The College of Business

Mission Statement

Developing Lifelong Leaders for the World of Business

- Preparing a diverse body of students for life-long careers as leaders and contributing professionals
- Delivering influential research and publications
- Enhancing the world of business practice and serving as a resource for regional economic development
**College or Unit Structure**

Each department has an assessment committee which monitors and reviews the assessment activities for the respective department. The College also has a COBA Assessment Committee which has a faculty member representative from each department. The Associate Dean chairs the college’s Assessment Committee. The departmental assessment activities flow up to the college committee for review and coordination between the departments.

The Associate Dean is a member of the College’s Strategic Planning and Assessment Committee (SPACI). The overlap in membership is to ensure that the assessment activities are linked to the College’s strategic plan.

The overall structure of the assessment activities are:

- Faculty involved with the assessment measurements
- Departmental Assessment Committee reviews and coordinates the assessments for the respective department
- College’s Assessment committee coordinates the departmental assessment activities
- College’s Strategic Planning and Assessment Committee (SPACI) ensures the assessment is linked to the College’s Strategic Plan.
Assumptions on Which Plan is Based

The College of Business is accredited by AACSB and follows the guidelines set forth by the accreditating body. The Core Courses in the undergraduate and graduate programs are to be assessed. (See Appendix for Core Courses evaluated and associated assessment activities.)
The College of Business Administration commenced its collection of assessment data in the fall of 2005. BUAD 2040 – Financial Accounting Information was the first course to collect assessment data and continued to collect this data in the fall of 2007.

BUAD 2040 – Financial Accounting Information

Undergraduate Learning Goals Assessed

- Critical Thinking Skills – Each student can think critically to identify, research and analyze problems and make decisions.
- Analytical Skills – Each student can make sound inferences from data and use effective problem solving techniques.
- Technology – Each student can understand and utilize technology in improving business competitiveness and share information.

The learning tools used to assess the students in this area were:

#13 – Industry/company/product/country/trade analyses
#22 – Exams multiple choice
#26 – Self-assessment

Assessment format

The fall of 2007 marked the fourth semester that the same assessment questions were used. In the spring of 2007 two changes were made.

1. The delivery style was changed from a manual (test handed out) to a more automated system using an auto response system. The students responded to questions displayed on a PowerPoint presentation. These responses were automatically recorded into an excel sheet.

2. Students were given current financial statements, instead of using financial statements provided in the book.

In the fall of 2007, one change was made. An additional question was added to assess the student’s confidence in their ability to research financial information on the Internet.

The fall 2007 assessment was an in class, about a 20 minute assignment given to the students in 7 different sections for a total of 312 students.

The test consisted of 7 questions; four of them required the student to research financial information, extract data from an annual report, and calculate ratios for two consecutive years. Two questions required the student to analyze these calculated ratios and interpret their results. The final question was a survey on how confident the student felt in researching financial data on the Internet.
• Assessment goal
Our goal was to have at least 65% of the students able to research data, make sound inferences from this data and use that data in effective problem-solving techniques.

Assessment Results – Critical Thinking and Analytical Skills

Fall 2007
Research - collecting pertinent data and using that data to calculate ratios and percentages correctly

- Average 219 out of 243 students or
  - 90% Average 132 out of 141 Students or
  - 94% Average 293 students out of 331 or
  - 89% Average of 144 students out of 167 or
  - 87% Average of 290 students out of 315 or
  - 92% Analyzing and interpreting the information calculated

- Average 107 students out of 243 or
  - 38% Average 59 students out of 141 or
  - 42% Average of 194 students out of 331 or
  - 59% Average of 117 students out of 167 or
  - 70% Average of 249 students out of 315

Assessment results - Technology

Survey question:
How comfortable are you researching financial information on the internet?

#1 - very comfortable 34%
#2 - somewhat comfortable 47%
#3 - somewhat uncomfortable 13%
#4 - Not comfortable at all 7%

Analysis of results

Critical Thinking
- The results show that 92% of the students were able to collect pertinent data, and use that data to calculate ratios correctly. This is an increase of 5% from last semester. This increase could partially be due to the increased knowledge of the new clicker auto response system used to collect the data. 92% is significantly above our assessment goal of 65%.

Analytical Skills
- The results show that 79% of the students were able to analyze and interpret the information calculated correctly. This is an increase of 9% from last semester. 79% is significantly above our assessment goal of 65%.

Technology
- The results show that when the students were asked “How comfortable are you researching financial information on the Internet?” 81% were either somewhat comfortable or very comfortable.

Observations/recommendations

In the fall of 2007, the instructors met and discussed the results of the last assessment. We continued to develop and stress in our teachings the importance of being able to analyze data. We also decided to include a survey to see how comfortable the students were in using the
Internet. Due to the positive results, we will continue to use and develop this additional analytical assignment as well as the Internet survey.

**BUAD 2050 - Fall 2007**

**Academic Outcomes Assessment Summary Report**

The College of Business Administration commenced its collection of assessment data for BUAD 2050 in the fall of 2006.

**BUAD 2050 – Accounting for Bus. Decision Making**

**Undergraduate Learning Goals Assessed**

- Critical Thinking Skills – Each student can think critically to identify, research and analyze problems and make decisions.
- Analytical Skills – Each student can make sound inferences from data and use effective problem solving techniques.
- Communication – Each student can communicate effectively, orally or in writing and organize and share information
- The learning tools used to assess the students in this area were:
  - #3 – Group work
  - #5 – In-class exercises
  - #7 – Business arithmetic/math (trends, margins, BEP, costing, etc.)

**Assessment format**

The fall of 2007 marked the second semester that the analytical and critical thinking skills were assessed. Four classes were assessed for a total of 113 students through a 20 minute in-class PowerPoint question and answer session. (Refer to Exhibit A for detail.) The assessment consisted of 6 questions asking the students to analyze data, make sound inferences, and use effective problem-solving techniques to determine the correct answer.

In the fall of 2007, two changes were made.
1. We evaluated the assessment questions and realized that the first course objective was not covered and that the second course objective was covered twice. Therefore, the second question was dropped and a new question was added.
2. A survey question was added asking the student to reflect on their comfort level communicating on particular group project.

**Assessment goal**

Our goal was to have at least 70% of the students able to analyze data, make sound inferences, and use effective problem-solving techniques and to think critically to identify, research and analyze problems and make decisions.

**Assessment Results – Critical Thinking and Analytical Skills**

**BUAD 2050 – Accounting for Decision Making**

Results by individual question

Results by course objective

Overall results
Assessment results - Communication

Survey question: Referring to an in-class group exercise, how comfortable were you communicating accounting information?

Very Comfortable 37%
Somewhat comfortable 42%
Somewhat uncomfortable 11%
Not comfortable at all 11%

Analysis of results

Critical Thinking
- The results also show that 80% of the students can think critically to identify, research, and analyze problems and make decision. This is a decrease of 8% from the spring of 2007. However, the results are still above our goal of 70%.

Analytical Skills
- The results show that 70% of the students were able to analyze and interpret the information calculated correctly. This is a decrease of 12% from the spring of 2007. The results still meet our assessment goal of 70%.
- The overall score is down from the spring of 2007. The causes are:
  1. Change in assessment questions
  2. Students scored low on cost behavior question.

Communication
- The results show that when the students were asked "How comfortable were you communicating accounting information?" 79% were either somewhat comfortable or very comfortable.

Observations/recommendations

In the fall of 2007, the instructors met and discussed the results of the last assessment. We reviewed the assessment questions and made 2 changes: adding one question to cover course objective (1) and removing one of the two questions that covered objective (2). We also agreed to include a survey question that would assess the students comfort level with communicating financial information.

College of Business Administration
Department of Management
Assessment Criteria and Procedures

As part of the College of Business Administration’s collection of Assessment data, the Department of Managements has collected assessment date for the 2007 and 2008 academic years. This report represents the results for those years.

Courses Assessed

BUAD 1000 Orientation Business
BUAD 1010 Introduction to Business
BUAD 2000 Career Development (in Data Collection Goal 12/30)
BUAD 3030 Management
BUAD 1000: Orientation Business

This class is only given in the fall. The orientation continues to be the baseline class for the Department of Management. This year a writing analysis was added to the assessment area, the other elements of the assessment process stayed the same. Data was also collected from the library to ascertain the student’s ability to use available resources. Anecdotal evidence was suggesting that students were lacking in written communication skills as well as their ability to employ available resources to affect their academic outcomes.

Learning Goal Ethics
Fall 2008
Rating Category
#8 Simulation / Games
#1 Case Analysis

Excellent 105 / 86%
Acceptable 11 / 9%
Unacceptable 5 / 5%*
Total 122 / 100%

Orientation
Learning Goal Written Communication
Fall 2008

Rating Category
Written Communication
Small Essay

Excellent 2 / 01%
Acceptable 66 / 54%
Unacceptable 54 / 45%
Total 122 / 100%

Students were able to learn the correct way of handling an ethical issue and determine the correct answer given several alternatives to choose from. The students were not able to express their answers in the form of a short written memo (essay). The essays were graded by the company that provides the ethics game. The grading supports the anecdotal evidence seen in the Introduction to Business Classes where the written communication skills are weak this semester (Fall 2008)
Upon receiving the data the information was forwarded to the Deans Office where corrective action is in process. Corrective action may take several forms, including but not limited to a business communications class at the 1000/2000 level.

**BUAD 1010: Introduction to Business**

Spring 2008 is the only semester that was not reported on; fall 2007 was in the last analysis. Assessment using the computer simulation is going very well. The results are indicating a high retention on knowledge and an improvement of critical thinking and analytical skills. From professor observation students are learning the facts better using the simulation.

The department also saw very positive changes in the results. The unacceptable category dropped by 19%, while the acceptable category grew by 16%. Students moved from unacceptable to acceptable, which is exactly what the department was hoping to achieve. The excellent category grew by 4%. The current chart is where we will most likely see the percentages stabilize. Growth in the excellent area is always a goal, but realistically it will not see great changes.

**Spring 2008**

**Assessment: Critical Thinking; Analytical Skills, Perspectives and Interaction**

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>#8 Simulation</th>
<th>Percentage Change from Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>97 /39%</td>
<td>Increase 4%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>149 / 60%</td>
<td>Increase 16%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>3 / 1%</td>
<td>Decrease 19%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>248</strong></td>
<td></td>
</tr>
</tbody>
</table>

**BUAD 2000 Career Development**

Assessment Technique: (Data Collection in Progress)

Students performed pre- and post course perceptions relative to self-assessment, major/career exploration, and identification of necessary resources to identify a tentative career choice.

Students were given the following three questions and were asked to rate their experience as excellent, acceptable and unacceptable. The goals were to have the majority of the students complete the questionnaire and score their experience as acceptable.

Questions

1. I am familiar with the factors that impact career decision making.
2. I know the resources/activities I must tap to solidify my career choice.
3. I am prepared to pursue a career in my desired field.
The video taped presentation skills are also being assessed this year. Data is currently being collected. We are excited about adding a different perspective to our assessment process. The ability to begin assessing the student’s presentation skills in this manner at such an earlier point in their academic career will allow the college to affect improvement in this area. The collection process is time consuming and laborious.

**BUAD 3030 Managerial Behavioral Processes**

The assessment for BUAD 3030 Managerial Behavioral Processes has been completed for the years 2005 – Spring 2008. This is a significant addition to the department’s assessment activities as it was not in prior reports.

The class is accomplishing its goals with the majority of students in the excellent and acceptable categories.

### Fall 2005

<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Homework</th>
<th>Test Two</th>
<th>Test Three</th>
<th>Wall Street Journal</th>
<th>SWOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>133 / 54%</td>
<td>90 / 37%</td>
<td>103 / 42%</td>
<td>142 / 58%</td>
<td>151 / 62%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>110 / 45%</td>
<td>143 / 58%</td>
<td>135 / 55%</td>
<td>100 / 41%</td>
<td>93 / 38%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>2 / 1%</td>
<td>12 / 5%</td>
<td>7 / 3%</td>
<td>3 / 1%</td>
<td>1 / 0%</td>
</tr>
<tr>
<td>Total</td>
<td>245 / 100%</td>
<td>245 / 100%</td>
<td>245 / 100%</td>
<td>245 / 100%</td>
<td>245 / 100%</td>
</tr>
</tbody>
</table>

### Fall & Spring 2006

<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Leadership</th>
<th>Test</th>
<th>Communication Style</th>
<th>SWOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>235 / 99%</td>
<td>103 / 43%</td>
<td>202 / 85%</td>
<td>165 / 70%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>0 / 0 %</td>
<td>94 / 40%</td>
<td>32 / 14%</td>
<td>67 / 28%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>2 / 1 %</td>
<td>40 / 17%</td>
<td>3 / 1%</td>
<td>5 / 2%</td>
</tr>
<tr>
<td>Totals</td>
<td>237 / 100%</td>
<td>237 / 100%</td>
<td>237 / 100%</td>
<td>237 / 100%</td>
</tr>
</tbody>
</table>

### Fall & Spring 2007

<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Homework Planning</th>
<th>Test Two</th>
<th>Test Three</th>
<th>WSJ Organizing</th>
<th>SWOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>100 / 61%</td>
<td>50 / 30%</td>
<td>55 / 33%</td>
<td>122 / 74%</td>
<td>131 / 79%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>65 / 39%</td>
<td>105 / 64%</td>
<td>105 / 64%</td>
<td>40 / 24%</td>
<td>31 / 19%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>0 / 0%</td>
<td>10 / 6%</td>
<td>5 / 3%</td>
<td>2 / 3%</td>
<td>3 / 2%</td>
</tr>
<tr>
<td>Totals</td>
<td>165 / 100%</td>
<td>165 / 100%</td>
<td>165 / 100%</td>
<td>165 / 100%</td>
<td>165 / 100%</td>
</tr>
</tbody>
</table>
### Spring 2008

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Test</th>
<th>Communication Style</th>
<th>SWOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>160 / 96%</td>
<td>59 / 36%</td>
<td>154 / 93%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>6 / 4%</td>
<td>100 / 60%</td>
<td>9 / 5%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>0 / 0%</td>
<td>7 / 4%</td>
<td>3 / 2%</td>
</tr>
<tr>
<td>Total</td>
<td>166 / 100%</td>
<td>166 / 100%</td>
<td>166 / 100%</td>
</tr>
</tbody>
</table>

**BUAD 3470 Legal and Ethical Environment of Business**

**Assessment Technique**

The assessment technique that was used was a multiple choice exam. Case presentation was added in 2006. The goal was to have the majority of the students complete the assessment activities and to score in the acceptable rating category. Data collection is presently in process for Spring 2008.

**BUAD 4020 Senior Business Policy**

Data is currently being collected for Fall 2008.

**IOTM Department**

College of Business Administration  
Information, Operations and Technology Management  
Assessment Criteria and Procedures

**Academic Outcomes Assessment Summary Report**

**BUAD 1020 – Microcomputer Applications in Business**

**Undergraduate Learning Goals Assessed**

- Technology – Each student can effectively utilize office automation tools and in improving personal productivity.
- The learning tools used to assess the students in this area were:  
  #22 – Exams multiple choice.

**Assessment format**

The assessment is a 10 question multiple choice test that is given to students in the first and last weeks of each semester. In the spring of 2008, the assessment was administered by 1 single instructor in 4 classes to a total of 138 students.

The test consisted of 10 questions that required the student to demonstrate an understanding regarding use of an industry standard personal productivity software suite.
• **Assessment goal**
  Our goal was to show that students gained knowledge and competency in the use of Microsoft Word, Excel and PowerPoint and have at least 65% accuracy on the post assessment.

• **Assessment Results**

• **Analysis**
  - The results indicate that the students increased in understanding of utilization of Microsoft Word, Excel and PowerPoint.
  - The students’ scores improved from an average of 2.4 to 3.5 in the fall of 2007 and from an average of 2.4 to 3.4 in the spring of 2008.

• **Observations/recommendations**
  - A dedicated faculty member was hired and is responsible for updating the BUAD-1020 course, with respect to assignments, assessment and instruction.
  - A new textbook was selected that represents a more current approach to utilizing Microsoft Office, the Internet, and current hardware in the modern business environment.
  - The class format has been permanently modified with students utilizing computers during the class, enabling hands-on learning and application of concepts and activities discussed during lecture.
  - A new assessment instrument is currently being designed for the course that parallels the new textbook.

Academic Outcomes Assessment Summary Report

**BUAD 2060 – Data Analysis For Business**

Undergraduate Learning Goals Assessed

- Analytical Skills – Each student can properly interpret descriptive data, make sound inferences using statistical measurements and employ effective problem solving techniques.

- The learning tools used to assess the students in this area were:
  #22 – Exams multiple choice.

**Assessment format**
The assessment is a 10 question multiple choice test that is given to students in the first and last weeks of each semester. In the spring of 2008, the assessment was administered by 4 different instructors in 5 classes to a total of 199 students.

The test consisted of 10 questions that required the student to demonstrate an understanding of descriptive and inferential statistics.

- **Assessment goal**
  Our goal was to show that students gained knowledge in describing, analyzing, and summarizing data sets by the use of the methods of descriptive statistics. The students should have at least 65% accuracy on the post assessment.

- **Assessment Results**
• **Analysis**
  - The results show that the students gained in understanding of descriptive and inferential statistics and the targeted 65% accuracy was met.
  - The students’ scores improved from an average of 2.7 to 4.25 in the fall of 2007 and from an average of 2.7 to 8.18 in the spring of 2008.

• **Observations/recommendations**
  - At our last evaluation of our assessment process, there was concern that the low post test scoring was related to the fact that the post assessments were administered in a “non-scored” environment. It was suggested that students were not motivated to answer questions correctly due to the lack of relevance to their final grades. Beginning Spring 08 we inserted the assessment questions within the semester’s common final exam and extracted the assessment results from there. The results of that change were dramatic. The BUAD 2060 course now meets and even exceeds the goal of 65% accuracy.
  - There are no recommendations for additional changes at this time.

**BUAD 2070 – Application of Statistics for Business Decision Making**

Undergraduate Learning Goals Assessed

• Analytical Skills – Each student can make sound inferences using statistical measurements and employ effective problem solving techniques.
  - The learning tools used to assess the students in this area were:
    #22 – Exams multiple choice.

Assessment format
The assessment is a 10 question multiple choice test that is given to students in the first and last weeks of each semester. In the spring of 2008, the assessment was administered by 5 different instructors in 8 classes to a total of 334 students.

The test consisted of 10 questions that required the student to demonstrate an understanding of descriptive and inferential statistics.

• **Assessment goal**
  - Our goal was to demonstrate that students gained knowledge in applying the methods of inferential statistics in business decision making. The students should have at least 65% accuracy on the post assessment.

• **Assessment Results**

• **Analysis**
  - The results show that the students gained in understanding of descriptive and inferential statistics but not to the degree targeted.
  - The students’ scores improved from an average 2.0 to 3.3 in the fall of 2007 and from an average of 2.14 to 7.28 in the spring of 2008.

• **Observations/recommendations**
  - At our last evaluation of our assessment process, there was concern that the low post test scoring was related to the fact that the post assessments were administered in a “non-scored” environment. It was suggested that students were not motivated to answer questions correctly due to the lack of relevance to their final grades. Beginning Spring 08 we inserted the assessment questions within the semester’s common final exam and
extracted the assessment results from there. The results of that change were dramatic. The BUAD 2070 course now meets and even exceeds the goal of 65% accuracy.

- There are no recommendations for additional changes at this time.

**BUAD 3020 – Information Technology Management**

Undergraduate Learning Goals Assessed

- Analytical skills – Each student can make sound inferences from data and use effective problem solving techniques.

- The learning tools used to assess the students in this area were:
  #22 – Exams multiple choice.

**Assessment format**

The assessment is a 10 question multiple choice test that is given to students in the first and last weeks of each semester. In the spring of 2008, the assessment was administered by 5 different instructors in 7 classes to a total of 297 students.

The test consisted of 10 questions that required the student to demonstrate an understanding of operational and control systems in today’s modern organization.

- **Assessment goal**

  Our goal was to show that students gained knowledge in how businesses manage the operational and supply chain within their organization and have at least 65% accuracy on the post assessment.

- **Assessment Results**

- **Analysis**

  - The results show that the students showed an increase in understanding of operations and systems used in today’s modern organizations.
  - The students’ scores showed no improvement in the fall of 2007 but then improved from an average of 3.74 to 6.15 in the spring of 2008.

- **Observations/recommendations**

  - At our last evaluation of our assessment process, there was concern that the low post test scoring was related to the fact that the post assessments were administered in a “non-scored” environment. It was suggested that students were not motivated to answer questions correctly due to the lack of relevance to their final grades. Beginning Spring 08, the assessment was administered as a quiz that counted toward the students’ final grade. The results of that change were dramatic. While BUAD 3020 course does not yet meet the goal of 65% accuracy, it allows us to address a more manageable problem.

  - The assessment results from spring of 2008 still reflect a deficiency within this course. The department has appointed a coordinator for the course to review the textbook, syllabi, and assessment test and to ensure uniformity and correlation between all aspects of the course.
BUAD 3050 – Information Technology Management

Undergraduate Learning Goals Assessed

• Technology – Each student can understand and utilize technology in improving business competitiveness and personal productivity.

• The learning tools used to assess the students in this area were:
  #22 – Exams multiple choice.

Assessment format
The assessment is a 10 question multiple choice test that is given to students in the first and last weeks of each semester. In the spring of 2008, the assessment was administered by 3 different instructors in 5 classes to a total of 199 students.

The test consisted of 10 questions that required the student to demonstrate an understanding of technology and systems used in today’s modern organizations.

• Assessment goal
Our goal was to show that students gained knowledge in technology and systems used in today’s modern organizations and have at least 65% accuracy on the post assessment.

• Assessment Results

• Analysis
  • The results show that the students showed an increase in understanding of technology and systems used in today’s modern organizations.
  • The students’ scores improved from an average of 3.2 to 6.0 in the fall of 2007 and from an average of 3.67 to 8.08 in the spring of 2008.

• Observations/recommendations
  • The course is currently meeting the assessment goal of 65% accuracy. Since the last report:
    • The BUAD 3050 syllabus was streamlined to create better uniformity in the delivery of the core content for the course
    • The assessment was embedded into the course as either a stand-alone quiz or as part of the final exam to ensure that the students made appropriate effort in their responses.
    • Given the dynamics of the course content, the assessment instrument will be reviewed and changed, if deemed necessary.
Feedback Loop
Synthesis of Department / Program Plans
**Action Plans**

- The College of Business will continue to assess the BBA core courses and develop learning goals and assessment measurements for the various majors at both the undergraduate and graduate levels in the 2008-2009 academic year. The MBA program will also continue assessment of the learning goals that have been developed for the core courses.

- Departments which will report their progress to the College's Assessment Committee
Appendices
APPENDIX 1A

Undergraduate Learning Goals

**Interaction** – Each student can demonstrate collaboration, leadership and professional behavior.

**Ethics** – Each student can recognize, analyze and resolve ethical issues explicit or implicit in decision-making.

**Continuing Self-development** – Each student is encouraged to develop attitudes and habits of self-learning relevant to business.

**Critical Thinking** – Each student can think critically to identify, research and analyze problems and make decisions.

**Analytical Skills** – Each student can make sound inferences from data and use effective problem-solving techniques.

**Perspectives** – Each student can identify, interpret and evaluate the legal, global, entrepreneurial and environmental dimensions of business and personal careers.

**Communication** — Each student can communicate effectively, orally and in writing, and organize and share information.

**Technology** – Each student can understand and utilize technology in improving business competitiveness and personal productivity.

In addition to achieving each of these learning goals, the College of Business will ensure throughout the curriculum that each student will be responsive to dynamic market requirements and aware of graduate study opportunities in their specialized areas.
APPENDIX 1B

MBA Learning Goals

Leadership – Develop the skills necessary for creating a high-performance, results-based organization.

Ethics — Recognize issues involved in making ethical decisions and understanding the consequences of those decisions on society.

Teamwork – Develop interpersonal and team skills needed to build an effective organizational environment conducive to collaboration.

Oral & Written Communication – Develop the ability to effectively communicate in oral and written form.

Critical Thinking & Decision Making Skills – Develop the ability to critically assess issues and develop sound, responsible, and creative solutions.

Global – Equip students to be effective in a global environment and have an understanding of global business issues and their impact on the organization and society.

Integration – Develop the ability to integrate functional business knowledge, analytical skills, leading-edge technology, and managerial skills into effective action.

Life-Long Learning – Learn the content of the program and develop a capacity to learn throughout life.
APPENDIX 1C

EMBA Learning Goals

Objective: To develop professional managers for organizational leadership roles in a global context. We plan to attain this objective by accomplishing the Learning Goals defined below:

- **Global Awareness** – Promote an understanding of the global environment of business by focusing on the tools for analyzing its impact on organizations, industries, and societies; and, by developing skills to formulate appropriate responses to global challenges.

- **Analytical Skills for Ethical Decision-Making** – Develop critical thinking and analytical skills for sound, responsible, and ethical solutions to complex problems and challenges.

- **Leadership, Teamwork and Communication Skills** - Develop oral, written, and presentation skills required for effectively leading organizations with diversity, increased social leadership and Teamwork. Promote a greater understanding of organizational structures and behavior, interpersonal relationships, diversity, and shared governance through empowerment.

- **Integration Skills for Managerial effectiveness and relevance** – Facilitate the comprehension of complex issues through a meaningful integration across corporate, business, and operational, and societal aspects of business for an effective leadership in the global context.

- **Entrepreneurship Skills**- Promote entrepreneurial awareness of business start-up and growth opportunities through innovation and creativity. Help facilitate the development of managerial skills for independent enterprise undertaking.

- **Technology Skills**- Provide basic skills to operate effectively in an increasingly technology driven environment. Provide basic skills in the use of hardware and software tools for effectively managing both the internal and external resources of an enterprise.
APPENDIX 1D

MSA Learning Goals

The learning goals that were developed for the MSA program are as follows:

1. Development as an accounting professional, including an awareness of international accounting issues.

2. Ability to identify and utilize accounting and tax resources for critical decision making purposes.

3. Develop an understanding of the ethical issues and practices in the accounting profession, including those related to auditing and assurance services.

4. Enhance communication skills that will be needed in a professional accounting environment.
APPENDIX 1E

Ph.D. Learning Goals

1. Provide students with abilities and skills to integrate and synthesize manufacturing management with knowledge in information systems, technology, organizational behavior, and strategy.

2. Prepare students to teach effectively using a variety of methods.

3. Prepare students for leadership roles as scholars-change agents who are able to reform, transform, invent, and evaluate manufacturing management theory and practice.

4. Develop students’ ability to publish research and scholarship in preferred journals and to present research at professional conferences.
## UNDERGRADUATE LEARNING GOALS

### Definitions:
- **Interaction:** Each student can demonstrate collaborative, Leadership, and professional behavior.
- **Ethics:** Each student can recognize, analyze, and resolve ethical issues explicit or implicit in decision making.
- **Continuing Self-Improvement:** Each student is encouraged to develop attitudes and habits of self-learning relevant to business.
- **Critical Thinking:** Each student can think critically to identify, research, and analyze problems and make decisions.

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<th>CORE COURSES</th>
<th>Dept</th>
<th>Interaction</th>
<th>Ethics</th>
<th>Continuing Self-development</th>
<th>Critical Thinking</th>
<th>Analytical Skills</th>
<th>Perspectives</th>
<th>Communication</th>
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- **Continuing Self-Improvement:** Each student is encouraged to develop attitudes and habits of self-learning relevant to business.
- **Critical Thinking:** Each student can think critically to identify, research, and analyze problems and make decisions.
Analytical Skills: Each student can make sound inferences from data and use effective problem-solving techniques.
Perspectives: Each student can identify, interpret, and evaluate the legal, global, entrepreneurial, and environmental dimensions of business and personal careers.
Communication: Each student can communicate effectively, orally or in writing, and organize and share information.
Technology: Each student can understand and utilize technology in improving business competitiveness and personal productivity.

APPENDIX 2B – COBA Course Embedded Achievement Measures

<table>
<thead>
<tr>
<th>MBA GOALS</th>
<th>Leadership</th>
<th>Ethics</th>
<th>Teamwork</th>
<th>Oral &amp; Written</th>
<th>Critical Thinking &amp; Decision Making Skills</th>
<th>Global</th>
<th>Integration</th>
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Definitions:
Leadership: Develop the skills necessary for creating a high-performance, results-based organization.
Ethics: Recognize issues involved in making ethical decisions and understanding the consequences of those decisions on society.
Teamwork: Develop interpersonal and team skills needed to build an effective organizational environment conducive to collaboration.
Oral & Written Communication: Develop the ability to effectively communicate in oral and written form.
**Critical Thinking & Decision Making Skills:** Develop the ability to critically assess issues and develop sound, responsible, and creative solutions.

**Global:** Equip students to be effective in a global environment and have an understanding of global business issues and their impact on the organization and society.

**Integration:** Develop the ability to integrate functional business knowledge, analytical skills, leading-edge technology, and managerial skills into effective action.

**Life-Long Learning:** Learn the content of the program and develop a capacity to learn throughout life.