Business BSBA: 2019-2020

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.

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
2019-2020	Academic Program Initiatives	1. A new degree program B.S. in Economics will be offered, starting in Fall 2020. This program will have STEM designation 2. 3. Collegiate Advisory Board in Banking has been expanded to include American Bank and Trust and Progressive Bank in Cookeville. 4. 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. 5. The internship program website has been redesigned. 6. 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 *LinkedIn* and services such as Clothes Closet.

Attachments:

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	- 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 *back to school bash, block party* publicizing the academic and professional opportunities to non-business students on campus. 2. COB participates regularly in *SOAR, Community Day, Family Weekend, Preview Day* and Community College visits. In 2018- 2019 COB hosted 10 freshman and 3 transfer students SOAR events. 3. In Spring 2019, 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 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. 4. COB awarded 102 scholarships (undergraduate and graduate) for a total of $ 56,175 in scholarships. 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. 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.

		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 Tuesday, Oct. 30 in 401 during dead hour.
		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.
		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.
		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)

	2014	2015	2016	2017	2018	3-Year % Change	1-Year % Change
Table 2 TTU and College of Business Enrollment Headcount Fall 2014 – Fall 2018							
TTU Undergraduate	10,314	9,801	9,437	9365	9006	- 8.1	-3.8
COB Undergraduate *% of TTU*	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* *% of TTU*	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 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:

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 are 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) The expectations regarding the scholarship to be demonstrated by tenure-track faculty for receiving the tenure are provided in the Tenure Guidelines Document.

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.

Typically, at least one member of the search committee attends appropriate national discipline meetings to have short interviews with as many candidates as possible. This process has changed due to COVID-19. Now the preliminary round of interviews is conducted remotely. After a full review of credentials, the search committee typically selects three candidates to invite for campus interviews. This is also changed to virtual interviews. The interviews include meetings with the faculty, a presentation to faculty, and meetings with the department chair, dean of the college, and the Provost. The committee ranks the candidates and the Dean and the Provost negotiate the terms of employment. All materials are evaluated electronically.

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

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	• Faculty • Resources for faculty support	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 2. Full time faculty strength in 2018-2019 was 32. 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.

Attachments:

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:

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 online by graduating seniors in Fall and Spring semesters.

- The benchmark for the overall score is the ETS national median of all institutional scores. The satisfactory threshold is the national 25th percentile.
- The benchmarks for the content are scores are the ETS national mean percentages of correct answers. The satisfactory thresholds are the ETS national 25th percentiles for each content area.

Results 4: Business Core Skills and Knowledge
Results:

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

College of Business ETS Medians (2016- 2020)

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

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

1. 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.
2. Thresholds for acceptable performance have been established for the overall ETS score and the scores in the content areas.
3. 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.
4. 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.

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

Modifications that affect all learning outcomes
Program Changes and Actions due to Results:

Modifications that affect all learning outcomes.

Thresholds of acceptable performance were established for the assessments of all the learning objectives.

- 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

Student Learning Outcome 2: Ethical Awareness
Define Goal:

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

Intended Outcomes / Objectives:

Assessment 5: Ethical Awareness
Frequency of Assessment:

Annually or according to assement schedule

Rationale:

1. In Fall 2019 and Spring 2020, the College implemented a new assessment and intervention for the learning outcome of ethical awareness. 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*, that 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.*
2. University Sexual Harassment Online Training Exercise required in freshman experience classes (annually).

Results 5: Ethical Awareness
Results:

Learning Outcome – 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%
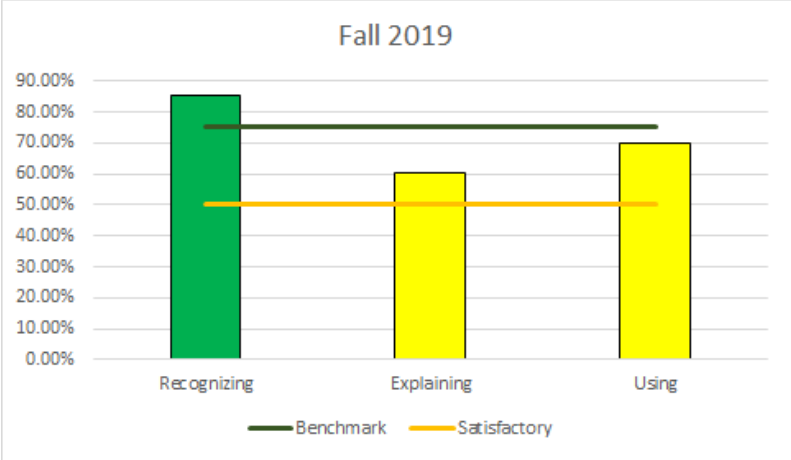
Fall 2019

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%
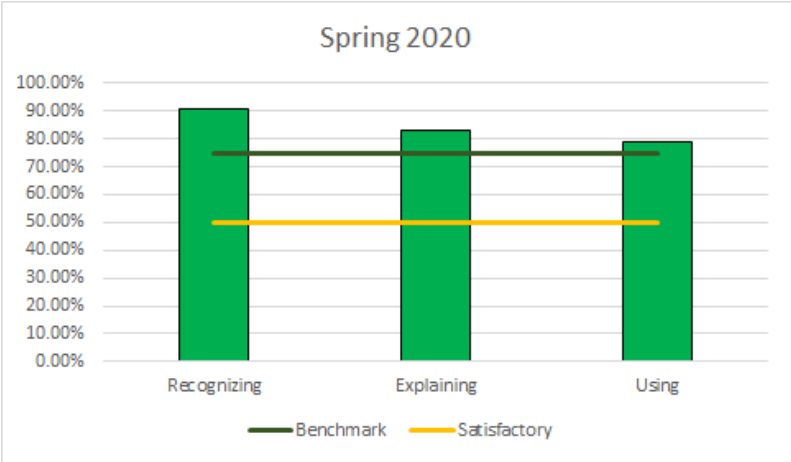
Spring 2020

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%

Fall 2019 and Spring 2020

Benchmark   Satisfactory

Fall 2019 and Spring 2020

% Correct Spring 2020   % Correct Fall 2019   Benchmark   Satisfactory
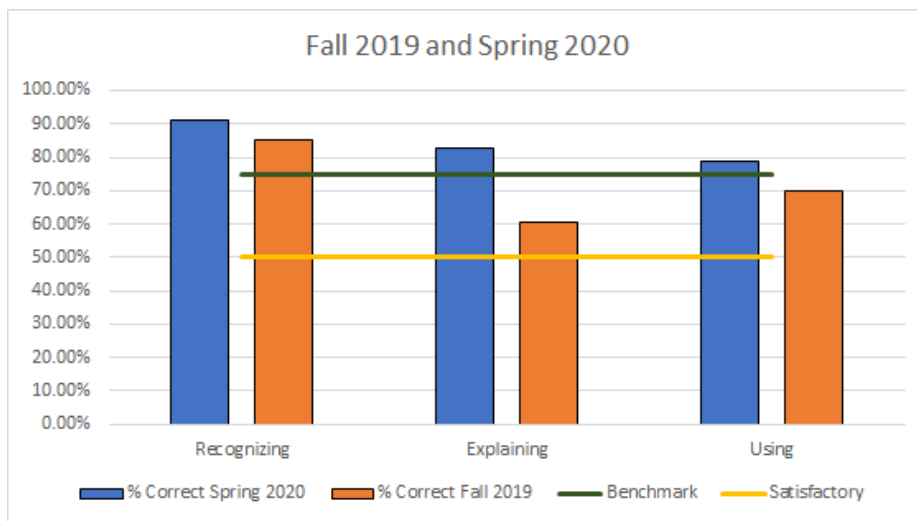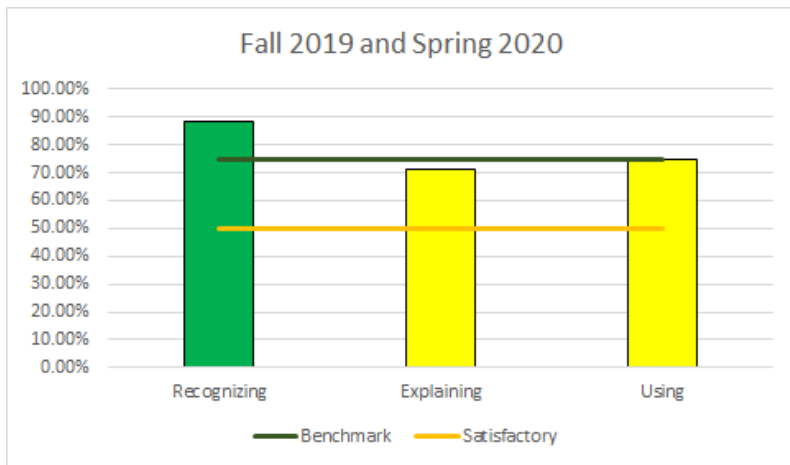
Discussion of Results

- 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, that 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% f 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.

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

Modifications that affect all learning outcomes
Program Changes and Actions due to Results:

Modifications that affect all learning outcomes.

Thresholds of acceptable performance were established for the assessments of all the learning objectives.

- 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

Student Learning Outcome 3: Critical Thinking Skills
Define Goal:

Critical Thinking Skills – Business Students will demonstrate ability for problem solving and decision making.
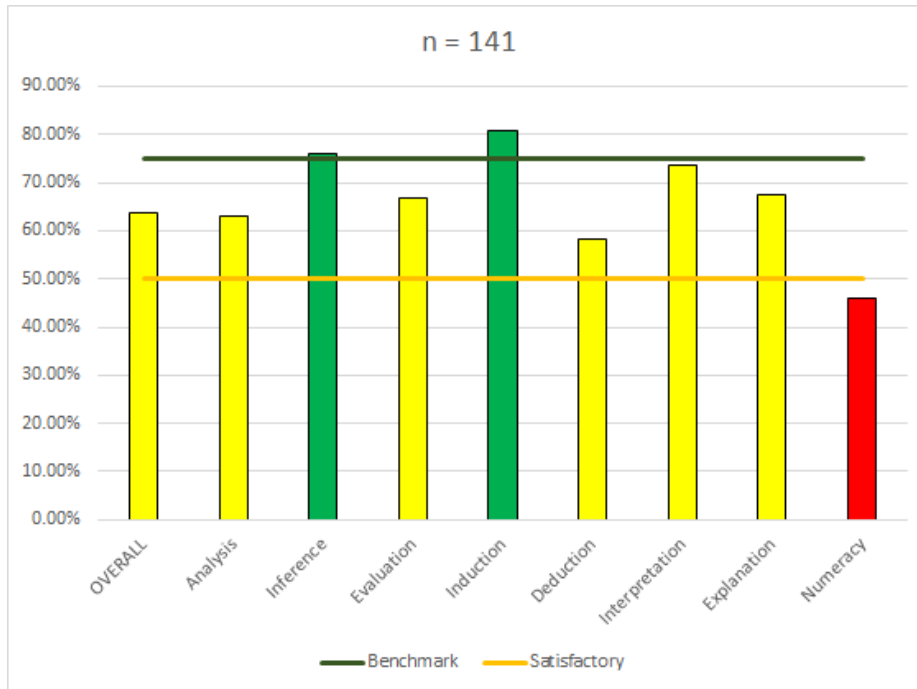
Intended Outcomes / Objectives:

Assessment 6: Critical Thinking Skills
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 dimensions/scales of CCTST: *Analysis: Inference: Evaluation; Induction; and Deduction* were considered. 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
- The benchmark is, at least 75% of students will exhibit moderate/strong/superior reasoning skills overall and on all the eight dimensions/scales.
- The satisfactory threshold is at least 50% of students will exhibit moderate/strong/superior reasoning skills overall and on all the eight dimensions/scales.
- In Spring 2020, a random sample of College of Business seniors took the Critical Thinking Assessment Test (CAT) instead of CCTST. CAT was pilot-tested across all colleges in the university.

RELATED ITEM LEVEL 2
Results 6: Critical Thinking Skills
Results:

Learning Outcome – Critical Thinking

Fall 2019 CCTST Results

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

n = 100

Spring 2020 CCTST Results

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction
>=70	63.83%	63.12%	75.89%	66.67%	80.85%	58.16%
Benchmark	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%
n =	90	89	107	94	114	82
Satisfactory (Threshold)	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%

n = 141

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 i*nference, induction*, and *interpretation i*n 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.

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

Modifications that affect all learning outcomes
Program Changes and Actions due to Results:

Modifications that affect all learning outcomes.

Thresholds of acceptable performance were established for the assessments of all the learning objectives.

- 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

Student Learning Outcome 4: Communication Skills
Define Goal:

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

Intended Outcomes / Objectives:

Assessment 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.
  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. Rubric-based assessment of writing samples from BMGT 4930 (capstone core class)
- The benchmark is that at least 75% of students will get scores of 4 or above (scale 1-5) on each dimension of the above rubrics.
- The satisfactory threshold is that at least 50% of students will get scores of 4 or above (scale 1-5) on each dimension of the above rubrics.
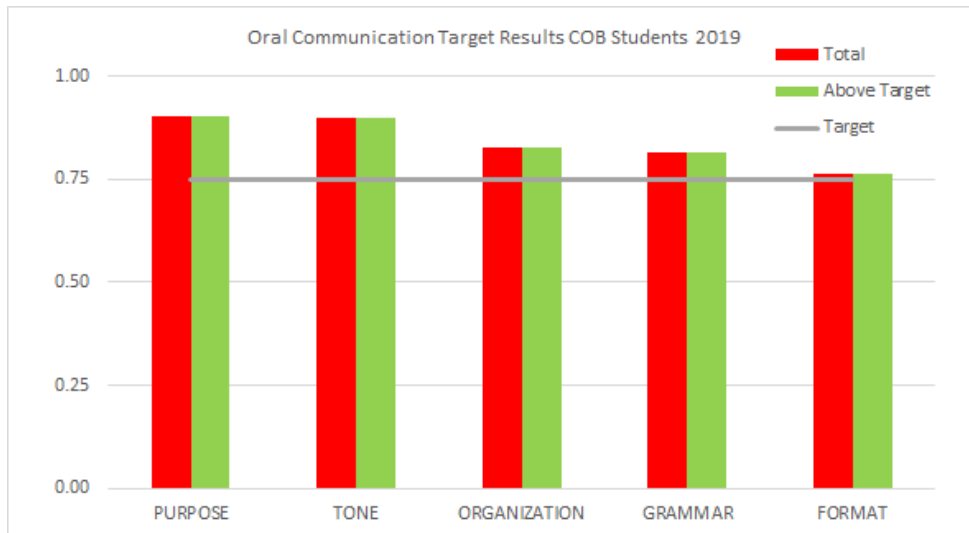
Results 7: Communication Skills
Results:

Learning Outcome – Written and Oral Communications

Fall 2019 Oral Communication
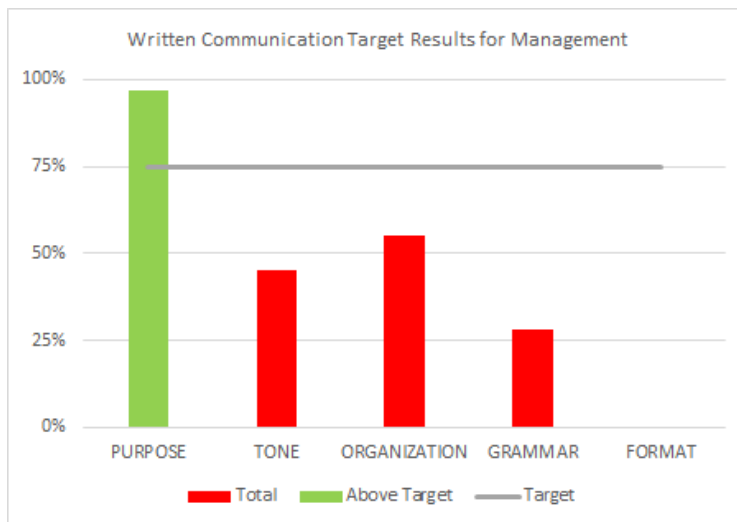
Purpose	90.40%	90.40%	75.00%
Organization	90.00%	90.00%	75.00%
Verbal	82.60%	82.60%	75.00%
Nonverbal	81.70%	81.70%	75.00%
Visual Aids	76.20%	76.20%	75.00%

Fall 2019 - Oral Communication

Oral Communication Target Results COB Students 2019

Legend: Total, Above Target, Target

Categories: PURPOSE, TONE, ORGANIZATION, GRAMMAR, FORMAT

Spring 2020

Written Communication Target Results for Management

Legend: Total, Above Target, Target

Categories: PURPOSE, TONE, ORGANIZATION, GRAMMAR, FORMAT

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.

Discussion of Results - (see Table and Chart for Fall 2019)

1. College of Business students generally designed and delivered effective presentations. They knew how to follow a controlling idea and develop content appropriate for their target audience. Their 90% score in *purpose* and *content,* as well as *organization,* was considerably higher than the target (benchmark) of 75%.   They presented ideas effectively with smooth transitions and clear endings. The target is 75% of students will score 4 or above on the scale of 1-5 in the evaluation rubric. 50% of students scoring   4 or above on the scale of 1-5 in the evaluation rubric is the acceptable threshold.
2. Verbal and Nonverbal skills were above the target of 75% competency, indicating nice presentation skills that could be improved through instruction and practice.
3. The students' use of visual aids score was 76%, just above the target score. Problems included mindless use of templates to produce boring slides that were usually difficult to read. Students designed slides with tiny print and too many words.
4. Instructors employed different approaches to recording student presentations instead of requiring *PitchVantage* for all students because of a last-minute change in instructors. The variety of recording methods did not seem to impact oral communication assessments this semester. All instructors agreed to the same assignment, which was evaluated by one communications assessor. Results for all classes were similar.

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

Written Communication Assessment Results
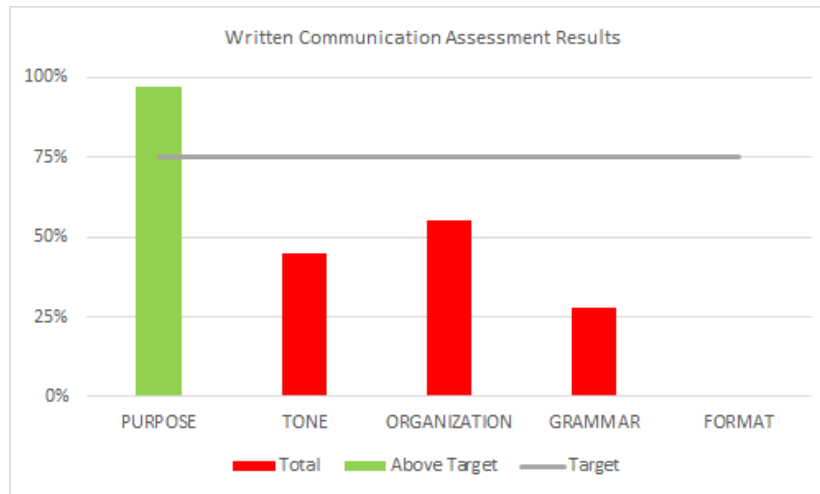
Discussion of Results

- 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.

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

Modifications that affect all learning outcomes
Program Changes and Actions due to Results:

Modifications that affect all learning outcomes.

Thresholds of acceptable performance were established for the assessments of all the learning objectives.

- 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

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 8: Team Skills
Frequency of Assessment:
Fall and Spring semesters

Rationale:
- Performance on individual and team-level skill dimensions were assessed using *TeamMate* software (an online peer-assessment tool from CAPSIM) in Capstone Business Strategy class (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 along the dimensions of *Confidence, Coordination, Conflict, Cohesion, and Cooperation.*

- Benchmark: At least 75% of student teams will maintain or show improvements on the four dimensions of individual-level team skills and the five dimensions of team effectiveness.

- Satisfactory Threshold: At least 50% of student teams will maintain or show improvements on the four dimensions of individual-level team skill and the five dimensions of team effectiveness.

Results 8: Team Skills
Results:

Fall 2019 (results for 4Ps)
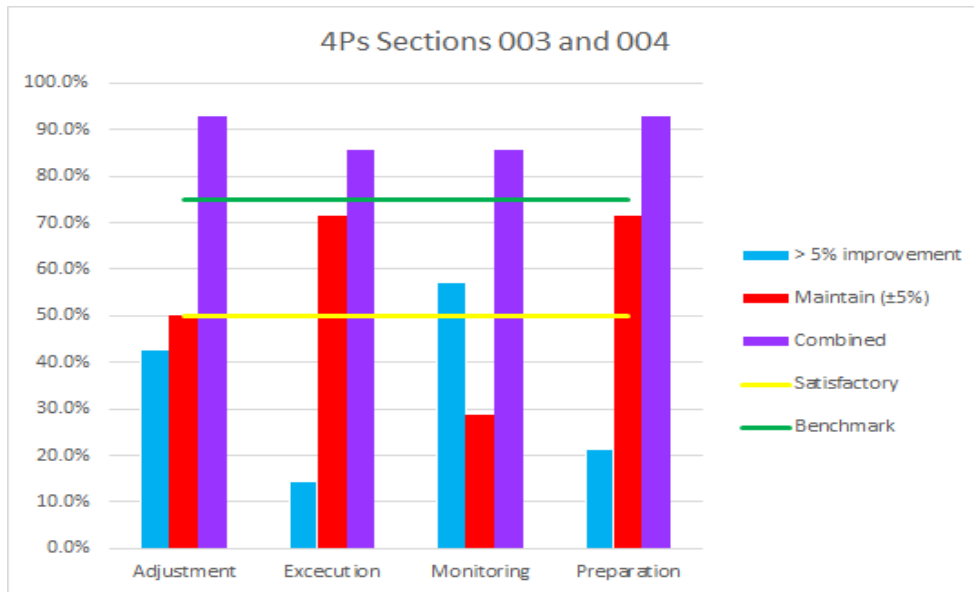
4Ps Sections 003 and 004 Combined   14 Teams

Dimensions	> 5% improvement	Maintain (±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 (±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 (±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 (±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%

Fall 2019

5Cs Sections 003 and 004

Legend:
- > 5% improvement
- Maintain (±5%)
- Combined
- Satisfactory
- Benchmark
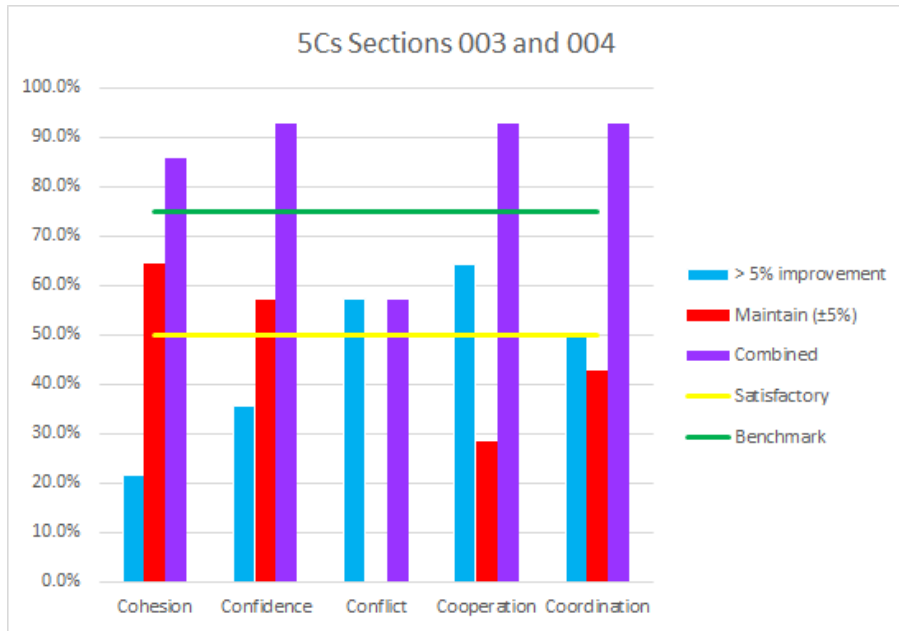
Spring 2020

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
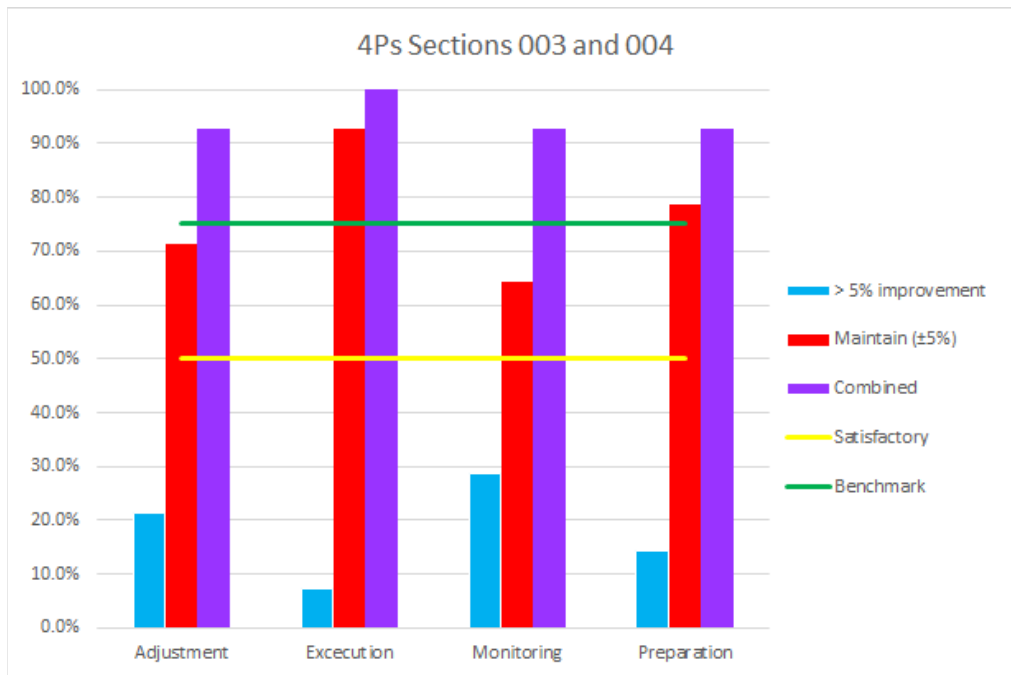
Spring 2020

5Cs Sections 003 and 004 Combined 14 Teams

Dimensions	> 5% improvement	Maintain (±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 (±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%

5Cs Sections 003 and 004
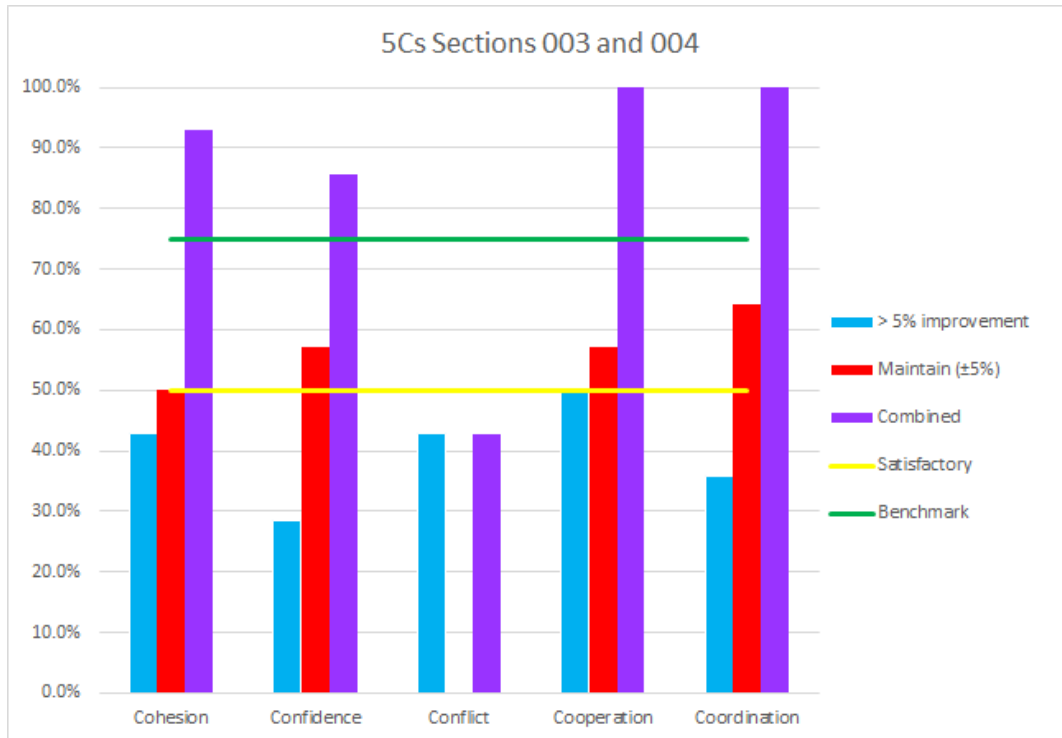
Discussion of Results

- 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 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 4Ps but not for the 5Cs. However, this time neither the benchmark nor the threshold was met for the *Conflict* dimension of the 5Cs.

Attachments:

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 posses 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.

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.

Results 9: Major Area Knowledge and Skills
Results:

Attachments: