

School of Business Administration Graduate Assessment Report 2006 - 2007
Prepared by the SBA Graduate Committee
April 2007

This assessment report is based upon two data sources:

1. The School of Business MBA Exit Survey
2. AACSB/EBI Part-Time MBA Exit Survey

This report provides an assessment of the desired MBA outcomes that were approved by the School of Business Administration Graduate Committee in 2004. This report employs those outcomes for assessing the 2006 survey results. We also highlight any significant changes that have occurred between this report and the previous report that reviewed the 2004 survey. Finally, we identify areas of concern that warrant further investigation.

The previous report separately reviewed the results of the 150-hour full-time students and the part-time students. The rationale for this separate treatment was that the responses significantly differed between the two groups. In the latest survey disparate responses are no longer evident. Consequently, this report reviews the combined data from all MBA students.

Outcome #1: In-depth Understanding of the Functional Areas of Business

The functional areas are identified as the areas in the core curriculum. These include accounting, economics, finance, MIS, marketing, operations management and organizational behavior.

Question A1 (In-depth understanding of functional business areas) elicits student responses for this outcome. The survey results indicate that there has been little change in student attitudes since 2004. With an absolute mean value above 5, it appears that students favorably view our efforts in this area.

May 2006 EBI MBA Exit Data Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD 2006			Non 150hr UD 2004		
	Mean	Std Dev	N	Mean	Std Dev	N
A1. In-depth understanding of functional business areas	5.28	1.13	80	5.47	1.03	38

Questions on the general survey undertaken at other MBA programs do not assess understanding in the functional areas, but rather the quality of teaching in the functional areas. Accordingly, we cannot directly compare our relative success in satisfying Outcome 1. Student evaluation of teaching is an imperfect measure of understanding.

Teaching in all but one of the functional areas received a valuation of 5 or above by students, a favorable rating. In the one area in which average valuations were slightly less than 5, Information Systems, there was no statistically significant difference between the

scores given by UD students and scores at other institutions. While the general results on student assessment of teaching are slightly below that of the Select 6 institutions in most of the functional areas, the results are only statistically significant for Marketing where it was below average and in Operations where it was above average. When the teaching scores for UD and the Select 6 are ranked, UD scores number one in Business Policy/Strategy and Operations, and number seven in Marketing. When compared with the Select 6 institutions our average ranking for all teaching areas (Questions 9-20) was 4.08, placing us precisely in the middle of this group.

Overall, we noticed a slight decrease in responses on A1. In addition, there is some concern that we are not keeping up with the Select 6 comparable schools. At this point it is not possible to determine whether this is a minor variation or a long-term trend. This should be a matter of concern for future reviews. On the positive side, it should be noted that although some problems might appear in comparisons with other institutions, there is generally a high degree of absolute student satisfaction with teaching in the core areas identified above. Almost all teaching in functional areas received ratings of 5 or above.

Outcome #2: An Understanding of Functional Integration in the Business Enterprise

The student responses were highly favorable for this outcome. The average rating on the MBA Exit Survey, Question A2 was 5.52 (Understanding of functional integration in business), only slightly down from the last survey. As in the previous report, the committee was very satisfied with our rankings for teaching effectiveness in Business Policy/Strategy and in bringing real world applications into the classroom. On balance we believe we are successfully helping students understand the importance of functional integration in a modern business enterprise.

The committee expressed the view that more consideration might be given to how we integrate International Business into the curriculum and provide a global perspective. Teaching quality in International Business had a statistically significant negative valuation when compared with other institutions. The low scores may be indicative of a lack of emphasis on International Business, rather than poor teaching effectiveness.

Outcome #3: Ability to Visualize and Conceptualize Business Opportunities and Provide Effective Leadership in Pursuit of those Opportunities

On the two questions that specifically poll students on this outcome, A3 (Ability to visualize/conceptualize business opportunities) and A4 (Effective leadership in pursuit of business opportunities), the scores were slightly below the last survey, but still positive with average scores above 5.

Questions 40-45 on the comparative survey are related to Outcome #3. On most of the questions, UD student responses were similar to those at other institutions. There is no significant difference in responses on these questions between UD and the Select 6. Only on questions 40 (Ability to be an effective manager) and 41 (Ability to be an effective leader) is there a statistically significant negative difference between our student evaluations and those at the Carnegie 20 and All 98. The low relative scores may be due to the lack of a specific course on leadership. The proposed Cornerstone course and its emphasis on leadership may improve future evaluations.

Outcome #4: An Understanding of the Relations between the Firm and its Stakeholders and Practice Balancing their Needs

The specific question that relates to this outcome on the UD Exit Survey is A5 (Understanding the relation between the firm and stakeholders). The average response of 5.38 is slightly down from the previous survey, but still indicative of a positive view on outcome achievement. There seem to be no comparative questions that are related to this outcome.

Outcome #5: An Understanding of and Commitment to Ethical Decision Making

On Question A6 (Understanding of ethical decision making) the average score was 4.84, slightly up from the last survey. While any score of above 4 is generally a favorable response, an average response of less than 5 warrants closer scrutiny. There was a statistically significant negative difference on Question 6 (The curriculum addressed social responsibility) between UD and the Select 6 and All 98.

Taken together, the responses on A5 and A6 signal the need for additional emphasis on social responsibility and ethical decision making in the MBA curriculum. Possible strategies could include an emphasis on these topics in a Cornerstone course or a required course on business ethics.

General Remarks

If the non-150 hour students in 2004 are compared with all students in 2006, there seem to be only a few statistically significant differences in how students view the program. There have been improvements in how students evaluate teaching in elective courses and on the quality of feedback they get on assignments in elective courses. On the other hand, there has been less satisfaction with how well grades in required courses reflect student performance.

When UD student responses are compared with those at other institutions, it appears that there has been no significant movement in our relative position. There is some concern, however, that teaching performance is not viewed as favorably by our students as those at other institutions. With two notable exceptions, Operations and Business Policy, our

students generally rate teaching less highly than students in other MBA programs. We should note, however, the absolute scores in this and other areas generally indicate a high level of student satisfaction.

Given the current emphasis by the AACSB and our university on ethics and social responsibility, student perceptions that we have not placed sufficient emphasis in these areas is of concern to the Graduate Committee. Moreover, our heritage as a Catholic-Marianist university provides an added reason for us to address any potential shortcoming related to instilling in our students a respect for their social responsibilities as business leaders.

Several reasons have been offered for these relatively low scores given the University's emphasis on ethics and social responsibility. It may be that the subjects are too diluted within the curriculum or that they are not sufficiently covered in specific courses. Unlike many other programs, ours does not have a specific course on ethics and social responsibility. It has been our objective to incorporate these topics in core classes. Unfortunately, this disaggregated presentation may lead students to believe that the topics are not well covered.

The Graduate Committee plans to consider several potential solutions. One could be the cornerstone project with an enhanced ethics component. Another solution might be to change the packaging of how ethics is taught. Professors in core classes could devote special classes to discussing these issues. The most direct solution would be a required class in ethics. This would require either an expansion in total credit hours or a reduction in electives.

On questions concerning the infrastructure, MBA students indicate that they are extremely pleased with the support services they have received through the MBA office. The survey results also suggest the classroom and technological renovations have been highly successful. The two support areas with which the MBA students generally expressed displeasure were parking and career services.

May 2006 EBI MBA Exit Data

Colored cells: Statistically significant positive (green) or negative (pink) differences

Items By Objective Question (Scale: 1 to 7; higher is "desirable")	All UD			Select 6 (n=403)			Carnegie 20(n=1173)		All 98 (n=6088)	
	Mean	Std Dev	N	Difference	p	Rank	Difference	p	Difference	p
<i>Objective 1: Understanding of functional areas</i>										
<u>Process</u>										
7. Elective courses built on foundation laid in required courses	4.86	1.38	87	-0.29	0.08	6	-0.38	0.01	-0.44	0.00
9. Teaching in Accounting	5.60	1.43	73	0.35	0.07	2	0.13	0.46	0.19	0.26
10. Teaching in Business Policy / Strategy	6.22	1.01	78	0.86	0.00	1	0.79	0.00	0.45	0.00
11. Teaching in Business Law / Legal Environment	4.95	1.28	61	-0.47	0.01	6	-0.65	0.00	-0.54	0.00
12. Teaching in Economics / Business Economics	5.21	1.48	70	-0.07	0.72	4	-0.15	0.41	-0.16	0.37
13. Teaching in Finance	5.42	1.26	80	-0.12	0.46	5	-0.07	0.64	-0.05	0.73
14. Teaching in Human Resources Management	4.63	1.57	65	-0.51	0.02	5	-0.67	0.00	-0.69	0.00
15. Teaching in Information Systems	4.64	1.84	78	0.14	0.54	3	-0.19	0.38	-0.23	0.28
16. Teaching in International Business	4.92	1.47	50	-0.26	0.25	6	-0.45	0.04	-0.48	0.03
17. Teaching in Management / Organizational Behavior	5.23	1.56	79	-0.32	0.10	6	-0.34	0.06	-0.45	0.01
18. Teaching in Marketing	5.05	1.44	80	-0.63	0.00	7	-0.44	0.01	-0.57	0.00
19. Teaching in Operations	5.81	1.34	79	0.84	0.00	1	0.49	0.00	0.42	0.01
20. Teaching in Statistics	5.36	1.35	70	-0.03	0.87	3	0.09	0.59	0.01	0.95
51. Computing resources at school	6.04	1.17	79	0.66	0.00	1	0.46	0.00	0.46	0.00
53. Training to utilize Business school's computing resources	4.65	2.00	65	0.32	0.23	3	-0.11	0.67	-0.22	0.38
<u>Outcome</u>										
38. Ability to use technology	4.41	1.77	83	0.26	0.23	3	-0.18	0.37	-0.23	0.24
39. Ability to manage technology	4.22	1.77	80	-0.04	0.85	3	-0.41	0.05	-0.44	0.03
40. Ability to be an effective manager	5.01	1.37	80	-0.25	0.14	6	-0.43	0.01	-0.47	0.00
41. Ability to be an effective leader	5.16	1.52	82	-0.20	0.27	5	-0.36	0.04	-0.41	0.02
A1. In-depth understanding of functional business areas	5.28	1.13	80							
<i>Objective 2: Understanding of functional integration</i>										
<u>Process</u>										
10. Teaching in Business Policy / Strategy	6.22	1.01	78	0.86	0.00	1	0.79	0.00	0.45	0.00
16. Teaching in International Business	4.92	1.47	50	-0.26	0.25	6	-0.45	0.04	-0.48	0.03
27. Required course instructors relate concepts to real world	5.87	1.14	82	0.36	0.01	2	0.11	0.40	0.10	0.43
28. Elective course instructors relate concepts to real world	6.02	0.99	82	0.08	0.52	4	0.11	0.34	0.02	0.86
29. MBA Curriculum instructors presenting a global perspective	5.23	1.32	81	-0.30	0.06	7	-0.35	0.02	-0.43	0.00
30. Opportunities to pursue work-related projects in courses	5.11	1.50	74	-0.02	0.92	3	0.01	0.96	-0.12	0.50
31. Value derived from team experiences	5.09	1.74	80	-0.02	0.92	5	-0.18	0.37	-0.24	0.22
<u>Outcome</u>										
37. Ability to work in teams	5.10	1.71	83	0.00	1.00	4	-0.21	0.28	-0.28	0.14
40. Ability to be an effective manager	5.01	1.37	80	-0.25	0.14	6	-0.43	0.01	-0.47	0.00
63. Fellow students: Ability to work in teams	5.22	1.48	82	-0.03	0.86	3	-0.09	0.59	-0.10	0.54
A2. Understanding of functional integration in business	5.52	0.95	80							

May 2006 EBI MBA Exit Data

Colored cells: Statistically significant positive (green) or negative (pink) differences

Items By Objective Question (Scale: 1 to 7; higher is "desirable")	All UD			Select 6 (n=403)			Carnegie 20(n=1173)		All 98 (n=6088)	
	Mean	Std Dev	N	Difference	p	Rank	Difference	p	Difference	p
<i>Objective 3: Ability/leadership: pursuit of business opportunities</i>										
<u>Process</u>										
16. Teaching in International Business	4.92	1.47	50	-0.26	0.25	6	-0.45	0.04	-0.48	0.03
27. Required course instructors relate concepts to real world	5.87	1.14	82	0.36	0.01	2	0.11	0.40	0.10	0.43
28. Elective course instructors relate concepts to real world	6.02	0.99	82	0.08	0.52	4	0.11	0.34	0.02	0.86
29. MBA Curriculum instructors presenting a global perspective	5.23	1.32	81	-0.30	0.06	7	-0.35	0.02	-0.43	0.00
30. Opportunities to pursue work-related projects in courses	5.11	1.50	74	-0.02	0.92	3	0.01	0.96	-0.12	0.50
31. Value derived from team experiences	5.09	1.74	80	-0.02	0.92	5	-0.18	0.37	-0.24	0.22
<u>Outcome</u>										
35. Presentation skills	5.31	1.46	83	0.15	0.39	3	0.09	0.59	-0.04	0.80
36. Writing skills	4.78	1.77	83	-0.01	0.96	4	-0.34	0.09	-0.42	0.03
37. Ability to work in teams	5.10	1.71	83	0.00	1.00	4	-0.21	0.28	-0.28	0.14
41. Ability to be an effective leader	5.16	1.52	82	-0.20	0.27	5	-0.36	0.04	-0.41	0.02
42. Ability to think critically	5.76	1.24	83	0.14	0.36	4	0.01	0.94	-0.04	0.77
43. Ability to define problems	5.59	1.17	83	0.06	0.68	4	-0.11	0.41	-0.16	0.22
44. Ability to solve problems	5.63	1.17	83	0.17	0.24	4	-0.02	0.88	-0.08	0.54
45. Ability to analyze and interpret data	5.69	1.20	83	0.27	0.07	2	0.03	0.83	-0.02	0.88
63. Fellow students: Ability to work in teams	5.22	1.48	82	-0.03	0.86	3	-0.09	0.59	-0.10	0.54
A3. Ability to visualize/conceptualize business opportunities	5.01	1.13	80							
A4. Effective leadership in pursuit of business opportunities	5.05	1.16	79							
<i>Objective 4: Understanding/balancing relations of firms & stakeholders</i>										
<u>Process</u>										
5. The curriculum addressed business ethics	4.91	1.34	87	-0.28	0.08	6	-0.14	0.35	-0.13	0.37
6. The curriculum addressed social responsibility	4.46	1.38	87	-0.39	0.02	6	-0.27	0.08	-0.31	0.04
27. Required course instructors relate concepts to real world	5.87	1.14	82	0.36	0.01	2	0.11	0.40	0.10	0.43
28. Elective course instructors relate concepts to real world	6.02	0.99	82	0.08	0.52	4	0.11	0.34	0.02	0.86
30. Opportunities to pursue work-related projects in courses	5.11	1.50	74	-0.02	0.92	3	0.01	0.96	-0.12	0.50
<u>Outcome</u>										
A5. Understanding of relations between firm and stakeholders	5.38	1.35	80							
<i>Objective 5: Understanding/commitment: ethical decision making</i>										
<u>Process</u>										
5. The curriculum addressed business ethics	4.91	1.34	87	-0.28	0.08	6	-0.14	0.35	-0.13	0.37
6. The curriculum addressed social responsibility	4.46	1.38	87	-0.39	0.02	6	-0.27	0.08	-0.31	0.04
<u>Outcome</u>										
A6. Understanding of ethical decision making	4.84	1.39	80							

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All Items Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD			Select 6 (n=403)			Carnegie 20(n=1173)		All 98 (n=6088)	
	Mean	Std Dev	N	Difference	p	Rank	Difference	p	Difference	p
F01: Required Courses: Quality of Faculty and Instruction	5.34	0.86	87	-0.08	0.43	6	-0.15	0.12	-0.17	0.07
F02: Elective Courses: Quality of Faculty and Instruction	4.98	0.97	87	-0.04	0.73	5	-0.07	0.52	-0.14	0.19
F03: Elective Courses: Satisfaction with Aspects of Courses	5.98	0.76	82	0.06	0.52	2	0.10	0.26	0.04	0.64
F04: Curriculum: Breadth	5.14	1.27	82	-0.12	0.43	4	-0.18	0.22	-0.27	0.06
F05: Curriculum: Addresses Ethics and Social Issues	4.68	1.28	87	-0.34	0.03	6	-0.21	0.14	-0.22	0.12
F06: Advising	5.03	1.34	69	0.28	0.13	3	-0.03	0.86	0.01	0.95
F07: Program Office Services	5.44	1.03	82	0.35	0.01	2	0.07	0.56	0.00	1.00
F08: Facilities and Computing Resources	5.79	1.13	82	0.63	0.00	1	0.41	0.00	0.35	0.01
F09: Fellow Students	5.12	1.06	82	-0.08	0.54	3	-0.18	0.14	-0.26	0.03
F10: Course Availability	5.43	1.42	82	0.36	0.04	2	0.18	0.27	0.25	0.12
F11: Lrng Outcomes: Effective Communication & Team Work	5.06	1.39	83	0.04	0.81	4	-0.16	0.31	-0.25	0.11
F12: Lrng Outcomes: Use and Manage Technology	4.33	1.66	83	0.12	0.55	3	-0.28	0.14	-0.32	0.08
F13: Lrng Outcomes: Effective Management & Leadership Skills	5.10	1.38	82	-0.21	0.21	6	-0.38	0.02	-0.42	0.01
F14: Lrng Outcomes: Critical Thinking & Problem Solving	5.67	1.08	83	0.16	0.23	3	-0.02	0.87	-0.07	0.56
F15: Overall Program Effectiveness	4.74	1.31	83	0.15	0.35	3	-0.17	0.26	-0.30	0.04
1. Teaching in required courses	4.80	1.15	86	0.09	0.51	4	-0.10	0.44	-0.14	0.27
2. Teaching in elective courses	5.08	1.15	87	-0.06	0.66	4	0.00	1.00	-0.11	0.38
3. Feedback on assignments (not grades) in required courses	4.71	1.19	87	0.16	0.26	3	0.04	0.76	0.00	1.00
4. Feedback on assignments (not grades) in elective courses	5.01	1.21	87	0.21	0.14	2	0.18	0.18	0.14	0.29
5. The curriculum addressed business ethics	4.91	1.34	87	-0.28	0.08	6	-0.14	0.35	-0.13	0.37
6. The curriculum addressed social responsibility	4.46	1.38	87	-0.39	0.02	6	-0.27	0.08	-0.31	0.04
7. Elective courses built on foundation laid in required courses	4.86	1.38	87	-0.29	0.08	6	-0.38	0.01	-0.44	0.00
8. Topics in your required courses were logically sequenced	5.42	1.27	86	0.29	0.06	1	0.04	0.78	0.09	0.52
9. Teaching in Accounting	5.60	1.43	73	0.35	0.07	2	0.13	0.46	0.19	0.26
10. Teaching in Business Policy / Strategy	6.22	1.01	78	0.86	0.00	1	0.79	0.00	0.45	0.00
11. Teaching in Business Law / Legal Environment	4.95	1.28	61	-0.47	0.01	6	-0.65	0.00	-0.54	0.00
12. Teaching in Economics / Business Economics	5.21	1.48	70	-0.07	0.72	4	-0.15	0.41	-0.16	0.37
13. Teaching in Finance	5.42	1.26	80	-0.12	0.46	5	-0.07	0.64	-0.05	0.73
14. Teaching in Human Resources Management	4.63	1.57	65	-0.51	0.02	5	-0.67	0.00	-0.69	0.00
15. Teaching in Information Systems	4.64	1.84	78	0.14	0.54	3	-0.19	0.38	-0.23	0.28
16. Teaching in International Business	4.92	1.47	50	-0.26	0.25	6	-0.45	0.04	-0.48	0.03
17. Teaching in Management / Organizational Behavior	5.23	1.56	79	-0.32	0.10	6	-0.34	0.06	-0.45	0.01
18. Teaching in Marketing	5.05	1.44	80	-0.63	0.00	7	-0.44	0.01	-0.57	0.00
19. Teaching in Operations	5.81	1.34	79	0.84	0.00	1	0.49	0.00	0.42	0.01

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All Items Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD			Select 6 (n=403)			Carnegie 20(n=1173)		All 98 (n=6088)	
	Mean	Std Dev	N	Difference	p	Rank	Difference	p	Difference	p
20. Teaching in Statistics	5.36	1.35	70	-0.03	0.87	3	0.09	0.59	0.01	0.95
21. Grades in required courses reflect students' performance	5.60	1.22	82	-0.18	0.23	6	-0.27	0.05	-0.27	0.05
22. Grades in elective courses reflect students' performance	5.90	1.04	82	-0.03	0.82	4	-0.06	0.62	-0.07	0.55
23. Accessibility of required course instructors outside class	5.89	1.02	80	-0.04	0.75	4	0.07	0.56	0.03	0.79
24. Accessibility of elective course instructors outside class	5.90	1.09	79	-0.09	0.50	5	0.06	0.64	-0.01	0.94
25. Required course instructor's responsive to student concerns	5.69	1.15	81	-0.05	0.72	5	-0.06	0.65	-0.11	0.40
26. Elective course instructor's responsive to student concerns	5.90	1.06	81	0.02	0.88	2	0.06	0.62	-0.02	0.87
27. Required course instructors relate concepts to real world	5.87	1.14	82	0.36	0.01	2	0.11	0.40	0.10	0.43
28. Elective course instructors relate concepts to real world	6.02	0.99	82	0.08	0.52	4	0.11	0.34	0.02	0.86
29. MBA Curriculum instructors presenting a global perspective	5.23	1.32	81	-0.30	0.06	7	-0.35	0.02	-0.43	0.00
30. Opportunities to pursue work-related projects in courses	5.11	1.50	74	-0.02	0.92	3	0.01	0.96	-0.12	0.50
31. Value derived from team experiences	5.09	1.74	80	-0.02	0.92	5	-0.18	0.37	-0.24	0.22
32. Able to waive/test out of courses based on prior background	4.90	1.93	52	-0.12	0.68	4	0.32	0.25	0.08	0.77
33. Average size of required courses	5.32	1.39	81	-0.44	0.01	7	-0.46	0.00	-0.46	0.00
34. Average size of elective courses	6.19	0.78	81	0.30	0.01	2	0.32	0.00	0.26	0.00
35. Presentation skills	5.31	1.46	83	0.15	0.39	3	0.09	0.59	-0.04	0.80
36. Writing skills	4.78	1.77	83	-0.01	0.96	4	-0.34	0.09	-0.42	0.03
37. Ability to work in teams	5.10	1.71	83	0.00	1.00	4	-0.21	0.28	-0.28	0.14
38. Ability to use technology	4.41	1.77	83	0.26	0.23	3	-0.18	0.37	-0.23	0.24
39. Ability to manage technology	4.22	1.77	80	-0.04	0.85	3	-0.41	0.05	-0.44	0.03
40. Ability to be an effective manager	5.01	1.37	80	-0.25	0.14	6	-0.43	0.01	-0.47	0.00
41. Ability to be an effective leader	5.16	1.52	82	-0.20	0.27	5	-0.36	0.04	-0.41	0.02
42. Ability to think critically	5.76	1.24	83	0.14	0.36	4	0.01	0.94	-0.04	0.77
43. Ability to define problems	5.59	1.17	83	0.06	0.68	4	-0.11	0.41	-0.16	0.22
44. Ability to solve problems	5.63	1.17	83	0.17	0.24	4	-0.02	0.88	-0.08	0.54
45. Ability to analyze and interpret data	5.69	1.20	83	0.27	0.07	2	0.03	0.83	-0.02	0.88
46. Academic advising by the faculty	4.94	1.53	67	0.16	0.44	3	-0.08	0.68	-0.08	0.67
47. Academic advising by non-faculty	5.16	1.29	56	0.52	0.01	3	0.19	0.30	0.23	0.19
48. Availability of required MBA courses	5.82	1.42	82	0.56	0.00	1	0.36	0.03	0.41	0.01
49. Availability of courses in your specialty	4.91	1.74	76	0.05	0.82	2	-0.08	0.70	0.00	1.00
50. Quality of MBA course classrooms	6.23	1.02	81	0.94	0.00	1	0.78	0.00	0.75	0.00
51. Computing resources at school	6.04	1.17	79	0.66	0.00	1	0.46	0.00	0.46	0.00
52. Remote access to Business school's computer network	5.94	1.44	72	0.60	0.00	1	0.34	0.06	0.25	0.15
53. Training to utilize Business school's computing resources	4.65	2.00	65	0.32	0.23	3	-0.11	0.67	-0.22	0.38

May 2006 EBI MBA Exit Data

Colored cells: Statistically significant positive (green) or negative (pink) differences

All Items Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD			Select 6 (n=403)			Carnegie 20(n=1173)		All 98 (n=6088)	
	Mean	Std Dev	N	Difference	p	Rank	Difference	p	Difference	p
54. Program administration responsive to student concerns	5.39	1.48	69	0.56	0.01	1	0.39	0.04	0.25	0.17
55. Tuition/fee level of the program	4.30	1.71	76	0.47	0.03	2	-0.25	0.22	-0.35	0.08
56. Ease of class registration process	5.87	1.30	82	0.16	0.32	3	-0.07	0.64	-0.05	0.73
57. Friendliness/courtesy of the MBA program staff	6.13	1.26	80	0.25	0.12	2	0.22	0.13	0.13	0.36
58. Parking availability	3.37	1.84	75	-0.84	0.00	6	-0.93	0.00	-1.47	0.00
59. Food service availability	5.02	1.71	57	0.71	0.00	1	0.69	0.00	0.60	0.01
60. Fellow students: Amount of prior work experience	4.78	1.62	82	-0.38	0.05	5	-0.51	0.01	-0.63	0.00
61. Fellow students: Quality of prior work experience	4.91	1.44	79	-0.21	0.24	4	-0.33	0.05	-0.45	0.01
62. Fellow students: Academic Quality	5.07	1.49	82	-0.09	0.62	5	-0.18	0.29	-0.26	0.12
63. Fellow students: Ability to work in teams	5.22	1.48	82	-0.03	0.86	3	-0.09	0.59	-0.10	0.54
64. Fellow students: Level of camaraderie	5.63	1.13	81	0.29	0.04	1	0.20	0.13	0.14	0.27
65. Interested in utilizing the school's placement/career services	2.89	2.29	81	-0.58	0.04	7	-0.99	0.00	-0.96	0.00
66. Actually utilized the school's placement/career services	2.10	2.05	81	-0.21	0.39	6	-0.68	0.01	-0.46	0.05
67. Satisfaction with the school's placement/career services	3.92	1.90	40	0.16	0.61	4	-0.07	0.82	-0.05	0.87
68. MBA experience fulfilled your expectations	4.64	1.33	81	0.01	0.95	6	-0.23	0.14	-0.35	0.02
69. Comparing expense to quality, value of the MBA investment	4.58	1.38	83	0.31	0.07	2	-0.14	0.38	-0.25	0.11
70. Recommend your MBA program to a close friend	5.00	1.51	82	0.14	0.45	4	-0.14	0.42	-0.30	0.08
A1. In-depth understanding of functional business areas	5.28	1.13	80							
A2. Understanding of functional integration in business	5.52	0.95	80							
A3. Ability to visualize/conceptualize business opportunities	5.01	1.13	80							
A4. Effective leadership in pursuit of business opportunities	5.05	1.16	79							
A5. Understanding of relations between firm and stakeholders	5.38	1.35	80							
A6. Understanding of ethical decision making	4.84	1.39	80							
A7. Extent of challenge in MBA program	4.92	1.80	80							
A8. Student team activities benefited learning	4.54	1.87	79							
A9. Value of team teaching in delivering course material	5.51	1.36	79							

May 2006 EBI MBA Exit Data

Colored cells: Statistically significant positive (green) or negative (pink) differences

All Items Longitudinal Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD 2006			Non 150hr UD 2004			Difference	p
	Mean	Std Dev	N	Mean	Std Dev	N		
1. Teaching in required courses	4.80	1.15	86	4.76	1.03	38	0.04	0.85
2. Teaching in elective courses	5.08	1.15	87	4.47	1.13	38	0.61	0.01
3. Feedback on assignments (not grades) in required courses	4.71	1.19	87	4.84	1.00	38	-0.13	0.53
4. Feedback on assignments (not grades) in elective courses	5.01	1.21	87	4.58	1.00	38	0.43	0.04
5. The curriculum addressed business ethics	4.91	1.34	87	4.63	1.38	38	0.28	0.30
6. The curriculum addressed social responsibility	4.46	1.38	87	4.29	1.31	38	0.17	0.51
7. Elective courses built on foundation laid in required courses	4.86	1.38	87	4.63	1.13	38	0.23	0.33
8. Topics in your required courses were logically sequenced	5.42	1.27	86	5.00	1.36	38	0.42	0.11
9. Teaching in Accounting	5.60	1.43	73	5.38	1.35	34	0.22	0.44
10. Teaching in Business Policy / Strategy	6.22	1.01	78	6.03	1.24	37	0.19	0.42
11. Teaching in Business Law / Legal Environment	4.95	1.28	61	4.37	1.46	19	0.58	0.13
12. Teaching in Economics / Business Economics	5.21	1.48	70	5.26	1.09	35	-0.05	0.85
13. Teaching in Finance	5.42	1.26	80	5.76	1.00	38	-0.34	0.12
14. Teaching in Human Resources Management	4.63	1.57	65	4.76	1.46	29	-0.13	0.70
15. Teaching in Information Systems	4.64	1.84	78	4.86	1.48	37	-0.22	0.50
16. Teaching in International Business	4.92	1.47	50	5.00	1.37	30	-0.08	0.81
17. Teaching in Management / Organizational Behavior	5.23	1.56	79	5.26	1.41	38	-0.03	0.92
18. Teaching in Marketing	5.05	1.44	80	4.87	1.55	38	0.18	0.55
19. Teaching in Operations	5.81	1.34	79	5.62	1.38	37	0.19	0.49
20. Teaching in Statistics	5.36	1.35	70	5.40	1.33	30	-0.04	0.89
21. Grades in required courses reflect students' performance	5.60	1.22	82	6.03	0.82	38	-0.43	0.03
22. Grades in elective courses reflect students' performance	5.90	1.04	82	6.00	1.19	38	-0.10	0.66
23. Accessibility of required course instructors outside class	5.89	1.02	80	6.00	1.02	34	-0.11	0.60
24. Accessibility of elective course instructors outside class	5.90	1.09	79	5.92	1.25	36	-0.02	0.93
25. Required course instructor's responsive to student concerns	5.69	1.15	81	5.78	1.12	36	-0.09	0.69
26. Elective course instructor's responsive to student concerns	5.90	1.06	81	6.03	1.12	37	-0.13	0.55
27. Required course instructors relate concepts to real world	5.87	1.14	82	6.11	0.98	38	-0.24	0.24
28. Elective course instructors relate concepts to real world	6.02	0.99	82	6.05	0.94	37	-0.03	0.87
29. MBA Curriculum instructors presenting a global perspective	5.23	1.32	81	5.58	1.24	38	-0.35	0.17
30. Opportunities to pursue work-related projects in courses	5.11	1.50	74	5.34	1.45	32	-0.23	0.46
31. Value derived from team experiences	5.09	1.74	80	4.97	1.90	38	0.12	0.74
32. Able to waive/test out of courses based on prior background	4.90	1.93	52	5.24	1.86	29	-0.34	0.44
33. Average size of required courses	5.32	1.39	81	5.08	1.73	38	0.24	0.46
34. Average size of elective courses	6.19	0.78	81	6.08	1.10	38	0.11	0.58

May 2006 EBI MBA Exit Data

Colored cells: Statistically significant positive (green) or negative (pink) differences

All Items Longitudinal Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD 2006			Non 150hr UD 2004			Difference	p
	Mean	Std Dev	N	Mean	Std Dev	N		
35. Presentation skills	5.31	1.46	83	4.95	1.63	38	0.36	0.25
36. Writing skills	4.78	1.77	83	5.29	1.58	38	-0.51	0.12
37. Ability to work in teams	5.10	1.71	83	5.21	1.68	38	-0.11	0.74
38. Ability to use technology	4.41	1.77	83	4.66	1.42	38	-0.25	0.41
39. Ability to manage technology	4.22	1.77	80	4.40	1.59	35	-0.18	0.59
40. Ability to be an effective manager	5.01	1.37	80	5.32	1.34	38	-0.31	0.25
41. Ability to be an effective leader	5.16	1.52	82	5.42	1.39	38	-0.26	0.36
42. Ability to think critically	5.76	1.24	83	5.95	1.34	38	-0.19	0.46
43. Ability to define problems	5.59	1.17	83	5.87	1.07	38	-0.28	0.20
44. Ability to solve problems	5.63	1.17	83	5.82	1.09	38	-0.19	0.39
45. Ability to analyze and interpret data	5.69	1.20	83	5.74	1.03	38	-0.05	0.82
46. Academic advising by the faculty	4.94	1.53	67	4.50	1.58	26	0.44	0.23
47. Academic advising by non-faculty	5.16	1.29	56	4.00	1.41	25	1.16	0.00
48. Availability of required MBA courses	5.82	1.42	82	5.47	1.43	38	0.35	0.22
49. Availability of courses in your specialty	4.91	1.74	76	4.67	1.77	36	0.24	0.50
50. Quality of MBA course classrooms	6.23	1.02	81	6.16	0.89	38	0.07	0.70
51. Computing resources at school	6.04	1.17	79	5.61	1.36	36	0.43	0.11
52. Remote access to Business school's computer network	5.94	1.44	72	4.87	1.53	30	1.07	0.00
53. Training to utilize Business school's computing resources	4.65	2.00	65	4.04	1.79	27	0.61	0.16
54. Program administration responsive to student concerns	5.39	1.48	69	4.45	1.67	31	0.94	0.01
55. Tuition/fee level of the program	4.30	1.71	76	4.06	1.53	36	0.24	0.46
56. Ease of class registration process	5.87	1.30	82	5.22	1.57	37	0.65	0.03
57. Friendliness/courtesy of the MBA program staff	6.13	1.26	80	5.58	1.46	38	0.55	0.05
58. Parking availability	3.37	1.84	75	2.94	1.67	36	0.43	0.22
59. Food service availability	5.02	1.71	57	4.72	1.13	18	0.30	0.40
60. Fellow students: Amount of prior work experience	4.78	1.62	82	4.03	1.54	37	0.75	0.02
61. Fellow students: Quality of prior work experience	4.91	1.44	79	4.65	1.09	37	0.26	0.29
62. Fellow students: Academic Quality	5.07	1.49	82	5.18	1.21	38	-0.11	0.67
63. Fellow students: Ability to work in teams	5.22	1.48	82	4.74	1.62	38	0.48	0.13
64. Fellow students: Level of camaraderie	5.63	1.13	81	5.05	1.47	38	0.58	0.04
65. Interested in utilizing the school's placement/career services	2.89	2.29	81	3.05	2.32	37	-0.16	0.73
66. Actually utilized the school's placement/career services	2.10	2.05	81	1.97	1.76	37	0.13	0.73
67. Satisfaction with the school's placement/career services	3.92	1.90	40	3.76	1.45	21	0.16	0.72
68. MBA experience fulfilled your expectations	4.64	1.33	81	4.97	1.44	38	-0.33	0.24

May 2006 EBI MBA Exit Data

Colored cells: Statistically significant positive (green) or negative (pink) differences

All Items Longitudinal Factor/Question (Scale: 1 to 7; higher is "desirable")	All UD 2006			Non 150hr UD 2004			Difference	p
	Mean	Std Dev	N	Mean	Std Dev	N		
69. Comparing expense to quality, value of the MBA investment	4.58	1.38	83	4.58	1.39	38	0.00	1.00
70. Recommend your MBA program to a close friend	5.00	1.51	82	5.08	1.48	38	-0.08	0.79
A1. In-depth understanding of functional business areas	5.28	1.13	80	5.47	1.03	38	-0.19	0.37
A2. Understanding of functional integration in business	5.52	0.95	80	5.55	1.08	38	-0.03	0.88
A3. Ability to visualize/conceptualize business opportunities	5.01	1.13	80	5.08	1.15	38	-0.07	0.76
A4. Effective leadership in pursuit of business opportunities	5.05	1.16	79	5.32	1.07	38	-0.27	0.22
A5. Understanding of relations between firm and stakeholders	5.38	1.35	80	5.76	0.94	38	-0.38	0.08
A6. Understanding of ethical decision making	4.84	1.39	80	4.66	1.49	38	0.18	0.53
A7. Extent of challenge in MBA program	4.92	1.80	80	5.55	1.06	38	-0.63	0.02
A8. Student team activities benefited learning	4.54	1.87	79	4.58	1.75	38	-0.04	0.91
A9. Value of team teaching in delivering course material	5.51	1.36	79	5.08	1.50	38	0.43	0.14