

COLLEGE OF BUSINESS

The *Mission* of the Christos M. Cotsakos College of Business Undergraduate Program is to provide an educational environment that fosters the development of graduates with skills, knowledge, and values necessary for success in an increasingly diversifying, technologically enabled, and globally competitive environment.

The undergraduate program is guided by a framework that embraces effective teaching guided by goals and objectives that adhere to the Dean's Four Stars:

- Student Professional Enrichment
- Technological Enhancements
- Academic Excellence
- Reading, Writing, and Speaking, Across the Curriculum

The Mission of the Christos M. Cotsakos College of Business Graduate Program is to prepare students as effective organizational contributors in an increasingly diversified environment.

The College has both general and management-specific goals and objectives. General education embodies those skills related to:

- Oral and written communications skills, listening skills, and electronic communications,
- Problem-solving ability and analytical reasoning,
- Ethical, behavioral, and moral reasoning, and
- Cultural perspectives, tolerance and flexibility, and social systems, among other things.

Management-specific goals focus specifically on knowledge and skills consistent with expectations for students obtaining or advancing in careers related to the area concentration or major. Hence these goals focus on issues that might relate to:

- The creation of value through the production and distribution of goods and services
- Global, political, economic, legal, and the regulatory context for business
- Organizational dynamics and managerial competencies
- Information acquisition and utilization as it applies to effective decision and collaborative and competitive interaction skills and
- Individual societal responsibilities and issues of diversity in organizations

College of Business Assessment Tools

Direct Assessments

Portfolios

Indirect Assessments

Student/alumni surveys (e.g. exit surveys, resource surveys and academic advising surveys at the undergraduate and graduate levels)

Feedback from employer surveys

Annual stakeholders' conference recommendations and feedback from the event assessments

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Goals	Objectives/ Student Learning Outcomes	Assessment Methods	Using Assessment Findings for Program Improvement
<p>General Skills Oral and written communications skills, listening skills, and electronic communications, Problem-solving ability and analytical reasoning, Ethical, behavioral, and moral reasoning Cultural perspectives, tolerance and flexibility, and social systems, among other things.</p> <p>Management Skills Understand the creation of value through the production and distribution of goods and services Understand the impacts of the global, political, economic, legal, and the regulatory environment on business Acquire organizational dynamics and managerial competencies Learn how to acquire and utilize information as it applies to effective decision and collaborative and competitive interaction skills Recognize individual societal responsibilities and issues of diversity in organizations</p>	<p>The Goals and Objectives for our undergraduate programs are designed in accordance with our mission, and are guided by the following: 1. <i>Academic Excellence</i>: The. Cotsakos College of Business continually updates and revises its curriculum so that it is both competitive and contemporary. Outcomes assessment is regularly performed, and input from students and other stakeholders is utilized for the purpose of enacting continuous improvement as it concerns both course content and program/curricular offerings. 2. <i>Professional Enrichment</i>: The Christos M. Cotsakos College of Business integrates co-curricular and extra-curricular activities into its academic programs for the purpose of (a) increasing student awareness concerning the future impact of their professional development, (b) enhancing the students' appreciation for and development of requisite skill sets that apply to respective job markets, and (c) providing networking opportunities between students and leading business professionals in the field. 3. <i>Technological Competency</i>: The Christos M. Cotsakos College of Business enhances its academic offerings by integrating technology throughout the curriculum. Students are expected to be both familiar and facile with Microsoft Office upon admission to the College of Business. Students will also be exposed to proprietary software packages across the business curriculum in order to increase familiarity and provide hands on experience with the type of technology and decision support tools that are utilized in the professional business arena. Finally, all students are exposed to software tools, data streams, and databases for the purpose of conducting financial data analyses in the E*TRADE Financial Learning Center. 4. <i>Communications Skills and Contemporary Perspectives</i>: The Christos M. Cotsakos College of Business integrates reading, writing, and speaking throughout the curriculum. While all three components are not necessarily addressed in every class, the natural progression through the College of Business curriculum will expose the student to each of these components, with a continuity that merges the three, for the purpose of: (a) providing opportunities to learn, practice, and enhance communication skills through writing and speaking requirements, and (b) remaining</p>	<p>Our main <i>direct assessment</i> tool at this point is the course portfolio in which syllabus, assignments, etc. along with student work is collected for each course that we teach.</p>	<p>Assessment of Student Skills and Knowledge Using Course Portfolios A review of FIN 430 (Advanced Managerial Finance) portfolios showed a lack of understanding of agency conflict and agency problem. This has led to the inclusion of discussions of insider trading, accounting abuse, and agency conflicts.</p> <p>In ECON210 (Business Statistics), a review of course portfolios revealed that students have difficulty to gain an intuitive understanding of probability. In order to address this issue, additional readings on probability besides the textbook are assigned.</p> <p>A review of the MGT 350 (Ethics and Business) portfolios raised some concern that the textbook may have somewhat of a bias towards corporate business. As a result, the textbook was recently changed.</p> <p>In MGT 320 (Business Technology Applications), the lack of skills in creating and handling spreadsheets has been addressed by the increased use of Excel examples from the CD.</p> <p>In ACCT 320 (Accounting Information Systems), insufficient utilization of accounting software such as Quickbooks was noted. As a result of the portfolio review, instruction in and student work using Quickbooks software are now an important course component.</p>

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<p>a. Decision Making:</p> <p>b. Problem Solving:</p> <p>c. Communication:</p> <p>d. Ethical and Legal:</p> <p>e. Technology:</p> <p>f. Global:</p> <p>Concentration Specific Goals</p> <p>Marketing</p> <p>Management</p> <p>Finance</p> <p>Global Business</p> <p>Accounting (development in progress)</p> <p>Professional Sales (development in progress)</p>	<p>contemporary in the field through required readings that are exclusive of textbook reading requirements.</p> <p>Integrate knowledge from various disciplines to make effective business decisions</p> <p>Apply analytical and critical thinking skills to solve business problems.</p> <p>Demonstrate the ability to communicate effectively, both orally and in writing in a business context.</p> <p>Evaluate the ethical and legal implications of business practices.</p> <p>Utilize information technologies to conduct research, analyze data, and communicate with others in a business context.</p> <p>Understand the effects of globalization and cultural differences on business.</p>	<p>Additionally, the performance of Sales students is assessed using external evaluators who attend the annual Sales Triathlon. If areas of weakness are identified, we discuss how to address them and act accordingly.</p> <p>Starting in Fall '08, we will directly assess student performance in suitable courses along the six dimensions listed in the first column. This will be done via rubrics that were developed by the COB faculty.</p>	<p>An examination of course portfolios in several Finance courses (FIN 430 - Advanced Managerial Finance, FIN 435 - Principles of Investment, and FIN 752 - Evaluation of Securities and Portfolios showed deficiencies in international topics. Students are now required to include international stocks in their projects.</p> <p><i>Assessment of Student Skills and Knowledge Using External Assessors</i></p> <p>Students who participate in the annual RBI Sales Triathlon get graded by industry experts on a variety of dimensions that are related to student learning outcomes. The outside evaluators are typically senior-level executives who assess participating students on clearly identified criteria such as communication skills in a sales role play.</p>

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	<p>Demonstrate an understanding of how marketing theories and concepts can be applied to organizations and business situations.</p> <p>Demonstrate an understanding of how management theories and concepts can be applied to organizations and business situations.</p> <p>Display a real world oriented hands on knowledge of financial issues and problems.</p> <p>Demonstrate knowledge, skills and experience necessary to excel in the international environment.</p>	<p><i>Indirect assessment</i> tools include student and alumni surveys and the annual Stakeholders' Conference. The Cotsakos College of Business administers a number of surveys to current students and alumni. Results of such surveys provide the College with feedback on issues such as students' opinion on technology resources, academic advising, overall experience during students' career at WPU (survey is administered in the capstone course) in addition to information on how students are doing after they have graduated (alumni survey). Examples of how survey results have effected continuous improvement follow.</p>	<p><i>The Annual Alumni Survey</i> This survey assesses our graduates' job placement, salaries, satisfaction with their jobs as well as their experience at WPU and how well their studies in the Cotsakos College of Business have prepared them for the time after graduation. Partially in response to numerous recommendations made by alumni encouraging current students to participate in internships, the position of Coordinator of Experiential Learning was created in the Cotsakos College of Business. Doing so has resulted in a substantial increase of the quantity as well as quality of internships in which Cotsakos College of Business students participate.</p> <p><i>The Advising Survey</i> This survey is utilized specifically for the purpose of assessing student retention, personalized guidance in planning and</p>

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		<p><i>The Annual Stakeholders' Conference</i> The Stakeholders' Conference is held annually, typically during the Fall semester, and involves the following participant groups: Business leaders, the University community (faculty and staff from outside the College of Business), current undergraduate students, current graduate students, undergraduate alumni, and graduate alumni. A Cotsakos College of Business focus group selects up to four areas of interest prior to the conference. During the conference, the six individual groups provide the College with feedback on those areas of interest. The information provided by conference participants has been incorporated into the College's programs in a variety of ways.</p>	<p>implementing academic action plans, and career advising. Items assessed include quality and accuracy of information received from advisors and the availability of advisors. Findings from the survey have resulted, e.g., in the offering of additional advisement hours by adjunct faculty trained in advisement procedures on a walk-in basis for students who were unable to set up an appointment with their assigned advisor.</p> <p><i>Suggestion received at Stakeholders Conference Academic Year 2005:</i> <u>Create Executive MBA</u> Resulting Change: The College is currently operating one in-house executive MBA program (at MOLI).</p> <p><i>Suggestions received at Stakeholders Conference Academic Year 2006:</i> <u>Create degree program in pharmaceutical sales, honors track for business students, MBA concentrations, graduate level program in entrepreneurship.</u> Resulting Changes: While it was not possible to implement such a program due to resource constraints by the intended date of Fall 2008, it is planned to be implemented in the near future. Honors tracks in both marketing and management have been approved and will be implemented in fall 08. Concentrations in accounting, finance, and music management were introduced in fall 2007.</p>

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			<p>The marketing concentration in the MBA has been approved and will be implemented fall 08.</p> <p>The Shier Entrepreneurship Program has been developed with support from \$1 million donation from an alumnus.</p>