

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

**Student Learning Information**

Mission of the School of Business and Technology

The School of Business & Technology fosters academic excellence and student achievement at both the graduate and undergraduate levels in the disciplines of Business, Economics, Computer Technology and Information Systems, Industrial Technology and Family and Consumer Sciences. Students are provided a strong academic foundation with access to various specialized knowledge bases and are prepared to become productive, competent professionals and responsible citizens in a diverse, dynamic global arena. The School promotes an interactive, student oriented, educational environment with a dynamic mix of innovative, technological, and traditional instructional strategies. The School also promotes regional economic development, technology transfer, leadership development, and the development of life-long learning skills. Scholarship that enhances teaching, professional development and service is also fostered.

Mission of the Business and Economics Department

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.

Mission of the Master of Business Administration Program

The mission of the WSC MBA program is to provide graduate business students with the knowledge, tools, and experiences necessary to engage in productive problem-solving and decision-making in a dynamic business environment. Special emphasis is placed on the development of effective, ethical, and accountable managerial skills applicable to a global environment as well as the mastery of technical aspects of decision-making. WSC is committed to providing students with an integrated mix of theory and practice, offered by a highly-qualified faculty, to meet the needs of current and future managers.

Intended Student Learning Outcomes	
1. Students will demonstrate the ability to solve problems based on a knowledge of the tools, concepts and theories of each of the functional business disciplines; accounting, economics, finance, management, and marketing	
2. Students will demonstrate the ability to communicate professionally and effectively	
3. Students will demonstrate the ability to apply ethical criteria, critical and creative thinking, and analytical and quantitative skills to solve business problems	
4. Students will demonstrate the ability to demonstrate understanding of organizational behavior, leadership, management theory and organizational design within a dynamic business environment	
5. Students will demonstrate the ability to demonstrate understanding of the role of teams, groups and individual behavior in relation to organizational success	
6. the ability to identify and demonstrate understanding of the economic, political, legal and social forces that influence business organizations	
7. Students will demonstrate the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive analysis and environmental scanning necessary for strategic decisions	
8. Student will demonstrate the ability to incorporate a global perspective	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Capstone Course	<ol style="list-style-type: none"> <li>90% of the students will earn 80% of the points on the project</li> <li>90% of the students will score at the proficient level on each evaluation criterion</li> </ol>
2. ETS Major Field Exam: MBA	<ol style="list-style-type: none"> <li>The instructional mean total score will be at the 75th percentile rank or above</li> <li>The individual instructional assessment content indicators will be at the 75th percentile rank or above</li> </ol>
Assessment Tools/Methods for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning	
1. Employer Survey	<p>1. On a scale of 1 to 4 (1 strongly disagree agree, and 4 strongly agree) employers will indicate a level of agreement of 3.0 (agree) with positive statement about enhancement of MBA student's knowledge and skills.</p> <p>2. Overall student written comments will be positive</p>
2. Graduating Student Survey	<p>1. On a scale of 1 to 4 (1 strongly disagree agree, and 4 strongly agree) MBA students will indicate a level of agreement of 3.0 (agree) with positive statement about enhancement of knowledge and skills.</p> <p>2. Overall student written comments will be positive</p>
Summary of Results from Implementing Direct Measures of Student Learning:	
	Performance Target Was...
	Met Not Met
1. The first criteria, 90% of the students will earn 80% of the points on the project was met. The second criteria, 90% of the students will score as proficient on each evaluation criteria, was met.	X
2. The ETS Major Field Exam-MBA was not given during the 2009-2010 academic year. With our program being fully online with a geographically diverse student population we are not able to administer the exam in a secure environment. We are currently exploring alternative approaches to give a comprehensive exam to our graduating students.	
Summary of Results from Implementing Indirect Measures of Student Learning:	
	Performance Target Was...
	Met Not Met
1. All employer responses and comments were positive.	X
2. Students rated all statements about enhancement of knowledge and skills at the 3.0 level or above.	X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:	
Direct Measures	
1. None at this time. Modifications were made to the course and rubric during the last assessment cycle and these have had the desired effect.	

2. An alternative exam will be given during the next academic year.

Indirect Measures

1. A new version of the employer survey is being developed.

2. A new version of the graduating student survey is being developed.

# **APPENDIX I**

## **Graduate Capstone Course BUS 692 Administrative Policy Syllabi with Rubric**

## **WAYNE STATE COLLEGE COURSE OUTLINE ADMINISTRATIVE POLICY**

DEPARTMENT: BUSINESS AND ECONOMICS

PROFESSOR: DR. JERYL L. NELSON

OFFICE: GH 111-H

OFFICE HOURS: Monday, Wednesday, Friday 8-9; Tuesday 10-12

COURSE: BUS 692 ADMINISTRATIVE POLICY

CREDIT: 3

E-MAIL: jnelso1@wsc.edu

PHONE: 402-375-7251

PREREQUISITES:

All CBK and 24 hours completed in the MBA program.

CATALOG DESCRIPTION:

Analysis of policy formulation and implementation from a company-wide standpoint; emphasis on integration of knowledge and approaches across functional areas; both endogenous and exogenous factors that affect company policies; and the role of the firm in society.

HOURLY TIME DISTRIBUTION PER WEEK:

Lecture: 1 hour

Reading analysis: 1 hour

Classroom presentation of selected topics and cases: 1 hour

INSTRUCTIONAL MEDIA:

Strategy, Winning in the Marketplace, Thompson, Strickland, and Gamble, McGraw-Hill, Edition 16, 2008.

The World is Flat, Friedman, Farrar, Straus, and Giroux, 2006.

## OBJECTIVES:

1. Improvement of the management skills of professionals in business, industry and government
2. Development of future executive leadership
3. Integration of knowledge and approaches across functional areas
4. Identification of internal and external factors that affect firms
5. Completion of the file paper requirement

## EVALUATION AND TESTING PROCEDURE:

Evaluation of students will be based upon total points. Specifically, points will be assigned as follows:

<u>Evaluation Criteria</u>	<u>Points</u>
Individual project & presentation (file paper)	100
On-line essay assignments	50
Chapter and book discussions	100
Midterm including book questions	50
Case assignments and case discussions	50
Final case write-up	30
Assessment exam	20
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Total points	400

**CLASS ATTENDANCE: You are expected to meet all deadlines.** You need to pay attention to the deadlines included with the syllabus, as I will not let you turn in late assignments. If you will be gone during the course be sure to work ahead for the nights you will be gone.

This class moves very quickly. If you get behind, I do not believe you will be able to catch up with the rest of the class and meaningfully contribute to the class. Therefore, I will not be able to accept late assignments. Please meet the deadlines included with the syllabus.

For each of the chapters, I will post one discussion question for you and your class to discuss. I will do the same for each of the cases. Please be an active participant in the discussions. You need to be very active in the discussions and plan on being online at least two to three hours per week reading and posting discussions. You are expected to read all discussions, understand all that you have read, and if you do not, ask a question (in the discussion). The interaction is a very important part of the class, and you need to be sure to be an active participant. I will let you know at least every other week whether your discussion quality has been adequate.

I hope the class goes well for you. Let me know if you have any questions.

### **TIPS FOR SUCCESSFUL COMPLETION OF THIS CLASS**

This is an electronic classroom, not a group of people doing independent studies. As such, we will be doing a lot of interaction and learning from each other. This interaction is critically important part of the learning experience, so your active participation is very important.

I will have all of your materials available in the system at least two weeks prior to their due date. Most of the class is already to go, so you should be able to meet all of the deadlines. I have made the deadlines on Wednesday nights. It seemed to be the best compromise between folks that like to work on the weekend and those that prefer to work on assignments during the week.

I usually check my email every weekday, and at least once during the weekends. I will respond to your emails in the order that I receive them, but it will almost always be within one **BUSINESS** day.

If I am away for an extended period of time I will notify you. If you anticipate being away from the web for an extended period of time (a week or greater) please let me know.

I will not enter every discussion, but I will monitor the group conversation and enter into the dialog on occasion.

I am available for telephone consultation. If you wish to talk with me over the telephone, please either call during office hours, or e-mail me to set up a time that works for both of us.

You will need to be prompt with your messages, responses, postings, assignments, quizzes, and other work. Coordinating our work together is extremely important for the learning experience of the entire group. Late work will count against your final course grade.

You will need to invest an amount of time equal to what would be required to complete this course as a regular on-campus course. A typical three-hour course requires in the range of 9 hours per week (three in class, at least six outside of class). Please plan accordingly, and negotiate in advance with your family and work situation in order to free up the necessary time in your schedule.

Please feel free to communicate with me about this course. Let me know what is working, what is not, and how I might make it a better experience for you. I will not be able to honor every suggestion, but I will do what I can to maximize your learning and enjoyment.

### Course Outline

Month	Day	Topic	Text chapter(s)	The World is Flat Pages (pages are from my text; if you have another edition adjust proportionally)	Case(s)
August	26	Course begins			
September	2	Introduction to the course	1 2	1-49	
	9	External environment Internal environment	3 4	50-112	
	16	Competitive advantage Foreign markets	5 & 6 7	113-200	
	23	Industry situations Diversification	8 9	201-258	
	30	Ethics and social responsibility Strategy Execution	10 11	259-300	
October	7	Culture	13	301-359	

	14	Mid-term exam due		360-390	
	21	File paper development		391-422	
	28	File paper development		423-453	
November	4	File papers due to me (and posted to a discussion)			
	11	File paper discussion due (online) Final versions of papers to be reviewed by committee are due on March 31 in my office.			
	18	Case analysis			1
December	2	Case analysis			5
	9	Case analysis			20
	16	Written case analysis due for final exam			8

**Business 692 Administrative Policy  
Case Analysis Rubric**

Criteria / Score	1 – 2	3 – 4	5 - 6
<b>Spelling and grammar errors</b>	Student had ____ spelling errors @ 5 points per error = ____ points deducted (at a maximum of 30 points)		
<b>Paper had section headings, page numbers, and is professional in style</b>	Many of the formatting requirements were not met	All but one of the formatting requirements were met	All formatting requirements were met
<b>Problem definition</b>	The identified issue was not a major problem for the firm	A problem was identified but it was not the key problem or was a symptom rather than a problem	The key problem(s) of the case were identified clearly and concisely. The identified problem distinguished between symptoms and underlying problems.
<b>Paper shows an understanding of the financial aspects of the firm</b>	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
<b>Paper shows an understanding of the managerial</b>	Paper had major deficiencies in the information given on the managerial aspects of	Paper includes analysis considering each of the managerial factors (planning, organizing, leading, and	Paper includes analysis considering each of the managerial factors (planning,

<b>aspects of the firm</b>	the firm	controlling) but the discussion of those factors is not conclusive	organizing, leading, and controlling) and a discussion of how well the firm performs those functions
<b>Paper shows an understanding of the marketing aspects of the firm</b>	Paper had major deficiencies in the information given on the marketing aspects of the firm	Paper includes analysis considering each of the marketing mix factors (price, product, promotion, place/time utility) but the discussion of how well the firm performs those functions is inconclusive	Paper includes an analysis considering each of the marketing mix factors (price, product, promotion, place/time utility) and discussion of how well the firm performs those functions.
<b>Paper shows a good understanding of all the environmental aspects of the firm</b>	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
<b>SWOT analysis in the paper appropriately describes the firm situation</b>	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
<b>Alternative solutions</b>	The identified solution is not consistent with the problem definition. The alternatives are not appropriately evaluated	Most of the feasible alternatives are considered. The solutions are consistent with the problem definition. Each alternative is evaluated in terms of risk, cost, timing, pros and cons.	All feasible alternatives are considered. The solutions are consistent with the problem definition. Each alternative is evaluated in terms of risk, cost, timing, pros and cons.
<b>Recommended solution</b>	Student did not use critical thinking skills for recommendations; knowledge of the firm was superficial. The selected solution did not match the problem definition.	Student showed strategic thinking in the recommendations; The student had a fair understanding of the firm. The recommended solution followed logically from the previous analysis, but may have not been the best solution.	Student looked at strategic factors affecting the firm; the student had a synthesis level of understanding about the firm. The recommended solution was clearly stated and followed logically from previous analysis.
<b>Implementation</b>	Little information was given about how to implement the best alternative.	Provided some information about how to implement the chosen alternative, but was not detailed in the process.	Provided for implementation of the recommended solution, including control procedures

## **APPENDIX II**

### **Educational Testing Service (ETS) Major Field Test-MBA**

The Major Field Test for Master of Business Administration (MFT-MBA) consists of 124 multiple-choice questions, half of which are based on short case-study scenarios. Programs can choose when and where to administer the tests. It is designed to take 3 hours and may be split into 2 sessions. This test must be given by a proctor. Mathematical operations do not require the use of a calculator.

Most of the questions require knowledge of specific information drawn from marketing, management, finance, and accounting. The test also includes questions that focus on international business, information technology, legal and regulatory environment of business, ethics and social responsibility in business, statistical analysis, managerial economics and e-commerce.

A unique feature of the MFT-MBA is that all of the questions on the test measure critical thinking ability; that is, the ability to interpret data, to apply concepts and ideas, and to analyze data, theories, and relationships deductively and inductively. The overall scaled score can be considered a measure of a student's critical thinking and reasoning within the domain of a standard MBA curriculum.

MBA curricula encompass many subfields and specialties; this test covers the skills and subject matter determined by committees of faculty to be common to most programs. The distribution of the content areas with some examples of the topics covered is as follows:

## I. Marketing (25%)

### J. Strategic Marketing

1. Metrics and Control Mechanisms
2. Environment Scanning and Marketing Planning
3. Innovation

### B. Buyer Behavior

1. Consumer and Business Purchasing Processes
2. Factors Influencing Consumer and Business Purchasing
3. Segmentation

### C. Market Research

1. Competitive Intelligence
2. Research Process, Concepts and Tools
3. Managerial Decision Making

### D. Marketing Planning: Target Segments and Marketing Mix

1. Specifying Target Markets
2. Pricing
3. Products/Services
4. Promotion
5. Channels & Distribution/Supply Chain

## II. Management (25%)

### A. Organizational Behavior

1. Leadership
2. Teams
3. Conflict
4. Negotiation
5. Motivation

### B. Human Resource Management

1. Recruiting and Selection
2. Compensation
3. Employment Planning
4. Training and Development

### C. Organizational Theory

1. Organizational Change & Development
2. Organizational Structure Design
3. Systems Thinking
4. Entrepreneurship/Small Business Management

### D. Operations Planning/Management Science

1. Quantitative decision making models
2. Quality/Process Management
3. Supply Chain Logistics
4. Planning
5. Control
6. Service Management

## III. Finance (25%)

### A. Corporate Finance

1. Capital Budgeting
2. Cost of Capital
3. Capital Structure
4. Dividend Policy
5. Working Capital Management
6. International Finance

### B. Investments

1. Financing Instruments
2. Risk and Return
3. Securities Valuation and Analysis
4. Options, Futures, and Other Derivatives

### C. Financial Markets and Institutions

1. Capital Markets
2. Money market
3. Market Efficiency
4. Investment Banking

## IV. Accounting (25%)

### A. Relevant Cost

1. Theory of Constraints
2. Special Order
3. Make or Buy
4. Transfer Pricing
5. Sell or Process Further

### B. Resource Planning and Analysis

1. Forecasting
2. Cash Budgeting
3. Variance Analysis

### C. Cost-Volume-Profit Analysis

1. Cost Behavior
2. Break-Even Analysis
3. Target Profit

### D. Product Costing

1. Absorption vs. Variable
2. Activity-Based
3. Process vs. Job Order
4. Byproduct

### E. Financial Reporting and Analysis

1. Financial Statements
2. Financial Ratios
3. Regulatory Environment

# **APPENDIX III**

## **Graduating Student Survey-MBA**

## MBA Graduate Survey

- |   |    |   |   |    |
|---|----|---|---|----|
| 1. I was satisfied with the instruction I received in the MBA Program.  | SA | A | D | SD |
| 2. I am better prepared to assume executive leadership positions since completing the MBA program.  | SA | A | D | SD |
| 3. I have benefited personally since completing the MBA Program.  | SA | A | D | SD |
| 4. I have a better understanding of microeconomic theory today than I did when I started the program.   | SA | A | D | SD |
| 5. I have a better understanding of the marketing mix variables today than I did when I started the program.  | SA | A | D | SD |
| 6. I have a better understanding of how to allocate resources within a firm with the greatest cost benefit ratio than I did when I started the program. | SA | A | D | SD |
| 7. I am a more effective communicator today than when I started the program.  | SA | A | D | SD |
| 8. I have a better understanding of how to use accounting information today than I did when I started the program.                                      | SA | A | D | SD |
| 9. I have a better understanding today of how industry structure affects decision-making than I did when I started the program.                         | SA | A | D | SD |
| 10. I have a better understanding of the differences between rational and political models of decision making today than when I started the program.    | SA | A | D | SD |
| 11. I am a better manager today than I was when I began the program.  | SA | A | D | SD |
| 12. The interaction between the students is an important aspect of the MBA program.   | SA | A | D | SD |
| 13. The projects I undertook during the program were an important element in my understanding the material.   | SA | A | D | SD |
| 14. I would recommend Wayne State College's MBA program to other working professionals.   | SA | A | D | SD |
| 15. I am a better decision maker today than I was before I started the MBA program.   | SA | A | D | SD |
| 16. I am a better problem solver today than I was when I started the MBA program.   | SA | A | D | SD |
| 17. I have a better understanding today of the role of business in society, than I did when I started the MBA program.                                  | SA | A | D | SD |
| 18. What other recommendations or suggestions would you like to make concerning our program?  |    |   |   |    |

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# **APPENDIX IV**

## **Supervisor Survey**

# MBA Graduate's Supervisor Survey

Dear Supervisor:

Wayne State College is currently undertaking an assessment of their Master of Business Administration program. As a supervisor of one of our recent graduates, you are uniquely situated to provide feedback on our program.

Please answer the questions using the following scale:

**SA = Strongly Agree with the statement**

**A = Agree with the statement**

**D = Disagree with the statement**

**SD = Strongly Disagree with the statement**

Once you have completed the survey, please mail it back to us in the postage-paid envelope. Thank you in advance for your help in assessing our program.

1. The graduate is better prepared to assume executive leadership positions since undertaking the MBA program.    A    A    D    SD
2. The graduate has a better understanding of how to allocate resources within a firm with the greatest cost benefit ratio since undertaking the program.    A    A    D    SD
3. The graduate is a more effective communicator today than when he/she started the program.    A    A    D    SD
4. The graduate is a better manager today than before undertaking the program.    A    A    D    SD
5. I would recommend Wayne State College's MBA program to other working professionals.    A    A    D    SD
6. The graduate is a better decision maker today than before the MBA program.    A    A    D    SD
7. The graduate is a better problem solver today than before the MBA program.    A    A    D    SD
8. The graduate has a better understanding today of the role of business in society than before undertaking the MBA program.    A    A    D    SD
9. What other recommendations or suggestions would you like to make concerning our program?

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