

# Definition of Unit

## BusinessMedia Center

**Reporting Year:**

**Providing Department:** Business Media Center

**Department/Unit Contact:** Kevin Liska

**Mission/Vision/Goal Statement:**

The BusinessMedia Center has been changed to: TTU iCube

The mission of TTU iCube is to advance collaborative solutions for business, community and economic development.

The vision of TTU iCube is to be a place where students and faculty IMAGINE, INSPIRE, & INNOVATE.

## COB Student Success Center Mission Statement

**Reporting Year:** 2018-19

**Providing Department:** College of Business Student Success Center

**Department/Unit Contact:** Julie Galloway

**Mission/Vision/Goal Statement:**

The purpose of the COB SSC is two-fold: providing academic support services and professional development/student engagement activities to business students. Academic support services include one-on-one academic advising, tutoring services, and the availability of resources, information, and guidance to all students in the Basic Business curriculum. These services are provided by a staff of professional advisors and Center support staff.

Professional development and student engagement activities are provided by the Student to Career program and include annual events such as Business Etiquette Dinner, internship preparation seminar, guest speakers, alumni visits, and topical sessions. The unit also supports student preparation and promotion of College annual events, including Fall Celebration Dinner, Women's Leadership Conference, and Business Career Fair. The Associate Director for Professional Development and the program's staff plan and produce the activities of this program in conjunction with multiple campus and community partners.

Both functions – academic advising/academic support and professional development/student engagement – support the Tech Tomorrow Strategic Plan in several ways:

- Core principles of Academic Excellence, Student Success, and Supportive Environment are at the heart of all activities in the COB Student Success Center
- Our Student to Career program is in direct line with Goal 1, Priority Action A regarding experiential learning opportunities for all students.
- Academic advising and support services support a cross-section of areas, including Goal 1, Priority Action E.

The COBSSC staff supports recruitment activities of the University and College of Business through activities such as:

- meeting weekly with prospective students and guests on campus for the TTU Campus Visit program
- representing our College at Preview Day (Fall semester) and a Spring Semester yield event entitled College of Business Showcase
- participating in visits and outreach activities involving FBLA and DECA chapters in high schools.

Internally, the COBSSC staff works collaboratively with other members of College of Business staff and leadership to coordinate Community Building activities for all College of Business students. The COBSSC reports to the Dean of the College of Business.

## Definition of MBA Program

**Reporting Year:**

**Providing Department:** MBA Studies

**Department/Unit Contact:** Kate Nicewicz

**Mission/Vision/Goal Statement:**

The MBA Program is designed to allow students to pursue an on-campus program, a 100% online program or a combination of both. Our program has over a decade of online learning experience. Whether students take class on-ground or online, courses and professors are all the same and **there is no difference between earning a degree online, or on campus.**

Full-time and part-time programs are available for students to earn their degree at their own pace. Students can finish the 30-hour program in as little as one year. The purpose of the M.B.A degree is to offer a professional program preparing graduate students from diverse backgrounds for rewarding careers in organizations. The core area of business studies is broad in scope for the purpose of developing general managerial competence through extensive use of various pedagogies such as case methods, simulations, and research projects. Electives are used to develop special competencies of interest to the student. In the degree, the College seeks to:

- Provide a high level of confidence that will allow the student to cope with uncertainty, communicate effectively, and to make decisions in an increasingly complex and global business environment.
- Provide an awareness and appreciation of the legal, ethical, social, political, and economic environments of business.
- Provide essential competence in administration, as well as an understanding of the administrative process.
- Develop a high level of skill in problem analysis and decision making.
- Provide sufficient competence for making positive contributions to one of the functional areas of a business firm through changing technology within the business context.

The MBA program is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International). AACSB Accreditation represents the highest standard of achievement for business schools worldwide.

The MBA program at Tennessee Tech consists of ten, 3-hour courses for a total of 30 hours:

- Seven 3-hour core courses (21 hours)
- Three 3-hour electives (9 hours)

As many as 9 semester hours may be transferred in from other AACSB accredited schools. Credit will not be allowed for courses taken more than five years prior to application to Tennessee Tech.

## Definition of Unit: Accounting and Business Law

**Reporting Year:**

**Providing Department:** Accounting

**Department/Unit Contact:** Richard Rand

**Mission/Vision/Goal Statement:**

### OUR MISSION

- Provide an educational foundation that enables its students to become successful accounting professionals,
- Engage in scholarly activity that makes meaningful contributions to the understanding and practice of accounting and to accounting education, and
- Serve the region, state, community, university, and the profession through outreach activities

We believe teaching, scholarly activities, 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.

### OUR VISION

The Department of Accounting will be a recognized leader in undergraduate and graduate accounting education with a focus on technology, and will be the destination of choice for those seeking rich and diverse learning experiences that inspire innovation, leadership, and value creation.

**OUR CHARACTER & VALUES**

The Department of Accounting maintains the highest level of dedication to its academic program, exemplified by a focus on excellence in instruction, commitment to scholarly activity, and engagement in professional and community service by the faculty.

The Department of Accounting is distinguished by...

- A high-touch, personal learning environment fostered by a caring faculty,
- A commitment to experiential learning that produces practical knowledge and professional development in students,
- A strong collegial environment characterized by robust collaboration and high levels of engagement among faculty, staff, and students,
- A technology-driven, interdisciplinary approach to teaching and learning that produces team-oriented, competitive, ready-to-work graduates,
- A competent online learning environment distinguished by maintaining the integrity of online testing coupled with the historical strengths in online lectures and extensive examples provided through various online platforms, and
- An organizational culture that encourages ethical and responsible behavior in all stakeholders while embracing the diversity of individuals and ideas.

**Definition of Unit: College of Business - Undergraduate**

**Reporting Year:** 2017-18

**Providing Department:** College of Business

**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

**New Definition of Unit Item**

**Reporting Year:**

**Providing Department:** College of Business

**Department/Unit Contact:**

**Mission/Vision/Goal Statement:**

**iCube Mission and Vision**

**Reporting Year:**

**Providing Department:** Business Media Center

**Department/Unit Contact:** TTU iCube/ Kevin Liska

**Mission/Vision/Goal Statement:**

The BusinessMedia Center has been changed to: TTU iCube

The mission of TTU iCube is to advance collaborative solutions for business, community and economic development.

The vision of TTU iCube is to be a place where students and faculty IMAGINE, INSPIRE, & INNOVATE.

## Goal/Objective/Outcome

### Goal 1 - Student Learning

**Define Goal:**

1. Enhance student learning

**Intended Outcomes / Objectives:**

Offer 8 internships securing \$20,000 in funding from external sources.

### Goal 1 - Students will demonstrate a broad integrative knowledge of business disciplines.

**Define Goal:**

Students will possess a broad integrative knowledge of business disciplines.

**Intended Outcomes / Objectives:**

Students will demonstrate ability to integrate knowledge of core business disciplines.

### Goal 1 - Transition of IBAC advising to College of Arts & Sciences

**Define Goal:**

We will successfully transition advising services of the freshmen and sophomore years of the International Business & Cultures (IBAC) major over to the College of Arts & Sciences Student Success Center (CAS SSC), as mandated by the program requirements at its inception in 1996.

**Intended Outcomes / Objectives:**

This process includes educating new advisors, sharing information, helping establish structure relevant to the duties and responsibilities of academic advisement and student support to freshmen and sophomores in the IBAC program. Success will be assessed through routine reviews and meetings with Angie Clark, new primary IBAC advisor in the CAS SSC, and through retention reports generated by TTU's Institutional Research.

### Goal 1: Enhance Student Learning

**Define Goal:**

1. Enhance student learning

**Intended Outcomes / Objectives:**

Offer 10 student internships using \$20,000 in resources from external sources.

### Goal 1: Student to Career

**Define Goal:**

1. We will improve the [www.cobstudentsuccess.com](http://www.cobstudentsuccess.com) website.

**Intended Outcomes / Objectives:**

Acting on recommendations from the 2013-14 report, we will create a more user-friendly and effective website by:

- a. removing items that are not frequently utilized.
- b. improving the home screen to guide users more effectively to needed information.

### Goal 2 - Communicate

**Define Goal:**

2. Communicate with students

**Intended Outcomes / Objectives:**

Showcase the benefits of participating in internships and the opportunities to participate in the Center's funded internships.

## Goal 2 - Eagles Excel participation

### Define Goal:

We will increase participation in Eagles Excel, an academic support and recovery program for at-risk students in the Basic Business major.

### Intended Outcomes / Objectives:

Advisors will collaborate with program lead advisor Brandi Lovin to examine the methods by which students are selected and invited to participate in the program and consider actions that may motivate students to commit to and complete the program expectations. This goal supports the university initiative of improving retention, as well as demonstrates support of the advising technology provided by TTU's office of Enrollment Management & Student Success. It also directly supports the College of Business Student Success Center's mission of providing support to students for academic success.

## Goal 2 - Students will consider ethical dimensions in decision-making.

### Define Goal:

Students will consider ethical dimensions in decision-making.

### Intended Outcomes / Objectives:

Students will demonstrate awareness of ethical implications of business decisions.

## Goal 2: Communicate with students

### Define Goal:

Communicate with students

### Intended Outcomes / Objectives:

Showcase the benefits of participating in internships and the opportunities to participate in the Center's funded internships.

## Goal 2: Student Organization Information

### Define Goal:

We will more effectively provide information about business student organizations to our advisees and other interested students.

### Intended Outcomes / Objectives:

Our 2013-14 assessment indicated a need for COB SSC advisors to more effectively provide information to students about College of Business student organizations. Advisors will make materials available to students on a regular basis that list business student organizations, explain what they do, and how students can get involved.

Using feedback from our "Student Satisfaction Survey for Academic Advising Services," we will evaluate student feedback in this effort.

## Goal 3 - Showcase

### Define Goal:

3. Showcase student technology accomplishments with university and external stakeholders

### Intended Outcomes / Objectives:

through over 100 Tennessee press releases featuring Center programs or personnel.

## Goal 3 - Student to Career Budget Adjustments

### Define Goal:

We will eliminate an area of duplicated service in the College of Business Student to Career program by deferring the activities of the Ticket to Ride/Nashville Career Fair preparation program to TTU Career Services.

### Intended Outcomes / Objectives:

This will allow us reallocate budget dollars to the College of Business Etiquette Dinner, which will be more expensive this year due to being held off-campus due to University Center construction.

## Goal 3 - Students will possess the necessary knowledge and skills to perform in a professional environment.

### Define Goal:

Students will possess the necessary knowledge and skills to perform in a professional environment.

**Intended Outcomes / Objectives:**

Students will demonstrate proficiency in written and oral communication skills.

### **Goal 3: At-Risk Student Suport**

**Define Goal:**

We will use the Education Advisory Board's "Student Success Collaborative Platform" to develop an intervention and academic support program for at-risk Basic Business students.

**Intended Outcomes / Objectives:**

Advisors will identify at-risk students by academic standing (Probation or returning from academic suspension). Students will be invited to join the Eagles Excel academic support program, which is administered by advisor Brandi Lovin.

Participants in Eagles Excel will participate in scheduled activities such as routine advisor meetings and academic support workshops. Results will be reviewed at the end of Fall 2014 and Spring 2015 semesters.

This goal supports the university initiative of improving retention, as well as demonstrates support of the advising technology provided by TTU's office of Enrollment Management & Student Success. It also directly supports the College of Business Student Success Center's mission of providing support to students for academic success.

### **Goal 3: Showcase**

**Define Goal:**

3. Showcase student technology accomplishments with university and external stakeholders through over 100 Tennessee press releases featuring Center programs or personnel.

**Intended Outcomes / Objectives:**

3. Showcase student technology accomplishments with university and external stakeholders through over 100 Tennessee press releases featuring Center programs or personnel.

### **Goal 4 - Establish College internship program**

**Define Goal:**

We will expand internship opportunities for College of Business students with both internal and external partners.

**Intended Outcomes / Objectives:**

The COB has received approval of a new position that is shared jointly by COB and TTU Career Services. This position will allow us to develop strategies to build relationships with faculty, Career Services personnel, and employers and gain information about how to structure an internship program. The individual in this position will develop a website that will connect students seeking internships with companies and entities seeking interns

### **Goal 4 - Ongoing Research**

**Define Goal:**

4. Meet and exceed expectations of ongoing research projects.

**Intended Outcomes / Objectives:**

Continue the development of strong relationships that open doors for students and result in significant university spin-off benefits.

### **Goal 4 - Students will demonstrate the ability to think critically in addressing business problems.**

**Define Goal:**

Students will demonstrate the ability to think critically in addressing business problems.

**Intended Outcomes / Objectives:**

Students will demonstrate ability for problem solving and decision making.

### **Goal 4: Ongoing Research**

**Define Goal:**

4. Meet and exceed expectations of ongoing research projects.

**Intended Outcomes / Objectives:**

Continue the development of strong relationships that open doors for students and result in significant university spin-off benefits.

## Goal 4: Orientation

### Define Goal:

1. We will assess our College of Business programs as part of the Summer Orientation, Advisement, and Registration (SOAR) events.

### Intended Outcomes / Objectives:

As an academic unit, the College of Business provides programming during the Summer Orientation, Advisement, and Registration (SOAR) events in two areas - "Academic Department Meeting" in Day 1, and "Advisement & Registration" in Day 2. During the Academic Department Meeting, COB staff present information regarding academic, program, and student support services available to COB students. On Day 2, students return to Johnson Hall where academic advisors assist them through the process of course selection, schedule preparation, and registration.

This is the first time the COB has conducted an internal assessment of our SOAR programs.

Assessment will occur during the first 5 SOAR programs, held during June 2015, and will consist of two elements - (1) student feedback from "COB Evaluation Form" and (2) our ability to complete the advisement & registration process in 2.5 hours or less.

## Goal 5 - Secure Funding

### Define Goal:

5. Cultivate funding sources and secure funding at a target level of \$1,000,000.

### Intended Outcomes / Objectives:

To allow students continual exposure to emerging business technologies and showcase TTU as a leader in business technology and student involvement. Secure over 3 major research grants or \$1,000,000 in funded grant projects as the target.

## Goal 5 - Students will demonstrate an understanding of leadership skills and the ability to influence others.

### Define Goal:

Students will demonstrate an understanding of leadership skills and the ability to influence others.

### Intended Outcomes / Objectives:

- **Objective 5.1** - Students will be able to identify effective leadership skills required in diverse situations.
- **Objective 5.2** - Students will be able to demonstrate leadership skills required in diverse situations.

## Goal 5- Secure Funding

### Define Goal:

5. Cultivate funding sources and secure funding at a target level of \$1,500,000.

### Intended Outcomes / Objectives:

To allow students continual exposure to emerging business technologies and showcase TTU as a leader in business technology and student involvement. Secure over 3 major research grants or \$1,500,000 in funded grant projects as the target.

## Goal 6 - Support COB

### Define Goal:

6. Support COB marketing efforts

### Intended Outcomes / Objectives:

Implement two marketing initiatives that feature current Center technologies learned from funded projects with external stakeholders.

## Goal 6: Support COB

### Define Goal:

6. Support COB marketing efforts

### Intended Outcomes / Objectives:

Implement two marketing initiatives that feature current Center technologies learned from funded projects with external stakeholders. Work on leveraging healthcare MBA .

**Goal 7 - Enhance TTU**

**Define Goal:**

7. Enhance Tennessee Tech University image

**Intended Outcomes / Objectives:**

Conduct at least two statewide marketing campaigns that showcase aspects of the University Flight Plan.

**Goal 7: Enhance TTU**

**Define Goal:**

7. Enhance Tennessee Tech University image

**Intended Outcomes / Objectives:**

Continue to work on statewide campaigns in public policy area.

**Goal 8 - Strengthen Personnel**

**Define Goal:**

8. Strengthen BusinessMedia Center personnel

**Intended Outcomes / Objectives:**

Encouraging 100% of full time employees to participate in career enhancing activities such as conferences, seminars and industry events.

**Goal 8: Strengthen Personnel**

**Define Goal:**

8. Strengthen TTU iCube personnel

**Intended Outcomes / Objectives:**

Encouraging 100% of full time employees to participate in career enhancing activities such as conferences, seminars and industry events.

**Learning Outcome 1 - ETS Scores & Sophomore Accounting**

**Define Goal:**

A. Accounting major students will demonstrate competency in the business core area.

B. Students will demonstrate competency in financial accounting.

**Intended Outcomes / Objectives:**

A. Accounting students will achieve an average ETS Score above the overall average for the College of Business. Overall, ETS Scores for Accounting students have met the goal of exceeding the average for the College of Business. Of more concern is a general downward trend in the averages for both groups. During the coming year, efforts will be made to gain an understanding of the factors driving that downward trend in scores and to develop approaches to ensuring that the trend is reversed.

B. Business students will perform at the 75% level on the common final exam for Principles of Financial Accounting.

Students continue to fall below the stated goal. However, the trend is positive. It is believed that changes made to improve the distribution of the course content has impacted student performance positively.

**Learning Outcome 2 - CCTST**

**Define Goal:**

Accounting major students will demonstrate the ability to apply problem-solving skills.

**Intended Outcomes / Objectives:**

Students will perform above the University mean on the California Critical Thinking Skills Test (CCTST). Accounting students have historically scored above both the TTU mean and the national mean on the CCTST. For the 2015-2016 period, scores improved for the College and for Accounting. However, we believe that improving the experiential components of our courses has contributed positively to improvements in the CCTST scores.

**New Goal/Objective/Outcome Item**



**Define Goal:****Intended Outcomes / Objectives:****Program Goal 1 - Graduation and Majors****Define Goal:**

The Department will maintain and grow the number of graduates with an Accounting major. Accordingly, the Department will also maintain and grow the number of students declaring as an Accounting major.

**Intended Outcomes / Objectives:**

As the University continues to grow, the Department of Accounting recognizes that we should likewise continue to grow and create more opportunities for students. In order to assist the University with its goal to improve graduation rates, we track the number of accounting graduates and the number of accounting majors.

**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 - Freshman Recruiting****Define Goal:**

Many students enter TTU as freshmen with a stated intention to pursue a major in Accounting. Historically, we do very little to encourage and nurture their intention. Our goal is to increase our engagement with high school seniors and entering freshmen at an earlier point in their relationship with TTU.

**Intended Outcomes / Objectives:**

We expect to see freshmen to engage at an earlier stage in their academic career with their chosen major of Accounting. In addition, we believe that freshmen retention to the second year will be improved with this earlier engagement. Finally, with continued annual implementation of these efforts, we expect to see increased numbers of students entering TTU with the intention of majoring in Accounting. Metrics (Measurement to Begin in F15):

1. % of freshmen in UBUS 1020 (Accounting) who become Accounting majors.
2. #1 vs. % of freshmen intending to major in Accounting who do not complete UBUS 1020 (Accounting) who become Accounting majors
3. # of freshmen members of the Accounting Club.

**Program Goal 2: Increase Enrollments****Define Goal:**

Increase enrollments and provide financial support for enrolled students.

**Intended Outcomes / Objectives:****Program Goal 3 - Integration of Online Proctoring for Online Examinations****Define Goal:**

The problem of integrity for online examinations is well-documented. It is also well-documented that, in general, incidents of academic misconduct are very high in an unproctored, online testing environment. Also, most students taking online examinations expect to take their examinations online.

To provide for more academic integrity associated with the online testing environment, several professors tested the effectiveness of online exam proctoring using a third-party proctoring service in 2014/2015. The results indicate that online exam proctoring does reduce the incidence of academic misconduct.

We intend to continue to implement online exam proctoring in our online accounting classes in 2015/2016 on a test basis. The final results of these experiences will inform us on establishing a formal policy in 2016 regarding the use of remote proctoring for online examinations.

**Intended Outcomes / Objectives:**

We expect to see lower incidences of academic misconduct.

Metrics:

1. Lower online examination scores that are consistent with exam scores in on-campus courses.
2. Levels of student satisfaction with grade distributions associated with online classes.
3. Levels of stakeholder satisfaction with the quality of online classes.

### **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:**

### **Program Goal 4 - Establish a Master of Accountancy**

#### **Define Goal:**

*Note: While this goal does not specifically address the Undergraduate Program, it will have an impact on the Undergraduate program. Accordingly, in the interest of full disclosure, we believe that it appropriate to indicate our intentions here in the form of a Program Goal.* In July 2015, the Department of Accounting and the College of Business Administration will submitted a Letter of Notification to the Tennessee Board of Regents indicating our intent to develop a Master of Accountancy at TTU and launch that new degree program in Fall 2017. The Letter of Notification was approved in September, 2015.

In May 2016, the Department of Accounting submitted a Letter of Application to TBR/THEC to proceed with plans for a Master of Accountancy. The Letter of Application was approved in May 2016.

In September 2016, the Department of Accounting will submit an Implementation Portfolio to the Graduate School Executive Committee and subsequently to the Academic Council at the University for a Master of Accountancy.

Implementation is planned for Fall 2017.

#### **Intended Outcomes / Objectives:**

TTU's Accounting Program is accredited by the AACSB. As such, we are one of only about 10 programs internationally that are accredited by the AACSB, but do not have a graduate program. In addition, Accounting has been identified as an underserved program path by the Tennessee Higher Education Commission. Offering a Master of Accountancy, that is primarily offered in an online format, will be a unique program in Tennessee and will provide heretofore unavailable opportunities for many students wishing to pursue graduate education in Accounting. This program will exploit the unique online competencies of the Accounting faculty and will provide an opportunity for our undergraduate students to continue their education at their institution of choice. Offering the MAcc at TTU will ultimately impact our undergraduate offerings and will result in an ongoing assessment of the curriculum structure. As such, we believe it is important that we indicate our intentions in this report.

### **Program Goal 5 - Develop experiential opportunities for upper division accounting classes.**

#### **Define Goal:**

In 2011, the Department of Accounting offered its first international accounting experience course. The course is now an established course in the curriculum called ACCT 4700 International Experience in Accounting. Each Spring term, a group 12-20 accounting majors are enrolled in a senior-level elective that studies international accounting and international business. A major component of the course is a faculty led week-long trip to London UK for all students participating in the class. Activities include visits to: 1. The Institute of Chartered Accountants in England and Wales (ACIEW) 2. The BMW MiniCooper Plant in Oxford, England 3. Lloyd's of London 4. The International Accounting Standards Board 5. International Accounting firms

In Spring 2016, the Department established its Accounting Road Trip (ART) Program. The ART Program will have three distinct dimensions; Local, National, and International. The goal of the program is to allow students to experience the business and living environments of major cities where they may some day live and work.

The London experience has been rolled into the ART Program as our ART-UK experience. In April 2016, the Department offered our first ART-TN trip with a day-long trip to Chattanooga. Nearly 40 students and faculty participate in the event, which was zero cost to students. We visited a manufacturing facility, a CPA firm, and a non-profit organization. We hope to launch our ART-US trip in Fall 2017 with a 4-day trip to a major US city during Fall Break. In Spring 2018, we hope to offer our first ART-DC trip which will be part of a new course called Accounting and Public Policy. Students will travel to Washington, DC to visit the SEC, IRS, FBI, and the PCAOB. Plans are in place to also visit with elected officials.

### **Intended Outcomes / Objectives:**

Students gain a heightened sense of the global role that accountants play in insuring and efficient national and global economy, and the experience a reduction in anxiety associated with international travel. With the ART Program, students will become more familiar with the extended business community and the opportunities afforded to them locally, nationally, and internationally.

## **Program Goal 6 - Re-Organization of the Accounting Advisory Board**

### **Define Goal:**

Re-organize the Accounting Advisory Board to allow the group to more efficiently and effectively assist the Department of Accounting.

In January 2015, the Accounting Advisory Board was reorganized into a group of 12 alumni and stakeholders. They were organized into three groups serving two year, three year, and four year terms. As terms expire, new Board members will be selected having three year terms.

### **Intended Outcomes / Objectives:**

The objectives for the Board are to assist the Department of Accounting and Business Law (the “Department”) to:

1. provide enhanced communication and interaction among the faculty and the professional community that the Department serves.
2. provide a source from which the faculty may seek advice relating to research, engagement with the profession and community, and continual improvement of the curriculum.
3. advocate a positive image of the students, faculty, and programs of the Department in the professional community and the general public.
4. provide leadership for Alumni activities.
5. assist in the development and implementation of plans to obtain financial support for student experiential learning opportunities, student enrichment activities, faculty research projects, professorships, and other important initiatives.

## **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:**

**Student Learning Outcome 5: Team Skills**

**Define Goal:**

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

**Intended Outcomes / Objectives:**

**Assessment Tools**

**Accomplishment Report**

**Goal/ Outcome/ Objective:** Goal 1: Enhance student learning

**Type of Tool:** Annual Unit Report

**Frequency of Assessment:** Annual

**Rationale:**

**Assessment 1 Enrollment and Profile Data for IBAC**

**Goal/ Outcome/ Objective:**

Goal 1. We will successfully transition advising services of the freshmen and sophomore years of the International Business & Cultures (IBAC) major over to the College of Arts & Sciences Student Success Center (CAS SSC)

**Type of Tool:** Graduation Rate

Retention Rate

**Frequency of Assessment:** Fall and spring semesters

**Rationale:**

IBAC enrollment and graduation data (1) provides comparison data of past and current program enrollment and retention. (2) Success is defined as maintenance of retention, which would indicate little to no disruption in services to students during this transition period. (3) Data is provided by the TTU Office of Institutional Research. (4) Data is reviewed by academic advisors upon release by Institutional Research for both Fall 2015 and Spring 2016 semesters, and program improvements or adjustments are considered based on increases or decreases in results.

Attached Files

 [Degrees\\_IBAC](#)

 [Enrollment\\_IBAC](#)

 [IBAC\\_Recommendations\\_and\\_Comments](#)

 [Profile\\_IBAC](#)

**Assessment 1: Program Initiatives**

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

**Type of Tool:** Annual Unit Report

**Frequency of Assessment:** Annually

**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.

**Assessment 2 Eagles Excel reports**

**Goal/ Outcome/ Objective:** Goal 2 - We will increase participation in Eagles Excel

**Type of Tool:** Annual Unit Report

**Frequency of Assessment:** fall and spring semesters

**Rationale:**



Eagles Excel Fall 2015 and Spring 2016 reports (1) provide a narrative summary of the program for each semester and an analysis of data including participation, GPA comparisons, and review of outcomes. (2) Success is defined as positive gains in academic performance by participating students as well as increase in active student participation. (3) All data is derived from careful documentation of invited students, participating students, notes reflecting individual meetings with participating students, and the academic results of participating students as provided by Banner SSB (Eagle Online) and the Student Success Collaborative Platform. Information is compiled by the program's primary administrator, advisor Brandi Lovin. (4) Reports are reviewed by Ms. Lovin and the COB SSC director, as well as the full staff of the COB SSC, at the end of the Spring semester. We identify negatives and positives, and generate ideas for improvement.

Attached Files

 [EE Final Statistics - Fall 2015](#)

 [EE Final Statistics - Spring 2016](#)

## Assessment 2: Increase Enrollments

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

**Type of Tool:** FTE Enrollment

**Frequency of Assessment:** Annual

**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.

## Assessment 3 Student to Career Budget adjustment

**Goal/ Outcome/ Objective:**

Goal 3 We will eliminate an area of duplicated service in the College of Business Student to Career program by deferring the activities of the Ticket to Ride/Nashville Career Fair preparation program to TTU Career Services

**Type of Tool:** Annual Unit Report

Other

**Frequency of Assessment:** Annually

**Rationale:**

Nashville Career Fair Attendance reporting (1) provides a 12-year history of attendance, broken down by participating universities. (2) Success is defined as maintenance or increases in both overall participation numbers and TTU-specific participation numbers. (3) Data is collected and published by the board of the Nashville Area Career Fairs Consortium, which is a cooperative effort of colleges, universities, employers, and the Nashville Area Chamber of Commerce. (4) Data is reviewed by the Director of TTU Career Services, the COB Associate Director of Professional Development, and the Director of the COB Student Success Center. From this information, plus anecdotal review of previous year's activities, new plans are developed for the coming year.

Attached Files

 [Nashville Career Fair\\_2016](#)

## Assessment 3: Strong Faculty

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

**Type of Tool:** Annual Unit Report

National Accrediting Agency Requirements and Standards

**Frequency of Assessment:** Annual

**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 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.

## Assessment 4 Interns website analytics

### Goal/ Outcome/ Objective:

Goal 4 We will expand internship opportunities for College of Business students with both internal and external partners.

**Type of Tool:** Other

**Frequency of Assessment:** Each semester

### Rationale:

User Analytics for TTU Interns website (1) provides a baseline of use, accessibility, and user activity during the Spring 2016 semester, which is the first full term of use of the website. (2) Success in this early stage of development is defined in the general use and time spent on the site by users. (3) Usage data is collected via Google Analytics, providing a comprehensive, data-driven picture of website performance -- how people use the website, what they are using or not using, how often, how they access the site, etc. This data is key to determining future plans, identifying and modifying ineffective uses, enhancing effective uses, and setting goals for this internship program. (4) Information is reviewed by Tara Shaffernocker, intern program coordinator, and the COB SSC director on a monthly basis. Based on the numbers, we generate ideas for next steps and improvements.

Attached Files

 [Google Analytics Summary\\_Interns\\_Sp2016](#)

## Assessment 4: Business Core Skills and Knowledge

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

**Type of Tool:** Exit Exam

Other

**Frequency of Assessment:**

1. ETS exit exam results are collected each Fall and Spring; course embedded assessments are done according to Assessment Schedule

### 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 bench marks 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

## Assessment 5: Ethical Awareness

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

**Type of Tool:** Rubric

Other

**Frequency of Assessment:** Annually or according to assement schedule

### Rationale:

1. Fall 2018: An ethics scenario (with questions corresponding to the three dimensions of ethical awareness) was provided to students affiliating to upper division courses as well as transfer students from non-TTU institutions. The purpose of this assessment was to 1) determine the level of ethical awareness and acumen of incoming students and 2) compare the results to those previously obtained in regular (end of program) assessments – thereby providing a basis for determining whether systematic interventions were effectively improving students’ abilities along the defined ethical dimensions. Faculty assessed student answers to questions regarding the scenario using the ethics rubric. 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 and above on each of the rubric dimensions.
2. University Sexual Harassment Online Training Exercise required in freshman experience classes (annually).

## Assessment 6: Critical Thinking Skills

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

**Type of Tool:** Exit Exam

Other

**Frequency of Assessment:**

CCTST Exit Exam results are collected each Fall and Spring semesters. Course-embedded assessments are done according to assessment schedule

**Rationale:**

- 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*.  
[https://www.elcentrocollege.edu/aboutecc/curriculum-assessment-and-accreditation-office/quality-enhancement-plan/documents/cctst\\_cctst-n\\_cct-g835\\_user\\_manual\\_216.pdf](https://www.elcentrocollege.edu/aboutecc/curriculum-assessment-and-accreditation-office/quality-enhancement-plan/documents/cctst_cctst-n_cct-g835_user_manual_216.pdf)
- With the switch to online testing, the results from Fall 2017 and onward cannot be compared with those in the previous terms. The previous benchmark cannot be used since the national benchmark of percentage of test takers of CCTST-N scoring in the moderate/strong/superior reasoning skills is not available. The prevailing 75% benchmark (for other learning objectives) is used. That is at least 75% of students will exhibit moderate/strong/superior reasoning skills
- Course-embedded assessments are done according to Assessment Schedule.

## Assessment 7: Communication Skills

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

**Type of Tool:** Other

**Frequency of Assessment:** The written and oral communication skills are assessed according to the assessment schedule

**Rationale:**

- Learning Objective 3.1: Written Communication Skills – Students will demonstrate proficiency in written communication skills.  
Spring 2018: Rubric-based assessment of writing samples from BMGT 4930 (capstone core class)
- Learning Objective 3.2: Oral Communication Skills – Students will demonstrate proficiency in oral communication skills.  
☐ Fall 2018: Assessment of a randomized sample of oral presentations from the core business class BMGT 3720
- The benchmarks were that at least 75% of students will get scores of 4 or above on each dimension of the above rubrics.

## Assessment 8: Team Skills

**Goal/ Outcome/ Objective:**

**Type of Tool:** Other

**Frequency of Assessment:** Fall and Spring semesters

**Rationale:**

- Spring 2018, and Fall 2018: 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).
- This tool measures an individual student’s team skills along four dimensions: *Preparation, Execution, Monitor and Adjustment*. The tool also provides measures of team performance.
- Benchmarks: At least 75% of students 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 four dimensions of individual-level team skill effectiveness.

## Assessment: (PG3) Use of Remote Proctoring

**Goal/ Outcome/ Objective:**

### Program Goal 3

**Type of Tool:** Other

**Frequency of Assessment:** Annually

**Rationale:**

Online education is ubiquitous in today's educational environment. Students not only receive content remotely, via the internet, but they also take their examinations in remote locations. Research indicates that students taking classes remotely "expect" to take their examination remotely. Without a method to proctor students taking examinations remotely, research also indicates that academic misconduct becomes problematic.

To ensure that students taking examinations remotely are not engaging in academic misconduct, a remote proctoring approach is indicated. To determine whether remote proctoring would reduce the incidence of academic misconduct, a study was conducted comparing the final examination results under three separate conditions:

- Exams taken remotely with a remote proctor.
- Exams taken locally with a live proctor.
- Exams taken remotely with no proctor.

### Assessment: (PG4) Master of Accountancy

**Goal/ Outcome/ Objective:** Program Goal 4

**Type of Tool:** Checklist

**Frequency of Assessment:** Ongoing

**Rationale:**

TTU's Accounting Program is accredited by the AACSB. As such, we are one of only about 10 programs internationally that are accredited by the AACSB, but do not have a graduate program. In addition, Accounting has been identified as an underserved program path by the Tennessee Higher Education Commission. Offering a Master of Accountancy, that is primarily offered in an online format, will be a unique program in Tennessee and will provide heretofore unavailable opportunities for many students wishing to pursue graduate education in Accounting. This program will exploit the unique online competencies of the Accounting faculty and will provide an opportunity for our undergraduate students to continue their education at their institution of choice. Offering the MAcc at TTU will ultimately impact our undergraduate offerings and will result in an ongoing assessment of the curriculum structure. As such, we believe it is important that we indicate our intentions in this report.

Attached Files

 [MACC Program Checklist](#)

### Assessment: (PG6) Accounting Advisory Board Re-Organization

**Goal/ Outcome/ Objective:** Program goal 6

**Type of Tool:** Meeting Records

Other

**Frequency of Assessment:** Ongoing

**Rationale:**

Historically, the Accounting Advisory Board at TTU was comprised of anywhere between 25-50 alumni. They attended an annual meeting where they were provided a "State of the Department" report. They had no governance structure and were not asked to participate in an direct efforts to assist the Department in their other Program or Student Learning Goals.

In January 2015, the Accounting Advisory Board was re-organized into a smaller, self-governing body with a specific and direct purpose. The group now has its own Constitution and Bylaws. The new AAB will have 12 members, serving rotating 3-year terms. This group will also meet at least twice annually.

### Assessment: (LO1a) ETS Scores

**Goal/ Outcome/ Objective:** Learning Outcome 1

**Type of Tool:** Exit Exam

**Frequency of Assessment:** bi-annually



**Rationale:**

Assessed by ETS Exit Exam (Major Field Test in Business) taken by graduating seniors in Fall and Spring semesters. ETS exit exam results provide direct measures, while the surveys provide indirect measures of student learning.

The results for COB students on the ETS exit exam are analyzed and discussed by the Department faculty.

**Assessment: (LO1b) ACCT 2110 Avg Final Exam Scores**

**Goal/ Outcome/ Objective:** Learning Outcome 1

**Type of Tool:** Tracking Spreadsheet

**Frequency of Assessment:** Annually

**Rationale:**

To measure student progress in the first accounting course, we will use the Final Examination scores as a proxy.

**Assessment: (LO2) Critical Thinking**

**Goal/ Outcome/ Objective:** Learning Outcome 2

**Type of Tool:** Exit Exam

**Frequency of Assessment:** annual

**Rationale:**

Assessed by the Exit Exam California Critical Thinking Skills Test (CCTST) taken in Fall and Spring semesters by graduating seniors. The CCTST Exit Exam provides a direct measure of student learning.

The CCTST provides an external benchmark comparison for TTU and at the national level.

**Assessment: (PG1) Degrees and Enrollment**

**Goal/ Outcome/ Objective:** Program Goal 1

**Type of Tool:** Tracking Spreadsheet

**Frequency of Assessment:** Annually

**Rationale:**

Tracking number of majors and degrees conferred allows us to measure whether our efforts to engage students and provide to them a meaningful choice are effective.

**Assessment: (PG2) Freshman Recruiting**

**Goal/ Outcome/ Objective:** Program Goal 2

**Type of Tool:** Tracking Spreadsheet

**Frequency of Assessment:** Annually

**Rationale:**

In order to engage freshmen with the Accounting program earlier in their academic career, we have implemented the following steps:

1. In Fall 2015, a special section of UBUS 1020 Success Skills for Business Studies was set up specifically for entering freshmen who indicated that they intend to major in Accounting. The same course will be offered in Fall 2016.
2. Beginning in Fall 2015, the Accounting Club was charged with specifically engaging and recruiting freshmen.
3. In Fall 2016, the Department of Accounting is partnering with the Tennessee Society of CPA's to sponsor a Discover Accounting Day at TTU on October 23, 2015. This is part of a TSCPA effort to expose over 1,000 high school students to the discipline of Accounting during 2016.

**Assessment: (PG5) International Experience in Accounting**

**Goal/ Outcome/ Objective:** Program Goal 5

**Type of Tool:** Survey

Tracking Spreadsheet

**Frequency of Assessment:** Annually

**Rationale:**

As part of our effort to improve the undergraduate experience for Accounting majors, we established, in 2011, the International Experience in Accounting. The course is an upper division Accounting elective for Accounting majors only that combines study of international accounting, international business, and a week in London, UK. The International Experience in Accounting serves to broaden students' perspectives of the world in which they live, as well as to prepare them for the international business world.

## **Assessment: 2014-15 Analytics Report from TTU Business Media Center and COB Student to Career Program**

**Goal/ Outcome/ Objective:** Goal 1 We will improve the [www.cobstudentsuccess.com](http://www.cobstudentsuccess.com) website.

**Type of Tool:** Other

**Frequency of Assessment:** Annually

### **Rationale:**

2014-15 Analytics Report from TTU Business Media Center and COB Student to Career Program (1) provides a baseline, comprehensive view of use of the COB Student to Career program website ([www.cobstudentsuccess.com](http://www.cobstudentsuccess.com)). (2) Success is defined by functionality of the site where users can accomplish desired activities, i.e. registration for events, scheduling of appointments for service, and accessing general information. (3) Usage data is collected via Google Analytics, providing a comprehensive, data-driven picture of website performance -- how people use the website, what they are using or not using, how often, how they access the site, etc. This data is key to determining future plans, identifying and modifying ineffective uses, enhancing effective uses, and setting goals for the Student to Career program. (4) Report is presented to program manager, COB Student Success Center director, and COB Dean at a Spring year-in-review meeting for assessment of information and development of strategies for improvement and expansion.

Attached Files

 [2015\\_S2C\\_AnnualReport\\_WebsiteAnalytics](#)

## **Assessment: Accomplishment Report**

**Goal/ Outcome/ Objective:** Goals 1-8

**Type of Tool:** National Accrediting Agency Requirements and Standards

**Frequency of Assessment:** Annual

### **Rationale:**

Accomplishment Report (1) provide reports on center activity, which allows for the office to track (2) targets for the \$10,000 internships, (3) 200 press releases, (4) three funded research grant projects, (6) five marketing initiatives, (7) TTU Image, (8) personnel career enhancement activities.

Attached Files

 [Annual Report](#)

 [Revised Accomplishment Report](#)

## **Assessment: COBSSC Student Satisfaction for Academic Advising Services Survey - Spring 2015**

**Goal/ Outcome/ Objective:**

Goal 2 - We will more effectively provide information about business student organizations to our advisees and other interested students.

**Type of Tool:** Survey

**Frequency of Assessment:** Annually, each Spring semester

### **Rationale:**

COBSSC Student Satisfaction for Academic Advising Services Survey (1) provides student feedback regarding their current satisfaction with and perceived effectiveness of the programs of the College of Business Student Success Center. (2) Success is defined as providing highly satisfactory resources, support services, and programming for our business students. (3) Participation in the survey is made available to all students who utilize the Center during the spring semester of each academic year. The survey includes questions concerning overall satisfaction, effectiveness of communication, availability of resources, and identification of strengths and areas needing improvement. These responses are important to the success of this Center. (4) Results are shared with Center staff at the first staff meeting following conclusion of the Spring semester, and we discuss actions needed to effect improvements based on survey results.

Attached Files

 [COBSSC\\_StudentSat\\_2015Results](#)

## Assessment: Capsim AoL Reports

**Goal/ Outcome/ Objective:** Goal 1, 2, 4, 5

**Type of Tool:** Capstone Project

**Frequency of Assessment:** Semester

### Rationale:

These Assurance of Learning reports are derived from MBA student performance in BMGT6950, the program's Capstone class, specifically on the individual simulation. BMGT6950 is meant to assess our students' comprehensive knowledge at the conclusion of the MBA program. In FY2014-15, we implemented three modules (Analytical and Quantitative Reasoning, Critical Thinking Skills, and Functional Knowledge and Applications) within the Capsim program to provide us with AoL outcomes. In FY2015-16, we implemented the same three modules, as well as Teamwork and/or Leadership Skills, Business Communication Skills, and Cultural Competence Skills.

## Assessment: Eagles Excel Fall 2014 and Spring 2015 reports

**Goal/ Outcome/ Objective:**

Goal 3. We will use the Education Advisory Board's "Student Success Collaborative Platform" to develop an intervention and academic support program for at-risk Basic Business students.

**Type of Tool:** Annual Unit Report

**Frequency of Assessment:** Fall and Spring semesters

### Rationale:

Eagles Excel Fall 2014 and Spring 2015 reports (1) provide a narrative summary of the program for each semester and an analysis of data including participation, GPA comparisons, and review of outcomes. (2) Success is defined as positive gains in academic performance by participating students. (3) All data is derived from careful documentation of invited students, participating students, notes reflecting individual meetings with participating students, and the academic results of participating students as provided by Banner SSB (Eagle Online) and the EAB Platform. Information is compiled by the program's primary administrator, advisor Brandi Lovin. (4) Reports are reviewed by Ms. Lovin and the COB SSC director, as well as the full staff of the COB SSC, at the end of the Spring semester. We identify negatives and positives, and generate ideas for improvement.

Attached Files

 [EE Final Statistics - Fall 2014](#)

 [EE Final Statistics - Spring 2015](#)

## Assessment: End of the Year Survey

**Goal/ Outcome/ Objective:** Goals 1-5

**Type of Tool:** Survey

**Frequency of Assessment:** Semester

### Rationale:

The purpose of this survey is to give students an opportunity to give feedback regarding how the MBA program has strengthened implicit skills such as communications, data analysis, technology utilization, functional business applications, business ethics and management competencies. In the future, we plan to implement an "Admissions Survey" to provide each student with an individual baseline against which we can measure the results of their exit survey.

## Assessment: Internship Website

**Goal/ Outcome/ Objective:** 1, 2, 3

**Type of Tool:** National Accrediting Agency Requirements and Standards

**Frequency of Assessment:** Annual

### Rationale:

- Internship Website (1) provides comprehensive information on events and communication with students, <http://www.cobstudentsuccess.com/> (2) Success is defined as having strong communication with students, and to provide multiple students can become aware of opportunities. (3) <http://www.ttuinternships.com> Events and communication activities are tracked and sustained in this office. The Center is responsible for collection, tabulation, disaggregation, and dissemination of all assessment results. A presentation is made to the Dean and other stakeholders that he determines should be involved. Goals, assessments, and data analysis is discussed and adjustments are made for future opportunities.

## Assessment: Press Release Database System

**Goal/ Outcome/ Objective:** 1,2

**Type of Tool:** National Accrediting Agency Requirements and Standards

**Frequency of Assessment:** Annual

### Rationale:

- Press Release Database System (1) provides comprehensive information on events and accomplishments of the center. (2) Success is defined as having accomplishments in various media, and building awareness of TTU. (3) The Center is responsible for collection, tabulation, dis aggregation, and dissemination of all assessment results. A presentation is made to the Dean and other stakeholders that he determines should be involved. Goals, assessments, and data analysis is discussed and adjustments are made for future opportunities.

## Assessment: SOAR Evaluation

**Goal/ Outcome/ Objective:**

Goal 4. We will assess our College of Business programs as part of the Summer Orientation, Advisement, and Registration (SOAR) event.

**Type of Tool:** Survey

**Frequency of Assessment:** Following each SOAR session in 2015

### Rationale:

SOAR Evaluation (1) provides student feedback regarding their current satisfaction with and perceived effectiveness of both the College of Business Academic Department Meeting and the Advisement & Registration program. (2) Success is defined as a majority of students indicating satisfaction with their COB SOAR experience in this first evaluation of this program. (3) All students who complete the Academic Department Meeting and Advisement/Registration process will complete this survey, which includes questions concerning overall satisfaction, ease of registration, and identification of strengths and areas needing improvement. (4) Results are reviewed after each SOAR session by all members of the COB SSC staff, followed by discussion on any external factors that may have impacted satisfaction and potential improvements that we can generate.

Attached Files

 [Evaluation\\_RegistrationSession](#)

## Assessment: Web Site Posting

**Goal/ Outcome/ Objective:** 1, 2, 3, 4

**Type of Tool:** National Accrediting Agency Requirements and Standards

**Frequency of Assessment:** Annual

### Rationale:

- Web Site Posting (1) provide reports on student activity, which allow for the office to track (2) targets for the \$10,000 internships, (3) student internship opportunities, (4) and 2 statewide marketing campaigns. <http://tntrafficsafety.org/> <http://www.rodpc.org/> <http://www.reducetncrashes.org/> <http://www.ttuleaders.com> <http://www.ttuhive.org> <http://www.ready2teach.org> <http://www.ttubusiness.com>

## Internship Website

**Goal/ Outcome/ Objective:** Goal 1: Enhance student learning

**Type of Tool:** Annual Unit Report

**Frequency of Assessment:** ongoing

### Rationale:

# Results

## Completed improvements to Student to Career program website

**Goal/Objective/Outcome Number:** Goal 1 Student to Career

**Results:**

We have finalized and "gone live" with an improved design to [www.cobstudentsuccess.com](http://www.cobstudentsuccess.com). The new design and content reflect more accurately the current style of web resources. It is more user-friendly, with easy access to relevant content, clear steps to registrations or making appointments, and improved visual appeal (photos and graphics).

**Attachments:**

## Completed transition of IBAC advising to College of Arts & Sciences

**Goal/Objective/Outcome Number:** Goal 1

**Results:**

All freshmen and sophomore students in the International Business & Cultures major are now advised by Ms. Angie Clark in the College of Arts & Sciences (CAS) Student Success Center. Activities to complete this goal included:

- Training Ms. Clark in the curricular and program details related to IBAC
- Sharing changeover information with faculty related to the program in both COB and CAS
- Sharing changeover information with staff in TTU Admissions Office, International Student Affairs, and New Student & Family Programming/Orientation so these units could guide students when needed

**Attachments:**

## Results - At-Risk Student Programming

**Goal/Objective/Outcome Number:**

**Results:**

We have successfully established the Eagles Excel program for at-risk students, which is housed in the COB Student Success Center and administered by academic advisor Brandi Lovin. A goal for the 2019-2020 year related to this program is outlined elsewhere in this report.

**Attachments:**

## Results - Internship Program

**Goal/Objective/Outcome Number:** Goal 4: Establish COB Internship program

**Results:**

The initial purpose of this goal as originally written has been met. There is still work to be done in this area, but changes in staffing, resources, and College and University goals and strategic plans prompt us to look at this differently:

- The TTU Center for Career Development now utilizes Handshake, an online clearinghouse of both job and internship opportunities nationwide. All students are encouraged to set up an account in Handshake and pursue opportunities therein.
- The shared position mentioned in this goal no longer exists, but Clay Wesley, COB's associate director for professional development, is available to work with students in an even broader capacity than that original shared position.

**Attachments:**

## Results - Orientation

**Goal/Objective/Outcome Number:** Goal 4 - Orientation

**Results:**

The COB Student Success Center annually surveys students who participate in SOAR programming to assess our program and information effectiveness. Specifically, we are interested in the students' experiences and feedback related to self-registration for Fall semester classes. While most of campus engages in pre-registration of their incoming freshmen, the COB makes



schedule development and course registration a part of the student-experience in SOAR.

Evaluations of the 2018 SOAR series showed that 80% of of our business majors do prefer self-registration over being pre-registered by an advisor. Evaluations of the 2019 SOAR series are tracking at a similar rate. Respondents for each year is about 150 students.

We will continue to assess responses and monitor areas needing adjustment based on feedback.

Attachments:

Results - Student to Career Budget adjustments

Goal/Objective/Outcome Number: Goal 3 - Student to Career Budget Adjustment

Results:

This change was made to the S2C budget, and it has become a permanent change. With declining participation in the Nashville Career Fair, the COB has invested more time and emphasis on campus-based fair opportunities and preparation experiences. In partnership with the Center for Career Development, the COB has hosted a college-specific job and internship fair in the fall semesters of the last two years, with this year's fair planned for Sept 17.

Attachments:

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
2018-2019	Academic Program Initiatives	<div>1. Collegiate Advisory Board in Banking has been expanded to include American Bank and Trust and Progressive Bank in Cookeville.</div> <div>2. New discipline-specific minors in management, business information technology and analytics, human resources management, and international business along with a certificate in banking will be offered starting in Fall2019.</div> <div>3. The internship program website has been redesigned.</div> <div>4. A new Associate Director for Professional Development was hired. <a href="#">Student to Career</a> (S2C) program continues to provide co-curricular professional development programming with activities such as photo sessions for <i>LinkedIn</i> and services such as Clothes Closet.</div>

Attachments:

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 1**

Year	Assessment Indicators	Results
2018-2019	<ul style="list-style-type: none"><li>Activities to promote enrollment</li><li>Financial support for enrolled students</li><li>Enrollment data (see Table 2)</li></ul>	<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.</p> <p>2. COB participates regularly in <i>SOAR</i>, <i>Community Day</i>, <i>Family Weekend</i>, <i>Preview Day</i> and Community College visits. In 2018- 2019 COB hosted 10 freshman and 3 transfer students SOAR events.</p> <p>3. In Spring 2019, COB organized in partnership with Admissions, a <i>Business Show Case</i> in Johnson Hall to showcase the opportunities in business for the prospective students (and their parents) who have applied to TTU. We had nine faculty, seven of our administrative staff, and almost all of our COB ambassadors attended. We had 51 students register, 37 attended; we had the highest attendance of the four colleges with 84% of our registered attending.</p> <p>4. COB awarded 102 scholarships (undergraduate and graduate) for a total of \$ 56,175 in scholarships.</p> <p>5. The College specifically provides 3-4 diversity scholarships of \$2,000 annually and has increased the scholarship scoring weight for minority applications in general.</p> <p>6. COB organized a business career fair on October 30, 2018 in partnership with TTU's career development center services at the Multipurpose Room. 29 businesses participated.</p> <p>7. A Law School Forum was organized by Dept. of Accounting on October 30, 2018. it was attended by Representatives from two law schools, Memphis and UT-Knoxville, and faculty from</p>



		<p>TTU Political Science Department. on Tuesday, Oct. 30 in 401 during dead hour.</p> <p>8. An Internship Seminar was held in Johnson Hall on April 5, 2019 9am-2pm. Topics included "What is the Value of an Internship; Why should I spend my time doing this: How does it work, timeframes, credit non-credit, what is the difference. The professional side will include topics such as: what you can expect in the workplace; what should you be prepared to do; what are the professional skills you are expected to bring; There was a panel of HR directors and business people who have interns on staff. They discussed duties of an intern in their workplace and what is expected of their interns. More than 40 students attended the seminar.</p> <p>9. COB undergraduate enrollment, declined further from 1168 to 1115, but as percentage of TTU undergraduate enrollment, has remained steady at ~12%-13.5%. during 2014-2018 (Table 2). See discussion below Table 2.</p> <p>10. The graduate enrollment increased from 245 in 2017-18 to 218 (including 13 in the MAcc program) in 2018-19. Graduate enrollment as percentage of total TTU graduate enrollment also declined from 21.51 percent to 19.50 percent (Table 2)</p>
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Table 2							
TTU and College of Business Enrollment Headcount Fall 2014 – Fall 2018							
	2014	2015	2016	2017	2018	3-Year % Change	1-Year % Change
TTU Undergraduate	10,314	9,801	9,437	9365	9006	- 8.1	-3.8
COB Undergraduate	1,296	1,258	1,270	1168	1115	-11.4	-4.5
% of TTU	12.57	12.84	13.46	12.48	12.38		
TTU Graduate	1,025	1,099	1055	1139	1180	7.4	3.6
COB Graduate*	178	212	212	245	218	2.8	-11.0
% of TTU	17.37	19.29	20.09	21.51	19.50		

TTUUndergraduate International	1102	818	567	416	278	-66.0	-33.0
COB Undergraduate International	182	119	84	67	54	-54.6	-19.4
TTUGraduate International	147	144	147	133	118	-18.0	-11.3
COB Graduate International	12	9	14	16	5	-44.4	-68.7

\*Graduate totals include the MBA and the new Masters in Accountancy (MAcc) initiated in Fall2017 with 13 students. The MAcc program grew to 30 students in Fall 2018 with continued growth projected in 2019.

- *Tennessee Promise* (a state-wide scholarship program providing two years of tuition-free attendance at community or technical colleges), a precipitous decline in international student enrollment (Table 2), and a reduction in institutionally-financed scholarships in 2016, each contributed to enrollment declines in recent years. The “last dollar” scholarship Tennessee Promise Program has substantially increased the competitive edge of community colleges over 4-year institutions. And, the low completion rates associated with most community colleges mitigates the (otherwise) positive effect of transfer student enrollment.
- CoB enrollment declines align generally with those of the university (Table 2). College enrollment as percentage of the university total has remained steady (Table 2).
- Nationally, there has been a decline in MBA enrollment in recent years. ([MBA Enrollment is Down Again , More Universities shut-down-traditional-MBA Programs](#)). A strong economy and a decreasing pool of international students have adversely impacted U.S. MBA programs. However, against that backdrop COB programs including MAcc (launched in Fall 2017, and industry focused hybrid MBA cohorts have largely sustained graduate enrolment in recent years. Note also that the 2018 enrolment data for 2018 is influenced by the graduation of 88 MBA students an approximate increase of 15% from previous years.
- Population increases, particularly in the greater Nashville Metropolitan Area, along with improving graduation rates are expected to result in a moderate (approximately 8%) increase in high school graduates in Tennessee during the next 5 years.

Attachments:

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
2018-2019	<ul style="list-style-type: none"><li>• Faculty</li><li>• Resources for faculty support</li></ul>	<p>1. a) A tenure track faculty member in the rank of an assistant professor to start in Fall 2018, was hired in Accounting. b) A tenure track faculty member in the rank of an assistant professor was hired in Decision Sciences to start in Fall 2019 c) A faculty member in the rank of an associate professor was hired in Economics. He also serves as the Chair of the Department of Economics, Finance and Marketing starting July 2019. d) A tenure track faculty member in the rank of an assistant professor has been hired in Business Management to start in Fall 2019 e) In A temporary instructor's position in Decision Sciences and Management has been converted to that of a Lecturer starting Fall 2019</p> <p>2. Full time faculty strength in 2018-2019 was 32.</p>

		3. A Faculty Deployment and Resource Plan developed in 2018 has been implemented. It proactively addresses the objective to reduce the number of faculty overload assignments through optimization of course schedules and assignments utilization of qualified adjuncts, and acquisition of additional faculty resources. The structural overloads have been reduced.
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Attachments:

Results 4: Business Core Skills and Knowledge

Goal/Objective/Outcome Number: Student Learning Outcome 1

Results:

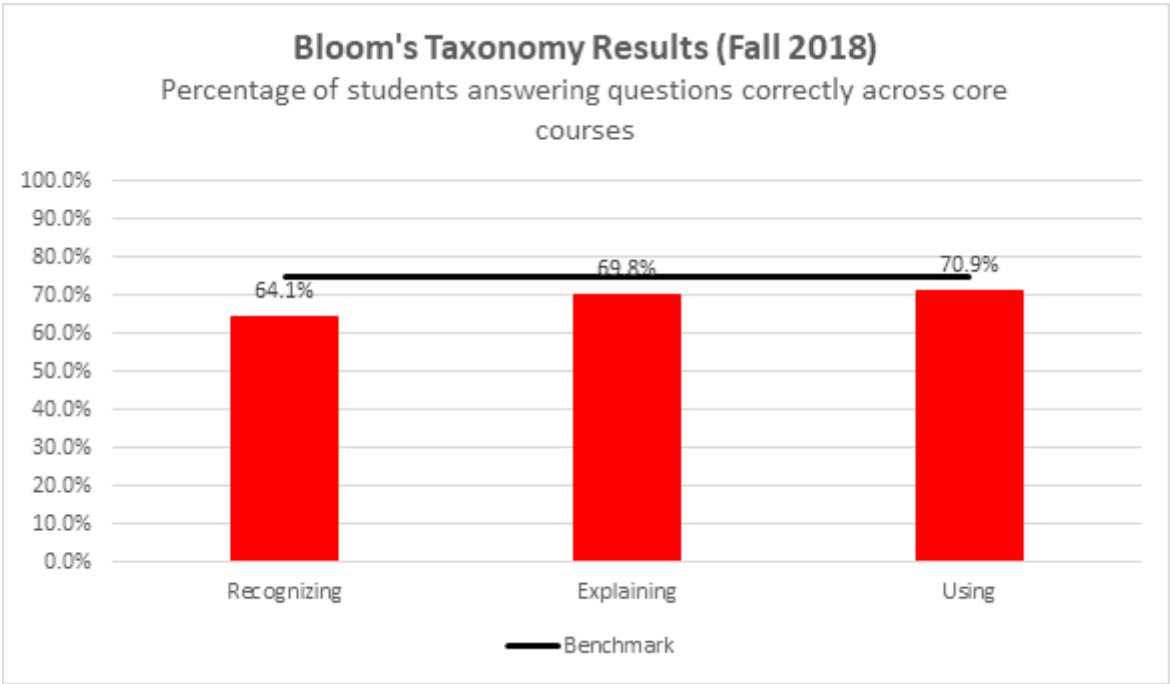
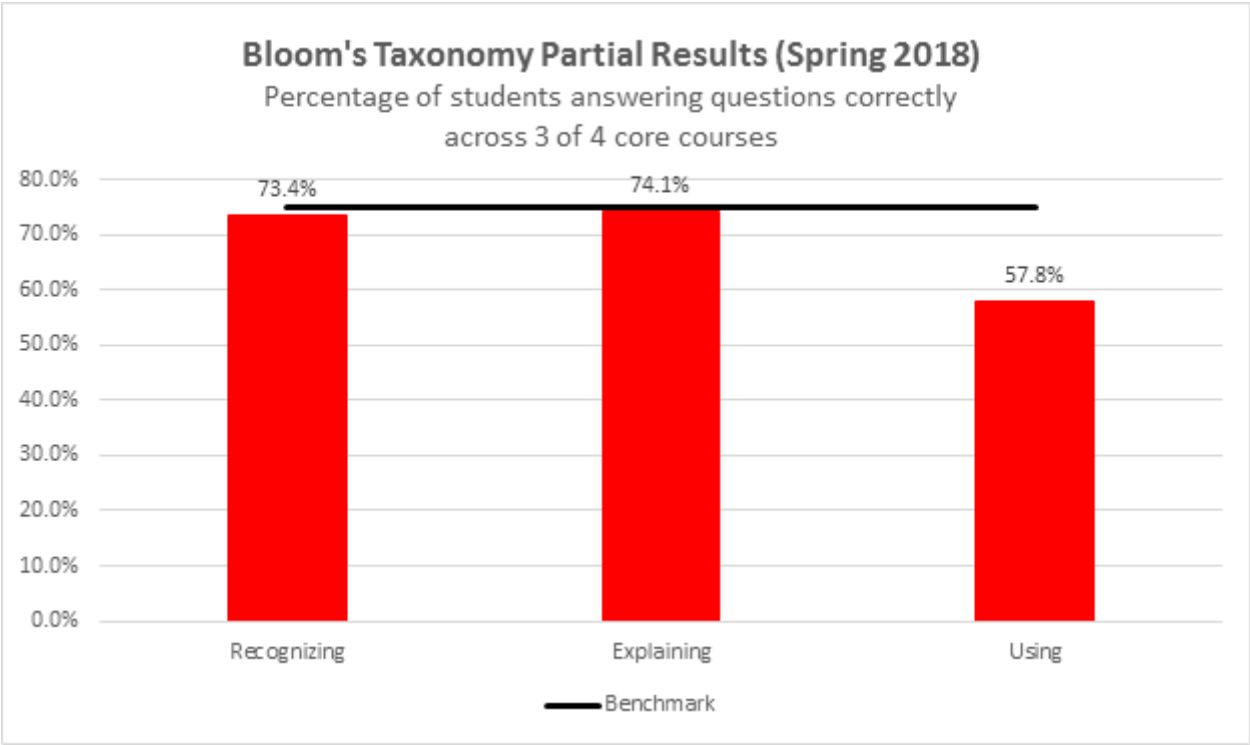
Learning Outcome 1 - Business Core Skills and Knowledge

College of Business ETS Medians (Spring 2015- Spring 2019)										
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017*	Fall 2017	Spring 2018**	Fall 2018	Spring 2019	2018 ETS Benchmark
COB MEDIAN	149	146	144	145	144	149	151	153	150	150.0

\*AACSB PRT visit \*\*10% weight for ETS score in BMGT 4930 went into effect

ETS Content Area Results (2015-2019)										
Content Area	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017*	Fall 2017	Spring 2018**	Fall 2018	Spring 2019	2018 ETS Benchmark
Accounting	39	39	36	42	40	43	46	45	45	43.1
Economics	39	39	39	37	35	38	39	42	41	40.4
Management	49	47	48	54	54	57	63	62	61	61.4
Quantitative Business Analysis	34	32	31	38	37	37	37	39	38	33.9
Finance	42	40	39	44	43	45	45	45	44	43.3
Marketing	49	49	46	47	44	47	50	51	52	50.5
Legal and Social Environment	57	56	54	44	43	43	46	49	49	46.7
Information Systems	47	45	45	48	47	53	55	55	54	51.3
International Issues	39	36	38	38	36	40	42	45	42	39.8

\*AACSB PRT visit \*\*10% weight for ETS score in BMGT 4930 went into effect



**Discussion of Results**

- Spring 2018: The overall median score in the ETS Major Field Test continued to show improvement from previous semesters and met the (national median) benchmark for the overall score. Scores in seven of nine content areas improved from prior assessments.
- In addition, data was collected using course-embedded questions based on Bloom’s taxonomy in three core courses (DS 2810, DS 3841, and FIN 3210) for the purpose of assessing specific business discipline competencies. The benchmark is that students must correctly respond to appropriately designated questions 75% of the time - thereby demonstrating their ability to recognize, explain, and use concepts, practices and methods. Results across these dimensions are provided to course coordinators each year to facilitate systematic discipline-specific improvements.
- Fall 2018: The overall median score in the ETS Major Field Test continued to show improvement from previous semesters and met the (national median) benchmark. Scores each content area also met or exceeded national benchmarks. In Fall 2018, three CoB students placed in the 99th or 98th percentiles of scores of all students from domestic institutions; seven students achieved that distinction in Spring 2019.
- Continuing the rotational assessment for core classes, course-embedded questions based on Bloom’s taxonomy were applied in four core courses (ACCT 2110, DS 3620, ECON 2010, and ECON 3610) to assess specific business discipline competencies. The benchmark is that students must correctly respond to appropriately designated questions 75% of the time thereby demonstrating an ability to recognize, explain, and use concepts, practices and methods.
- Spring 2019: The overall median score in the ETS Major Field Test for COB met the national benchmark. Scores in all the content areas met the national benchmarks. Additional results for Spring 2019 assessments, including discipline-specific core course embedded questions, are under review.

**Attachments:**

**Results 5: Ethical Awareness**

**Goal/Objective/Outcome Number:** Student Learning Outcome 2

Results:

Learning Outcome – Ethical Awareness

Chart 1 (Fall 2018)

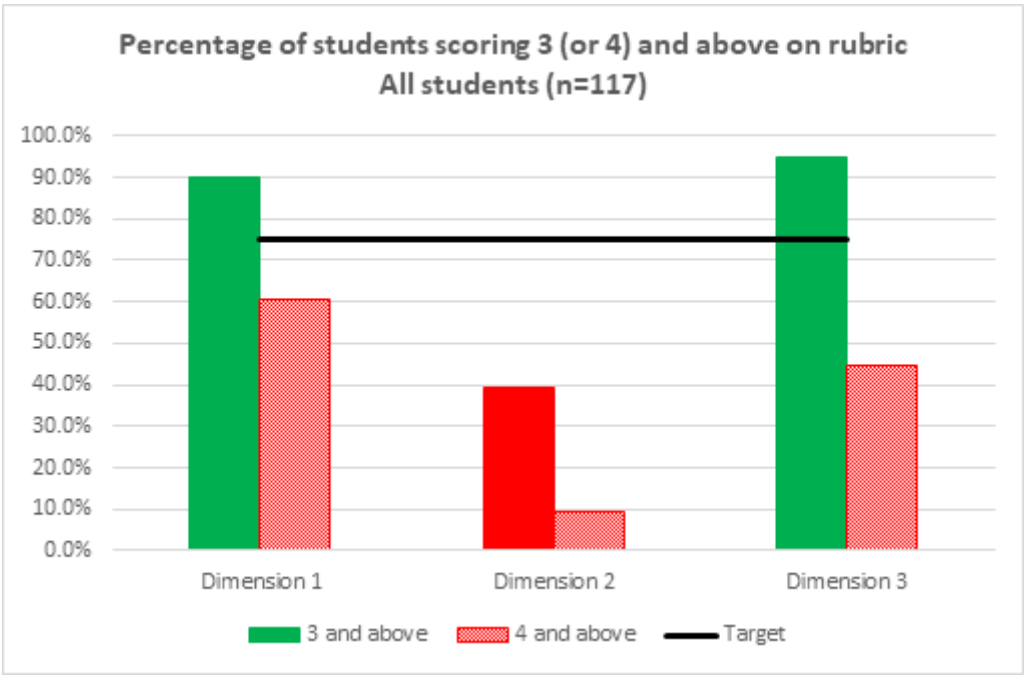


Chart 2 (Fall 2018)

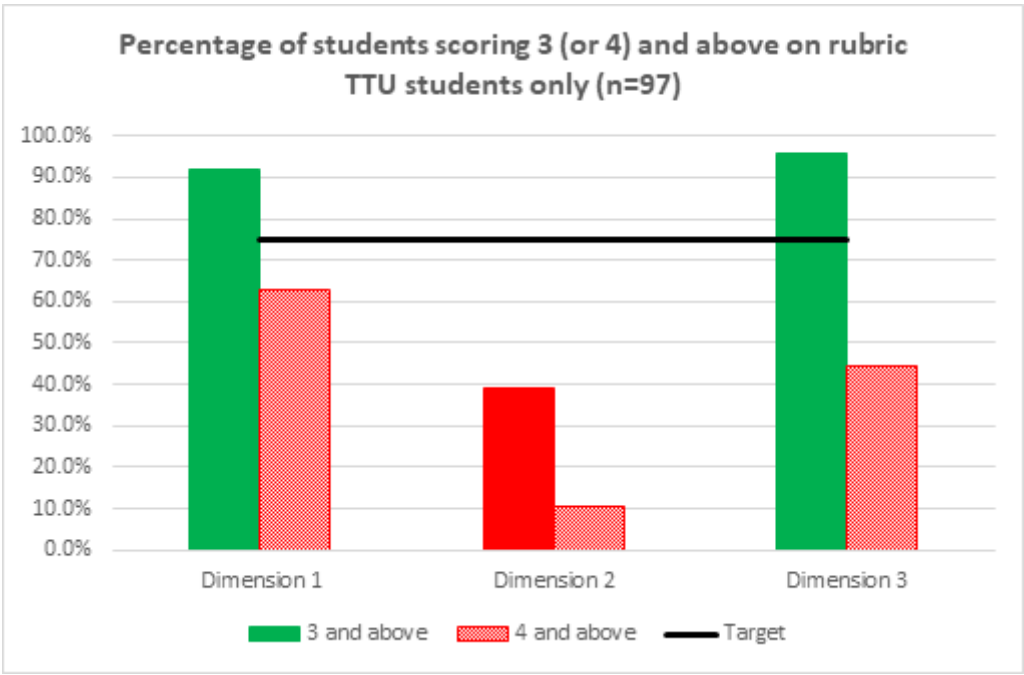
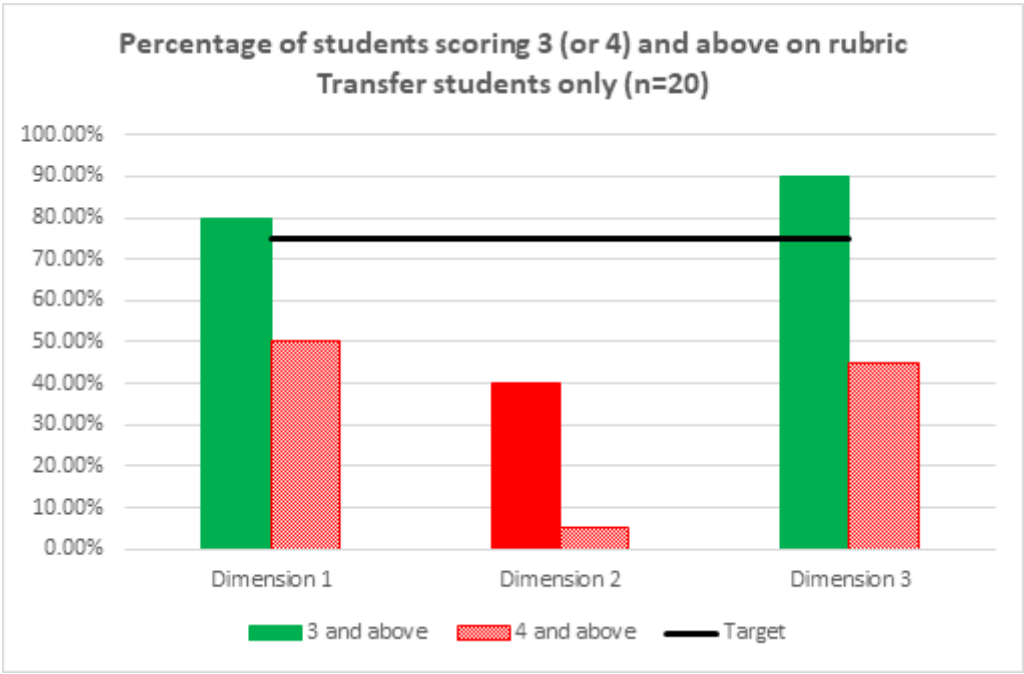


Chart 3 (Fall 2018)



Discussion of Results

- All COB students completed online sexual harassment training in their freshman experience classes.
- Fall 2018: An ethics scenario (with questions corresponding to the three dimensions of ethical awareness) was provided to students affiliating to upper division courses as well as transfer students from non-TTU institutions. The purpose of this assessment was to 1) determine the level of ethical awareness and acumen of incoming students and 2) compare the results to those previously obtained in regular (end of program) assessments – thereby providing a basis for determining

whether systematic interventions were effectively improving students’ abilities along the defined ethical dimensions. Faculty assessed student answers to questions regarding the scenario using the ethics rubric. Consistent with prior end-of-program results, the benchmark of at least 75% of students scoring 3 and above on a 1-4 point scale was met for the dimensions, 1 - recognizing ethical dilemmas and 3 - identifying reporting mechanisms. The benchmark was not met for dimension 2 - identifying relevant stakeholders. The results were similar for TTU students only and transfer students only.

- Assessors assessed student answers to questions about the ethics scenario using a similar but more refined rubric than the one used on previous assessments.

Attachments:

Results 6: Critical Thinking Skills

Goal/Objective/Outcome Number: Student Learning Outcome 3

Results:

Learning Outcome – Critical Thinking

Chart 1

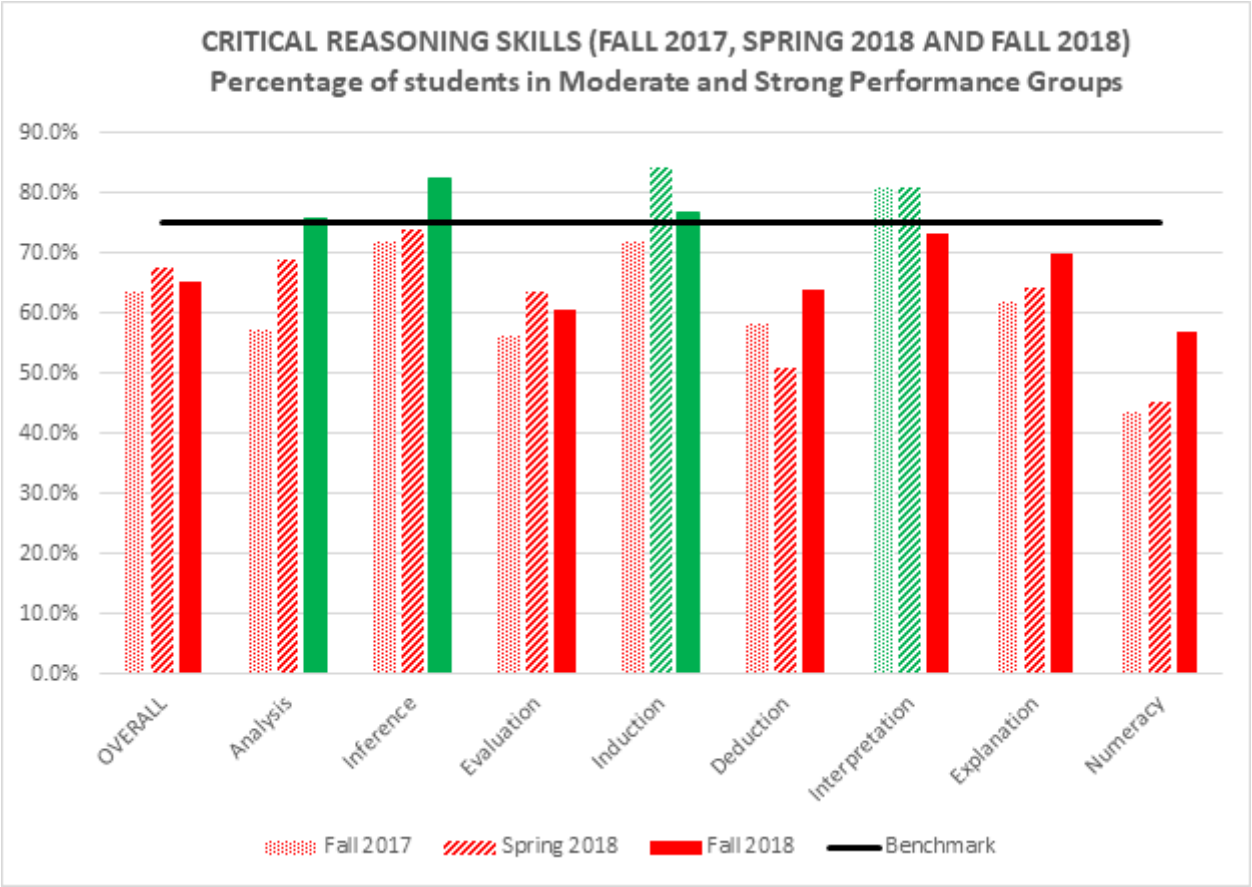
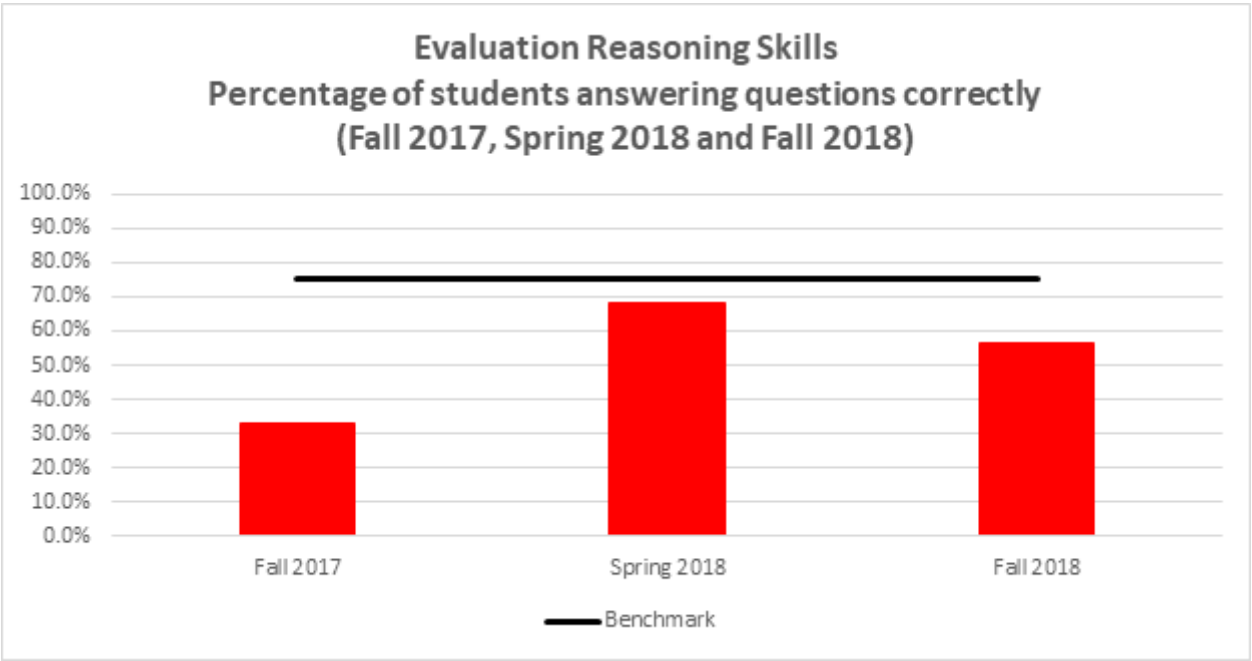


Chart 2



Discussion of Results

- The CCTST-N results for Fall 2018 are provided in Chart 1 and compared with those for Fall 2017 and Spring 2018. The results continue to show that Overall results for Fall 2018 did not meet the benchmark. The results for *Analysis*, *Inference* and *Induction* met the benchmark. The results for *Evaluation*, *Deduction*, *Interpretation*, *Explanation* and *Numeracy* did not meet the benchmark.
- Chart 2 shows the results from Fall 2017 (ECON 2010 and ECON 3610), Spring 2018 (ACCT 2120 and DS 3620), and Fall 2018 (FIN 3210). Student performance in *evaluation reasoning skills*, remain below the benchmark.



Attachments:

Results 7: Communication Skills

Goal/Objective/Outcome Number: Student Learning Outcome 4

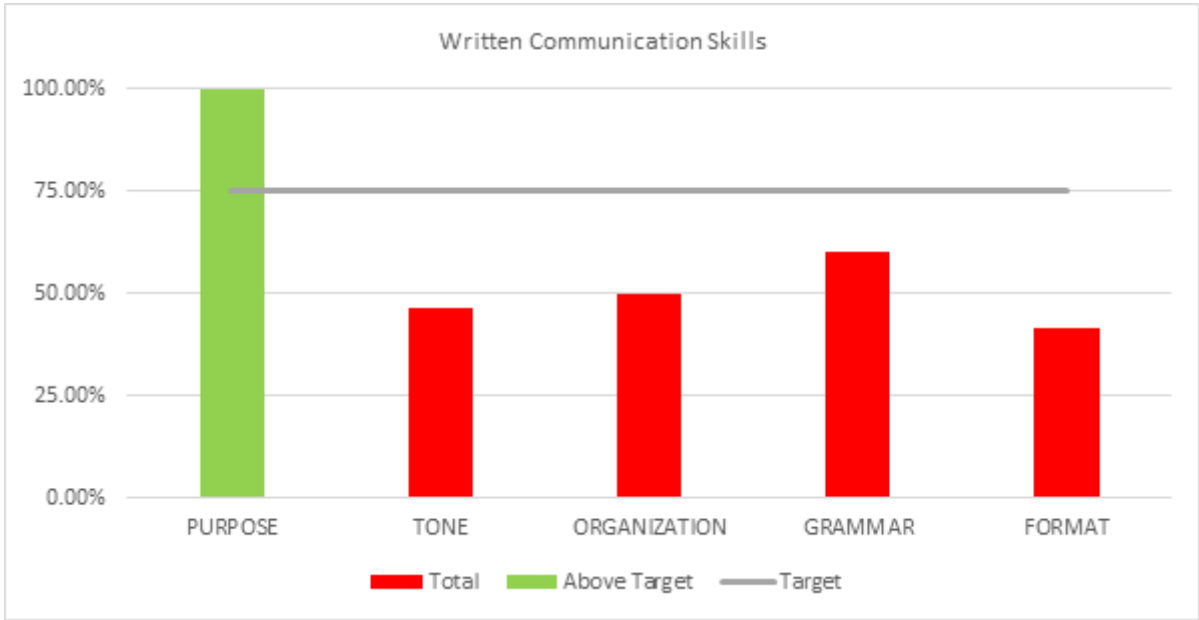
Results:

Learning Outcome – Written and Oral Communications

The results shown in Chart 1 below were obtained in Spring 2018 from an assessment of writing samples from Business Strategy BMGT 4930, a core business class. The following discussion refers to these results.

Written Communications

Chart 1



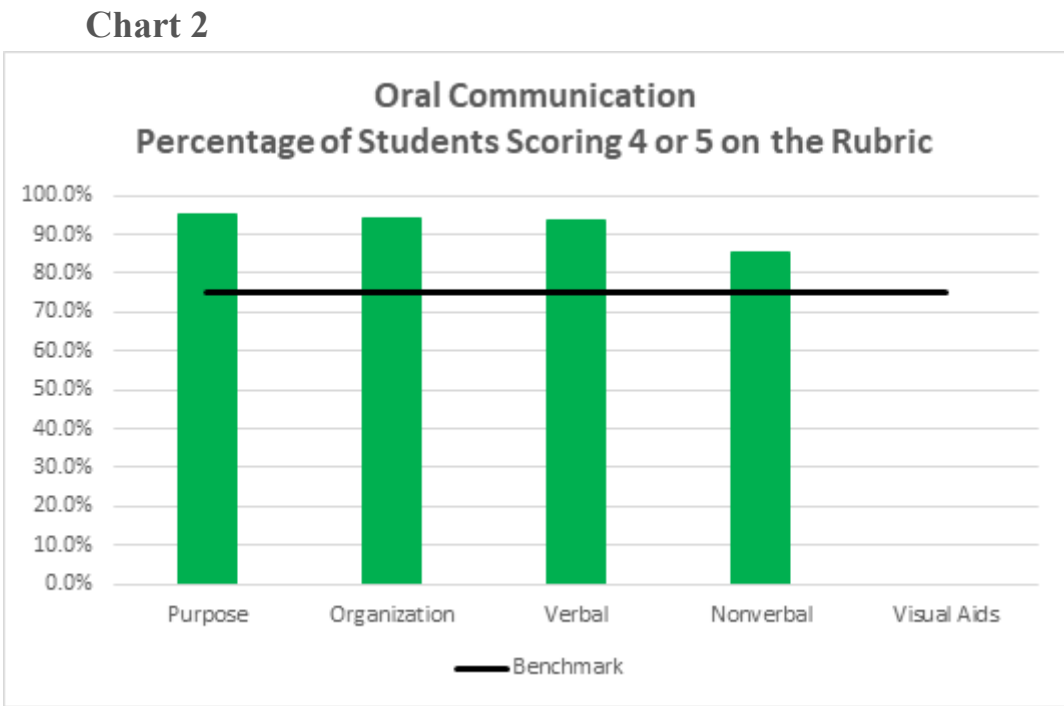
- The benchmark was not met for four of the five dimensions of written communication skills *tone, organization, grammar and format*. The benchmark was met for the *purpose* dimension.
- Percentages of students scoring *excellent* or *good* failed to reach the 75% benchmark in all except one category: Purpose.
- Students firmly kept purpose at the center of their writing: 100% of the writers reached the COB target of scoring *5/excellent* or *4/good*. Students followed instructions from the professors to complete short analyses or summaries of business situations. Students demonstrated their understanding of the task and their ability to adhere to the main objectives.
- As in preceding semesters, students had problems with conciseness and professional language. The score for *excellent* or *good* in the category of Tone and Word Choice was 46.67%, well below the 75% benchmark. The Organization and Logic category was only slightly higher: 50% of the students reached the target of a 5 or 4 score. Vague pronouns and awkward structure sometimes made following explanations difficult.
- Scores for Knowledge of Conventions: Grammar were average; 60% of students scored *excellent* or Violations of writing standards were not excessive, sometimes indicating an incomplete knowledge of minor conventions of grammar.
- One professor instructed students to write the information as a memo after researching memo formats. This format score was the lowest; only 41.38% scored above the benchmark of *excellent* or *good*.
- Students averaged around 3.5 for all scores except Purpose (4.93). Tone and Word Choice was 3.53; Organization and Logic was 3.63; and Grammar was 3.48. The COB goal of at least 75% of students scoring *5/excellent* or *4/good* seems attainable. Although the Grammar score showing 60% of students attaining the COB target of 4 or 5 was the second highest, very low scores for some students lowered the overall average for Grammar. Some students may benefit from an extensive study of writing, while others may need only easy access to support. Format averages were 3.45, the lowest score. Many students seemed to ignore the part of the assignment that required format research.

Oral Communications

- The following results in Chart 2 were obtained in Fall 2018 from an assessment of randomized sample of oral presentations from BMGT 3720. All students completed short presentations filmed through Interview Stream, a program provided by TTU’s Career Services. Interview Stream allowed students to see and hear themselves, which was a useful and sometimes eye-opening exercise. Instructor comments were easy to include, and student presentations stayed on the system for several semesters.



- The oral communication rubric developed by the COB AoL communications director with help from the College of Arts and Sciences Communication Department was modified to align with the COB written communications rubric. The design, not the assessment, was changed and approved by the Undergraduate Committee.



- The following discussion refers to the above results.
- The average score was 4.61, or 92.2%. Student averaged Excellent or Good in each category: Purpose, Format & Organization, Presentation Skills, and Nonverbal Presentation Skills. The results exceeded the COB Benchmark of 75% of students scoring Excellent or Good.
- Visual Aids / Use of Media was missing from this semester’s assessments because of technical problems.
- Nonverbal Presentation problems included reading from note cards or screen, poor posture, and unprofessional appearance or attitude.
- Interview Stream presented several problems: 1) Many students experienced difficulty completing the assignment through the system; 2) Technical help was not available; 3) Visual aids such as PowerPoint were not easy for students to include; and 4) Practice sessions with useful feedback were not part of the system.

**Attachments:**

**Results 8: Team Skills**

**Goal/Objective/Outcome Number:**

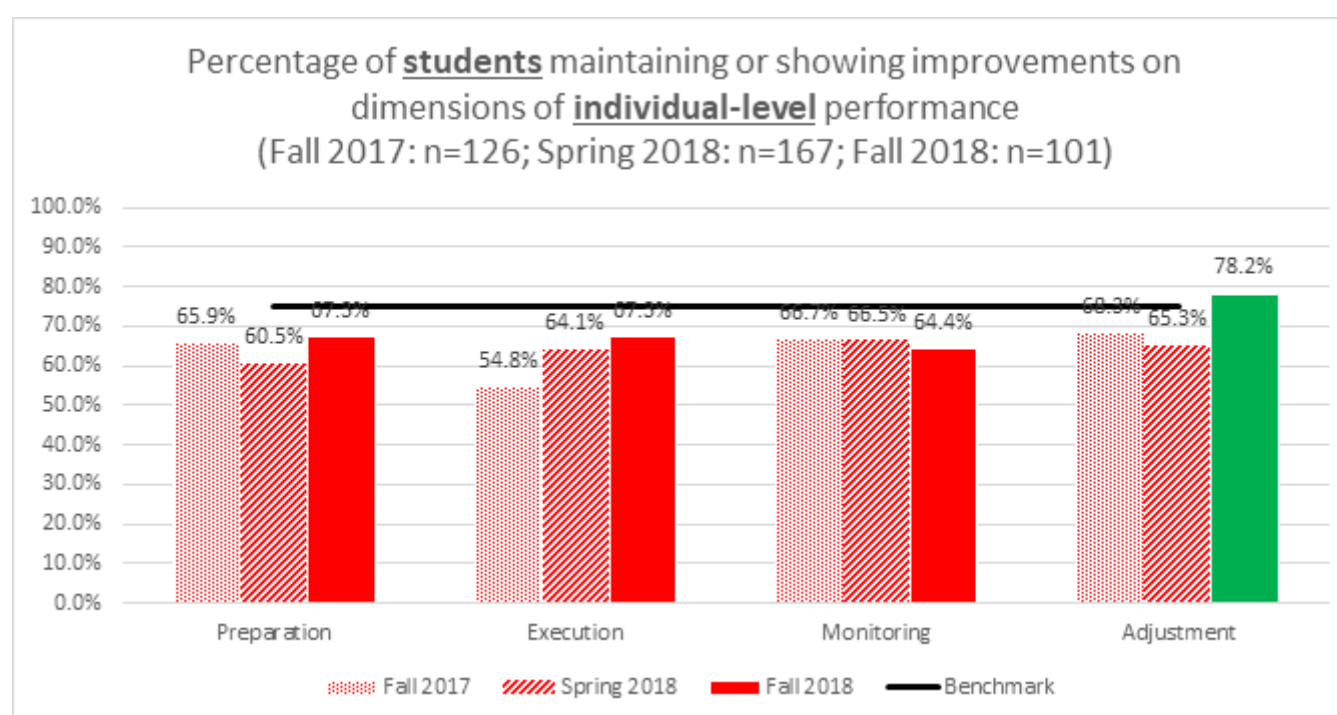
**Results:**

**Results (Fall 2018)**

The results for Fall 2018 are compared to those from Fall 2017 and Spring 2018 below (Chart 1).

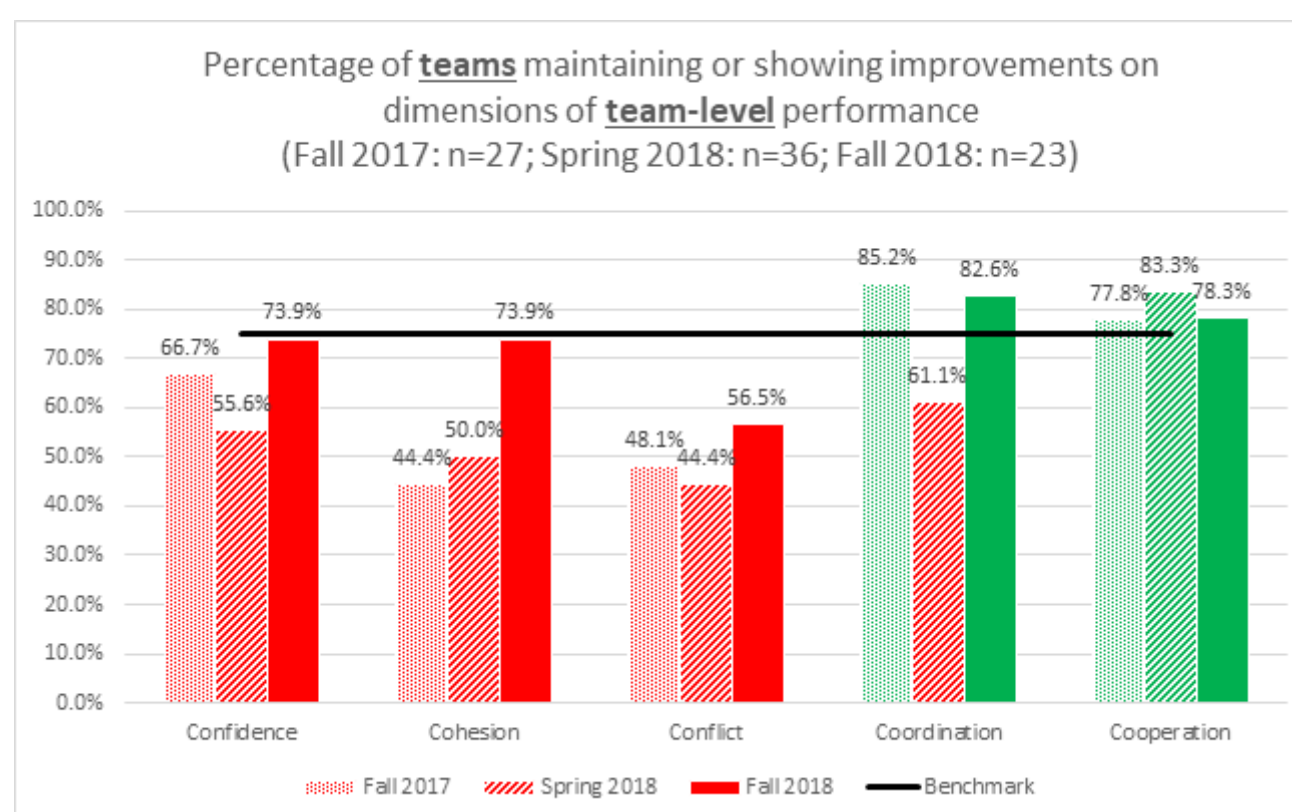
- The benchmark was exceeded for the individual-level team skill of *Adjustment* for the first time in Fall 2018. The benchmark was not met for the other three dimensions of individual-level team work skills for the last three assessment periods.

**Chart 1**



For the **team-level** skill dimensions (Chart 2), the benchmark was exceeded for *Coordination and Cooperation* in Fall 2018. Performance along the *Confidence, Cohesion, and Conflict* dimensions fell below the benchmark but showed improvement in Fall 2018 compared to Fall 2017 and Spring 2018.

Chart 2



Attachments:

## Results Career Fair data

### Goal/Objective/Outcome Number:

Goal 3 3. We will eliminate an area of duplicated service in the College of Business Student to Career program by deferring the activities of the Ticket to Ride/Nashville Career Fair preparation program to TTU Career Services.

### Results:

Nashville Career Fair Attendance reporting indicates a decrease in participation from 1123 guests in 2015 to 915 guests in 2016 (total *n* of decrease is 208, a 20% difference). For TTU specifically, there was also a decrease in participation. In 2015, 213 TTU students attended the Nashville Career Fair, compared to 130 students in 2016 (total *n* of decrease is 83, a 40% difference). Further, TTU experienced the largest decrease in attendance of the 14 schools noted in the data.

Attachments:

## Results Eagles Excel reports

Goal/Objective/Outcome Number: Goal 2 We will increase participation in Eagles Excel

### Results:

Eagles Excel Fall 2015 and Spring 2016 reports indicated a significant increase in this year's overall improvement/maintenance in GPA – 80% of participants improved or maintained performance in 2015-16 as compared to 60% in 2014-15. Total number of participants continues to be a challenge for the program, although the 23 participants in Spring 2015 was the highest number of participants

**Attachments:**

## Results IBAC data

### Goal/Objective/Outcome Number:

Goal 1 We will successfully transition advising services of the freshmen and sophomore years of the International Business & Cultures (IBAC) major over to the College of Arts & Sciences Student Success Center (CAS SSC)

### Results:

IBAC enrollment and graduation data indicates no significant decline in headcount in the IBAC program: Fall 2015 – 47 students, Spring 2016 – 45 students. Information in “Degrees Conferred by Program” shows a 5-year average of approximately 7 students graduating per year in this program (AY 2010-11 thru AY 2014-15).

**Attachments:**

## Results Interns Website analytics

### Goal/Objective/Outcome Number:

Goal 4 We will expand internship opportunities for College of Business students with both internal and external partners.

### Results:

User Analytics for TTU Interns website during the Spring 2016 semester:

- 142 sessions so far with the average number of page views being 4.12
- Average time a user stays on the site is 3:09
- Bounce rate is 42.25% ( a bounce rate of 26-40 is considered good according to industry standards) “Bounce rate” is percentage of visitors who end up navigating away from the site after viewing one page
- Total of over 548 views
- 102 registered users on the site
- 62.68% of the sessions are new users
- 80.28% of users are on desktop, 17.61 on mobile, and 2.1% on Ipad

**Attachments:**

## Results Interns Website analytics

### Goal/Objective/Outcome Number:

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- Total of over 548 views
- 102 registered users on the site
- 62.68% of the sessions are new users
- 80.28% of users are on desktop, 17.61 on mobile, and 2.1% on Ipad

**Attachments:**

## Results: Learning Outcome 1a

**Goal/Objective/Outcome Number:** Learning Outcome 1

### Results:

The goal of Accounting majors reaching achievement above the mean for the College of Business was achieved for all periods presented. Of more concern is the general downward trend in the results, which is reflected not only in the data for Accounting majors, but for the College, as a whole. The results were discussed at the College Executive Committee and at the Department faculty meeting.

**Attachments:**

**Results: Learning Outcome 1b**

**Goal/Objective/Outcome Number:** Learning Outcome 1

**Results:**

The mean for fall 2014 was lower than the fall 2013 mean of 66.07% and the goal of 70% was not achieved. The faculty members who taught ACCT 2110 during the fall 2014 semester met on March 17, 2015 to discuss the assessment results.

The faculty felt that the comparison between 2013 and 2014 final exam results might not have been valid. The transfer of material to ACCT 2120 was perceived to be an appropriate action to take but instructional issues related to the transition to a new text with a different approach to the material (sole proprietorships vs. corporations) could have negatively impacted student performance. One instructor also experimented with non-proctored, open-book online exams during the semester but required students to take the final in a closed-book, paper-based in-class setting. This could also have affected the assessment results.

**Attachments:**

**Results: Learning Outcome 2**

**Goal/Objective/Outcome Number:** Learning Outcome 2

**Results:**

The goal of exceeding the national benchmark of 17.1 on the CCTST was achieved, in all years except for the 2014/2015 year. Scores for the 2015/2016 year were significantly higher (18.7) than the previous year (16.7) and exceeded the national benchmark.

The goal of exceeding the TTU benchmark was only achieved in 2012/2013.

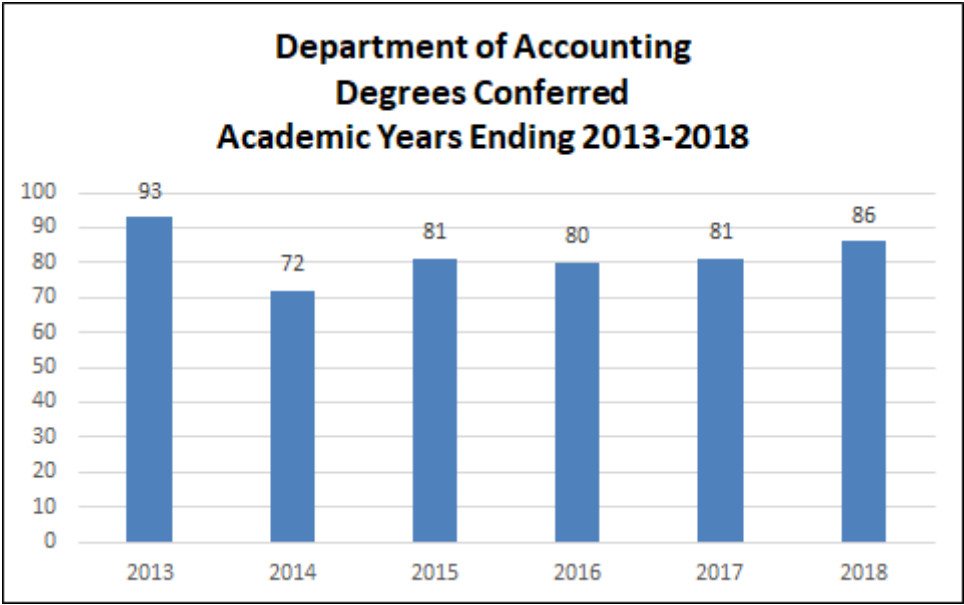
**Attachments:**

**Results: Program Goal 1**

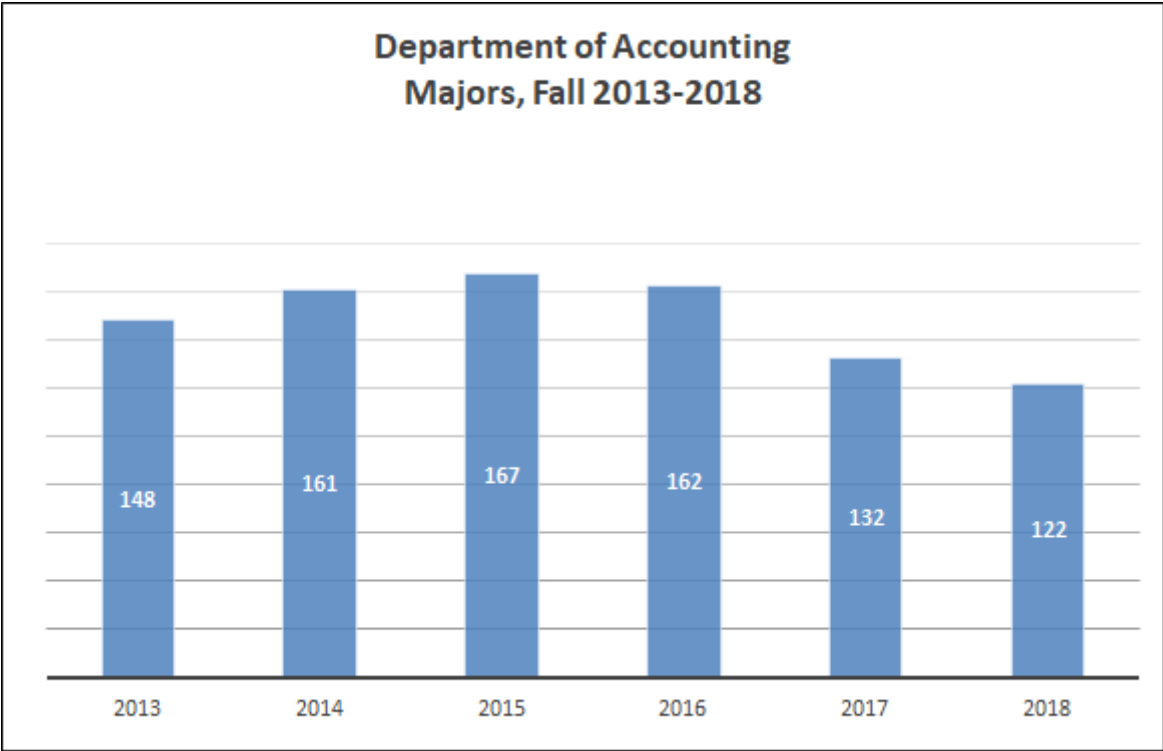
**Goal/Objective/Outcome Number:** Program Outcome 1

**Results:**

The department consistently awards more than 80 degrees per year.



The number of Accounting majors has decreased over the preceding six year period, while maintaining high numbers of degrees awarded. This anomaly is due to several factors. One factor is the curious way in which the University counts "majors". If a student is double-majoring in two business disciplines and the "secondary" major is accounting, then that student does not "count" as an accounting major, even though that student does count for purpose of identifying degrees conferred. In addition, the Department continues to serve a high number of students seeking a second degree in accounting. These students are typically not "counted" as accounting majors if they enroll as a "non-degree seeking" student. Many enroll with this designation, even though they actually are working towards completing a degree. To counter the decline in # of accounting majors, the Department in working with Enrollment Management to engage in a effort to send faculty members and admissions representatives to high schools and 2-year colleges to promote TTU and the Department of Accounting.



Attachments:

Results: Program Goal 3

Goal/Objective/Outcome Number: Program Goal 3

Results:

We conducted a study that looked at final exam results for 244 students in Cost Accounting and Auditing. The students took their final examinations in one of three settings:

- Exam taken remotely with a remote proctor.
- Exam taken locally with a live proctor.
- Exam taken remotely with no proctoring.

The results indicated that students taking the examination remotely with a remote proctor had lower final exam scores. Further analysis indicated that exam scores were reduced significantly in both Auditing and Cost Accounting. However, the reduction was more significant with Cost Accounting (a quantitative course) than with Auditing (a qualitative course). Additional analysis indicated that the reduction in final examination scores was primarily due to a reduction in academic misconduct, rather than to any phenomenon associated with the technology of remote proctoring.

The above research was published in "Advances in Accounting Education: Teaching and Curriculum Innovations", volume 18 in 2016 under the title "Remote Proctoring: The Effect of Proctorinig on Grades" (Davis, Rand, Seay)

The use of Remote Proctor Now (RPN) at both the undergraduate level and in the Master of Accountancy (MAcc) is fully implemented. At the undergraduate level, students taking online examinations have the option of taking the exam remotely using RPN at a cost of \$15 or coming to campus and taking the exam in a proctored exam session at a specified time. Generally, with respect to final examinations, approximately 50% of online students choose to take the examination live. We believe this is primarily due to approximately 50% of the students enrolled in online classes actually already living in the Cookeville area. In the MAcc, 15 hours of core classes are taught online. Those classes each require a mid-term examination and a final examination, all of which are offered online. The cost of using RPN is paid by the program, rather than by the students.

Attachments:



## Results: Program Goal 4

**Goal/Objective/Outcome Number:** Program Goal 4

### Results:

- The Letter of Notification for the new Master of Accountancy at TTU was approved in Fall 2015.
- The Letter of Application for the new Master of Accountancy at TTU was approved in May 2016.
- The Implementation Portfolio for the new Master of Accountancy at TTU will be submitted to GSEC and to the Academic Council in Fall 2016.
- Implementation for the new Master of Accountancy is planned for Fall 2017.

The Master of Accountancy was implemented in Fall 2017 with an inaugural cohort of 14 students. In Fall 2018, the 2nd cohort of 20 students matriculated into the program. The program is financial healthy and has exceed break-even enrollment in only its second year. For 2018, 30 students were actually admitted. Of the 30 students admitted, 20 actually enrolled. The conversion rate of 66.67% exceeds the University's conversion rate. For 2019, the conversion rate goal is 70%, with a desired cohort of 25 students.

Due to being early in the program's "life", we do not as yet have reliable learning goal outcomes. The first measurements should be available at the end of the Fall 2018 semester.

**Attachments:** Attached Files

 [Master of Accountancy Progress Checklist](#)

## Results: Program Goal 5

**Goal/Objective/Outcome Number:** Program Goal 5

### Results:

An objective of the International Experience in Accounting is to engage students in non-traditional experiential opportunities.

Another objective of the International Experience in Accounting is to help students to overcome natural anxieties about new experiences; specifically international travel. Overall, students reported a significant reduction in their level of anxiety with respect to international travel (Wilcoxon significance = .002). In addition, there were several specific areas in which students showed significant reduction in their levels of anxiety.

In 2019, the International Experience in Accounting will take the 9th group of students to London during Spring Break. Visits will include ICAEW, Enterprise UK/Ireland HQ, Lloyd's of London, Sage, MiniCooper, and at least one CPA firm.

To date, participation in the event each year is as follows:

- 2011 - 20
- 2012 - 12
- 2013 - 16
- 2014 - 12
- 2015 - 15
- 2016 - 9
- 2017 - 17
- 2018 - 20 (including 3 graduate students for the first time)

Also, to date, 6 different faculty member has participated in the event as both leaders and support faculty.

The Spring 2016 ART-TN event was overwhelmingly successful, with approximately 35 students participating in the inaugural event. Participation in the Spring 2017 (12) and Spring 2018 (24) was smaller than in Spring 2016. The Spring 2017 ART-TN trip focused on Nashville and included visits to the TSCPA, Tractor Supply Inc. Headquarters, LBMC, the Music City Center, and the Country Music Hall of Fame. The Spring 2018 trip focused on Knoxville and included visits to Vanderbilt Mortgage, Pugh CPAs, and TVA.

**Attachments:**

## Results: Program Goal 6

**Goal/Objective/Outcome Number:** Program Goal 6

**Results:**

A working group met in January 2015 to work out the details of a Constitution and Bylaws for a re-organized, self-governing Accounting Advisory Board for TTU. The results was a new framework for an Accounting Advisory Board that will prove useful to the Department.

A group of 12 alumni and stakeholders were selected for the first Accounting Advisory Board. They are organized into three groups with staggered terms. The initial terms were for two years, three years, and four years, respectively. Going forward, as terms expire, future terms will be for three years.

The AAB has met three times since the January 15 meeting. Outcomes had included:

- Raising \$5,000 to scholarship students for the 2016 London Experience.
- Providing valuable feedback on the development of a technology course for the new MACC program.
- Providing valuable input in the development of the Department's Strategic Plan and with respect to AACSB accreditation.
- Providing support for Accounting Boot Camp and for Meet-The-Firms.

The Accounting Advisory Board has continue to meet on a regular basis, holding 2 meetings annually in 2015, 2016, 2017, and 2018. In addition, the succession plan for replacing Board members following their 3-year term of service has worked well with new classes coming on board in Fall 2017 and Fall 2018. The Board has been helpful in strategic planning, undergraduate and graduate curriculum development, and providing speakers for classes.

**Attachments:****Results: 2014-15 Analytics Report from TTU Business Media Center and COB Student to Career Program**

**Goal/Objective/Outcome Number:** Goal 1. We will improve the [www.cobstudentsuccess.com](http://www.cobstudentsuccess.com) website.

**Results:**

2014-15 Analytics Report from TTU Business Media Center and COB Student to Career Program (Goal 1) indicates that the [www.cobstudentsuccess.com](http://www.cobstudentsuccess.com) had 10, 615 total sessions during the year. The home page had over 6,000 direct visits, which is expected for most sites. Our “Programs” main page comes in second with almost 5,000 visits, which shows that viewers are interested in all of our programs and/or use this page as a portal to find the specific program they are looking for.

Viewers look at an average of 3 pages per visit, which is positive. It shows they are effectively engaged and are able to find the content they want. Viewers also spend an average of 3 minutes per visit, which means they are digesting the content, but not too long to indicate that they are confused about the content.

**Attachments:****Results: AoL Teamwork and/or Leadership Skills**

**Goal/Objective/Outcome Number:** 5

**Results:****F2016**

The PDF entitled "F2016\_Teamwork Leadership," measures the demonstration of proficiency in areas such as group dynamics, collaboration, interpersonal relations, and leading individuals, teams, or organizations.

Overall, the class scored a 82% (up from 81% in F2015) on the Capsim Balance scorecard, which measures success within the simulation, and a 69% (up from 65% in F2015) on Board Query questions, which measures comprehensive understanding of all MBA core courses. Scores ranged from 98% to 34% on the balanced scorecard, and 89% to 43% on the board query questions. Metrics were as follows:

Balanced Scorecard:

**95 - 100% - 5**

90 - 94% - 4

85 - 89% - 6

80 - 84% - 7

75 - 79% - 1

70 - 74% - 1

65 - 69% - 1

60 - 64% - 1

55 - 59% - 0

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 1

Benchmark 1: 77% of students scored a 75% or better on the Balanced Scorecard

Benchmark 2:

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 0

85 - 89% - 1

80 - 84% - 0

75 - 79% - 13

70 - 74% - 1

65 - 69% - 7

60 - 64% - 1

55 - 59% - 3

50 - 54% - 1

45 - 49% - 2

40 - 44% - 1

35 - 39% - 0

30 - 34% - 0

According to board query questions, students seemed to struggle most with **Team Confidence**, but performed strongly with regard to **Team Cohesion**.

S2017

The PDF entitled "S2017\_Teamwork Leadership," measures the demonstration of proficiency in areas such as group dynamics,



collaboration, interpersonal relations, and leading individuals, teams, or organizations.

Overall, the class scored a 84% (down from 85%) on the Capsim Balance scorecard, which measures success within the simulation, and a 66% (down from 67%) on Board Query questions, which measures comprehensive understanding of all MBA core courses. Scores ranged from 96% to 42% on the balanced scorecard, and 100% to 43% on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 12

90 - 94% - 4

85 - 89% - 5

80 - 84% - 3

75 - 79% - 3

70 - 74% - 0

65 - 69% - 1

60 - 64% - 1

55 - 59% - 0

50 - 54% - 1

45 - 49% - 0

40 - 44% - 2

35 - 39% - 0

30 - 34% - 0

Benchmark 1: 84% of students scored a 75% or better on the Balanced Scorecard

Benchmark 2:

Board Queries

95 - 100% - 1 (# of students)

90 - 94 % - 0

85 - 89% - 3

80 - 84% - 0

75 - 79% - 7

70 - 74% - 0

65 - 69% - 7

60 - 64% - 1

55 - 59% - 6

50 - 54% - 3

45 - 49% - 1





40 - 44% - 3

35 - 39% - 0

30 - 34% - 0

According to board query questions, students seemed to struggle most with **Team Cohesion**, but performed strongly with regard to **Performance Execution**.

**Attachments:** Attached Files

-  [S2017\\_Teamwork\\_Leadership](#)
-  [F2016\\_Teamwork\\_Leadership](#)
-  [S2016\\_Teamwork\\_Leadership](#)
-  [F2015\\_Teamwork\\_Leadership](#)

**Results: AoL Analytical/Quantitative Knowledge Report**

**Goal/Objective/Outcome Number:** Goal 1

**Results:**

**F2016** The PDF entitled "F2016\_Analytical Quantitative," measures the demonstration of proficiency in areas such as statistical and other mathematical techniques, data analysis, and quantitative modeling of business-related information.

Overall, the class scored a 79% on the Capsim Balance scorecard (as opposed to 77% in F2015), which measures success within the simulation, and a 79% on Board Query questions (as opposed to 78% in F2015), which measures comprehensive understanding of all MBA core courses. Scores ranged from 92% to 50% on the balanced scorecard, and 100% to 54% on the board query questions.

Metrics were as follows:

Balanced Scorecard:

- 95 - 100% - 0
- 90 - 94% - 4
- 85 - 89% - 7
- 80 - 84% - 9
- 75 - 79% - 1
- 70 - 74% - 4
- 65 - 69% - 2
- 60 - 64% - 0
- 55 - 59% - 1
- 50 - 54% - 2
- 45 - 49% - 0
- 40 - 44% - 0
- 35 - 39% - 0
- 30 - 34% - 0

Board Queries

95 - 100% - 3 (# of students)

90 - 94 % - 3

85 - 89% - 5

80 - 84% - 3

75 - 79% - 7

70 - 74% - 3

65 - 69% - 1

60 - 64% - 4

55 - 59% - 0

50 - 54% - 1

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

According to board query questions, students seemed to struggle most with the **Internal Business** quadrant of questions, and were most successful in the **Customer** quadrant.

**S2016** The PDF entitled "S2017\_Analytical\_Quantitative," measures the demonstration of proficiency in areas such as statistical and other mathematical techniques, data analysis, and quantitative modeling of business-related information. Overall, the class scored a 80% on the Capsim Balance scorecard (as opposed to 77% in S2016), which measures success within the simulation, and a 77% on Board Query questions (as opposed to 76% in S2016), which measures comprehensive understanding of all MBA core courses. Scores ranged from 94% to 43% on the balanced scorecard, and 93% to 58% on the board query questions. Metrics were as follows:

Balanced Scorecard

95 - 100% - 0 (#number of students)

90 - 94% - 7

85 - 89% - 7

80 - 84% - 8

75 - 79% - 3

70 - 74% - 1

65 - 69% - 1

60 - 64% - 1  
55 - 59% - 2  
  
50 - 54% - 0  
45 - 49% - 1  
  
40 - 44% - 1  
  
35 - 39% - 0  
  
30 - 34% - 0


Board Queries  
95 - 100% - 0 (# of students)

90 - 94 % - 3  
  
85 - 89% - 5  
  
80 - 84% - 3  
  
75 - 79% - 9  
  
70 - 74% - 5  
  
65 - 69% - 5  
  
60 - 64% - 2  
55 - 59% - 1  
  
50 - 54% - 0  
45 - 49% - 0  
  
40 - 44% - 0  
  
35 - 39% - 0  
  
30 - 34% - 0

According to board query questions, students seemed to struggle most with the **Financial** quadrant of questions, and were most successful in the **Customer** quadrant.

Attachments:

Attached Files




[S2017\\_Analytical\\_Quantitative](#)



[F2016\\_Analytical\\_Quantitative](#)




[S2016\\_Analytical\\_Quantitative](#)



[F2015\\_Analytical\\_Quantitative](#)



[Analytical\\_Quantitative\\_Miller\\_Spring15](#)



[Analytical\\_Quantitative\\_Miller\\_Fall14](#)

Results: AoL Business Communication Skills

Goal/Objective/Outcome Number: 3

Results:

F2016

The PDF entitled "F2016\_Business Communication," measures the demonstration of proficiency in areas such as written, oral and/or visual communication formats.

Overall, the class scored a 72% on Board Query questions, which measures comprehensive understanding of all MBA core courses with regard to the aforementioned skills. Scores ranged from 100% to 40% on the board query questions. Metrics were as follows:

Board Queries	
100%:	1 (# of students)
90%:	3
80%:	10
70%:	8
60%:	4
50%:	3
40%:	1

According to board query questions, students seemed to struggle most with the **Selecting a Communication Medium** but performed well when **Substantiating Core Ideas**.

S2017

The PDF entitled "S2017\_Business Communication," measures the demonstration of proficiency in areas such as written, oral and/or visual communication formats.

Overall, the class scored a 74% on Board Query questions, which measures comprehensive understanding of all MBA core courses with regard to the aforementioned skills. Scores ranged from 100% to 60% on the board query questions. Metrics were as follows:

Board Queries	
100%:	1 (# of students)
90%:	3
80%:	8
70%:	16
60%:	4
50%:	0
40%:	0

According to board query questions, students seemed to struggle most with the **Selecting a Communication Medium** but performed well when **Structuring Business Communication**.

Attachments: Attached Files

- [S2017\\_Business Communication](#)
- [F2016\\_Business Communication](#)
- [S2016\\_Business Communication](#)
- [S2016\\_Business Communication](#)
- [F2015\\_Business Communication](#)
- [F2015\\_Business Communication](#)

Results: AoL Critical Thinking Report

Goal/Objective/Outcome Number: Goal 4

Results:

F2016

The PDF entitled "F2016\_CCT and Decision Making," measures the demonstration of proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions. Overall, the class scored a 80% on the Capsim Balance scorecard, which measures success within the simulation, and a 77% on Board Query questions (higher than the 67% score from F2015), which measures comprehensive understanding of content from all MBA core courses. Scores ranged from 93% to 51%, on the balanced scorecard, and 93% to 54%on the board query questions. Metrics were as follows:

Balanced Scorecard:

- 95 - 100% - 0
- 90 - 94% - 2
- 85 - 89% - 13
- 80 - 84% - 4
- 75 - 79% - 4
- 70 - 74% - 3
- 65 - 69% - 0
- 60 - 64% - 1
- 55 - 59% - 1
- 50 - 54% - 1
- 45 - 49% - 1
- 40 - 44% - 0
- 35 - 39% - 0
- 30 - 34% - 0

Board Queries

- 95 - 100% - 0 (# of students)
- 90 - 94 % - 5
- 85 - 89% - 6
- 80 - 84% - 6
- 75 - 79% - 2

70 - 74% - 3

65 - 69% - 2

60 - 64% - 3

55 - 59% - 0

50 - 54% - 2

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

According to the balanced scorecard information, students showed great strength in the **Learning and Growth quadrant and Customer quadrant**, and struggled with the **Internal Business Process quadrant**.

According to board query questions, students were successful in **Strategic Analysis**, but struggled with **Identifying Tactics for Building a Competitive Advantage**.

S2017

The PDF entitled "S2017\_Critical thinking\_Decision making," measures the demonstration of proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions. Overall, the class scored a 81% on the Capsim Balance scorecard (up from 78% in S2016), which measures success within the simulation, and a 74% (up from 71% S2016) on Board Query questions, which measures comprehensive understanding of content from all MBA core courses. Scores ranged from 95% to 45% on the balanced scorecard, and 93% to 45% on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 1

90 - 94% - 8

85 - 89% - 8

80 - 84% - 6

75 - 79% - 1

70 - 74% - 2

65 - 69% - 3

60 - 64% - 0

55 - 59% - 1

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0




Board Queries
95 - 100% - 0 (# of students)
90 - 94 % - 5
85 - 89% - 1
80 - 84% - 6
75 - 79% - 4
70 - 74% - 7
65 - 69% - 1
60 - 64% - 2
55 - 59% - 2
50 - 54% - 0
45 - 49% - 3
40 - 44% - 0
35 - 39% - 0
30 - 34% - 0


According to the balanced scorecard information, students showed great strength in the **Customer quadrant** and struggled with the **Financial quadrant**.


According to board query questions, students struggled with **Break Even Analysis**, but were successful in **TQM Break Even Analysis** and **Identifying Strategies**.


Attachments:


Attached Files


 [S2017\\_Critical thinking\\_Decision making](#)

 [F2016\\_Critical Thinking\\_Decision Making](#)

 [S2016\\_Critical thinking\\_Decision making](#)

 [F2015\\_CT and Decision Making](#)

 [CriticalThinking\\_Miller\\_Spring15](#)

 [CriticalThinking\\_Miller\\_Fall14](#)

Results: AoL Cultural Competence Skills

Goal/Objective/Outcome Number: 4, 5

Results:

F2016

The PDF entitled "F2016\_Cultural Competence" measures demonstrations of proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.

Students scored an average of 74% on board query questions, with scores ranging from 100% to 40%. Metrics were as follows:

Board Query Range

95 - 100%: 3 (# of students)
90 - 95%: 0
85 - 89%: 4
80 - 84%: 0
75 - 79%: 12
70 - 74%: 2
65 - 69%: 0
60 - 64%: 5
55 - 59%: 0
50 - 54%: 2
45 - 49%: 2
40 - 44%: 1
35 - 39%: 1

According to the board query questions, students were strongest in **Developing Cross-cultural Knowledge**, but struggled with **Adapting to Cross-Cultural Situations**.

S2017

The PDF entitled "S2017\_Cultural Competence" measures demonstrations of proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.

Students scored an average of 75% on board query questions, with scores ranging from 100% to 38%. Metrics were as follows:

Board Query Range





95 - 100%: 3 (# of students)
90 - 95%: 0
85 - 89%: 10
80 - 84%: 0
75 - 79%: 7
70 - 74%: 2
65 - 69%: 0
60 - 64%: 8
55 - 59%: 0
50 - 54%: 0
45 - 49%: 0

40 - 44%: 0

35 - 39%: 3

According to the board query questions, students were strongest in **Developing Cross-cultural Knowledge**, but struggled with **Adapting to Cross-Cultural Situations**.

**Attachments:** Attached Files

-  [S2017\\_Cultural Competence](#)
-  [F2016\\_Cultural Competence](#)
-  [S2016\\_Cultural Competence](#)
-  [F2015\\_Cultural Competence](#)

**Results: AoL Ethics, Legal and/or Social Responsibility Skills**

**Goal/Objective/Outcome Number: 2**

**Results:**

**F2016**

The PDF entitled "F2016\_Ethics Legal" measures demonstrations of proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.

Students averaged 64% on the board query questions, with scores ranging from 91% to 28%. Metrics were as follows:

Board Query Range

95 - 100%: 0 (# of students)

90 - 95%: 1

85 - 89%: 2

80 - 84%: 0

75 - 79%: 6

70 - 74%: 6

65 - 69%: 1

60 - 64%: 0

55 - 59%: 2

50 - 54%: 4

45 - 49%: 6

40 - 44%: 1

35 - 39%: 0

30 - 34%: 0

25 - 29%: 1

According to the board query question results, students struggled most with select components **Identifying Primary Stakeholders** and had success with **Inspect Consequences of Alternatives**.

S2017

The PDF entitled "S2017\_Ethics Legal" measures demonstrations of proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.

Students averaged 69% on the board query questions, with scores ranging from 100% to 38%.

Metrics were as follows:

Board Query Range

95 - 100%: 1 (# of students)

90 - 95%: 5

85 - 89%: 1

80 - 84%: 0

75 - 79%: 2

70 - 74%: 7

65 - 69%: 3

60 - 64%: 8

55 - 59%: 0

50 - 54%: 2

45 - 49%: 3

40 - 44%: 0


35 - 39%: 1

According to the board query question results, students struggled most with **Identifying Alternative Courses of Action**, and had success with **Inspecting Consequences of Alternatives** and **Investigating Ethical Issues**.

Attachments:

Attached Files

 [S2017\\_Ethics\\_Legal](#)

 [F2016\\_Ethics](#)

 [S2016\\_Ethics\\_Legal](#)

 [F2015\\_Ethics Legal](#)

Results: AoL Full Report

Goal/Objective/Outcome Number: Goal 1, 4

Results:

**Fall 2016**

The PDF entitled "F2016\_Full Report" shows an overall analysis of the seven Learning Goal Modules that were implemented within the Capsim program: Analytical and/or Quantitative Skills, Critical-thinking and/or Decision-making skills, Functional Knowledge Application skills, Teamwork and/or Leadership Skills, Ethics, Legal and/or Social Responsibility Skills, Business Communication Skills, Cultural Competence Skills.

According to the results, students averaged the following scores in each category:

Analytical and/or Quantitative Skills: 79% (up from 77%)

Critical-thinking and/or Decision-making skills: 79% (up from 75%)

Functional Knowledge Application Skills: 80% (up from 76%)

Teamwork and/or Leadership Skills: 78% (up from 76%)

Ethics, Legal, and/or Social Responsibility Skills: 64% (up from 59%)

Business Communication Skills: 72% (down from 73%)

Cultural Competence Skills: 74% (up from 70%)

**Spring 2017**

The PDF entitled "S2017\_Full Report" shows an overall analysis of the seven Learning Goal Modules that were implemented within the Capsim program: Analytical and/or Quantitative Skills, Critical-thinking and/or Decision-making skills, Functional Knowledge Application skills, Teamwork and/or Leadership Skills, Ethics, Legal and/or Social Responsibility Skills, Business Communication Skills, Cultural Competence Skills.

According to the results, students averaged the following scores in each category:

Analytical and/or Quantitative Skills: 79% (up from 77%)

Critical-thinking and/or Decision-making skills: 80% (up from 78%)

Functional Knowledge Application Skills: 80% (up from 77%)

Teamwork and/or Leadership Skills: 80%

Ethics, Legal, and/or Social Responsibility Skills: 69% (down from 71%)

Business Communication Skills: 74% (down from 76%)

Cultural Competence Skills: 75% (down from 80%)

Overall, the full report shows that students struggle most with **Ethics, Legal and/or Social Responsibility Skills**.

**Attachments:** Attached Files

 [S2017\\_Full Report](#)

 [F2016\\_Full Report](#)

 [S2016\\_Full Report](#)

 [F2015\\_Full Report](#)

 [AoLFullReport\\_Miller\\_Spring15](#)

 [AoLFullReport\\_Miller\\_Fall14](#)

**Results: AoL Functional Knowledge Report**

**Goal/Objective/Outcome Number:** Goal 1

**Results:**

Fall 2016

The PDF entitled "F2016\_Functional Knowledge App" measures demonstrated proficiency in the functional areas of business such as finance, accounting, marketing, operations, and human resources, as well as the capacity to synthesize and apply this functional knowledge.

Students scored an average of 80% on the balanced scorecard (up from 78% in F2015), which measures overall performance on the simulation as a whole, and 81% on board query questions up from 75% in F2015), which measures comprehensive understanding of content from all of the MBA core classes.

The balanced scorecard scores ranged from 93% to 51%, and the board query scores ranged from 96% to 59%. Metrics are as follows:

Balanced Scorecard:

- 95 - 100% - 0
- 90 - 94% - 2
- 85 - 89% - 13
- 80 - 84% - 4
- 75 - 79% - 4
- 70 - 74% - 3
- 65 - 69% - 0
- 60 - 64% - 1
- 55 - 59% - 1
- 50 - 54% - 1
- 45 - 49% - 1
- 40 - 44% - 0
- 35 - 39% - 0
- 30 - 34% - 0

Board Queries

- 95 - 100% - 3 (# of students)
- 90 - 94 % - 1
- 85 - 89% - 6
- 80 - 84% - 10
- 75 - 79% - 4
- 70 - 74% - 3
- 65 - 69% - 1
- 60 - 64% - 1
- 55 - 59% - 1



50 - 54% - 0  
45 - 49% - 0  
  
40 - 44% - 0  
  
35 - 39% - 0  
  
30 - 34% - 0

According to balanced scorecard information, students struggled with the Internal Business Process quadrant, and performed well in the Learning and Growth, and Customer quadrants. According to board query responses, students struggled most with the **Effects of Change in Depreciation Expense on Financial Statements**, and did well with **DuPont Analysis, Calculating Ratios from the Annual Report, Identifying Fixed & Variable Costs, Calculating Productivity Impact, and Calculating Training Costs**.

**Spring 2017**

The PDF entitled "S2017\_Functional Knowledge\_Application" measures demonstrated proficiency in the functional areas of business such as finance, accounting, marketing, operations, and human resources, as well as the capacity to synthesize and apply this functional knowledge.

Students scored an average of 81% (up from 80% in S2065) on the balanced scorecard, which measures overall performance on the simulation as a whole, and 78% (up from 75% in S2016) on board query questions, which measures comprehensive understanding of content from all of the MBA core classes.

The balanced scorecard scores ranged from 95% to 45%, and the board query scores ranged from 92% to 61%. Metrics are as follows:

Balanced Scorecard:

95 - 100% - 1  
90 - 94% - 8  
85 - 89% - 8  
80 - 84% - 6  
75 - 79% - 1  
70 - 74% - 2  
65 - 69% - 3  
60 - 64% - 0  
55 - 59% - 1  
50 - 54% - 1  
45 - 49% - 1  
40 - 44% - 0  
35 - 39% - 0  
30 - 34% - 0

Board Queries
95 - 100% - 0 (# of students)
90 - 94 % - 5
85 - 89% - 4
80 - 84% - 4
75 - 79% - 5
70 - 74% - 8
65 - 69% - 4
60 - 64% - 1
55 - 59% - 1
50 - 54% - 0
45 - 49% - 0
40 - 44% - 0
35 - 39% - 0
30 - 34% - 0

This semester, according to balanced scorecard information, students struggled most with the **Financial** quadrant of questions, and were strongest in the **Customer** quadrant. According to board query questions, students did well with **Understanding the Accounting Equation** and **Identifying Fixed vs. Variable Costs**, and struggled with the **Effects of Change in Depreciation Expense on the Financial Statements**.

- Attachments:** Attached Files
- [S2017\\_Functional Knowledge\\_Application](#)
  - [F2016\\_Functional Knowledge](#)
  - [S2016\\_Functional Knowledge\\_Application](#)
  - [F2015\\_Functional Knowledge App](#)
  - [FunctionalKnowledge\\_Miller\\_Spring15](#)
  - [FunctionalKnowledge\\_Miller\\_Fall14](#)

**Results: COBSSC Student Satisfaction for Academic Advising Services Survey (Spring 2015)**

**Goal/Objective/Outcome Number:**

Goal 2. We will more effectively provide information about business student organizations to our advisees and other interested students.

**Results:**

COBSSC Student Satisfaction for Academic Advising Services Survey (Spring 2015) (Goal 2) indicated that 95% of the 100 student responses were either Very Satisfied or Satisfied in response to the question: “The College of Business Student Success Center staff members encourage my involvement in student business organizations.” This is an increase from 81% Very Satisfied or Satisfied responses during the 2014 survey cycle.

- Attachments:** Attached Files
- [COB Student Bus Orgs\\_2014-15](#)

**Results: Communicate**

**Goal/Objective/Outcome Number:** Goal 2

**Results:**

Goal 2 has been achieved

- Focused COB interns by developing and funding a internship website [www.ttuinterns.com](http://www.ttuinterns.com) which was promoted at the COB Fall annual meeting . (Enrollment)

**Attachments:****Results: Eagles Excel Fall 2014 and Spring 2015 reports****Goal/Objective/Outcome Number:**

Goal 3. We will use the Education Advisory Board's "Student Success Collaborative Platform" to develop an intervention and academic support program for at-risk Basic Business students.

**Results:**

Eagles Excel Fall 2014 and Spring 2015 reports (Goal 3) indicated a positive gain in overall GPA for participating students in both semesters. Noted challenges included lower-than-desired participation numbers and difficulty in getting students to accurately self-report personal progress.

**Attachments:****Results: Eagles Excel Participation**

**Goal/Objective/Outcome Number:** Goal 2: Eagles Excel Participation

**Results:****Attachments:****Results: End of Year Survey**

**Goal/Objective/Outcome Number:** 1 - 5

**Results:**

A summary of survey results for F2016 and S2017 follow:

**Fall 2016 - 13 Responses**

1. My MBA experience has strengthened my communication skills - 6.0/7
2. My MBA experience has strengthened my ability to analyze complex case material - 6.33/7
3. My MBA experience has broadened my understanding on the management function in business - 6.33/7
4. My MBA experience has strengthened my ability to respond to changing technology - 5.67/7
5. My MBA experience has strengthened my ability to make decisions after proper analysis - 6.25/7
6. As a result of my MBA experience, I believe that I will be a more competent manager - 6.67/7
7. As a result of my MBA experience, I believe that I can better handle complex ethical issues in business - 5.50/7
8. As a result of my MBA experience, I am more sensitive to the legal, social and political environments within which business operates - 6.08/7
9. As a result of my MBA experience, I will be better able to make a positive contribution to my future employer's business - 6.67/7
10. As a result of my MBA experience, I believe my job opportunities have been enhanced - 6.67/7
11. If you could change one thing about the MBA program, what would it be?

- If you could change one thing about the MBA program, what would it be?
- Their isn't really anything that warrants change within the MBA program. I completely enjoyed my experience in the program at TTU.
- Fewer group projects--often, one or two people carry the bulk of the work. In one group, my partner had apparently stopped signing in to the class, but didn't withdraw. The professors allowed us to rate participation, so it wasn't the grading aspect that I found irritating-just the time I wasted trying to contact these people.
- lack of scholarships for online/distance learning students
- Better access to on campus classes
- The online program was pretty terrible from a learning experience. I would have really liked some type of synchronous lectures or learning opportunities. Pre-recorded lectures and powerpoints from 10 years ago? I can get those from YouTube. Give me a learning experience! Simulations scratched that itch, but not nearly enough.
- The senior class (BMGT 6950) is not helpful. To be clear, Dr.Miller was very helpful, but the simulation is not technologically advanced. It also has very little material on Ethical issues, but the last test (which you must get a great grade on to pass) is full of Ethical questions that have never been mentioned before. I understand TTU needs a simulation like this for accreditation, but there has to be a better version. Really ruined my whole experience because before that class, I was singing TTU MBA praises.
- offer a course solely dedicated to deciphering all financial statements, an in-depth analysis if you will.
- There is almost nothing on business ethics, with the exception of material on ENRON
- No more CompXM!
- The capstone class was very helpful! However, the Professor is not. I would make the teachers have a standard way of presenting the class. Because this was online, having a week by week schedule of things to come was very helpful, but not always provided by every teacher.

## 12. What is the single-most outstanding aspect of the MBA program?

- The professors that teach in the MBA is the most outstanding aspect of the program. Their knowledge and real-life experience has proven invaluable in my personal and professional life.
- The professors! With only a few exceptions, the professors were absolutely extraordinary.
- That it could all be done online, at my pace in terms of class load
- The program management's flexibility and welcoming attitude
- Simulations
- Faculty. I took all of my classes online but I never felt like my professors didn't know me or were not willing to take time for me. Dr. Timmerman and Dr. Miller and Dr. Pharr were all excellent.
- simulated business challenges
- Teachers take an active role with students and are very approachable
- Flexibility of coursework
- Faculty and Administration
- The director of the program was helpful and provided great guidance as I mapped out my program.
- It was very convenient and the teachers were great

## Spring 2017 - XX Responses

1. My MBA experience has strengthened my communication skills - XX/7
2. My MBA experience has strengthened my ability to analyze complex case material - xx/7
3. My MBA experience has broadened my understanding on the management function in business -xx/7
4. My MBA experience has strengthened my ability to respond to changing technology - xx/7
5. My MBA experience has strengthened my ability to make decisions after proper analysis - xx/7
6. As a result of my MBA experience, I believe that I will be a more competent manager - xx/7
7. As a result of my MBA experience, I believe that I can better handle complex ethical issues in business - xx/7
8. As a result of my MBA experience, I am more sensitive to the legal, social and political environments within which business operates - xx/7
9. As a result of my MBA experience, I will be better able to make a positive contribution to my future employer's business - xx/7
10. As a result of my MBA experience, I believe my job opportunities have been enhanced -xx/7
11. If you could change one thing about the MBA program, what would it be?
12. What is the single-most outstanding aspect of the MBA program?

### Attachments: Attached Files

-  [Summary of Responses \(S15\)](#)
-  [S2016 MBA Exit Interview](#)
-  [M2015 MBA Studies Exit Interview - Google Forms](#)
-  [F2015 MBA Studies Exit Interview - Google Forms](#)
-  [Exit Interviews F2014](#)

## Results: Enhance TTU

### Goal/Objective/Outcome Number: Goal 7

#### Results:

- Goal 7 has been achieved. \
- Tennessee Aquarium. TTU's iCube developed a unique partnership with the Tennessee Aquarium, allowing us to collaborate with their staff to develop several projects. Our most recent creation was the game River Ecosystem Conservation. Virtual reality technology and a team representing over 8 different fields of study combined to construct a truly immersive educational experience, allowing students the ability to witness first-hand effects of pollution on the condition of life within a stream once it has been affected by an event, such as being contaminated by runoff from a nearby construction site. Currently viewable on the Oculus Rift, the "swimmer" can jump out of the stream to discover what caused the deterioration of the indicator species now floating on top of the water, and choose to implement change to correct the issues and bring them back to life. Upon returning to the water, the student can observe the positive, negative, or neutral effect their choice made to the underwater ecosystem, allowing them to comprehend the importance of conservation efforts. This partnership has also resulted in the world's first "tweeting eel," a display for the aquarium designed to send messages to Twitter whenever their electric eel emits a certain voltage, combining electrical engineering and business communication tools to give the eel a voice through social media. Other projects involving iCube student interns and staff

include the High-Tech Animal Tracker program using beacon technology, and the award-winning Aquarium marketing app. Work has already begun on a new project using GIS mapping to identify and track endangered species of fish in the Aquarium watershed using an interactive mapping system to be used by TNACI, the Tennessee Aquarium Conservation Institute. [www.tnaqua.org/newsroom](http://www.tnaqua.org/newsroom) (Multidisciplinary)

- University collaborative efforts included several new partnerships at TTU iCube with History, Art, Engineering, Nursing, Environmental Studies, Athletics and Computer Science. (Multidisciplinary)
- Contributions to the STEM Center, producing Apps and participating in seminars and formal STEM grants. (Multidisciplinary)
- Launched an Oculus Rift project for LIFT (Lightweight Innovations for Tomorrow), an innovative education and workforce development project targeted at middle school students to allow them to play a virtual reality game within a simulated car factory. Players will find that only by choosing lightweight manufacturing materials will their car operate at 100%, sparking interest for young minds to join the nationwide initiative of reaching 55 miles per gallon by 2025. (Multidisciplinary)
- Developed an Oculus Rift project for the Traffic Safety Industry. The simulation demonstrates the amount of time it takes for a truck to stop after slamming on its breaks when compared to the average car, and another to display the proper way to pass one of these trucks safely by staying out of the “no zones.” (Multidisciplinary)
- Implemented marketing for several innovative companies: Thermofield-harnessing the power of heat to fight cancer including developing a web site placing second in a regional venture capital competition; and ARRCO-- innovative air remanufacturing company. (Tech in Teaching)

**Attachments:**

**Results: Goal 8- Personnel**

**Goal/Objective/Outcome Number:** Goal 8

**Results:**

Goal 8 has been achieved.

All full time employees participated in career enhancing activities either offered by Governor’s Highway Safety Office, TBR, or TTU during this year.

**Attachments:**

**Results: Ongoing Research**

**Goal/Objective/Outcome Number:** Goal 4

**Results:**

Goal 4 has been achieved.

- Achieved goal by exceeding expectations of all ongoing research projects.

**Attachments:**

**Results: Program Goal 2**

**Goal/Objective/Outcome Number:** Program Goal 2

**Results:**

In Fall 2015, 21 students signed up for a special accounting-focused UBUS 1020 section.

- 85.7% of those students matriculated for the Spring 2016 semester.
- 81% have registered for the Fall 2016 semester.
- 71% are still listed as Basic Business.

18 students have registered for the Fall 2016 accounting-focused section of UBUS 1020.



Enrollment for Fall 2017 was 20 students and in Fall 2018 was 27 students. The original intent was to offer a section focused on accounting for freshmen who had pre-identified as wanting to be accounting majors. In the first section of the course (Fall 2015), the goal was more or less achieved. However, in subsequent sections, the demographic was more mixed and the goal of creating a section populated with pre-accounting majors was not achieved. We believe this is primarily due to the fact that freshmen are choosing their UBUS section based on scheduling convenience rather than based on area of interest. In addition, recent changes in the College of Business with respect to changing the way freshmen are classified with respect to their chosen major will render the need for a special section of UBUS 1020 as unnecessary. Beginning in Fall 2018, the Department will no longer offer a special accounting-focused section of UBUS 1020.

#### Attachments:

### Results: SOAR Evaluation

#### Goal/Objective/Outcome Number:

Goal 4. We will assess our College of Business programs as part of the Summer Orientation, Advisement, and Registration (SOAR) event.

#### Results:

SOAR Evaluation (Goal 4) results showed positive responses by our 93 participants to both College of Business events during SOAR. 95% responded Strongly Agree or Agree to the usefulness of the Day 1 Academic Department meeting presentation, and 93% responded Strongly Agree or Agree to their satisfaction with their resulting Fall 2015 class schedule.

#### Attachments:

Attached Files

 [SOAR2015\\_Evaluation\\_Results](#)

### Results: Secure Funding

#### Goal/Objective/Outcome Number: Goal 5

#### Results:

Goal 5 has been achieved.

- Governor's Highway Safety Office. Continued strong business technology and research leadership implementing a comprehensive marketing campaign for the Governor's Highway Safety Office with a \$428,000 grant funded by NHTSA ([www.TnTrafficSafety.org](http://www.TnTrafficSafety.org)). Highlights in 2015 include implementing a statewide high school traffic safety awards program generating participation from 136 schools responsible for driving over 376 traffic safety events in Tennessee [www.ReduceTNcrashes.org](http://www.ReduceTNcrashes.org), and the development of an innovative Teen Driver Alert Zone app summarizing 6 years of traffic crash data into heat maps marking the 5 most dangerous intersections in selected Tennessee cities. With \$142,068 in support from the Governor's Highway Safety Office, Ollie Otter's Seatbelt and Booster Seat Safety Program has now impacted over 700,000 children from 31,286 classrooms in schools representing all 95 counties. The innovative infrastructure of the website at [www.seatbeltvolunteer.org](http://www.seatbeltvolunteer.org) allowed the project logistics to run smoothly and effectively, and the program has been adopted in 7 other states. The GHSO project showcases Tennessee Tech to the state and national Traffic safety industry leaders including National Highway Traffic Safety Administration, The Governors Highway Safety Association, Tennessee Highway Patrol and Department of Safety, Training Officer's Association, Tennessee Traffic Records Committee, SADD Administrators, the Commissioner's Council on Injury Prevention, LEL regions and networks, and the Lifesavers Conference Committee. (Multidisciplinary)
- • Developed marketing and educational material for the Tennessee Trucking Foundation and Tennessee Highway Patrol to promote highway safety. (Multidisciplinary)
- • The Center participated in numerous TTU and community activities and responded to many requests for economic development assistance by various community leaders. (Multidisciplinary)
- • Center highlights include excelling in the implementation of a competitive RFP awarding total responsibility for marketing Tennessee Board of Regents – Regents Online Campus Collaborative (ROCC) campaign. The \$3,148,482 project (5 years) includes designing, developing, and implementing 18 innovative marketing tactics for use with all 56 institutions. Activities included statewide television advertising, CD-ROMs, DVD's, print, billboards, Internet, training, marketing analysis, marketing research, public relations, and more. Measurable results include impacting system-wide enrollments over 20,000 students and rebranding to TNeCampus. (Enrollment) [www.rodpc.org](http://www.rodpc.org)
- TBR's Teacher Quality Initiative project involved designing and developing the statewide marketing web site for TBR's new Teacher Quality Project. Project expansion includes traditional marketing for TBR's "Ready-2-Teach" campaign. (Enrollment) [www.ready2teach.org](http://www.ready2teach.org)
- The Center continued work on the TBR's Transfer Pathway project marketing and a Bill and Melinda Gates

Foundation Grant with TBR to implement a system-wide student advising APP. (Enrollment)

- Assisted TTU leaders in marketing Tennessee Automotive Academy - a 60 million dollar strategic initiative. (Multidisciplinary)

**Attachments:**

**Results: Showcase**

**Goal/Objective/Outcome Number:** Goal 3

**Results:**

Goal 3 has been achieved

- Several hundred press releases are shown on [www.ollietotter.com](http://www.ollietotter.com) and through the search for Virtual Reality Conservation or Tennessee Tech Virtual Reality.

**Attachments:**

**Results: Student Learning**

**Goal/Objective/Outcome Number:** Goal 1 - Student Learning

**Results:**

Goal 1 has been achieved.

- Strengthened the COB BusinessMedia Center Internship Program by creating new student marketing and sponsoring 33 student interns exceeding \$10,000. [www.ttuinterns.com](http://www.ttuinterns.com) (Multidisciplinary)

**Attachments:** Attached Files

 [BusinessMedia Center Report](#)

**Results: Support COB**

**Goal/Objective/Outcome Number:** Goal 6

**Results:**

Goal 6 has been achieved

Designed and launched million dollar virtual reality center: TTU iCUBE- imagine, inspire, innovate, a virtual reality space opening tremendous new opportunities for interdisciplinary students to get involved in virtual reality technologies. [www.ttuicube.com](http://www.ttuicube.com) (Tech Infrastructure, Tech Service, Multidisciplinary,Physical Infrastructure)

- Focused COB branding by launching (and funding) digital signage, web site, and College of Business Magazine including iPad version. (Enrollment)
- Focused COB recruitment by developing and funding a recruitment coordinator. (Enrollment)
- Developed and negotiated TTU Electronic Wall project including the filming of TTU major information from the student perspective through senior class projects. (Enrollment)
- Developed and launched “Eagle Works Innovation & Entrepreneurship competition.” Competing were 45 TTU students in 15 majors, divided in to 12 teams in 3 tracks all under one competition. Additionally, over 10 interns (and several employees) from the iCube were worked at the event to ensure its success (filming, audio/video, information technology and other support mechanisms) as well as pre-planning throughout both the Fall and Spring semesters. [www.ttueagleworks.com](http://www.ttueagleworks.com) (Multidisciplinary)
- Organized a trip for contestants of the Eagle Works Innovation & Entrepreneurship competition to Chattanooga, TN to tour the INCubator (the largest business incubator in the state of Tennessee and the 3rd largest in the country ) and meet with and interview real entrepreneurs who are currently residing in the incubator. This trip is intended to provide an opportunity for experiential learning to the contestants. For more information, visit: [www.ttueagleworks.com/incubator-tour](http://www.ttueagleworks.com/incubator-tour) (Technology in Teaching)

**Attachments:**

## Student Organization Information - Update on activity

**Goal/Objective/Outcome Number:** Goal 2 - Student Organization Information

**Results:**

While effective communication with students is a ever-present intention for our Center, this specific goal was related to survey outcomes from a previous year. We developed more updated and accurate print information about our COB student organizations, which were an effective companion piece to updated and improved information on our COB website as well as the creation and use of a college-wide planning calendar on the COB website.

According to our Spring 2019 "Student Satisfaction Survey for Academic Advising Services," 92% of our respondents (n=41) indicated they Strongly Agreed or Agreed that advisors "encourage my involvement in student business organizations."

**Attachments:**

## Modifications and Continuing Improvement to Goals/Objectives/Outcomes

### 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**

- To address poor performance in ETS content areas of Quantitative Business Analysis and International Issues, sequencing of the core Business Analytics course and a core class with International emphasis will be considered by the Undergraduate Committee in Fall 2019.
- New discipline-specific minors in management, business information technology and analytics, human resources management, and international business along with a certificate in banking will be offered starting in Fall 2019.
- High achievers in the senior exit exams (ETS major field test for business competencies and California Critical Thinking Test) who placed in the 98th or 99th percentiles nationally are now recognized with '*Soaring Eagle*' certificates

**Link to Assessment:**

See Results for Learning Outcome 1 Core Business Competencies

**Link to 'Tech Tomorrow' Strategic Plan:** Experiential Learning  
Programs, Certificates, and Training

### Communication Skills

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

**Program Changes and Actions due to Results:**

**Modifications**

- Improvement in student written and oral communication skills is a major emphasis of the BMGT 3720 Business Communications core class now required of all students. In addition to the Online Writing Tutorial and the GrammORNot App, the course includes technology and media-based learning. These now include AI simulations, virtual meetings, multimedia presentations, email and report writing, and social networking sites. An improved EAGLE Online Writing Tutorial now includes: formatting tips for professional reports; sample business letter and memo formats with explanations; and streamlining explanations of writing tips for quick lessons. With assistance from the TTU Art Department, iCube is continuing to develop new educational games for the COB GrammORNot App available as an online resource for students throughout their degree program(s).
- To improve both student performance and learning goal assessment capabilities, BMGT 3720 now incorporates the use of PitchVantage for capturing student oral presentations beginning Spring 2019. The program offers more options for professional presentations and associated practice sessions. Each presentation generates a checklist evaluation with speaking tips tailored to the individual. Videos provide mini lessons, and presenters receive instant feedback from the

simulated audience. The three COB oral communication assessment tools—the individual rubric, the quick checklist, and the team rubric are now used for more robust assessment.

**Link to Assessment:**

See Results for Learning Outcome 4 Written and Oral Communications

**Link to 'Tech Tomorrow' Strategic Plan:** Experiential Learning  
High Impact Practices  
Technology Infused Programs  
Programs, Certificates, and Training

**Critical Thinking Skills**

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

**Program Changes and Actions due to Results:**  
**Modifications**

New Learning Objective 2.2 has been implemented: Students will demonstrate ability to think critically about business issues when making decisions. This objective has been added to Learning Goal 2: Students will be able to apply critical reasoning skills.

- Critical thinking assessments from the prior three semesters indicate a need for systematic intervention and specific changes are now under consideration by the Undergraduate Curriculum Committee and faculty core course coordinators.
- Students' *Numeracy* (the ability to look at numerical information relationships tables, charts, graphs and diagrams with the ability to interpret them), a dimension of critical thinking assessed by CCTST) skills will be strengthened in a number of core classes including introductory accounting class ACCT 2120 in which *Tableau* software generated interactive graphs and charts and tables will be part of the homework assignments. The usage of Bloomberg terminals (source of quantitative data for various business applications) in core business classes is increasing.

**Link to Assessment:**

See Results for Learning Outcome 3 Critical Thinking Skills

**Link to 'Tech Tomorrow' Strategic Plan:** Technology Infused Programs  
Programs, Certificates, and Training

**Ethical Awareness**

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

**Program Changes and Actions due to Results:**  
**Modifications**

- The rubric for assessing ethics scenario has been refined. This rubric was used for assessing the ethics scenario in Fall 2018.
- The results from Fall 2018 ethics scenario further verify the need for systematic interventions pertaining to this objective and specific dimension within the context of the BSBA program. The core classes in which ethical issues will be addressed and ethical awareness is being reinforced are being identified. COB faculty will develop strategies for addressing the *identifying stakeholders* dimension of the rubric in the core classes.
- An Ethics Framework which provides guidance for ethical decision making has been added to the Student Resources section on College of Business website.

**Link to Assessment:**

See Results for Learning Outcome 2 Ethical Awareness

**Link to 'Tech Tomorrow' Strategic Plan:** Experiential Learning  
Programs, Certificates, and Training

**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

- With the enrollment declines in the last three consecutive years due largely to factors beyond the control of COB (e.g., *Tennessee Promise, decline international student enrollment*), the feasibility of attaining the goal of increasing enrollment is under evaluation. Alternative goals such increasing retention are under consideration.
- New discipline-specific minors in management, business information technology and analytics, human resources management, and international business along with a certificate in banking will be offered starting in Fall 2019.
- There is also an increase in the number of visits by CoB representatives to targeted high schools in the state to build relationships and increase the visibility of CoB in those high schools. These efforts are expected to result in stabilizing the enrollment and drive future growth.
- The College of Business is making changes to its website to produce a website that speaks to potential students and their families and advocate for why you should come to Tech and earn a degree in business.
- The recruiting staff for TTU Office of Admissions were invited to visit Johnson on August 7, 2019 The purpose is to “showcase” the College and give these recruiters talking points to use in representing the College of Business to future students.

Link to Assessment:

See Results for Program Goal 2

Link to 'Tech Tomorrow' Strategic Plan: Experiential Learning  
High Impact Practices  
Technology Infused Programs  
Programs, Certificates, and Training

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.

- Concomitant with the new Tech Tomorrow (university) and College of Business strategic plans, experiential and contextual learning opportunities including internships, competitions, simulations, and student (company) advisory boards are being increased.
- New discipline-specific minors in management, business information technology and analytics, human resources management, and international business along with a certificate in banking will be offered starting in Fall 2019.

Link to Assessment:

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

Link to 'Tech Tomorrow' Strategic Plan: Experiential Learning  
Technology Infused Programs  
Programs, Certificates, and Training

New Admissions and Exit Surveys

Goal/Objective/Outcome Number: 1

Program Changes and Actions due to Results:

A new admissions survey has been developed for incoming students, and the program's traditional exit survey has been updated to parallel the questions included on the new admissions survey. Changes include the following:

- Framing of questions on both surveys to allow for "before" and "after" comparisons.
- Inclusion of "current employment status" on Admissions/Exit Survey
- Inclusion of "duration in current position" on Admissions/Exit Survey
- Inclusion of salary information on Admissions/Exit Survey
- Inclusion of open-ended "why are you pursuing your MBA?" on Admissions Survey
- Inclusion of "quality of content delivery online" on Exit Survey

- Inclusion of "consistency of quality of online courses" on Exit Survey
- Inclusion of "personal contact email" on Exit Survey

We believe that the implementation of these revised surveys will provide better "before and after" data for internal use.

#### **Link to Assessment:**

Attached Files

 [S2018](#)

 [S2018](#)

**Link to 'Tech Tomorrow' Strategic Plan:** Dynamic Long-term Budget  
High Impact Practices

## **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:**

- Concomitant with the new Tech Tomorrow (university) and CoB strategic plans, experiential and contextual learning opportunities including internships, competitions, simulations, and student (company) advisory boards are being increased.
- During 2019-2020 discipline-based MBA concentrations will be eliminated and replaced with market-relevant certificates (e.g. information technology and security, banking and financial services, and healthcare administration). Consequently, while MBA and MAcc enrollment will be effected by economic, geopolitical, and other factors, we anticipate that an innovative market-driven approach will both increase programmatic value and result in increased enrollments.

#### **Link to Assessment:**

See Results for Program Goal 1

**Link to 'Tech Tomorrow' Strategic Plan:** Adult Learners  
Programs, Certificates, and Training

## **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**

- Increased use of Bloomberg Terminals by faculty in College of Business courses is being promoted.
- Faculty development has been broadened to include professional development activities such as conducting training, serving on professional boards, seeking terminal degrees such as doctoral degrees, professional engagements and seeking industry recognized certifications.
- The criteria for Practice Academic (PA) was revised in Spring 2019 to better clarify and convey the distinction between faculty qualification as an SA or PA. Practice Academic classification is intended for faculty members predominately engaged in the sustaining professional engagement activities associated with PA qualification. As a consequence of this change, not all SA faculty would be qualified under the PA qualification standard.
- COB is supporting a lecturer to pursue her doctorate in economics.
- Six full time faculty positions created due to program needs and retirements have been requested in the 2019-20 budget request.

#### **Link to Assessment:**

See Results for Program Goal 3

**Link to 'Tech Tomorrow' Strategic Plan:** Programs, Certificates, and Training

## **Team Skills**

**Goal/Objective/Outcome Number:** Student Learning Outcome 5

#### **Program Changes and Actions due to Results:**



- The performance on *Conflict* dimension of team skill which has not met the benchmark is being targeted for intervention. Additional data that breaks down the performance relating to positive and negative aspects of Conflict is being analyzed.
- Other than the Capstone Strategy class, courses in Marketing and Decision Sciences also have incorporated the use of TeamMate to provide students with more opportunities to get feedback about their team skills.
- Faculty shared ideas on how to improve students’ performance in these individual- and team-level dimensions during a Lunch and Learn session in Spring 2018.

**Link to Assessment:**

See results for Student Learning Outcome 5

**Link to 'Tech Tomorrow' Strategic Plan:** Experiential Learning  
Technology Infused Programs  
Programs, Certificates, and Training