

Tennessee Tech University

President

Provost

College of Business



Definition of Unit: College of Business - Undergraduate

Department/Unit Contact:

Mission/Vision/Goal Statement

College of Business

- Provides an educational foundation that enables its students to become successful, ethical organization and community leaders.
- Engages in research that makes meaningful contributions to the understanding and practice of business and to business education.
- Serves the region, state, community, university, and business disciplines through outreach activities.

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.

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



Program Goal 1: Program Initiatives

Define Goal

1. Expand academic program initiatives at both the undergraduate and graduate level

Intended Outcomes / Objectives



Program Goal 2: Increase Enrollments

Define Goal

Increase enrollments and provide financial support for enrolled students.

Intended Outcomes / Objectives

Program Goal 3: Strong Faculty

Define Goal

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

Intended Outcomes / Objectives

Student Learning Outcome 1: Business Core Knowledge and Skills

Define Goal

Business Core Skills and Knowledge – Business students will demonstrate competency in the core business areas.

Intended Outcomes / Objectives

Student Learning Outcome 2: Ethical Awareness

Define Goal

2. Ethical Awareness – Business students will demonstrate awareness of ethical implications of business decisions.

Intended Outcomes / Objectives

Student Learning Outcome 3: Critical Thinking Skills

Define Goal

3. Critical Thinking Skills – Business Students will demonstrate ability for problem solving and decision making.

Intended Outcomes / Objectives

Student Learning Outcome 4: Communication Skills

Define Goal

4. Communication Skills – a) Business students will demonstrate proficiency in written communication skills. b) Business students will demonstrate proficiency in oral communication skills.

Intended Outcomes / Objectives



Assessment 1: Program Initiatives

Goal/ Outcome/ Objective: Program Goal 1: Program Initiatives

Type of Tool: Annual Unit Report

Rationale

Assessed by number and types of 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.

Frequency of Assessment: Annually



Assessment 2: Increase Enrollments

Goal/ Outcome/ Objective: Program Goal 2: Increase Enrollments

Type of Tool: FTE Enrollment

Rationale

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

Frequency of Assessment: Annual



Assessment 3: Strong Faculty

Goal/ Outcome/ Objective: Program Goal 3: Strong Faculty

Type of Tool: Annual Unit Report, National Accrediting Agency Requirements and Standards

Rationale

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. 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 faculty, and meetings with the department chair, 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 new (2013) 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.

Frequency of Assessment: Annual



Assessment 4: Business Core Skills and Knowledge

Goal/ Outcome/ Objective: Student Learning Outcome 1: Business Core Knowledge and Skills

Type of Tool: Exit Exam, Survey

Rationale

- ETS Exit Exam (Major Field Test in Business) taken by graduating seniors in Fall and Spring semesters. The benchmark for the overall score is the ETS national median of all institutional scores. The benchmarks for the content are scores are the national mean percentages of correct answers of ETS.
- Course-embedded assessments. A rubric based on three dimensions of Bloom's taxonomy was developed. Two questions that reflected core knowledge in a discipline and aligned to each dimension were embedded in selected core classes. The benchmark was at least 75% of students will answer both questions correctly

Frequency of Assessment: Annual



Assessment 5: Ethical Awareness

Goal/ Outcome/ Objective: Student Learning Outcome 2: Ethical Awareness

Type of Tool: Other

Rationale

- In Spring 2017, graduating seniors (192 students) responded to questions pertaining to an ethics scenario. The questions were aligned with the dimensions of the ethics rubric. The benchmarks were that at least 75% of students will get scores of 3 (or 4) and above on each of the rubric dimensions.
- University Sexual Harassment Online Training Exercise required in freshman experience classes (annually).

Frequency of Assessment: Annual



Assessment 6: Critical Thinking Skills

Goal/ Outcome/ Objective: Student Learning Outcome 3: Critical Thinking Skills

Type of Tool: Exit Exam, Survey, Other

Rationale

- Senior Exit Exam California Critical Thinking Skills Test (CCTST) taken 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.
- For the overall score, the benchmark was National percentages for breakdown of performance into moderate, strong and superior categories, TTU mean and National mean. The benchmark for each dimension is, at least 80% of students should score in the moderate and strong categories.

Frequency of Assessment: Annual



Assessment 7: Communication Skills

Goal/ Outcome/ Objective: Student Learning Outcome 4: Communication Skills

Type of Tool: Survey, Other

Rationale

- Separate rubrics for assessing written and oral communications were developed. In Spring 2017, graduating seniors (192 students) had to complete a short writing assignment,
- Oral presentations (of 84 students) were assessed in MKT 3400, a core business class. The benchmarks were that at least 75% of students will get scores of 4 or above on each dimension of the above rubrics.

Frequency of Assessment: Annual



Results 1: Program Initiatives

Goal/Objective/Outcome Number: Program Goal 1

Results

Program Goal 1: Expand academic program initiatives at both the undergraduate and graduate level.

Table 1

Year	Assessment Indicator	Results
2016-2017	Academic Program Initiatives	1. Eagle Works (a Shark Tank-style competition) featured in Spring 2017

		<p>(2016) 104 (46) student entrepreneurs from 21 (16) teams across 27 (18) different majors on campus.</p> <p>2. Expanded events and services of the highly successful Student to Career (S2C) program which provides co-curricular professional development programming. S2C has expanded its programs to reach more students and added new activities such as photo sessions for <i>LinkedIn</i>. S2C received wider exposure through a presentation at the 2016 September Annual Accreditation Conference in Minneapolis, MN. The audience included over 1,000 business educators. An article featuring S2C will mark the third article featuring COB in <i>BizEd</i> during 2016-17.</p> <p>3. Expanded Innovative Experiential Learning programs. A website platform, serving as a clearinghouse for Internships has been established and has grown rapidly in terms of access and utilization;</p> <p>4. An industry-immersed MBA for healthcare professionals will be launched in Fall 2017, The hybrid program will be delivered through offsite cohort meetings facilitated by a partnership with a Nashville innovation firm; New courses to support the hybrid, industry-immersed MBA have been developed</p> <p>5. The new cohort MAcc program will be launched in Fall 2017.</p>
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Attachments

No items to display.



Results 2: Increase Enrollments

Goal/Objective/Outcome Number: Program Goal 2

Results

Program Goal 2: Increase enrollments and provide financial support for enrolled students.

Table 2

Year	Assessment Indicators	Results
2016-2017	<ul style="list-style-type: none">• Activities to promote enrollment• Financial support for enrolled students• Enrollment data (see Table 2A)	<p>1. Organized several on-campus recruitment and promotion events such as <i>back to school bash</i>, <i>block party</i> publicizing the academic and professional opportunities to non-business students on campus. COB participates regularly <i>Community Day</i>, <i>Family Weekend</i>, <i>Preview Day</i> and Community College visits.</p> <p>2. Awarded \$156,375 in COB scholarships to 104 undergraduate students.</p> <p>3. The College specifically provides 3-4 diversity scholarships of \$2000 annually and has increased the scholarship scoring weight for minority applications in general.</p> <p>4. Total Undergraduate enrollment (Fall to Fall) increased from 1,258 in 2015 to 1,270 in 2016 while there was a decline in TTU enrollment from 9,801 to 9,437. The MBA enrollment has remained unchanged at 212 while TTU graduate enrollment declined in 2016 from 2015. See Chart XX</p> <p>5. Tennessee Promise has contributed to the sharp decline in first-time freshmen enrollment during the first two years of its implementation. However, preliminary data indicate an increase in new transfer and first-time freshmen for Fall 2017.</p>

Table 2A
TTU and College of Business Enrollment Headcount Fall 2011 –
Fall 2016

	2011	2012	2013	2014	2015	2016
TTU Undergraduate	9,920	9,957	10,052	10,313	9,801	9,437
COB Undergraduate % of TTU	1,180 11.90	1,207 12.12	1,198 11.92	1,296 12.57	1,258 12.84	1,270 13.46
Basic Business	695	23	724	769	703	647
BSBA, Accounting	162	145	148	161	167	162
BSBA, Business Management	159	159	147	175	199	248
BSBA, Economics	7	9	10	4	10	28
BSBA, Finance	49	49	55	66	59	64
BSBA, Marketing	59	72	57	74	73	75
TTU Graduate	1,848	1,512	1,066	1,025	1,099	105
MBA % of TTU	180 9.74	186 12.30	169 15.85	178 17.37	212 19.29	212 20.09

Attachments

No items to display.



Results 3: Strong Faculty

Goal/Objective/Outcome Number: Program Goal 3

Results

Program Goal 3: Provide strong faculty units and resources for faculty support to meet academic mission.

Table 3

Year	Assessment Indicators	Results
2016-2017	<ul style="list-style-type: none"> Faculty Resources for faculty support 	<p>1. A lecturer position has been created in Department of Decision Sciences and Management</p> <p>2. 12 Bloomberg Terminals have been acquired and are operational in classrooms, faculty offices and the new Bloomberg Learning Space adjacent to the Heidtke Trading Room.</p>

		<p>Several faculty and students have undergone training.</p> <p>3. Collaborative learning spaces throughout the College (Johnson Hall Rooms 402, 214, and 323) along with a new state of the art production studio (Room 415) support interactive teaching methodologies, student professional development programs, and engagement activities</p> <p>4. Faculty development, support and training related to online, live and newly designed hybrid programs are provided by the Center for Teaching and Learning Excellence (CTLE) COB faculty who will be teaching in the industry-immersed MBA and MAcc attended in May 2017, CTLE's business-customized intensive 4-day i3 workshop on instructional design.</p>
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Attachments

No items to display.



Results 4: Business Core Skills and Knowledge

Goal/Objective/Outcome Number: Student Learning Outcome 1

Results

Learning Outcome 1 - Business Core Skills and Knowledge

ETS Exit Exam (Major Field Test in Business) Results

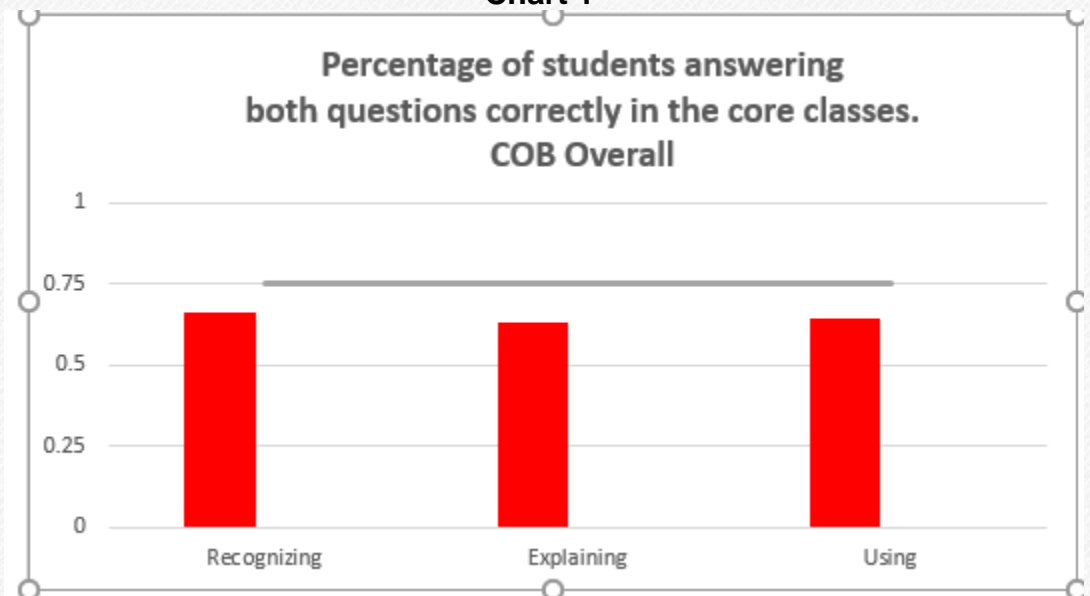
Table 4
BSBA Objective 1.1: Performance in ETS Major Field Test

	Fall 2012	Sp 2013	Fall 2013	Sp 2014	Fall 2014	Sp 2015	Fall 2015	Sp 2016	Fall 2016	Sp 2017
COB Median	149	150	151	151	150	148	147	146	145	144
ETS Median	151	151	151	151	151	151	151	151	151	151

Table 4A
BSBA Objective 1.1: COB ETS Exam Content Area Results
Mean Percent of Correct Answers

Category	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	ETS Benchmarks
Accounting	39	39	36	42	40	41.5
Economics	39	39	39	37	35	39.8
Management	49	47	48	54	54	54.3
Quantitative Business Analysis	34	32	31	38	37	36.4
Finance	42	40	39	44	43	42.4
Marketing	49	49	46	47	44	55
Legal and Social Environment	57	56	54	44	43	59.5
Information Systems	47	45	45	48	47	50.1
International Issues	39	36	38	38	36	40.3

Chart 1



Discussion of Results

1. The overall ETS scores the mean percentage of correct answers in the content for Fall 2016 and Spring 2017 do not meet the ETS benchmarks (Tables 4 and 4A)
2. Overall, when the results from all the classes are aggregated for COB, for all the three dimensions (*recognizing, explaining, and using*) of the rubric, percentages of students answering both questions correctly in the selected core classes do not meet the benchmark (Chart 1). In some individual courses the benchmark has been met.

Attachments

No items to display.



Results 5: Ethical Awareness

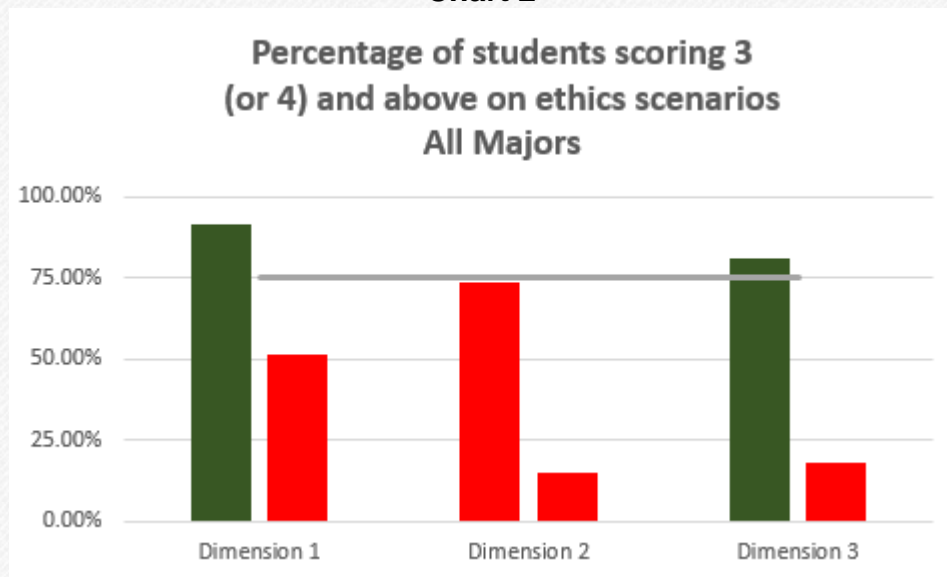
Goal/Objective/Outcome Number: Student Learning Outcome 2

Results

Learning Outcome 2 – Ethical Awareness

All COB students are required to go through online sexual harassment training in their freshman experience classes.

Chart 2



Discussion of Results: Ethical Awareness

Percentage of students scoring 4 and above did not meet the 75% benchmark for any of the three rubric dimensions (*recognizing ethical dilemma, identifying stakeholders, identifying reporting mechanisms*), (Chart 2).

Percentage of students scoring 3 and above, met the 75% benchmark for *recognizing ethical dilemma and identifying reporting mechanisms* dimensions but not for the *identifying stakeholders* dimension (Chart 2).

Attachments
No items to display.



Results 6: Critical Thinking Skills

Goal/Objective/Outcome Number: Student Learning Outcome 3

Results

Learning Outcome 3 – Critical Thinking

Unit/Year	2012-13	2013-14	2014-15	2015-16	2016--17
COB Mean	17.7	17.8	16.7	19.9	18.7
TTU Mean	17.6	17.7	17.3	16.9	17
National Mean	16.8	17.1	17.1	17.1	16.2

Chart 3 Overall Score

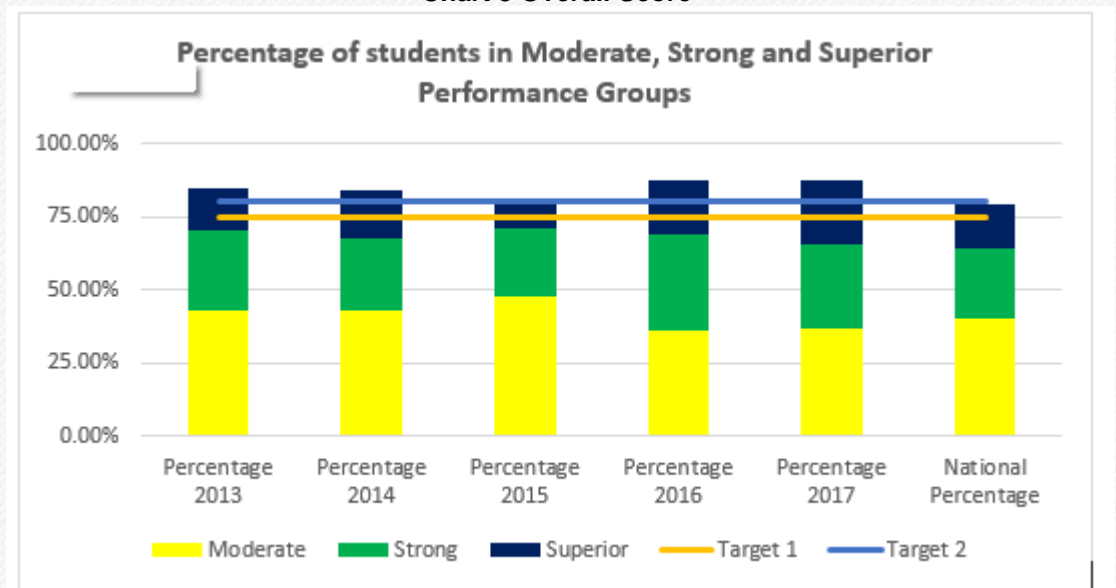


Chart 4 Analysis

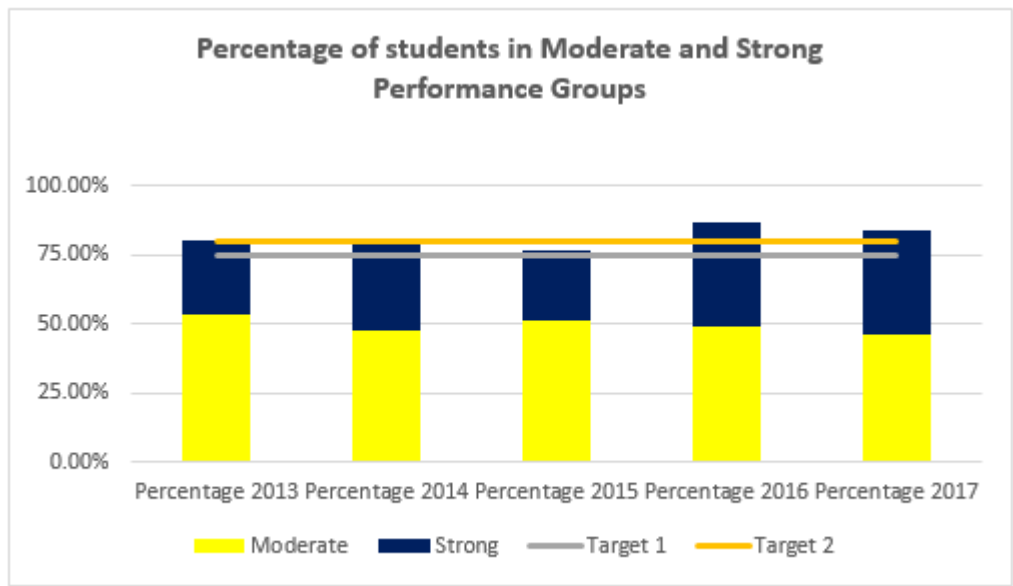


Chart 5 Inference

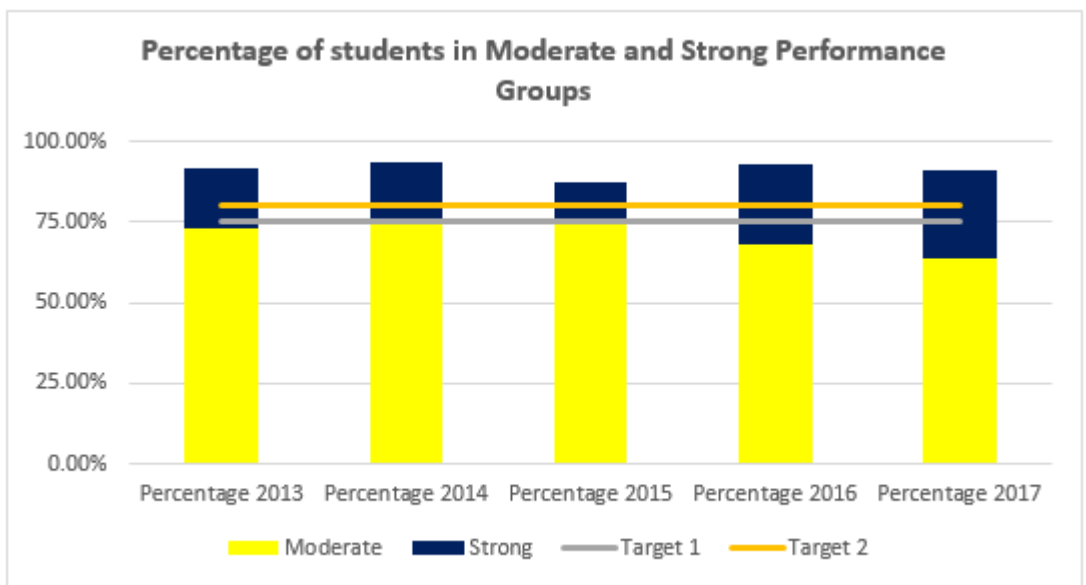


Chart 6 Evaluation

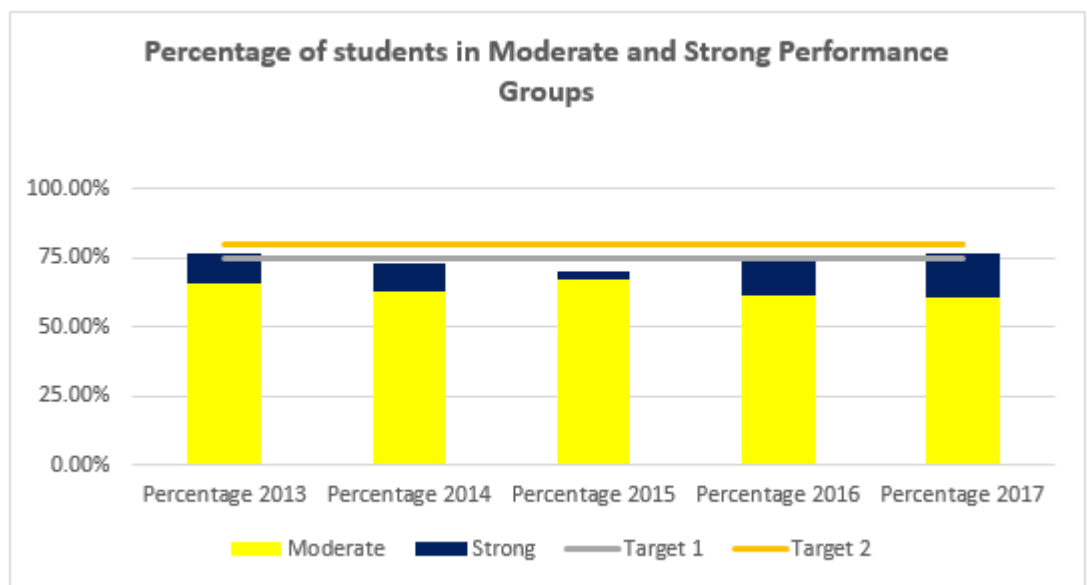


Chart 7 Induction

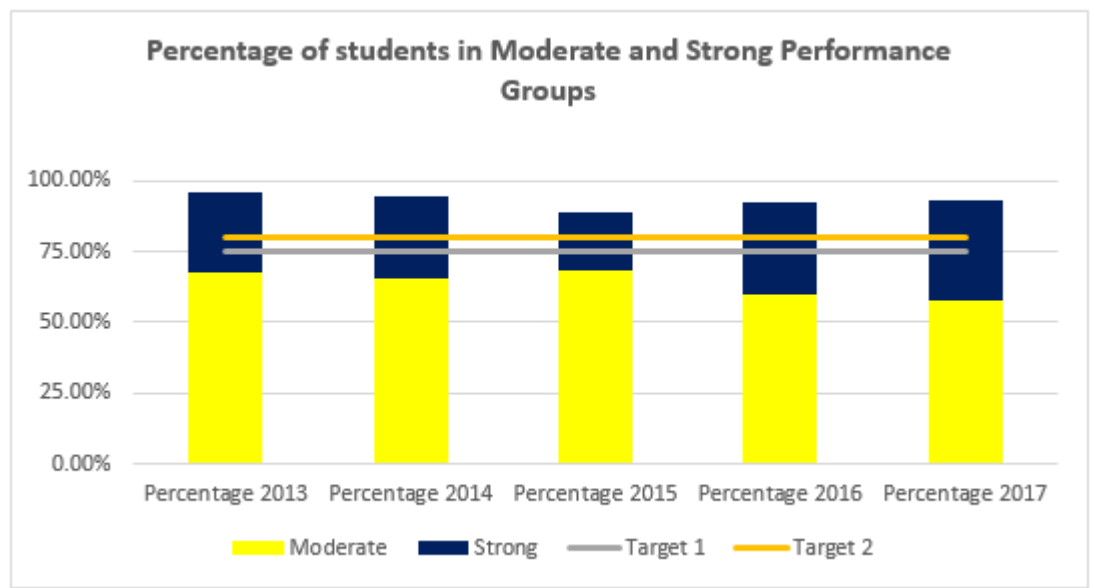
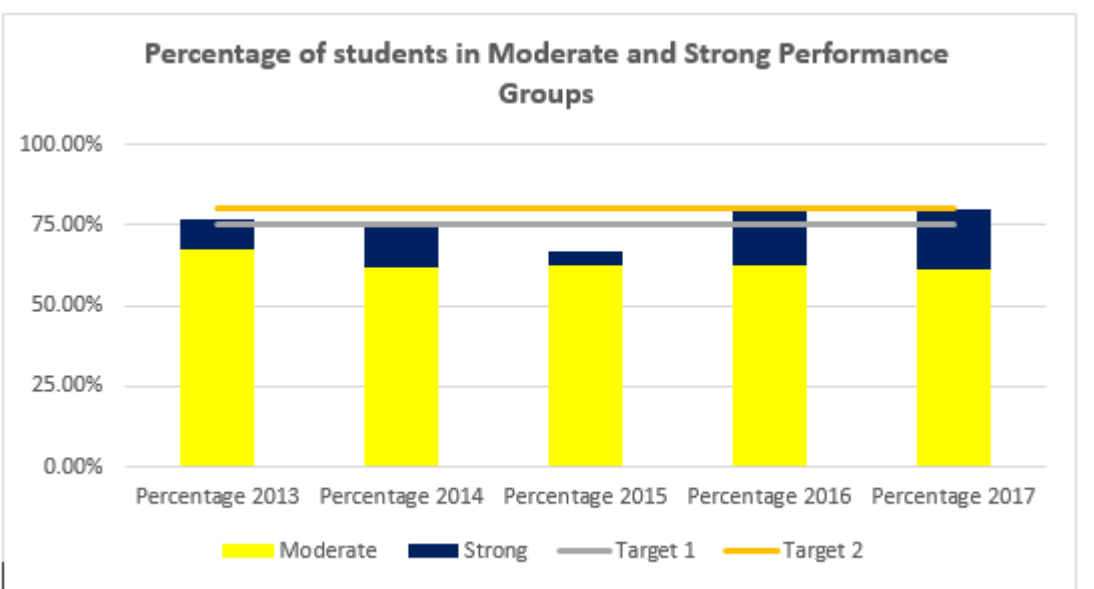


Chart 7 Deduction



Discussion of Results

In 2016-17 for overall CCTST score, the mean CCTST score (18.7) for College of Business (COB) students exceeded the TTU mean (17) and the National mean (16.2). See Table 5

The percentage of COB students who are in the moderate, strong and superior categories exceeded the national percentage of 79 percent in the same categories. See Chart 3

In 2016-17, for CCTST scores in each dimension, the percentage of COB students in the moderate and strong categories exceeded the 75% benchmark for all the five dimensions. They exceeded the 80% benchmark for *Analysis, Inference and Induction*; but **not** for *Evaluation and Deduction* dimensions. See Charts 4-7.

Attachments

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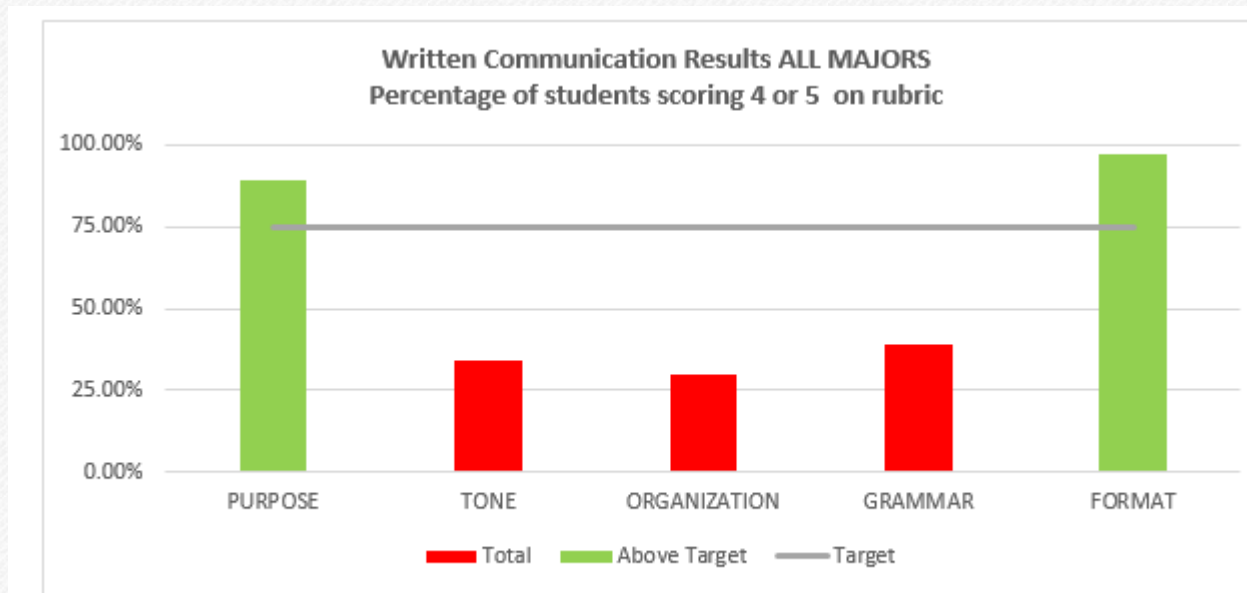


Results 7: Communication Skills

Goal/Objective/Outcome Number: Student Learning Outcome 4

Results

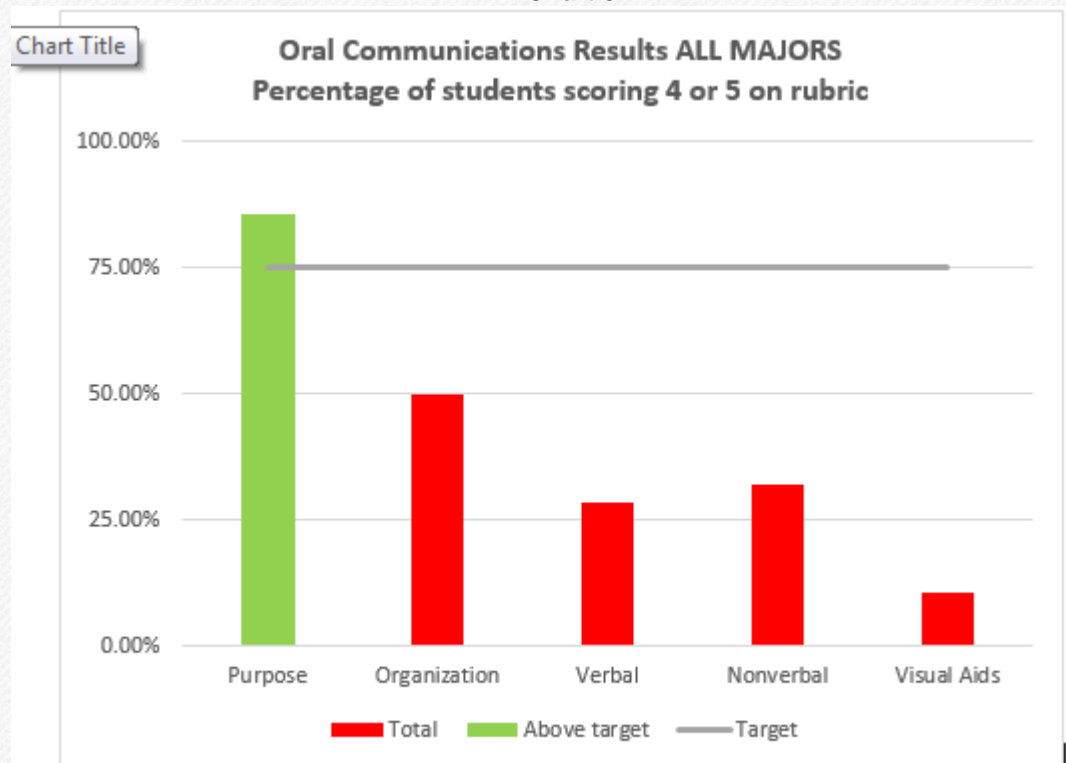
Learning Outcome 4 – Written and Oral Communications Chart 8



Discussion of Results: Written Communications

The percentage of students scoring 4 or above on the rubric, exceeded the benchmark of 75%, for the *Purpose* and *Format* dimensions but not for the *Tone*, *Organization* and *Grammar* dimensions. See Chart 8.

Chart 9



Discussion of Results: Oral Communications

The percentage of students scoring 4 and above on the rubric exceeded the benchmark 75%, for the *Purpose* dimension but not for the *Organization, Verbal, Non-verbal and Visual* dimensions. See Chart 9.

Attachments

No items to display.

Business Core Skills and Knowledge

Goal/Objective/Outcome Number: Student Learning Outcome 1: Business Core Knowledge and Skills

Program Changes and Actions due to Results Modifications

- A new policy regarding ETS exam will go into effect in Fall 2017. Students who are enrolled in the capstone Business Strategy will be required to take the ETS exam which will be administered online. Starting in Spring 2017, the performance in ETS exam will account for 10% of the course grade.
- COB faculty will develop strategies for addressing the dimensions from Bloom's taxonomy (*recognizing, explaining, and using*) in the core classes. COB is collaborating with College of Education to design suitable interventions.

Link to Assessment

See Results for Learning Outcome 1

Link to Flight Plan: Improve Undergraduate Student Experience

Communication Skills

Goal/Objective/Outcome Number: Student Learning Outcome 4: Communication Skills

Program Changes and Actions due to Results Modifications

- A survey will be administered to COB faculty in Fall 2017 to assess how oral communication is being addressed in core classes
- COB faculty will develop strategies for addressing the *Organization, Verbal, Non-verbal and Visual* dimensions of the oral communications rubric in the core classes

Link to Assessment

See Results for Learning Outcome 4

Link to Flight Plan: Improve Undergraduate Student Experience

Critical Thinking Skills

Goal/Objective/Outcome Number: Student Learning Outcome 3: Critical Thinking Skills

Program Changes and Actions due to Results Modifications

- COB faculty will develop strategies for addressing the *Evaluation and Deduction* dimension of the rubric in the core classes.
- A new policy regarding CCTST exam will go into effect in Fall 2017. Students who are enrolled in the capstone Business Strategy will be required to take the CCTST exam which will be administered online.

Link to Assessment

See Results for Learning Outcome 3

Link to Flight Plan:

Ethical Awareness

Goal/Objective/Outcome Number: Student Learning Outcome 2: Ethical Awareness

Program Changes and Actions due to Results Modifications

- A survey will be administered to COB faculty in Fall 2017 to assess how ethical issues are being addressed core classes
- COB faculty will develop strategies for addressing the *identifying stakeholders* dimension of the rubric in the core classes.

Link to Assessment

See Results for Learning Outcome 2

Link to Flight Plan: Improve Undergraduate Student Experience

Increase Enrollments

Goal/Objective/Outcome Number: Program Goal 2: Increase enrollments and provide financial support for enrolled students.

Program Changes and Actions due to Results Modifications

- COB will participate in Orientation Day(s) for new transfer students.

- Started grant program for COB student organizations
- COB partnered with Career Services to host the first College of Business Career Fair in November 2016

Link to Assessment

See Results for Program Goal 2

Link to Flight Plan: Freshmen Flight Path, Academic Advising, Undergraduate Co-Curricular Program, Improve Undergraduate Student Experience



Modifications that affect all learning outcomes

Goal/Objective/Outcome Number: Student Learning Outcomes 1-4

Program Changes and Actions due to Results

Modifications that affect all learning outcomes.

- Sustained AOL Process Support: A permanent AOL coordinator position has been created to provide sustained coordination, leadership, and support for systemic AOL processes (see diagram below) for undergraduate and graduate programs.



- To strengthen AOL processes, actions taken during Spring 2017 by the responsible undergraduate and graduate committees included the review and clarification of learning goals and objectives, enhancement of assessment methods and instruments, determination of acceptable levels of student achievement, administration of improved assessments, and collection of data.

Specific accomplishments during Spring 2017 include:

1. Review and clarification of learning goals and objectives for the undergraduate program;
2. Identification, development, and enhancement of assessment instruments and measures for learning objectives including basic business competencies, written and oral communication, ethical awareness and critical thinking;
3. Determination of benchmarks indicating acceptable levels of performance for objective-based assessments;
4. Administration of rubrics and other assessment instruments
5. Determination of a timeline for analysis of assessment results and identification of program level curriculum changes.
6. Specific recommendations for improvements related to Learning Goal 3 - written and oral and written communications.
7. A new learning objective on team skills has been added. It is being assessed in Summer 2017 in the undergraduate and MBA capstone classes with TeamMATE assessment instrument.

Link to Assessment

See Goals, Assessments and Results for Learning Outcomes 1-4

Link to Flight Plan: Improve Undergraduate Student Experience

Program Initiatives

Goal/Objective/Outcome Number: Program Goal 1: Expand academic program initiatives at both the undergraduate and graduate level.

Program Changes and Actions due to Results

- New courses on leadership and professional development are under development
- The COB is collaborating with College of Engineering to in Engineering Management Master's Program whose curriculum will include 12 credit hours of graduate business classes

Link to Assessment

See Results for Program Goal 1

Link to Flight Plan: New Graduate Programs, Improve Undergraduate Student Experience

Strong Faculty

Goal/Objective/Outcome Number: Program Goal 3: Provide strong faculty units to meet academic mission.

Program Changes and Actions due to Results Modifications

- Search for a permanent faculty member in Accounting to support the MAcc program underway.
- A new faculty development plan is being implemented (see diagram below).



Link to Assessment

See Results for Program Goal 3

Link to Flight Plan: Improve Undergraduate Student Experience

