

**Assessment Report
Wayne State College
Business and Economics Department
Business Administration Major-Core
2009-2010
Program-Level Intended Outcomes Form**

Student Learning Information	
<p><u>Mission</u> Consistent with the mission of Wayne State College, a comprehensive regional service institution in Northeast Nebraska, the Business and Economics Department fosters excellence in scholarship and academic achievement in an interactive educational environment. Students are provided a strong business foundation and are prepared for successful business careers in a changing world. A dynamic mix of innovative, technological, and traditional instructional strategies encourage an attitude of life-long learning.</p>	
Intended Student Learning Outcomes	
1. Demonstrate an understanding of the basic business operations and functions of management, marketing and business finance.	
2. Demonstrate an understanding of the economic, social, ethical, and legal environments of business	
3. Demonstrate an understanding of the role of information systems, accounting, and quantitative methods in business decision making.	
4. Demonstrate an understanding of the global dimension of business.	
5. Demonstrate an understanding of the strategic nature of business by synthesizing and applying knowledge from an organizational prospective.	
6. Demonstrate an understanding and application of economic principles for individual, business and social decision making in a global society.	
7. Develop desirable cognitive learning skills.	
8. Develop professional behavioral characteristics.	
9. Develop professional attitudinal characteristics.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Capstone Course: BUS 420 Strategic Management	1. 90% of the students will earn 80% of the points on the project

	2. 90% of the students will score at the proficient level on each evaluation criterion
2. Comprehensive Exam: Common Business Exam	<ol style="list-style-type: none"> 1. The instructional mean total score will be at the 50th percentile rank or above 2. The individual instructional assessment content indicators will be at the 50th percentile rank or above
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Alumni Survey	<ol style="list-style-type: none"> 1. 80% of the students whose first job was related to their major had good or excellent preparation 2. 80% of the students who are currently employed in a job related to their major had good or excellent preparation 3. 90% of the students rate the overall quality of their WSC education as high or average 4. 90% of the students believe others would rate the overall quality of their WSC education as high or average 5. 90% of the students believe the quality of education received at WSC is better or equal to the quality of the education received at other schools 6. On a scale of 1 to 5 (1 not enhance and 5 enhanced) students will indicate on average a level of enhancement provided by the business degree of 3.5 or above on each specified concept, skill and ability 7. Overall student written comments are positive
2. Graduating Senior Survey	<ol style="list-style-type: none"> 1. On a scale of 1 to 5 (1 no knowledge and 5 very knowledgeable) students will indicate on average a level of knowledge of 3.5 or above in each specified general business knowledge area 2. On a scale of 1 to 5 (1 very weak and 5 very strong) students will indicate on average a level of strength of their capabilities of 4.0 or above in each specified cognitive leaning skills area 3. On a scale of 1 to 5 (1 very weak and 5 very strong) students will indicate on average a level of strength of their capabilities of 4.0 or above in each specified professional behavioral characteristics area

	<p>4. On a scale of 1 to 5 (1 low level and 5 very high level) students will indicate on average a level of possession of 4.0 or above in each specified professional attitudinal characteristics area</p> <p>5. Overall student written comments will be positive</p>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. The first criteria, 90% of the students will earn 80% of the points on the project was met. The students scored very well on this criteria, only one student of fifty-four did not meet this criteria (98% proficient). The second criteria, 90% of the students will score, as proficient on each evaluation criteria was met. Again, all but one student met this criterion (98% proficient).</p>	X	
<p>2. This was the first year our department used this exam. In the past the Educational Testing Service exam was used. Our student outcomes on the two exams are similar. The new exam agency does not provide us with all the same information as the ETS, but the information indicates our students are doing very well. The 92 students who took the exam from Wayne State during the 2009-2010 academic year had a higher average score compared to all students and peer students and the scores for Wayne State students had less variability as measured by the standard deviation of scores (Means WSC = 71.1, All = 65.06, and Peers = 67.09; Standard Deviations WSC = 10.64, ALL 13.53, and Peers = 11.30). Plus, in each of the content areas listed above, as a group our students are scoring 2 to 15 percentage points higher than the ALL or Peer groups.</p>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. It has been the department's practice to conduct a survey of alumni each year. That did not happen this past year. In general the results of the survey have been favorable for the department. This past year time was devoted to creating an alumni newsletter to reach out to alumni in a more formal way. With this completed, we intend to go back to conducting our alumni survey.</p>		
<p>2. A total of 82 students completed the survey during the 2009-2010 academic term. Student perception of level of knowledge in the areas of general business knowledge, cognitive learning skills, professional behavioral characteristics, and professional attitude characteristics, containing 47 topics, was obtained. On all 47 topics student perception is above our target average of 3.5 on a 1 to 5 point scale. Students were able to make open ended comments about what the department has done best and what could be improved. On a positive note students have indicated that the department faculty care sincerely about student learning. Faculty created a challenging environment, but also rewarded students that demonstrated an understanding of the subject matter. Students feel well prepared for a career in business. Students want to be active learners, but are not always sure how to do that on</p>	X	

<p>their own. They have indicated that a lecture only classroom setting without real-world applications or hands-on activities does not suit their needs.</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>Direct Measures:</p>		
<p>1. No actions at this time. The previous modifications made to the course and rubric during the last assessment cycle have had the desired effect.</p>		
<p>2. No changes to the program will be made at this time. While it is pleasing that our students are performing at rates better than our peers, an improved Wayne State College student average of 71.1 can be achieved. During the coming year the faculty in the department will have an opportunity to learn more about the exam. The Technological Fluency Institute publishes information about the exam and its content. Department meeting time will be devoted to providing faculty an opportunity to discuss their program areas and to make sure instructional time is at the very least addressing issues on the exam. While teaching to the exam is not the point, ensuring our students have the tools needed to do well on the exam is essential.</p>		
<p>Indirect Measures:</p>		
<p>1. No action is recommended</p>		
<p>2. During department meetings time will be devoted to have program areas share with the department "best practices" from their area. Plus, our instrument needs to be adjusted so that students, when asked what can be improved, write something more constructive than "Marketing," for example.</p>		

APPENDIX I

Undergraduate Capstone Course BUS 420 Strategic Management Syllabi with Rubric

WAYNE STATE COLLEGE COURSE OUTLINE

SCHOOL: Business and Technology

PROFESSOR: Dr. Jeryl Nelson

OFFICE: GH 111H

COURSE: BUS 420 Strategic Management

CREDIT: 3

OFFICE HOURS: MWF 8:00 to 8:50 a.m.; Tuesday 10:00 a.m. to noon

EMAIL: jnelso1@wsc.edu

PHONE: 402-375-7251

PREREQUISITES: BUS 322 Managerial Finance; BUS 370 Principles of Marketing; and 105 credit hours completed.

CATALOG DESCRIPTION: Involves analysis and solution of cases in which knowledge from basic courses in marketing, accounting, finance, management, and economics is integrated and applied. Demonstrates interrelationships between the functions of business and the complexities of business problems.

HOURLY TIME DISTRIBUTION PER WEEK:

Lecture: 1 hour

Class case analysis: 1 hour

Classroom presentation of selected topics and cases: 1 hour

INSTRUCTIONAL MEDIA:

Strategic Management and Business Policy, by Wheelen and Hunger, Eleventh Edition, 2008, Prentice Hall.

OBJECTIVES:

1. Integrate various functional areas of business
2. Develop a team presentation which requires interpersonal behaviors appropriate for a business profession
3. Enhance student presentation skills
4. Develop an understanding of strategic management concepts
5. Enhance student listening and critical thinking skills
6. Apply library and information technology skills to an individual presentation
7. Foster student development as an independent learner

EVALUATION AND TESTING PROCEDURE:

Evaluation of students will be on a total point basis. Specifically, points will be assigned as follows:

<u>Evaluation Criteria</u>	<u>Points</u>
Exam #1 (multiple choice)	100
Exam #2 (multiple choice)	100
Group project & presentation	50
Country paper and presentation	25
Individual project & presentation	100
Participation and quizzes	80
Essay exam during final exam time	20
Assessment exam to be taken outside of class	<u>25</u>
Total points for undergraduate	500

EVALUATION OF CLASS DISCUSSIONS: During the presentation portion of the class, you must contribute daily in order to earn the participation points.

CLASS ATTENDANCE AND ASSIGNED READINGS: You are expected to be in class every day. **Any absences beyond two must be excused.** The form for requesting an excused absence is available in the course packet at the bookstore. Any absences not reported on the form will be deemed unexcused. You will receive written notification if the absence was excused. **If you have more than two unexcused absences your earned points in the class will be reduced by 100 points.** Quizzes may be given over the assigned chapter readings and cases. You are expected to be prepared for class each day.

CELL PHONES: Use of a cell phone during class time including texting may cause a reduction in your earned course points by up to 100 points at the discretion of the professor.

INDIVIDUAL CASES: A rubric is attached to the syllabus detailing the expectations of the individual case.

GROUP CASE: You will be assigned to a group to present an analysis of one of the cases included in the text. Your presentation should cover similar elements to the one included in the text as appendix 15C. The process for analyzing the case is included in Chapter 15

COUNTRY PAPER & CRITIQUE: Students will be required to make one presentation on the business situation in one country. The country will be assigned by the professor, but will be one of the following: Japan, Greece, Germany, or Mexico. The entire article critique covering the country should be less than four typed pages. References must be cited in APA. You do not need to give me a copy of the references. You will also be responsible for a group presentation concerning your country. It might make sense for each of you to take on one or more of the following issues concerning the country: technological, political, economic, social, and demographic.

Academic Support Services: Wayne State College provides an array of services to assist students, including the U.S. Conn Library and computer labs. The Learning Center, located in the lower level of the Student Center, provides peer tutoring for most General Education classes. The Counseling Center, also located in the Student Center, provides assistance in career planning, goal setting, personality assessment, stress management, and individual and group counseling. For further information contact the Dean of Students Office, 402/375-7213.

Special Needs Students: Students with special needs should make the instructor aware of those needs as they exist or arise.

Student Dishonesty, Cheating and Plagiarism: Students are expected to exhibit high ethical standards. Any instances of dishonesty, cheating, plagiarism, acquainting others with examination material prior to make-up exams, or similar behaviors will be subject to any and all Wayne State College policies governing such matters (and the decision of the course instructor in the absence of an applicable WSC policy).

Strategic Management Course Outline

Month	Date	Topic	Chapter or Case Number
August	25	Course introduction	
	27	Overview of strategic management	1
	29	Governance	2
September	3	Ethics	3
	5	External scanning	4
	8	Internal scanning	5
	10	Exam #1	
	12	Situational analysis and business strategy	6
	15	Corporate strategy	7
	17	Strategy implementation	9
	19	Strategy implementation: staffing and directing	10
	22	Library tour—attendance expected	
	24	Entrepreneurship and small business strategies	13
	26	Non-profit strategies	14
	29	Case analysis discussion—class attendance expected	15
October	1	Exam #2	
	3	Online discussion of strategic issues	
	6	Group day—class attendance expected	
	8	Starbucks, group A presenting (cases are in the back of your textbook)	Case 7
	10	Group day—class attendance expected	
	13	Ebay, group B presenting	Case 12
	15	Group day—class attendance expected	
	17	Gap, group C presenting	Case 21
	22	Hershey, group D presenting	Case 29

	24	Online discussion of economy and its factors by groups	
	27	Country work day—class attendance expected	
	29	Japan, group A team members presenting	
	31	Greece, group B team members presenting	
November	3	Germany, group C team members presenting	
	5	Mexico, group D team members are presenting	
	7	Paper presentations	
	10	Paper presentations	
	12	Paper presentations	
	17	Paper presentations	
	19	Paper presentations	
	21	Work day for assessment exam	
	24	Work day for assessment exam	
December	1	Paper presentations	
	3	Ethics short case problem (cases in case section of textbook)	Case 1
	5	Ethics short case problem (cases in case section of textbook)	Case 2
	8	Ethics short case problem (cases in case section of textbook)	Case 3
	10	Ethics short case problem (cases in case section of textbook)	Case 4
	12	Ethics short case problem—discussion to occur online	Case 5
	15	Strategy short case problem —discussion to occur online	Case 43

Strategic Management Country Presentation and Paper

Eye contact (no reading and contact with entire class):

Volume:

Audio visual aids:

Presentation made within time frame allowed:

Grammar and spelling errors:

Organization and content of paper:

Conclusions and synthesis:

Business 420 Strategic Management Individual Company Presentation Rubric

Criteria / Score	1 – 2	3 – 4	5 - 6
Presentation demeanor	Little eye contact was made and the presentation had more than 20% read from notes or overheads; audience struggled to hear; clothing was not appropriate	Some eye contact was made and student had little reading during presentation; volume was fair; clothing was professional	Eye contact was made with the entire room and the presentation was not read from notes; volume was appropriate; attire was appropriate
Audio-visual aids	Few slides were used and the slides were not well integrated into the presentation	The number of slides used was appropriate but they were not well utilized during the presentation	Slides were well used in the presentation, helped in understanding, and were not excessive in number
Length of presentation (a full letter grade will be deducted for presentations outside the three minute time frame)	Time was within three minutes of allotted time	Time was within two minutes of allotted time	Time was within one minute of allotted time
Financial analysis was included in the presentation	Ratios were not descriptive of the firm and were not understood	Ratios cited were understood but did not adequately describe the situation of the firm	The financial analysis presented was descriptive of the firm's situation and ratios cited were understood

SWOT analysis	The SWOT analysis was superficial or did not address the major factors affecting the firm	Less than three items were identified for each SWOT area, or the items identified were not the major factors affecting the firm	At least three items were identified for each area. The items included the major factors affecting the firm
Balance between required elements	The majority of the analysis was either the SWOT or recommendations with little attention to the other area	The analysis was somewhat balanced in its time spent between SWOT and recommendations (at least two minutes allocated to both areas)	Equal balance existed between the analysis of where the firm is currently and the recommended direction for the firm
Strategic understanding of the firm during both presentation and question / answer period	Student did not use critical thinking skills for recommendations; Knowledge of the firm was superficial	Student showed strategic thinking in the recommendations; The student had a fair understanding of the firm	Student looked at strategic factors affecting the firm; The student had a synthesis level of understanding about the firm

**Business 420 Strategic Management
Individual Company Paper Rubric**

Criteria / Score	1 – 2	3 – 4	5 – 6
Spelling and grammar errors	Student had _____ spelling errors @ 5 points per error = _____ points deducted (at a maximum of 30 points)		
References cited	Student had _____ instances of uncited references @ 5 points per error = _____ points deducted (at a maximum of 30 points)		
Paper had section headings, page numbers, reference page, and kept to the required length	Many of the formatting requirements were not met	All but one of the formatting requirements were met	All formatting requirements were met
Paper shows an understanding of the financial aspects of the firm in an appendix	Paper had major deficiencies in the information given on the financial aspects of the firm	Paper has an appendix covering at least one ratio from each of the following categories: liquidity, debt, activity, profitability and market-value. The explanation given on each of the ratios was either superficial or was not consistent with the ratio	Paper has an appendix covering at least one ratio from each of the following categories: liquidity, debt, activity, profitability and market-value. Correct explanation is given on each of the cited ratios providing conclusions as to its effects on the firm
Paper shows an understanding of the managerial aspects of the firm in the SWOT analysis	Paper had major deficiencies in the information given on the managerial aspects of the firm	Paper includes top management team discussion but the analysis of those factors is not conclusive	Paper includes a discussion of the top management team and an analysis of how well the firm performs those functions; it is included on the SWOT analysis
Paper shows an understanding of the marketing aspects of the firm in the SWOT analysis	Paper had major deficiencies in the information given on the marketing aspects of the firm	Paper includes some discussion of how well the firm markets its products but the analysis of how well the firm performs those functions is inconclusive	Paper includes a discussion of the firm's marketing efforts and an analysis of how well the firm performs those functions is included in the SWOT analysis

Paper shows a good understanding of all the environmental aspects of the firm	Paper had major deficiencies in the information given on the environmental aspects of the firm	The paper looked at all of the environmental factors (economic, social, ethical, global and legal aspects) of the firm and but the analysis of how well the firm performs those functions is inconclusive	The paper looked at all of the environmental factors (economic, social, ethical, global and legal aspects) of the firm and an analysis of how well the firm performs those functions
Information systems used to develop the opinion of the firm were well utilized	Few resources were used in the analysis	Some resources were used but it was not balanced between sources within and outside the firm	Many sources were used from both inside and outside the firm, with at least ten sources outside of the firm
SWOT analysis in the paper appropriately describes the firm situation	The SWOT analysis was superficial or did not address the major factors affecting the firm	Less than three items were identified for each SWOT area, or the items identified were not the major factors affecting the firm	At least three items were identified for each area. The items included the major factors affecting the firm
Recommended direction for the firm shows enterprise-level thinking and incorporates strategic thinking	Student did not use critical thinking skills for recommendations; Knowledge of the firm was superficial	Student showed strategic thinking in the recommendations; The student had a fair understanding of the firm	Student looked at strategic factors affecting the firm; The student had a synthesis level of understanding about the firm

GROUP CASE PRESENTATION EVALUATION FORM

Case _____ Team _____

Excellent + Acceptable X Poor -

I. Organization and Presentation of Report

- A. Dress and manner _____
- B. Length of report _____
- C. Organization of report _____
- D. Speaker balance _____
- E. Speaking style and use of grammar _____
- F. Visual aids and handouts _____

II. Contents of Report

- A. Problem Definition
 - 1. Dealt with environmental opportunities and challenges _____
 - 2. Dealt with trends and problems in the industry _____
 - 3. Correctly identified key case problems _____
 - 4. Stated problems clearly and concisely _____
 - 5. Considered both immediate and long range problems _____
- B. Analysis
 - 1. Distinguished between symptoms and underlying problems or causes _____
 - 2. Distinguished between fact, opinion, and own inferences _____
 - 3. Recognized all important factors _____

4. Considered the time frame of the case _____
5. Avoided excessive rehash of case facts _____
6. Reflected good understanding of case material _____
7. Brought in outside information as appropriate _____
8. Utilized relevant concepts in strategic management to aid understanding _____

C. Alternative Solutions

1. Identified all feasible alternatives _____
2. Solutions consistent with definition of problem _____
3. Evaluated each alternative in terms of risk, cost, timing, etc. as pros and cons _____

D. Recommendation

1. Clearly stated the recommended solution _____
2. Recommendation followed logically from previous analysis _____
3. Provided for implementation of recommended solution, including control procedures _____

E. Maintained proper balance among problem definition, analysis, alternatives, and recommendation _____

III. Final Evaluation (Grade) _____

APPENDIX II
Comprehensive Business Exam
CBE

Comprehensive Business Exam®

The Comprehensive Business Exam® 4.0 (CBE® 4.0) is a criterion-referenced exam that consists of 100 multiple-choice questions designed to assess the core business content knowledge of soon-to-graduate college seniors who will earn an undergraduate business degree. Students should ideally take the CBE during the semester of their graduation from a four-year college.

Exam Content

The CBE includes questions that cover 28 objectives within the following eight content domains: • Accounting • Finance • Management • Marketing • Economic • Social Environment • Legal Environment • International Business

The 100-item Comprehensive Business Exam generally includes three multiple-choice items for each of the 28 objectives (listed below). Because of the importance of the accounting function in business, four of the five objectives in the Accounting content domain use four items rather than the normal three to assess the student's knowledge.

Objectives

The 28 general business content objectives assessed by the Comprehensive Business Exam include the following. The number of items assessing each particular objective is in brackets.

(1) Accounting

1. Identify the basic financial statements and their purposes, and explain their interrelationships. [4]
2. List the effects of transactions on the elements of the accounting equations and transaction analysis. [4]
3. Demonstrate an understanding of the content, concepts, structure, and meaning of reporting for organizational operations for external use. [3]
4. Identify and utilize sources of financial statement information of publicly traded companies. [4]
5. Demonstrate a fundamental understanding of accounting terminology. [4]

(2) Finance

6. Demonstrate an understanding of the valuation effects of each financial decision. [3]
7. Demonstrate an understanding of the risk-return relationship and its effects on decision making. [3]
8. Demonstrate the ability to access and use basic tools to calculate and measure financial outcomes. [3]
9. Identify the major financial statements of a corporation and indicators of good performance. [3]

(3) Economic Environment

10. Define terminology associated with economic environments in business (e.g., deficit, surplus, debt, market economy). [3]
11. Demonstrate an appreciation for basic economics issues, such as limitations of resources and the global impact of economic issues on business. [3]
12. Identify factors responsible for economic growth and the policies that impact long-run growth. [3]

(4) Social Environment

13. Identify ethical issues and choose the most ethical action. [3]
14. Demonstrate ethical and social responsibility in given business scenarios. [3]

(5) Legal Environment

15. Identify legal issues and legal risks in business decision making, including the substantive areas of torts, contracts, and sales law. [3]
16. Demonstrate knowledge and understanding of the basic concepts of the legal system such as the elements of a contract. [3]

(6) Management

17. Select the appropriate management action in a business scenario involving employee supervision/evaluation. [3]
18. Demonstrate an understanding of management and leadership and their differences. [3]
19. Describe and explain the manner in which all of the functional areas in business operate, emphasizing business management. [3]
20. Demonstrate an understanding of the other managers and the human resource management process. [3]
21. Identify how to make changes and organizational changes. [3]

(7) International Business

22. Demonstrate an understanding of current global business and future global business challenges. [3]
23. Demonstrate an understanding of the environments of global business and the importance of global business strategies. [3]
24. Demonstrate an understanding of the influences of political, economic, and cultural factors on the development of global business strategies. [3]

(8) Marketing

25. Identify components of the marketing mix. [3]
26. Demonstrate an understanding of the social/cultural; legal, political, and regulatory; economic; technological; and competitive environments on marketing products and services in a global society. [3]
27. Demonstrate an understanding of the synergistic effects of combining product, promotion (communication), price, and distribution decisions relevant to market

opportunities and applying this understanding to the development of a marketing plan. [3]

28. Explain how consumers purchase and evaluate services. [3]

Reports

The Comprehensive Business Exam yields a global score (number correct) and an overall proficiency rating for the exam as a whole. The CBE also provides each test taker with a profile that shows the number correct and a proficiency level for each of the eight content domain subtests: • Accounting • Finance • Management • Marketing • Economic • Social Environment • Legal Environment • International Business. In addition to the individual student reports, the Comprehensive Business Exam provides routine summary reports that compare the performance of its students to the performance of students from peer institutions.

These summary reports, generated by E-SESS™ and distributed by Technological Fluency Institute, Inc., compare the institution's student test scores with student scores from peer institutions on the proficiency levels attained by students on each of the content domain subtests.

Scoring and Interpretation of Results

The Comprehensive Business Exam scores the test by reporting the number correct out of the 100 scored items. The CBE yields a global score (number correct) and an overall proficiency rating for the exam as a whole. The overall proficiency rating is determined by the number of domains a student attains proficient or higher. The table below shows the proficiency levels for the overall exam.

Overall Mastery--7 or 8 domains are "proficient" or higher

Overall Proficient--6 domains are "proficient" or higher

Overall Basic--4 or 5 domains are "proficient" or higher

Overall Not Proficient-- 0, 1, 2, or 3 domains are "proficient" or higher

The CBE also provides each test taker with a profile that shows the number correct and the proficiency level on each of the eight content domain subtests. The table below

shows the proficiency levels for the individual domains:

Mastery--100% of the items in the domain correct

Proficient-- 83%-99% of the items in the domain correct

Basic-- 66%-82% of the items in the domain correct

Not Proficient-- below 66% of the items in the domain correct

APPENDIX III

Graduating Student Survey-Undergraduate

Wayne State College

Survey Of Graduating Business Administration

Student Characteristics

Part A--Directions

For each of the two major areas listed below in Part A, please indicate the LEVEL OF KNOWLEDGE (capability, or personal attitude) you perceive yourself to have *at this time*. Circle the appropriate number (1, 2, 3, 4, or 5), where 1 represents no knowledge and 5 represents very knowledgeable.

<u>A1. General Knowledge Area</u>	<u>Level of Knowledge</u>				
	<u>No</u> <u>Knowledge</u>			<u>Very</u> <u>Knowledge</u> <u>able</u>	
a. Historical events throughout the world	1	2	3	4	5
b. Different cultures throughout the world	1	2	3	4	5
c. Political systems	1	2	3	4	5
d. Art	1	2	3	4	5
e. Music	1	2	3	4	5
f. Literature	1	2	3	4	5
g. Biological Sciences (e.g., Biology, Environmental Concerns)	1	2	3	4	5
h. Physical Sciences (e.g., Chemistry, Physics, Meteorology)	1	2	3	4	5
i. Technology and its use in society	1	2	3	4	5
j. Ethical foundations	1	2	3	4	5
k. Healthy living	1	2	3	4	5
l. Social Sciences (e.g., psychology, sociology, anthropology, geography)	1	2	3	4	5

<u>A2. General Business Knowledge Area</u>	<u>Level of Knowledge</u>				
	<u>No</u> <u>Knowledge</u>			<u>Very</u> <u>Knowledge</u> <u>able</u>	
a. Production and operations management	1	2	3	4	5
b. Marketing	1	2	3	4	5
c. Finance	1	2	3	4	5
d. Economics	1	2	3	4	5
e. Social, ethical and legal environments of business	1	2	3	4	5

f. Information systems in business decision making	1	2	3	4	5
g. Quantitative methods in business decision making	1	2	3	4	5
h. Organizational theory and interpersonal behavior in the management of human resources	1	2	3	4	5
i. The global dimension of business	1	2	3	4	5
j. Strategic nature of business planning	1	2	3	4	5

Part B--Directions

For each of the two major areas listed below in Part B, please indicate the **STRENGTH OF YOUR CAPABILITIES** you perceive yourself to have *at this time*. Circle the appropriate number (either 1, 2, 3, 4, or 5), where 1 represents very weak capabilities and 5 represents very strong capabilities.

<u><i>B1. Cognitive Learning Skills Area</i></u>	<u>Strength of Your Capabilities</u>				
	<u>Very Weak</u>			<u>Very Strong</u>	
a. To reason	1	2	3	4	5
b. To explain and support ideas and information	1	2	3	4	5
c. To solve problems	1	2	3	4	5
d. To recognize assumptions and judge the validity of references	1	2	3	4	5
e. To make decisions	1	2	3	4	5
f. To think free of boundaries and past barriers	1	2	3	4	5
g. To write effectively	1	2	3	4	5
h. To speak effectively	1	2	3	4	5
i. To listen effectively	1	2	3	4	5
j. To negotiate effectively	1	2	3	4	5
k. To understand nonverbal communication skills	1	2	3	4	5
l. To locate information	1	2	3	4	5
m. To use information technology to analyze and apply information to required business task	1	2	3	4	5
n. To adapt, respond and interact in a changing business environment	1	2	3	4	5

<u><i>B2. Professional Behavioral Characteristics Area</i></u>	<u>Strength of Your Capabilities</u>				
	<u>Very Weak</u>			<u>Very Strong</u>	
a. To work with human beings, particularly in groups or teams	1	2	3	4	5
b. To influence others	1	2	3	4	5
c. To organize and delegate tasks	1	2	3	4	5

d. To motivate and develop other people	1	2	3	4	5
e. To withstand and resolve conflict	1	2	3	4	5
f. To assume leadership	1	2	3	4	5
g. To respond nondefensively to criticism	1	2	3	4	5
h. To identify ethical issues	1	2	3	4	5
i. To apply a value-based reasoning system to ethical questions	1	2	3	4	5

Part C--Directions

For items listed below in Part C, please indicate your PROFESSIONAL ATTITUDES you perceive yourself to have *at this time*. Circle the appropriate number (either 1, 2, 3, 4, or 5), where 1 represents a very low level and 5 represents a very high level.

<u>C1. Professional Attitudinal Characteristics Area</u>	<u>Professional Attitude</u>				
	<u>Low Level</u>			<u>Very High Level</u>	
a. Dressing and behaving in accordance with the expectations of the profession of choice and ones own beliefs	1	2	3	4	5
b. Independent	1	2	3	4	5
c. Adaptable to change	1	2	3	4	5
d. Detailed oriented/precise	1	2	3	4	5
e. Results/goal/achievement oriented	1	2	3	4	5
f. Self-responsible	1	2	3	4	5
g. Dependable	1	2	3	4	5
h. Flexible	1	2	3	4	5
i. Accepting of criticism/capable of self-criticism	1	2	3	4	5
j. Confident in abilities	1	2	3	4	5
k. Tolerant of ambiguity and complexity	1	2	3	4	5
l. Sensitivity and concern for other individuals and cultures	1	2	3	4	5
m. Respect of self, others and property	1	2	3	4	5
n. Committed to life-long learning	1	2	3	4	5

Please list three areas where the Department of Business and Economics has performed best.

Please list three areas where the Department of Business and Economics could improve.

General Comments:

Please check which concentration applies to your Business Administration degree:

- _____ Marketing
 _____ Finance
 _____ Management
 _____ Economics
 _____ Accounting/Public Accounting

Advertising
Agri-Business
Office Administration
International Business
Human Resource Management

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX IV
Alumni Survey

Evaluation of Undergraduate Experience:

Please circle the number which corresponds to your response.

1= not enhanced

5= greatly enhanced

<u>ITEM</u>	<u>To what extent did your business degree enhance these concepts, skills and abilities:</u>
Management principles	1 2 3 4 5
Marketing principles	1 2 3 4 5
Business finance principles	1 2 3 4 5
Economic principles	1 2 3 4 5
Social, ethical and legal environments	1 2 3 4 5
Business information systems	1 2 3 4 5
Quantitative methods	1 2 3 4 5
Organizational and interpersonal behavior	1 2 3 4 5
Diverse global dimension of business	1 2 3 4 5
Strategic nature of business planning	1 2 3 4 5
To reason	1 2 3 4 5
To explain and support ideas and information	1 2 3 4 5
To solve problems	1 2 3 4 5
To judge the validity of references	1 2 3 4 5
To make decisions	1 2 3 4 5
To think free of boundaries and past barriers	1 2 3 4 5
To write effectively	1 2 3 4 5
To speak effectively	1 2 3 4 5
To listen effectively	1 2 3 4 5
To negotiate effectively	1 2 3 4 5
To understand nonverbal communication	1 2 3 4 5
To locate information	1 2 3 4 5
To use information technology to analyze and apply information to required business tasks	1 2 3 4 5
To adapt, respond and interact in a changing business environment	1 2 3 4 5
<u>ITEM</u>	<u>To what extent did your business degree enhance these concepts, skills and abilities:</u>
To work with others, particularly in groups or teams	1 2 3 4 5
To influence others	1 2 3 4 5
To organize and delegate tasks	1 2 3 4 5

To motivate and develop other people	1 2 3 4 5
To withstand and resolve conflict	1 2 3 4 5
To assume leadership	1 2 3 4 5
To respond non-defensively to criticism	1 2 3 4 5
To identify ethical issues	1 2 3 4 5
To apply a value-based reasoning system to ethical issues	1 2 3 4 5
To dress and behave in accordance with the expectations of the profession of choice	1 2 3 4 5
To be independent	1 2 3 4 5
To adapt to change	1 2 3 4 5
To be detailed oriented/precise	1 2 3 4 5
To be results/goals/achievement oriented	1 2 3 4 5
To be self-responsible	1 2 3 4 5
To be dependable	1 2 3 4 5
To be flexible	1 2 3 4 5
To be accepting of criticism/capable of self-criticism	1 2 3 4 5
To be confident in abilities	1 2 3 4 5
To be tolerant of ambiguity and complexity	1 2 3 4 5
To have sensitivity and concern for other individuals and cultures	1 2 3 4 5
To have respect of self, others and property	1 2 3 4 5
To be committed to life-long learning	1 2 3 4 5

Satisfaction with Academic Experience:

23. How would you rate the overall quality of your Wayne State College education?
 high quality average quality low quality
24. How do you believe others (e.g., peers, friends, colleagues) would rate the overall quality of your Wayne State College education?
 high quality average quality low quality
25. As you compare yourself with alumni from other schools, how would you rate the quality of the education you received from Wayne State College?
 Better Equal Not as good No basis for comparison

General Comments:

26. Taking into consideration your post-graduation experiences, what would you consider to be the strengths of the Business and Economics Department?
27. Taking into consideration your post-graduation experiences, what would you consider to be the weaknesses of the Business and Economics Department?
28. What do you feel to be the most important or useful result of your education and experiences in your major/concentration?
29. Please feel free to make any other comments about your Wayne State College, Business and Economics Department education you think would be helpful to the Department as we assess the quality of our programs.