

Institutional Effectiveness

2019-2020

Program: Business Management BSBA

College and Department: College of Business

Contact: Dr. Ramachandran Natarajan

Mission: 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 Goals:

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

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

PG 3: Provide strong faculty units and resources for faculty support to meet the academic mission of the college.

Student Learning Outcomes:

SLO 1: Business students will demonstrate competency in the core business areas.

SLO 2: Business students will demonstrate awareness of ethical implications of business decisions.

SLO 3: Business Students will demonstrate ability for problem solving and decision making.

SLO 4: Business Students will demonstrate proficiency in communication skills.

a. Business students will demonstrate proficiency in written communication skills.

b. Business students will demonstrate proficiency in oral communication skills.

SLO 5: Business students will demonstrate skills necessary to work in teams in diverse group settings.

SLO 6: College of Business Majors will possess competencies (skills and knowledge) in their major discipline.

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

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: Expand academic program initiatives

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

Assessed by number and types of program initiatives.

PG 2: Increase enrollments and financial support

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

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

PG 3: Provide faculty support

- 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.

SLO 1: Demonstrate competency in the core business areas

- ETS Exit Exam (Major Field Test in Business): The ETS Exit Exam is 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.

SLO 2: Demonstrate awareness of ethical implications

- Ethics Scenario: 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.

SLO 3: Demonstrate ability for problem solving

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

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

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: 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.

SLO 4: Demonstrate communication skills

- Written and Oral Communication: Rubric-based assessment of writing samples from BMGT 4930 (capstone core class)

Rubric 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.

SLO 5: Demonstrate skills to work in teams

- TeamMate: Individual-level teamwork skills and team-level skill dimensions were assessed using TeamMate software (an online peer-assessment tool from CAPSIM) in Capstone Business Strategy (BMGT 4930). 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.

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.

SLO 6: Possess competencies in the major discipline

- The assessment indicator of the relevant content area of the ETS Exit Exam (Major Field Test in Business): The ETS Exit Exam is taken by graduating seniors in Fall and Spring semesters. In the ETS exam, there are questions pertaining to the content area of each major discipline. The performance of the cohort of students in the particular major is assessed by the percentage of correct answers in the respective content area, e.g., the performance of marketing majors in the marketing content area of the exam. The benchmark is the national mean percentage of correct answers in the content area. The threshold is the national 25th

percentile of the percentage of correct answers in the content area. Action is taken if the threshold is consistently not being met.

- The benchmark for the overall score is the ETS national median of all institutional scores. The benchmarks for the content area scores are the national mean percentages of correct answers of ETS.

Results:

PG 1: Expand academic program initiatives

- A new degree program B.S. in Economics will be offered, starting in Fall 2020. This program will have STEM designation.
- The decision was made to remove concentrations from the MBA program and implement new certificate tracks. Now students have the opportunity to pursue a general MBA or the opportunity to follow an industry-focused track either in *Banking and Financial Services, or Cyber Security Management and Analytics, or Health Care Informatics*.
- These certificates were approved by the TTU Board of Trustees in Spring 2020 and will go into effect in Fall 2020.
- A minor in Accounting will be offered in Fall 2020. It was approved in Spring 2020.

PG 2: Increase enrollments and financial support

- COB organized several on-campus recruitment and promotion events such as *back to school bash, block party* publicizing the academic and professional opportunities to non-business students on campus.
- COB participates regularly in *SOAR, Community Day, Family Weekend, Preview Day*, and Community College visits.
- *Business Show Case*: In Spring 2020, on February 29 and March 7, COB organized in partnership with Admissions, a *Business Show Case* in Johnson Hall to showcase the opportunities in business for the prospective students (and their parents) who have been admitted to TTU. 86 and 70% of those who registered attended. This event has produced high yields- over 90% of those who attend actually enroll in the College.
- *College of Business Connect*: On Jan. 30, 2020, the Student Success Center hosted a new event, *College of Business Connect*, in Johnson Hall Auditorium with the purpose of engaging students and providing information and clarity on all things COB coming up in the Spring Semester with professional development, anything having to do with their majors and opportunities they need to take advantage of such as new minors, certificates, internships, and *Eagle Works*. This event was a success with 96 students attending. There was positive feedback from the student organizations that were represented. This event appears to have the potential for fall and spring and gave the Student Success Center a good foundation for the future *COB Connects*.

- *Career Fairs:* In Fall 2019, COB participated in Career Fair in which attracted 48 registered employers. 89 business students attended. 30 business students attended the Nashville Career fair on February 19, 2020.
- Graduate Studies representing MBA and MAcc, has a table at the on-campus fairs for recruitment purposes.
- *New academic programs:* Several new academic programs e.g., minors and certificates that support the goal of increasing enrollment have been introduced. They are described in greater detail in the section on Program Initiatives.

TTU and College of Business Enrollment Headcount Fall 2016 – Fall 2019						
	2016	2017	2018	2019	3-Year % Change	1-Year % Change
TTU Undergraduate	9,437	9,365	9,006	8,957	- 5.1	-0.5
COB Undergraduate	1,270	1,168	1,115	1,102	-13.2	-1.2
<i>% of TTU</i>	13.46%	12.48%	12.38%	12.30%		
ACCT	162	138	122	224	38.3	83.6
BMGT	248	202	193	345	39.1	78.8
ECON	28	22	17	33	17.9	94.1
FIN	64	64	63	98	53.1	55.6
MKT	75	76	82	151	101.3	84.1
IBAC	46	48	38	45	-2.2	18.4
Basic Business*	647	618	600	206	-68.2	-65.7
TTU Graduate	1,055	1,139	1,180	1,183	12.1	0.3
COB Graduate	212	245	218	208	-1.9	-4.6
<i>% of TTU</i>	20.09%	21.51%	18.47%	17.58%		
MBA	212	232	188	173	-18.4	-8.0
MAcc (launched in Fall 2017)	-	13	30	35	--	16.7
TTU Undergraduate International	567	416	278			
COB Undergraduate International	84	67	54			
TTU Graduate International	147	133	118			
COB Graduate International	14	16	5			

* The Basic Business designation of a major has been suspended and starting with the Fall 2019 class students will come straight into their major. Students will still need to complete the foundational course work previously labeled Basic Business. The number of students classified as Basic Business went down from 600 to 206 in Fall 2019 due to students now declaring their major as incoming freshmen. This number is expected to decline but never go away.

Discussion of Results

- The number of new students (first-time freshman and transfers) enrolled in the undergraduate program continues to decline. *Tennessee Promise* (a state-wide scholarship program providing two years of tuition-free attendance at a community or technical colleges), and decline in international student enrollment, and a reduction in institutionally-financed scholarships in 2016, each continue to contribute to the declining trend.

- COB undergraduate enrollment declines generally parallel that of the university (Table 1). College enrollment (undergraduate) as a percentage of the University total has remained steady (Table 1).
- Nationally, there has been a decline in MBA enrollment in recent years. Full-time on-campus MBA programs have been shut down in some states. However, COB programs including MAcc (launched in Fall 2017), and MBA have by and large sustained graduate enrolment in recent years. The number of new admits in the graduate program has shown a slight increase from 71 to 73.

PG 3: Provide faculty support

- Two tenure-track faculty members in the rank of an assistant professor to start in Fall 2020, were hired in the area of Marketing
- Two Lecturers to start in Fall 2020 were hired in the area Decision Sciences
- One Lecturer to start in Fall 2020 was hired in the area of Business Management
- A temporary visiting professor to start in Fall 2020 was hired in the area of Business Management
- Full-time faculty strength in 2019-2020 was 36 out of which 23 were tenured, 6 were on tenure-track, and 5 were non-tenure-track.
- Faculty Deployment and Resource Plan developed in 2018 was used to proactively address 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.
- Resources were provided to support faculty consistent with the needs expressed in the faculty development plan submitted annually by each faculty member.

SLO 1: Demonstrate competency in the core business areas

College of Business ETS Medians (2016- 2020)

	<i>Fall</i> 2016	<i>Spring</i> 2017*	<i>Fall</i> 2017	<i>Spring</i> 2018**	<i>Fall</i> 2018	<i>Spring</i> 2019	<i>Fall</i> 2019	<i>Spring</i> 2020	2019 ETS Benchmark	2019 ETS Threshold
COB MEDIAN	145	144	149	151	153	150	152	152	150.0	145.0

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

ETS Content Area Results (2016-2020) Mean Percentage of Correct Answers

Content Area	Fall 2016	Spring 2017*	Fall 2017	Spring 2018**	Fall 2018	Spring 2019	Fall 2019	Spring 2020	2019 ETS Benchmark	2019 ETS Threshold
Accounting	42	40	43	46	45	45	46	46	43	40.5
Economics	37	35	38	39	42	41	41	44	40.2	37
Management	54	54	57	63	62	61	63	62	61.2	57.5
Quantitative Business Analysis	38	37	37	37	39	38	38	41	33.9	31
Finance	44	43	45	45	45	44	44	45	43.1	40.5
Marketing	47	44	47	50	51	52	52	51	50.4	47.5
Legal and Social Environment	44	43	43	46	49	49	46	47	46.6	44.5
Information Systems	48	47	53	55	55	54	56	54	51.2	49.25
International Issues	38	36	40	42	45	42	41	42	39.7	37.5

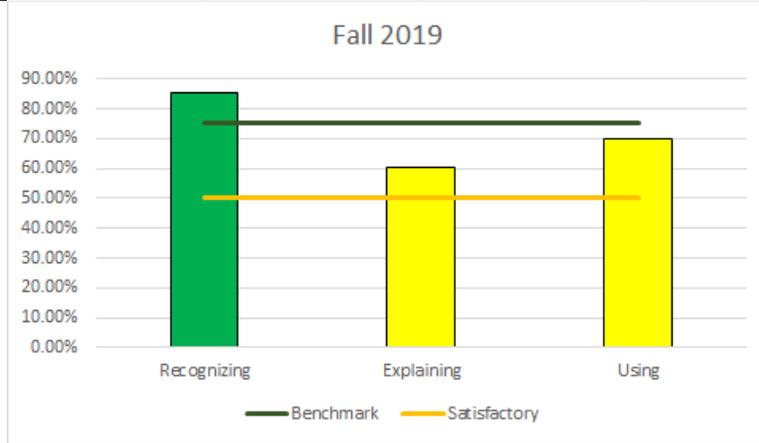
Discussion of Results

- Fall 2019 and Spring 2020: The overall median score in the ETS Major Field Test improved from the previous semester and exceeded the (national median) benchmark for the overall score.
- Thresholds for acceptable performance have been established for the overall ETS score and the scores in the content areas.
- All the scores of the nine content areas exceeded the ETS benchmark. For the first time, the score in the quantitative business analysis area broke the 40% mark in Spring 2020.
- Two students, one in Fall 2019 and one in Spring 2020 were placed in the 99th percentile of scores of all students from domestic institutions who took the ETS exam. The student from Spring 2020 recorded the highest ever score (196/220). They were recognized with the Soaring Eagle certificates.

SLO 2: Demonstrate awareness of ethical implications

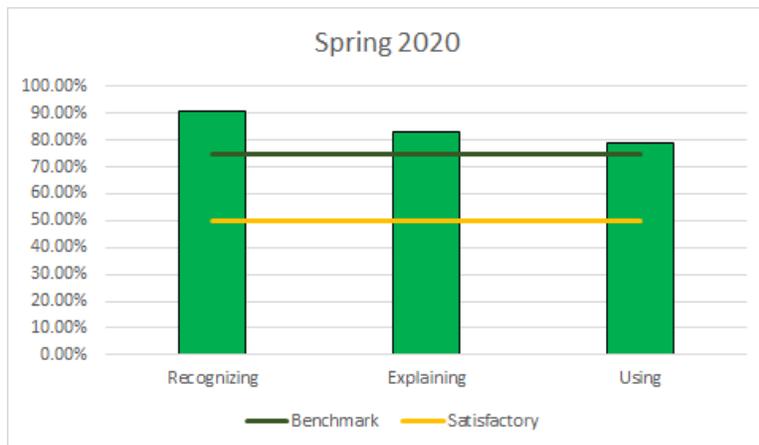
Ethical Awareness

Fall 2019	Recognizing	Explaining	Using
% Correct	85.27%	60.34%	69.78%
Benchmark	75.00%	75.00%	75.00%
n =	301	385	732
Satisfactory (Threshold)	50.00%	50.00%	50.00%



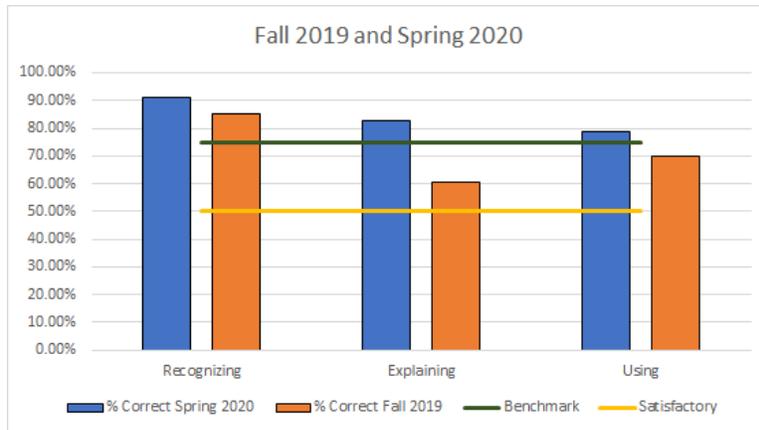
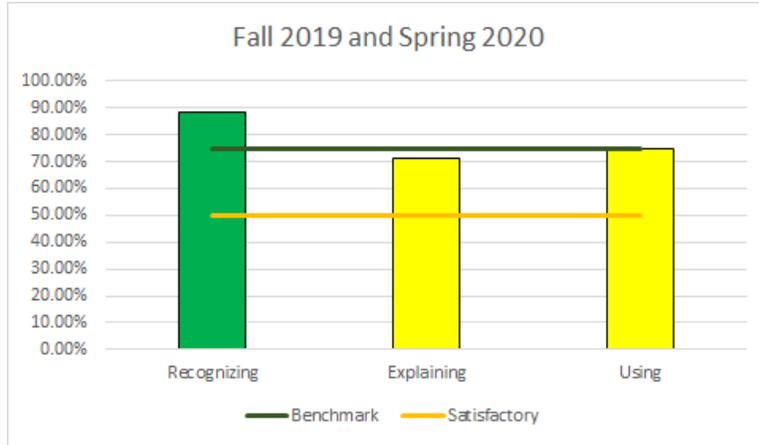
Ethical Awareness

Spring 2020	Recognizing	Explaining	Using
% Correct	90.93%	82.73%	78.95%
Benchmark	75.00%	75.00%	75.00%
n =	331	522	949
Satisfactory (Threshold)	50.00%	50.00%	50.00%



Ethical Awareness

Overall (Fall 2019 and Spring 2020)	Recognizing	Explaining	Using
% Correct	88.15%	71.47%	74.68%
Benchmark	75.00%	75.00%	75.00%
n =	632	907	1681
Satisfactory (Threshold)	50.00%	50.00%	50.00%



Discussion of Results

- In Fall 2019 and Spring 2020, the College implemented a new treatment/intervention for ethics. Students in LAW 2810 were required to watch a video on ethics that focused on the elements of ethics that the College believes are important. In addition, they were asked to read a document called the Golden Ethics Framework, which addressed the primary elements of ethical decision making. Finally, students were required to read the TTU College of Business Code of Ethics. Following the completion of these assignments, students completed an instrument designed to determine if students had learned key elements of ethical decision

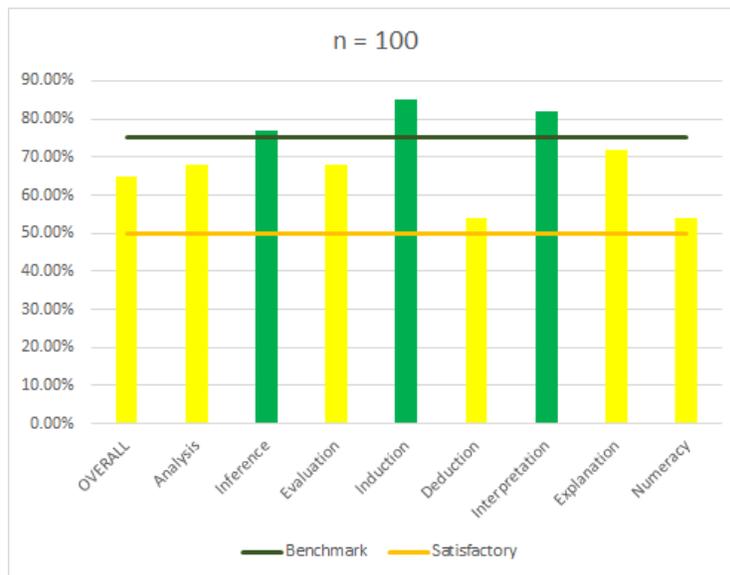
making from the materials. The students were assessed at three levels of Bloom's Taxonomy; *Recognizing, Explaining, and Using*.

- The benchmark is 75% of the questions are answered correctly and the acceptable threshold is answering 50% of the questions are answered correctly for each level. Overall, the benchmark was exceeded for the *Recognizing* level but not for the other two levels. The acceptable threshold was met for all three levels of Bloom's Taxonomy.
- All COB students complete online sexual harassment training in their freshman experience (UBUS) classes.

SLO 3: *Demonstrate ability for problem solving*

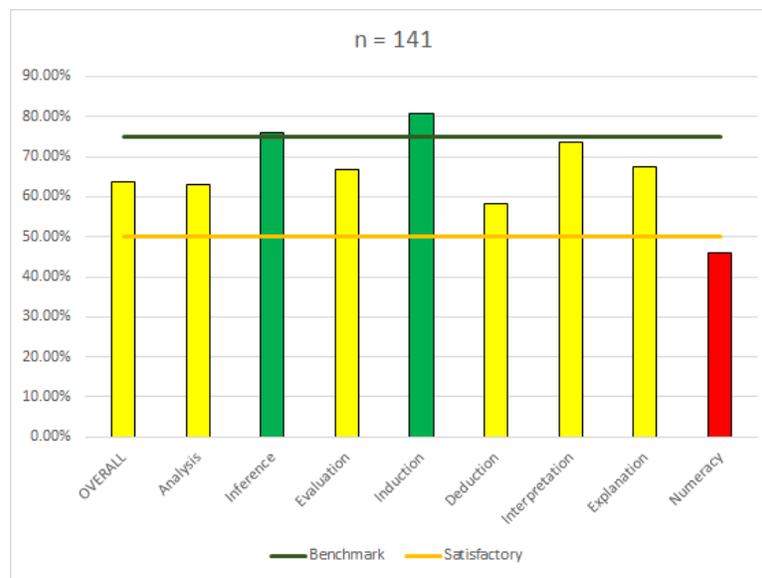
Fall 2019 CCTST Results

	>=70	Benchmark	n =	Satisfactory (Threshold)
Analysis	68.00%	75.00%	68	50.00%
Inference	77.00%	75.00%	77	50.00%
Evaluation	68.00%	75.00%	68	50.00%
Induction	85.00%	75.00%	85	50.00%
Deduction	54.00%	75.00%	54	50.00%
Interpretation	82.00%	75.00%	82	50.00%
Explanation	72.00%	75.00%	72	50.00%
Numeracy	54.00%	75.00%	54	50.00%
OVERALL	65.00%	75.00%	65	50.00%



Spring 2020 CCTST Results

	>=70	Benchmark	n =	Satisfactory (Threshold)
Analysis	63.12%	75.00%	89	50.00%
Inference	75.89%	75.00%	107	50.00%
Evaluation	66.67%	75.00%	94	50.00%
Induction	80.85%	75.00%	114	50.00%
Deduction	58.16%	75.00%	82	50.00%
Interpretation	73.76%	75.00%	104	50.00%
Explanation	67.38%	75.00%	95	50.00%
Numeracy	46.10%	75.00%	65	50.00%
OVERALL	63.83%	75.00%	90	50.00%



Discussion of Results

CCTST-N senior exit exam was taken online by 100 students in Fall 2019 and by 141 students in Spring 2020. The overall results and the results for the eight dimensions of critical thinking are shown above in the tables and charts. The benchmark is at least 75% of the students will demonstrate moderate, strong, or superior critical thinking skills overall, and in each dimension, with 50% being the acceptable threshold. The benchmark was exceeded for *inference*, *induction*, and *interpretation* in Fall 2019 and for *inference* and *induction* in Spring 2019. The threshold was met for overall and all the eight dimensions in Fall 2019 and all but one dimension (*numeracy*) in Spring 2020.

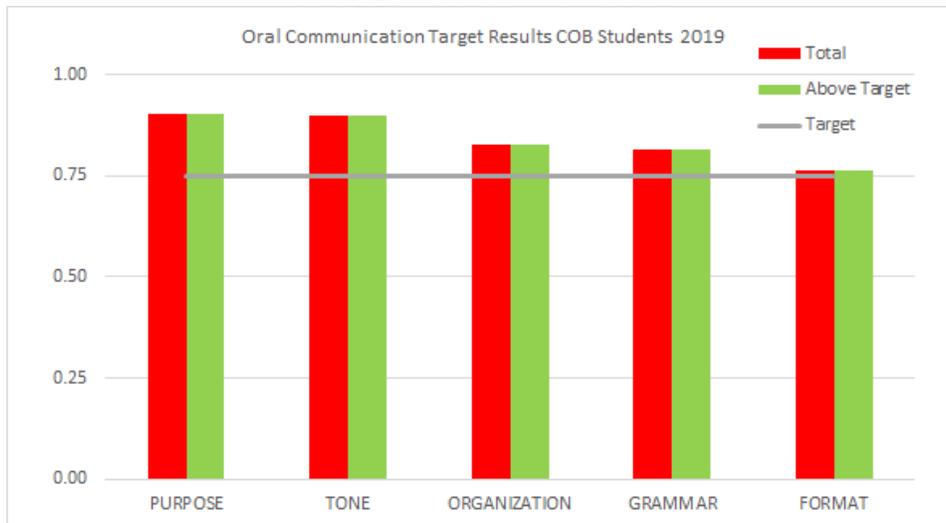
SLO 4: Demonstrate communication skills

Oral Communications

Fall 2019 Oral Communication

	Total	Above Target	Target
Purpose	90.40%	90.40%	75.00%
Organization	90.00%	90.00%	75.00%
Verbal	82.60%	82.60%	75.00%
Nonverbal	81.70%	81.70%	75.00%
Visual Aids	76.20%	76.20%	75.00%

Fall 2019 - Oral Communication



- The basis of AoL oral communication assessments is a sample of individual presentations taken from BMGT 3720 Business Communications classes. Because BMGT 3720 has become a required course for all upper-division business majors, the COB Undergraduate Committee decided that the assessments for oral communication skills should be from student presentations assigned for this class. Strengths and weaknesses will be assessed each fall semester; steps to strengthen communication skills will be recommended and implemented, and the effectiveness of these steps will be evident from subsequent fall assessments.
- Students from all five sections of BMGT 3720 completed short presentations filmed through *Interview Stream*, *PitchVantage*, or other programs that allowed students to see and hear themselves, which was a useful and sometimes eye-opening exercise. Instructor comments and sometimes peer assessments were part of the assignment. *PitchVantage* offered individual charted assessments of students' speaking strengths and weaknesses, but *Interview Stream* was easier to use and free to students.

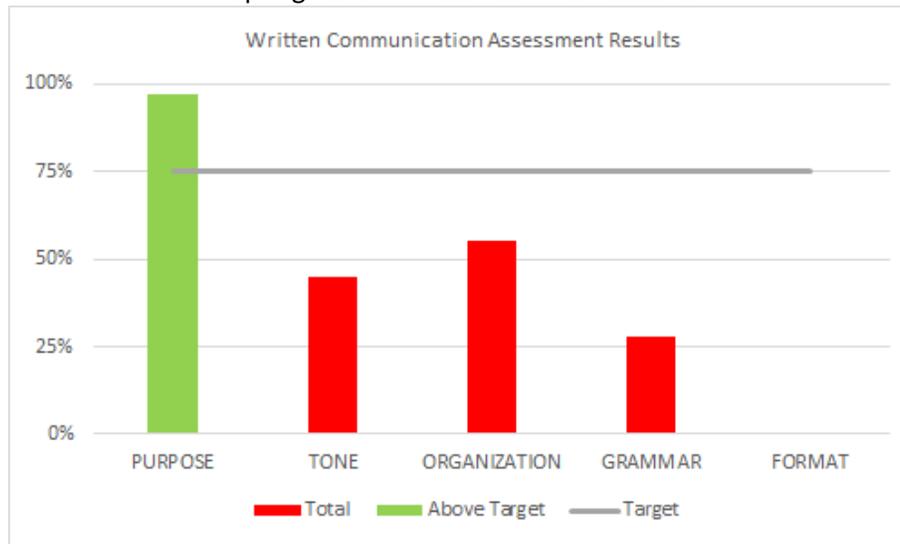
Written Communications

The results shown in the table and chart below were obtained in Spring 2020 from an assessment of writing samples from Business Strategy BMGT 4930, a core business class. The following discussion refers to these results.

Spring 2020 -Written Communications

Content	Total	Above Target	Target
PURPOSE	97%	97%	75%
TONE	45%	#N/A	75%
ORGANIZATION	55%	#N/A	75%
GRAMMAR	28%	#N/A	75%
FORMAT	0%	#N/A	75%

Spring 2020 - Written Communications



Discussion of Results

- Scores fell below the benchmark of 75% for most categories in student writing samples.
- *Purpose/Focus*: Student writing showed a firm purpose and only occasionally digressed from that focus.
- *Word Choice/Tone*: Sentences were full of casual language and lacked a consistently professional tone, but word choice was adequate to demonstrate knowledge of business terminology.
- *Organization/Logic*: Organization was generally logical, but vague pronouns and awkward structure sometimes obscured meaning.
- *Knowledge of Conventions, Grammar*: Scores were particularly low.
- For *Tone* and *Grammar*, the acceptable threshold of 50% was not met.

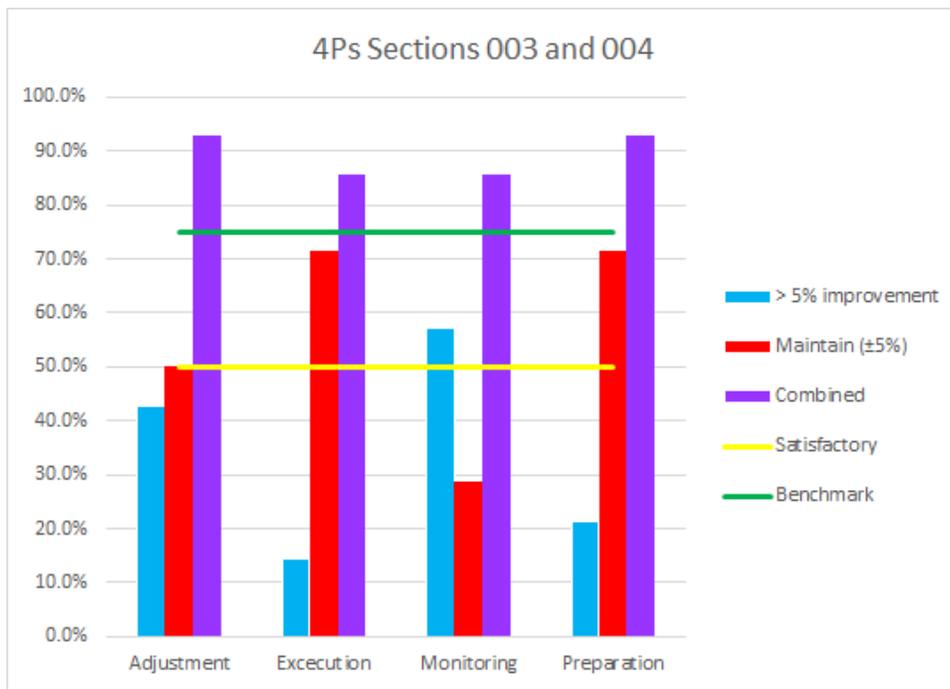
SLO 5: Demonstrate skills to work in teams

Fall 2019 (results for 4Ps)

4Ps Sections 003 and 004 Combined 14 Teams			
Dimensions	> 5% improvement	Maintain ($\pm 5\%$)	Combined
Adjustment	6	7	13
Execution	2	10	12
Monitoring	8	4	12
Preparation	3	10	13

Fall 2019 (results in percentages)

Dimensions	> 5% improvement	Maintain ($\pm 5\%$)	Combined	Satisfactory (Threshold)	Benchmark
Adjustment	42.9%	50.0%	92.9%	50%	75%
Execution	14.3%	71.4%	85.7%	50%	75%
Monitoring	57.1%	28.6%	85.7%	50%	75%
Preparation	21.4%	71.4%	92.9%	50%	75%

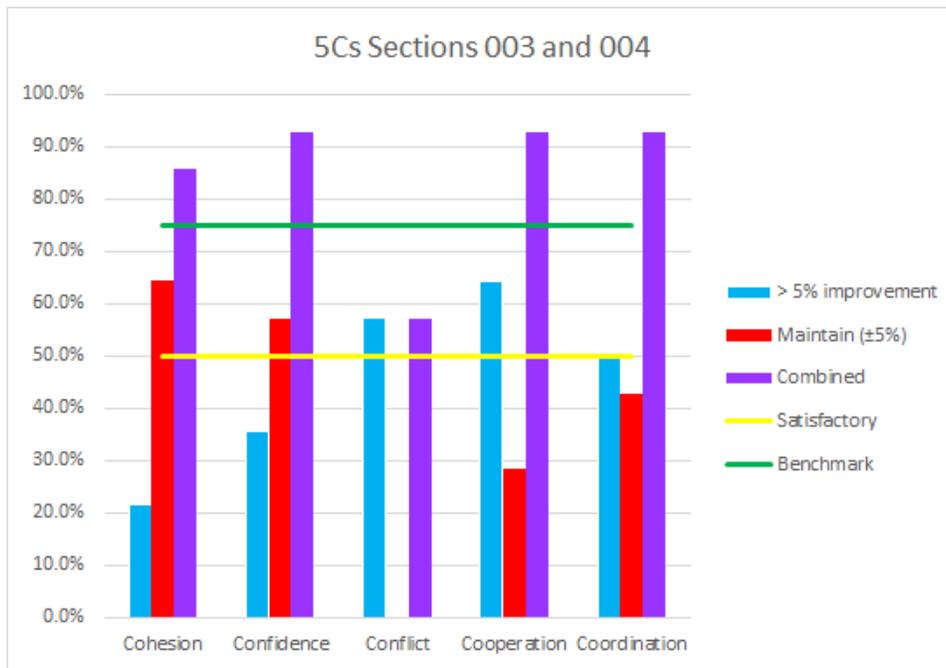


Fall 2019 (results for 5Cs)

5Cs Sections 003 and 004 Combined 14 Teams			
Dimensions	> 5% improvement	Maintain ($\pm 5\%$)	Combined
Cohesion	3	9	12
Confidence	5	8	13
Conflict	8	0	8
Cooperation	9	4	13
Coordination	7	6	13

Fall 2019 (results in percentages)

Dimensions	> 5% improvement	Maintain ($\pm 5\%$)	Combined	Satisfactory (Threshold)	Benchmark
Cohesion	21.4%	64.3%	85.7%	50%	75%
Confidence	35.7%	57.1%	92.9%	50%	75%
Conflict	57.1%	0.0%	57.1%	50%	75%
Cooperation	64.3%	28.6%	92.9%	50%	75%
Coordination	50.0%	42.9%	92.9%	50%	75%

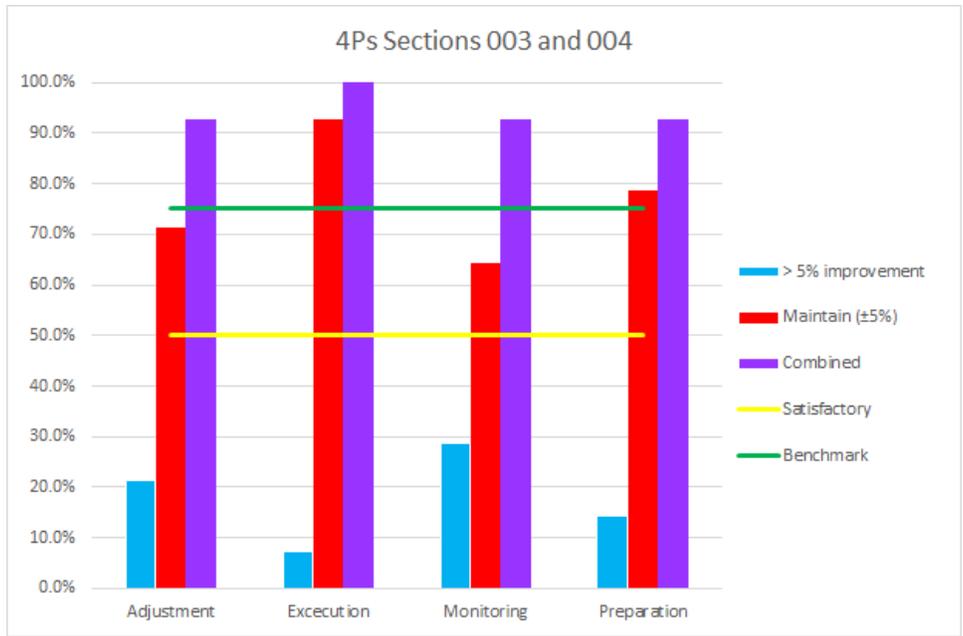


Spring 2020

4Ps Sections 003 and 004 Combined 14 Teams			
Dimensions	> 5% improvement	Maintain (±5%)	Combined
Adjustment	3	10	13
Execution	1	13	14
Monitoring	4	9	13
Preparation	2	11	13

Spring 2020 (4Ps results in percentages)

Dimensions	> 5% improvement	Maintain (±5%)	Combined	Satisfactory (Threshold)	Benchmark
Adjustment	21.4%	71.4%	92.9%	50%	75%
Execution	7.1%	92.9%	100.0%	50%	75%
Monitoring	28.6%	64.3%	92.9%	50%	75%
Preparation	14.3%	78.6%	92.9%	50%	75%

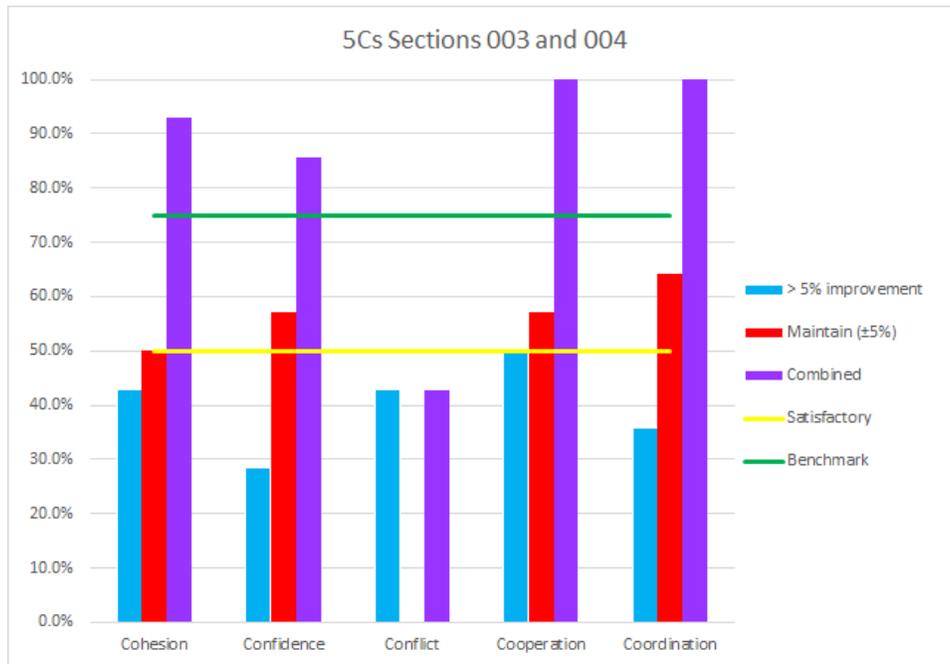


Spring 2020

5Cs Sections 003 and 004 Combined 14 Teams			
Dimensions	> 5% improvement	Maintain ($\pm 5\%$)	Combined
Cohesion	6	7	13
Confidence	4	8	12
Conflict	6	0	6
Cooperation	7	8	15
Coordination	5	9	14

Spring 2020 (results for 5Cs in percentages)

Dimensions	> 5% improvement	Maintain ($\pm 5\%$)	Combined	Satisfactory (Threshold)	Benchmark
Cohesion	42.9%	50.0%	92.9%	50%	75%
Confidence	28.6%	57.1%	85.7%	50%	75%
Conflict	42.9%	0.0%	42.9%	50%	75%
Cooperation	50.0%	57.1%	107.1%	50%	75%
Coordination	35.7%	64.3%	100.0%	50%	75%



Discussion of Results

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

- In Fall 2019, the benchmark was exceeded for the 4Ps but not for the 5Cs. For the *Conflict* dimension of the 5Cs, the benchmark was not met but the threshold was exceeded. In Spring 2020, again, the benchmark was exceeded for the 4Ps but not for the 5Cs. However, this time neither the benchmark nor the threshold was met for the *Conflict* dimension of the 5Cs.

SLO 6: *Possess competencies in the major discipline*

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

Business and Information Technology

Term	Fall 2019	Spring 2020*
Scores	68	
2020 Benchmark	51.3	
2020 Threshold	49.25	

**Results not reported by ETS because fewer than five BIT majors were taking the exit exam in Spring 2020*

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

Business Management

Term	Fall 2019	Spring 2020*
Scores	62	63
2020 Benchmark	61.2	61.2
2020 Threshold	58	58

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

Economics

Term	Fall 2019*	Spring 2020
Scores		47
2020 Benchmark		40.2
2020 Threshold		37.5

** Results not reported by ETS because there were fewer than five Economics majors taking the exit exam in Fall 2019*

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

Finance

Term	Fall 2019	Spring 2020
Scores	55	55
2020 Benchmark	43.1	43.1
2020 Threshold	40.5	40.5

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

International Business and Cultures

Term	Fall 2019	Spring 2020
Scores	48	56
2020 Benchmark	39.7	39.7
2020 Threshold	37.5	37.5

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

Marketing

Term	Fall 2019	Spring 2020
Scores	51	49*
2020 Benchmark	50.4	50.4
2020 Threshold	47.5	47.5

* *Did not meet the benchmark*

Discussion of Results

- The scores in the content area of each major (except Marketing) exceeded their respective benchmarks. The scores for Marketing were above the threshold.
- In Marketing, the scores were above the threshold but fell short of the benchmark in Spring 2020.
- The scores in Marketing will be monitored to see if the benchmark is being met in the future. No action is needed at this time as the scores are above the threshold.

Modifications for Improvement:

PG 1: Expand academic program initiatives

iCube is working with the College of Business on a certificate program to formalize work that been going on in iCube with students' ability to make use of emerging technologies in their work environment.

Beyond Management, the program will cover Project design, Budgeting, and Art skills. The program is both collaborative and interdisciplinary. The hope is to appeal to all students at Tech, no matter what their discipline and/or skillset.

This will be a 15-hour certificate beginning with 6 credit hours (required) of TTU classes that already exist and which are related to Project Design and Communication.

New certificates in the MBA program have been approved by THEC meaning we will move away from concentrations and move toward certificate tracks. A teach-out plan is required by THEC for the remaining students committed to concentrations. This teach-out plan has been approved by THEC and is being implemented.

Communication and marketing plans are underway for disseminating information and marketing the undergraduate minors to non-business students across campus.

PG 2: Increase enrollments and financial support

Spring Internship Seminar could not be held because of Covid. But the content for the Spring Internship Seminar was developed into an online reference packet by the Student to Career (S2C) staff. They have created three internship categories; *I want one, I have one, I have finished one*. Relevant information will be included for each category. The S2C staff is finishing an online project *The Impact Challenge*. The staff also created a daily professional development activity for the month of April. Going forward, the requirements for internships will be discussed and modified e.g., virtual internships, all dependent on the Covid fallout.

A website for Tennessee Bankers Association (TBA) has been created by iCube to connect students across the state with banking. The internships are paid and the COB website will have a link to the site.

Changes to the College website are ongoing to better articulate to parents and students why they should attend the college of business and highlight the opportunities available in the College of Business

COB Student Success Center will be working with Director Stephen Keller who has formed an "All University Recruitment Team" comprised of representatives from all the Colleges on campus with many of those being SS directors.

President Oldham's blog in 2019 reported a 16% minority enrollment for the University. He would like to see that increase to 22% in 5 years. Marc Burnett, Chief Diversity Officer for the University, was invited to an Exec. Committee meeting to discuss diversity and what it means for us. He gave suggestions for increasing minority enrollment. The College is following up on those suggestions.

PG 3: Provide faculty support

The College has received approval for hiring a new Mayberry Chair of Excellence. Decisions need to be made regarding the position such as a nine- or twelve-month position, teaching, or non-teaching among others before moving forward with advertising. Project Management is on the forefront especially with the Engineering Management being offered in Spring 2020. Project Management will be a vital course in that program and possibly the new Mayberry Chair will be teaching it.

The College has received approval for hiring new faculty members to fill positions due to program needs and retirements in the areas of Decision Sciences (two) Finance (one) and Management (two).

SLO 1: Demonstrate competency in the core business areas

To address poor performance in the ETS content area of Quantitative Business Analysis, the proposal for making the statistics course MATH 1530, a Mathematics requirement for all business students will be considered by the Undergraduate Committee in Fall 2020.

To address poor performance in the ETS content area of International Issues, a task force has been created. In summer 2020, the task force reviewed the coverage of international content in the core business classes. It will make recommendations to the undergraduate committee in Fall 2020.

SLO 2: Demonstrate awareness of ethical implications

In Fall 2018, the ethics scenario was administered to students affiliating with the College of Business (after 45-60 hours). In Spring 2020 as per the assessment cycle for the ethics learning objective, it was scheduled to be administered to graduating seniors in Spring 2020. This assessment has to be done in an in-person environment and could not be completed in Spring 2020 due to Covid 19. It has been postponed to Fall 2020. The results from the 2018 and 2020 assessments will be compared and the differences will be analyzed.

Currently, LAW 2810 is the core class in which ethical issues are being addressed and ethical awareness is being reinforced by way of treatment. Video content has been developed to help in providing treatment for ethics. Other such core classes for treatments for ethical awareness will be identified.

SLO 3: Demonstrate ability for problem solving

Critical thinking will be added as activities to Student to Career Events

Accounting 2110, 2120, and DS 3620 courses had treatments for Critical Thinking skills added in the Spring 2020 semester.

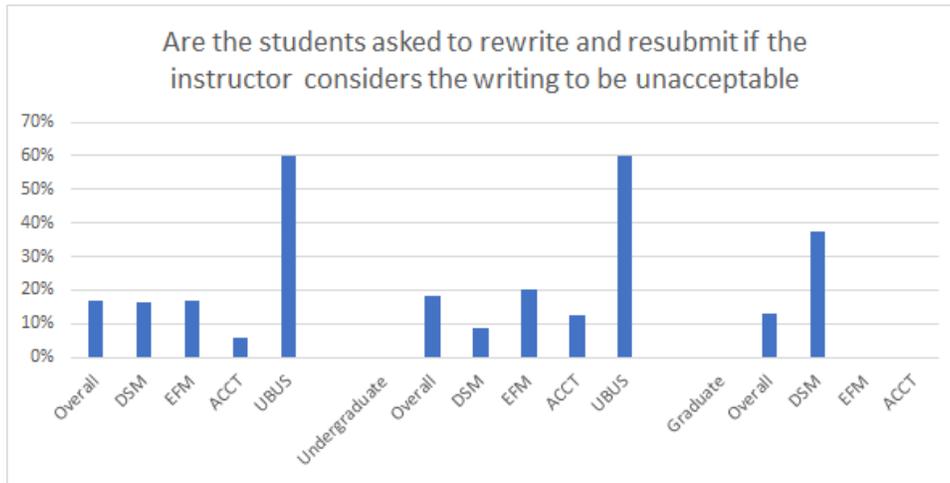
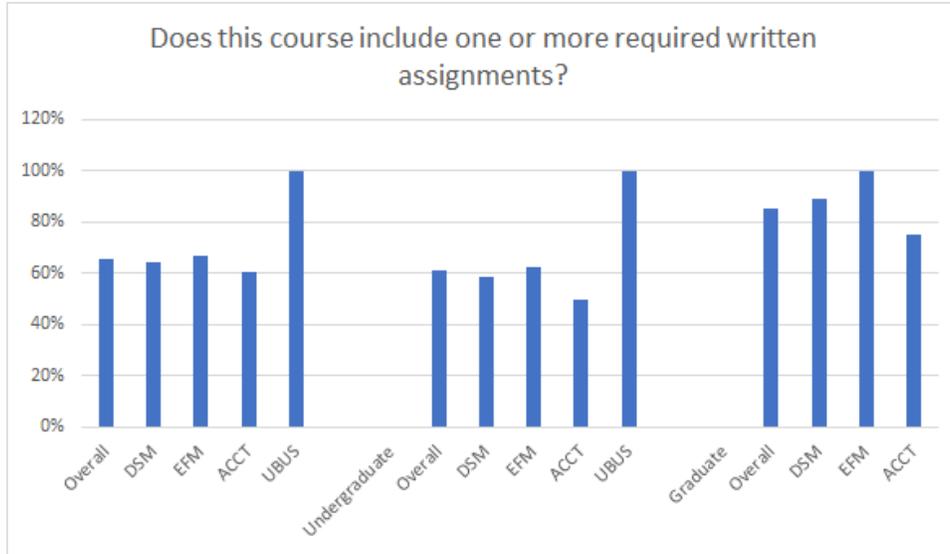
Students' *Numeracy* (the ability to look at numerical information relationships tables, charts, graphs, and diagrams with the ability to interpret them, a dimension of critical thinking assessed by CCTST) skills will be strengthened in BMGT 3720 Communications class in Fall 2020. Students will be asked to incorporate and interpret charts, graphs, and tables in their reports and presentations.

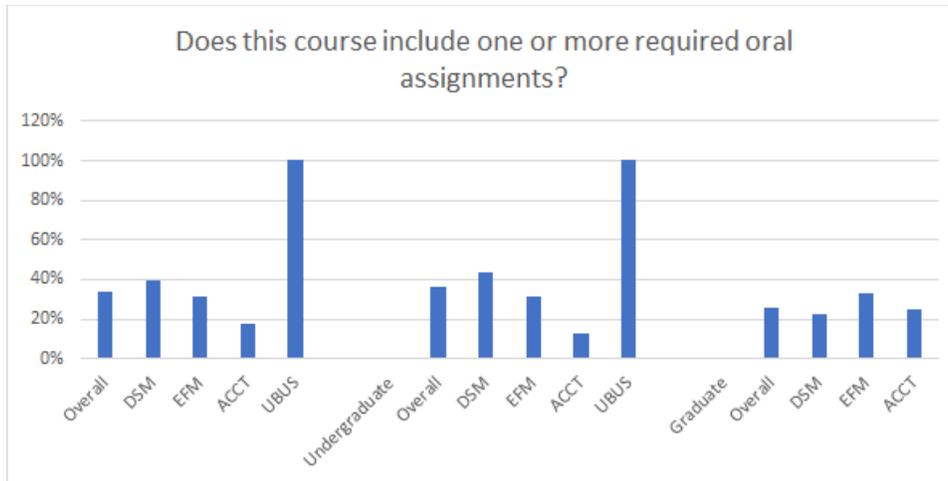
Critical thinking assessments from the previous semesters indicated a need for more comprehensive and systematic intervention. A task force has been created for this purpose. A survey (similar to the one on written and oral communications - see the section on modifications for communications learning objective) has been designed to gather baseline data on how data analysis and critical thinking are being incorporated in the core business classes. It will be administered in Fall 2020. The results will form the basis for recommendations regarding treatments.

SLO 4: Demonstrate communication skills

Past assessment data revealed persistent weaknesses in students' writing. To improve this weakness, a major change was made when Business Communications (BMGT 3720) became a core business course in 2017. This change was a valuable step, but this issue cannot be fully addressed in one class. Therefore, in Fall 2019, a more comprehensive solution was proposed where students will be given writing assignments in as many core business courses as possible. A survey was conducted to develop a baseline for the extent of writing and oral assignments in the core courses. The results of the

survey are given below. Meetings with faculty in each department were scheduled for Spring 2020 to discuss these results and develop recommendations for treatments targeting *organization, tone, and grammar* aspects of writing in oral presentations. Due to Covid 19, these meetings could not be held according to schedule and have been postponed to Fall 2020.





SLO 5: Demonstrate skills to work in teams

The performance on the *Conflict* dimension of team skill which has not met the benchmark is being targeted for improvement and intervention. Faculty in BMGT 4930 strategy class where *TeamMate* software tool is used, share the results of assessments with regard to *Conflict* and other dimensions with the students.

Team Skills will be emphasized in UBUS 1020 class and *TeamMate* will be used to give feedback to students.

SLO 6: Possess competencies in the major discipline

In the discipline of Marketing, the score was above the threshold but fell short of the benchmark in Spring 2020. The score in Marketing will be monitored to see if the benchmark is being met in the future. No action is needed at this time as the score is above the threshold.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Undergraduate Curriculum Map – Fall 2016 to Fall 2020

Core Courses	Goal 1	Goal 2	Goal 3			
	1.1 Core Business Knowledge	2.1 Critical Reasoning and Problem-solving	3.1 Written Communications	3.2 Oral Communications	3.3 Team Skills	3.4 Ethics Awareness
ACCT 2120	Principles of Accounting					
ACCT 2120	Managerial Accounting					
BLAW 2810	Business Law					X
BMGT 3510	Management and Organizational Behavior		X		X	X
BMGT 3720	Business Communications		X	X	X	
BMGT 4930	Strategic Management	X	X	X	X	
DS 2810	Computer skills	X				
DS 3520	Operations	X				
DS 3620	Data Analysis	X				
DS 3841	Information Systems					X
ECON 2010	Micro-economics					
ECON 2020	Macro-economics					
ECON 3610	Business Statistics	X				X
FIN 3210	Finance	X				
MKT 3400	Marketing				X	X