

**University of Dayton**  
**School of Business Administration**  
**Educational Outcomes Assessment Report for 2005**  
October 15, 2006

**Overview**

This report covers the SBA's educational outcomes assessment activities for the calendar year 2005. It includes two documents:

- 1) Status of Past Results of Educational Outcomes Assessment (starting page 2): This documents the status (as of Spring 2005) of actions indicated by the assessment results from previous cycles (2001-2002 and 2003). 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 2005 (starting page 7): This documents the results of the assessments of the SBA's degree programs conducted in 2005. Note that only the undergraduate programs were assessed in accordance with the biennial cycle implemented according to the 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 separate exit surveys tailored to each major. 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 and oral communication. The results also suggest that past actions taken by the SBA to address concerns continue to be effective. Based on the current assessment results, the SBA has made curricular changes to attempt to improve writing skills of its students.

Other assessment activities in 2005 focused on continuing implementation of the new SBA Assessment Plan and institutionalizing assessment activity in the curriculum management process identified in that plan. Ongoing steps include the refinement of measures to include more direct measures and development of diverse data sources and instruments.

**University of Dayton**  
**School of Business Administration**  
**Status of Past Results of Educational Outcomes Assessment**  
Spring 2005

**Introduction**

This document summarizes the status of action recommendations that resulted from the assessment of the SBA's undergraduate and graduate degree programs conducted since 2001-02. The recommendations and status are organized around the learning objectives (or, student outcomes) of these programs as specified in the SBA's Divisional Strategic Plan. Note that only open items or those closed in the current status reporting cycle are listed. Consequently, items marked as "No action required" will not be listed in future reports.

**Recommendations and Status**

Undergraduate (Bachelor of Science) Outcomes

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

**2001-02 Report Action Items:**

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.

**Spring 2004 Status: 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.**

**Spring 2005 Status: Results from 2003 indicate that the redesign of MGT 490 is successful and ethical issues must be monitored but are no longer a concern. No action required. Data collection to review progress in MGT 201 is ongoing.**

**2003 Report Action Items:**

The undergraduate committee will review the instruments used in assessing the learning objectives of the core courses.

Spring 2005 Status: Ongoing

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.

Spring 2005 Status: Pending. Need to consult Associate Dean.

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

**2001-02 Report Action Items:**

Note: This is monitored within academic departments.

**2003 Report Action Items:**

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

Spring 2005 Status: Ongoing. Separate paper-based exit surveys were done for each major.

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

**2001-02 Report Action Items:**

The measures for this outcome should be refined and supplemented with data from other sources, e.g., student-run businesses.

**Spring 2004 Status: 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.**

Spring 2005 Status: Ongoing. See for instance, 2003 Report Action Item. Issue transferred to 2003. No action required.

**2003 Report Action Items:**

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.

Spring 2005 Status: Assumptions about the durability of CAPSIM data were incorrect. Not feasible to implement in 2005. Open issue.

*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.)*

**2001-02 Report Action Items:**

The development of writing skills warrants further attention.

**Spring 2004 Status: 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.**

**Spring 2005 Status: Ongoing. See for instance, 2003 Report Action Item. Issue transferred to 2003. No action required.**

**2003 Report Action Items:**

...writing skills...is the weakest skill area... The SBA expects to address this through its development of graduation competencies in the basic skills.

**Spring 2005 Status: Ongoing**

The weak result for the global perspective is surprising... The undergraduate committee will investigate this apparent weakness but will give priority to the graduation competency development program.

**Spring 2005 Status: Not begun because it was assigned a lower priority than graduation competencies.**

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

**2001-02 Report Action Items:**

Measures need to be developed for this outcome.

**Spring 2004 Status: 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.**

**Spring 2005 Status: Ongoing. See for instance, 2003 Report Action Item. Issue transferred to 2003. No action required.**

### **2003 Report Action Items:**

Measures need to be developed for this outcome or the learning outcome needs to be modified.

**Spring 2005 Status: Not begun as the outcome may be modified to be consistent with the new SBA Vision Statement currently under development.**

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

### **2001-02 Report Action Items:**

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.

**Spring 2004 Status: 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.**

**Spring 2005 Status: Issue transferred to 2003. No action required.**

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.

**Spring 2004 Status: We will also continue to explore the issue of the natural versus social science requirements for business majors.**

**Spring 2005 Status: Pending. Need to consult Associate Dean.**

### **2003 Report Action Items:**

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

**Spring 2005 Status: No action required.**

*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.*

### **2001-02 Report Action Items:**

Consequently, a greater number and different measures need to be developed for this outcome.

**Spring 2004 Status: 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.**

Spring 2005 Status: Issue transferred to 2003. No action required.

**2003 Report Action Items:**

It is recognized that a greater number and different measures need to be developed for this outcome.

Spring 2005 Status: Ongoing

**University of Dayton**  
**School of Business Administration**  
**Educational Outcomes Assessment Results for 2005**

**Introduction**

This report contains the results of the assessments of the SBA's degree programs conducted in 2005. Note that only the undergraduate programs were assessed in accordance with the biennial cycle implemented as part of the 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 Fall Term 2004 and Winter Term 2005 from all sections of all second through fourth year core courses. However, logistical breakdowns (missed sections, illegible reproductions of questions and/or responses, etc.) caused some missing data. These will be addressed in the next round of data collection.

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 2005 administration of the web-based survey. The number of students completing the survey was 293, which represents a response rate of 86%. 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. We used two such groups. Our "Select 6A" comparison group consisted of American University, Baylor University, Duquesne University, University of Santa Clara, University of San Diego, and St. John's University. Our "Select 6B" comparison group consisted of Creighton University, University of Denver, DePaul University, Drake University, Marquette University, and St. Joseph's University. Results are also benchmarked against the average of all the other 25 participating schools in our Carnegie classification (Doctoral/Research University-Intensive) as well as against the average of all the other 157 participating schools. Up to ten institution-specific questions also were added to this survey; no benchmark data can be obtained for those questions.

3) Major-Specific Exit Survey: In April 2005, individual academic departments conducted surveys of graduating students in each of their majors (except for International Business, which has no departmental home.) The questions were not comparable across majors and

addressed specific outcomes and issues appropriate for the major. Questions utilizing open-ended responses were included in addition to questions requiring responses on rating scales. All questions were reviewed by the faculty interpreting the data but open-ended responses are not included in the attachments to this report to preserve confidentiality.

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 (Fall 2004 - Winter 2005).
2. AACSB/EBI Undergraduate Business Exit Survey (April 2005)

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. (Results, where the average is less than 5 on a 1-7 scale and the average is statistically significantly 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 and in a few subject 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). Data from the previous assessment cycle are included as a reference. Overall, the results are better than in the previous cycle. An item of concern from the previous cycle – ethical issues of business strategy/policy – is at a more satisfactory level now. Items that were borderline unsatisfactory in the Fall Term show improvement in the Winter Term.

Implications:

Overall, the desired outcome is being achieved. Although there may be some dissatisfaction with the quality of teaching in a few required core courses, the results show that course learning objectives are being achieved. The Undergraduate Core Curriculum Task Force will be made aware of the issue of satisfaction with teaching in the core so that it may be addressed in any redesign of the core curriculum.



*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 2005)
2. Exit Survey (including open-ended questions) by Major (April 2005).

Results:

Tables of results from the AACSB/EBI Undergraduate Business Exit Survey are attached. Questions 2, 4, 18, 20, 22, 32, and 39 pertain to this outcome. The vast majority of the results are acceptable. (Results, where the average is less than 5 on a 1-7 scale and the average is statistically significantly 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). An item with lower scores is the quality of teaching in the major (Q2).

Results from the exit survey focused on learning outcomes by major are attached. Note that data could not be collected from International Business majors for logistical reasons. This will be addressed in the next assessment cycle.

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.

Specific analysis by majors follows:

### Accounting

Overall:

The accounting major at UD has had a long and successful history. UD accounting graduates are sought after by many top employers in public accounting, industry and government. We have an excellent placement record for our students for both internships and permanent positions.

A majority of accounting majors have historically been interested in becoming CPAs. Accounting majors were fairly uniform in their course desires and career expectations. The 150 hour requirement to sit for the CPA exam in Ohio and most other states became effective in 2000. The 150 requirement means that our accounting undergraduate major now needs to serve two major groups. The larger group is interested in pursuing a CPA that requires courses beyond UD's undergraduate accounting major. The smaller group wants a traditional four-year accounting degree and is not interested in pursuing a CPA.

The accounting department is working to better understand and address the needs and expectations of accounting majors since the implementation of the 150 hour requirement. With the 150 hour requirement, UD's accounting majors desiring to become CPAs have evolved into three groups with differing needs:

1. The first group desires a graduate degree, continues at UD and completes the MBA.
2. A second group desires a graduate degree, but leaves UD to pursue an MBA, Masters of Accounting, Masters of Taxation, or law degree at another institution. This often occurs because students did not get the 500 GMAT required by UD's MBA office. These same students usually have an index of GMAT and GPA that many AACSB graduate business programs will accept for admission purposes. Some employers, especially in Cleveland and Cincinnati, are also encouraging students to complete their graduate or fifth year studies while working for them.
3. The third group is composed of students who earn 150 hours by use of double majors, triple majors, minors, and just plain extra credit hours. This approach is used by large numbers of students in this region and is increasingly common at UD.

In addition, the department still has a number of students that will only complete a BS and desire a career outside of public accounting.

In order to make the accounting program more flexible and meet the needs of this more diverse group of accounting students, the accounting department is now offering one section of three electives at the undergraduate level each year: Acc 408, Advanced Financial Accounting; Acc 421, Advanced Taxation; and Acc 404, Advanced Strategic Cost Management. Independent study sections of Acc 412, International Accounting, are also available annually. Some of these courses are cross-listed at the graduate level.

While the department might like to offer tracks toward the CMA or CFM certificates, at this time it appears that too few students are interested in this option. The department will continue to monitor the situation.

#### Specific concerns noted in the assessment data

Again, 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 adjusted some courses to better prepare students for the CPA exam, but we definitely do not want to become a CPA "mill." Employers are satisfied with the performance of UD grads on this exam. Exam results show that our recent five-year graduates did very well.

Of the course areas surveyed, student satisfaction levels were lowest in the systems area. Nationally, students are often critical of courses in the systems area. We plan to investigate possible reasons for concerns in this area.

Some students were very displeased with the advising process. The SBA is currently investigating alternative advising arrangement for students, especially for First Year and Sophomore students.

Students expressed concern about the lack of accounting electives. We began offering three or four undergraduate accounting electives every year during the 2005-2006 academic year – after the exit surveys were completed. This includes the tax elective that was requested.

### Economics

We received surveys from only 3 of the 7 ECB graduates. Our predominant reaction is that this very small number precludes our taking the results too seriously.

Although the number of respondents is small, we see no red flags in the responses. The answers about courses in the major generally agree or strongly agree that objectives were met and students were satisfied or highly satisfied with course content and teaching quality. The area that looks the weakest is whether the major promotes good writing and oral communication skills, although this is based on each such question having one answer that was neutral instead of positive. Our three respondents are more critical of courses in the SBA core and in the general education program, indicating that those courses are not very challenging.

The written comments suggest that students like the breadth of courses in economics offered and would even like to see more different areas offered. If the new SBA core eliminates the third economics course, as has been discussed at preliminary stages, this will likely force us to reduce the number of elective areas offered. That would be unfortunate for the major.

### Entrepreneurship

Finding 1: Survey indicated perception that MGT220 and MGT221 lacked rigor  
Action 1: Completed according to Department Chair who collaborated with Faculty in reviewing course content and rigor; changes implemented and will review survey results next period

Finding 2: Survey indicated perception that MGT320 and MGT321 lacked rigor  
Action 2: Tenure-track faculty confirmed to teach these courses FA 06.

### Finance

There were 32 responses to the survey out of 76 May graduates. The faculty discussed the difficulty of getting students to respond in the absence of a capstone course that all majors take. The survey was handed out in courses taken by seniors, but there was certainly some self-selection in terms of which students chose to turn in the surveys. Some faculty felt that we got better representation from students who had been in the FIN 493 class than from other seniors.

Observations about and reactions to survey results:

- Overall, the results seem pretty favorable.
- In the first section of the survey on development of skills in different areas, all had more than 90% agreeing or strongly agreeing that the skills had been developed.
- The question with the most mixed answers was about the education experience being enhanced by the Davis Center. Faculty were somewhat puzzled at the low ratings on that question. There is a need to better incorporate the Davis Center with a range of finance courses.

- In both the course content satisfaction and the teaching quality satisfaction questions, the lowest rated area in finance was financial institutions.
- Students rate business courses as more challenging than courses outside of business.
- Written comments were very favorable about Dr. Sauer and the FIN 493 and Davis Center experience.
- Written comments mention weakness of part-time faculty, need for real-world experience, desire for more challenge, and excellent and not-so-good faculty, among other things. There was no outstanding agreement on any particular issue.
- Faculty discussed their perception that many of our students are not interested in the technical work of learning how to analyze financial statements or learning the theoretical and mathematical material needed to develop technical skills. Faculty are persisting in teaching that material, but it does not please the students. These perceptions of faculty do not fit with the criticism from some of the respondents that courses need to be more challenging, but it may be only a small number who desire the additional challenge.
- Students seem to be quite dissatisfied with Career Services. In addition, they seem to be calling for activities such as those being piloted by Bridge-to-Business.

What will we do to address concerns from the survey?

- The finance curriculum has not had a thorough review in a long time. It is our expectation that such a review will be undertaken when we have a new department chair in place. With or without these survey results, some of the issues we have planned to address in that review are:
  - Content of the three required courses, FIN 301, 360 and 371, needs to be reviewed to make sure there is not unintentional repetition and that all necessary material is being covered.
  - The courses in financial institutions should have special attention since they got the weakest ratings in the survey.
  - Incorporating the Davis Center into as many courses as appropriate is important. This may require us to recommend that the Davis Center have a different list of resources than the ones it currently has.
  - The selection of elective courses that we offer and the possibility of tracks in the major should be considered.
- We need to consider ways to better support our majors in their understanding of careers in finance and in their search for jobs.

### Leadership

Finding 1: Survey indicated perception that some overlap in course content exists

Action 1: Develop document to communicate to LDR majors the flow of curriculum and common content areas with different views (macro, micro, group)

Finding 2: Lack of elective option in this major

Action 2: Look at offering additional Leadership elective beginning WI 07

## Management Information Systems (MIS)

Students appreciate the MIS faculty's contribution to their educational experience. Particular strengths of the program include the experience in the capstone senior project course sequence and especially the experience with project management and the development of professional skills.

Proposed actions in response to concerns noted are summarized in the table below. These will be implemented in the context of the larger, exhaustive review and redesign of the MIS curriculum that is in process.

<b>Item</b>	<b>Proposed Revision</b>
Some adverse reaction to programming courses	<ul style="list-style-type: none"><li>❖ Re-orientation of programming courses</li><li>❖ Availability of tracks (some with fewer programming requirements)</li></ul>
Need more/better technology foundation especially .NET/PHP	<ul style="list-style-type: none"><li>❖ Development of a new course - MIS 460 Advanced Web Development</li></ul>
Need more/better technology foundation especially networking	<ul style="list-style-type: none"><li>❖ Availability of a technical track or a change of focus in program to better convey expectations in level of such technical skills to be developed</li></ul>
Little preparation for roles other than systems analyst	<ul style="list-style-type: none"><li>❖ Availability of tracks for other roles</li></ul>
Need better preparation for senior projects	<ul style="list-style-type: none"><li>❖ Calling out of project management focus in a new course (MIS 381)</li><li>❖ Coordination across MIS 380 &amp; MIS 385</li><li>❖ Availability of track courses focusing on specific knowledge and skills</li></ul>
Need job hunting assistance (e.g., mock interviews)	<ul style="list-style-type: none"><li>❖ Incorporate in MIS 465 &amp; MIS 475</li></ul>
Reduce freeloading on teams	<ul style="list-style-type: none"><li>❖ All instructors review team assignment and peer evaluation procedures in their courses and develop best practices</li></ul>

## Marketing

Finding 1: Survey indicated perception that if there were weak spots in curriculum (ethics and global), but overall, results are favorable

Action 1: Communicate these findings to Marketing Faculty for additional emphasis

## Operations

We are generally pleased with the survey results. But, the survey results also in part prompted our efforts to better determine desired Student Learning Outcomes (SLO's). At the October 2005 OM Advisory Council (OMAC) Meeting, we solicited input from the OMAC members. For the better part of a year now (since the October 2005 OMAC Meeting) we have as a faculty group gone

through a couple of iterations aimed at refining and consolidating the initial inputs. As a result of reviewing our latest best version with the OMAC membership at the April 2006 OMAC Meeting a couple of weeks ago, we anticipate some further discussion and refinement of the SLO's in the fall.

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

Primary Data Sources:

- 1) Student Evaluations of MGT 490 Core Course Objectives Achievement (Fall 2004 - Winter 2005).

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).

Implications:

The desired outcome is achieved. MGT 490 has undergone a lot of change over the past few years with new faculty and more rigorous requirements. Competitive business simulation exercises have been introduced into the course. As these changes have taken effect and matured, stronger outcomes are being observed.

*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 2005)

Results:

Tables of results from this source are attached. From the AACSB/EBI Undergraduate Business Exit Survey, questions 23-25, 27-30, 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 stronger than our comparison schools. (Results, where the average is less than 5 on a 1-7 scale and the average is statistically significantly lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh, would be areas of concern.) In particular, these items address: relationship of theory and practice, technology coverage, extracurricular opportunities, and team experiences and camaraderie.

Using similar criteria, the results for learning outcomes are all acceptable. Strong positive results are obtained in the areas of teamwork, technology, and presentation skill development. Enhancement of writing skills is the weakest outcome (mean score less than 5) although no different statistically than for the benchmark schools.

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, technology, and to some extent, leadership. Although the development of writing skills is rated similarly as at other benchmark schools and is somewhat acceptable according to the criteria used, it is the weakest skill area and has been noted as such in previous assessment cycles. In the spirit of continuous improvement, the issue has been analyzed and a curricular change has been proposed and approved by the SBA faculty. The business communication elective will be restricted to writing courses in future and other communications courses will no longer count for this requirement. This change is documented elsewhere in more detail.

*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 2005)

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 extra questions about sufficient preparation for ethical decision-making and for socially responsible business dealings were added to the survey.

The AACSB/EBI Exit Survey results are acceptable with no identified weaknesses. (Results where the average is less than 5 on a 1-7 scale and the average is statistically significantly lower than the average of the benchmark Select 6 schools and the rank in comparison to the Select 6 is sixth or seventh would be areas of concern.) Opportunities for student activities, leadership responsibilities in extracurricular activities, and level of camaraderie in the student body 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) and to the question on preparation for dealing with business situations in a socially responsible manner averaged 6.03.

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. We continue to watch the results on ethics since this was a weakness in the past. Corrective actions documented in the previous assessment cycle appear to continue to be effective.



## 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 to enrich its undergraduate business core. 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, and leadership. These are all areas of strength relative to our comparison schools.

Based on previous assessment cycles, the SBA continues to monitor actions taken to address issues related to the topic of ethical decision-making in business. The current assessment results continue to indicate that these actions have had satisfactory results. Previous results also indicated the need to watch for trends in the areas of writing skills and developing a global perspective. The latter does not appear to be an issue from the current assessment results. However, the SBA will continue to monitor that.

Based on the current assessment results and in light of past assessments, the SBA has identified writing skills as the major issue on which to focus improvement efforts. The Undergraduate Committee has investigated this issue carefully and has proposed a curricular change to the business communication elective that all SBA students must complete. This elective will be restricted to select writing courses that are being revamped by the English Department. Courses on oral and interpersonal communication will no longer count for this requirement. Details on this proposal that has been approved by the SBA faculty are provided in an attached document.

The Undergraduate Core Curriculum Task Force has been made aware of student concerns with the quality of teaching. Although learning outcomes are being achieved, the ongoing examination of the core curriculum by the task force may provide an opportunity to address student satisfaction issues. Finally, the SBA will continue to develop and refine its assessment procedures and plans.

Although the focus of this assessment has been on learning outcomes, other items must be noted. Relative to our benchmark schools in the EBI Survey, students are dissatisfied with career placement services. Another source of data is the National Survey of Student Engagement (2005). Results of comparisons of SBA seniors with their counterparts elsewhere on the UD campus largely confirms the positive results on teamwork, oral presentations, and practical skills. However, they also suggest that SBA seniors socialize more and are less engaged: in academic effort, culturally, politically, and in community service. They also are more dissatisfied with their academic advising and with their overall academic experience. These issues are worth further investigation as the SBA considers changes to its core curriculum and rolls out new forms of support for student advising and interactions with the broader community.

In summary, the SBA's undergraduate degree programs continue to be 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. Statistical comparisons with benchmark schools based on the AACSB/EBI Undergraduate Business Exit Survey – all questions and broken out by outcomes
3. Tables of Results from the Major-Specific Surveys
4. Business Communication Curricular Change Proposal
5. Tables of Results from the National Survey of Student Engagement

Undergraduate Core Course Objectives																								
Summary Student Evaluation Across All Sections													Fall 2002			Winter 2003			Fall 2004			Winter 2005		
				Mean	%age		Mean	%age		Mean	%age		Mean	%age										
Course	QNo.	SUMMARY OF OBJECTIVE STATEMENT			Scale: 0-4	>=3	n	Scale: 0-4	>=3	n	Scale: 0-4	>=3	n	Scale: 0-4	>=3	n								
ACC207	24	Basic acctg terms/concepts/Acctg Model			2.7	87%	264	3.2	93%	57	3.2	93%	292	3.3	96%	74								
	25	Difference between accrual and cash acctg			2.6	78%	264	2.9	79%	57	2.9	80%	292	3.1	88%	74								
	26	Financial statement preparation			2.7	85%	263	3.1	88%	57	3.1	88%	290	3.2	89%	74								
	27	Financial information for economic decisions			2.6	78%	264	2.8	75%	57	2.9	80%	288	2.7	70%	74								
ACC208	24	Mgt accounting in traditional vs modern environments			2.9	82%	45	2.7	71%	192	2.8	72%	53	3.0	82%	272								
	25	Cost categories/behavior in mgt decisions			2.8	78%	45	3.0	86%	231	2.8	77%	52	3.1	91%	272								
	26	Cost accumulation - internal decisions/external reports			2.8	84%	43	2.9	81%	231	2.7	66%	53	3.1	87%	270								
	27	Acctg techniques for structured/unstructured decisions			2.5	58%	43	2.9	78%	231	2.5	62%	52	3.0	87%	271								
	28	Financial/non-financial performance measures			2.8	84%	43	2.9	83%	231	2.7	71%	52	3.1	91%	269								
DSC210	24	Use of data analysis/stat techniques in decisions			2.9	78%	184	3.0	79%	42	3.1	87%	161	3.2	90%	78								
	25	Describe data with tables/graphical displays			2.8	74%	184	3.1	88%	41	3.1	89%	161	3.3	92%	78								
	26	Single measures: mean, std dev, correlation			3.1	86%	184	3.2	93%	42	3.2	89%	161	3.4	94%	78								
	27	Probability distributions to assess risk/likelihood			2.8	75%	184	2.7	69%	42	3.0	84%	161	3.4	92%	78								
	28	Use samples to estimate population properties			2.8	72%	184	2.6	64%	42	2.8	78%	160	3.3	91%	78								
DSC211	24	Further use of data analysis/stat in business			3.2	91%	76	3.1	90%	210	2.8		76	2.8	78%	203								
	25	Hypothesis testing			3.5	99%	77	3.1	89%	210	2.9		77	3.1	88%	204								
	26	Comparing property across populations			3.4	96%	77	3.0	86%	209	2.7		77	2.9	76%	204								
	27	Regression analysis			3.3	94%	77	3.1	90%	210	2.8		76	2.9	79%	202								
ECO203	24	Market system functions			2.8	80%	324	2.9	81%	100	2.9	87%	291	2.7	73%	114								
	25	Consumer demand & elasticity			2.9	85%	323	2.8	80%	100	3.0	82%	292											
	26	Apply economic principles to social & political issues									2.9	82%	279											
	27	Kinds of market structures & how decisions made			2.9	80%	322	3.0	84%	100	3.0	86%	279											
	28	Resource markets operates, especially labor markets			2.7	76%	323	2.8	76%	99	2.8	76%	250											
	29	Role and functions of government in the economy			2.9	83%	323	3.0	92%	100	2.9	85%	247											
ECO204	24	Bus. fluctuations, income, employment & price level			3.0	79%	53	2.9	83%	197	2.6	72%	82	2.7	77%	269								
	25	Basics of national income determination			3.1	87%	54	2.7	74%	197	2.4	63%	81	2.7	72%	267								
	26	Policy-taxation & government expenditure			3.1	83%	54	2.9	79%	195	2.7	69%	81	2.7	72%	269								
	27	Role of money (banking system & Fed reserve)			2.8	75%	53	2.9	81%	197	2.5	61%	82	2.9	81%	269								
	28	Global economy			2.5	57%	54	2.8	76%	197	2.5	58%	81	2.7	77%	268								
	29	Sources & nature of economic growth			3.0	83%	52	2.9	79%	193	2.7	71%	80	2.7	76%	266								
MGT201	24	Basic understanding of business legal system									3.4	97%	263	3.3	96%	156								
	25	Identify legal issues in business environment									3.3	95%	263	3.3	96%	156								
	26	Increased knowledge of the law in business context									3.3	96%	263	3.2	91%	156								
	27	How laws influence how businesses are run									3.3	95%	263	3.2	91%	156								
FIN301	24	Wealth maximization, agency problems			2.7	71%	223	2.8	72%	89	2.8	73%	151	3.0	86%	121								
	25	Understanding of financial ratios.			2.8	79%	222	3.2	89%	89	3.0	87%	150	3.1	91%	121								
	26	Concept of time value of money.			3.0	84%	221	3.3	91%	89	3.1	91%	150	3.4	97%	120								
	27	Concept of risk, rate of return, valuation			2.9	79%	222	3.2	85%	89	3.0	87%	150	3.2	96%	119								
	28	Capital budgeting, cost of capital			2.7	73%	220	3.1	86%	89	3.0	86%	150	3.2	93%	115								
	29	Debt & equity, long-term funds			2.8	75%	221	3.1	84%	89	3.0	85%	149	3.1	90%	115								

<b>Undergraduate Core Course Objectives</b>														
<b>Summary Student Evaluation Across All Sections</b>														
			Fall 2002			Winter 2003			Fall 2004			Winter 2005		
			Mean	%age	n	Mean	%age	n	Mean	%age	n	Mean	%age	n
Course	QNo.	SUMMARY OF OBJECTIVE STATEMENT	Scale: 0-4	>=3	n	Scale: 0-4	>=3	n	Scale: 0-4	>=3	n	Scale: 0-4	>=3	n
MGT301	24	Influence of perception/bias on behavior/decisions	2.8	81%	195	3.0	83%	133	3.0	89%	179	3.1	94%	124
	25	Effect of diversity on people & organizations	2.8	78%	193	3.1	86%	133	3.1	88%	179	3.1	91%	124
	26	Understand/influence employee effectiveness	2.8	73%	193	3.0	84%	133	3.1	91%	179	3.2	92%	124
	27	Function effectively in groups/teams	2.6	67%	193	2.9	75%	132	2.8	72%	178	3.0	81%	124
	28	Challenges of organizational change	2.8	74%	192	3.0	85%	131	3.0	83%	179	3.1	93%	124
	29	Effect of organizational culture on employees	2.8	81%	193	3.0	84%	133	3.1	89%	176	3.3	97%	122
MIS301	24	Role of CBIS in orgs and international settings	3.1	85%	200	3.1	91%	151	3.0		166	3.1	96%	142
	25	Characteristics of information technology	3.1	87%	200	3.1	91%	151	3.0		166	3.1	94%	142
	26	Databases and DBMS concepts	3.1	83%	200	3.1	91%	151	3.1		166	3.1	92%	142
	27	System development/acquisition process	2.9	73%	200	2.9	82%	151	2.7		166	2.9	82%	142
	28	Social issues: security, privacy, ethics, impln	3.0	83%	199	3.0	87%	150	3.1		166	3.1	92%	142
	29	Organizational problem analysis skills	2.9	80%	200	3.0	83%	150	2.8		166	3.0	87%	141
	30	Database design	3.1	87%	200	3.2	87%	150	3.2		166	3.2	95%	141
MKT301	24	Marketing concept assessment	2.7	87%	101	3.1	94%	69	3.2	93%	170	3.2	93%	72
	25	Information needs & market/environmental analysis	3.1	87%	101	3.1	94%	69	3.0	86%	169	3.0	88%	72
	26	Marketing strategy	3.1	87%	100	3.1	93%	68	3.2	93%	170	3.2	94%	72
	27	Marketing in the global economy	2.8	81%	100	2.8	77%	69	3.0	89%	170	3.1	86%	72
	28	Market segmentation	3.2	95%	99	3.2	96%	69	3.2	94%	170	3.2	94%	72
	29	Marketing mix	3.4	96%	100	3.3	97%	67	3.3	97%	169	3.4	97%	72
OPS301	24	Role of operations in overall mgt of organizations	3.1	92%	186	3.1	92%	129	3.0		168	3.1	95%	121
	25	Ops concepts used in other business areas	3.1	87%	186	3.0	84%	129	3.0		168	3.2	92%	120
	26	Techniques: queuing, LP, project mgt, scheduling	3.2	93%	186	3.0	84%	129	2.8		168	3.0	88%	120
	27	Planning & control systems: MRP/ERP, inventory	3.1	91%	186	3.0	82%	129	2.7		168	3.0	86%	120
	28	Improvement strategies: TOC, JIT, TQM	3.0	85%	185	2.9	78%	129	2.7		168	3.0	90%	120
	29	Quality improvement tools: Process mapping/SQC	2.9	82%	186	2.8	75%	127	2.7		168	2.9	85%	120
	30	Supply chain mgt in domestic/global context	3.0	80%	185	2.8	76%	124	2.7		168	3.0	90%	120
MGT490	24	How different business functions work together	2.6	66%	97	3.1	88%	176	2.9	81%	111	3.0	84%	68
	25	Reinforced material learned in other business courses	2.5	60%	97	3.0	81%	177	3.0	79%	111	2.8	74%	68
	26	Analysis of business and its strategy	2.7	64%	95	3.2	89%	177	3.0	78%	111	3.0	79%	68
	27	Think critically about complex business situations	2.7	68%	97	3.1	85%	177	3.1	82%	110	2.8	72%	68
	28	Learned about working in teams	2.4	60%	96	2.8	72%	177	2.9	72%	111	2.9	76%	68
	29	Ethical issues of business strategy/policy	1.9	37%	96	2.7	65%	176	2.7	68%	111	2.7	71%	68
	30	Strategic business analysis/objectives/plan results	2.8	49%	97	3.0	80%	177	2.9	79%	110	2.8	76%	67
OVERALL			2.9	79%		3.0	83%		2.9	82%		3.1	87%	

May 2005 EBI UG Exit Data														
Factor	Question	QNo.	UD			Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)	
			Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
	Teaching in your core courses	1	4.19	1.01	287	-0.33	6	-0.46	7	12	-0.32	23	-0.35	143
	Teaching in your major courses	2	4.99	1.23	288	-0.21	6	-0.46	7	12	-0.14	18	-0.17	118
	Feedback (not grades) - core courses	3	4.25	1.06	288	-0.09	6	-0.25	6	11	-0.06	15	-0.09	106
	Feedback (not grades) - major courses	4	4.81	1.21	288	0.00	5	-0.28	6	10	0.05	11	0.02	84
Other	Accounting	5	5.12	1.73	278	0.01	5	0.01	5	9	0.23	10	0.19	62
	Business Policy / Strategy	6	5.24	1.35	248	-0.10	6	0.00	3	8	-0.16	18	-0.22	114
	Business Law / Legal Environment	7	5.14	1.55	276	-0.43	5	-0.29	6	10	-0.36	23	-0.33	124
	Economics / Business Economics	8	5.15	1.49	283	0.19	3	0.31	2	4	0.24	9	0.26	59
	Finance	9	5.01	1.61	278	-0.05	4	-0.05	6	9	-0.02	19	0.03	91
	Human Resources Management	10	4.84	1.49	182	-0.18	5	0.01	4	8	-0.16	16	-0.24	121
	Information Systems	11	4.87	1.45	284	0.06	3	0.36	2	4	0.00	14	0.13	74
	International Business	12	5.01	1.54	182	-0.16	7	-0.11	6	12	-0.10	20	-0.13	103
	Management / Organizational Behavior	13	5.49	1.45	283	0.26	3	0.42	2	4	0.22	7	0.19	62
	Marketing	14	5.37	1.57	285	0.00	3	-0.10	5	7	-0.01	12	-0.07	99
	Operations	15	4.78	1.62	285	-0.01	4	-0.02	5	8	-0.14	17	-0.22	120
	Statistics	16	5.05	1.54	282	0.33	1	0.11	3	3	0.18	9	0.21	64
	Grades reflect performance - core crs	17	5.18	1.30	287	0.13	3	0.10	2	4	0.09	13	0.07	82
	Grades reflect performance - major crs	18	5.47	1.37	286	0.06	4	0.02	4	7	0.10	9	0.05	73
	Access to instructors out of class - core	19	5.49	1.19	281	0.01	6	0.13	2	7	0.18	10	0.17	58
	Access to instructors out of class - major	20	5.94	1.11	284	0.13	3	0.11	2	4	0.26	7	0.25	39
	Instructors responsive to concerns - core	21	5.32	1.24	285	0.06	4	0.04	4	7	0.12	11	0.11	70
	Instructors responsive to concerns - major	22	5.81	1.09	286	0.08	4	0.08	3	6	0.18	9	0.17	52
	Concepts related to real world - core	23	5.40	1.37	283	0.10	3	0.20	2	4	0.23	7	0.16	51
	Bus curr present global perspective	24	5.34	1.23	283	0.00	4	0.01	3	6	0.02	13	-0.02	87
	Bus curr present social resp issues	25	5.30	1.35	286	-0.02	5	-0.11	5	9	0.03	14	0.01	87
	Bus curr present ethical issues	26	5.55	1.25	285	0.06	4	0.03	2	5	0.11	11	0.11	76
	Bus curr present technology issues	27	5.54	1.10	284	0.37	1	0.48	1	1	0.28	6	0.31	27
	Opp - practical experiences in curr	28	5.34	1.39	286	0.38	1	0.46	1	1	0.49	4	0.49	23
	Opp - interaction with practitioners	29	4.98	1.39	278	0.31	2	0.41	1	2	0.48	4	0.44	28
	Value derived from team experiences	30	5.37	1.53	284	0.23	1	0.40	2	2	0.32	5	0.26	37
	Average size of required courses	31	5.77	1.16	285	0.11	3	0.27	1	3	0.42	7	0.57	36
	Average size of major courses	32	5.99	1.11	285	0.08	5	0.16	1	5	0.24	12	0.31	43
	Student org activities in Business pgm	33	5.14	1.41	272	0.30	2	0.41	1	2	0.16	10	0.17	47
	Leadership opp - Bus pgm extracurricular	34	5.21	1.42	263	0.36	1	0.46	1	1	0.33	6	0.32	28
	Advisor's availability	35	5.00	1.89	282	-0.01	3	-0.07	4	6	-0.08	14	0.03	96
	Advisor's knowledge of requirements	36	5.09	1.83	283	-0.04	5	0.08	5	9	-0.11	19	-0.01	99
	Advisor's helpfulness of recommendations	37	4.95	1.94	283	0.01	5	0.10	4	8	-0.10	17	0.03	92

May 2005 EBI UG Exit Data														
Factor	Question	QNo.	UD			Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)	
			Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
	Advisor's interest in students' progress	38	4.58	2.08	283	-0.10	4	-0.13	5	8	-0.16	16	-0.02	100
	Availability of courses in students' major	39	5.41	1.53	286	0.40	1	0.36	2	2	0.58	4	0.51	28
	Quality of Business classrooms	40	5.79	1.24	281	0.34	3	-0.11	3	5	0.47	6	0.28	51
	Availability of Bus School's computers	41	5.70	1.33	282	0.33	3	0.36	4	6	0.38	7	0.41	44
	Remote access - BSchool's computer n/w	42	5.73	1.34	269	0.51	1	0.33	2	2	0.53	3	0.48	23
	Training - use BSchool computing resrcs	43	5.27	1.44	266	0.53	1	0.45	1	1	0.54	3	0.47	22
	Academic quality	44	5.21	1.41	284	-0.18	5	-0.08	4	8	-0.05	14	-0.09	102
	Ability to work in teams	45	5.18	1.51	285	-0.01	5	0.09	2	6	0.08	11	0.03	81
	Level of camaraderie	46	5.61	1.31	282	0.34	1	0.34	1	1	0.39	5	0.33	30
	Assistance - prep for permanent job srch	47	4.36	1.89	272	-0.39	5	-0.03	4	8	-0.04	15	-0.16	86
	Access school alumni cultivate career opp	48	4.51	1.73	266	0.25	2	0.38	2	3	0.53	4	0.38	35
	No. of companies recruiting on campus	49	3.96	1.86	275	-0.72	6	-0.46	6	11	-0.44	21	-0.62	121
	Quality - companies recruiting on campus	50	3.85	1.90	275	-0.75	6	-0.61	7	12	-0.55	23	-0.73	135
	Presentation skills	51	5.80	1.14	286	0.23	2	0.23	1	2	0.28	6	0.24	44
	Writing skills	52	4.89	1.42	286	0.05	4	-0.04	3	6	-0.05	15	0.01	102
	Ability to work in teams	53	5.69	1.33	286	0.22	2	0.26	1	2	0.23	4	0.20	41
	Ability to use technology	54	5.48	1.25	286	0.34	1	0.19	1	1	0.24	6	0.26	40
	Ability to manage technology	55	5.22	1.36	283	0.29	1	0.12	2	2	0.16	7	0.18	56
	Ability to be an effective manager	56	5.50	1.29	285	0.14	1	0.08	3	3	0.12	9	0.12	59
	Ability to be an effective leader	57	5.66	1.21	286	0.13	1	0.11	1	1	0.17	6	0.18	40
	Ability to think critically	58	5.64	1.20	283	0.08	4	0.04	5	8	0.09	10	0.08	76
	Ability to define problems	59	5.68	1.17	284	0.15	1	0.08	3	3	0.14	9	0.13	56
	Ability to solve problems	60	5.67	1.17	284	0.09	2	0.02	4	5	0.10	9	0.09	66
	Ability to analyze and interpret data	61	5.71	1.19	286	0.10	3	0.03	4	6	0.13	9	0.12	55
	Academic challenging: Bus vs nonBus	62	5.26	1.37	285	0.19	3	0.16	3	5	0.01	15	0.03	79
	Teaching quality: Bus vs nonBus	63	4.88	1.24	280	-0.14	6	-0.34	7	12	-0.26	20	-0.28	133
	UG Bus pgm experience fulfill expectation	64	4.96	1.30	283	0.00	5	-0.16	6	10	0.05	13	-0.01	85
	Value of investment in degree (cost/qual)	65	4.36	1.39	284	0.11	5	-0.06	5	9	-0.09	19	-0.31	131
	Recommend UG Bus pgm to close friend	66	5.27	1.44	286	0.27	3	0.07	3	5	0.25	8	0.05	73
1:Core - Fac/Inst			4.23	0.94	289	-0.20	6	-0.35	7	12	-0.18	18	-0.21	127
2:Core - FacResp/Grd/StudEff			5.35	1.03	287	0.08	3	0.12	3	5	0.16	8	0.13	62
3:Major - Fac/Inst			4.90	1.14	289	-0.10	6	-0.37	7	12	-0.04	13	-0.07	101
4:Major - FacResp/Grd/StudEff			5.74	1.01	287	0.09	4	0.07	3	6	0.18	8	0.16	51
5:Curr Brdth			5.34	1.03	287	0.18	2	0.21	2	3	0.22	7	0.22	47
6:Class Size			5.88	1.05	285	0.10	4	0.21	1	4	0.33	8	0.44	40
7:Student Orgs/ExtraCurr			5.16	1.34	274	0.32	2	0.43	1	2	0.23	8	0.23	35
8:Facilities/Comp Resources			5.64	1.07	284	0.42	1	0.26	2	2	0.48	4	0.41	33

May 2005 EBI UG Exit Data														
		UD			Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)		
Factor	Question	QNo.	Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
9:	Classmates		5.34	1.27	285	0.06	5	0.13	2	6	0.15	10	0.10	61
10:	Placement/Career Svcs		4.14	1.66	283	-0.45	5	-0.25	5	9	-0.17	17	-0.33	103
11:	Advisor		4.90	1.79	284	-0.04	5	-0.01	5	9	-0.12	16	0.01	98
12:	LO-Com/Team		5.46	1.07	286	0.17	2	0.15	1	2	0.16	9	0.15	58
13:	LO-Tech		5.35	1.24	286	0.32	1	0.16	1	1	0.20	7	0.22	46
14:	LO-Mgt/Ldr		5.58	1.20	286	0.14	1	0.10	3	3	0.15	7	0.15	48
15:	LO-Thk/Prob Slv		5.68	1.11	286	0.11	2	0.05	2	3	0.12	9	0.11	62
15:	Over Satfn		4.86	1.23	286	0.12	5	-0.06	4	8	0.07	13	-0.09	96
Select 6A: Duquesne, American, Baylor, Santa Clara, St. Johns, San Diego														
Select 6B: Drake, Creighton, DePaul, Marquette, St. Joseph's, Denver														
Colored cells: Difference is statistically significant at p<0.05														

## May 2005 EBI UG Exit Data

UD-Specific Questions	Mean	Std Dev	N
As a result of my experiences at UD, I am prepared to deal with business situations in an ethical manner.	6.11	1.05	284
As a result of my experiences at UD, I am prepared to deal with business situations in a socially responsible manner.	6.03	1.08	283
As a result of my experiences at UD, I am prepared to deal with business situations using a global perspective.	5.55	1.27	280
As a result of my experiences at UD, I am prepared to deal with business situations using knowledge from the perspectives of multiple business disciplines/functional areas.	5.87	1.07	283
To what extent has alcohol use among your fellow business students negatively impacted your academic experience?	2.10	1.38	282
To what extent has your own alcohol use negatively impacted your academic experience? (Select N/A if you don't drink alcohol.)	2.03	1.38	266
The business program challenged me academically.	5.68	1.29	283
How satisfied are you with the degree of assistance you may have received at UD in selecting an academic major in preparation for a business career? (Select N/A if you did not need assistance.)	4.50	1.69	204
My cluster provided a coherent theme to my general education courses.	3.07	1.82	276
To what extent did your overall experiences at UD make you aware of Catholic/Marianist values?	4.21	1.61	283



May 2005 EBI UG Exit Data														
Outcome 1 - Process		UD				Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)	
Factor	Question	QNo.	Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
	Teaching in your core courses	1	4.19	1.01	287	-0.33	6	-0.46	7	12	-0.32	23	-0.35	143
	Feedback (not grades) - core courses	3	4.25	1.06	288	-0.09	6	-0.25	6	11	-0.06	15	-0.09	106
TchSat	Accounting	5	5.12	1.73	278	0.01	5	0.01	5	9	0.23	10	0.19	62
TchSat	Business Policy / Strategy	6	5.24	1.35	248	-0.10	6	0.00	3	8	-0.16	18	-0.22	114
TchSat	Business Law / Legal Environment	7	5.14	1.55	276	-0.43	5	-0.29	6	10	-0.36	23	-0.33	124
TchSat	Economics / Business Economics	8	5.15	1.49	283	0.19	3	0.31	2	4	0.24	9	0.26	59
TchSat	Finance	9	5.01	1.61	278	-0.05	4	-0.05	6	9	-0.02	19	0.03	91
TchSat	Human Resources Management	10	4.84	1.49	182	-0.18	5	0.01	4	8	-0.16	16	-0.24	121
TchSat	Information Systems	11	4.87	1.45	284	0.06	3	0.36	2	4	0.00	14	0.13	74
TchSat	International Business	12	5.01	1.54	182	-0.16	7	-0.11	6	12	-0.10	20	-0.13	103
TchSat	Management / Organizational Behavior	13	5.49	1.45	283	0.26	3	0.42	2	4	0.22	7	0.19	62
TchSat	Marketing	14	5.37	1.57	285	0.00	3	-0.10	5	7	-0.01	12	-0.07	99
TchSat	Operations	15	4.78	1.62	285	-0.01	4	-0.02	5	8	-0.14	17	-0.22	120
TchSat	Statistics	16	5.05	1.54	282	0.33	1	0.11	3	3	0.18	9	0.21	64
	Grades reflect performance - core crs	17	5.18	1.30	287	0.13	3	0.10	2	4	0.09	13	0.07	82
	Access to instructors out of class - core	19	5.49	1.19	281	0.01	6	0.13	2	7	0.18	10	0.17	58
	Instructors responsive to concerns - core	21	5.32	1.24	285	0.06	4	0.04	4	7	0.12	11	0.11	70
	Concepts related to real world - core	23	5.40	1.37	283	0.10	3	0.20	2	4	0.23	7	0.16	51
	Bus curr present global perspective	24	5.34	1.23	283	0.00	4	0.01	3	6	0.02	13	-0.02	87
	Bus curr present social resp issues	25	5.30	1.35	286	-0.02	5	-0.11	5	9	0.03	14	0.01	87
	Bus curr present ethical issues	26	5.55	1.25	285	0.06	4	0.03	2	5	0.11	11	0.11	76
	Bus curr present technology issues	27	5.54	1.10	284	0.37	1	0.48	1	1	0.28	6	0.31	27
	Average size of required courses	31	5.77	1.16	285	0.11	3	0.27	1	3	0.42	7	0.57	36
	Training - use BSchool computing resrcs	43	5.27	1.44	266	0.53	1	0.45	1	1	0.54	3	0.47	22
	Academic challenging: Bus vs nonBus	62	5.26	1.37	285	0.19	3	0.16	3	5	0.01	15	0.03	79
	Teaching quality: Bus vs nonBus	63	4.88	1.24	280	-0.14	6	-0.34	7	12	-0.26	20	-0.28	133
Select 6A: Duquesne, American, Baylor, Santa Clara, St. Johns, San Diego														
Select 6B: Drake, Creighton, DePaul, Marquette, St. Joseph's, Denver														
Colored cells: Difference is statistically significant at p<0.05														

<b>May 2005 EBI UG Exit Data</b>														
Outcome 3 - Process		UD				Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)	
Factor	Question	QNo.	Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
	Concepts related to real world - core	23	5.40	1.37	283	0.10	3	0.20	2	4	0.23	7	0.16	51
	Bus curr present global perspective	24	5.34	1.23	283	0.00	4	0.01	3	6	0.02	13	-0.02	87
	Bus curr present social resp issues	25	5.30	1.35	286	-0.02	5	-0.11	5	9	0.03	14	0.01	87
	Bus curr present technology issues	27	5.54	1.10	284	0.37	1	0.48	1	1	0.28	6	0.31	27
	Opp - practical experiences in curr	28	5.34	1.39	286	0.38	1	0.46	1	1	0.49	4	0.49	23
	Opp - interaction with practitioners	29	4.98	1.39	278	0.31	2	0.41	1	2	0.48	4	0.44	28
	Value derived from team experiences	30	5.37	1.53	284	0.23	1	0.40	2	2	0.32	5	0.26	37
	Leadership opp - Bus pgm extracurricular	34	5.21	1.42	263	0.36	1	0.46	1	1	0.33	6	0.32	28
	Ability to work in teams	45	5.18	1.51	285	-0.01	5	0.09	2	6	0.08	11	0.03	81
	Level of camaraderie	46	5.61	1.31	282	0.34	1	0.34	1	1	0.39	5	0.33	30
Select 6A: Duquesne, American, Baylor, Santa Clara, St. Johns, San Diego														
Select 6B: Drake, Creighton, DePaul, Marquette, St. Joseph's, Denver														
Colored cells: Difference is statistically significant at p<0.05														

<b>May 2005 EBI UG Exit Data</b>														
Outcome 3 - Output		UD				Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)	
Factor	Question	QNo.	Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
	Presentation skills	51	5.80	1.14	286	0.23	2	0.23	1	2	0.28	6	0.24	44
	Writing skills	52	4.89	1.42	286	0.05	4	-0.04	3	6	-0.05	15	0.01	102
	Ability to work in teams	53	5.69	1.33	286	0.22	2	0.26	1	2	0.23	4	0.20	41
	Ability to use technology	54	5.48	1.25	286	0.34	1	0.19	1	1	0.24	6	0.26	40
	Ability to manage technology	55	5.22	1.36	283	0.29	1	0.12	2	2	0.16	7	0.18	56
	Ability to be an effective manager	56	5.50	1.29	285	0.14	1	0.08	3	3	0.12	9	0.12	59
	Ability to be an effective leader	57	5.66	1.21	286	0.13	1	0.11	1	1	0.17	6	0.18	40
	Ability to think critically	58	5.64	1.20	283	0.08	4	0.04	5	8	0.09	10	0.08	76
	Ability to define problems	59	5.68	1.17	284	0.15	1	0.08	3	3	0.14	9	0.13	56
	Ability to solve problems	60	5.67	1.17	284	0.09	2	0.02	4	5	0.10	9	0.09	66
	Ability to analyze and interpret data	61	5.71	1.19	286	0.10	3	0.03	4	6	0.13	9	0.12	55
Select 6A: Duquesne, American, Baylor, Santa Clara, St. Johns, San Diego														
Select 6B: Drake, Creighton, DePaul, Marquette, St. Joseph's, Denver														
Colored cells: Difference is statistically significant at p<0.05														

<b>May 2005 EBI UG Exit Data</b>														
Outcome 6		UD				Select 6A		Select 6B		Sel 12	Carnegie (25)		All (157)	
Factor	Question	QNo.	Mean	Std Dev	N	Difference	Rank	Difference	Rank	Rank	Difference	Rank	Difference	Rank
P	Bus curr present social resp issues	25	5.30	1.35	286	-0.02	5	-0.11	5	9	0.03	14	0.01	87
P	Bus curr present ethical issues	26	5.55	1.25	285	0.06	4	0.03	2	5	0.11	11	0.11	76
P	Student org activities in Business pgm	33	5.14	1.41	272	0.30	2	0.41	1	2	0.16	10	0.17	47
P	Leadership opp - Bus pgm extracurricular	34	5.21	1.42	263	0.36	1	0.46	1	1	0.33	6	0.32	28
O	Level of camaraderie	46	5.61	1.31	282	0.34	1	0.34	1	1	0.39	5	0.33	30
O	Ability to be an effective leader	57	5.66	1.21	286	0.13	1	0.11	1	1	0.17	6	0.18	40
Select 6A: Duquesne, American, Baylor, Santa Clara, St. Johns, San Diego														
Select 6B: Drake, Creighton, DePaul, Marquette, St. Joseph's, Denver														
Colored cells: Difference is statistically significant at p<0.05														

# Accounting Major Senior Exit Interviews

**Total Respondents:** 43

**Sex:** Males: 20, Females: 23

**Race/Origin:** Caucasian: 39, Foreign 2, Hispanic 1, Asian American 1

**Majors:** ACC: 26, ACC/MIS: 1, ACC/ECO: 2, ACC/ENT: 1, ACC/FIN: 8, ACC/IBUS: 1,  
ACC/LDR: 1, ACC/MKT: 1, ACC/OPS: 2

**Minors:** ECO: 2, SPN: 1

**Graduation Dates:** May 2005: 36 August 2005: 3 December 2005: 4

**Degrees:** MBA: 10 BS: 33

**Average Hours:** 141.62

## Survey Responses:

A6a: Planning on enrolling in graduate program:		
Yes	21	77.78%
No	6	22.22%
Number of respondents	27	100.00%

B1: Have accepted a job:		
Yes	22	62.86%
No	13	37.14%
Number of respondents	35	100.00%

B3: How Closely related is your position to accounting Major? Not at all=1, Very Closely= 7		
7	19	86.36%
6	1	4.55%
5	0	0.00%
4	0	0.00%
3	1	4.55%
2	0	0.00%
1	1	4.55%
Total	22	100.00%
Mean	6.50	
Stand. Deviation	1.50	

B4: How well do you believe education has prepared you ? Not very well=1, Very Well=7		
7	2	9.09%
6	6	27.27%
5	10	45.45%
4	3	13.64%
3	1	4.55%
2	0	0.00%
1	0	0.00%
Total	22	100.00%
Mean	5.23	
Stand. Deviation	0.97	

B3: How Closely related is your position to accounting Major? Not at all=1, Very Closely= 7		
7	19	86.36%
6	1	4.55%
5	0	0.00%
4	0	0.00%
3	1	4.55%
2	0	0.00%
1	1	4.55%
Total	22	100.00%
Mean	6.50	
Stand. Deviation	1.50	

B4: How well do you believe education has prepared you ? Not very well=1, Very Well=7		
7	2	9.09%
6	6	27.27%
5	10	45.45%
4	3	13.64%
3	1	4.55%
2	0	0.00%
1	0	0.00%
Total	22	100.00%
Mean	5.23	
Stand. Deviation	0.97	

**B5: Please Rate the following factors according to how important you think each was to obtain your first job:**

Not very= 1, Very= 7	Academic Record	Reputation	Faculty	Programs & Networking Activities	Previous Experience	UD Placement Center
7	18.18%	0.00%	0.00%	18.18%	40.91%	9.09%
6	45.45%	9.09%	9.09%	22.73%	22.73%	13.64%
5	27.27%	36.36%	27.27%	36.36%	13.64%	13.64%
4	4.55%	40.91%	4.55%	9.09%	13.64%	22.73%
3	0.00%	4.55%	13.64%	4.55%	9.09%	9.09%
2	4.55%	4.55%	18.18%	4.55%	0.00%	4.55%
1	0.00%	4.55%	27.27%	4.55%	0.00%	27.27%
<b>Total number of respondents</b>	22	22	22	22	22	22
<b>Mean</b>	<b>5.64</b>	<b>4.27</b>	<b>3.14</b>	<b>5.09</b>	<b>5.73</b>	<b>3.68</b>
<b>Stand. Deviation</b>	<b>1.14</b>	<b>1.16</b>	<b>1.83</b>	<b>1.57</b>	<b>1.39</b>	<b>2.08</b>

**B6a: How much help were the faculty and network activities?**

Not very= 1, Very=7	
7	5.88%
6	8.82%
5	14.71%
4	20.59%
3	8.82%
2	14.71%
1	26.47%
<b>Total number of respondents</b>	34
<b>Mean</b>	<b>3.32</b>
<b>Stand. Deviation</b>	<b>1.93</b>

**B6b: How beneficial was your experience?**

Not very= 1, Very=7	
7	30.30%
6	24.24%
5	27.27%
4	6.06%
3	6.06%
2	6.06%
1	0.00%
<b>Total number of respondents</b>	42
<b>Mean</b>	<b>5.48</b>
<b>Stand. Deviation</b>	<b>1.46</b>

**C1. How effectively did UD ACC develop your ability to:**

Not very=1, Very=7	Communicate in writing	Communicate orally	Work effectively in a team
7	4.76%	0.00%	14.29%
6	21.43%	21.43%	21.43%
5	28.57%	26.19%	33.33%
4	21.43%	30.95%	19.05%
3	11.90%	11.90%	11.90%
2	11.90%	7.14%	0.00%
1	0.00%	2.38%	0.00%

<b>Total number of respondents</b>	42	42	42
<b>Mean</b>	4.50	4.36	5.07
<b>Stand. Deviation</b>	1.40	1.28	1.22

<b>C2: How effectively did your UD ACC education prepare you in:</b>					
<b>Not Very=1, Very=7</b>	<b>Auditing</b>	<b>Financial Accounting</b>	<b>Cost/Mgt. Accounting</b>	<b>Accounting IS</b>	<b>Taxation</b>
<b>7</b>	7.14%	2.33%	11.63%	0.00%	2.38%
<b>6</b>	33.33%	34.88%	27.91%	16.67%	35.71%
<b>5</b>	40.48%	37.21%	51.16%	16.67%	28.57%
<b>4</b>	11.90%	18.60%	4.65%	23.81%	21.43%
<b>3</b>	4.76%	6.98%	4.65%	19.05%	7.14%
<b>2</b>	2.38%	0.00%	0.00%	14.29%	4.76%
<b>1</b>	0.00%	0.00%	0.00%	9.52%	0.00%
<b>Total number of respondents</b>	42	43	43	42	42
<b>Mean</b>	<b>5.19</b>	<b>5.07</b>	<b>5.37</b>	<b>3.74</b>	<b>4.90</b>
<b>Stand. Deviation</b>	<b>1.06</b>	<b>0.96</b>	<b>0.93</b>	<b>1.56</b>	<b>1.19</b>

<b>C3: Please assess the following aspects of your UD accounting experience: Poor=1, Excellent=7</b>				
<b>Poor=1, Excellent=7</b>	<b>Teaching effectiveness</b>	<b>Faculty Interaction</b>	<b>Advising</b>	<b>Extracurricular activities</b>
<b>7</b>	0.00%	6.98%	11.63%	4.65%
<b>6</b>	25.58%	34.88%	23.26%	20.93%
<b>5</b>	48.84%	27.91%	16.28%	20.93%
<b>4</b>	18.60%	9.30%	25.58%	32.56%
<b>3</b>	6.98%	13.95%	9.30%	11.63%
<b>2</b>	0.00%	6.98%	9.30%	9.30%
<b>1</b>	0.00%	0.00%	4.65%	0.00%
<b>Total number of respondents</b>	43	43	43	43
<b>Mean</b>	<b>4.93</b>	<b>4.91</b>	<b>4.56</b>	<b>4.47</b>
<b>Stand. Deviation</b>	<b>0.86</b>	<b>1.39</b>	<b>1.67</b>	<b>1.33</b>

<b>C4: Please rate your satisfaction with your UD experience regarding the following:</b>							
<b>Not Very=1, Very=2</b>	<b>Developing Analytical Skills</b>	<b>Developing Time Management Skills</b>	<b>Developing Problem Solving Skills</b>	<b>Developing an appreciation of ethical issues</b>	<b>Developing an appreciation of global issues</b>	<b>Developing an appreciation of diversity</b>	<b>Developing professional research skills</b>
<b>7</b>	2.33%	9.30%	4.65%	11.63%	2.33%	4.65%	0.00%
<b>6</b>	18.60%	34.88%	30.23%	32.56%	25.58%	11.63%	18.60%
<b>5</b>	48.84%	27.91%	41.86%	37.21%	44.19%	37.21%	51.16%
<b>4</b>	23.26%	11.63%	18.60%	13.95%	20.93%	25.58%	16.28%
<b>3</b>	6.98%	11.63%	2.33%	4.65%	6.98%	9.30%	6.98%

<b>2</b>	0.00%	4.65%	2.33%	0.00%	0.00%	11.63%	4.65%
<b>1</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.33%
<b>Total number of respondents</b>	43	43	43	43	43	43	43
<b>Mean</b>	<b>4.86</b>	<b>5.05</b>	<b>5.09</b>	<b>5.33</b>	<b>4.95</b>	<b>4.42</b>	<b>4.65</b>
<b>Stand. Deviation</b>	<b>0.89</b>	<b>1.33</b>	<b>1.00</b>	<b>1.02</b>	<b>0.92</b>	<b>1.30</b>	<b>1.15</b>

<b>C5: How would you rate the combination of emphasis &amp; effectiveness of the following as used in ACC Department:</b>							
<b>Poor=1, Excellent=7</b>	Use of cases	Lecture	In-class discussion/ participation	Group projects/ presentations	Computer based activities	Research papers/projects	Cooperative learning techniques
<b>7</b>	11.63%	2.33%	2.33%	0.00%	0.00%	0.00%	2.44%
<b>6</b>	9.30%	18.60%	30.23%	34.88%	25.58%	23.26%	26.83%
<b>5</b>	51.16%	44.19%	27.91%	32.56%	20.93%	25.58%	41.46%
<b>4</b>	23.26%	25.58%	32.56%	23.26%	23.26%	34.88%	21.95%
<b>3</b>	2.33%	4.65%	4.65%	9.30%	18.60%	9.30%	4.88%
<b>2</b>	2.33%	4.65%	2.33%	0.00%	9.30%	6.98%	2.44%
<b>1</b>	0.00%	0.00%	0.00%	0.00%	2.33%	0.00%	0.00%
<b>Total number of respondents</b>	43	43	43	43	43	43	41
<b>Mean</b>	<b>4.98</b>	<b>4.74</b>	<b>4.86</b>	<b>4.93</b>	<b>4.28</b>	<b>4.49</b>	<b>4.93</b>
<b>Stand. Deviation</b>	<b>1.06</b>	<b>1.05</b>	<b>1.06</b>	<b>0.99</b>	<b>1.40</b>	<b>1.16</b>	<b>1.01</b>

<b>C6: How would you rate the workload and emphasis on the following activities:</b>					
<b>Far too little=1, About Right=4, Far too much=7</b>	Hrs. spent on graded assignments	Hrs. spent on preparation	Technology based activities	Class Participation	Group Projects
<b>7</b>	0.00%	0.00%	0.00%	0.00%	9.30%
<b>6</b>	4.65%	9.30%	0.00%	0.00%	13.95%
<b>5</b>	30.23%	6.98%	18.60%	11.63%	25.58%
<b>4</b>	53.49%	60.47%	51.16%	60.47%	46.51%
<b>3</b>	9.30%	16.28%	16.28%	20.93%	4.65%
<b>2</b>	2.33%	4.65%	11.63%	4.65%	0.00%
<b>1</b>	0.00%	2.33%	2.33%	2.33%	0.00%
<b>Total number of respondents</b>	43	43	43	43	43
<b>Mean</b>	<b>4.26</b>	<b>3.93</b>	<b>3.72</b>	<b>3.74</b>	<b>4.77</b>
<b>Stand. Deviation</b>	<b>0.79</b>	<b>1.01</b>	<b>0.98</b>	<b>0.82</b>	<b>1.07</b>



<b>C7: If you are completing the combined BSBA/MBA '5-year' program, please rate your satisfaction in regards to the following:</b>			
<b>Not Very=1, Very=7</b>	<b>Quality of MBA ACC electives</b>	<b>Overall quality of MBA program</b>	<b>Administration/ advising related to MBA</b>
7	8.33%	8.33%	8.33%
6	25.00%	33.33%	8.33%
5	41.67%	33.33%	41.67%
4	8.33%	0.00%	16.67%
3	8.33%	25.00%	0.00%
2	8.33%	0.00%	16.67%
1	0.00%	0.00%	8.33%
<b>Total number of respondents</b>	12	12	12
<b>Mean</b>	<b>4.92</b>	<b>5.00</b>	<b>4.25</b>
<b>Stand. Deviation</b>	<b>1.38</b>	<b>1.35</b>	<b>1.76</b>

<b>C8a: If UD sponsored, how satisfied were you with the planning &amp; organization</b>	
<b>Not very= 1, Very=7</b>	
7	42.86%
6	21.43%
5	14.29%
4	7.14%
3	14.29%
2	0.00%
1	0.00%
<b>Total number of respondents</b>	14
<b>Mean</b>	<b>5.71</b>
<b>Stand. Deviation</b>	<b>1.49</b>

<b>C8b: How beneficial was your experience</b>	
<b>Not very= 1, Very=7</b>	
7	68.75%
6	25.00%
5	6.25%
4	0.00%
3	0.00%
2	0.00%
1	0.00%
<b>Total number of respondents</b>	16
<b>Mean</b>	<b>6.63</b>
<b>Stand. Deviation</b>	<b>0.62</b>

<b>D1: Strongly Disagree=1, Strongly Agree=7</b>	<b>My choice to attend UD as an ACC major was a wise one?</b>	<b>Accounting courses challenging</b>	<b>Non- accounting business courses challenging</b>	<b>Non-business courses challenging</b>	<b>Alcohol use by business majors negatively impacts</b>	<b>Alcohol use by business majors is greater than other majors</b>
<b>7</b>	18.60%	18.60%	0.00%	0.00%	2.33%	2.38%
<b>6</b>	23.26%	46.51%	23.26%	4.65%	0.00%	4.76%
<b>5</b>	32.56%	25.58%	39.53%	20.93%	9.30%	11.90%
<b>4</b>	16.28%	4.65%	18.60%	41.86%	6.98%	16.67%
<b>3</b>	6.98%	4.65%	13.95%	18.60%	32.56%	19.05%
<b>2</b>	2.33%	0.00%	4.65%	9.30%	27.91%	21.43%
<b>1</b>	0.00%	0.00%	0.00%	4.65%	20.93%	23.81%
<b>Total number of respondents</b>	43	43	43	43	43	42
<b>Mean</b>	<b>5.23</b>	<b>5.70</b>	<b>4.63</b>	<b>3.79</b>	<b>2.65</b>	<b>2.95</b>
<b>Stand. Deviation</b>	<b>1.27</b>	<b>0.99</b>	<b>1.13</b>	<b>1.17</b>	<b>1.36</b>	<b>1.64</b>

**Results: ECB Major — Senior Exit Survey --- May 2005**  
*Answered by 3 of 7 ECB majors graduating May 2005*

<b>Program Assessment Questions</b>					
Please answer each question by placing an X in the column corresponding to your response. Responses range from Strongly Disagree to Strongly Agree. Please provide only one response to each question.					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Weights for averaging:	1	2	3	4	5
I have learned to use micro and macro economic theory to understand current public policy questions. (ave 4.33)				2	1
The economics major enhanced my ability to think critically. (aver 5.0)					3
The economics major enhanced my ability to solve problems. (ave 4.33)				2	1
The economics major enabled me to understand business decision-making. (ave 4.0)				3	
As a result of pursuing this major, I have effective business and technical writing skills. (ave 3.67)			1	2	
As a result of pursuing this major, I have effective oral communication and presentation skills. (ave 3.67)			1	2	
The breadth of the major courses revealed the relevance of economics to other functional business areas. (ave 4.33)				2	1
The diversity of the major revealed the versatility of economic analysis. (ave 4.67)				1	2
The economics courses I completed involved considerable academic rigor compared with other business core courses. (ave 4.0)			1	1	1
The economics major prepared me for a variety of post graduate experiences: entry-level positions in business, graduate school, law school. (ave 4.67)				1	2

**Specific Course Assessment Questions**

Using the scales indicated for each question, place an X in one cell in each row to rate various elements of your undergraduate curriculum. Note that some questions ask for specific aspects of courses, such as content versus teaching.

Rate your satisfaction with the CONTENT of the following <u>sets</u> of courses	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
Weights for averaging:	5	4	3	2	1
Introductory economics classes (ECO 203 and ECO 204) (ave 4.0)		2			
Upper level classes in the major (ave 4.67)	2	1			
All other SBA courses (ave 3.67)		2	1		
All nonSBA courses (ave 3.67)		2	1		
Rate your satisfaction with the TEACHING QUALITY in the following <u>sets</u> of courses	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
Weights for averaging:	5	4	3	2	1
Introductory economics classes (ave 4.5)	1	1			
Upper level classes in the major (ave 5.0)	3				
All other SBA courses (ave 4.0)	1	1	1		
All nonSBA courses (ave 4.0)		3			

**Specific Course Assessment Questions**

Using the scales indicated for each question, place an X in one cell in each row to rate various elements of your undergraduate curriculum. Note that some questions ask for specific aspects of courses, such as content versus teaching.

Rate the extent to which you consider the following <u>sets</u> of courses to have been ACADEMICALLY CHALLENGING	Not at all	Moderately	Extremely
Weights for averaging:	1	2	3
Courses in the major (ave 2.0)		3	
Courses in the business core (ave 1.67)	2		1
General Education & other courses (ave 1.33)	2	1	

# ENT Major Senior Exit Interviews

**Total Respondents: 12**

	Responses Range from Strongly Disagree (1), Disagree (2), Neither Agree or Disagree (3), Agree (4) or Strongly Agree (5)		
	1. Being an ENT major taught me how to effectively identify a business opportunity and evaluate its feasibility	2. Being an ENT major gave me a thorough understanding of different business forms and ways to being a business venture	3. Being an ENT Major taught me how to understand and create key financial models, including break-even analysis, cash flow analysis, and pro forma operating statements, and taught me how to understand the characteristics of different types of financing for entrepreneurial enterprises.
5	8.33%	0.00%	16.67%
4	66.67%	83.33%	50.00%
3	25.00%	0.00%	8.33%
2	0.00%	16.67%	25.00%
1	0.00%	0.00%	0.00%
Mean	3.83	3.67	3.58
STD	0.58	0.78	1.08
Total Number of Responses	12	12	12

	Responses Range from Strongly Disagree (1), Disagree (2), Neither Agree or Disagree (3), Agree (4) or Strongly Agree (5)		
	4. Being an ENT major taught me how to write a comprehensive business plan for a viable business	5. Being an ENT major taught me how to seek, acquire, and deploy a financial and non-financial resources needed to grow a business	6. Being a ENT major gave me a thorough understanding of succession-planning issues
5	50.00%	16.67%	8.33%
4	33.33%	50.00%	33.33%
3	8.33%	16.67%	16.67%
2	8.33%	16.67%	41.67%
1	0.00%	0.00%	0.00%
Mean	4.25	3.67	3.08
STD	0.97	0.98	1.08
Total Number of Responses	12	12	12

# Finance Major Senior Exit Interviews

**Total Respondents: 32**

**Number of Responses to Specific Questions:**

**Graduation Dates:** May 2005: 14 August 2005: 2 December 2005: 3 May 2006: 4

**Participated in Study Abroad:** 8

**Considering Graduate Work:** 10

**Reason for not actively seek jobs:** Not Graduating: 8 Relocation: 4 Grad School: 0 Other: 5

**Believe business students use alcohol greater than other students:** Yes: 6 No: 26

Program Assessment Questions: Responses Range from Strongly Disagree(1) to Strongly Agree(5)						
	Developed skills in general financial analysis	Developed skills in security analysis	Developed skills about money and capital markets	Developed skills in using financial calculators/ Excel	I have the ability to perform successfully in a finance-related career	Education experience enhanced by the Center for Portfolio Management
5	28.13%	15.63%	19.35%	31.25%	18.75%	31.25%
4	65.63%	71.88%	67.74%	59.38%	62.50%	15.63%
3	3.13%	9.38%	6.45%	3.13%	9.38%	18.75%
2	0.00%	0.00%	3.23%	6.25%	9.38%	28.13%
1	3.13%	3.13%	3.23%	0.00%	0.00%	6.25%
<b>Total number of respondents</b>	32	32	31	32	32	32
<b>Mean</b>	<b>4.16</b>	<b>3.97</b>	<b>3.97</b>	<b>4.16</b>	<b>3.91</b>	<b>3.38</b>
<b>Stand. Deviation</b>	<b>0.77</b>	<b>0.74</b>	<b>0.84</b>	<b>0.77</b>	<b>0.82</b>	<b>1.36</b>

Rate satisfaction with <u>Course Content</u> : Highly Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Highly Satisfied (5)						
	Required finance classes	Investment Classes	Financial Institution Classes	Corporate Classes	All other SBA Courses	All other NonSBA courses
5	12.50%	20.00%	8.00%	13.33%	6.67%	10.00%
4	68.75%	60.00%	40.00%	60.00%	63.33%	60.00%
3	9.38%	20.00%	40.00%	23.33%	20.00%	23.33%
2	9.38%	0.00%	12.00%	3.33%	10.00%	3.33%
1	0.00%	0.00%	0.00%	0.00%	0.00%	3.33%
<b>Total number of respondents</b>	32	30	25	30	30	30
<b>Mean</b>	<b>3.84</b>	<b>4.00</b>	<b>3.44</b>	<b>3.83</b>	<b>3.67</b>	<b>3.70</b>
<b>Stand. Deviation</b>	<b>0.77</b>	<b>0.64</b>	<b>0.82</b>	<b>0.70</b>	<b>0.76</b>	<b>0.84</b>

**Rate satisfaction with Teaching Quality: Highly Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Highly Satisfied (5)**

	<b>Required finance classes</b>	<b>Investment Classes</b>	<b>Financial Institution Classes</b>	<b>Corporate Classes</b>	<b>All other SBA Courses</b>	<b>All other NonSBA courses</b>
<b>5</b>	12.50%	20.00%	16.67%	6.67%	3.45%	6.90%
<b>4</b>	59.38%	60.00%	41.67%	56.67%	72.41%	68.97%
<b>3</b>	15.63%	20.00%	33.33%	26.67%	17.24%	17.24%
<b>2</b>	12.50%	0.00%	4.17%	10.00%	6.90%	3.45%
<b>1</b>	0.00%	0.00%	4.17%	0.00%	0.00%	3.45%
<b>Total number of respondents</b>	32	30	24	30	29	29
<b>Mean</b>	<b>3.72</b>	<b>4.00</b>	<b>3.63</b>	<b>3.60</b>	<b>3.72</b>	<b>3.72</b>
<b>Stand. Deviation</b>	<b>0.85</b>	<b>0.64</b>	<b>0.97</b>	<b>0.77</b>	<b>0.65</b>	<b>0.80</b>

# Leadership Major Senior Exit Interviews

**Total Respondents: 22**

**Survey Responses:**

	Responses Range from Strongly Disagree (1), Disagree (2), Neither Agree or Disagree (3), Agree (4) or Strongly Agree (5)					
	Being a leadership major improved my ability to influence and motivate others	Being a leadership major taught me to diagnose the kind of leadership needed across different situations	Being a leadership major enhanced my ability to form successful teams, deal with and avoid group problems, and be an effective team player.	Being a leadership major provided the opportunity and tools to clarify my career goals and objectives.	Being a leadership major elevated my knowledge and skill regarding how to successfully respond to and implement change in organizations	Being a leadership major gave me the knowledge and skill to effectively manage cross-cultural differences found in the workplace.
<b>5</b>	27.27%	27.27%	45.45%	9.09%	40.91%	27.27%
<b>4</b>	63.64%	59.09%	45.45%	54.55%	50.00%	63.64%
<b>3</b>	4.55%	13.64%	4.55%	27.27%	9.09%	0.00%
<b>2</b>	4.55%	0.00%	4.55%	9.09%	0.00%	9.09%
<b>1</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Mean</b>	4.14	4.14	4.32	3.64	4.32	4.09
<b>STD</b>	0.71	0.64	0.78	0.79	0.65	0.81
<b>Total Number of Responses</b>	22	22	22	22	22	22



## MIS Assessment Results

Date: May, 2005

Rate the following courses you took as part of your MIS major	Number of Responses	Super	Good	Fair	Poor
MIS 365 (IS Principles)	27	25.9%	48.1%	18.5%	7.4%
MIS 175 (Visual Tools)	27	25.9%	44.4%	7.4%	22.2%
MIS 385 (Database)	27	25.9%	51.9%	22.2%	0.0%
MIS 225 (Java, if taken)	26	0.0%	30.8%	26.9%	42.3%
MIS 465 (Project I)	27	59.3%	25.9%	11.1%	3.7%
MIS 475 (Project II)	27	59.3%	59.3%	59.3%	59.3%
CPS 437 (Telecom)	26	7.7%	38.5%	34.6%	19.2%
CPS 150/151 (if taken)	23	4.3%	30.4%	4.3%	60.9%
CPS 225 (C++, if taken)	22	0.0%	4.5%	4.5%	90.9%
MIS 380/CPS 310 (with Hoffer/Ferratt)	25	16.0%	48.0%	12.0%	24.0%
MIS 380/CPS 310 (with Gowda)	10	0.0%	0.0%	20.0%	80.0%
MIS 494 (Internet Security)	4	0.0%	25.0%	50.0%	25.0%
MIS 494 (E-Commerce/E-Business)	4	25.0%	75.0%	0.0%	0.0%
MIS 494 (Adv. Web Development)	2	50.0%	50.0%	0.0%	0.0%
DSC 370	3	33.3%	33.3%	33.3%	0.0%
MIS 360	6	33.3%	50.0%	16.7%	0.0%

Rate your satisfaction with the CONTENT of the following sets of courses	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
MIS and DSC courses in your major	33.3%	48.1%	11.1%	7.4%	0.0%
CPS courses in your major	14.8%	33.3%	33.3%	14.8%	3.7%
All other SBA courses	7.4%	70.4%	22.2%	0.0%	0.0%
All non-SBA & non-CPS courses	11.1%	63.0%	22.2%	3.7%	0.0%

Rate your satisfaction with the TEACHING QUALITY in the following sets of courses	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
MIS and DSC courses in your major	46.2%	38.5%	15.4%	0.0%	0.0%
CPS courses in your major	7.7%	30.8%	42.3%	19.2%	0.0%
All other SBA courses	11.5%	61.5%	26.9%	0.0%	0.0%
All non-SBA & non-CPS courses	4.0%	60.0%	28.0%	8.0%	0.0%

<b>Respond to the following statements about your undergraduate curriculum</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree or Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
DSC 210, 211, 316 (or OPS 301), and 370 improved my analysis skills.	22.2%	33.3%	33.3%	11.1%	0.0%
The MIS program has provided me with valuable knowledge and specific techniques.	29.6%	55.6%	14.8%	0.0%	0.0%
The MIS program has provided me with useful ways of thinking about and approaching problems.	37.0%	44.4%	18.5%	0.0%	0.0%
The MIS program has helped me to learn how to work productively in teams.	33.3%	55.6%	3.7%	7.4%	0.0%

<b>Program Assessment Questions</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree or Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I have a solid foundation to help me understand important state-of-the-art information technologies, including hardware, software, and telecommunications, used in business. (A3a)	11.1%	70.4%	3.7%	7.4%	7.4%
I am committed to continually updating my knowledge of information technologies, including hardware, software, and telecommunications, used in business. (A3b)	18.5%	63.0%	11.1%	3.7%	3.7%
I am well prepared to undertake entry-level systems development work on my first job. (B4a)	18.5%	51.9%	18.5%	3.7%	3.7%
My experiences on the senior project have provided me with a good understanding of information systems project management. (B4b)	55.6%	22.2%	7.4%	7.4%	7.4%
I have effective business and technical writing skills. (E3a)	29.6%	55.6%	3.7%	3.7%	7.4%
I have effective oral communication and presentation skills. (E3b)	33.3%	55.6%	0.0%	7.4%	3.7%
My MIS classmates have effective business and technical writing skills. (E4a)	29.6%	40.7%	11.1%	14.8%	3.7%

My MIS classmates have effective oral communication and presentation skills. (E4b)	33.3%	37.0%	11.1%	14.8%	3.7%
On my senior MIS project, I worked effectively with clients and users on things such as (but not limited to) interviewing them, assessing their needs, and communicating to them their MIS options. (F1a)	40.7%	44.4%	7.4%	3.7%	3.7%
On my senior MIS project, I worked effectively as a project team leader. (F1b)	53.8%	30.8%	3.8%	3.8%	7.7%

# Marketing Major Senior Exit Interviews

**Total Respondents:** 48

**Number of Responses to Specific Questions:**

**Males:** 17 **Females:** 31

**Participated in Study Abroad:** 12

**Other Survey Responses:**

Please rank your response from 1 to 5: 1 = Strongly Disagree, 3 = Neither, 5 = Strongly Agree and 9 = Not Applicable/Don't Know					
	1. My marketing classes enhanced my ability to make business decisions	2. My marketing classes enhanced my ability to make business decisions	3. My marketing classes enhanced my ability to think critically about marketing decisions.	4. In my marketing classes I had the opportunity to apply the concepts that I was learning.	5. My marketing classes gave me a thorough understanding of the role of strategic marketing and planning.
<b>5</b>	0.00%	45.83%	58.33%	62.50%	58.33%
<b>4</b>	100.00%	47.92%	37.50%	33.33%	35.42%
<b>3</b>	0.00%	2.08%	2.08%	2.08%	4.17%
<b>2</b>	0.00%	4.17%	0.00%	2.08%	0.00%
<b>1</b>	0.00%	0.00%	2.08%	0.00%	2.08%
<b>Total Responses</b>	48	48	48	48	48
<b>Mean</b>	4.00	4.35	4.50	4.56	4.48
<b>Standard Deviation</b>	0.00	0.73	0.74	0.65	0.77

Please rank your response from 1 to 5: 1 = Strongly Disagree, 3 = Neither, 5 = Strongly Agree and 9 = Not Applicable/Don't Know

	6. My marketing classes gave me a thorough understanding of the role of marketing research in making business decisions	7. My marketing classes gave me a thorough understanding of buyer behavior.	8. My marketing classes enhanced my appreciation of the importance of ethical issues	9. My marketing classes enhanced my appreciation of global issues in marketing.	10. Overall, I am satisfied with my decision to obtain a major in marketing.
5	52.08%	41.67%	12.50%	18.75%	64.58%
4	41.67%	41.67%	47.92%	52.08%	29.17%
3	4.17%	10.42%	31.25%	22.92%	2.08%
2	0.00%	4.17%	8.33%	6.25%	0.00%
1	2.08%	2.08%	0.00%	0.00%	4.17%
<b>Total Responses</b>	48	48	48	48	48
<b>Mean</b>	4.42	4.17	3.65	3.83	4.50
<b>Standard Deviation</b>	0.77	0.93	0.81	0.81	0.90

	1= Below 2.0, 2= 2.0 to 2.49, 3= 2.5 to 2.9, 4= 3.0 to 3.49, 5= 3.5 to 4.0	
	What is your marketing GPA?	What is your overall GPA?
5	31.25%	22.92%
4	45.83%	45.83%
3	14.58%	22.92%
2	8.33%	8.33%
1	0.00%	0.00%
<b>Total Responses</b>	48	48
<b>Mean</b>	4.00	3.83
<b>Standard Deviation</b>	0.90	0.88



## OM MAJOR — SENIOR EXIT SURVEY --- June 2005

**Note: The scale used is 1 (Strongly Disagree) to 5 (Strongly Agree) or 1 (Very Low) to 5 (Very High).**

G1: Eleven of 28 students listed minors

G2/3: Nineteen of 28 students had another major: Marketing (2), MIS (4), Accounting (6), Finance (1) and

PROGRAM ASSESSMENT QUESTIONS	Mean	Std. Dev.	n	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
P1: I have a solid conceptual foundation in analyzing and improving business processes.	4.39	0.74	28.00	50.0%	42.9%	3.6%	3.6%	0.0%
P2: I know many specific tools/techniques to design, manage, and improve operations.	4.25	0.70	28.00	35.7%	57.1%	3.6%	3.6%	0.0%
P3: I have an understanding of the organizational/behavioral challenges of managing operations.	4.21	0.74	28.00	35.7%	53.6%	7.1%	3.6%	0.0%
P4: I have an understanding of how OM affects the tactical short-term and strategic long-term success of organizations.	4.46	0.58	28.00	50.0%	46.4%	3.6%	0.0%	0.0%
P5: The OM capstone project has given me insights into managing real-world operations improvement challenges.	4.61	0.79	28.00	75.0%	14.3%	7.1%	3.6%	0.0%
P6: The OM capstone project has given me a valuable opportunity to perform real operations consulting or to participate in a firm's live operations improvement project.	4.54	0.84	28.00	71.4%	14.3%	10.7%	3.6%	0.0%
P7: The OM program core courses were rigorous and were related to contemporary OM strategies and issues.	4.04	0.64	28.00	17.9%	71.4%	7.1%	3.6%	0.0%
P8: My OM program electives were a valuable component of the OM knowledge gained in this program.	3.57	1.00	28.00	14.3%	46.4%	25.0%	10.7%	3.6%
P9: As a team, my OM core course professors (OPS 301, 350, 401, 480, 495) demonstrated competence in teaching these courses.	3.71	0.94	28.00	14.3%	57.1%	17.9%	7.1%	3.6%
P10: As a team, my OM core course professors (OPS 301, 350, 401, 480, 495) made sure that I learned OM concepts and skills.	3.81	0.96	27.00	18.5%	59.3%	11.1%	7.4%	3.7%
P11: I received good advice and support on career/job issues from OM professors.	3.74	0.81	27.00	18.5%	40.7%	37.0%	3.7%	0.0%
P12: I received good advice and support on career issues from the UD career services.	4.18	7.30	27.00	3.7%	29.6%	22.2%	33.3%	11.1%
P13: The OM Advisory Council was a valuable resource to me in terms of guest speeches, capstone projects, and career prospecting.	3.33	0.92	27.00	11.1%	29.6%	40.7%	18.5%	0.0%
P14: I took advantage of professional development/networking opportunities through the UD APICS student chapter.	3.07	1.15	28.00	10.7%	28.6%	25.0%	28.6%	7.1%

P15: The OM program has helped me to develop effective business expository and technical writing skills.	3.86	0.80	28.00	17.9%	57.1%	17.9%	7.1%	0.0%
P16: The OM program has helped me to develop effective oral communication and presentation skills.	4.07	0.86	28.00	32.1%	50.0%	10.7%	7.1%	0.0%
P17: The OM program has prepared me well to pursue a career in various OM functions (e.g., purchasing, production planning, distribution and logistics, quality).	4.21	0.69	28.00	35.7%	50.0%	14.3%	0.0%	0.0%
P18: The OM program has prepared me well to pursue a career in OM consulting.	4.04	0.79	28.00	25.0%	60.7%	7.1%	7.1%	0.0%
P19: The OM program has prepared me well to pursue a career in mfg as well as service firms.	4.21	0.57	28.00	28.6%	64.3%	7.1%	0.0%	0.0%
P20: The capstone OM project helped me to develop my ability to work effectively as a project team member.	4.18	0.90	28.00	42.9%	39.3%	10.7%	7.1%	0.0%
P21: The OM program has prepared me well to use/learn to use technology (software programs) in applying various data analysis techniques toward more effective OM/business decision making.	4.36	0.87	28.00	53.6%	35.7%	3.6%	7.1%	0.0%

SPECIFIC COURSE ASSESSMENT COURSE CONTENT QUESTIONS								
Rate your <b>satisfaction level</b> with the <b>CONTENT</b> of the following courses	Mean	Std. Dev.	n	Very High	High	Moderate	Low	Very Low
C1: OPS 301: Survey of OM	3.79	0.92	28.00	25.0%	35.7%	32.1%	7.1%	0.0%
C2: OPS 350: Business Process Management	4.32	0.67	28.00	42.9%	46.4%	10.7%	0.0%	0.0%
C3: OPS 401: Operations Planning and Control	4.11	0.79	28.00	32.1%	50.0%	14.3%	3.6%	0.0%
C4: OPS 480: SCM Strategies	2.36	1.22	28.00	3.6%	17.9%	21.4%	25.0%	32.1%
C5: OPS 495: Capstone OM Project	4.36	0.91	28.00	60.7%	17.9%	17.9%	3.6%	0.0%
C6: OM Electives taken from SBA	3.70	0.91	27.00	22.2%	33.3%	37.0%	7.4%	0.0%
C7: OM Electives taken from IET Department (please leave blank if not applicable)	3.75	1.39	8.00	37.5%	25.0%	25.0%	0.0%	12.5%

SPECIFIC COURSE ASSESSMENT TEACHING QUALITY QUESTIONS								
Rate your <b>satisfaction level</b> with the <b>TEACHING QUALITY</b> of the following courses	Mean	Std. Dev.	n	Very High	High	Moderate	Low	Very Low
Q1: OPS 301: Survey of OM	3.86	0.93	28	25.0%	46.4%	17.9%	10.7%	0.0%
Q2: OPS 350: Business Process Management	4.32	0.61	28	39.3%	53.6%	7.1%	0.0%	0.0%
Q3: OPS 401: Operations Planning and Control	4.32	0.77	28	46.4%	42.9%	7.1%	3.6%	0.0%
Q4: OPS 480: SCM Strategies	2.11	1.03	28	0.0%	14.3%	14.3%	39.3%	32.1%
Q5: OPS 495: Capstone OM Project	4.43	0.69	28	53.6%	35.7%	10.7%	0.0%	0.0%
Q6: OM Electives taken from SBA	3.75	1.08	28	28.6%	32.1%	28.6%	7.1%	3.6%
Q7: OM Electives taken from IET Department (please leave blank if not applicable)	4.00	1.31	8	37.5%	50.0%	0.0%	0.0%	12.5%



## **Proposed SBA Writing Requirement**

### Introduction:

In prior assessments of our undergraduate program, the SBA has identified writing skills as an important issue needing attention. Indeed, writing was found to be our student's weakest skill area. Currently, only 28% of SBA students take a writing course to fulfill their upper level business communication requirement. Conversely, assessments identified presentation skills to be among our students' strongest skill sets. After considerable investigation and deliberation, the SBA Undergraduate Committee recommends to the UD SBA faculty that we require all undergraduate business majors to successfully complete one of three approved upper division writing courses.

### Current Communication Requirement:

All undergraduate business majors are currently required to complete one of the following classes.

- ENG 370 Report Writing
- ENG 372 Applied Written Communication
- ENG 378 Professional and Technical Writing
- CMM 321 Small Group Communication
- CMM 322 Interviewing for Communication and Business
- CMM 344 Multimedia Design and Production
- CMM 351 Public Speaking
- CMM 420 Communication and Conflict Management

### Proposed Communication Requirement:

All undergraduate business majors will be required to complete one of the following classes (current name and number followed by English Department's proposed new name and number):

- ENG 370 Report Writing (ENG 370 Report/Proposal Writing)
- ENG 372 Applied Written Communication (ENG 372 Business Writing)
- ENG 378 Professional and Technical Writing (ENG 371 Technical Communication)

### Rationale for Change:

The SBA Undergraduate Committee recommends requiring business writing for several reasons. Foremost, we seek to improve our students' writing abilities by requiring them to complete either ENG 370, 372 or 378 (371). Per SBA assessments, our students' weakest skill area is writing. Furthermore, we stated in our accreditation documents that we will address this issue.

The committee met with Dr. Stephen Wilhoit (Associate Professor of English, Director of Writing Programs, and Ryan C. Harris Learning Teaching Center Fellow) and Dr. Elizabeth Wardle (Assistant Professor and Assistant Writing Program Coordinator in the Department of English). The English department is revising the three writing courses so that they will better meet the writing competencies needed by our business students (For details, see: <http://academic.udayton.edu/AdvWriting/index.html>).

Once this change is approved, it will be a requirement for incoming first year students. We expect to see positive results from this change when these first year students becomes juniors and seniors.

Note: In order to meet university competency requirements, SBA students will still be required to complete CMM 110 (Group Decision Making), CMM 111 (Informal Public Speaking), CMM 113 (Interviewing), ENG 101 (College Composition I), and either ENG 102 (College Composition II), ENG 114 (Freshman Writing Seminar), or ENG 198 (Freshman Honors Seminar).

**2005 National Survey of Student Engagement (NSSE)  
UD SBA & Majors Average (Mean) Responses<sup>1</sup>**

	First Year Only																	
	SBA		All Other	All UD	ACC/ABM Only		ECO/ECB Only		FIN Only		INB Only		LDR Only		MKT Only		UBU Only	
	N	Mean	Mean	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Asked questions in class or contributed to class discussions	111	2.96	2.86	2.89	17	3.00	2	4.00	7	2.71	8	3.00	8	3.38	15	2.93	52	2.85
Made a class presentation	112	2.26	2.14	2.16	17	2.29	2	2.00	8	2.25	8	2.13	8	2.50	15	2.20	52	2.27
Prepared two or more drafts of a paper or assignment before turning it in	111	2.73	2.50	2.54	17	2.53	2	3.50	7	2.43	8	2.50	8	3.00	15	2.93	52	2.73
Worked on a paper or project that required integrating ideas or information from various sources	112	3.19	3.16	3.16	17	3.41	2	4.00	8	3.50	8	3.13	8	3.25	15	3.20	52	3.04
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	111	2.89	2.76	2.79	17	2.88	2	3.00	8	2.63	8	2.75	7	3.29	15	2.87	52	2.88
Come to class without completing readings or assignments	112	2.12	2.10	2.10	17	2.24	2	2.00	8	2.13	8	2.00	8	2.13	15	2.13	52	2.10
Worked with other students on projects DURING CLASS	112	2.32	2.48	2.45	17	2.53	2	1.00	8	2.38	8	2.00	8	2.50	15	2.47	52	2.29
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	112	2.54	2.45	2.47	17	2.59	2	3.00	8	2.38	8	2.25	8	2.63	15	2.60	52	2.54
Put together ideas or concepts from different courses when completing assignments or during class discussions	109	2.70	2.59	2.61	16	2.75	2	4.00	8	2.63	8	2.25	8	3.25	14	2.71	51	2.59
Tutored or taught other students (paid or voluntary)	108	1.92	1.87	1.88	16	1.88	2	1.50	8	2.13	8	2.00	8	2.13	14	1.64	50	1.92
Participated in a community-based project (e.g., service learning) as part of a regular course	108	1.48	1.47	1.48	16	1.13	2	1.00	8	2.13	8	1.13	8	1.88	14	1.50	50	1.48
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	108	3.06	2.98	3.00	16	3.06	2	3.00	8	2.88	8	3.13	8	3.13	14	2.93	50	3.08
Used e-mail to communicate with an instructor	108	3.40	3.37	3.38	16	3.38	2	3.50	8	3.63	8	3.63	8	3.63	14	3.29	50	3.32
Discussed grades or assignments with an instructor	108	2.86	2.68	2.71	16	3.06	2	2.50	8	3.25	8	2.75	8	3.38	14	2.79	50	2.70
Talked about career plans with a faculty member or advisor	108	2.07	2.24	2.22	16	2.25	2	2.50	8	2.50	8	1.88	8	2.38	14	1.86	50	1.94
Discussed ideas from your readings or classes with faculty members outside of class	108	1.88	1.75	1.77	16	1.88	2	2.00	8	2.38	8	1.38	8	2.75	14	1.86	50	1.74
Received prompt feedback from faculty on your academic performance (written or oral)	108	2.90	2.80	2.82	15	3.07	2	3.00	8	3.38	8	2.63	8	2.75	14	2.86	51	2.82
Worked harder than you thought you could to meet an instructor's standards or expectations	108	2.69	2.63	2.65	15	3.33	2	3.00	8	2.63	8	2.38	8	2.88	14	2.71	51	2.51
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	108	1.64	1.60	1.61	15	1.73	2	2.00	8	1.88	8	1.38	8	2.50	14	1.57	51	1.49
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	108	2.69	2.57	2.60	15	3.00	2	3.50	8	2.50	8	2.50	8	3.00	14	2.36	51	2.65
Had serious conversations with students of a different race or ethnicity than your own	108	2.32	2.28	2.30	15	2.47	2	2.00	8	2.25	8	2.38	8	2.25	14	2.00	51	2.37
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	108	2.75	2.76	2.77	15	2.93	2	4.00	8	2.75	8	2.75	8	2.88	14	2.50	51	2.67
Coursework emphasized: MEMORIZING facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form	108	3.06	2.84	2.88	15	3.20	2	3.50	8	3.25	8	2.75	8	3.13	14	3.14	51	3.00
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	108	3.16	3.15	3.16	15	3.47	2	3.50	8	3.00	8	3.00	8	3.25	14	3.00	51	3.14
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	108	3.02	2.91	2.93	15	3.13	2	3.50	8	2.88	8	2.88	8	3.50	14	2.86	51	2.94
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	108	3.03	2.87	2.90	15	3.07	2	3.00	8	3.00	8	3.00	8	3.38	14	2.93	51	3.00
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	108	3.05	3.03	3.03	15	3.40	2	2.50	8	2.75	8	2.88	8	3.25	14	3.14	51	2.98
Number of assigned textbooks, books, or book-length packs of course readings	108	3.32	3.36	3.37	15	3.60	2	4.50	8	3.13	8	3.00	8	3.13	14	3.29	51	3.33
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	107	1.94	1.90	1.91	15	1.80	1	2.00	8	2.13	8	2.00	8	2.38	14	1.86	51	1.86
Number of written papers or reports of 20 PAGES OR MORE	108	1.34	1.25	1.27	15	1.13	2	2.50	8	1.88	8	1.00	8	1.75	14	1.29	51	1.25
Number of written papers or reports BETWEEN 5 AND 19 PAGES	108	2.78	2.67	2.70	15	2.73	2	3.00	8	3.00	8	2.25	8	3.00	14	3.36	51	2.65
Number of written papers or reports of FEWER THAN 5 PAGES	108	3.76	3.66	3.68	15	3.60	2	4.00	8	3.75	8	3.88	8	4.13	14	3.50	51	3.80
Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete	108	2.52	2.64	2.62	15	2.60	2	2.00	8	2.50	8	2.00	8	3.25	14	2.64	51	2.43

	First Year Only																	
	SBA		All	All UD	ACC/ABM Only		ECO/ECB Only		FIN Only		INB Only		LDR Only		MKT Only		UBU Only	
	N	Mean	Mean	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete	108	3.34	2.82	2.91	15	3.27	2	2.50	8	3.13	8	3.50	8	3.25	14	3.50	51	3.37
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	107	5.52	5.65	5.64	15	6.07	2	6.50	8	5.25	8	4.63	7	6.00	14	5.64	51	5.43
Attended an art exhibit, gallery, play, dance, or other theater performance	106	1.93	2.17	2.14	14	1.79	2	2.00	8	2.00	8	2.25	7	2.29	14	1.86	51	1.84
Exercised or participated in physical fitness activities	106	3.23	3.02	3.05	14	3.57	2	2.50	8	3.25	8	3.50	7	3.14	14	2.86	51	3.24
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	106	2.22	2.39	2.37	14	2.71	2	3.00	8	2.13	8	2.25	7	2.29	14	1.57	51	2.22
Examined the strengths and weaknesses of your own views on a topic or issue	106	2.55	2.59	2.58	14	2.71	2	4.00	8	2.38	8	2.25	7	2.43	14	2.14	51	2.63
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	106	2.78	2.72	2.74	14	2.86	2	4.00	8	2.63	8	2.75	7	3.00	14	2.36	51	2.82
Learned something that changed the way you understand an issue or concept	106	2.82	2.81	2.82	14	3.07	2	3.00	8	2.88	8	3.00	7	2.86	14	2.43	51	2.78
Practicum, internship, field experience, co-op experience, or clinical assignment	102	2.86	2.92	2.90	13	3.08	2	2.00	8	3.00	7	2.57	6	3.00	14	2.71	50	2.86
Community service or volunteer work	102	3.19	3.20	3.20	13	3.38	2	4.00	8	2.75	7	3.29	6	3.00	14	2.93	50	3.24
Participate in a learning community or some other formal program where groups of students take two or more classes together	102	2.25	2.23	2.24	13	2.00	2	2.50	8	3.00	7	2.57	6	2.33	14	2.00	50	2.22
Work on a research project with a faculty member outside of course or program requirements	102	1.97	1.94	1.94	13	1.62	2	2.50	8	2.13	7	1.86	6	2.50	14	2.07	50	1.90
Foreign (additional) language coursework	102	2.40	2.30	2.34	13	1.85	2	1.50	8	2.75	7	3.71	6	2.50	14	2.07	50	2.42
Study abroad	102	2.30	2.18	2.21	13	1.92	2	2.00	8	2.88	7	3.00	6	2.50	14	2.36	50	2.22
Independent study or self-designed major	102	1.89	1.79	1.81	13	1.54	2	2.50	8	1.88	7	2.00	6	2.17	14	1.93	50	1.90
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	102	2.27	2.02	2.06	13	2.08	2	2.00	8	2.38	7	1.71	6	2.50	14	2.50	50	2.28
Quality: Your relationships with other students	101	6.11	5.96	6.00	13	6.15	2	7.00	8	6.00	7	5.57	6	6.50	14	6.29	49	6.04
Quality: Your relationships with faculty members	101	5.49	5.45	5.46	13	5.77	2	6.50	8	5.75	7	5.29	6	5.33	14	5.57	49	5.33
Quality: Your relationships with administrative personnel and offices	101	4.98	4.95	4.96	13	5.08	2	6.00	8	5.25	7	4.43	6	4.67	14	5.14	49	4.96
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	100	4.25	4.30	4.31	13	4.92	2	6.00	7	3.71	7	3.71	6	4.33	14	3.86	49	4.31
Hours per 7-day week spent working for pay ON CAMPUS	100	1.99	1.80	1.83	13	1.77	2	3.50	7	2.00	7	2.00	6	2.67	14	1.57	49	2.06
Hours per 7-day week spent working for pay OFF CAMPUS	100	1.43	1.20	1.26	13	1.00	2	1.00	7	2.43	7	1.29	6	2.00	14	1.29	49	1.43
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	100	2.74	2.49	2.53	13	2.31	2	3.00	7	2.86	7	2.43	6	3.00	14	2.71	49	2.88
Hours per 7-day week spent relaxing and socializing (watching TV, partying, etc.)	100	4.55	4.00	4.10	13	4.15	2	5.50	7	4.71	7	4.00	6	5.17	14	4.79	49	4.55
Hours per 7-day week spent providing care for dependents living with you (parents, children, spouse, etc.)	100	1.13	1.18	1.19	13	1.00	2	1.00	7	1.71	7	1.00	6	1.17	14	1.21	49	1.08
Hours per 7-day week spent commuting to class (driving, walking, etc.)	100	1.92	1.91	1.92	13	1.85	2	2.00	7	2.57	7	1.57	6	1.83	14	1.79	49	1.94
Institutional emphasis: Spending significant amounts of time studying and on academic work	99	3.13	3.10	3.11	13	3.62	2	3.50	7	3.00	7	3.00	6	2.83	14	3.07	48	3.08
Institutional emphasis: Providing the support you need to help you succeed academically	99	3.17	3.21	3.20	13	3.46	2	4.00	7	3.00	7	3.29	6	3.00	14	3.21	48	3.06
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	99	2.54	2.48	2.50	13	2.54	2	3.00	7	2.57	7	2.43	6	2.50	14	2.50	48	2.50
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	99	2.40	2.27	2.30	13	2.77	2	3.00	7	2.29	7	2.29	6	2.17	14	2.29	48	2.31
Institutional emphasis: Providing the support you need to thrive socially	99	2.76	2.66	2.69	13	2.77	2	3.50	7	2.86	7	2.43	6	3.00	14	2.64	48	2.73
Institutional emphasis: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	99	2.97	3.05	3.05	13	3.23	2	3.50	7	3.00	7	2.43	6	2.83	14	2.86	48	2.96
Institutional emphasis: Using computers in academic work	99	3.73	3.53	3.57	13	3.77	2	4.00	7	3.71	7	3.86	6	4.00	14	3.64	48	3.67
Institutional contribution: Acquiring a broad general education	97	3.28	3.30	3.30	13	3.46	1	4.00	7	3.29	7	3.29	6	3.00	14	3.14	47	3.28
Institutional contribution: Acquiring job or work-related knowledge and skills	97	2.95	2.86	2.88	13	3.08	1	4.00	7	3.14	7	2.14	6	3.33	14	3.07	47	2.89
Institutional contribution: Writing clearly and effectively	97	3.10	3.07	3.08	13	3.38	1	2.00	7	3.00	7	3.00	6	3.00	14	3.14	47	3.04
Institutional contribution: Speaking clearly and effectively	97	2.79	2.72	2.75	13	3.15	1	3.00	7	2.71	7	2.57	6	3.00	14	3.14	47	2.60
Institutional contribution: Thinking critically and analytically	97	3.18	3.29	3.28	13	3.54	1	3.00	7	3.14	7	2.86	6	2.83	14	3.36	47	3.11
Institutional contribution: Analyzing quantitative problems	97	3.00	3.03	3.03	13	3.46	1	3.00	7	3.14	7	2.57	6	3.00	14	3.00	47	2.89
Institutional contribution: Using computing and information technology	97	3.46	3.22	3.27	13	3.69	1	3.00	7	3.43	7	3.14	6	3.67	14	3.21	47	3.49
Institutional contribution: Working effectively with others	97	3.13	3.11	3.12	13	3.00	1	4.00	7	3.29	7	2.57	6	3.33	14	3.29	47	3.13
Institutional contribution: Voting in local, state (provincial), or national (federal) elections	95	2.52	2.45	2.47	13	2.23	1	1.00	7	2.86	7	2.29	6	3.17	14	3.07	45	2.33
Institutional contribution: Learning effectively on your own	95	3.03	3.01	3.02	13	3.15	1	3.00	7	3.14	7	2.86	6	3.00	14	3.07	45	3.00

	First Year Only																	
	SBA		All	All UD	ACC/ABM		ECO/ECB		FIN Only		INB Only		LDR Only		MKT Only		UBU Only	
	N	Mean	Other		Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Institutional contribution: Understanding yourself	95	2.92	2.84	2.86	13	3.23	1	3.00	7	3.29	7	2.57	6	3.00	14	2.57	45	2.87
Institutional contribution: Understanding people of other racial and ethnic backgrounds	95	2.48	2.44	2.46	13	2.54	1	1.00	7	3.00	7	2.29	6	3.00	14	2.50	45	2.33
Institutional contribution: Solving complex real-world problems	95	2.71	2.63	2.65	13	3.08	1	3.00	7	3.14	7	2.14	6	3.00	14	2.93	45	2.49
Institutional contribution: Developing a personal code of values and ethics	95	2.82	2.79	2.80	13	2.92	1	4.00	7	3.29	7	2.57	6	3.33	14	2.71	45	2.67
Institutional contribution: Contributing to the welfare of your community	95	2.72	2.71	2.71	13	2.62	1	3.00	7	3.14	7	2.86	6	3.00	14	2.86	45	2.51
Institutional contribution: Developing a deepened sense of spirituality	95	2.51	2.64	2.62	13	2.69	1	4.00	7	2.86	7	2.29	6	2.67	14	2.64	45	2.29
Overall, how would you evaluate the quality of academic advising you have received at your institution?	95	2.96	3.09	3.07	13	3.15	1	1.00	7	2.86	7	2.57	6	2.83	14	3.00	45	3.02
How would you evaluate your entire educational experience at this institution?	95	3.42	3.40	3.41	13	3.62	1	4.00	7	3.29	7	3.57	6	3.17	14	3.57	45	3.33
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	95	3.53	3.44	3.46	13	3.46	1	4.00	7	3.71	7	3.57	6	3.00	14	3.57	45	3.53

*Yellow highlight: The mean for this division is significantly lower (alpha=.05) than the mean for all other divisions.*

*Pink highlight: The mean for this division is significantly higher (alpha = .05) than the mean for all other divisions.*

*Purple highlight: The mean for this division is not significantly different (alpha=.05) than the mean for all other divisions.*

*Green highlight: Statistical comparisons are not available.*

**2005 National Survey of Student Engagement (NSSE)  
UD SBA & Majors Average (Mean) Responses<sup>1</sup>**

	Seniors Only																			
	SBA		All Other	All UD	ACC/ABM Only		ENT Only		FIN Only		INB Only		LDR Only		MIS Only		MKT Only		OPS Only	
	N	Mean	Mean	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Asked questions in class or contributed to class discussions	120	3.09	3.12	3.12	28	2.79	5	3.20	20	3.15	4	3.50	12	3.25	10	3.20	29	3.10	8	3.25
Made a class presentation	120	3.47	2.94	3.06	28	3.25	5	3.40	20	3.35	4	3.75	12	3.75	10	3.70	29	3.62	8	3.63
Prepared two or more drafts of a paper or assignment before turning it in	120	2.05	2.14	2.12	28	1.75	5	1.80	20	2.30	4	2.00	12	2.25	10	2.20	29	2.03	8	2.25
Worked on a paper or project that required integrating ideas or information from various sources	119	3.45	3.33	3.35	28	3.36	5	3.40	19	3.37	4	3.25	12	3.83	10	3.30	29	3.55	8	3.63
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	119	2.69	2.77	2.76	28	2.25	5	2.20	19	2.95	4	3.75	12	2.92	10	2.80	29	2.83	8	2.38
Come to class without completing readings or assignments	119	2.52	2.26	2.31	28	2.75	5	2.00	19	2.63	4	2.50	12	2.17	10	2.50	29	2.41	8	2.63
Worked with other students on projects DURING CLASS	119	2.91	2.56	2.63	28	2.86	5	2.80	19	2.84	4	2.50	12	3.33	10	2.90	29	3.00	8	3.00
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	119	3.71	3.02	3.17	28	3.68	5	4.00	19	3.47	4	3.75	12	4.00	10	3.80	29	3.79	8	3.63
Put together ideas or concepts from different courses when completing assignments or during class discussions	116	3.07	2.98	3.01	28	2.79	5	3.20	17	2.94	4	3.25	12	3.58	10	3.20	29	3.21	7	3.00
Tutored or taught other students (paid or voluntary)	116	1.99	2.03	2.02	28	1.93	5	2.20	17	2.12	4	2.25	12	1.92	10	2.50	29	1.69	7	1.71
Participated in a community-based project (e.g., service learning) as part of a regular course	116	1.93	2.06	2.02	28	1.64	5	1.80	17	1.94	4	2.00	12	2.92	10	2.30	29	1.90	7	1.43
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	116	3.27	3.09	3.12	28	3.07	5	3.60	17	3.47	4	3.25	12	3.50	10	3.30	29	3.14	7	3.43
Used e-mail to communicate with an instructor	116	3.73	3.60	3.63	28	3.61	5	3.80	17	3.82	4	4.00	12	3.83	10	3.80	29	3.72	7	3.86
Discussed grades or assignments with an instructor	116	3.04	2.94	2.96	28	2.64	5	2.80	17	3.18	4	2.75	12	3.33	10	3.50	29	3.17	7	3.29
Talked about career plans with a faculty member or advisor	116	2.57	2.71	2.67	28	2.11	5	2.60	17	2.65	4	2.75	12	3.08	10	2.60	29	2.62	7	2.71
Discussed ideas from your readings or classes with faculty members outside of class	116	2.02	2.20	2.16	28	1.68	5	2.20	17	2.06	4	2.25	12	2.58	10	2.40	29	1.83	7	2.00
Received prompt feedback from faculty on your academic performance (written or oral)	116	3.04	3.07	3.07	28	2.82	5	3.00	17	2.94	4	2.50	12	3.58	10	3.10	29	3.24	7	2.86
Worked harder than you thought you could to meet an instructor's standards or expectations	116	2.76	2.69	2.71	28	2.50	5	2.80	17	2.35	4	2.75	12	3.33	10	3.20	29	2.90	7	2.71
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	116	2.03	2.17	2.14	28	1.43	5	2.20	17	2.24	4	1.75	12	2.33	10	2.10	29	2.17	7	2.57
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	116	2.82	2.86	2.86	28	2.57	5	2.60	17	3.00	4	3.50	12	3.17	10	3.20	29	2.66	7	2.86
Had serious conversations with students of a different race or ethnicity than your own	116	2.51	2.53	2.52	28	2.43	5	2.20	17	2.53	4	3.00	12	2.83	10	2.90	29	2.28	7	2.57
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	116	2.82	2.85	2.85	28	2.54	5	2.20	17	3.18	4	3.25	12	3.17	10	3.20	29	2.55	7	3.00
Coursework emphasized: MEMORIZING facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form	115	2.85	2.74	2.76	28	2.79	5	3.20	17	2.76	4	2.75	12	2.83	10	3.10	29	3.00	7	2.29
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	115	3.36	3.25	3.27	28	3.18	5	3.40	17	3.41	4	3.25	12	3.58	10	3.70	29	3.28	7	3.43
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	115	3.03	3.05	3.05	28	2.71	5	2.60	17	3.18	4	2.75	12	3.33	10	3.40	29	3.10	7	3.43
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	114	3.09	2.99	3.02	28	3.00	5	2.60	17	3.00	4	2.50	12	3.08	9	3.33	29	3.21	7	3.57
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	115	3.43	3.36	3.38	28	3.25	5	3.20	17	3.41	4	3.50	12	3.50	10	3.50	29	3.55	7	3.71
Number of assigned textbooks, books, or book-length packs of course readings	115	3.09	3.27	3.23	28	3.00	5	2.80	17	2.82	4	3.00	12	3.33	10	3.40	29	3.17	7	3.14
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	115	2.10	2.20	2.19	28	1.79	5	1.80	17	2.35	4	2.75	12	2.25	10	2.10	29	2.07	7	2.00
Number of written papers or reports of 20 PAGES OR MORE	115	1.86	1.77	1.79	28	1.43	5	1.80	17	1.71	4	2.00	12	2.08	10	2.70	29	1.93	7	2.00
Number of written papers or reports BETWEEN 5 AND 19 PAGES	114	2.73	2.94	2.91	28	2.57	5	2.40	17	2.65	4	3.25	12	3.25	9	3.00	29	2.59	7	2.86
Number of written papers or reports of FEWER THAN 5 PAGES	114	3.74	3.53	3.58	28	3.93	5	2.80	17	3.71	4	4.50	12	3.83	9	3.89	29	3.38	7	4.57
Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete	114	2.39	2.39	2.38	28	2.32	5	2.00	17	2.59	4	2.50	12	2.75	9	3.00	29	2.21	7	2.00

	Seniors Only																			
	SBA		All Other	All UD	ACC/ABM Only		ENT Only		FIN Only		INB Only		LDR Only		MIS Only		MKT Only		OPS Only	
	N	Mean	Mean	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete	114	2.90	2.32	2.45	28	3.00	5	1.80	17	3.12	4	3.00	12	3.42	9	3.00	29	2.69	7	2.71
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	115	5.38	5.39	5.39	28	5.57	5	5.20	17	5.18	4	5.50	12	5.92	10	5.30	29	5.24	7	5.14
Attended an art exhibit, gallery, play, dance, or other theater performance	115	1.93	2.20	2.14	28	1.61	5	2.40	17	2.06	4	2.50	12	1.92	10	1.80	29	2.10	7	1.86
Exercised or participated in physical fitness activities	115	3.12	3.09	3.08	28	3.14	5	2.60	17	3.29	4	3.25	12	3.33	10	2.70	29	3.14	7	3.00
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	115	2.22	2.35	2.31	28	2.00	5	2.20	17	2.59	4	3.00	12	2.67	10	1.60	29	2.07	7	2.29
Examined the strengths and weaknesses of your own views on a topic or issue	115	2.62	2.75	2.73	28	2.32	5	2.60	17	2.71	4	3.00	12	3.17	10	2.90	29	2.41	7	2.86
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	115	2.76	2.86	2.85	28	2.54	5	2.80	17	2.76	4	3.50	12	3.08	10	3.10	29	2.72	7	2.43
Learned something that changed the way you understand an issue or concept	115	2.86	2.91	2.89	28	2.61	5	2.80	17	2.82	4	3.50	12	3.50	10	3.30	29	2.72	7	2.71
Practicum, internship, field experience, co-op experience, or clinical assignment	115	3.41	3.49	3.46	28	3.11	5	3.40	17	3.65	4	3.50	12	3.75	10	3.30	29	3.48	7	3.71
Community service or volunteer work	115	3.26	3.67	3.57	28	2.93	5	4.00	17	3.29	4	4.00	12	4.00	10	3.10	29	3.03	7	3.29
Participate in a learning community or some other formal program where groups of students take two or more classes together	115	2.57	2.62	2.60	28	2.18	5	3.60	17	2.35	4	3.00	12	2.75	10	3.30	29	2.52	7	2.57
Work on a research project with a faculty member outside of course or program requirements	115	2.26	2.55	2.48	28	2.04	5	2.00	17	2.47	4	2.50	12	2.42	10	2.40	29	2.21	7	2.14
Foreign (additional) language coursework	115	2.70	2.58	2.63	28	2.64	5	2.80	17	2.94	4	4.00	12	2.67	10	2.20	29	2.72	7	2.00
Study abroad	115	2.76	2.65	2.68	28	2.71	5	2.80	17	3.06	4	3.50	12	2.50	10	2.80	29	2.66	7	2.29
Independent study or self-designed major	115	2.21	2.36	2.34	28	2.11	5	2.00	17	2.06	4	3.50	12	2.25	10	2.50	29	2.03	7	2.29
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	115	3.65	3.01	3.14	28	3.39	5	4.00	17	3.59	4	3.50	12	3.83	10	4.00	29	3.69	7	4.00
Quality: Your relationships with other students	115	6.30	6.25	6.25	28	6.25	5	5.60	17	6.53	4	6.75	12	6.58	10	6.60	29	6.17	7	6.14
Quality: Your relationships with faculty members	115	5.57	5.71	5.68	28	4.89	5	5.80	17	5.24	4	5.75	12	6.17	10	5.90	29	6.00	7	5.71
Quality: Your relationships with administrative personnel and offices	115	4.69	4.99	4.93	28	4.64	5	4.40	17	4.12	4	5.25	12	5.08	10	4.60	29	5.00	7	4.71
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	115	3.60	4.17	4.06	28	3.57	5	2.80	17	3.29	4	4.25	12	3.83	10	4.80	29	3.34	7	3.86
Hours per 7-day week spent working for pay ON CAMPUS	115	2.39	2.33	2.36	28	2.96	5	1.60	17	2.00	4	4.75	12	2.25	10	2.20	29	2.07	7	2.00
Hours per 7-day week spent working for pay OFF CAMPUS	115	2.61	2.27	2.33	28	2.07	5	3.40	17	2.18	4	2.00	12	3.50	10	1.70	29	3.28	7	3.29
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	115	2.57	2.76	2.71	28	2.36	5	2.60	17	3.29	4	3.50	12	2.58	10	2.20	29	2.31	7	2.43
Hours per 7-day week spent relaxing and socializing (watching TV, partying, etc.)	115	4.67	3.97	4.13	28	5.57	5	3.00	17	4.76	4	4.50	12	3.83	10	5.00	29	4.34	7	5.00
Hours per 7-day week spent providing care for dependents living with you (parents, children, spouse, etc.)	115	1.11	1.33	1.28	28	1.36	5	1.20	17	1.06	4	1.00	12	1.00	10	1.00	29	1.03	7	1.00
Hours per 7-day week spent commuting to class (driving, walking, etc.)	115	1.99	1.95	1.96	28	2.04	5	2.20	17	1.88	4	2.75	12	2.08	10	1.90	29	1.86	7	2.00
Institutional emphasis: Spending significant amounts of time studying and on academic work	113	2.93	3.03	3.00	28	3.11	5	2.80	16	2.81	4	3.00	12	2.92	9	3.11	29	2.83	7	2.86
Institutional emphasis: Providing the support you need to help you succeed academically	113	2.99	3.20	3.15	28	2.61	5	3.00	16	3.13	4	2.75	12	3.58	9	3.22	29	3.03	7	3.00
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	113	2.33	2.47	2.44	28	2.07	5	1.80	16	2.69	4	2.25	12	2.92	9	2.44	29	2.28	7	2.00
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	113	2.17	2.33	2.29	28	1.96	5	2.20	16	2.50	4	1.75	12	2.67	9	2.44	29	2.00	7	2.00
Institutional emphasis: Providing the support you need to thrive socially	113	2.64	2.81	2.77	28	2.46	5	2.40	16	3.00	4	2.00	12	3.17	9	2.67	29	2.66	7	2.14
Institutional emphasis: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	113	3.01	3.12	3.09	28	2.68	5	2.80	16	3.19	4	3.50	12	3.08	9	3.33	29	3.03	7	3.00
Institutional emphasis: Using computers in academic work	113	3.75	3.70	3.71	28	3.61	5	3.60	16	3.63	4	4.00	12	4.00	9	3.67	29	3.86	7	3.86
Institutional contribution: Acquiring a broad general education	112	3.38	3.50	3.47	28	3.11	5	3.20	16	3.19	4	3.25	12	3.92	9	3.67	28	3.50	7	3.29
Institutional contribution: Acquiring job or work-related knowledge and skills	112	3.35	3.09	3.14	28	3.07	5	3.60	16	3.25	4	3.50	12	3.92	9	3.11	28	3.46	7	3.57
Institutional contribution: Writing clearly and effectively	112	3.15	3.20	3.19	28	2.89	5	3.40	16	2.94	4	2.50	12	3.92	9	3.44	28	3.18	7	3.14
Institutional contribution: Speaking clearly and effectively	112	3.22	3.10	3.12	28	3.00	5	3.80	16	3.06	4	2.75	12	3.83	9	3.33	28	3.25	7	3.57
Institutional contribution: Thinking critically and analytically	112	3.36	3.48	3.45	28	3.14	5	3.40	16	3.31	4	3.25	12	3.83	9	3.44	28	3.32	7	3.43
Institutional contribution: Analyzing quantitative problems	112	3.25	3.05	3.09	28	3.04	5	3.00	16	3.31	4	3.25	12	3.75	9	3.44	28	3.18	7	3.14
Institutional contribution: Using computing and information technology	112	3.53	3.38	3.41	28	3.36	5	3.80	16	3.44	4	3.00	12	3.67	9	3.78	28	3.68	7	3.57
Institutional contribution: Working effectively with others	112	3.59	3.39	3.43	28	3.29	5	4.00	16	3.50	4	3.25	12	3.92	9	3.67	28	3.79	7	3.71
Institutional contribution: Voting in local, state (provincial), or national (federal) elections	112	2.40	2.62	2.57	28	2.07	5	2.00	16	2.63	4	2.25	12	2.75	9	2.89	28	2.46	7	1.71
Institutional contribution: Learning effectively on your own	112	3.05	3.24	3.20	28	2.75	5	2.40	16	3.25	4	3.00	12	3.58	9	3.22	28	3.18	7	2.71

**Seniors Only**

	SBA		All Other	All UD	ACC/ABM Only		ENT Only		FIN Only		INB Only		LDR Only		MIS Only		MKT Only		OPS Only	
	N	Mean	Mean	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
	Institutional contribution: Understanding yourself	112	3.12	3.21	3.19	28	2.71	5	2.80	16	3.63	4	2.75	12	3.75	9	3.44	28	3.07	7
Institutional contribution: Understanding people of other racial and ethnic backgrounds	112	2.38	2.64	2.57	28	2.07	5	1.80	16	2.69	4	2.50	12	2.83	9	2.56	28	2.50	7	2.00
Institutional contribution: Solving complex real-world problems	112	3.11	2.98	3.01	28	2.68	5	3.40	16	3.13	4	3.00	12	3.67	9	3.44	28	3.32	7	2.57
Institutional contribution: Developing a personal code of values and ethics	112	3.24	3.19	3.19	28	3.04	5	3.40	16	3.38	4	2.50	12	3.67	9	3.22	28	3.50	7	2.43
Institutional contribution: Contributing to the welfare of your community	112	2.92	3.15	3.08	28	2.50	5	3.00	16	2.88	4	2.50	12	3.67	9	2.89	28	2.96	7	3.14
Institutional contribution: Developing a deepened sense of spirituality	112	2.60	2.72	2.69	28	2.25	5	2.80	16	2.81	4	2.25	12	3.08	9	2.56	28	2.68	7	2.57
Overall, how would you evaluate the quality of academic advising you have received at your institution?	112	2.77	3.09	3.02	28	2.25	5	3.00	16	2.75	4	2.75	12	3.25	9	3.11	28	2.93	7	2.86
How would you evaluate your entire educational experience at this institution?	112	3.38	3.53	3.50	28	3.18	5	3.60	16	3.31	4	3.50	12	3.67	9	3.33	28	3.54	7	3.43
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	112	3.54	3.58	3.57	28	3.54	5	3.40	16	3.56	4	3.25	12	3.67	9	3.44	28	3.71	7	3.14

*Yellow highlight: The mean for this division is significantly lower (alpha=.05) than the mean for all*  
*Pink highlight: The mean for this division is significantly higher (alpha = .05) than the mean for all c*  
*Purple highlight: The mean for this division is not significantly different (alpha=.05) than the mean fo*  
*Green highlight: Statistical comparisons are not available.*