

University of Dayton
School of Business Administration
Educational Outcomes Assessment Report for 2003
September 20, 2004

Overview

This report covers the SBA's educational outcomes assessment activities for the calendar year 2003. It includes two documents:

- 1) Status of Educational Outcomes Assessment Results from 2001-2002 (starting page 2): This documents the status (as of January 2004) of actions indicated by the assessment results from the previous cycle (2001-2002). This document identifies actions that were completed in 2003 in response to the assessment results (e.g., formal definition of an MIS elective requirement) as well as actions that were in progress but not completed in 2003 (e.g., examination of potential changes in the A&S Economics major) and are thus considered to be still open. Subsequent annual reports will continue to track the disposition of such open action items.
- 2) Educational Outcomes Assessment Results for 2003 (starting page 16): This documents the results of the assessments of the SBA's degree programs conducted in 2003. Note that only the undergraduate programs were assessed in accordance with the biennial cycle implemented as part of the new SBA Assessment Plan. The primary sources of assessment data in this cycle were Student Evaluations of Integrated Business Core Course Objectives Achievement, the AACSB/EBI Undergraduate Business Exit Survey, and some results from CAPSIM, which is a nationally-conducted business simulation game used in the capstone course for all business majors (MGT 490). The assessment results indicate that the SBA's undergraduate degree programs are very successful in meeting educational goals. Particular areas of strength include the integration of theory with practice and the development of key skills such as teamwork, oral communication, leadership, and management. The results also suggest that the actions taken by the SBA to further incorporate ethics education in its programs have been successful in addressing concerns about this issue identified in the prior assessment cycle. Based on the current assessment results, the SBA has identified writing skills as the next major issue on which to focus attention for possible improvement.

Other assessment activities in 2003 focused on phasing in the implementation of the new SBA Assessment Plan. The curriculum management process identified in that plan is now in place. Ongoing steps include the refinement of measures and development of diverse data sources and instruments. (The National Survey of Student Engagement potentially is very valuable in this regard.) The SBA anticipates success in implementing and utilizing its planned assessment procedures. Indeed, the visitation team from AACSB that conducted the successful Maintenance of Accreditation Review in Spring 2004 was complimentary of the progress thus far and noted in its report that "It is evident that the faculty owns the curriculum and assessment process" and that "...the work on the next steps in refining this process is well underway..." (p. 3).

University of Dayton
School of Business Administration
Status of Educational Outcomes Assessment Results from 2001-2002
January 2004

Introduction

This document summarizes the status of actions to address the implications drawn in January 2003 from the results of the most recently completed assessment of the SBA's undergraduate and graduate degree programs conducted over 2001-2002. The implications are organized around the learning objectives (or, student outcomes) of these programs as specified in the SBA's Divisional Strategic Plan. Please consult the full report – SBA Educational Outcomes Assessment Results for 2001-2002 (dated March 7, 2003) – for details, e.g., the assessment procedures utilized, the tables of results, etc. **The status of actions as of January 2004 is presented in bold blue text. Note that the status of each item will be tracked annually till such time that it is closed, i.e., requires no further action.**

Results

Undergraduate (Bachelor of Science) Outcomes

Outcome IA: Mastery of the fundamental concepts of business in a global market place.

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.

Jan 2004: Various actions to address concerns related to ethical issues already have been undertaken including curricular steps such as adding cases and modules in MGT 490 highlighting ethical decision-making and co-curricular steps such as strengthening the "Walk the Talk" program in which students, faculty, and business professionals participate. In the lower-level courses, coverage of computer ethics has been added to BAI 103L and relevant material and exercises are now included in BAI 150 and in sophomore accounting courses. Junior core course directors will continue to review their courses to identify and implement further opportunities for including coverage of ethical issues in class and on exams.

The undergraduate committee will review progress in the MGT 201 (business law) and MGT 490 courses as the new faculty in these courses continue to implement changes.

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

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.

Jan 2004: The 150 hour requirement to sit for the CPA exam in Ohio only became effective in 2000. Thus, our five year program is still relatively new. The 150 requirement means that our accounting undergraduate major is serving two major student groups. First, we have a smaller group that wants a traditional four-year accounting degree, but is not interested in pursuing a CPA. The accounting department is still considering whether there are enough students interested in a track (either official or unofficial) toward the CMA certificate (Certified Management Accountant) or CFM (Certified Financial Manager) [key faculty - Burrows, Castellano, and Brady]. This would also work towards the needs of accounting majors who double major in Operations Management and Finance, respectively.

A majority of accounting majors have historically been interested in becoming CPA. We are still evaluating the transition to the 150 hour requirement and its effects on students. Initially, the department expected that most UD students interested in the CPA would move on to the UD MBA program. However, for a variety of reasons, many students are completing the 150 requirement through double majors (or similar) or by transferring to another institution to earn an MBA, MACC or other advanced degree. This later trend has been strongly advanced by the UD MBA program's decision to almost always require a 500 GMAT score of current UD accounting majors for admission into the UD MBA program, without regard to a student's undergraduate GPA. The department is still considering how to best serve the students given this development in combination with the results from the last assessment.

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.

Jan 2004: Dr. Greenlee will begin teaching the required accounting systems classes in Winter 2004. Dr. Greenlee taught a similar course in Pennsylvania for many years. Dr. Brady will leave the systems area in order to focus on financial and managerial accounting. He will begin teaching Intermediate Financial Accounting I on a regular basis. Dr. Geary will stop teaching principles and in addition to auditing, will begin teaching Intermediate Financial Accounting II. Dr. Larson has already left financial accounting and will be teaching a variety of managerial accounting courses.

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.

Jan 2004: No action required.

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.

Jan 2004: Students have been concerned about the lack of accounting electives at the undergraduate level. For several years, the only elective offered was Advanced Accounting. The department has now hired several new faculty members in recent years. We now have the expertise to offer a wide variety of electives at both the undergraduate and graduate levels. We need to make sure that we select courses for which there is sufficient demand to justify the courses being offered. In Winter 2004, Dr. Larson will teach ACC 404, Advanced Strategic Cost Management. We also plan to offer ACC 421, Advanced Taxation, in two years now that we have hired Dr. Randolph.

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.

Jan 2004: No action required.

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.

Jan 2004: The information about designing the economics major for different careers has been added to the department web site. This information is also given to first year students in BAI 150, but it is mainly aimed at economics majors in the College of Arts and Sciences. We are trying to emphasize this material when advising 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.

Jan 2004: No action required.

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.

Jan 2004: A committee was appointed to consider possible revision of the A&S economics major. That committee has not yet brought forth any recommendations.

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!

Jan 2004: We still don't think the auditorium is the optimal way to teach ECO 203 and 204, but we still need it. No action required.

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.

Jan 2004: Some apparent redundancy is to be expected in an interdisciplinary major. The issue of whether the redundancy detracts from the program will be investigated further with a sample of students in 2004.

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.

Jan 2004: Although our numbers of finance majors have declined somewhat this year, we still do not think it is feasible to require students to concentrate in a particular area of finance. An e-mail to junior and senior finance majors about selection of upper level electives is being sent this year close to the time of registration each semester.

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.

Jan 2004: We have continued our efforts to increase the rigor of FIN 301. All students are now required to use financial calculators. The course director is meeting at least once each semester with those teaching the course to coordinate course coverage and grading policies. This year some sections of FIN 301 are part of the FIN/MKT/OPS block and that is posing new challenges to ensuring coverage of all required material.

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.

Jan 2004: All finance faculty are encouraged to have their students make use of the Center and the Center director and staff take an active role in facilitating class visits to the Center and instruction in Center services.

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.

Jan 2004: There has been no change in our response to this question regarding portfolio engineering. Some material on investment banking now has been added to FIN 471 and the faculty are evaluating the feasibility of increasing that coverage.

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.

Jan 2004: For the 2003 survey we greatly reduced the number of questions on the multiple choice part of the survey and tried to reduce some of the problems with the previous questions.

Assessment questions for Finance 2003 graduates:

- 1. I have developed skills in general financial analysis.**
- 2. I have developed skills in securities analysis.**
- 3. I have developed knowledge about money and capital markets.**
- 4. I have developed skills in using financial calculators and/or Excel spreadsheets to solve financial problems.**
- 5. As a result of being a finance major, I have the ability to perform successfully in a finance-related career.**
- 6. My educational experience has been enhanced through the activities provided by the Center for Portfolio Management and Security Analysis.**

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.

Jan 2004: Our Leadership major is new, having only seen our first set of graduates in Spring of 2002. The early survey results show some positive response to the major. Students report positive reactions to some of the key courses, including the Leadership survey class as well as the Seminar in Experiencing Leadership. Six new courses, including these two, were developed for the new major and most have been well-received by the students. Students have reported some overlap in content among the original slate of courses and this is something that was systematically examined by the faculty involved in the major. We have made some content changes to the course and while faculty make efforts to relate content material to other courses, a core set of material is reserved for each of the courses. For example, while several courses had team experiences built into their content, all but introductory material on the topic of teams and groups is now introduced and reserved for this particular class (MGT404). Students also reported a need for more hands-on leadership experiences to improve their skill sets in this area. Accordingly, MGT 410 (Sem. in Leadership) has been changed to include many of these experiences. For example, students are now required to complete a 360 degree evaluation exercise on their skills and characteristics (anonymously obtaining feedback from 7 different people who have worked or known them). This feedback and other hands-on

experiences are input into a Leadership Plan document the students now will complete. An assessment of the ability of this course and the major in general to improve leadership skills will be undertaken this Spring to note the effect of these changes.

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.

Jan 2004: The MIS faculty continue to offer MIS 225 and use CPS 310 as an alternative to MIS 380 only in special cases. We will continue to review assessment data on CPS 437 and work with Computer Science to make any changes indicated.

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.

Jan 2004: The ongoing changes in Senior Projects will be evaluated, and if successful, will be used as exemplars for other MIS courses to emulate.

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.

Jan 2004: This proposal now has been implemented. There is an MIS Elective requirement now that can be satisfied through taking one of: DSC 370, MIS 360, MIS 467, or specific special topics courses such as Internet Networking, Advanced Web

Development, or Internet Security. No action required beyond regular assessment and updating the approved list of electives.

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.

Jan 2004: Dave Salisbury is now the faculty advisor to the Club and has helped it re-evaluate its role. The club has been renamed the Information Technology Application Association to reflect its new, broader role. Opportunities are being examined to align the club with a national professional organization through affiliation as a student chapter.

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.

Jan 2004: No change in status. Creation of a market research center and a concentration focused around that are still being considered.

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

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.

Jan 2004: Revision of the assessment measures for this outcome is in process. Additional sources of data such as MGT 490 instructors and students, results of business simulation projects (as in MGT 490) and business improvement projects (as in capstones in the majors), the board of Flyer enterprises, etc. have already been identified. Assessment questions to collect both qualitative and quantitative data are being designed.

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.)

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.

Jan 2004: We continue to monitor the development of writing skills. In keeping with a university-wide initiative, graduation competencies in skill areas such as reading and writing, oral communication, quantitative reasoning, and information literacy are to be defined and assessed. As a part of this process, data on writing skills will be analyzed and, if the data so indicate, we will focus on identifying actions to help develop this skill.

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

Measures need to be developed for this outcome.

Jan 2004: We are now unsure if we can adequately measure this outcome and, consequently, whether this should remain a measurable learning outcome at all. The undergraduate committee recommends that this issue be raised as part of the next planning process where student learning outcomes may be revised.

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

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.

Jan 2004: The College of Arts and Sciences now has an Associate Dean position with primary responsibility for oversight of the thematic clusters. A report on the clusters will be prepared for the Academic Senate by the College. We await this report to see what actions, if any, are warranted. We will also continue to explore the issue of the natural versus social science requirements for business majors.

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.

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.

Jan 2004: An additional question on the sufficiency of preparation for ethical decision-making has been added as an institution-specific supplementary question to the EBI Undergraduate Business Exit Study. Other measures based on data from student clubs, service learning projects, Campus Ministry, Residence Life/Student Services, etc. are being developed.

Graduate (Master of Business Administration) Outcomes

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

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.

Jan 2004: No action required.

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.

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.

Jan 2004: No action required.

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

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.

Jan 2004: The committee is currently revising the UD exit survey to include relevant assessment questions. This will be completed during the 2003-2004 academic year.

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.

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.

Jan 2004: The committee is considering revising the last part of this objective starting with “balancing family...” This will be finalized during the 2003-2004 academic year.

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

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.

Jan 2004: The committee is encouraging both the further incorporation of ethical content in the four core courses, and the “calling out” of this content in the course syllabus, if the content exists. Significant progress has been made in three of the four core courses (692, 693 & 694) to date. Assessment data will be captured via course evaluations, i.e. by adding a question regarding students’ perception of ethical coverage in the course. One course (691) is unlikely to have the ability to incorporate ethics. The committee is also considering the option of modifying the MBA curriculum by adding a required elective in business ethics, as some MBA programs do. This decision will be made during the 2003-2004 academic year.

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.

Jan 2004: The primary focus for improvement efforts has been in the area of ethics. The status of specific actions to address this are identified in this document. Considerable attention has been and continues to be devoted to improving our assessment process with the development and phased implementation of a new assessment plan (see SBA Assessment Plan 2003) to support our efforts better to monitor and improve our educational programs.

University of Dayton
School of Business Administration
Educational Outcomes Assessment Results for 2003
September 2004

Introduction

This report contains the results of the assessments of the SBA's degree programs conducted in 2003. Note that only the undergraduate programs were assessed in accordance with the biennial cycle implemented as part of the new SBA Assessment Plan. 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:

1) 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 April 2003 from all sections of all second through fourth year core courses except MGT 201. New faculty were involved in that course and the process of coordination of common objectives could not be completed in time.

2) 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 2003 administration of the web-based survey. The number of students completing the survey was 169, which represents a response rate of 37%. 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 Creighton University, University of Denver, Loyola College (Maryland), Marquette University, Miami University of Ohio, and Xavier University. Results are also benchmarked against the average of all the other 26 participating schools in our Carnegie classification (Doctoral/Research University-Intensive) as well as against the average of all the other 181 participating schools.

Up to ten institution-specific questions also may be added to this survey even though no benchmark data can be obtained for those questions. A question regarding preparation for making ethical decisions was added. Each SBA major has developed a list of learning outcomes, which are incorporated into a custom survey by major. As an experiment, an attempt was made to add these custom surveys as a part of the institution-specific questions. However, space limitations rendered the experiment unsuccessful so data for individual majors are not reported. A different process will be used to collect such data in the next cycle.

3) CAPSIM (A nationally-conducted business simulation game): Toward the end of the Winter 2003 term, the instructors of most, but not all, sections of the capstone course (MGT 490) provided some data regarding their student teams' performance in this business simulation game, in which more than 1200 teams across the country participated.

Faculty representatives in the majors and SBA Undergraduate 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 the undergraduate program 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 (April 2003).
2. AACSB/EBI Undergraduate Business Exit Survey (April 2003)

Results:

Tables of results from these sources are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 1, 3, 5-17, 19, 21, 23-27, 31, 43, 62, and 63 are relevant. However, note that these questions focus on the educational process rather than on learning 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 satisfaction with quality of teaching in required course work in a few areas.

The fundamental concepts of business in a global marketplace are defined through the learning objectives of the SBA core courses. These objectives reflect learning outcomes and 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). Only one item – ethical issues of business strategy/policy (with an average of 2.7 and 65% responding with a 3 or 4) – partially missed achieving this level. However, that item still is rated markedly higher in comparison to the previous semester. In fact, all outcomes from MGT 490 show substantial improvement from the previous semester.

Implications:

Overall, the desired outcome is being achieved. Integrating the fundamental concepts/theory with practice is an area of strength. Although there may be some dissatisfaction with the quality of teaching in a few required core courses, the results show that instructors are responsive to students' concerns and course learning objectives are being achieved. The business law/legal environment area has new faculty leadership since students in the current sample took the course.

MGT 490 has been redesigned recently and already shows improvement in achievement of learning objectives. The undergraduate committee will review the instruments used in assessing the learning objectives of the core courses. It will also investigate the desirability and feasibility of including the assessment of the learning objectives of the Business Ethics requirement (PHL 313/REL 368) in the overall assessment process.

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

Primary Data Sources:

None

Results:

This outcome was not assessed due to problems with the attempt to collect data through the EBI Exit Survey.

Implications:

A different process needs to be designed to collect this data. The Assessment Coordinator will undertake this effort.

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

Primary Data Sources:

- 1) Student Evaluations of MGT 490 Core Course Objectives Achievement (April 2003).
- 2) CAPSIM (Winter 2003)

Results:

Tables of results from these sources are attached. From the MGT 490 Objectives, questions 24, 26, 27, and 30 pertain to this outcome. The outcomes on all these items are 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). The results of the CAPSIM business simulation are largely positive (see attached email trail) with several teams placing in the top 10% nationally with two being in the top 10 of over 1200 teams.

Implications:

The desired outcome is achieved. 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 being observed. In future assessment cycles, the CAPSIM data will be analyzed more systematically as a part of implementing the planned portfolio of measures for this outcome.

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 2003)

Results:

Tables of results from this source are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 23-25, 28-30, 34, 45, and 46 pertain to the educational processes associated with this outcome whereas questions 51-61 themselves reflect learning relevant to this outcome.

An overwhelming majority of the results for satisfaction with the educational process and peers 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 in satisfaction with presenting a global perspective (Q24). On the other hand, strong positive results are obtained for relating course concepts to the real world (Q23), opportunities for practical experiences (Q28), interaction with practitioners (Q29), value from team experiences (Q30), opportunities for leadership in the SBA's extra-curricular activities (Q34), and level of camaraderie in the student body (Q46).

Using similar criteria, the results for learning outcomes are all acceptable. Enhancement of writing skills is the weakest outcome although no different statistically than for the benchmark schools. Strong positive results are obtained for the development of effective team work (Q53), presentation (Q51), managerial (Q56) and leadership (Q57) skills.

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, oral communication, leadership, and management. Although the development of writing skills is rated similarly as at other benchmark schools and is acceptable according to the criteria used, it is the weakest skill area and may warrant further attention in the spirit of continuous improvement particularly because it was also rated low in the previous assessment cycle. The SBA expects to address this through its development of graduation competencies in the basic skills. The weak result for the global perspective is surprising in light of the SBA providing numerous opportunities for a variety of study abroad programs. The undergraduate committee will investigate this apparent weakness but will give priority to the graduation competency development program.

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 or the learning outcome needs to be modified.

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

Primary Data Sources:

None

Results:

This outcome was not assessed.

Implications:

We will wait for the next University Report on Assessment of General Education / Thematic Clusters.

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 2003)

Results:

Tables of results from these sources are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 25, 26, 33, 34, 46, and 57 pertain to this outcome. In addition an extra question about sufficient preparation for ethical decision-making was added to the survey.

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. The development of leadership skills (Q57) is a strong positive result. Opportunities for student activities (Q33), assuming leadership responsibilities in extracurricular activities (Q34), and level of camaraderie in the student body (Q46) as an indicator of achieving balance within the campus society are better than at benchmark schools. Responses to the additional question on preparation for ethical decision-making averaged 6.18 (on a 1-low to 7-high scale).

Implications:

The available data indicate some success in achieving this outcome in light of the results for leadership, service, ethics, and maintaining a level of harmony/balance/camaraderie on campus. It is recognized that a greater number and different measures need to be developed for this outcome. Toward that purpose, the additional item on ethics was added to the survey. The results on ethics are gratifying particularly since this was identified in the last assessment cycle as the issue most critical to address. The SBA has undertaken a number of actions in the last couple of years to tackle the issue. These included the expansion of participation of corporate executives in the "Walk the Talk" co-curricular ethics program and better integrating that program with the MGT 490 capstone business course. Appropriate ethics cases/modules have been added to the capstone course and students are now required to participate in the co-curricular program. Other lower-level courses starting with the first year experience have also begun to stress ethics.

Summary

In the undergraduate program, students are not only learning the core concepts of business but are also able to relate these very successfully to practice. This provides encouragement to continue the SBA's ongoing efforts (currently addressing the 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), are reflected in the very positive results for the development of critical skills such as teamwork, oral communication, leadership, and management. These are all areas of strength relative to our comparison schools.

In the previous assessment cycle, the most important issue in the undergraduate program requiring attention related 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. Additional steps have been taken in the last couple of years to tackle the issue including strengthening the "Walk the Talk" co-curricular ethics program and its integration with the MGT 490 capstone business course. The current assessment results indicate that these actions have had satisfactory results. However, the SBA will continue to monitor this issue.

Based on the current assessment results, the SBA has identified writing skills as the next major issue on which to focus improvement efforts. These efforts will be undertaken as a part of the development and documentation of a graduation competencies program in the basic skills. Further investigation also is needed to understand causes of the lower scores on the issue of developing a global perspective. In addition, the SBA will continue to develop and refine its assessment procedures and phase in the implementation of its new assessment plan.

In summary, the SBA's undergraduate 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. E-mail extracts reflecting CAPSIM results.
5. Statistical comparisons with Select 6 schools of selected items for Outcomes 3 and 6.