

**Assessment Report
Wayne State College
Business and Economics Department
Business Administration Major-Core
2011-2012
Program-Level Intended Outcomes Form**

Student Learning Information	
<p><u>Mission</u></p> <p>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: ETS Major Fields 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
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. During the academic year 2011 – 2012 53 students took the Education Testing Service (ETS) Major Field Exam in Business. The group performed at the 59th percentile. Our target for both overall and the individual instructional areas is the 50th percentile. Our sub-score areas with percentiles are: Accounting 60th; Economics 69th; Management 40th; Quantitative Business Analysis 67th; Finance 69th; Marketing 69th; Legal and Social Environment 36th; Information Systems 40th; and International Issues 52 nd percentile.		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. The performance targets were met for the first 5 measures. For measure #6 only four items received a mean average of less than 3.5:</p> <p>“Marketing” (3.30)</p> <p>“Business Information Systems” (3.41)</p> <p>“Quantitative Methods” (3.29)</p> <p>“Diverse global dimensions of business” (3.07)</p> <p>The performance target was met for measure #7. Overall student written comments were very positive.</p>	X	X
2. A total of 45 graduating students completed the survey during the 2011-2012 academic term. Student perception of the level of knowledge/strength /possession of items in the areas of general business knowledge, cognitive learning skills, professional behavioral characteristics, and professional attitude characteristics was above our target average of 3.5. Students were also able to make open ended comments about what the department has done best and what could be improved. Overall student comments were positive. Positive comments included student appreciation that faculty can be approached for class assistance and for advising and the faculty are willing mentors. For the second straight year students have indicated their own participation in class team projects/and presentations has been very	X	

beneficial to their professional development. Students have indicated that the department could improve by offering a greater variety of courses from a content perspective and the need to stay current with technology for both their use and our delivery of content.		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
Direct Measures:		
<p>1. No actions at this time.</p> <p>2. The Management and Information Systems percentile is below our target level. We have had discussions with the CTIS Department regarding the content of the MIS course and believe they have a better understanding of our curriculum needs. Hopefully, the percentage ranking for MIS will improve with a more focused MIS course.</p> <p>The percentile rank of 36 for Legal and Social Environment is a surprise. This area has traditionally been a strong performing area for our program. Even in this academic year the results are shocking. In the Fall, 17 students taking the exam scored in the 95th percentile in Legal and Social Environment. In the spring, 36 students taking the exam scored in the 14th percentile. Since this is the first score below average in this area no changes are recommended, but faculty teaching in this area have been encouraged to reconsider course content in the event that this trend continues.</p> <p>In the past we have met the target level for management. Although, last year it was just at the 50th percentile. In 2009-2010 it was at the 45th percentile. Our ranking appears to be relatively volatile. Faculty have decided to review the two required management courses for content and pedagogy.</p>		
Indirect Measures:		
<p>1. Graduates from five years ago did not take courses in International Business or Quantitative Decision Making in the Business Administration core. These courses have since been added, which will hopefully contribute to improved scores for future graduates. The alumni of the Business and Economics Department gave us high positive ratings. The alumni say they left well prepared for their future. Many commented on how our “small” school environment was great for them and allowed them to get to know the faculty. However, a set of comments reflected alumni feelings that the department needs to do more to encouraging students to take internships and to do more career planning while at WSC. Plus, in the classroom, more real world examples and discussions could occur. We will pass this information on to the Career Service Office and also have a dedicated discussion of internships, career preparation and real world examples.</p> <p>2.. While the findings do not suggest major program changes, students have appreciated greater use of course management software even when the class is in a total face-to-face environment. This year all scores for student perception of learning are above our goals. But the faculty are anxious even when the results are favorable. In addition to the student perception survey, students also participate in a direct measure test of content knowledge. As a department we cross check to see that our students are proficient in content area as well as having the perception of learning. While it is understood that all students will not find all areas equally engaging, perception and mastery in all areas speaks to faculty quality.</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:

Evaluation Criteria	Points
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 an 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

Educational Testing Service (ETS) Major Field Test-Business

BUSINESS (3YMF)

(Current form introduced in Spring 2002)

The Major Field Test in Business contains 120 multiple-choice items, some of which are grouped in sets and based on such materials as diagrams, charts, and tables of data. The questions are designed to measure a student's knowledge and ability to apply significant facts, concepts, theories, and analytical methods. The questions represent a wide range of difficulty, and the test attempts to cover both depth and breadth in assessing students' levels of achievement.

Following the general guidelines of business school accrediting agencies, the Business Test covers areas outlined in statements of the "Common Body of Knowledge" for undergraduate business education. The test assumes that most institutions will offer a common core that includes accounting, economics, finance, law, management, marketing and quantitative analysis. In addition, it is assumed that the common core will address important social and international considerations of modern business operations.

The Business Test is intended to:

- Measure students' academic achievement in the multidisciplinary subject matter representative of undergraduate business education
- Provide information to students regarding their level of achievement
- Provide information to faculties regarding the achievement of their students; information that can be used by the institution to assess their performance relative to their specific mission and objectives.
- Provide information to facilitate development of appropriate goals and educational programs, and to enhance the accountability of undergraduate business education.

Test Content

Major areas covered by the tests are:

- I. **Accounting** (about 16 percent of the questions)
 - A. Financial accounting
 1. Conceptual foundations
 2. Income statement and Statement of Retained Earnings
 3. Balance sheet
 4. Statement of cash flows
 - B. Managerial accounting
 1. Cost concepts
 2. Product costing systems
 3. Activities-based costing
 4. Cost, volume, and profit analysis
 5. Budgeting (except capital budgeting covered under Finance)
 6. Standard costing
 7. Nonroutine decision-making
- II. **Economics** (about 16 percent of the questions)
 - A. Macroeconomics
 1. National accounts and income determination
 2. Monetary and fiscal policy
 3. Federal Reserve system
 4. Employment, inflation, and growth
 - B. Microeconomics
 1. Market structure
 2. Price theory
 3. Supply and demand
 - C. International economics
 1. Balance of trade and payments
 2. International monetary system
 3. Exchange rates
 4. Trade policy (including GATT and NAFTA and the European Union)
 5. Comparative advantage

- III. **Management** (about 17 percent of the questions)
 - A. Management process
 - 1. History and theory
 - 2. Functions (organizational structure, planning, , and controlling)
 - 3. Group/team dynamics and managing diversity
 - B. Organizational behavior
 - 1. Leadership and motivation
 - 2. Communication
 - 3. Group/team dynamics
 - C. Strategy and policy
 - 1. Strategic analysis
 - 2. Policy determination
 - D. International Management
 - E. Entrepreneurship
- IV. **Quantitative Business Analysis and Information Systems** (about 16 percent of the questions)
 - A. Probability and statistics
 - 1. Measure of set operations
 - 2. Conditional/joint probabilities
 - 3. Counting rules
 - 4. Measures of central tendency and dispersion
 - 5. Distributions (including normal and binomial)
 - 6. Sampling and estimation
 - 7. Hypothesis testing
 - 8. Correlation and regression
 - 9. Time-series forecasting
 - 10. Statistical concepts in quality control
 - B. Management science
 - 1. Linear programming
 - 2. Project scheduling (including PERT and CPM)
 - 3. Inventory and production planning
 - 4. Special topics (including queuing theory, simulation, and decision analysis)
 - C. Information systems
 - 1. Technology (hardware and software)
 - 2. System analysis and design
 - 3. Interdisciplinary issues
 - 4. Management of information systems and technology
- V. **Finance** (about 12 percent of the questions)
 - A. Valuation of investments
 - 1. Time value of money
 - 2. Capital budgeting
 - 3. Price/earnings and dividend models
 - 4. Risk, return and diversification
 - B. Financial markets
 - 1. Market efficiency
 - 2. The Capital Asset Pricing model
 - 3. Sources of financing for firms
 - 4. International markets
 - C. Corporate finance
 - 1. Working capital management
 - 2. Financial statement analysis
 - 3. Cost of capital and capital structure
 - 4. Risk management
- VI. **Marketing** (about 12 percent of the questions)
 - A. Marketing processes
 - 1. Strategic marketing
 - 2. The 4 P's (Product, Price, Promotion, and Place)
 - 3. Marketing environment
 - 4. Marketing research and information systems
 - 5. Consumer and industrial buyer behavior
 - B. Marketing institutions
 - 1. Consumer markets/Market segmentation
 - 2. Industrial markets
 - 3. Service and nonprofit
 - 4. Social issues
 - C. International marketing
- VII. **Legal and Social Environment** (about 10 percent of the questions)
 - A. Legal environment
 - 1. Courts and legal systems
 - 2. Constitution and business
 - 3. Administrative law
 - B. Regulatory environment

1. Employment and labor law
 2. Antitrust law
 3. Consumer protection
 4. Tort law
 5. Crimes
 6. Environmental and international law
- C. Business relationships
1. Contract and commercial law (including UCC)
 2. Business organizations
 3. Law of agency
 4. Intellectual property
- D. Ethics and Social Responsibility
1. Ethics
 2. Social responsibility
- VIII. **International Issues** (overlapping and drawn from Economics, Finance, Management and Marketing - Topics IIC, IIID, VB4, VIC, and VIIB6)

Scores on the Business II Test are reported as follows:

Total Score

Reported for each student and summarized for the group.

Assessment Indicators

Reported for the group* only.

- Accounting (20)
- Economics (20)
- Management (20)
- Quantitative Business Analysis and Information Systems (20)
- Finance (13)
- Marketing (14)
- Legal and Social Environment (13)
- International Issues (12 percent of the questions overlap and are drawn from economics, finance, management, and marketing)

Numbers in parentheses are approximate number of questions in each category

*A minimum of five students is required for assessment indicators to be reported.

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>Very</u>	
	<u>Knowledge</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>Very</u>	
	<u>Knowledge</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 a specific experience(s) you consider positive and explain why.

Please list a specific way(s) we could improve upon your experiences.

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

WAYNE STATE COLLEGE

Business and Economics Department

Alumni Survey

Demographic Profile:

1. What is your gender? ☐ Male ☐ Female
2. What was your age when you were first admitted to WSC? _____
3. What was your status at time of entering Wayne State College?
☐ Freshman ☐ Transfer from Community College(s)
☐ Transfer from 4 year institution(s) ☐ Transferred credits from more than one type of Institution
4. How many years did it take you to complete your undergraduate degree? _____
5. What was your major/concentration(s) of study? (check all that apply)
☐ Accounting ☐ Human Resource Management
☐ Public Accounting ☐ International Business
☐ Advertising ☐ Management
☐ Advisor Approved ☐ Marketing
☐ Agri-Business ☐ Office Administration
☐ Economics ☐ Business/Marketing Teacher Education
☐ Finance ☐ Other _____
6. What is your current state of residence?
☐ Nebraska ☐ South Dakota ☐ Missouri
☐ Iowa ☐ Kansas ☐ Elsewhere _____

Employment Profile:

7. How many jobs with increasing levels of responsibility have you had since your graduation from Wayne State College?
☐ Zero ☐ One ☐ Two ☐ Three ☐ Four or more
 8. What was the occupational field of your **first** job after graduation from WSC?
☐ Accounting ☐ Insurance
☐ Banking/Lending ☐ Investment Brokerage
☐ Consulting ☐ Marketing
☐ Education ☐ Real Estate
☐ General Management ☐ Retail Sales
☐ Human Resource Management ☐ Other Sales
☐ Information Technology ☐ Office Administration
☐ Other _____
 9. What was your annual salary of your **first** job following graduation?
☐ Less than \$15,000 ☐ \$30,000 to \$34,999
☐ \$15,000 to \$24,999 ☐ \$35,000 to \$45,000
☐ \$25,000 to \$29,999 ☐ Greater than \$45,000
 10. What was the relationship of your major/concentration to your **first** job after graduation?
☐ Directly Related ☐ Somewhat related ☐ Not related at all
 11. How adequate was your college preparation for your **first** job after graduation?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
 12. How would you characterize your **current** employment status?
☐ employed, full-time
☐ employed, part-time
☐ not employed, please elaborate _____
-

13. What is the occupational field of your **current** job? (if not employed, go to question 19)
- | | |
|--|---|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Insurance |
| <input type="checkbox"/> Banking/Lending | <input type="checkbox"/> Real Estate |
| <input type="checkbox"/> Consulting | <input type="checkbox"/> Investment Brokerage |
| <input type="checkbox"/> Retail Sales | <input type="checkbox"/> General Management |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Human Resource Management | <input type="checkbox"/> Office Administration |
| <input type="checkbox"/> Education | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other Sales | |
14. What is the salary of your **current** job?
- | | |
|---|--|
| <input type="checkbox"/> Less than \$15,000 | <input type="checkbox"/> \$30,000 to \$34,999 |
| <input type="checkbox"/> \$15,000 to \$24,999 | <input type="checkbox"/> \$35,000 to \$45,000 |
| <input type="checkbox"/> \$25,000 to \$29,999 | <input type="checkbox"/> Greater than \$45,000 |
15. What is the relationship of your **current** job to your major/concentration?
- ☐ Directly Related ☐ Somewhat related ☐ Not related at all
16. How adequate was your college preparation for your **current** job?
- ☐ Excellent ☐ Good ☐ Fair ☐ Poor
17. What is the size of organization of your current employer?
- | | | |
|-----------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Below 25 | <input type="checkbox"/> 50 to 99 | <input type="checkbox"/> 300 to 500 |
| <input type="checkbox"/> 26 to 49 | <input type="checkbox"/> 100 to 299 | <input type="checkbox"/> Greater than 500 |
18. How satisfied are you with your **current** job?
- ☐ very satisfied ☐ satisfied ☐ dissatisfied ☐ very dissatisfied

Further Education Profile:

19. Have you earned college credit towards an advanced degree since your bachelor degree?
- ☐ Yes ☐ No **If no, go to #22.**
20. What is your ultimate degree/designation sought?
- ☐ Master's Degree ☐ Doctor's Degree ☐ Professional Degree (J.D., etc.)
21. How adequate was your college preparation for your further study?
- ☐ Excellent ☐ Good ☐ Fair ☐ Poor
22. Have you earned any professional designations/certifications? (e.g. CPA, CPCU, Real Estate license)
- ☐ Yes ☐ No
- If yes, please identify designation/certification.
- Title _____

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.