

College of Business Administration
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Executive Summary (full report available upon request)

Degree Program (s) Assessed	Assessment Methods	Number of Individuals Assessed (Response rate)
Undergraduate Students <ul style="list-style-type: none"> • Accounting • Economics • Finance • General Business • International Business • Management • Marketing • MIS • Double Majors 	CBA-NSSE Satisfaction Surveys	354 (83%)
Graduate Students <ul style="list-style-type: none"> • MS in Accounting • MS in Economics • MS in MIS/AIS • MS in Quantitative Financial Economics • MS in Telecommunication Management 	Satisfaction Surveys using web site	155 (59%)
Graduate students <ul style="list-style-type: none"> • MBA 	EBI Satisfaction Surveys	Will be reported
Doctoral Students <ul style="list-style-type: none"> • Accounting • Economics • Finance • Management • Marketing • MSIS 	Satisfaction Surveys	52 (76%)
Doctoral Students (All majors)	Group Meeting	42 (62%)
Undergraduate Alumni	Alumni Surveys	601 (39%)

Our overall analysis of the responses of undergraduate, master's, and doctoral students indicates that the College of Business Administration continues to successfully fulfill its mission and adhere to its core values. The following are summaries of assessment results:

1: Undergraduate program

Three years ago, the College of Business Administration (CBA) used a private company called Educational Benchmarking, Inc. (EBI) to provide comparative student feedback in a systematic way across a broad spectrum of undergraduate business programs. This year, we implemented a new CBA student satisfaction survey, which is based on questions of the National Survey of Student Engagement (NSSE) instrument. This new survey is designed to obtain information about student participation in programs and activities that institutions provide to enhance learning and personal development. The results of this study are intended to provide an estimate of how undergraduates spend their time and what they gain from majoring in the CBA. In general, each question asks how satisfied the students are with certain aspects of their experience within the College.

During the first week of Spring 2004, the Committee asked all BADM 3513 instructors to administer and distribute the survey to all students taking this course. Then, the committee compiled and analyzed the results and made recommendations for improvement to the Dean of the College. The survey included the following sections:

Section	Qs	Topic	Scale	Min Score	Max Score
A	1-13	Students' experience in CBA	4.0	Never	Very often
B	14-18	Students' mental activities	4.0	Little	Very much
C	19-22	Reading and writing skills	5.0	None	More than 20
D	23	Examinations in CBA courses	4.0	Little	Very much
E	24	Advising in the CBA	2.0	Yes	No
F	25-29	Faculty advisor	5.0	Not applicable	Excellent
G	30-33	Student and career services	4.0	Poor	Excellent
H	34-36	Internship and study abroad	3.0	Yes	Undecided
I	37-43	Hours of activity per week	5.0	0-5	More than 20
J	44	Entire academic experience	4.0	Poor	Excellent
K	45	Still choose to major in the CBA	4.0	Definitely No	Definitely Yes
L	47-51	Demographic questions			
M	52-55	Business major questions			

This CBA-designed Survey contains 55 questions with questions 47-55 (or sections L and M) designed to ask about student's demographic characteristics and their major. In this survey, a 4.0 scale was utilized for all individual questions in sections A, B, D, G, J, and K while a 5.0 scale was utilized for all individual questions in sections C, F, and I. A 3.0 scale was utilized for all questions in Section H. And finally, a 2.0 scale was utilized for all questions in section E. Using these scale variations, we provide our evaluation based on the descriptive statistics we determined from each section.

The following sections present our data analysis based on (1) a comparison of CBA results with our benchmark scores and (2) a comparison of CBA results with OSU's 2002 NSSE survey results.

1.1 A comparison of CBA results with benchmark scores

This section summarizes points from the 2004 CBA Undergraduate Survey using NSSE type questions.

Learning Activities:

Positives: Students responded positively to the questions asking about certain academic year learning activities. A relatively high percentage (a) worked on a paper or project that required integrating ideas, (b) worked with classmates outside of class to prepare class assignments, and (c) put together ideas or concepts from different courses.

Negatives: Students' responses indicated CBA students had relatively fewer experiences to (a) made a class presentation, (b) include diverse perspectives in class presentations, (c) talk about career plans with a faculty advisor, (d) discuss ideas with a faculty member outside of class, or (e) work with faculty members outside of class.

Other areas leaving substantial room for improvement were related to (a) asking questions and contributing to class discussion, (b) discussing grades and assignments with a professor, (c) receiving prompt feedback from faculty on academic performance, and (d) working harder than the student thought he or she could to meet an instructor's expectations.

CBA coursework related to certain Mental Activities

Questions were asked about the extent of various mental activities in CBA coursework with options to answer very much, quite a bit, some, or little. All responses averaged in or near the response of "quite a bit" but with variations. Memorizing and analyzing basic elements of an idea, experience, or theory were most frequently encountered. Higher order learning activities such as synthesizing and organizing ideas and making judgments were somewhat less frequently encountered, as expected, but students did indicate somewhat more frequent encounters with application of the theories and concepts to practical problems or new situations.

CBA requirements for reading and writing in coursework

The average response to the number of textbooks or materials of similar length required for the year was only 5-10 for the current school year. The amount of student writing was judged by asking for the frequency of short, medium, and long papers students were asked to write over the academic year. Naturally the numbers of papers written declined as the length requirement increased. Overall, however, the averages for each of these three questions were in the range of 1-4 medium and 1-4 long papers and 5-10 short papers.

Examination Challenge

Students were asked to what extent their examinations during the year challenged them to do their best work. Four answers were allowed between little to very much. The average response was the approximate value of "Quite a bit."

Faculty Advise

When students were asked if they had seen their academic advisor during the current year, approximately two-thirds of the students in the sample had done so.

When asked about the quality of the advisory relationship, average responses were "good" (between excellent and fair) for availability during posted hours and the advisors knowledge of CBA programs and courses. Students were less generous about their perceptions that faculty "desired" to help solve their problems and about mentoring about careers and majors. Relatively few students indicated any relationship with faculty providing mentoring about personal issues beyond academics.

Additional CBA Issues

Students seemed relatively pleased with their ability to get the courses needed for their academic program—an average response of "good." Both the Offices of Student Services providing advising information and Career Services has average scores located in the range between good and fair. The overall satisfaction with advising, however, averaged somewhat better with an average closer to the "good" range of the permitted responses.

Non-class activities

Somewhat less than half the CBA students indicated having had, or expected to engage in, an internship or practical experience prior to graduation, and a very small percentage expected to participate in a study abroad experience.

Use of Time

Students were asked how they used their time during a typical 7-day week. The average response for preparing for classes was just above the range of 6-10 hours per week. Student work on campus averaged closer to the bottom range of 0-5 hours per week with the average time used for work off campus reported substantially more (in the 11-15 hours a week option). The amount of time spent on co-curricular activities was moderately more than work on campus, perhaps in the lower portion of the 6-10 hour range on average. Student relaxation and socializing was reported to average well within the 11-15 hours per week range, whereas the CBA students reported relatively little average time spent on either commuting or caring for dependents.

1.2 A comparison of CBA results with OSU's 2002 NSSE survey results

This section presents a comparison of CBA results with those of OSU's 2002 NSSE report in each section.

Section A: Students' experience in the OSU-CBA.

We conclude that CBA students seem to "sometimes" ask questions in class (#A1), make a class presentation (#A2), include diverse perspectives in class (#A4), and discuss grades or assignments with an instructor (#7). However, overall OSU students seem to "often" do these. The CBA students seem to "sometimes or often" work on a paper or project that required integrating ideas or information from various sources (#3) while most OSU students seem to "often or very often" work on this.

Both CBA and OSU students seem to "sometimes or never" discuss ideas from their readings or classes with faculty members outside of class (#A9) and work with faculty members on activities other than coursework (#A12).

Section B: The extent to which students' coursework emphasizes mental activities.

We conclude that CBA students seem to "some or quite a bit" apply theories or concepts to practical problems or in new situations (#B18) while most OSU students seem to "quite a bit or very much" do this.

Both CBA and OSU students seem to "some or quite a bit" synthesize and organize ideas, information, or experiences (#B16) and make judgments about the value of information, arguments, or methods (#B17).

Section C: Students' reading and writing experience in CBA courses.

We conclude that CBA and OSU students seem to have the same reading and writing experience in their major courses. Both CBA and OSU students seem to read "between 1 and 4 or between 5 and 10" textbooks, books, or book-length packs of course readings (#C19). For writing experience, both CBA and OSU students seem to write "none or between 1 and 4" papers or reports of 20 pages or more (#C20), write "between 1 and 4" papers or reports between 5 and 19 pages (#C21) or fewer than 5 pages (#C22).

Section H: Some experiences in the CBA.

We conclude that CBA and OSU students seem to have the same experiences in internship, community service, and study abroad. Most CBA and OSU students normally have internship, practicum, or field experience (#H34) and community service or volunteer work (#H35) before they graduate from the college. However, most CBA and OSU students do not study abroad before their graduation (#H36).

Section I: Hours students spend in a typical 7-day week.

We conclude that CBA and OSU students seem to utilize their time in similar ways in a typical 7-day week. Most CBA and OSU students spend 0 to 10 hours a week for class preparation and other activities related to their academic program (#I37) and for co-curricular activities such as organizations, campus, publications, student government, etc. (#I40). They spend 6 to 10 hours for relaxing and socializing such as watching TV, partying, exercising, etc. (#I41). Most CBA and OSU students seem to spend 0 to 5 hours for working for pay on and off campus (#I38-39), for providing care for departments living with them (#I42), and for commuting to class (#I43).

Sections J and K: Entire academic experience and other.

We conclude that most CBA and OSU students seem to be satisfied with the entire academic experience (#J44) in their college and would again choose to major in their college at OSU if they could start over (#K45).

Conclusion

As to the overall satisfaction measures, the average response to the question asking how the student would rate their entire experience in the CBA was a very solid "good" in a set of choices placing this between excellent and fair. When asked if the student would choose the same major at OSU if he or she could start over, the typical response was solidly in the "yes" range.

In our report to, and discussions with, program faculty, we also discuss recommendations regarding ways to improve on the negative aspects of comments received from open-ended questions.

2: Graduate programs

Our analysis of the responses of graduate students is divided into three sections as indicated below:

- MBA program
- Master's programs
- Doctoral programs

2.1 MBA program

Work in progress and will be reported

2.2 Master's programs

In general, the results from the doctoral student satisfaction survey indicate that the overall perceptions of master's students have slightly improved over the prior years. Master's students appear to be positive and negative in the following aspects.

Positives: Based simply on the ordered average responses, students generally were pleased with program directors; faculty knowledge, courtesy and respect, effort, and inclusion of real world concepts in the curriculum; and, their overall experience.

Negatives: Students were most dissatisfied with their perception of getting started on their careers—limited numbers and "quality" of companies coming to campus as well as support from both faculty and professionals in Career Services; with a gap between their experiences in their programs and their expectations from these programs; and, somewhat confusingly, with their perceptions of the quality of teaching in the required courses of the programs and the ability to relate real world issues with classroom topics.

Perhaps the faculty issues mean that students appreciate the attempts at applications and integration with real world problems, but perhaps they think they are not accomplished at the level of their expectations.

Our discussions with program coordinators include recommendations regarding these deficiencies and other negative aspects of the comments received from open-ended questions.

2.3 Doctoral programs

In general, the results from the doctoral student satisfaction survey indicate that the overall perceptions of doctoral students have dramatically improved over the prior years. Doctoral students appear to be positive, negative, and concerned in the following aspects.

Positives: Students indicate general satisfaction with faculty knowledge in their fields and accessibility outside of classes. At least relative to past years, the doctoral students are more pleased with technology—in the classrooms they use, computers in their offices, and additional computers of a new vintage available in labs designed for them near their office locations. Since Graduate Teaching Associates (GTAs) are provided offices and they obtain faculty machines after three years of use, the stage of the rotation cycle has an impact on their satisfaction level. Computer technology and software does not seem to be a major limitation on their research.

Negatives: The greatest sources of dissatisfaction, and failure to meet their expectations, are in the time available for research and the perceived quality and type of faculty support to collaborate on research (for publication as much as for the dissertation). Past problems with funding for research is not currently discussed as a significant problem. And, money made available for research costs through in a three year experiment with the Phillips doctoral dissertation endowment has not been substantially utilized.

Concerns: Responses to another set of questions indicate students are concerned with issues related to use of their time as well as assistance in helping them improve their teaching skills while maintaining a balance of commitments to study, teaching and personal matters. Responses indicate that additional help from faculty mentors interested in improvement of teaching and student learning would be appreciated, especially if it helped them improve in the classroom while moderating the time necessary for preparation, constructing exercises and assignments, developing tests, grading and so forth. Closer collaborations with their discipline faculty on mentored teaching as well as assistance in developing a research agenda for the future is often expressed in our annual assessment forums.

While variable by department, some students express the desire for more empathy from faculty. They would appreciate an understanding of their stresses and time pressures, and respect for their contributions both to the college teaching mission and to what they can contribute in joint research. Better processes for long lead time and committed scheduling of their courses and seminars, and additional seminar presentations, would also be appreciated.

Responses over time tend to be quite consistent. Surveys during the spring of 2004 did indicate a modest increase in dissatisfaction in selected areas related to time pressures, the reduced secretarial support stemming from budget cut responses, and their overall level of satisfaction with the program.

It is clear from comments in the forums, that many aspects of the doctoral experience at OSU are compared with similar aspects in competing programs. Relatively low stipends and relatively lower commitments of paid time for research over the typical four-year residency remain elements of dissatisfaction.

Our discussions with program coordinators include recommendations regarding these deficiencies and other negative aspects of comments received from open-ended questions.

3: Undergraduate alumni surveys

The 2004 OSU Survey of Alumni of Undergraduate Programs is a survey conducted by the OSU Office of University Assessment and Testing. The purpose of this survey is to identify institutional trends of recent graduates, to assess achievement of learning outcomes as perceived by alumni from individual academic programs, and to accomplish the State Regent's mandate for assessing student and alumni satisfaction. The survey was conducted in February and March 2004 and targeted alumni of undergraduate programs who received their degrees in calendar year 1998 and 2002. For the methodology, this survey was administered as a telephone interview and included common questions (related to employment and continuing education) and program-specific questions developed by participating academic units. This year, the College of Business Administration added 15 questions to the common ones. Our report includes analysis of the responses of alumni by each department of the College of Business Administration and recommendations regarding deficiencies and other negative aspects. Analysis of CBA data published in the OSU report is described as follows.

As expected, CBA employment in the private sector, both with large corporations and small businesses, exceeded the average for all OSU alumni. Employment rates for both 1998 and 2002 graduates approximated rates for engineers and exceeded university averages. When relating the program of undergraduate studies to current positions of employment, there was a substantial decline in CBA students claiming "highly related" from the 1998 to the 2002 surveys (52% to 39%). Part of that was made up in the more recent graduates claiming "moderately related" from 26% to 33%. Overall, this linkage was a bit higher for CBA students than the university average when the two responses are aggregated each year. When asked how well their OSU studies prepared them for their positions, about 93 % of both CBA and all university students responded either "very well" or "adequately."

Using a salary level of \$45,000 as a very arbitrary divider, CBA students fared well with 58% of the 1998 CBA graduates earning at this level compared to 44% for the university average. The 2002 graduates did less well with only 23% of CBA graduates getting this level this quickly vs. 21% for all similar alumni.

Overall, 28% of OSU graduates responding to this survey who were "reachable" with a U.S. telephone number reported either having graduated from, or being enrolled in, a graduate program. CBA graduates were less likely to go on to graduate school with 25% of the 1998 class and 19% of the 2002 class doing graduate work. Graduate degrees pursued include masters, business and law programs. And, again, about 94% of CBA and other university students stated that OSU prepared them "very well" or "adequately" for graduate school.

Students assessing the quality of instruction in their CBA major were "very satisfied" for two-thirds of the 1998 class and 62 percent of the 2002 class. Almost all of the rest were "somewhat satisfied." Satisfaction with academic advising was perceived with somewhat less satisfaction. Approximately 40 % of each class responded they were "very satisfied" while another 40% responded they were only "somewhat satisfied." The 1998 class was somewhat more favorable so perhaps memories improve with age and distance! For the final overall rating, about 68% of the CBA and OSU classes of 1998 were "very satisfied" with their experience at OSU. From the more recent 2000 class, 64 % of the CBA students were "very satisfied" and 62% of all OSU students gave this response. Most of the rest (27-32% of the respondents by class) were "somewhat satisfied."

We conclude that the class of 2002 is probably having a harder time moving up the career ladder and may have been a little less optimistic about their career advancements at the time of the survey. Nevertheless, one may take the study as simply confirming lessons from the surveys of current students emphasizing their desire for improvements in curriculum, instruction and advising; for help with their efforts in finding placements and defining careers; and for simply getting the respect and personal attention that improves the quality of their experience at OSU.

For recommendation, individual departments may want to look at the data for their individual units and look for substantial differences, keeping in mind that some sample sizes are quite small.