BUSINESS ADMINISTRATION MAJORS
MAJOR FIELD ASSESSMENT

MISSION STATEMENT: The mission of the Business Programs is to educate and prepare students to be lifelong learners and professionals in business and other organizations. Inherent in the educational process is challenging individuals to think logically and make sound, ethical decisions. We distinguish ourselves by developing students' information management skills and understanding of how technology can enhance organizational effectiveness and efficiency.

GOAL STATEMENT: Graduates of the program will be knowledgeable in business and technology and will be prepared for entry level positions in business, government, etc.

The Business Administration graduate will:

Goal:

1. Be prepared for entry-level positions in business, government, etc.

Outcomes:

a. Students will be well-prepared academically for their first position in the career field.

b. Students will be competent in the academic areas of accounting, economics, management, quantitative business analysis, finance, legal & social environment, and international issues.

c. Students will understand: industrial-organizational economics from the practitioner's point of view, competitive strategy and positioning for single-business firms, competitive strategy and positioning for multi-business firms, and the conduct of business in the context of American and international ethics and cultural influences.

Measures:

1. Assessment Test: Assessment Test: The average score of graduating seniors on the MFT examination will be in the 50th percentile or higher. Use 5 Yr. Average.

2. Assessment Test: The average score of graduating seniors will be in the 50th percentile on the MFT for each of the assessment indicators (accounting, economics, management, quantitative business analysis, finance, legal & social environment, and international issues). Use 5 Yr. Average.

3. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 70% or higher in BADM 482 Business Policy & Strategy.
BBA Accounting Majors and BS in Professional Accountancy

Goal:
1. Be prepared for entry-level positions in business, government, etc.

Outcomes:
   a. Students will be well-prepared academically for their first position in accounting.
   b. Students will be competent in the academic areas of income tax, intermediate accounting, accounting systems, cost accounting and auditing.

Measures:
1. Assessment Test – The average increase in the average score on the accounting majors pre-test and post-test will be 65% or higher.
2. Assessment Test – The average increase in the average score on the accounting majors pre-test and post-test will be 65% or higher for each of the assessment indicators. (Income tax, Intermediate, Systems/Audit, and Cost Accounting).
3. Assessment Test – The average score of graduating seniors will be in the 90th percentile on the MFT for the accounting assessment indicator.
4. Assessment Test – The average score of graduating seniors on the MFT examination will be in the 75th percentile or higher.

BBA Finance Majors

Goal:
1. Be prepared for entry-level positions in business, government, etc.

Outcomes:
   a. Students will be well-prepared academically for their first position in finance.
   b. Students will be able to apply financial models for the valuation of firms and of financial assets.
   c. Students will be able to apply principles of diversification and assets allocation.
   d. Students will be able to utilize financial data available in the public or private domains for quantitative analysis.

Measures:
1. Assessment Test – The average score of graduating seniors will be in the 50th percentile on the MFAT for the finance assessment indicator.
2. Assessment Test – The average score of graduating seniors on the MFAT examination will be in the 75th percentile or higher.
3. In-Course Assessment–70% of the students in BADM 310 will score more than 29 points out of 45 possible points on a time value of money assignment. (A scoring rubric is used.)
4. In-Course Assessment–70% of the students in BADM 411 will score more than 29 points out of 45 possible points on an investment decision making assignment. (A scoring rubric is used.)
5. In-Course Assessment-80% of the students in BADM 331 will score more than 29 points out of 45 possible points on series of computer software assignments. (A scoring rubric is used.)

**BBA Management Majors**

**Goal:**
1. Be prepared for entry-level positions in business, government, etc.

**Outcomes:**
   a. Students will be well-prepared academically for their first position in management.
   b. Describe and understand technology and innovation, how the strategic management process is used in technology and innovation management, fundamentals of internal innovation, fundamentals of external innovations, technology capabilities in technology and innovation management, knowledge management in technology and innovation management.
   c. Students will understand the underlying concepts of start-up businesses, the common behaviors associated with entrepreneurial success, and the mindsets/approaches of those well-suited to entrepreneurial activity, and how to produce financial exhibits that can be used in seeking equity or loan funding for startup businesses.
   d. Students will understand, from a practitioner’s point of view, the legal environment of human resource management, and the steps of the human resource management process and how they might be employed by human resource personnel and by line managers.
   e. Describe and understand the importance of OB to contemporary organizations, major OB dependent variables, three levels of analysis in OB and their managerial implications:
      - individual level - diversity, attitudes, emotions and moods, personality and values, perception and motivation,
      - group level - communication, leadership, powers and politics, conflict and negotiation,
      - organization level - structure, culture, changes, and human resources, and
      - global implications of OB
   f. Students will understand intercultural differences across countries and regions and the legal system and government procedural differences across countries.
Measures:
1. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 70% or higher in BADM 435.
2. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 70% or higher in BADM 436.
3. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 70% or higher in BADM 460.
4. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 70% or higher in BADM 464.
5. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 70% or higher in BADM 468.
6. Assessment Test – The average score of graduating seniors will be in the 50th percentile on the MFAT for the management assessment indicator.
7. Assessment Test – The average score of graduating seniors on the MFAT examination will be in the 50th percentile or higher.

BBA Marketing Majors

Goal:
1. Be prepared for entry-level positions in business, government, etc.

Outcomes:
   a. Students will be well-prepared academically for their first position in marketing.
   b. Students will: Identify and understand strategic alternatives, the marketing planning process, sources of competitive advantage, the components of a situation analysis, the criteria for stating good marketing objectives, and the elements of the marketing mix.
   c. Identify and understand
   d. the key differences between relationship selling and traditional selling, customer relationship management, the steps in the selling process, and the functions of sales management.
   e. Identify and understand the components of the consumer decision-making process, the types of consumer buying decisions and discuss the significance of consumer involvement, the cultural, social, individual and psychological factors that affect consumer buying decisions.
   f. Identify and understand the role of promotion in the marketing mix, the goals and tasks of promotion, the elements of the promotional mix, the concept of integrated marketing communications.
g. Identify and understand the concept and purpose of a marketing decision support system, the steps involved in conducting a marketing research project, the concept of competitive intelligence.

Measures:
1. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher. BADM 370.
2. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher in BADM 474.
3. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher in BADM 475.
4. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher in BADM 481.
5. In-Course Assessment-(consisting of selected projects, based on course objectives, and using cross-sectional analysis) will be 85% or higher in BADM 476.
6. Assessment Test – The average score of graduating seniors will be in the 50th percentile on the MFT for the marketing assessment indicator.
7. Assessment Test – The average score of graduating seniors on the MFT examination will be in the 50th percentile or higher.

**BBA Business Technology Majors**

Goal 1.
1. Be prepared for entry-level positions in business, government, etc.

Outcome 1.
a. Students will be well-prepared academically for their first position in the field of business technology.
b. Accounting Systems
   1. Describe the business activities performed in the major business cycles;
   2. Describe how data is collected and processed relative to an organization’s business activities;
   3. Design an accounting information system (AIS) to provide the information needed to make key decisions in each business cycle;
   4. Define internal control objectives, and describe the effects of IT on these objectives, and describe the specific controls used to achieve those objectives;
   5. Describe the fundamental concepts of database technology and their effect on an AIS;
   6. Describe and make tools for documenting AIS work, such as data flow diagrams, and flowcharting;
7. Develop and program modules of an AIS using Peachtree (Sage 50).

c. Marketing Technology: Students will
   1. Have a better understanding of technologies used in marketing management and implementation
   2. Describe emerging technologies in the marketing area
   3. Understand Privacy and Ethics associated with marketing technology
   4. Use and apply select marketing technologies.

d. Financial Technology:
   At the conclusion of the course, the student will be able to:
   1. Retrieve financial data from various types of web sources.
   2. Apply current financial models for security valuations.
   3. Develop financial models to better explain patterns of financial data.
   4. Make managerial decision utilizing computational technologies.

e. Management Technology: Describe and understand
   1. technology and innovation
   2. strategic management process of technology and innovation management
   3. fundamentals of internal innovation/internal development of technology
   4. fundamentals of external innovations/external acquisition of technology
   5. technology capabilities in technology and innovation management
   6. knowledge management in technology and innovation management

f. Computer Information systems: Describe and understand:
   1. Computerized Decision Support
   process of managerial decision making
   2. decision support systems concepts, methodologies and technologies
   3. basics of modeling in the context of decision support
   4. decision support systems software package
   5. Business Intelligence
   6. basics of data mining, text mining and web mining
   7. basics of data warehouse
   8. process of business performance management
   9. BI software packages

g. Collaborative Computer-Support Technologies and Knowledge Management
   1. fundamentals of collaborative computer-support technologies

Measures:
1. Assessment Test – The average score of graduating seniors will be in the 90th percentile on the MFAT for the Information Systems assessment indicator.
2. Assessment Test – The average score of graduating seniors on the MFAT examination will be in the 75th percentile or higher.
3. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher. ACCT 360.
4. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher. BADM 472.
5. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher. BADM 331.
6. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher. BADM 435.
7. In-Course Assessment-(consisting of selected exam questions, based on course objectives, and using cross-sectional analysis) will be 85% or higher. BADM 348.
Student and Stakeholder Satisfaction Measures

a. Students will be well-prepared academically for their first position in the career field.
   1) Graduate Survey: The average score of graduate responses will indicate they are satisfied with their knowledge of their academic area as it relates to their job.
   2) Graduate Survey: 70% of graduates will indicate that DSU contributed to their knowledge of their academic area as it relates to their job.
   3) Graduate Survey: 70% of graduates will indicate that they are satisfied with their overall professional capabilities.
   4) Graduate Survey: 70% of graduates will indicate that DSU contributed to their overall professional capabilities.
   5) Employer Survey: 85% of employers will indicate that DSU graduates have a good knowledge of their academic area as it relates to his/her position.
   6) Employer Survey: 85% of employers will indicate they are satisfied overall with the DSU graduates in their employ.

b. Graduates will find ready employment in the field.
   1) Placement Results: 85% of the business administration graduates registered with the DSU Placement Office will find employment or be accepted for graduate programs within four months of graduation.
   2) Employer Survey: 85% of employers will indicate that DSU students need less than the usual additional training.
   3) Employer Survey: 85% of employers will rate DSU graduates’ ability to learn on the job as good or very good.
   4) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their ability to learn on the job.
   5) Graduate Survey: 70% of graduates will indicate DSU contributed to their ability to learn on the job.

2. Be knowledgeable and competent users of computer technology.

a. Graduates will be competent and knowledgeable users of applications software programs.
   1) Employer Survey: 85% of employers will rate DSU graduates’ ability to use computer software as good or very good.
   2) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their ability to use computer software.
   4) Graduate Survey: 70% of graduates will indicate DSU contributed to the ability to use computer software.

c. Graduates will have a high level of computer knowledge.
   1) Employer Survey: 85% of employers will rate DSU graduates’ overall computer knowledge as good or very good.
   2) Graduate Survey: 70% of DSU graduates will indicate they are satisfied or very satisfied with their overall computer knowledge.
3) Graduate Survey: 70% of DSU graduates will indicate that DSU contributed to their overall computer knowledge.

3. Think logically, analytically and objectively.
   a. Apply the principles of logic and sound reasoning in problem-solving.
      1) Graduate Survey: 70% of graduates will indicate they are satisfied with their ability to solve work-related problems.
      2) Graduate Survey: 70% of graduates will indicate that DSU contributed to their ability to solve work-related problems.
      3) Employer Survey: 85% of employers will rate DSU graduates’ ability to solve work-related problems as good or very good.

   b. Use technology in problem-solving.
      1) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their ability to use computers for research.
      2) Graduate Survey: 70% of graduates will indicate that DSU contributed to their ability to use computers for research.

4. Communicate effectively.
   a. Graduates will be skilled at writing for a range of purposes and intended audiences.
      1) Employer Survey: 85% of employers will rate DSU graduates’ written communication skills as good or very good.
      2) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their written communication skills.
      3) Graduate Survey: 70% of graduates will indicate that DSU contributed to their written communication skills.

   b. Graduates will be skilled at speaking for a range of purposes and intended audiences.
      1) Employer Survey: 85% of employers will rate DSU graduates’ oral communication skills as good or very good.
      2) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their oral communication skills.
      3) Graduate Survey: 70% of graduates will indicate that DSU contributed to their oral communication skills.

   c. Graduates will be able to work together to solve problems cooperative.
      1) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their interpersonal communication skills.
      2) Graduate Survey: 70% of graduates will indicate DSU contributed to their interpersonal communication skills.
      3) Employer Survey: 85% of employers will indicate DSU graduates have good interpersonal communication skills.

5. Have well-developed research skills.
   a. Use internal and external information resources.
1) Graduate Survey: 70% of graduates will indicate they are satisfied or very satisfied with their research skills.

2) Graduate Survey: 70% of graduates will indicate that DSU contributed to their ability to use computers for research.

3) Employer Survey: 85% of employers will indicate that DSU students are good or very good at finding, evaluating, and applying information.