

**Institutional Effectiveness
2022-2023**

Program: Business Management BSBA

College and Department: College of Business; Business Management BSBA: 1. Decision Sciences and Management; 2) Economics, Finance and Marketing

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Mission:

The College of Business produces career-ready, professionally adept, and community-engaged graduates, generates application-oriented research, and provides exceptional service to business and society.

Our mission is accomplished by:

Emphasizing integrative, personalized, and engaging experiential learning opportunities – both within and outside the classroom.

Producing research that makes meaningful contributions to the practice of business and business education.

Expertly serving University, community, and business constituents to improve and promote the social well-being and economic success of the Upper Cumberland and Tennessee.

Maintaining ethical, equitable, and inclusive learning environments and student interactions

We believe teaching, research, and service are interdependent and synergistic, and that the spirit of discovery and pursuit of knowledge underlie our educational focus and guide our service activities.

The College of Business developed a new mission statement in 2020-21. It is aligned with the University's mission.

Undergraduate program includes Departments of 1) Decision Sciences and Management; 2) Economics, Finance, and Marketing

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

PO1: EXPAND ACADEMIC PROGRAM INITIATIVES

Define Outcome:

Expand academic program initiatives at both the undergraduate and graduate levels.

Assessment Methods:

Program Initiatives: Academic Program initiatives to support the mission of the College are proposed by Departments. They also result from the strategic plan of the College. These proposals are presented and discussed by the College level committees and in College faculty meetings.

Assessed by number and types of program initiatives.

Criteria for Success (Thresholds for Assessment Methods):

Results and Analysis:

- A new upper division course on Behavioral Economics (ECON 4710) to be offered in Spring semester was approved and added to the catalog. The course on Behavioral Economics supports and strengthens the curriculum of the B.S. in Economics (STEM) degree program.
- The International Business and Cultures major will revert to its previous status, i.e., that of a joint major offered by the College of Arts & Sciences and the College of Business. The IBAC major will come under the scope of AACSB accreditation review. This has significant implications for its curriculum, development of separate learning goals for this major, and their assessment.

Use of Results to Improve Outcomes:

- The current Production & Operations Management concentration, housed within the Business Management major, has been modified to create a new concentration in Operations, Supply Chain and Logistics. It has been approved by the College and University Curriculum Committees.
- The B.S. in International Business and Cultures program will revert back to its original status of a joint degree program between the College of Business and the College of Arts and Sciences. Thus, it will come under the scope of AACSB accreditation review. The implications for student learning outcomes and curriculum are begin addressed.

PO2: INCREASE ENROLLMENTS AND FINANCIAL SUPPORT

Define Outcome:

Increase enrollments and provide financial support for enrolled students.

Assessment Methods:

Enrollment Data: Enrollment data is reviewed every Fall semester and discussed in the College faculty meetings. Actions to promote enrollment and increase financial support for enrolled students are developed, presented, and discussed in the College level committees, in the Departments, and in College faculty meetings.

Assessed by activities to promote enrollment, financial support for enrolled students, and enrollment data.

Results and Analysis:

Enrollments: See attached document for BSBA PO2 Results - Enrollments data.

Financial Support: **Awaiting updated financial data re: scholarships/financial support for students. **

- COB's undergraduate enrollment in Fall 2022 fell by 0.5 percent compared to enrollment in Fall 2021. During the same period, TTU's undergraduate enrollment increased by 1.7 percent. Since 2018, the College enrollment as a percentage of the University total has remained steady in the range of 12.30-13.24 percent (see TTU-Business-Undergraduate enrollment trends in attached table).
- The number of new freshmen increased by 43 percent, from 145 in Fall 2021 to 208 in Fall 2022 while number of transfer students decreased by 31 percent, from 108 to 75 in the same time period.
- Diversity indicators, i.e., percentages of female students and students of color, of the total undergraduate enrollment, have remained steady in the last three years, in the ranges of 36.8-38.3 and 12.1 to 12.3, respectively.
- Several new academic programs, e.g., minors and certificates that support the goal of increasing enrollment, were initiated in Fall 2020. The data in the above table on TTU and COB Minor Enrollment Trends show that the enrollment in the business minors has increased steadily. It increased to 449 in Fall 2022 from 447 in Fall 2021, a one-year change of 0.4 percent. In Fall 2022, enrollment in business minors is 14 percent of the total TTU enrollment in all minors.
- COB organized several on-campus recruitment and promotion events such as back-to-school bash, block party publicizing academic and professional opportunities to non-business students on campus.
- COB regularly participates in SOAR, Community Day, Family Weekend, Preview Day, and Community College visits. In Summer 2022 there were ten SOAR events and three sessions for transfer students that were hosted by the Student Success Center.

- Since Spring 2021, COB has hosted two Business Showcases in Johnson Hall to showcase the opportunities in business for the prospective students (and their parents) who have been admitted to TTU but not enrolled and College of Business Connect in Johnson Hall Auditorium with the purpose of engaging current freshmen and providing information and clarity on all things COB. In Spring 2023, over both February 25 and March 4 event dates, COB hosted 110 students and families in Johnson Hall, for a total of more than 275 guests. Campus-wide, approximately 1200 students plus guests attended the two weekend events. The primary goal of Showcase is to move admitted students from the "maybe I'll come to Tech" mindset to the "I'm definitely coming to Tech" decision. For the College of Business, Showcase has historically been a highly productive endeavor, consistently resulting in the yield of 90% or more of attending students actually enrolling for the next Fall semester.

Use of Results to Improve Outcomes:

- COB participated in or hosted the following recruitment events: Upper Cumberland College Fair. COB is an annual participant (the Provost complimented our materials this year!). Hosted visits by FBLA (Future Business Leaders of America) Chapters of Macon County High School and Livingston Academy. Partnered with White County High School for their first ever "Meals and Manners" dining experience.

New professional development and career opportunities are being created for COB students:

- Twin Lakes is providing \$15K for COB students to complete professional certification in IT.
- COB students participate in *Leadership Retreat* and *Internship Carnival* launched by the Professional Readiness and Leadership Center.
- TTU's COB has been invited to the *Toy Fair* in October. Additionally, the college can select 5-8 COB undergraduate students to participate in the toy fair student congress, providing them with the opportunity to explore the toy industry as a potential career path.

PO3: PROVIDE FACULTY SUPPORT

Define Outcome:

Provide strong faculty units and resources for faculty support to meet the academic mission of the college.

Assessment Methods:

Assessed by Faculty Resources and Resources for Faculty Support; Faculty qualifications assessed by the AACSB standards. AACSB (Association for Advancement of Collegiate Schools of Business International) is the accrediting body for the College of Business (COB).

Faculty hiring needs are discussed in Departmental and College level meetings. A recruitment committee, which typically includes all faculty from the area and an outside representative is formed when hiring is approved at the university level. The recruitment process for new faculty follows the policies and procedures of the University and is monitored in the Office of Diversity and Legal Affairs. The committee develops a job description and an advertising plan, which includes as a minimum the Chronicle of Higher Education, appropriate discipline publications, and direct contacts with historically black institutions that grant the appropriate degree. At least one member of the search committee attends appropriate national discipline meetings to have short interviews with as many candidates as possible. In 2021-22 initial screening of the candidates was done through virtual interviews. After a full review of credentials, the search committee typically selects three candidates to invite for campus interviews. The interviews include meetings with the faculty, a presentation to the faculty, and meetings with the department chair, the dean of the college, and the Provost. The committee ranks the candidates and the Dean and the Provost negotiate the terms of employment. All materials are evaluated electronically.

The College has developed definitions of qualified faculty in accordance with the most recent (2020) AACSB standards. Faculty qualifications are updated in the annual professional accomplishments form completed by faculty and reviewed by Department Chairs. Actions to increase resources for faculty support are developed, presented, and discussed in Departmental and College level meetings.

Criteria for Success (Thresholds for Assessment Methods):

Results and Analysis:

- A lecturer to start in Fall 2023 has been hired in the area of Business Law.
- An Assistant Professor, a lecturer, and an instructor have been hired in the area of Decision Sciences. They will start in Fall 2023.
- An instructor to start in Fall 2023 was hired in the area of Management.
- A lecturer, to start in Fall 2023, was hired in the area of Economics.
- A tenure-track faculty member in the rank of an assistant professor to start in Fall 2023, was hired in the area of Finance.
- Faculty resources were augmented by hiring to replace faculty who have left or retired, in areas where there is a need to support the core academic mission and degree programs offered by the college. For the first time since 2009, the college will have full time faculty member in Business Law.
- Resources were provided to support faculty consistent with the needs expressed in the faculty development plan submitted annually by each faculty member.
- *Awaiting financial data for updates re: summer research support and annual travel expenditures.*

Use of Results to Improve Outcomes:

- Dr. Tom Timmerman became the full time Chairholder of the Mayberry Chair of Excellence.
- The College will be hiring to fill the position of the J.E. Owen Chair of Excellence.
- The College will be hiring new faculty members to fill positions due to program needs and a vacancy in the area of Economics.
- COB faculty at all levels and career stages are not only supported but encouraged to attend conferences and pursue degrees, professional certificates, and licensures related to their teaching disciplines. In 2022-23, three faculty members from the Decision Sciences and Management Department completed professional certifications.

SLO1: DEMONSTRATE COMPETENCY IN THE CORE BUSINESS AREAS**Define Outcome:**

Business students will demonstrate competency in the core business areas.

Assessment Methods:

ETS Exit Exam (Major Field Test in Business): The ETS Exit Exam is taken by graduating seniors in the Fall and Spring semesters.

Content area scores in the ETS Exit Exam.

Criteria for Success (Thresholds for Assessment Methods):

The benchmark for the overall score is the ETS national median of all institutional scores. The threshold is the ETS national 25th percentile of all overall institutional scores. Action is taken if the threshold is consistently not being met.

The benchmarks for the content area scores are the national mean percentages of correct answers of ETS. The threshold is the ETS national 25th percentile of all institutional scores in the content areas. Action is taken if the threshold is consistently not being met.

Results and Analysis:

See attached document for BSBA SLO1 Results - ETS Senior Exit Exam Fall 2018 - Spring 2023 data.

- COB median for overall score exceeded the national ETS benchmark in Fall 2022 and Spring 2023.
- All the content area scores also exceeded the national ETS benchmark in Fall 2022 and Spring 2023 except for Accounting, Economics, and International Issues in Fall 2022.
- The scores in Accounting, Economics, and International Issues exceeded the threshold in Fall 2022.

- In Spring 2023, one COB student was placed in the 99th percentile and three students were placed in the 98th percentile of the scores of all students from domestic institutions who took the ETS exam in the last five years.

Use of Results to Improve Outcomes:

- The ETS Exit Exam scores for Fall 2022 and Spring 2023 in the information systems area met the benchmarks, compared to the previous two semesters. Hence no intervention is recommended at this time.
- Scores in content areas of Accounting, Economics, and International Issues did not meet the benchmarks in Fall 2022 but they met the benchmarks in Spring 2023. The scores in these content areas will be closely monitored.

SLO2: DEMONSTRATE AWARENESS OF ETHICAL IMPLICATIONS

Define Outcome:

Business students will demonstrate awareness of ethical implications of business decisions.

Assessment Methods:

Ethics Scenario: An ethics scenario (with questions corresponding to the three dimensions of ethical awareness) was administered to graduating seniors. Faculty assessed student answers to questions regarding the scenario using the ethics rubric. The questions were aligned with the dimensions of the ethics rubric, Q1- recognizing the ethical dilemma or issue; Q2 - identifying the affected stakeholders, and Q3 - recommending solutions/actions.

Criteria for Success (Thresholds for Assessment Methods):

The benchmark is that at least 75% of students will get scores of 4 or above on a 1-5 scale on each of the rubric dimensions. A score of 3 is considered satisfactory performance. The threshold is that at least 50% of students will get scores of 3 or above on each of the rubric dimensions.

Results and Analysis:

See attached document for BSBA SLO 2 Results - Ethical Implications.

The Ethics Scenario and the Questions are given in Appendix 4.

The target (benchmark) was exceeded for responses to questions 1 and 2. The target (benchmark) was not met for response to question 3 but the threshold was exceeded.

Q1: Is there a problem at the electronics company? Please explain your answer as fully as possible.

Q2a: Who are the stakeholders that are **directly** affected and how are they affected?

Q2b: Who are the stakeholders that are **indirectly** affected and how are they affected?

Q3: Describe the possible actions Rachel could take to address the situation and the rationale for each action (identify as many as possible).

Use of Results to Improve Outcomes:

The target (benchmark) was exceeded for responses to questions 1 and 2. The target (benchmark) was not met for response to question 3 but the threshold was exceeded. No intervention is recommended at this time.

SLO3: DEMONSTRATE ABILITY FOR PROBLEM SOLVING AND DECISION MAKING

Define Outcome:

Business students will demonstrate ability for problem solving and decision making.

Assessment Methods:

California Critical Thinking Skills Test: Senior Exit Exam California Critical Thinking Skills Test (CCTST) taken online in Fall and Spring semesters by graduating seniors.

The overall scores and the scores on each of the following dimension/scales of CCTST: *Analysis; Inference; Evaluation; Induction; and Deduction* were considered. Note that the online version assessed additional critical reasoning skills: *Interpretation, Explanation, and Numeracy*.

Criteria for Success (Thresholds for Assessment Methods):

The prevailing 75% benchmark (for other learning objectives) is used. That is at least 75% of students will exhibit moderate/strong/superior reasoning skills. The threshold is that at least 50% of students will exhibit moderate/strong/superior reasoning skills. Action is taken if the threshold is consistently not being met.

Results and Analysis:

See attached document for BSBA SLO3 Results - CCTST Senior Exit Exams in Fall 2022 and Spring 2023.

- The scores in *Inference, Induction, and Interpretation* dimensions met or exceeded the benchmark in Spring 2023. The score in *Interpretation* dimension met or exceeded the benchmark in Fall 2022.
- The overall performance scores did not meet the benchmark in Fall 2022 and Spring 2023 but they exceeded the threshold.
- In Fall 2022 the scores in both the *Deduction* and *Numeracy* dimensions did not meet the threshold.

- In Spring 2023, overall performance on all dimensions, except *Numeracy*, exceeded the threshold.

Use of Results to Improve Outcomes:

The threshold has not been met for the *Numeracy* dimension in Fall 2022 and Spring 2023. The recommendations of the college task force on Quantitative Reasoning will continue to be implemented in the core business classes.

SLO4: DEMONSTRATE COMMUNICATION SKILLS

Define Outcome:

Business students will demonstrate proficiency in communication skills.

- a. Business students will demonstrate proficiency in written communication skills.
- b. Business students will demonstrate proficiency in oral communication skills.

Assessment Methods:

Written and Oral Communication: Rubric-based assessment of writing samples from BMGT 4930 (capstone core class) from the Spring 2022 semester; Rubric-based assessment of a randomized sample of oral presentations from the core business class BMGT 3720 (Business Communications) in Fall 2021.

Criteria for Success (Thresholds for Assessment Methods):

The benchmark is that at least 75% of students will get scores of 4 (good) or above on a scale of 1-5 on each dimension of the above rubrics. The threshold is that at least 50% of students will get scores of 4 or above on each dimension of the above rubrics.

Results and Analysis:

Writing assessment results are not available for 2022-23 because of instructor transition. Our Assurance of Learning Coordinator is working with the new business communications instructor to get the assessments done this semester.

Use of Results to Improve Outcomes:

- Finding ways to leverage the power of Generative AI for improving communication skills by implementing the following guidelines of the AI Task Force in the assignments of the courses.
 - Open AI Use (where students are free to use AI in the course as long as it is done with proper citations and attributions)
 - Moderate AI Use (where AI is permitted on specific assignments or within set parameters by the instructor)
 - Closed AI Use (where AI is not permitted for any use within the course)
- Making students aware of various campus services available to help strengthen their oral and verbal communications skills, e.g., mock interviews hosted by the COB and Center for Career Development.

- Business Communications Course (BMGT 3720) a core class required of all business majors, will continue to provide opportunities for students to develop and strengthen their written and oral communication skills through assignments and instructor feedback. Students will use technologies such as *Grammarly*, *Pitch Vantage*, *CoB Production Studio*, *iLearn*, and *LinkedIn Learning* in the context of tasks and projects including elevator pitch, individual presentation with visuals, team presentation, breakout discussions to discuss business scenarios, and virtual meetings.

SLO5: DEMONSTRATE SKILLS TO WORK IN TEAMS

Define Outcome:

Business students will demonstrate skills necessary to work in teams in diverse group settings.

Assessment Methods:

TeamMate: Individual-level teamwork skills and team-level skill dimensions were assessed using TeamMate software (an online peer-assessment tool from CAPSIM) in Capstone Business Strategy (BMGT 4930) class. This tool measures an individual student's team skills along four dimensions: Preparation, Execution, Monitor, and Adjustment (4Ps). The tool also provides measures of team performance on the dimensions of Cohesion, Confidence, Conflict, Cooperation, and Coordination (5Cs).

Criteria for Success (Thresholds for Assessment Methods):

At least 75% of student teams will maintain or show improvements on the four dimensions of individual-level team skill effectiveness. The threshold is that at least 50% of student teams will maintain or show improvements on the four dimensions of individual-level team skill effectiveness.

At least 75% of student teams will maintain or show improvements on the five dimensions of team performance. The threshold is that at least 50% of student teams will maintain or show improvements on the five dimensions of team performance.

Results and Analysis:

See attached document for BSBA SLO5 Results - *TeamMate* data. Results (4Ps and 5Cs) from *TeamMate* for Fall 2022 BMGT 4930 (Capstone) sections for a total of 35 teams are given in the document.

- The benchmark is "at least 75% of teams will either show improvement (>5%) or maintain (+/-5%) their performance from Round 1 to Round 2 feedback on the individual-level team skills (4Ps) and team-level team skills (5Cs)." The satisfactory threshold is 50% of the teams.
- In Fall 2022, the benchmark was exceeded for all but one of the 4Ps and all but one of the 5Cs.

- For the *Adjustment* dimension of the 4Ps, the percentage of teams was 74%, which did not meet the benchmark of 75% by one percent. The threshold of 50% was met.
- For the *Conflict* dimension of the 5Cs, the benchmark was not met, but the threshold was met.

Use of Results to Improve Outcomes:

At this time, the results do not call for modifications as the benchmarks for all the 4Ps except one (*Adjustment*, for which the score of 74% almost met the benchmark of 75%) and the 5Cs, except one (*Conflict*) have been met. The score for the *Conflict* dimension exceeded the threshold. Future scores in these areas will be closely monitored.

SLO6: POSSESS COMPETENCIES IN THE MAJOR DISCIPLINE

Define Outcome:

College of Business Majors will possess competencies (skills and knowledge) in their major discipline.

- Business and Information Technology (BIT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Information Systems.
- Business Management (BMGT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Management.
- Economics (ECON) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Economics.
- Finance (FIN) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Finance.
- International Business and Cultures (IBAC) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for International Issues.
- Marketing (MKT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Marketing.

A curriculum map (see Appendix 1) shows the linkages between the courses in the BSBA program and student learning outcomes.

Assessment Methods:

The assessment indicator of the relevant content area of the ETS Exit Exam (Major Field Test in Business). The ETS Exit Exam is taken by graduating seniors in the Fall and Spring Semesters. In the ETS exam, there are questions pertaining to the content area of each major discipline. The performance of the cohort of students in a particular major is assessed by the average percentage of correct answers in the respective content area, e.g., the performance of marketing majors in the marketing content area of the Exam.

Criteria for Success (Thresholds for Assessment Methods):

The benchmark is the national mean percentage of correct answers in the content area. The threshold is the national 25th percentile of the percentage of correct answers in the content area. Action is taken if the threshold is consistently not being met.

Results and Analysis:

See the attached document for BSBA SLO6 Results - ETS Major-Specific Content Area Scores and Proxy Scores.

- In Fall 2022, the scores in the content area of each major for which results are available exceeded their respective benchmarks.
- The performance of Economics majors in the capstone Economics workshop and IBAC students in the capstone practicum class was satisfactory in terms of the final grades they received.
- The median of overall scores of the Economics majors in the Economics Major Field Test exceeded the benchmark. The medians for the sub scores in microeconomics and macroeconomics did not meet the respective benchmarks but exceeded or were at the respective thresholds.

Use of Results to Improve Outcomes:

Results were not available for ECON and IBAC majors for several past semesters because there were fewer than five ECON and IBAC majors taking the Business ETS exit exam. In order to address this issue, performance in capstone courses for ECON and IBAC majors is being considered as a proxy. Additionally, the scores in the Economics major field test will replace the scores of Economics majors in the Business ETS exit exam.

Summative Evaluation:

PO1: The B.S. in International Business and Cultures program will revert back to its original status of a joint degree program between the College of Business and the College of Arts and Sciences. Thus, it will come under the scope of the AACSB accreditation review. The implications for student learning outcomes and curriculum are begin addressed.

PO2: New professional development and career opportunities are being created for COB students:

- Twin Lakes is providing \$15K for COB students to complete professional certification in IT.
- COB students participate in Leadership Retreat and Internship Carnival launched by the Professional Readiness and Leadership Center.
- TTU's COB has been invited to the Toy Fair in October. Additionally, the college can select 5-8 COB undergraduate students to participate in the toy fair student congress,

providing them with the opportunity to explore the toy industry as a potential career path.

PO3: The College will be hiring to fill the position of the J.E. Owen Chair of Excellence and hiring new faculty members to fill positions due to program needs and a vacancy in the area of Economics.

SLO3: The recommendations of the college task force on Quantitative Reasoning will continue to be implemented in the core business classes to meet the threshold for Numeracy.

SLO4: Find ways to leverage the power of Generative AI for improving communication skills and making students aware of various campus services available to help strengthen their oral and verbal communications skills, e.g., mock interviews hosted by the COB and Center for Career Development.

Assessment Plan Changes:

SLO6: Results were not available for ECON and IBAC majors for several past semesters because there were fewer than five ECON and IBAC majors taking the Business ETS exit exam. In order to address this issue, performance in capstone courses for ECON and IBAC majors is being considered as a proxy. Additionally, the scores in the Economics major field test will replace the scores of Economics majors in the Business ETS exit exam.

List of Appendices:

Appendix 1: BSBA Curriculum Map

Appendix 2: BSBA PO2 Results - Enrollments

Appendix 3: BSBA SLO1 Results – ETS Senior Exit Exam

Appendix 4: Ethics Scenario

Appendix 5: BSBA SLO2 Results – Ethics Scenario and Questions

Appendix 6: BSBA SLO3 Results: CCTST

Appendix 7: BSBA SLO5 Results: TEAMMate

Appendix 8: BSBA SLO6 Results ETS Exit Exam and Proxy

Appendix 1: BSBA Curriculum Map

Core Courses	SLO Core Business Knowledge	SLO Critical Reasoning and Problem-solving	SLO Written Communications	SLO Oral Communications	SLO Team Skills	SLO Ethics Awareness
ACCT 2110	Principles of Accounting	X	X			X
ACCT 2120	Managerial Accounting	X	X			X
LAW 2810	Business Law					X
BMGT 3510	Management and Organizational Behavior	X	X	X	X	X
BMGT 3720	Business Communications		X	X	X	
BMGT 4930 (Capstone)	Strategic Management	X	X		X	X
DS 2810	Computer skills	X	X	X	X	X
DS 3520	Operations Management	X	X			
DS 3620	Business Analytics	X	X			
DS 3841	Information Systems	X	X	X		X
ECON 2010	Microeconomics	X	X			X
ECON 2020	Macroeconomics	X	X		X	
ECON 3610	Business Statistics	X	X			X
FIN 3210	Finance	X	X			
MKT 3400	Marketing	X	X	X	X	X

Appendix 2: BSBA PO2 Results – Enrollments, cont.

Load										
Full-time	1,038	93.1%	1,034	93.8%	1,027	93.6%	1,034	93.0%	1,039	93.9%
Part-time	77	6.9%	68	6.2%	70	6.4%	78	7.0%	67	6.1%
Classification										
Freshmen	209	18.7%	211	19.1%	227	20.7%	218	19.6%	260	23.5%
Sophomore	248	22.2%	233	21.1%	247	22.5%	274	24.6%	230	20.8%
Junior	311	27.9%	297	27.0%	301	27.4%	286	25.7%	296	26.8%
Senior	347	31.1%	361	32.8%	322	29.4%	334	30.0%	320	28.9%
Degree Programs										
Accounting (BSBA)	122	10.9%	224	20.3%	254	23.2%	215	19.3%	192	17.4%
Basic Business	600	53.8%	206	18.7%	56	5.1%	35	3.1%	55	5.0%
Business Information & Technology (BSBA)	-	-	-	-	12	1.1%	106	9.5%	147	13.3%
Business Management (BSBA)	193	17.3%	345	31.3%	414	37.7%	367	33.0%	325	29.4%
Economics (BS)	-	-	-	-	9	< 1%	18	1.6%	20	1.8%
Economics (BSBA)	17	1.5%	33	3.0%	19	1.7%	6	< 1%	1	<1%
Finance (BSBA)	63	5.7%	98	8.9%	121	11.0%	155	13.9%	161	14.6%
International Business & Cultures (BS)	38	3.4%	45	4.1%	31	2.8%	24	2.2%	26	2.4%
Marketing (BSBA)	82	7.4%	151	13.7%	181	16.5%	186	16.7%	179	16.2%

Five-Year Minor Enrollment Trends: TTU and COB

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Percent Change One year Three years	
Total Minors (TTU)	1,237	2,192	2,617	3,075	3,210	4.4%	13.8%
Business	282	332	406	447	449	0.4%	10.9%
Accounting	0	0	3	7	17	142.9%	-
Bus. Info. Tech. & Analytics	0	1	7	15	27	80.0%	264.8%
Business	282	321	355	337	309	-8.3%	-0.9%
Business Management	0	6	27	61	69	13.1%	163.0%
Human Resource Management	0	0	2	14	16	14.3%	-
International Business	0	4	12	13	11	-15.4%	64.3%

Appendix 3: SLO1 Results – ETS Senior Exit Exam Results Fall 2018-Spring 2023

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022*	Fall 2022	Spring 2023	2022 ETS Benchmark	2022 ETS Threshold
COB MEDIAN	153	150	152	152	152.0	152.0	153.0	152.0	150.5	152	149.50	145.5

Content Area Scores Fall 2018-Spring 2023

Content Area	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022*	Fall 2022	Spring 2023	2022 ETS Benchmark	2022 ETS Threshold
Accounting	45	45	46	46	46	47	46	42	39	42	41.2	38.5
Economics	42	41	41	44	43	43	55	54	50	53	50.5	48.5
Management	62	61	63	62	62	63	58	57	59	58	57.0	54
Quantitative Business Analysis	39	38	38	41	41	39	45	43	41	43	34.0	31
Finance	45	44	44	45	43	47	46	43	42	43	41.4	30
Marketing	51	52	52	51	53	54	58	57	53	55	52.0	39
Legal and Social Environment	49	49	46	47	47	48	52	51	51	52	50.8	48.5
Information Systems	55	54	56	54	57	56	43	41	43	45	40.5	38.5
International Issues	45	42	41	42	40	42	49	48	43	47	44.6	42

Corrective Action Needed Monitor for Trends Meets or Exceeds Benchmarks

Appendix 4: Ethics Scenario

T# _____

Major(s) Circle ACCT BBUS BMGT BIT ECON FIN IBAC MKT OTHER

Rachel works as a Quality Assurance Engineer at a large electronics company. She is responsible for the final testing of her company's servers and is part of a team which decides when new products will be shipped to distributors for sale. Rachel's company has a contract with another company that makes the chips which are incorporated into the servers Rachel's company makes. The business model for this product is to release a new generation server approximately every six months, meaning Rachel has a limited timeframe to conduct her Quality Control tests. Because there is such a short amount of time between the release of each next new product, the Quality Assurance department cannot perform every possible test on the servers to ensure they are defect free. Rachel will not ship a product if there is any possibility that the server could malfunction and cause physical harm to the customer. However, she will ship a product that has a higher likelihood of failure resulting in data loss for the customer, because she knows if she doesn't, her company's competitor will.¹

1. Is there a problem at the electronics company? Please explain your answer as fully as possible.

- 2a. Who are the stakeholders that are **directly** affected and how are they affected?

- 2b. Who are the stakeholders that are **indirectly** affected and how are they affected?

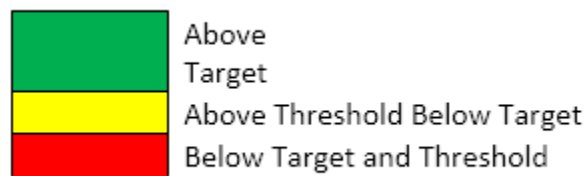
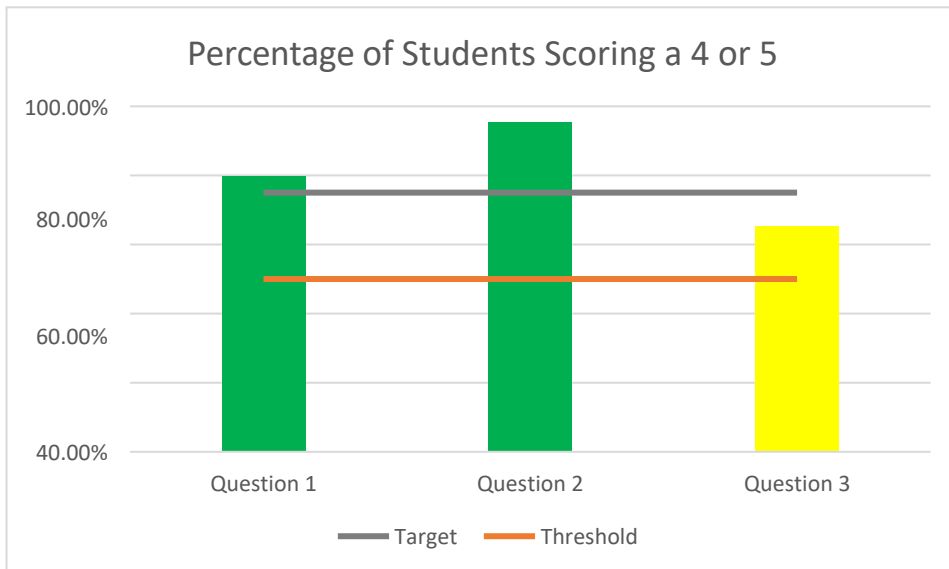
3. Describe the possible actions Rachel could take to address the situation and the rationale for each action (identify as many as possible).

¹ *Adapted from a case developed at the Markkula Center for Applied Ethics at Santa Clara University*

Appendix 5: SLO2 Results – Ethics Scenario and Questions

Question #	Total	Above Target	Target	Threshold
Question 1	79.87%	YES	75%	50%
Question 2	95.30%	YES	75%	50%
Question 3	65.10%	NO	75%	50%

	Question 1	Question 2	Question 3
Total (n)	149	149	149
>=4	119	142	97
%	79.87%	95.30%	65.10%

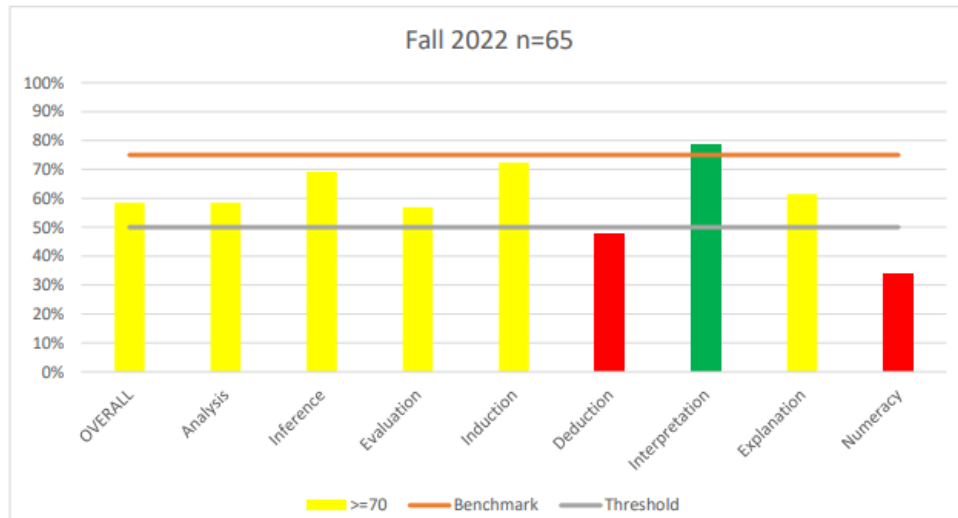


Appendix 6: BSBA SLO3 Results - CCTST

The results from CCTST Senior Exit Exams in Fall 2022 and Spring 2023 are given below:

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	38	38	45	37	47	31	51	40	22
n=65	65	65	65	65	65	65	65	65	65

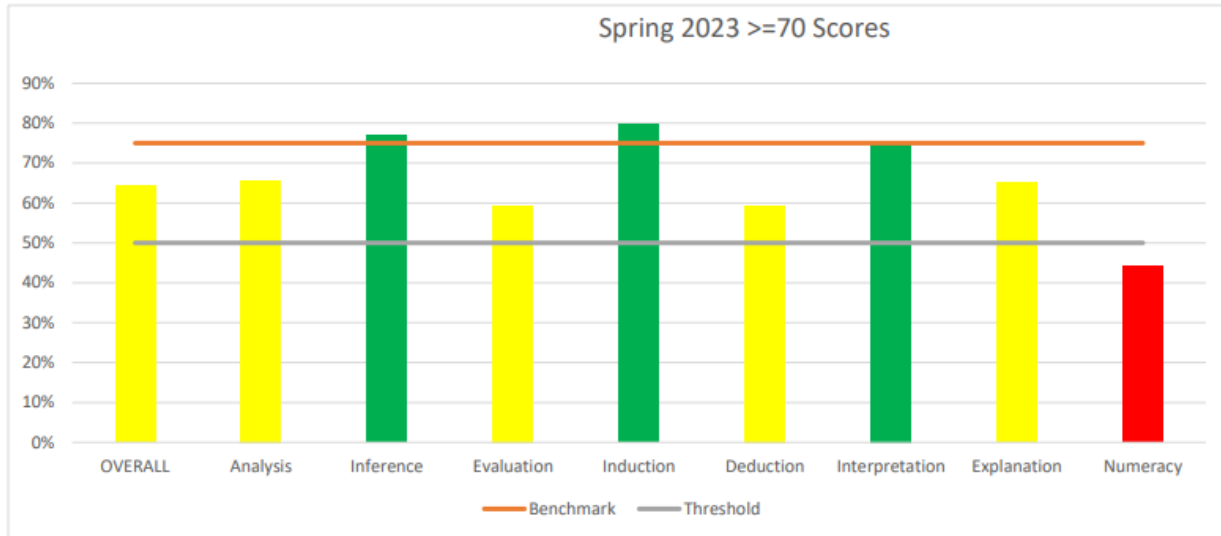
	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	58%	58%	69%	57%	72%	48%	78%	62%	34%
Benchmark	75%	75%	75%	75%	75%	75%	75%	75%	75%
Threshold	50%	50%	50%	50%	50%	50%	50%	50%	50%



Appendix 6: BSBA SLO3 Results – CCTST, cont.

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	92	94	110	85	114	85	108	93	63
n=143	143	143	143	143	143	143	143	143	143

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	64%	66%	77%	59%	80%	59%	76%	65%	44%
Benchmark	75%	75%	75%	75%	75%	75%	75%	75%	75%
Threshold	50%	50%	50%	50%	50%	50%	50%	50%	50%

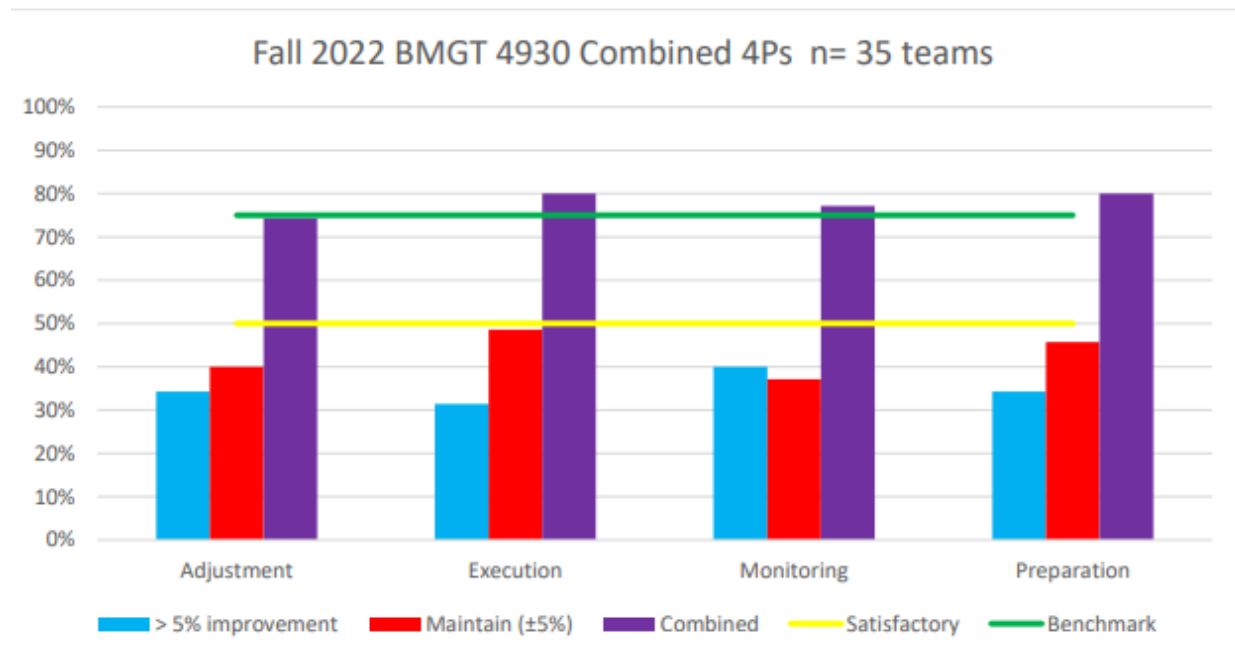


Appendix 7: BSBA SLO5 Results – TEAMMATE

Results (4Ps and 5Cs) from TEAMMATE for Fall 2022 BMGT 4930 (Capstone) sections for a total of 35 teams are given below.

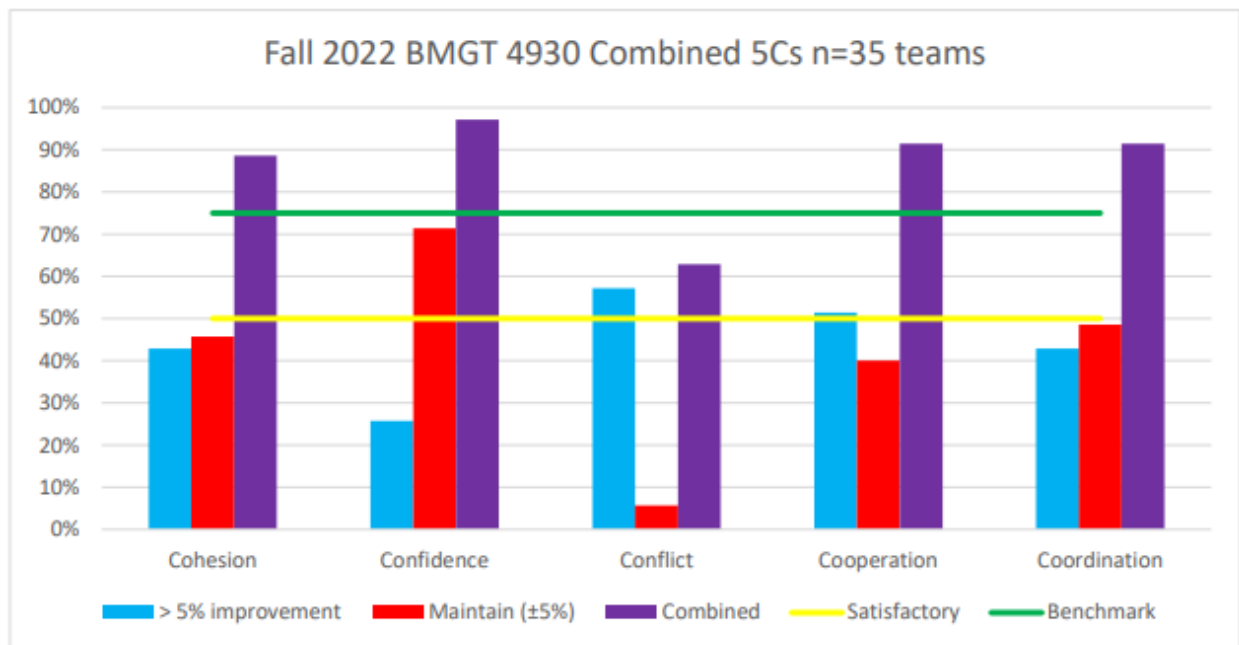
4Ps Combined	n=35 teams		
	> 5% improvement	Maintain (±5%)	Combined
Adjustment	12	14	26
Execution	11	17	28
Monitoring	14	13	27
Preparation	12	16	28

Percentages	n=35 teams				
	> 5% improvement	Maintain (±5%)	Combined	Satisfactory	Benchmark
Adjustment	34%	40%	74%	50%	75%
Execution	31%	49%	80%	50%	75%
Monitoring	40%	37%	77%	50%	75%
Preparation	34%	46%	80%	50%	75%



5Cs Combined		n=35 teams		
	> 5% improvement	Maintain (±5%)	Combined	
Cohesion	15	16	31	
Confidence	9	25	34	
Conflict	20	2	22	
Cooperation	18	14	32	
Coordination	15	17	32	

Percentages					
	> 5% improvement	Maintain (±5%)	Combined	Satisfactory	Benchmark
Cohesion	43%	46%	89%	50%	75%
Confidence	26%	71%	97%	50%	75%
Conflict	57%	6%	63%	50%	75%
Cooperation	51%	40%	91%	50%	75%
Coordination	43%	49%	91%	50%	75%



Appendix 8: BSBA SLO6 Results – ETS Exit Exam and Proxy

ETS Major-Specific Content Area Scores (average % of correct answers)

Majors	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Accounting	52	57	53	53	52	49
Marketing	49	55	57	62	58	60
Finance	55	47	65	60	54	48
Management	63	64	62	57	58	60
BIT	*	62	64	59	52	62
Economics	47	*	*	*	*	*
IBAC	56	*	*	*	*	*

Accounting	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores	52	57	53	53	52	49
2022 Benchmark	41.2	41.2	41.2	41.2	41.2	41.2
2022 Threshold	38.5	38.5	38.5	38.5	38.5	38.5

Marketing	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores	49	55	57	62	58	60
2022 Benchmark	52	52	52	52	52	52
2022 Threshold	39	39	39	39	39	39

Finance	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores	55	47	65	60	54	48
2022 Benchmark	41.4	41.4	41.4	41.4	41.4	41.4
2022 Threshold	30	30	30	30	30	30

Business Management	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores	63	64	62	57	58	60
2022 Benchmark	57	57	57	57	57	57
2022 Threshold	54	54	54	54	54	54

Appendix 8: BSBA SLO6 Results – ETS Exit Exam and Proxy

Business Information Technology (BIT)	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores		62	64	59	52	62
2022 Benchmark	40.5	40.5	40.5	40.5	40.5	40.5
2022 Threshold	38.5	38.5	38.5	38.5	38.5	38.5

Economics	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores	47	*	*	*	*	*
2022 Benchmark	50.5	50.5	50.5	50.5	50.5	50.5
2022 Threshold	48.5	48.5	48.5	48.5	48.5	48.5

International Business and Cultures (IBAC)	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022
Scores	56	*	*	*	*	*
2022 Benchmark	44.6	44.6	44.6	44.6	44.6	44.6
2022 Threshold	42	42	42	42	42	42

*Results not reported by ETS because there were fewer than five ECON and IBAC majors taking the Business ETS exit exam. The grades in the ECON capstone course and the IBAC capstone course are used as proxy. The scores from Spring 2023 in the Economics Major Field Test (MFT) for the ECON majors are also reported below.

Economics:

- The average grade of the four students who took the Capstone Economics Workshop is A.
- Five students took the ETS Major Field Test in Spring 2023. The results are summarized below:

ETS MFT Economics Test Scores	Overall	Microeconomics	Macroeconomics
COB Median	150.8	50.9	48
<i>Benchmark - National Median</i>	<i>150</i>	<i>51</i>	<i>50.5</i>
Threshold (25th percentile) National	146	46	48

IBAC:

- The average grade from Fall 2022 and Spring 2023 of the four students who took the Capstone Practicum Course is A.