenge of portfolio engineering to offer that course at this time.

Rewriting questions: We probably need to rewrite our questions to be more general and in line with questions asked by the other majors. For example, we currently have a question on fundamentals of real estate, but not everyone takes that class. We also feel that the co-op and internship question is getting a misleadingly low score because not everyone participates. In this case a Not Applicable choice would help.



## Leadership:

The survey results show positive responses to the major. The major is relatively new and required the development of six new courses. It is expected that there will be some teething troubles and consequent refinements to the program. However, students with this major have only recently begun to graduate. The plan is to collect more data and engage in ongoing evaluations to identify where improvements and changes may be warranted. Note that the Entrepreneurship major, which is also new and for which no data could be collected at this time because of the small number of graduating students, plans to be engaged in similar, ongoing assessment activity.

## Management Information Systems (MIS):

The data indicate that the MIS major curriculum is strong. Responses to all items are in the acceptable range. Students are satisfied with the MIS courses, particularly the Senior Project sequence, and the faculty. However, a few issues deserve attention. There is continued dissatisfaction with courses in the MIS major delivered by the Computer Science department particularly regarding pedagogy. Past attempts to resolve these issues have not been successful. The solution, in cooperation with Computer Science, appears to be to reduce the dependency relationship. Consequently, the MIS faculty will offer MIS 225 in the short term and Computer Science has been invited to a joint committee to look at a longer-term plan for this course. CPS 310 will be utilized as an alternative to MIS 380 only when the latter is not offered, e.g., in summer terms. Computer Science faculty will continue to teach CPS 437, which is more favorably received than the other CPS courses.

Another issue is the lack of individual student accountability for contributions to teamwork. The faculty perceive that this problem manifests itself in complaints observed in the data about the group process, quality of students, and expectations in preparatory courses in the major. The MIS faculty in each course will re-evaluate the relative weight for individual and group assignments and are discussing steps to implement to better account for and evaluate individual contributions to group work. As an example, the role of peer evaluations is being made more explicit in Senior Projects and problem cases are identified early and asked to sign contracts regarding their contribution to the team effort.

Students perceive that they need greater number of technical courses and are dissatisfied with the lack of opportunity to take elective courses. A number of elective courses, most of them technical, have been introduced within the past two years. However, enrollments in these courses remain low. The problem appears to be that many MIS students transfer from other majors and have already used up their free electives. They cannot take MIS electives without adding to the hours required for graduation. Consequently, the MIS faculty propose to convert three hours currently required for a specific course, DSC 370, to required elective hours, which may be satisfied by successfully taking a course from a list of approved MIS electives, including DSC 370.

The faculty also note the need for greater vitality and sense of purpose for the student MIS Club. A new faculty advisor to the Club has been selected to assist in this process.

## Marketing:

Overall, the survey results are very good. The responses to items concerning ethical issues and global issues in marketing are at an acceptable level but lower than the other items, which are very strong. These items will be reviewed and monitored.

The student comments further attest to the strength of the major. However, they also suggest a demand for more elective offerings and concentrations within the major. The faculty concur with the idea of offering concentrations, or clusters of electives. They are contemplating creating a market research center, which will serve as a centerpiece of the design of a proposed new, focused major in Market Research, which will co-exist with the current Marketing major and other focused concentrations that may be identified in the future.

*Outcome 2: Ability to identify and capitalize on business opportunities.*

Primary Data Sources:

- 1) Student Evaluations of MGT 490 Core Course Objectives Achievement (December 2002).
- 2) AACSB/EBI Undergraduate Business Alumni Survey (Summer 2001)

Results:

Tables of results from these sources are attached. From the MGT 490 Objectives, questions 24, 26, 27, and 30 pertain to this outcome. From the AACSB/EBI Undergraduate Business Alumni Survey, questions 44, 45, 54-57, and 73 pertain to this outcome.

The outcomes from MGT 490 are a little lower than desired (e.g., average of 2.5 or greater on a scale from 0-4 and 70% or more responding with 3 or 4 on the scale). However, the results on the AACSB/EBI Alumni Survey are not only acceptable (e.g., results where the average is less than 5 on a 1-7 scale and the average is more than 0.25 lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh are areas of concern) but especially strong in regards to ability to think strategically (Q55) and the ability to apply business theory to practice (Q57) and to some extent in establishing a network of business contacts while at the SBA (Q73).

Implications:

MGT 490 has undergone a lot of change recently. The course has new faculty and more rigorous requirements. Competitive business simulation exercises have been introduced into the course. As these changes take effect and mature, stronger outcomes are anticipated. In the meantime, the Alumni Survey suggests that the outcome is being achieved. The measures for this outcome should be refined and supplemented with data from other sources, e.g., student-run businesses.

*Outcome 3: Ability to effectively participate and/or provide leadership in solving complex business problems involving challenges such as, cross-functional issues, highly integrated systems, diverse work teams, and the broader issues of society. (Note that this outcome subsumes graduation competencies in reading and writing, oral communication, quantitative reasoning, and information literacy common to all business majors.)*

Primary Data Sources:

- 1) AACSB/EBI Undergraduate Business Exit Survey (April 2001)
- 2) AACSB/EBI Undergraduate Business Alumni Survey (Summer 2001)

Results:

Tables of results from these sources are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 10-12, 33-35, 38-41, 45-49, 59, and 60 pertain to this outcome. From the AACSB/EBI Undergraduate Business Alumni Survey, questions 28-43, 46-59, 62-68, and 70 pertain to this outcome.

The AACSB/EBI Exit Survey focuses more on the educational process than the outcomes. The vast majority of the results are acceptable (e.g., results where the average is less than 5 on a 1-7 scale and the average is more than 0.25 lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh are areas of concern). The only weaknesses relate to duplication of content in the major (Q11) and training to improve writing skills (Q47). On the other hand, strong positive results are obtained for opportunities for practical experiences (Q38) and interaction with practitioners (Q39), amount of teamwork required (Q40), value from team experiences (Q41), training to work effectively in teams (Q48), ability of fellow students to work in teams (Q59), level of camaraderie in the student body (Q60), opportunities for leadership in extracurricular activities in the school (Q45), and training to improve presentation skills (Q46) and computer skills (Q49).

The AACSB/EBI Alumni Survey provides data on outcomes. The vast majority of the results are acceptable using criteria similar to the Exit Survey. No weaknesses are identified. Strong positive results are obtained for the development of a variety of skills including listening (Q35), decision making (Q37), leadership (Q39), team work (Q43), critical thinking (Q51), thinking strategically (Q55), the ability to apply business theory to practice (Q57), and to solve quantitative business problems (Q59). Success is attributed to internships (Q66), field projects (Q67), interaction with alumni (Q68), and participation (Q69) and leadership (Q70) in student organizations.

Implications:

The development of a variety of skills is required to achieve this outcome. The evidence suggests that this is a strong outcome with great success in developing a variety of important skills including team work, leadership, integration of theory and practice, oral communication, and problem solving/decision making. The development of writing skills warrants further attention.

*Outcome 4: Commitment to life-long learning to maintain professional competence.*

Primary Data Sources:

None

Results:

This outcome was not assessed.

Implications:

Measures need to be developed for this outcome.

*Outcome 5: Broadly educated with an integrated understanding of science, social science, and the humanities.*

Secondary Data Source:

Evaluation of the University General Education Program (Report from the University Committee on General Education and Competencies, January 2002)

Results:

The report for the SBA is attached.

Implications:

The report found that the General Education Program, which is the primary basis for Outcome 5, is strong overall. Elements such as the Humanities Base and CORE Program are done well. The Thematic Clusters were not rated highly. The College of Arts and Sciences is making efforts to improve the Thematic Clusters. For example, there have been changes in the administrative responsibility for the clusters and how the value proposition is communicated to students. The SBA has taken the lead in the development of a new cluster, Business Professional in a Global Society, to better meet the desired outcome for business students. Other actions include the investigation of the relative amount of science and social science requirements to promote integration with and relevance to the business program.

*Outcome 6: Personal qualities which embody integrity, the principle of servant leadership, ethical decision making, desire to grow spiritually, and the ability to balance one's work, family, and societal responsibility.*

Primary Data Sources:

- 1) AACSB/EBI Undergraduate Business Exit Survey (April 2001)
- 2) AACSB/EBI Undergraduate Business Alumni Survey (Summer 2001)

Results:

Tables of results from these sources are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 36, 44, 45, and 60 pertain to this outcome. From the AACSB/EBI Undergraduate Business Alumni Survey, questions 69-71 pertain to this outcome.

The AACSB/EBI Exit Survey results are acceptable (e.g., results where the average is less than 5 on a 1-7 scale and the average is more than 0.25 lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh are areas of concern) with no identified weaknesses. Opportunities for assuming leadership responsibilities in extracurricular activities (Q45) and level of camaraderie in the student body (Q60) as an indicator of achieving balance within the campus society are better than benchmark schools. All the results from the AACSB/EBI Alumni Survey also are stronger than benchmark schools: attribution of success to participation (Q69) and leadership (Q70) in student organizations as well as to volunteer activities (Q71) at school.

Implications:

The available data indicate some success in achieving this outcome in light of the results for leadership, service, and maintaining a level of harmony/balance/camaraderie on campus. The only item related to ethics (Q36) is at an acceptable level in contrast to data regarding ethics obtained for other outcomes (e.g., Outcome 1a). However, very few measures are currently available for this outcome. Consequently, a greater number and different measures need to be developed for this outcome.

## Graduate (Master of Business Administration) Outcomes

### Primary Data Sources:

- 1) UD MBA Exit Survey (December 2002).
- 2) AACSB/EBI Part-Time MBA Exit Survey (April 2001)
- 3) AACSB/EBI Full-Time MBA Alumni Survey (Summer 2001)

*Outcome 1: In-depth understanding of the functional areas and their interrelationships in the business enterprise.*

### Results:

From Dec. 2002 UD Exit Survey:

- very positive - #28 on “develop an integrated knowledge of primary business functional areas” is 4.3 on a 5 point scale
- very positive - #29 on “thinking multi-functionally” is 4.5 on a 5 point scale

From 2001 EBI Exit Survey:

- moderately positive – “Breadth of the Curriculum” ranked 3 among “Select 6” universities
- moderately positive – “Extent and Quality of Skills Training” ranked 2 among Select 6

From 2001 EBI Alumni Survey:

- very positive – “Knowledge and Skills to Succeed” ranked 2% *above* Select 6
- very positive – “Effectiveness of Skills Training” ranked 7% *above* Select 6
- very positive – “Effectiveness of Developing Skills” ranked 5% *above* Select 6

### Implications:

This learning objective is successfully being accomplished. All responses to survey data are positive. We should continue to emphasize the in depth understanding of functional areas and their relationships in the business enterprise.



*Outcome 2: Ability to effectively participate and provide leadership in solving complex problems involving cross-functional issues, highly integrated systems, diverse work teams, and/or the broader issues of society.*

Results:

From Dec. 2002 Exit Survey:

- positive - #29 “thinking multi-functionally” is 4.5 on 5 point scale
- positive- #30 “decisions based on theory and application” is 4.5 on a 5 point scale
- positive - #31 “think critically” is 4.5 on a 5 point scale
- positive - #32 “confidence in leadership” is 4.2 on a 5 point scale
- positive - #33 “enhance my ability to work in teams” is 4.3 on a 5 point scale
- positive - #38 “knowledge and improving business skills” is 4.2 on a 5 point scale

From 2001 EBI Exit Survey:

- fairly positive – “Breadth of the Curriculum” ranked 3 (on a 1-7 scale)
- positive – “Extent and Quality of Skills Training” ranked 2 (on a 1-7 scale) very positive – “in required courses - relating concepts to the real world” ranked 1 (on a 1-7 scale)
- positive – “value derived from team experiences” ranked 2 (on a 1-7 scale)
- positive – “training to work effectively in groups” ranked 1 (on a 1-7 scale)

From 2001 EBI Alumni Survey:

- positive – “Knowledge and Skills to Succeed” ranked 2% *above* Select 6
- positive – “Effectiveness of Skills Training” ranked 7% *above* Select 6
- positive – “Effectiveness of Developing Skills” ranked 5% *above* Select 6
- very positive – “Decision making skills” *above* all programs and Select 6
- very positive – “Systematic approach to decision making” *above* all programs and Select 6
- very positive – “solve quantitative business problems” *above* all programs and Select 6
- positive – “Leadership Skills” *above* all programs and Select 6
- very positive – “Ability to think Strategically, critically, and analytically” *above* all programs and Select 6
- Average – “Ability to work in Teams” at the level of all programs and Select 6

Implications:

This learning objective is being successfully accomplished as measured by the survey results. While the program will strive for higher scores, this area is generally considered a strength of the program.

*Outcome 3: Ability to generate, analyze, evaluate, and realize business opportunities in a global marketplace.*

Results:

From 2002 Exit Survey-UD:

- positive - #38 “staying current in business knowledge and skills” is 4.2 on a 5 point scale

From 2001 EBI Exit Survey:

- Moderately positive – “Breadth of the Curriculum” ranked 3 (on a 1-7 scale)
- positive – “Extent and Quality of Skills Training” ranked 2 (on a 1-7 scale)
- very positive – “in required courses - relating concepts to the real world” ranked 1 (on a 1-7 scale)

From 2001 EBI Alumni Survey:

- very positive – “Decision making skills” *above* all programs and Select 6
- positive – “Apply a systematic approach to solving problems” *above* all programs and Select 6
- positive – “Ability to think Strategically, critically, and analytically” *above* all Programs and Select 6
- positive – “Ability to define business problems” *above* all programs and Select 6
- positive – “Ability to think creatively” *above* all programs and Select 6

Implications:

Generally this learning objective is an area of strength. However, the performance is not viewed as strong as #1 or #2. The committee is working toward a clearer articulation of this objective and developing survey questions that reflect accurate assessment.

*Outcome 4: Commitment to continuous personal and professional learning and development and an understanding of the issues of career management, while balancing these principles with family and societal commitments.*

Results:

From Dec. 2002 Exit Survey UD:

- positive - #38 “staying current in business knowledge and skills” is 4.2 on a 5 point scale
- positive - #40 “better prepared to succeed in position” is 4.1 on a 5 point scale

From 2001 EBI Exit Survey:

- No measures available

From 2001 EBI Alumni Survey:

- positive – “Ability to manage change” *above* all Programs and Select 6
- very positive – “One on One interpersonal skills” *above* all Programs and Select 6

Implications:

This objective appears to be being successfully accomplished, though it is somewhat more difficult to measure since it is all encompassing. Balancing family and societal commitments is particularly difficult to measure.

*Outcome 5: Personal qualities which embody personal integrity, the principles of servant leadership, moral discernment, and ethical decision-making.*

Results:

From Dec. 2002 Exit Survey UD:

- Weak - #36 “enhance my ability to incorporate ethical dimensions when resolving issues in my work environment” is 3.7 on a 5 point scale

From 2001 EBI Exit Survey:

- No measures available

From 2001 EBI Alumni Survey:

- No measures available

Implications:

The data from the exit survey and consensus feedback from the graduate committee suggest that although the program currently includes elective content in business ethics, in the form of a new course just introduced this past year, and ad hoc discussions, most students are not exposed to ethical decision making in a significant way via required coursework. The committee recognizes this as an area of weakness and is currently considering options to further incorporate business ethics in the graduate curriculum. We currently do not have a measurement for moral discernment or servant leadership.

## Summary

In the undergraduate program, students are not only learning the core concepts of business but are also able to apply these very successfully to practice. This provides encouragement to continue the SBA's ongoing efforts (currently addressing the second and third year courses) to integrate its undergraduate business core not only across courses and disciplines but also with practice. The effects of such integration in the first-year experience and in the capstone core course, together with various enrichment activities built into the curriculum (e.g., field projects) and the strong preparation provided by the different majors, are reflected in the very positive results for the development of skills required for leadership and problem solving/decision making. Such skills in the areas of teamwork, integration of theory and practice, oral communication, critical thinking, thinking strategically, technology, and quantitative analysis are strengths relative to our comparison schools. Of these, the ability to work effectively in teams was ranked very high and deserves particular mention.

The undergraduate major curricula offered by the SBA are producing the desired outcomes for each major. At this time, a common attribute of all the SBA majors is change. A number of new majors have been instituted; significant changes have been made or are planned for other majors. The effect of these changes will be assessed over a period of time but it appears that continued innovation toward achieving majors characterized as focused, integrated, relevant, and enriched ("FIRE") contribute to strong outcomes in the longer-term but also shorter-term stresses. Consequently, the current results for some majors are more positive than others depending on the recency and extent of changes made, i.e., those that have gone through the change process earlier appear to perform better than those in the midst of change.

The most important issue in the undergraduate program that requires attention relates to the topic of ethical decision-making in business. Students are required to take a three-credit business ethics course and various other courses incorporate modules on ethical decision-making. Further investigation is needed to understand causes of the lower scores on this item and to identify courses of action. Other issues that need to be addressed are the development of writing skills, which did not rate as well as desired, and the development and refinement of assessment procedures.

The integrated core consisting of the team-taught, interdisciplinary courses along with the business strategy course and a business consulting experience is the distinctive feature of the MBA program. The assessment results show that, relative to comparison schools, the program is very successful in developing key outcomes such as an understanding of the functional areas and their interrelationships in business and the development of leadership and problem solving/decision making skills involving complex, integrated, cross-functional issues. It is worth noting that continued success in winning a state-wide case competition against other well-regarded programs is a further testimonial to the role of the MBA program in the development of integrated problem solving skills.

The topic of ethical decision-making in business needs attention. This item was rated lower than desired and is a priority item for action this coming year. Other action items include the development and refinement of procedures to assess all the learning outcomes; some outcomes currently have inadequate measures. A review of individual core courses in the MBA program and their learning objectives is also planned.

In summary, the SBA's degree programs are very successful in meeting educational goals. More importantly, it is evident from the SBA's curricular plans and actions that it is committed to seeking to further improve its offerings.

## **List of Attachments**

1. Table of Summary of Student Evaluations of Integrated Business Core Course Objectives Achievement
2. List of Select 6 and Participants in the AACSB/EBI Undergraduate Business Exit Survey
3. Table of Question Analysis: Ranks and Means from the AACSB/EBI Undergraduate Business Exit Survey
4. List of Select 6 and Participants in the AACSB/EBI Undergraduate Business Alumni Survey
5. Table of Question Analysis: Ranks and Means from the AACSB/EBI Undergraduate Business Alumni Survey
6. Table for SBA Undergraduate Exit Survey Summary for Accounting
7. Supplement to Assessment Activity for Accounting
8. Table for SBA Undergraduate Exit Survey Summary for Economics
9. Table for SBA Undergraduate Exit Survey Summary for Finance
10. Table for SBA Undergraduate Exit Survey Summary for International Business
11. Table for SBA Undergraduate Exit Survey Summary for Leadership
12. Table for SBA Undergraduate Exit Survey Summary for MIS
13. Supplement to Assessment Activity for MIS
14. Table for SBA Undergraduate Exit Survey Summary for Marketing
15. SBA Evaluation of the University General Education Program Report
16. Tables of Summary Results of the Dec 2002 MBA Exit Survey
17. List of Select 6 and Participants in the AACSB/EBI Part-Time MBA Exit Survey
18. Table of Question Analysis: Ranks and Means from the AACSB/EBI Part-Time MBA Exit Survey
19. List of Select 6 and Participants in the AACSB/EBI Full-Time MBA Alumni Survey
20. Table of Question Analysis: Ranks and Means from the AACSB/EBI Full-Time MBA Alumni Survey

# Attachment 1

## Undergraduate Core Course Objectives Summary Student Evaluation Across All Sections

Fall 2002

Course	Question No.	SUMMARY OF OBJECTIVE STATEMENT	Mean		
			Scale: 0-4	%age >=3	n
ACC207	24	Basic acctg terms/concepts/Acctg Model	2.7	87%	264
	25	Difference between accrual and cash acctg	2.6	78%	264
	26	Financial statement preparation	2.7	85%	263
	27	Financial information for economic decisions	2.6	78%	264
ACC208	24	Mgt accounting in traditional vs modern environments	2.9	82%	45
	25	Cost categories/behavior in mgt decisions	2.8	78%	45
	26	Cost accumulation - internal decisions/external reports	2.8	84%	43
	27	Acctg techniques for structured/unstructured decisions	2.5	58%	43
	28	Financial/non-financial performance measures	2.8	84%	43
DSC210	24	Use of data analysis/stat techniques in decisions	2.9	78%	184
	25	Describe data with tables/graphical displays	2.8	74%	184
	26	Single measures: mean, std dev, correlation	3.1	86%	184
	27	Probability distributions to assess risk/likenhood	2.8	75%	184
	28	Use samples to estimate population properties	2.8	72%	184
DSC211	24	Further use of data analysis/stat in business	3.2	91%	76
	25	Hypothesis testing	3.5	99%	77
	26	Comparing property across populations	3.4	96%	77
	27	Regression analysis	3.3	94%	77
ECO203	24	Market system functions	2.8	80%	324
	25	Consumer demand & elasticity	2.9	85%	323
	26	Kinds of market structures & how decisions made	2.9	80%	322
	27	Resource markets operates, especially labor markets	2.7	76%	323
	28	Role and functions of government in the economy	2.9	83%	323
ECO204	24	Business cycle, income, employment & price level	3.0	79%	53
	25	Keynesian, monetarist & supply side of macro	3.1	87%	54
	26	Policy-taxation & government macro	3.1	83%	54
	27	Banking system & Federal Reserve	2.8	75%	53
	28	Global economy	2.5	57%	54
	29	Sources & nature of economic growth	3.0	83%	52
MGT201		***Not measured this semester***			
FIN301	24	Wealth maximization, agency problems	2.7	71%	223
	25	Understanding of financial ratios.	2.8	79%	222
	26	Concept of time value of money.	3.0	84%	221
	27	Concept of risk, rate of return, valuation	2.9	79%	222
	28	Capital budgeting, cost of capital	2.7	73%	220
	29	Debt & equity, long-term funds	2.8	75%	221
MGT301	24	Influence of perception/bias on behavior/decisions	2.8	81%	195
	25	Effect of diversity on people & organizations	2.8	78%	193
	26	Understand/influence employee effectiveness	2.8	73%	193
	27	Function effectively in groups/teams	2.6	67%	193
	28	Challenges of organizational change	2.8	74%	192
	29	Effect of organizational culture on employees	2.8	81%	193
MIS365	24	Role of CBIS in orgs and international settings	3.1	85%	200
	25	Characteristics of information technology	3.1	87%	200
	26	Databases and DBMS concepts	3.1	83%	200
	27	System development/acquisition process	2.9	73%	200
	28	Social issues: security, privacy, ethics, impln	3.0	83%	199
	29	Organizational problem analysis skills	2.9	80%	200
MKT301	30	Database design	3.1	87%	200
	24	Marketing concept assessment	2.7	87%	101
	25	Information needs & market/environmental analysis	3.1	87%	101
	26	Marketing strategy	3.1	87%	100
	27	Marketing in the global economy	2.8	81%	100
	28	Market segmentation	3.2	95%	99
OPS301	29	Marketing mix	3.4	96%	100
	24	Role of operations in overall mgt of organizations	3.1	92%	186
	25	Ops concepts used in other business areas	3.1	87%	186
	26	Techniques: queuing, LP, project mgt, scheduling	3.2	93%	186
	27	Planning & control systems: MRP/ERP, inventory	3.1	91%	186
	28	Improvement strategies: TOC, JIT, TQM	3.0	85%	185
MGT490	29	Quality improvement tools: Process mapping/SQC	2.9	82%	186
	30	Supply chain mgt in domestic/global context	3.0	80%	185
	24	How different business functions work together	2.6	66%	97
	25	Reinforced material learned in other business courses	2.5	60%	97
	26	Analysis of business and its strategy	2.7	64%	95
	27	Think critically about complex business situations	2.7	68%	97
	28	Learned about working in teams	2.4	60%	96
	29	Ethical issues of business strategy/policy	1.9	37%	96
	30	Strategic business analysis/objectives/plan results	2.8	49%	97



## **Attachment 2**

The following are enclosed:

- List of Select 6 Comparison Schools in the 2001 AACSB/EBI Undergraduate Business Exit Survey
- List of Participants in the same Carnegie Classification (Doctoral/Research University Intensive) in the 2001 AACSB/EBI Undergraduate Business Exit Survey
- List of All Participants in the AACSB/EBI 2001 Undergraduate Business Exit Survey

### **Attachment 3**

Tables of Question Analysis: Ranks and Means from the 2001 AACSB/EBI Undergraduate Business Exit Survey are enclosed.

## **Attachment 4**

The following are enclosed:

- List of Select 6 Comparison Schools in the 2001 AACSB/EBI Undergraduate Business Alumni Survey
- List of All Participants (also showing Carnegie Classification) in the AACSB/EBI 2001 Undergraduate Business Alumni Survey

## **Attachment 5**

Tables of Question Analysis: Ranks and Means from the 2001 AACSB/EBI Undergraduate Business Alumni Survey are enclosed.

## Attachment 6

### **SBA Undergraduate Exit Survey - 2002 Summary Results: Accounting**

<b>ACC</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.7	0.8	5	7	6	100.0	50.0
Overall Major	5.0	0.9	4	6	6	66.6	33.3
Auditing	5.3	1.0	4	7	6	83.3	33.3
Financial accounting	6.0	0.9	5	7	6	100.0	66.6
Cost and managerial accounting	4.5	1.0	3	6	6	50.0	16.6
Accounting information systems	4.3	2.3	2	7	6	50.0	50.0
Taxation	5.8	1.0	5	7	6	100.0	50.0

**Note: Scales are from 1 - 7 with 7 being more desirable**

## Attachment 7

### SUPPLEMENT TO ASSESSMENT ACTIVITY

#### GRADUATING STUDENTS EXIT SURVEY SUMMARY MAY 2002 GRADUATION DEPARTMENT OF ACCOUNTING UNIVERSITY OF DAYTON

Twenty students graduating in May 2002 voluntarily submitted a completed accounting program exit survey questionnaire. Section A of the questionnaire requested basic “biographical” and similar descriptive information. Fifteen of the twenty were completing a BS/MBA sequence; the other five were completing a BS only, although three of these five were also completing approximately 150 hours at the undergraduate level. This represents a response rate of approximately 57% overall, comprised of 65% of BS/MBA graduates and 42% of BS only graduates. It appears from anecdotal comments that the five-page length of the questionnaire, combined with the pressure of other commitments and procrastination, were a major determinate of the response rate.

All of the respondents were of traditional ages of 21-24 as is typical of our graduates. Ten of the fifteen of the BS/MBA graduates were female, but only one of the five BS only graduates, indicating a somewhat higher non-response rate from our male graduates. All of the respondents were Caucasian with the exception of one male graduate from a Middle-Eastern country.

Nine of the fifteen BS/MBA graduates completed a second undergraduate major, all in Finance; none complete a minor. One of the BS only graduates had a second major, again in Finance; two completed minors in MIS.

Section B of the questionnaire requested “Job/Career Information.” All but one respondent had obtained employment or graduate school placement by graduation; the lone exception was the student from the Middle East. Eleven BS/MBA and two BS only graduates will join “Big 5” firms (although two who had accepted positions with Andersen LLP will likely need to find employment elsewhere).

EMPLOYER	BS/MBA	BS ONLY	TOTAL
“Big 5” Firm	11	2	13
Regional Public Accounting Firm	1	0	1
Local Public Accounting Firm	1	1	2
Law School	1	0	1
Banking/Investments	1	1	2
Undetermined	0	1	1
Total	15	5	20

Graduates were asked in question B3 “How closely related is your first position to your accounting major?” A seven-point response scale was used throughout the questionnaire, with “1” representing “Not at all related” and “7” representing “Very closely related” on this question. Responses were:

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	9	2	11
6	3	1	4
5	0	1	0
4	0	0	0
3	0	0	0
2	0	0	0
1	0	0	0
Not answered	2	0	0
Total	15	5	20
Mean answer	6.4	5.4	6.1

The two graduates who did not answer this question had responded “law school” and “Andersen” to the previous question. The two graduates answering with a “2” reported a financial industry position (investments) or returning to the Middle East.

The question B4 asked “How well do you believe your U.D. accounting education helped prepare you to begin your career?” with “1” designating “Not very well” and “7” designating “Very well.” Responses were:

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	5	1	6
5	6	3	9
4	1	1	2
3	0	0	0
2	1	0	1
1	0	0	0
Not answered	2	0	2
Total	15	5	20
Mean answer	5.1	5.0	5.1

The same two graduates did not answer this question as the question above. The BS/MBA student responding “2” to this question was relatively consistent in terms of critical or negative responses throughout the questionnaire and was the only one to do so.

Question B5 asked the graduates to rate a series of ten different factors “according to how important you think each was to obtaining your first job after graduation from U.D.” Responses were anchored with “1” as Not at all important” and “7” as “Very important.”

RESPONSE	<u>a) GPA</u>		
	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	6	1	7
5	4	4	8
4	2	0	2
3	1	0	1
2	0	0	0
1	0	0	0
Not Answered	2	0	2
Total	15	5	20
Mean Answer	5.2	5.2	5.2

RESPONSE	<u>b) Academic major in Accounting</u>		
	BS/MBA	BS ONLY	TOTAL
7	5	1	6
6	2	3	5
5	3	0	3
4	2	1	3
3	1	0	1
2	0	0	0
1	0	0	0
Not Answered	2	0	2
Total	15	5	20
Mean Response	5.6	5.8	5.7

RESPONSE	<u>c) Reputation of UD</u>		
	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	2	4	6
5	6	0	6
4	3	0	3
3	2	1	3
2	0	0	0
1	0	0	0
Not Answered	2	0	2
Total	15	5	20
Mean Response	4.6	5.4	4.8



d) Reputation of UD Accounting Program

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	0	1
6	2	3	5
5	5	0	5
4	2	1	3
3	2	1	3
2	0	0	0
1	1	0	1
Not Answered	2	0	1
Total	15	5	20
Mean Response	4.5	5.0	4.7

e) Faculty contact/advice

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	1	1	2
5	4	1	5
4	3	1	4
3	3	1	4
2	1	0	1
1	1	1	2
Not Answered	2	0	2
Total	15	5	20
Mean Response	3.8	3.8	3.8

f) Personal or family contacts

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	0	1
6	1	2	3
5	0	0	0
4	2	0	2
3	2	1	3
2	3	0	3
1	3	2	5
Not Answered	3	0	3
Total	15	5	20
Mean Response	3.0	3.4	3.1

g) Extracurricular activities at U.D.

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	1	1
6	5	0	5
5	1	0	1
4	5	1	6
3	0	3	3
2	2	0	2
1	0	0	0
Not Answered	2	0	2
Total	15	5	20
Mean Response	4.6	4.0	4.4

h) Professional work experience while in school

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	4	0	4
6	5	2	7
5	2	3	5
4	2	0	2
3	0	0	0
2	0	0	0
1	0	0	0
Not Answered	2	0	2
Total	15	5	20
Mean Response	5.8	5.4	5.7

i) Your personal job-hunting efforts

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	2	1	3
6	5	1	6
5	3	2	5
4	1	1	2
3	1	0	1
2	1	0	1
1	0	0	0
Not Answered	2	0	2
Total	15	5	20
Mean Response	5.2	5.4	5.3

j) U.D. Placement Center

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	2	0	2
6	2	1	3
5	4	1	5
4	3	0	3
3	0	1	1
2	1	1	2
1	1	1	2
Not Answered	2	0	2
Total	15	5	20
Mean Response	4.7	3.4	4.3

Graduates were asked in question B6 to describe the related professional work experience (e.g., internships, co-ops, summer jobs) they had obtained while a student at U.D. Nineteen of the twenty had obtained such experience, the exception being the BS ONLY graduate from the Middle East. Of the fifteen BS/MBA graduates, two reported four such experience terms, six reported three experiences, five reported two, and two reported one. Two BS only students reported two experiences; two reported one experience. Ten students reported experience with a “Big 5” firm, two with a regional public accounting firm, three with a local public accounting firm, and twelve with a fairly wide variety of non-public accounting firms. (The total exceeds 20 due to multiple experiences.) The responses to (h) above shed some additional light on these experiences.

Section C of the questionnaire dealt with the graduates’ U.D. education, with question C1 asking, “How effectively do you feel the U.D. accounting program assisted you in developing the ability to a) communicate ideas in writing, b) communicate orally, and c) work effectively as a member of a team?” The anchors were “1” as “Not very effective” and “7” as “Very effective.”

a) Communicate ideas in writing

RESPONSE	BS/MBA.	BS ONLY	TOTAL
7	0	0	0
6	1	0	1
5	7	2	9
4	5	1	6
3	1	2	3
2	1	0	1
1	0	0	0
Total	15	5	20
Mean Response	4.4	4.0	4.3

	<u>b) Communicate orally</u>		
RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	1	1	2
5	7	2	9
4	6	2	8
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.5	4.8	4.6

	<u>b) Work effectively as a member of a team</u>		
RESPONSE	BS/MBA	BS ONLY	TOTAL
7	4	0	4
6	6	3	9
5	1	2	3
4	3	0	3
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.6	5.6	5.6

Question C2 asked the graduates “How effectively do you feel your U.D. accounting education has prepared you in the technical areas of: a) auditing, b) financial accounting, c) cost and managerial accounting, d) accounting information systems, and e) taxation?” The anchors were again “1” as “Not very effective and “7” as “Very Effective.”

	<u>a) Auditing</u>		
RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	8	4	12
5	3	1	4
4	4	0	4
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.3	5.8	5.4

b) Financial Accounting

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	2	0	2
6	6	2	8
5	5	3	8
4	2	0	2
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.5	5.4	5.5

c) Cost and Managerial Accounting

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	4	1	5
5	2	4	6
4	6	0	6
3	3	0	3
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.5	5.2	4.7

d) Accounting Information Systems

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	0	1	1
5	1	1	2
4	3	1	4
3	9	1	10
2	0	1	1
1	2	0	2
Total	15	5	20
Mean Response	3.1	4.0	3.3

RESPONSE	e) <u>Taxation</u>		TOTAL
	BS/MBA	BS ONLY	
7	0	0	0
6	4	4	8
5	5	1	6
4	4	0	4
3	2	0	2
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.7	5.8	5.0

Question C3 asked the graduates to “assess the following aspects of your U.D. accounting experience: a) teaching effectiveness of the accounting faculty, b) interaction between accounting faculty and students, and c) accounting faculty/chairperson advising.” The anchors were “1” as “Poor” and “7” as “Excellent.”

RESPONSE	a) <u>Teaching effectiveness of the accounting faculty</u>		
	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	8	2	10
5	4	2	6
4	2	1	3
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.3	5.2	5.3

RESPONSE	b) <u>Interaction between accounting faculty and students</u>		
	BS/MBA	BS ONLY	TOTAL
7	3	2	5
6	10	1	11
5	0	1	1
4	1	1	2
3	0	0	0
2	0	0	0
1	1	0	1
Total	15	5	20
Mean Response	5.7	5.8	5.8

c) Accounting faculty/chairperson advising

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	3	0	3
6	9	2	11
5	1	2	3
4	1	1	2
3	0	0	0
2	0	0	0
1	1	0	1
Total	15	5	20
Mean Response	5.7	5.2	5.6

Question C4 asked the graduates to “Please rate your satisfaction with your U.D. experience regarding the following: a) technical preparation to enter the workforce, b) developing analytical skills, c) developing time management skills, d) developing team skills, e) developing problem solving skills, f) developing an appreciation for ethical issues, g) developing an appreciation of global issues, h) developing an appreciation of diversity issues, and i) developing skills in professional research.” The anchors were “1” representing “Poor” and “7” representing “Most satisfied.”

a) Technical preparation to enter the workforce

RESONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	3	2	5
5	11	1	12
4	1	2	3
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.1	5.0	5.1

b) Developing Analytical skills

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	5	3	8
5	9	1	10
4	1	1	2
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.3	5.4	5.3

c) Developing time management skills

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	2	1	3
6	6	2	8
5	6	1	7
4	1	1	2
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.6	5.6	5.6

d) Developing team skills

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	4	1	5
6	7	3	10
5	3	1	4
4	1	0	1
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	6.0	6.0	6.0

Note that question C1 (c) also dealt with a team related question.

e) Developing problem solving skills

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	1	2
6	8	2	10
5	5	1	6
4	1	1	2
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.6	5.6	5.6



f) Developing an appreciation of ethical issues

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	2	3
6	5	3	8
5	5	0	5
4	2	0	2
3	1	0	1
2	1	0	1
1	0	0	0
Total	15	5	20
Mean Response	5.0	6.4	5.4

g) Developing an appreciation of global issues

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	3	3	6
5	3	2	5
4	5	0	5
3	3	0	3
2	0	0	0
1	1	0	1
Total	15	5	20
Mean Response	4.2	5.6	4.6

h) Developing an appreciation of diversity issues

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	1	2
6	2	2	4
5	3	2	5
4	6	0	6
3	2	0	2
2	1	0	1
1	0	0	0
Total	15	5	20
Mean Response	4.4	5.8	4.8

i) Developing skills in professional research

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	0	1
6	5	1	6
5	4	3	7
4	1	0	1
3	4	1	5
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.9	4.8	4.9

Question C5 asked “How would you rate the effectiveness of the following as used in the U.D. accounting department: a) casework in class, b) lectures, c) in-class discussions, d) group projects, e) in-class experiential exercises, f) computer based activities, g) independent research projects, and h) cooperative learning?” The anchors were “1” as “Poor” and “7” as “Excellent.”

a) Casework in class

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	0	1
6	3	2	5
5	6	1	7
4	4	1	5
3	1	1	2
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.9	4.8	4.9

b) Lectures

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	5	1	6
5	6	2	8
4	4	1	5
3	0	1	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.1	4.6	5.0

c) In-class discussions

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	9	1	10
5	2	2	4
4	3	2	5
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.3	4.8	5.2

d) Group projects

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	2	0	2
6	5	3	8
5	6	1	7
4	2	1	3
3	0	0	0
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.5	5.4	5.5

e) In-class experiential exercises

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	1	0	1
6	4	4	8
5	7	1	8
4	2	0	2
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	5.1	5.8	5.3

f) <u>Computer based activities</u>				
RESPONSE	BS/MBA	BS ONLY	TOTAL	
7	1	0	1	
6	1	0	1	
5	5	2	7	
4	3	2	5	
3	3	0	3	
2	0	0	0	
1	0	0	0	
Not Answered	2	1	3	
Total	15	5	20	
Mean Response	4.5	4.5	4.5	

g) <u>Independent research projects</u>				
RESPONSE	BS/MBA	BS ONLY	TOTAL	
7	0	1	1	
6	0	1	1	
5	4	2	6	
4	4	1	5	
3	1	0	1	
2	0	0	0	
1	0	0	0	
Not Answered	6	0	6	
Total	15	5	20	
Mean Response	4.3	5.4	4.7	

h) <u>Cooperative learning</u>				
RESPONSE	BS/MBA	BS ONLY	TOTAL	
7	7	1	8	
6	5	0	5	
5	3	1	4	
4	0	2	2	
3	0	0	0	
2	0	0	0	
1	0	0	0	
Not Answered	0	1	1	
Total	15	5	20	
Mean Response	6.3	5.0	6.0	

Question C6 asked “How would you rate workload and the emphasis on the following activities in the U.D. Accounting department: a) hours spent on graded assignments, b) hours spent on preparation for classes, c) computer based activities/assignments, d) class participation, and e) group projects.” The anchors were “1” representing “Far too little,” “4” representing “About right,” and “7” representing “Far too much.” In other words, “4” is likely the “best” answer to this question from the students’ perspective.

a) Hours spent on graded assignments

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	1	0	1
5	4	0	4
4	9	5	14
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.3	4.0	4.3

b) Hours spent on preparation for classes

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	0	0	0
5	2	0	2
4	10	5	15
3	2	0	2
2	1	0	1
1	0	0	0
Total	15	5	20
Mean Response	3.9	4.0	3.9

c) Computer based activities/assignments

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	0	0	0
5	1	0	1
4	4	2	6
3	5	2	7
2	5	1	6
1	0	0	0
Total	15	5	20
Mean Response	3.1	3.2	3.1

See also question C5 (f) that relates to this topic.

d) Class participation

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	1	0	1
5	2	0	2
4	9	2	11
3	3	3	6
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.1	3.3	3.9

e) Group projects

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	0	0	0
6	3	1	4
5	6	1	7
4	5	3	8
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	4.7	4.6	4.7

Section D asked three broad “general assessment” questions using a seven-point scale, followed by four questions asking for a narrative response. Question D1 asked students rate agreement with the statement “My choice to attend U.D. as an accounting major was a good one.” Question D2 stated, “If I had to do it again, I would attend U.D. as an accounting major.” Question D3 stated “I would recommend U.D. and an accounting major to students interested in a business career.” The anchors in all three cases were “1” representing “Strongly disagree” and “7” representing “Strongly Agree.”

D1- “My choice . . . a good one.”

RESPONSE	BS/MBA	BS ONLY	TOTAL
7	6	2	8
6	5	2	7
5	3	1	4
4	0	0	0
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	6.0	6.2	6.1

RESPONSE	D2- "If I had to do it again, I would . . . ."		
	BS/MBA	BS ONLY	TOTAL
7	8	2	10
6	1	2	3
5	5	1	6
4	0	0	0
3	0	0	0
2	0	0	0
1	1	0	1
Total	15	5	20
Mean Response	5.9	6.2	6.0

RESPONSE	D3- "I would recommend U.D and a accounting major . . . ."		
	BS/MBA	BS ONLY	TOTAL
7	7	2	9
6	3	2	5
5	4	1	5
4	0	0	0
3	1	0	1
2	0	0	0
1	0	0	0
Total	15	5	20
Mean Response	6.6	6.2	6.1

The final four questions of section D and the entire questionnaire were rather broad narrative questions:

D4- If you had to choose **one** benefit that a U.D. accounting major provided you, what would it be?

BS/MBA Responses:

- (1) "Its reputation. Employers seem to be pretty please with UD grads from the accounting program and it helped to make finding a job easier."
- (2) "Preparation for a career that I think I will like."
- (3) "I have a job after graduation, no thanks to the faculty or staff of the department."
- (4) "Connections at all of the big public accounting firms – great for the job search."

- (5) “Friendly and supportive interaction with students and faculty – the total environment.”
- (6) “The teachers were always willing to help outside of class which helped me more and not be afraid to ask questions.”
- (7) “Coming from a reputable school.”
- (8) “Opportunities both inside and outside the classroom and networking opportunities with professionals help secure job positions.”
- (9) “Somewhat strong ties with public accounting firms.”
- (10) “The accounting professors I had were excellent. I hope that doesn’t slip.”
- (11) “Lots of interaction with faculty members, both inside and outside of the classroom. Faculty always accessible and willing to provide help and answer questions.”
- (12) “Close personal relationships with faculty and staff. Department chair and staff tried to get to know the students.”
- (13) “The upper level faculty is outstanding.”
- (14) (No response)
- (15) “I feel like I learned a great deal. The teachers/faculty created a very learning conducive environment. I probably learned how to work in a group most of all.”

BS ONLY Responses:

- (16) “Ability to apply my skills to the business world.”
- (17) “The benefit of strong co-operation with the career placement center and the availability of lots of opportunities for job placement.”
- (18) (No response)
- (19) “I believe that a UD accounting major provided me with a great background. Many companies like accounting majors and I believe it is the best business major.”
- (20) “Strong background for business; we didn’t just learn accounting skills.”



D5- If you could change **one** thing about your experience in the U.D. accounting major, what would it be?

BS/MBA Responses:

- (1) "I would have taken some courses a little more seriously."
- (2) "Get to know my peers better."
- (3) "Get to know faculty better. Choose another school."
- (4) "Integrate more journal entry oriented courses like Advanced Financial, and more information on non-profit and governmental accounting."
- (5) "Offer additional tax courses."
- (6) "Take more tax classes if offered."
- (7) "More work related to real world situations."
- (8) (No response)
- (9) "Take more diverse electives (e.g., current accounting issues, advanced tax, etc.)."
- (10) "Not sure – offer more accounting electives maybe."
- (11) "AIS was a waste of time; I don't think I learned much."
- (12) "I wish I would have had more coverage of tax because I feel as though I don't know enough about the topic."
- (13) "I wish I would have co-oped with a larger firm."
- (14) (No response)
- (15) "Need a corp. tax course."

BS ONLY Responses:

- (16) "Get the career placement center more involved in finding jobs for students outside the Dayton/Cincinnati area."
- (17) "I would like to see more undergrad elective offered. I felt as if I was being pushed to participate in the 5 year program, limiting my growth as an undergrad."

- (18) (No response)
- (19) “Overall, the teachers are very good, but there is a small percentage who are not up to the standards of the rest.”
- (20) “Get rid of the ACC207/208 block exams. It is too hard to coordinate and help everyone learn.”

D6- In general, what should the U.D. Department of Accounting do, academically and/or in other areas, to improve the accounting program?

BS/MBA Responses:

- (1) “Maybe apply more computer and technology to classrooms to better prepare students for real world situations. Everything seems to be done by computers these days. Some UD accounting faculty members are not very good teachers and seem to hurt the overall program, especially when they teach important classes.”
- (2) “Need more female faculty members. It’s gotten somewhat better, but is still a bit of an “old boys” club. Another tax class and less emphasis on the CPA exam. I mean that it seems like the whole program is geared toward the exam and that maybe not everyone wants to take it.”
- (3) “Treat all students the same; do not play favorites. Offer more elective for MBA accounting and undergrad courses.”
- (4) “Maybe ACC207/208 classes could shadow a professional in the public/private field for a day. Also offer a seminar to help students make a choice between job offers (key considerations etc. for making the decision).”
- (5) (No response)
- (6) “Better professors and a wider variety of classes.”
- (7) (No response)
- (8) “In general, I though the academic program was sufficient. However, I feel that the level of tax preparation received is far below the level desired.”
- (9) “Improve AIS and tax course structure.”
- (10) “Clone Dr. Geary and Dr. Castellano to teach more courses, two of the best professors in the university. Since that’s not possible, try to hire more with the same style, enthusiasm and friendliness.”

(11) "Improve AIS class."

(12) "Improve the accounting staff that is under performing."

(13) (No response)

(14) (No response)

(15) (No response)

BS ONLY Responses:

(16) (No response)

(17) "I think that there should be more focus placed on the undergrad students. It would be beneficial if a capstone course were offered. I feel as though I have been lost in the shuffle because I chose not to attend grad school at UD. Professor and administrators show definite favoritism to grad students. I think that this is hurting the undergrad program."

(18) (No response)

(19) "U.D. should use more computer technology in the courses. Students would benefit greatly from some experience with accounting software, especially in tax courses."

(20) "Get rid of the ACC207/208 block exams."

D7- Other comments/suggestions:

BS/MBA Responses:

(1) "Dr. Brady and Dr. Castellano are the best teachers I have ever had. I learned more from them than other teachers because of their teaching styles. They are strong assets to the program and their successful styles of teaching should be taught to others."

(2) "Dr. Castellano and Dr. Geary were by far the best professors I had at UD – thanks!"

(3) "More communication to students."

(4) (No response)

(5) “Keep up the good work!”

(6) (No response)

(7) (No response)

(8) (No response)

(9) (No response)

(10)(No response)

(11)(No response)

12)(no response)

(13)(No response)

(14)(No response)

(15)(No response)

]
BS ONLY Responses:

(16)(No response)

(17)(No response)

(18)(No response)

(19)(No response)

(20) “Get rid of the blocks. Also get rid of the bells in Miriam Hall.”

## Attachment 8

### **SBA Undergraduate Exit Survey - 2002 Summary Results: Economics**

<b>ECO</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.4	1.6	3	7	8	62.5	50.0
Understand public policy	5.5	0.9	4	7	8	87.5	50.0
Ability to think critically	6.3	0.7	5	7	8	100.0	87.5
Ability to solve problems	6.0	0.8	5	7	8	100.0	75.0
Understand business decision-making	5.8	0.9	5	7	8	100.0	50.0
Understand cause and effect	5.6	1.2	4	7	8	75.0	62.5
Breadth of economic analysis	6.0	1.1	4	7	8	87.5	75.0
Prepared for postgraduate	5.9	1.0	4	7	8	87.5	75.0
Academic rigor	5.9	0.8	5	7	8	100.0	62.5

**Note: Scales are from 1 - 7 with 7 being more desirable**

## Attachment 9

### SBA Undergraduate Exit Survey - 2002 Summary Results: Finance

<b>FIN - Overall</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.4	1.1	2	7	54	79.6	51.9
Ability for career success	5.4	1.1	2	7	54	83.3	51.9
Educational value of the Center	5.0	2.0	1	7	54	57.4	48.1
Effect of coop/internship	4.0	1.9	1	7	54	40.7	29.6
<b>FIN - Corporate</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	4.8	0.6	4	6	10	70.0	10.0
Ability for career success	5.2	1.2	3	7	10	70.0	50.0
Educational value of the Center	4.5	2.2	1	7	10	50.0	50.0
Effect of coop/internship	3.7	2.2	1	7	10	30.0	30.0
Skills in budgeting	4.9	1.8	1	7	10	70.0	50.0
Skills in cash management	4.9	1.5	2	7	10	70.0	40.0
Skills in credit analysis	5.3	1.4	2	7	10	80.0	60.0
Skills in acquisition and valuation	5.3	1.4	2	7	10	80.0	60.0
Skills in general financial analysis	6.1	1.0	4	7	10	90.0	80.0
Skills in financial forecasting	5.9	0.9	4	7	10	90.0	80.0
<b>FIN - Investments</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.5	1.2	2	7	30	80.0	63.3
Ability for career success	5.6	1.2	2	7	30	83.3	56.7
Educational value of the Center	5.3	2.1	1	7	30	70.0	56.7
Effect of coop/internship	4.3	2.0	1	7	30	53.3	36.7
Skills in securities analysis	5.9	1.1	3	7	30	90.0	63.3
Skills in portfolio management	5.9	1.1	4	7	30	86.7	60.0
Skills in retailing brokerage management	4.4	1.6	1	7	30	46.7	26.7
Skills in derivatives trading strategies	3.9	1.9	1	7	30	40.0	26.7
Skills in investment banking	4.1	1.8	1	7	30	53.3	16.7
<b>FIN - Institutions</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.5	0.9	4	7	14	85.7	57.1
Ability for career success	5.4	0.6	4	6	14	92.9	42.8
Educational value of the Center	4.6	1.3	3	7	14	35.7	28.6
Effect of coop/internship	3.6	1.5	1	6	14	21.4	14.3
Skills in retail bank & S&L mgt	5.6	0.8	4	7	14	92.9	57.1
Skills in mgt: money & capital markets inst	5.7	0.9	4	7	14	92.9	57.1
Skills in the fundamentals of real estate	4.6	1.3	3	7	14	35.7	21.4
Skills in the fundamentals of insurance	5.3	1.1	3	7	14	78.6	50.0

**Note: Scales are from 1 - 7 with 7 being more desirable**

## Attachment 10

### **SBA Undergraduate Exit Survey - 2002 Summary Results: International Business**

<b>INB</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.8	0.5	5	6	4	100.0	75.0
Overall Major	5.8	0.5	5	6	4	100.0	75.0
Competency in a foreign language	6.5	1.0	5	7	4	100.0	75.0
International experience was useful	6.5	1.0	5	7	4	100.0	75.0
International economic systems & development	5.3	0.5	5	6	4	100.0	25.0
International financial management	5.3	1.0	4	6	4	75.0	50.0
Multi-national ops and/or cross-cultural issues	6.8	0.5	6	7	4	100.0	100.0
Marketing in a multi-cultural/global environment	6.3	0.5	6	7	4	100.0	100.0

**Note: Scales are from 1 - 7 with 7 being more desirable**

## Attachment 11

### **SBA Undergraduate Exit Survey - 2002 Summary Results: Leadership**

<b>LDR</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.5	1.8	2	7	6	83.3	83.3
Run meetings	6.5	1.2	4	7	6	83.3	83.3
Presentations	5.8	1.0	4	7	6	83.3	83.3
Communicate in writing	6.2	0.8	5	7	6	100.0	83.3
Influence and motivate others	6.3	0.5	6	7	6	100.0	100.0
Diagnose leadership style contingency	5.8	1.2	4	7	6	83.3	66.7
Design, build, and maintain an effective team	5.7	1.0	4	7	6	83.3	66.7
Manage upward successfully	6.0	1.5	3	7	6	83.3	83.3
Understand my own career goals and objectives	5.8	1.5	3	7	6	83.3	83.3
Make organizational change happen	5.8	1.0	4	7	6	83.3	83.3
Cross-cultural differences in workplace	6.3	1.2	4	7	6	83.3	83.3

**Note: Scales are from 1 - 7 with 7 being more desirable**



## Attachment 12

### SBA Undergraduate Exit Survey - 2002 Summary Results: MIS

<b>MIS</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.2	0.8	4	7	32	78.1	31.3
Overall Major	5.2	1.3	2	7	32	75.0	46.9
Committed to updating tech knowledge and skills	6.1	0.9	3	7	32	96.9	75.0
Information technologies used in business	5.9	1.0	4	7	32	87.5	71.9
Analysis, design, & impln of information systems	6.0	1.0	2	7	32	96.9	87.5
Project management	5.8	0.9	4	7	32	90.6	62.5
Systems perspective - role of info/tech in orgs	5.8	0.9	4	7	32	93.8	59.4
Applying IT to organizational change	5.4	1.2	2	7	32	78.1	59.4

**Note: Scales are from 1 - 7 with 7 being more desirable**

## Attachment 13

### Supplement to Assessment Activity Form

Major Program: MIS

Chair/Director: Jeffrey A. Hoffer

Date: August, 2002

#### Introduction

During our annual assessment process we gather additional data, beyond those required for our formal assessment, to help us interpret the standard assessment results. First, as part of the graduating student survey, we capture qualitative and quantitative data on specific courses and program elements. Second, we conduct a two-hour group exit interview with all graduating students. This supplement summarizes the results from these two additional data sources.

#### Quantitative Data

The following tables show the responses to questions about specific courses and course categories in our curriculum. Related, representative student comments from the survey and from the exit interview are included, as well.

<b>Rate your satisfaction with the CONTENT of the following sets of courses</b>	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
MIS and DSC courses in your major	16.4%	72.6%	8.2%	2.7%	0%
CPS courses in your major	13.7%	31.5%	27.4%	20.5%	6.8%
All other SBA courses	11.0%	65.8%	20.5%	2.7%	0%
All non-SBA & non-CPS courses	11.1%	52.8%	29.2%	4.2%	2.8%
Comments on your responses above: <ul style="list-style-type: none"><li>• C++ is not very valuable; need more SQL &amp; Oracle; felt like more technical topics could be covered</li><li>• DSC courses helped very little; DSC 370 covered topics previously presented in OPS</li><li>• CPS courses gave good technical background; went too fast through the material; directed toward CPS major</li><li>• I do not understand why I have to take a history and geology class</li></ul>					
<b>Rate your satisfaction with the TEACHING QUALITY in the following sets of courses</b>	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
MIS and DSC courses in your major	45.8%	43.1%	8.3%	2.8%	0%
CPS courses in your major	11.1%	18.1%	27.8%	30.6%	12.5%
All other SBA courses	18.1%	68.1%	11.1%	2.8%	0%
All non-SBA & non-CPS courses	15.3%	56.9%	25.0%	1.4%	1.4%
Comments on your responses above: <ul style="list-style-type: none"><li>• Teaching quality for the MIS and DSC classes was really good. More satisfied with MIS teaching than DSC.</li><li>• All CPS teachers I've had are very intelligent; they know what they're talking about. They just don't know how to teach it. When you feel scared to ask for help, that's a problem. It's the vibe that the professors give off to their students.</li><li>• Many non-major classes are taught as the book reads. In many cases, professors are not needed.</li></ul>					

<b>Rate the following courses you took as part of your MIS major</b>	Super	Good	Fair	Poor
MIS 365/375 (IS Principles)	29.6%	45.1%	18.3%	7.0%
MIS 175 (Visual Tools)	22.7%	42.4%	24.2%	10.6%
MIS 385 (Database)	40.3%	44.4%	15.3%	0%
DSC312/370 (DSS)	13.0%	43.5%	27.5%	15.9%
MIS465 (Project I)	57.5%	35.6%	6.8%	0%
MIS475 (Project II)	57.5%	34.2%	6.8%	1.4%
CPS 150/151(Ada) (14 responses)	35.7%	14.3%	35.7%	14.3%
CPS 225 (C++)	6.1%	16.7%	42.4%	34.8%
CPS 437 (Telecom)	16.7%	40.9%	25.8%	16.7%
CPS 310 (Systems Analysis) (19 responses)	0%	10.5%	26.3%	63.2%
MIS 380 (Systems Analysis) (53 responses)	30.2%	50.9%	15.1%	3.8%
MIS 494 (Web Development) (4 responses)	25.0%	75.0%	0%	0%
MIS 494 (Java Programming) (7 responses)	28.6%	57.1%	14.3%	0%
MIS 494 (E-Commerce/E-Business) (7 responses)	42.9%	42.9%	14.2%	0%
MIS 494 (Internet Networking) (4 responses)	100.0%	0%	0%	0%
Others ( responses)	%	%	%	%

<b>Respond to the following statements about your undergraduate curriculum</b>	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
DSC 210, 211, 312, and 316 improved my analysis skills.	26.0%	50.7%	17.8%	5.5%	0%
The MIS program has provided me with valuable knowledge and specific techniques.	27.4%	61.6%	8.2%	2.7%	0%
The MIS program has provided me with useful ways of thinking about and approaching problems.	43.8%	49.3%	5.5%	1.4%	0%
The MIS program has helped me to learn how to work productively in teams.	46.6%	46.6%	5.5%	1.4%	0%

## Qualitative Data

The exit interview we conduct with all graduating MIS majors provides a wealth of stories and opinions, which add emphasis and understanding to the assessment and quantitative data. The following summarizes the exit interview comments into several important categories.

### What did you like best about the MIS Program?

- I really like Senior Project. It is one of the few curriculums and this school that allows seniors to apply all the skills and knowledge they have gained throughout their four years.
- Very strong emphasis on systems development life cycle and relational database development.
- It taught me to refer to current professionals, etc. then teach myself what I need to make it. It also gave me a better set of analysis tools and a better perspective on life.
- The MIS faculty uses all available resources to meet students' needs, answer questions, and provide a positive academic environment that promotes learning and thinking (people should do more often).
- I really enjoyed the Senior Project class. I have learned a lot from the hands-on work for a full year.
- I believe that the best part about the MIS program is the professors that we have in our department. They all care about the students and not just that they know how to do something but that they really learn it. I think that is what makes our MIS Department steps above others.
- I thought the MIS program at UD prepared me for the professional world in all aspects: technology, critical thinking, team work, etc.

### What did you like least about the MIS program?

- I don't believe enough programming experience is given.
- I did not get enough e-commerce technical skills (like ASP and Java) from the MIS program.
- Lack of choices as far as specialty. Maybe focus on concentration in database or software or hardware.
- All the DSC and math/statistic courses we were required. Also, we didn't have a hardware course. That is a large part of computers that was over looked, but I did learn about rocks so it's okay.
- I wish there would have been a little more in depth educational experience with development technologies and technology environments.
- The main thing I don't like about MIS is the lack of aesthetics involved in the program. The labs are boring, the classes are boring. The material is boring. I think we should be exposed to more of the art involved in system design, such as Photoshop and Fireworks. A functional web page and an attractive web page should not be mutually exclusive.
- The CPS classes.
- I hate how our field gets so crossed with CIS/CPS. A lot of companies frown on the lack of technical skills many of us have in a lot of technologies. MIS students who are more programmer/technical (CIS) oriented get the jobs.
- The fact that I did not learn any Java script and had to take MIS 380 from a CPS teacher. Also, I had to take MIS 385 as an MBA class and did not learn as much SQL as the students who took it as MIS 385.
- I don't like not being required to take electives in MIS. I switched majors late and will graduate a semester late because of it and won't have the experience of any MIS electives.
- We should have been taught some things earlier. Our Senior Project was done entirely in ASP and no one in our group had ever seen it or used it.

- Getting stuck in groups with incompetent members.
- I think the VB class should be more focused on linking VB with DB applications such as Oracle, Access, SQL 2000, ... I also think there should be a required class on interfacing web applications with DB using languages such as XML, ASP, PHP, ...
- I felt like Senior Project was taking two classes in one – a lecture with exams and a group project. Very overwhelming.
- No technical writing course requirement (it's optional) – lots of grads need the course.

### **Job Search**

- Need more technical classes
- Mock interviews with IT professionals
- Make some sort of co-op program before senior year mandatory for graduation like in Sinclair.
- The Career Placement Center on campus is a great place to begin with job seeking questions/interview questions. The people there are wonderful. I never really knew much about the Career Placement Center until this year.
- Others felt they didn't get the help they felt they deserved
- Have everyone sign up with career services early and get career services to help students more especially in finding jobs outside of Dayton area.

### **Campus Life**

- Parking is way too limited, very hard to find a spot
- Campus activities are only focused mainly on religion based forums. I do recognize I go to a private Marianist university, but everything should have its limits.
- I could rarely attend MIS club events because they kept scheduling events on nights when I had classes required for my major.
- Hard to be involved in MIS club with Senior Project
- Not very much organization in the MIS club
- Poor marketing efforts
- Don't want to receive the WSJ and am upset that we are fined for them piling up on the porch
- Residential Properties-slow to respond to maintenance problems-they don't always get to the root cause-only do temporary fixes that don't last
- Unhappy with the excessive printing at the labs and library, could help to have printers in dorms
- My UD undergraduate experience was great and I wouldn't change it for anything.

### **General Academics**

- The caliber of MIS majors varies greatly. I've met some very intelligent students and some very lazy, ignorant students – yet everyone's GPA seems to be similar.
- All these classes make you a well-rounded person
- Students should have more freedom with elective classes as they applied to cluster requirements because I was forced to take classes that were of no interest to me (Philosophy, History). I understand that UD's curriculum focuses on developing well-balanced students, but I almost feel that I've learned just a little bit about a whole lot of topics. Although my concentration in MIS was very focused, my non-major classes were scattered across the board. The MIS department also seems to have students who have direction and motivation, more so than some of the other concentrations.
- I really think that group projects have to change somehow. I am amazed by the number of people in Senior Project who know next to nothing about MIS. I think a lot of people slip through the cracks. It's not just my concern. Many students agree with me. I realize that group work is helpful to use and a necessary skill to possess, but there's got to be a better way to go about it.

- I think the clusters are a waste of time. We have to take so many electives as is. I would rather have been given the opportunity to take more MIS classes than a few extra humanities courses.
- ENG370, CMM322, CMM420/421 helpful
- I am so glad that I got to spend my undergraduate years at UD. I feel that I have gotten an excellent education and an excellent overall college experience. I feel that I am leaving this school well prepared for a job in the business world. UD also offered a wide variety of extra-curricular activities that have broadened my experiences here. I have loved living on campus and all the friends I have made from living in dorms and in the Ghetto.

### **SBA Curriculum**

- Good idea to add HTML to BAI103L
- Combine DSC210/211 into one intense class. Others said good to have two classes
- ACC has block exams but teachers teach differently
- Bus Law – large class size causes problems
- FIN: more personal finance would be useful
- Different sections of MGT 490 completely different; frustrations with game

### **CPS Curriculum**

- General
- The classes taught by the CPS department. There is a reason I am not a CPS major and that is because I looked into it and did not like the department or the professors. Classes need to be taken out of the CPS department's hands. Also, after interviewing I believe that we should have more programming classes because that is what many people do when they get out of college.
- The CPS teachers I had were very dry and not very skilled at teaching. They may know the material, but we don't and they don't change that very well.
- 225
  - Prof. Lamb is very knowledgeable in here field but does not convey her knowledge well to students. Having another person teach CPS 225 with C++ or another web-based language would be good.
  - C++ is not very valuable. I am disappointed you did not teach us any ASP (companies want ASP), also Java and VB are more valuable than C++.
  - Teach pseudo code/logic first
  - MIS 175 is not enough preparation for 225
- 310
  - The CPS class from Prof. Gowda was pretty bad. He seems smart, but did not teach well at all.
- 437
  - Simply they don't teach you "technology" how to build and configure a network. There was just one lab and frankly having 35+ students in a small lab taking turns to use the equipment is not the best way to learn. More labs should be put on the curricular.
  - The only good professor that I had in CPS classes was Prof. Seitzer.
  - One thing that really bothers me is when you have two teachers for the same course, but they teach it in different ways. Case in point, for CPS 437 I had Lokai, but there was another teacher who taught in a different manner. Lokai treated the class as if we should already know everything, but the other teacher specifically told her students she understands they don't know very much and she taught them from the beginning. I realize you may need more than one teacher for a class, but I think it's unfair for the approach to be so opposite. I did not retain any knowledge from this course, but I feel with a different teacher I may have.

## MIS Curriculum

- 175
  - In terms of courses in MIS 175, the course in HTML should be complimented with a course in other web programming platforms; like for example, SAP or PHP. Then create a separate class for Visual Basic.
  - Without previous experience – good foundation
  - Should be split into two classes to go more in depth
- 365
  - Need different for MIS major, most people know everything
  - MIS majors feel they do most of the technical work and non-majors do nothing
- 380
  - I think Senior Project was a priceless experience and MIS 380 did a good job preparing us for our Senior Project.
  - Class size too large
  - More valuable to have real not hypothetical cases
  - Issues with tests/grading/feedback
- 385
  - Those who took MBA section didn't get same experience as others who took it with De
  - Frustrating this year because Oracle wasn't always working
  - One of the best classes, very valuable
  - Like structure of class
  - SQL-jammed down your throat, can't get grasp on everything in 3 weeks
- 370
  - class 10 min. long, very easy, teaching style needs to be improved, baby, solve homework for you, can be learned in 2 weeks
  - Same concepts from other classes
  - Positive class-critical thinking involved
  - I don't see when I'm ever going to use Solver when I'm on the job, but I guess you never know.
- 465/475
  - Should be more than 3 credit hours
  - Wanted project that I was more interested in
  - Needs to be Sr. Project library – books, etc.
  - Need better accountability form individuals; solve freeloader problem
  - Mixed reaction to concept of not all students taking senior projects
  - Senior Project has given me re-assurance that this (MIS) is exactly what I want to do. Senior Project was a great challenge and a wonderful learning experience. My senior level profs. Were definitely my favorites. They really know what they are talking about and care about our futures. Thanks for a great senior year!
- Electives
  - (No comments were obtained)

## Attachment 14

### **SBA Undergraduate Exit Survey - 2002 Summary Results: Marketing**

<b>MKT</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Min</b>	<b>Max</b>	<b>n</b>	<b>&gt;=5 in %</b>	<b>&gt;=6 in %</b>
Overall Business Program	5.3	0.9	2	7	57	82.5	45.6
Ability to make business decisions	5.9	0.9	2	7	57	94.7	70.2
Ability to think critically about marketing decisions	5.8	0.9	3	7	57	93.0	70.2
Opportunity to apply concepts as they're learned	6.1	0.8	3	7	57	98.2	77.2
Understanding role of strategic mkting & planning	5.8	0.8	4	7	57	94.7	64.9
Understanding of the role of marketing research	5.9	0.9	4	7	57	94.7	64.9
Understanding of buyer behavior	5.7	0.9	4	7	57	93.0	61.4
Appreciation of the importance of ethical issues	5.1	1.2	1	7	57	78.9	42.1
Appreciation of global issues in marketing	5.1	1.0	2	7	57	75.4	29.8
Overall level of marketing knowledge	5.7	0.7	4	7	57	94.7	61.4
Overall Major	6.0	1.0	2	7	57	93.0	80.7

**Note: Scales are from 1 - 7 with 7 being more desirable**



## Attachment 15

# **REPORT: SCHOOL OF BUSINESS ADMINISTRATION EVALUATION OF THE UNIVERSITY GENERAL EDUCATION PROGRAM**

**JANUARY-MAY 2001**

## **1. INTRODUCTION**

In accordance with the University Review Plan approved by the University's General Education and Competencies Committee (GECC) in the fall of 2000, the School of Business Administration (SBA) established its plan for evaluating the University General Education (GE) Program. The plan was developed by Jim Dunne, SBA representative to the GECC, and Jim DeConinck, SBA Assessment Coordinator. Dean Sam Gould was consulted.

The plan included four major elements:

- Interview the SBA Academic Administrators
- Interview the SBA Undergraduate Committee
- Survey the SBA Faculty
- Survey a Sample of SBA Students (& if possible raise GE issues during focus groups of senior SBA students.)

This report provides the results of the four elements of the SBA plan for evaluating General Education. The final section of this report provides overall conclusions from the School of Business review of the University General Education Program. This report was prepared by Jim Dunne and Jim DeConinck.

## **2. SBA ACADEMIC ADMINISTRATORS**

As one element of the SBA Review of General Education (GE), the academic administrators in the School of Business Administration met to discuss General Education on February 7, 2001. This group included the following: Dean Sam Gould, all four department chairpersons (Ron Burrows, Elizabeth Gustafson, Jeff Hoffer, and Wesley King), and Associate Dean John Rapp (responsible for the undergraduate program). A one-page summary of GE and several discussion questions was provided to all participants to begin the discussion. The discussion was initiated (and notes taken) by Jim Dunne (SBA representative to the General Education and Competencies Committee) and Jim DeConinck (SBA Assessment Coordinator). The following were the key points of evaluation raised by the SBA academic administrators:

**GOALS:** [3 general goals were provided on the one-page summary and participants were asked about goal accomplishment]

- (1) *Make students aware of the diversity of intellectual thought and theory represented by the sciences, the humanities, and the social sciences.* Administrators said "Yes, maybe".
- (2) *Provide students an opportunity to integrate and evaluate information from various disciplines and thus enhance the study of a specific profession, field or major.* Administrators said "Questionable." When "opportunity" was brought to their attention, they grudgingly agreed that the goal is accomplished. They indicated that this is best done in the Humanities Base.
- (3) *Help to prepare students for a life of leadership and service as morally responsible decision makers who are aware of the needs of the global community.* The administrators said that they don't know if this is accomplished.

**STRENGTHS:**

- (1) The overall requirements are good.
- (2) The humanities base is well done.
- (3) The core cluster is very effective.

**PROBLEMS:** (The only part of GE the administrators addressed here was the Clusters.)

- (1) Scheduling of cluster courses – students often have great difficulties in scheduling the cluster courses they desire.
- (2) Students don't seem to "see" the integration in the cluster courses.
- (3) For SBA students, their choices are often narrowed considerably from a theoretical 3 out of 7 courses. For them, they have one PHL/REL specified (business ethics) and physical science courses are not in most clusters. This means that their choices are 3 out of 4. Sometimes they take an introductory Social Science course in their first year at the intro level and then their choices are 3 out of 3.

**RECOMMENDATIONS:**

- (1) Eliminate the cluster requirement as a part of GE.
- (2) Schedule cluster courses in groups on a set schedule over time.
- (3) Do demand analyses to establish cluster course offerings (if already done, improve the analyses).
- (4) Possibly add a social science course to the humanities base.
- (5) Allow students to take another social science course in place of the second physical science.

**3. SBA UNDERGRADUATE COMMITTEE**

As one element of the SBA Review of General Education (GE), the SBA Undergraduate Committee, one of the standing committees of the School, met to discuss General Education on February 15, 2001. This committee has responsibility from the SBA faculty to continuously review the undergraduate academic curricula of the School and to recommend to the whole SBA faculty any modifications. This group included one faculty member from each of the business disciplines that are a part of the SBA faculty, Associate Dean John Rapp (responsible for the undergraduate program) and Rebecca Wells, the faculty coordinator of the current effort to improve the undergraduate business curriculum. A one-page summary of GE and several discussion questions was provided to all participants to begin the discussion. The discussion was initiated, and notes taken, by Jim Dunne (SBA representative to the General Education and Competencies Committee). The following were the key points of evaluation raised in this discussion:

**THE OVERALL GENERAL EDUCATION PROGRAM.**

- (1) The GE program is a good, broad, liberal education exposure and study that is "brought to bear" in later courses in the business curriculum.
- (2) The humanities base is very well done.
- (3) The Core program is very well done.

**PROBLEMS.** (Only problems associated with the clusters were raised.)

- (1) Availability of cluster courses is poor.
- (2) Students generally do not see the integration of the cluster courses they take.
- (3) SBA students have little flexibility to match GE courses to their interests.

**"COSTS" ASSOCIATED WITH THE CLUSTER PROBLEMS.**

- (1) Ill will among students toward General Education – most severe as they are juniors and seniors.
- (2) The Associate Dean estimated that 25% of SBA graduates receive some exception to the cluster requirements.
- (3) Poor faculty attitudes about the General Education program and courses.

#### **4. SBA STUDENTS**

The School of Business Administration (SBA) administered an assessment of general education survey to 174 sophomore and 141 senior-level students majoring in business during February 2001. The student survey was divided into two sections. In the first section, students were asked to respond to nine statements that ascertained students' opinions concerning general education courses that they have taken. Students responded to the statements using a four-point scale ranging from (1) strongly disagree to (4) strongly agree. The results for the student survey appear in Table One below. The responses are segmented by level of study (sophomore and senior).

**TABLE 1**  
**General Education Assessment**

	<b>Mean Response</b>	
	<b>Soph.</b>	<b>Senior</b>
<b>1. The Humanities Base program is an effective introduction to General Education.</b>	<b>3.10</b>	<b>3.18</b>
<b>2. The overall general education program is a valuable element in your educational experience at this university.</b>	<b>2.90</b>	<b>3.05</b>
<b>3. The Humanities Base promotes and develops your understanding of what it means to be human.</b>	<b>2.73</b>	<b>2.76</b>
<b>4. The Humanities Base contributed to my understanding of what it means through its theme of <i>Autonomy and Responsibility</i>.</b>	<b>2.61</b>	<b>2.42</b>
<b>5. The Humanities Base promotes and develops students' understanding of what it means to be human by addressing the issues of <i>Faith and Reason</i>.</b>	<b>2.84</b>	<b>2.80</b>
<b>6. The Humanities Base promotes and develops students' understanding of what it means to be human by addressing the issues of <i>Human Beings and Nature</i>.</b>	<b>2.74</b>	<b>2.63</b>
<b>7. The common readings helped integrate learning across the Humanities Base courses.</b>	<b>2.78</b>	<b>2.77</b>
<b>8. The university's yellow book providing guidance on General Education and Thematic Clusters was helpful to me as I considered possible courses and clusters.</b>	<b>2.84</b>	<b>2.92</b>
<b>9. The General Education portion of my UD curriculum has helped (is helping) me prepare for a life as a broadly educated and morally responsible member of the global community.</b>	<b>2.90</b>	<b>2.94</b>

No significant differences were found between the responses of sophomores and seniors. The highest mean response was for the perception that the Humanities Base program is an effective introduction to general education. SBA students appeared to be undecided concerning the Humanities Base contributing to their understanding of what it means to be human through its theme of *Autonomy and Responsibility*. Generally business students were satisfied with general education courses. Their responses indicate that the general education program is achieving its purpose of preparing students for a life of leadership and service to meet the needs of the global community.

The purpose of the second part of the survey was to ascertain senior-level SBA students' opinions concerning the extent to which their thematic cluster courses achieved six objectives. The students responded to the statements using a four-point scale ranging from (1) strongly disagree to (4) strongly agree. The results appear in Table Two below.

**TABLE 2**  
**Thematic Cluster Assessment**

	<u>Mean Response</u>
<b>1. My cluster courses enhanced my understanding of the “domains of knowledge.”</b>	<b>2.51</b>
<b>2. My cluster courses facilitated an integrated view of knowledge.</b>	<b>2.78</b>
<b>3. My cluster courses linked the Humanities Base with my interests.</b>	<b>2.41</b>
<b>4. The courses in the cluster were clearly linked to the theme of the cluster.</b>	<b>2.69</b>
<b>5. A sufficient number of thematic cluster courses were offered in a timely manner.</b>	<b>2.16</b>
<b>6. When needed, my faculty advisor was able to answer my questions concerning thematic cluster courses.</b>	<b>2.33</b>

The responses from business students indicated some dissatisfaction with thematic clusters. They did not perceive that a sufficient number of thematic cluster courses are being offered in a timely manner. Their responses also indicated concern with their faculty advisor being able to answer questions concerning thematic cluster courses. They neither agreed nor disagreed with the thematic clusters enhancing their understanding of the domains of knowledge and with the cluster courses linking the Humanities Base with their interests. They slightly agreed with the thematic cluster courses being clearly linked to the theme of the cluster and with the cluster courses facilitating an integrated view of knowledge.

To further determine students' perceptions of thematic cluster courses achieving the outcomes mentioned above, the SBA conducted four focus groups of senior level business students. The focus groups were conducted under the direction of the Center of Business and Economic Research (CBER). The results of the focus groups indicated that few business students perceived integration was present among the courses in their chosen cluster. In addition, they were disappointed with the unavailability of courses that they wanted to take. Many of the students stated that they had to wait until their senior year to complete the three courses from lack of available courses in which to enroll. Perhaps most disturbing was the comments from some of the students that they did not comprehend the purpose of thematic clusters. Overall, business students did not perceive the thematic clusters concept was a valuable experience. They preferred to have the ability to take any three general education courses instead of having to take courses within a cluster.

## **5. SBA FACULTY**

In February 2001, 40 SBA faculty members were surveyed during the School's winter faculty meeting. The results are shown in Table 3. This survey used the same four-point scale from (1) strongly disagree to (4) strongly agree.

**TABLE 3**  
**SBA Faculty Members Assessment of General Education**

	<b><u>Mean Response</u></b>
<b>1. The Humanities Base program is an effective introduction to General Education.</b>	<b>3.16</b>
<b>2. The overall general education program is a valuable element in students' educational experience at this university.</b>	<b>3.36</b>
<b>3. The university's yellow book providing guidance on General Education and Thematic clusters was helpful to me when advising students.</b>	<b>3.00</b>
<b>4. In my role as faculty advisor, I am usually able to answer questions concerning general education courses.</b>	<b>2.72</b>
<b>5. The Thematic clusters do an adequate job of integrating information across disciplines.</b>	<b>1.74</b>
<b>6. Students' understanding of the general education "domains of knowledge" is enhanced through the concept of thematic clusters.</b>	<b>1.86</b>
<b>7. The number of thematic cluster courses offered each semester is adequate.</b>	<b>1.96</b>
<b>8. An adequate variety of thematic cluster courses is offered each semester.</b>	<b>2.05</b>
<b>9. The concept of students taking thematic cluster courses should be eliminated.</b>	<b>2.63</b>
<b>10. Business students should be allowed to take a second behavioral science course rather than two physical science courses.</b>	<b>2.90</b>

SBA faculty members do believe that the general education program is a valuable learning experience for students. However, they are much less satisfied with thematic clusters. They do not perceive that the thematic cluster program is adequately integrating information across disciplines, providing an adequate number and variety of classes, or that the concept of thematic clusters is enhancing students' understanding of the "domains of knowledge." SBA faculty members slightly agreed with the idea of eliminating thematic clusters. They did support the idea of allowing business students to take a second behavioral science course rather than two science courses.

## **6. CONCLUSIONS**

Based on the opinions and evaluations of SBA academic administrators, the SBA Undergraduate Committee members who have responsibility for the business curriculum, SBA faculty, and SBA students, there appears to be consensus on the following conclusions:

- Overall, the University General Education Program is a valuable part of the undergraduate business curriculum.
- The integrated Humanities Base is doing an effective job.
- The Core program – the first thematic cluster – is the one very effective cluster.

However, all groups expressed concerns with the thematic clusters, except for core. In fact, there is some indication that the whole General Education program is developing a negative connotation for some students and faculty due to the shortcomings of the thematic clusters. These shortcomings are not in the original concept of clusters – integrated set of courses that cut across 3 or more domains of knowledge yet focus on one broad theme – but in the implementation. Specific problems are the following:

- Availability of desired cluster courses is often very limited.
- Students often do not experience integration across the cluster courses.
- Students sometimes experience only weak linkage of some cluster courses to the cluster theme.

Based on the results of these SBA faculty, student, and administrator discussions and surveys, serious consideration should be given to modifying (perhaps eliminating or making optional) the thematic cluster concept as the only way to satisfy the General Education course requirements after the Humanities Base.

## Attachment 16

### MBA Exit Survey Dec 2002

No.	The MBA Program gave me an opportunity to ...	Mean (Scale 1-5)
28	develop an integrated knowledge of the primary business functional areas.	4.3
29	enhance my ability to think about problems in my business environment from a multi-functional perspective.	4.5
30	enhance my ability to make decisions based on both theoretical and applied business knowledge.	4.5
31	enhance my ability to think critically about business issues based on both theoretical and applied business knowledge.	4.5
32	increase my confidence in my leadership abilities.	4.2
33	enhance my ability to work in a team environment.	4.3
34	enhance my ability to communicate effectively in writing.	4.3
35	enhance my ability to speak effectively in both formal and informal settings.	4.0
36	enhance my ability to incorporate ethical dimensions when resolving issues in my work environment.	3.7
37	enhance my ability to incorporate a global perspective when addressing issues in my work environment.	3.7
38	staying current in business knowledge and improving my business skills.	4.2
No.	Because of my experiences in the MBA Program I am...	Mean (Scale 1-5)
39	better prepared to succeed in my current position.	3.9
40	better prepared to succeed in my profession.	4.1
41	more likely to advance within my organization in the future.	4.2
No.	Summary Measure	Mean (Scale 1-4)
42	Overall Quality of Courses Offered	3.0
43	Overall Quality of Faculty Involved	3.1
44	Overall Quality of Classmates	3.1
45	Class sizes	3.3
46	Overall Quality of Text/Literature/Learning Tools Utilized	2.9

## **Attachment 17**

The following are enclosed:

- List of Select 6 Comparison Schools in the 2001 AACSB/EBI Part-Time MBA Exit Survey
- List of Participants in the same Carnegie Classification (Doctoral/Research University Intensive) in the 2001 AACSB/EBI Part-Time MBA Exit Survey
- List of All Participants in the AACSB/EBI 2001 Part-Time MBA Exit Survey



**Attachment 18**

Tables of Question Analysis: Ranks and Means from the 2001 AACSB/EBI Part-Time MBA Exit Survey are enclosed.

## **Attachment 19**

The following are enclosed:

- List of Select 6 Comparison Schools in the 2001 AACSB/EBI Full-Time MBA Alumni Survey
- List of All Participants (also showing Carnegie Classification) in the AACSB/EBI 2001 Full-Time MBA Alumni Survey

**Attachment 20**

Tables of Question Analysis: Ranks and Means from the 2001 AACSB/EBI Full-Time MBA Alumni Survey are enclosed.