

BSBA:2018-2019

Definition of Unit

Providing Department:

DS and Management & Economics, Finance and Marketing

Department/Unit Contact:

Dr. Ramachandran Natarajan

Mission/Vision Statement:

College of Business

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

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

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

Program Goal 1: Program Initiatives

Define Goal:

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

Intended Outcomes / Objectives:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 1: Program Initiatives

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.

RELATED ITEM LEVEL 2

Results 1: Program Initiatives

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	<ol style="list-style-type: none">1. Collegiate Advisory Board in Banking has been expanded to include American Bank and Trust and Progressive Bank in Cookeville.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.

		<ol style="list-style-type: none"> 3. The internship program website has been redesigned. 4. A new Associate Director for Professional Development was hired. Student to Career (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.
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Attachments:

RELATED ITEM LEVEL 3

Program Initiatives

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

Program Goal 2: Increase Enrollments

Define Goal:

Increase enrollments and provide financial support for enrolled students.

Intended Outcomes / Objectives:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 2: Increase Enrollments

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.

RELATED ITEM LEVEL 2

Results 2: Increase Enrollments

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">• Activities to promote enrollment• Financial support for enrolled students• Enrollment data (see Table 2)	1. Organized several on-campus recruitment and promotion events such as <i>back to school bash, block party</i> publicizing the academic and professional opportunities to non-business students on campus.

	<p>2. COB participates regularly in <i>SOAR, Community Day, Family Weekend, 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 TTU Political Science Department. on</p>
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	<p>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 <i>% of TTU</i>	1,296 12.57	1,258 12.84	1,270 13.46	1168 12.48	1115 12.38	-11.4	-4.5
TTU Graduate	1,025	1,099	1055	1139	1180	7.4	3.6
COB Graduate* <i>% of TTU</i>	178 17.37	212 19.29	212 20.09	245 21.51	218 19.50	2.8	-11.0
TTU Undergraduate International	1102	818	567	416	278	-66.0	-33.0
COB Undergraduate International	182	119	84	67	54	-54.6	-19.4
TTU Graduate 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 Fall 2017 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:

RELATED ITEM LEVEL 3

Increase Enrollments

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

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:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 3: Strong Faculty

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.

RELATED ITEM LEVEL 2

Results 3: Strong Faculty

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"> • Faculty • Resources for faculty support 	<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> <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.</p>

Attachments:

RELATED ITEM LEVEL 3

Strong Faculty

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

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:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 4: Business Core Skills and Knowledge

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 benchmarks for the content are scores are the national mean percentages of correct answers of ETS.
- Course-embedded assessments. A rubric based on three dimensions of Bloom’s taxonomy was developed. Two questions that reflected core knowledge in a discipline and aligned to each dimension were embedded in selected core classes. The benchmark was at least 75% of students will answer both questions correctly

RELATED ITEM LEVEL 2

Results 4: Business Core Skills and Knowledge

Results:

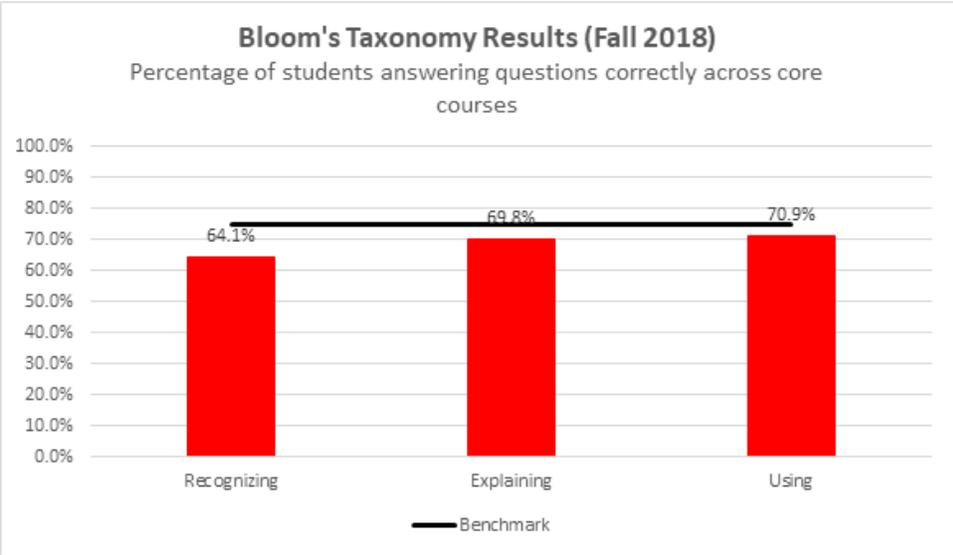
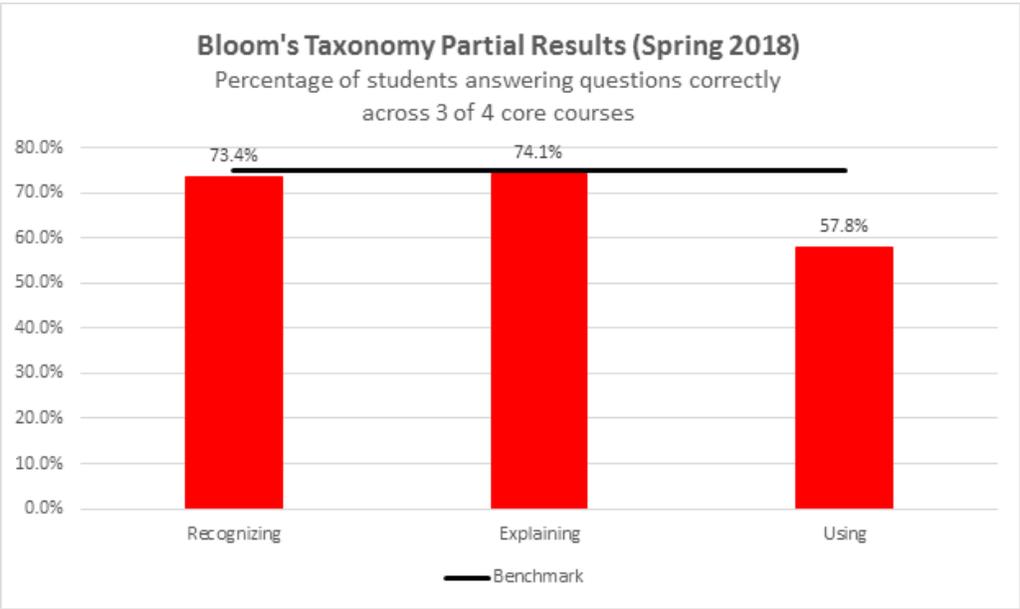
Learning Outcome 1 - Business Core Skills and Knowledge

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:

RELATED ITEM LEVEL 3

Business Core Skills and Knowledge

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

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:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 5: Ethical Awareness

Frequency of Assessment:

Annually or according to assessment 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).

RELATED ITEM LEVEL 2

Results 5: Ethical Awareness

Results:

Learning Outcome – Ethical Awareness

Chart 1 (Fall 2018)

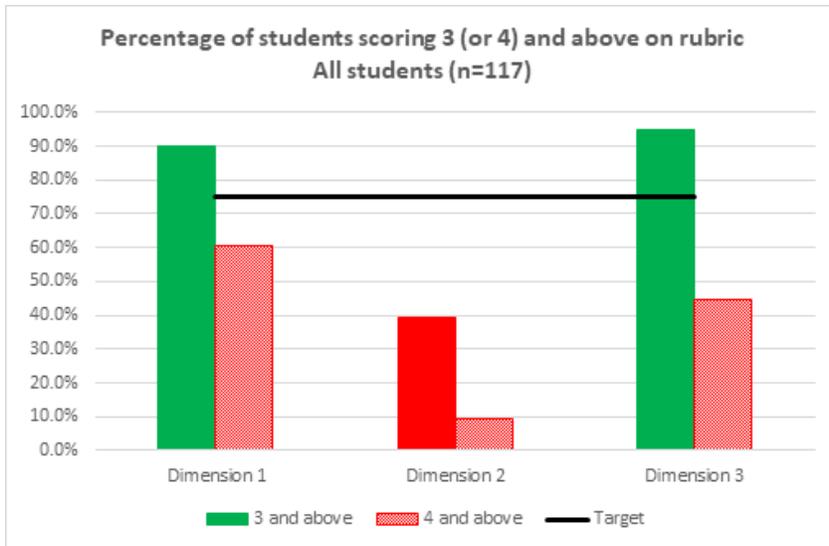


Chart 2 (Fall 2018)

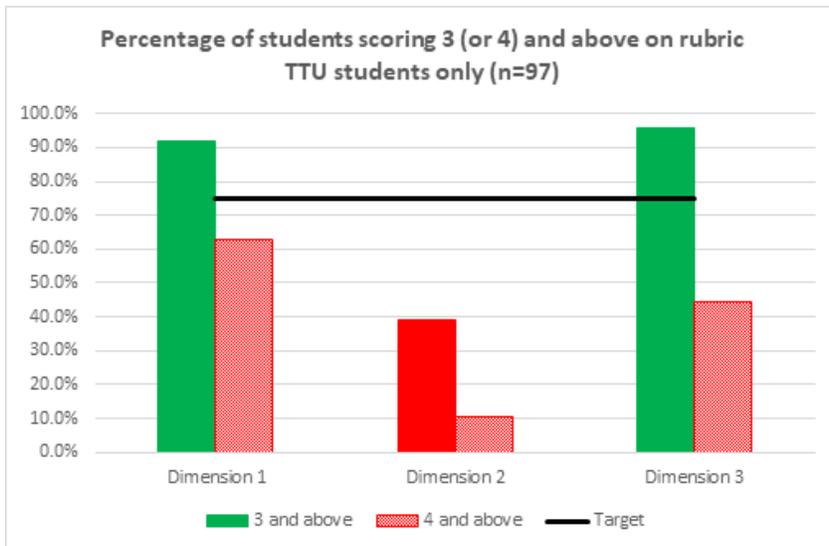
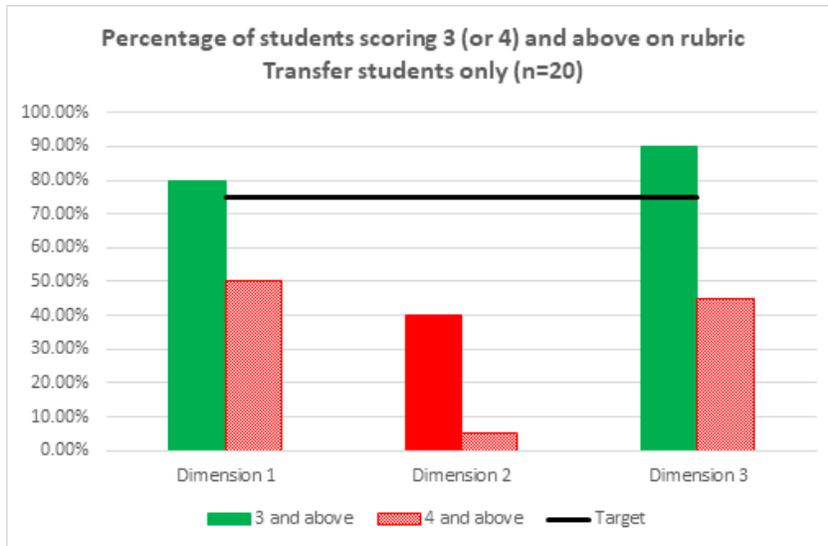


Chart 3 (Fall 2018)



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:

RELATED ITEM LEVEL 3

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

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:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 6: Critical Thinking Skills

Frequency of Assessment:

CCTST Exit Exam results are collected each Fall and Spring semseters. 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

- 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.

RELATED ITEM LEVEL 2

Results 6: Critical Thinking Skills

Results:

Learning Outcome – Critical Thinking

Chart 1

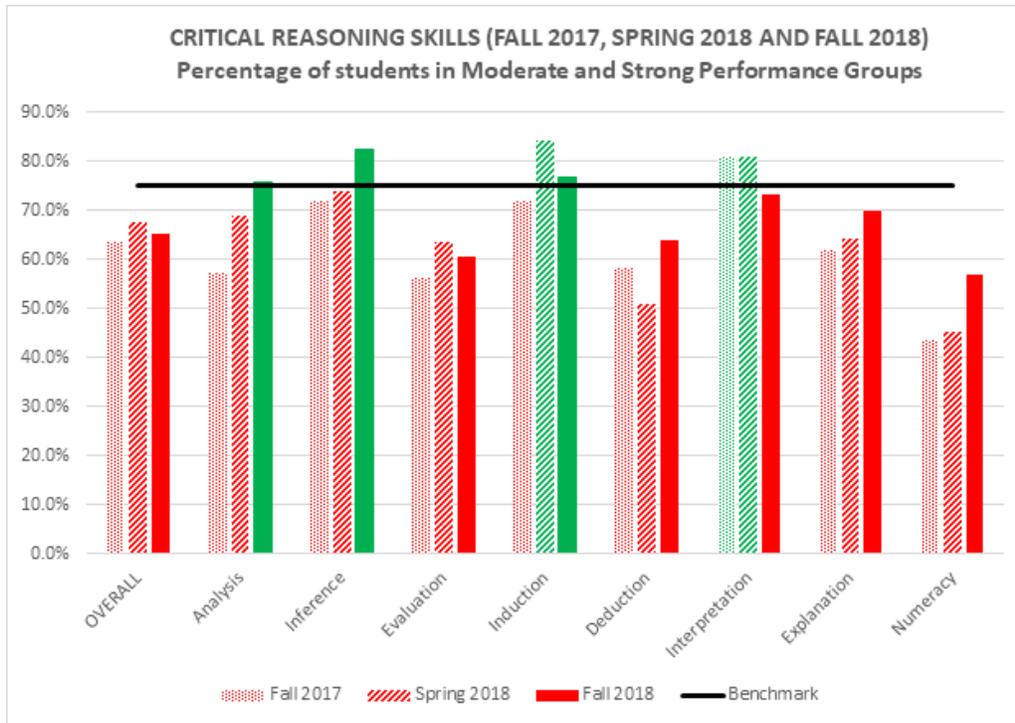
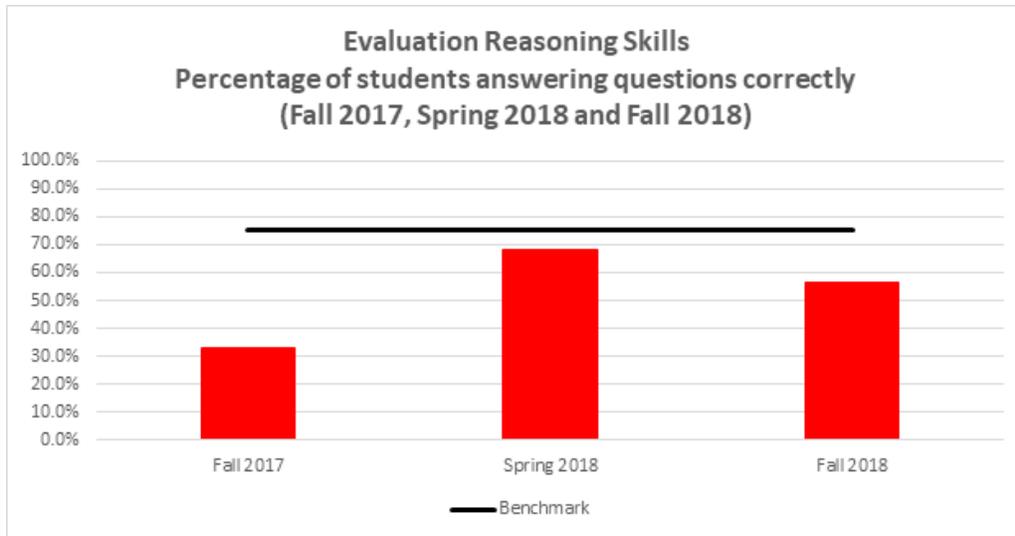


Chart 2



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:

RELATED ITEM LEVEL 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

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:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 7: Communication Skills

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.

RELATED ITEM LEVEL 2

Results 7: Communication Skills

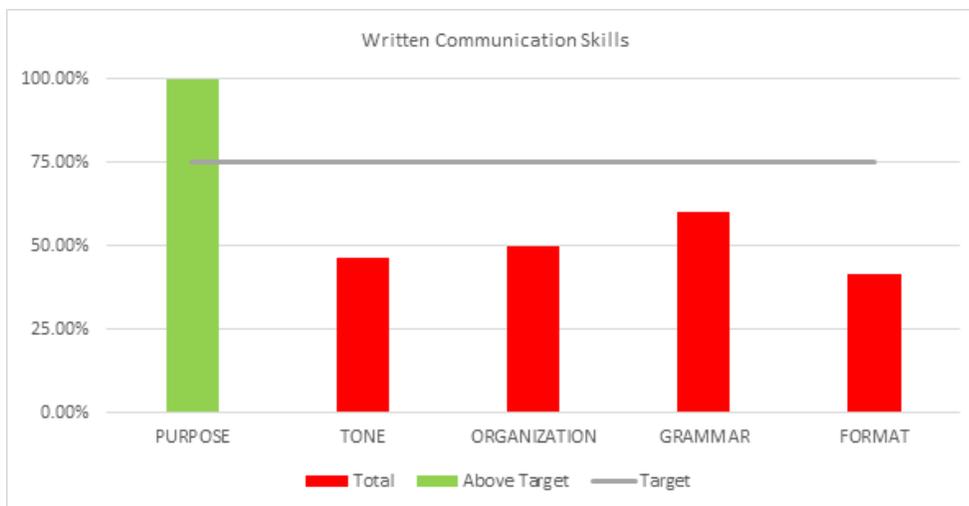
Results:

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

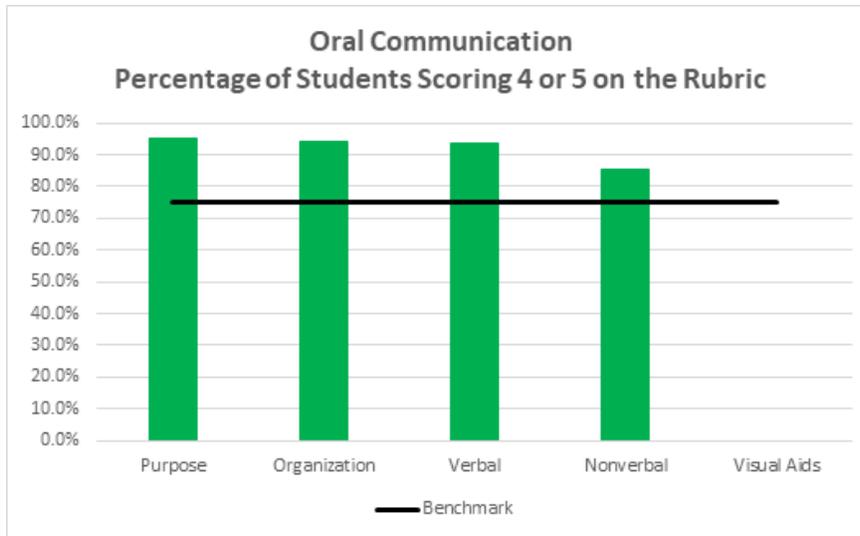
below the 75% benchmark. The Organization and Logic category was only slightly higher: 50% of the students reached the target of a 5 or 4 score. Vague pronouns and awkward structure sometimes made following explanations difficult.

- 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.

Chart 2



- 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:

RELATED ITEM LEVEL 3

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

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:

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 8: Team Skills

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.

RELATED ITEM LEVEL 2

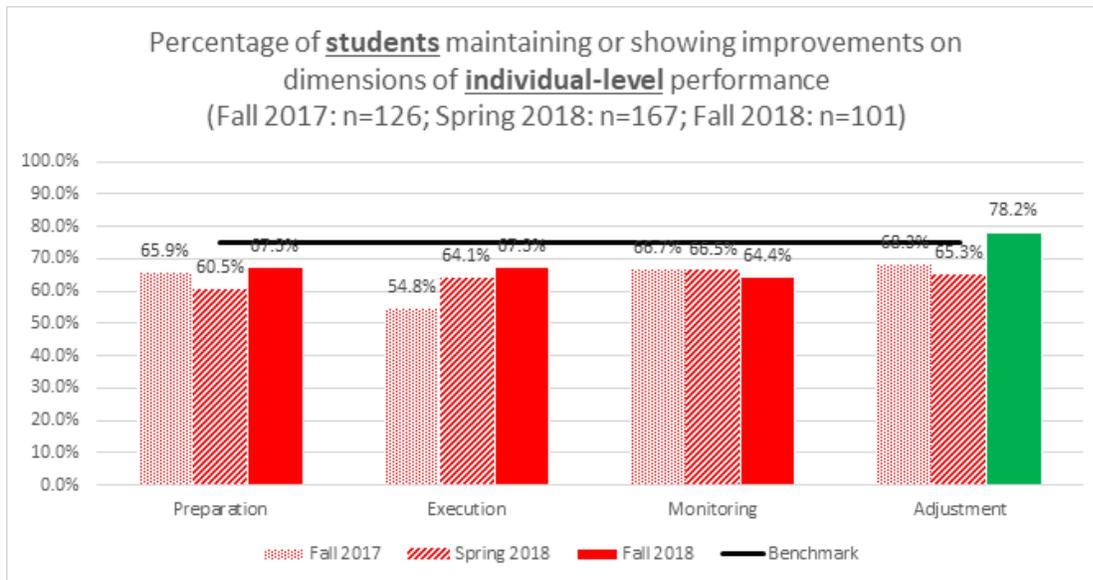
Results 8: Team Skills

Results:

Results (Fall 2018)

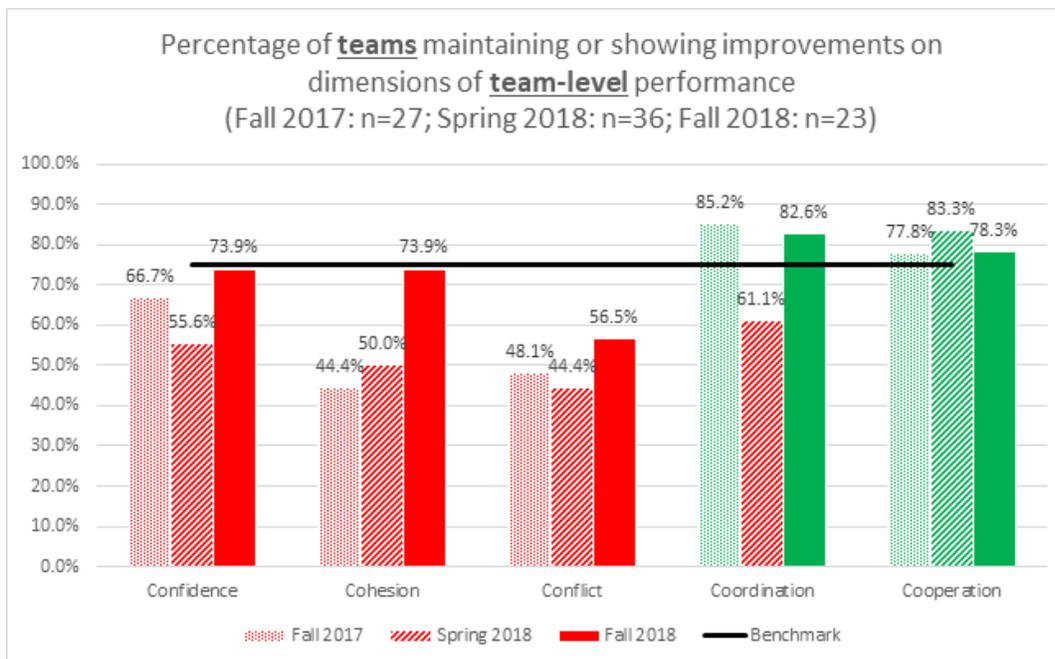
- The results for Fall 2018 are compared to those from Fall 2017 and Spring 2018 below (Chart 1).
- The benchmark was exceeded for the individual-level team skill of *Adjustment* for the first time in Fall 2018. The benchmark was not met for the other three dimensions of individual-level team work skills 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:

RELATED ITEM LEVEL 3

Team Skills

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

Student Learning Outcomes 6: Major Area Knowledge

Define Goal:

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

Intended Outcomes / Objectives:

Business and Information Technology (BIT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Information Systems.

Business Management (BMGT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Management.

Economics (ECON) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Economics.

Finance (FIN) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Finance.

International Business and Cultures (IBAC) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for International Issues.

Marketing (MKT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Marketing.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment 9: Major Area Knowledge and Skills

Frequency of Assessment:

ETS exit exam results are collected each Fall and Spring

Rationale:

ETS Exit Exam (Major Field Test in Business) taken by graduating seniors in Fall and Spring semesters. The exam provides assessment indicators for each program's content area. The benchmark for the overall score is the ETS national median of all institutional scores. The threshold is the national 25th percentile.