

UNIT REPORT

College of Business - Final Annual Report 2017-2018

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College of Business

Definition of Unit: College of Business - Undergraduate**Start:** 07/01/2017**End:** 06/30/2018**Reporting Year:** 2017-18**Providing Department:** College of Business**Mission/Vision/Goal Statement:**

College of Business

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

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

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

Program Goal 1: Program Initiatives**Progress:** Ongoing**Define Goal:**

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

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

Increase enrollments and provide financial support for enrolled students.

Program Goal 3: Strong Faculty**Progress:** Ongoing**Define Goal:**

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

Student Learning Outcome 1: Business Core Knowledge and Skills**Progress:** Ongoing**Define Goal:**

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

Student Learning Outcome 2: Ethical Awareness**Progress:** Ongoing**Define Goal:**

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

Student Learning Outcome 3: Critical Thinking Skills

Progress: Ongoing

Define Goal:

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

Student Learning Outcome 4: Communication Skills

Progress: Ongoing

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.

Student Learning Outcome 5: Team Skills

Progress: Ongoing

Define Goal:

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

Assessment 1: Program Initiatives

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

Type of Tool: Annual Unit Report

Frequency of Assessment: Annually

Rationale:

Assessed by number and types of program initiatives.

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

Assessment 2: Increase Enrollments

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

Type of Tool: FTE Enrollment

Frequency of Assessment: Annual

Rationale:

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

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

Assessment 3: Strong Faculty

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

Type of Tool: Annual Unit Report

National Accrediting Agency Requirements and Standards

Frequency of Assessment: Annual

Rationale:

Assessed by Faculty Resources and Resources for Faculty Support; Faculty qualifications assessed by the AACSB standards. AACSB (Association for Advancement of Collegiate Schools of Business International) is the accrediting body for the College of Business (COB)

Faculty hiring needs are discussed in Departmental and College level meetings. A recruitment committee, which typically includes all faculty from the area and an outside representative is formed when hiring is approved at the university level. The recruitment process for new faculty follows the policies and procedures of the University and is monitored in the Office of Diversity and Legal Affairs. The committee develops a job description and an advertising plan, which includes as a minimum the *Chronicle of Higher Education*, appropriate discipline publications, and direct contacts with historically black institutions that grant the appropriate degree. At least one member of the search committee attends appropriate national discipline meetings to have short interviews with as many candidates as possible. After a full review of credentials, the search committee

typically selects three candidates to invite for campus interviews. The interviews include meetings with the faculty, a presentation to faculty, and meetings with the department chair, dean of the college, and the Provost. The committee ranks the candidates and the Dean and the Provost negotiate the terms of employment. All materials are evaluated electronically.

The College has developed definitions of qualified faculty in accordance with the new (2013) AACSB standards. Faculty qualifications are updated in the annual professional accomplishments form completed by faculty and reviewed by Department Chairs. Actions to increase resources for faculty support are developed, presented, and discussed in Departmental and College level meetings.

Assessment 4: Business Core Skills and Knowledge

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

Type of Tool: Exit Exam

Other

Frequency of Assessment:

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

Rationale:

- ETS Exit Exam (Major Field Test in Business) taken by graduating seniors in Fall and Spring semesters. The benchmark for the overall score is the ETS national median of all institutional scores. The 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

Assessment 5: Ethical Awareness

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

Type of Tool: Rubric

Other

Frequency of Assessment: Annual

Rationale:

1. Ethics Scenario (and Writing Assignment) was administered in Fall 2017 in COB core course, Principles of Accounting (ACCT 2120) to 82 business majors. The questions were aligned with the dimensions of the ethics rubric. The benchmarks were that at least 75% of students will get scores of 3 and above on each of the rubric dimensions.
2. University Sexual Harassment Online Training Exercise required in freshman experience classes (annually).

Assessment 6: Critical Thinking Skills

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

Type of Tool: Exit Exam

Other

Frequency of Assessment: Annual

Rationale:

- Senior Exit Exam California Critical Thinking Skills Test (CCTST) taken in Fall and Spring semesters by graduating seniors. The overall scores and the scores on each of the following dimension/scales of CCTST: *Analysis; Inference; Evaluation; Induction; and Deduction* were considered. The CCTST was administered online (now called CCTST-N, N stands for Numeracy) in Fall 2017. 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.

Assessment 7: Communication Skills

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

Type of Tool: Other

Frequency of Assessment: Annual

Rationale:

- Separate rubrics for assessing written and oral communications were developed. In Fall 2017, 82 sophomore students complete a short writing assignment.
- in Fall 2017, oral presentations of 84 students were assessed in Marketing 3400, a core business class.
- The benchmarks were that at least 75% of students will get scores of 4 or above on each dimension of the above rubrics.

Assessment 8: Team Skills

Type of Tool: Other

Frequency of Assessment: Fall and Spring semesters

Rationale:

- The TeamMATE* online peer-assessment tool from CAPSIM was used in Capstone Business Strategy (BMGT 4930) class in Fall 2017 and Spring 2018 semesters after pilot testing in Capstone BMGT 4930 class during Summer 2017.
- 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.
- Benchmark: At least 75% of students will maintain or show improvements on the four dimensions of individual-level team skill effectiveness.

Results 1: Program Initiatives

Goal/Objective/Outcome Number: Program Goal 1

Results:

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

Table 1

Year	Assessment Indicator	Results
2017-2018	Academic Program Initiatives	<p>1. Eagle Works (a Shark Tank-style competition) featured in Spring 2018, 19 College of Business Students who participated in the competition in interdisciplinary teams consisting of students from other TTU colleges. These students earned academic credit for this experiential course</p> <p>2. Student to Career (S2C) program continues to provide co-curricular professional development programming. activities such as photo sessions for <i>LinkedIn</i> and services such as Clothes Closet.</p> <p>3. Expanded Innovative Experiential Learning programs. 12 COB students served on the student advisory board of American Bank and Trust Company. Students learned to conduct business as officers of the board and learned about the inner workings of the banking industry while earning academic credit for it.</p> <p>5. The data base of employers offering internships has been developed.</p> <p>6. An industry-immersed MBA for healthcare professionals was launched in Fall 2017, The hybrid program was delivered through monthly offsite cohort meetings in Nashville. New courses to support the hybrid, industry-immersed MBA have been developed</p> <p>7. The new cohort MAcc program was launched in Fall 2017.</p>

Results 2: Increase Enrollments

Goal/Objective/Outcome Number: Program Goal 2

Results:

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

Table 2

Year	Assessment Indicators	Results
2017-2018	<ul style="list-style-type: none"> • Activities to promote enrollment • Financial support for enrolled students • Enrollment data (see Table 2A) 	<p>1. Organized several on-campus recruitment and promotion events such as <i>back to school bash</i>, <i>block party</i> publicizing the academic and professional opportunities to non-business students on campus.</p> <p>2. COB participates regularly in <i>SOAR</i>, <i>Community Day</i>, <i>Family Weekend</i>, <i>Preview Day</i> and Community College visits. In 2017- 2018 COB hosted nine SOAR events</p> <p>3. In Spring 2018, COB organized in partnership with Admissions, a <i>Business Show Case</i> in Johnson Hall to showcase the opportunities in business for the the prospective students (and their parents) who have applied to TTU. 35 students attended the event and 32 of those registered to to attend SOAR.</p> <p>4. Awarded \$169275 (\$156,375 in 2016-2017) in COB 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 in Fall 2017 in partnership with TTU's career services. 31 businesses participated</p> <p>7. Tennessee Promise continues to have an adverse impact on enrollment in the university and has contributed to the sharp decline in first-time freshmen enrollment during the first two years of its implementation. But COB undergraduate enrollment, while it has declined from 1270 to 1168, as percentage of TTU undergraduate enrollment, has remained steady at ~12%-13.5%. during 2012-2017 (Table 2A)</p>

8. The graduate enrollment increased from 212 in 2016-17 to 245 (including 13 in the MAcc program) in 2017-18. Graduate enrollment as percentage of total TTU graduate enrollment also increased from 20.9 percent to 21.51 percent (Table 2A)

Table 2A

TTU and College of Business Enrollment Headcount Fall 2012 – Fall 2017

	2012	2013	2014	2015	2016	2017
TTU Undergraduate	9,957	10,052	10,313	9,801	9,437	9365
COB Undergraduate	1,207	1,198	1,296	1,258	1,270	1168
% of TTU	12.12	11.92	12.57	12.84	13.46	12.47
Basic Business	623	724	769	703	647	618
BSBA, Accounting	145	148	161	167	162	138
BSBA, Business Management	159	147	175	199	248	202
BSBA, Economics	9	10	4	10	28	22
BSBA, Finance	49	55	66	59	64	64
BSBA, Marketing	72	57	74	73	75	76
TTU Graduate	1,512	1,066	1,025	1,099	1055	1139
MBA (M)	186	169	178	212	212	232
MAcc						13
% of TTU	12.30	15.85	17.37	19.29	20.09	21.51

Results 3: Strong Faculty

Goal/Objective/Outcome Number: Program Goal 3

Results:

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

Table 3

Year	Assessment Indicators	Results
2017-2018	<ul style="list-style-type: none"> • Faculty • Resources for faculty support 	<p>1. An instructor was hired in the department of Accounting in Fall 2017 to support the Master of Accountancy Program. This position has been changed to a tenure track full time position. A faculty member in the rank of an assistant professor to start in Fall 2018, was hired.</p> <p>2. Full time faculty strength in 2017-2018 was 31.</p> <p>3. Accounting and Finance Faculty members are incorporating Bloomberg Terminals in their courses.</p> <p>4. 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</p> <p>5. COB has supported a lecturer to pursue her doctorate in economics.</p> <p>6. Searches are ongoing to fill three full time faculty positions created due to retirements.</p>

Results 4: Business Core Skills and Knowledge

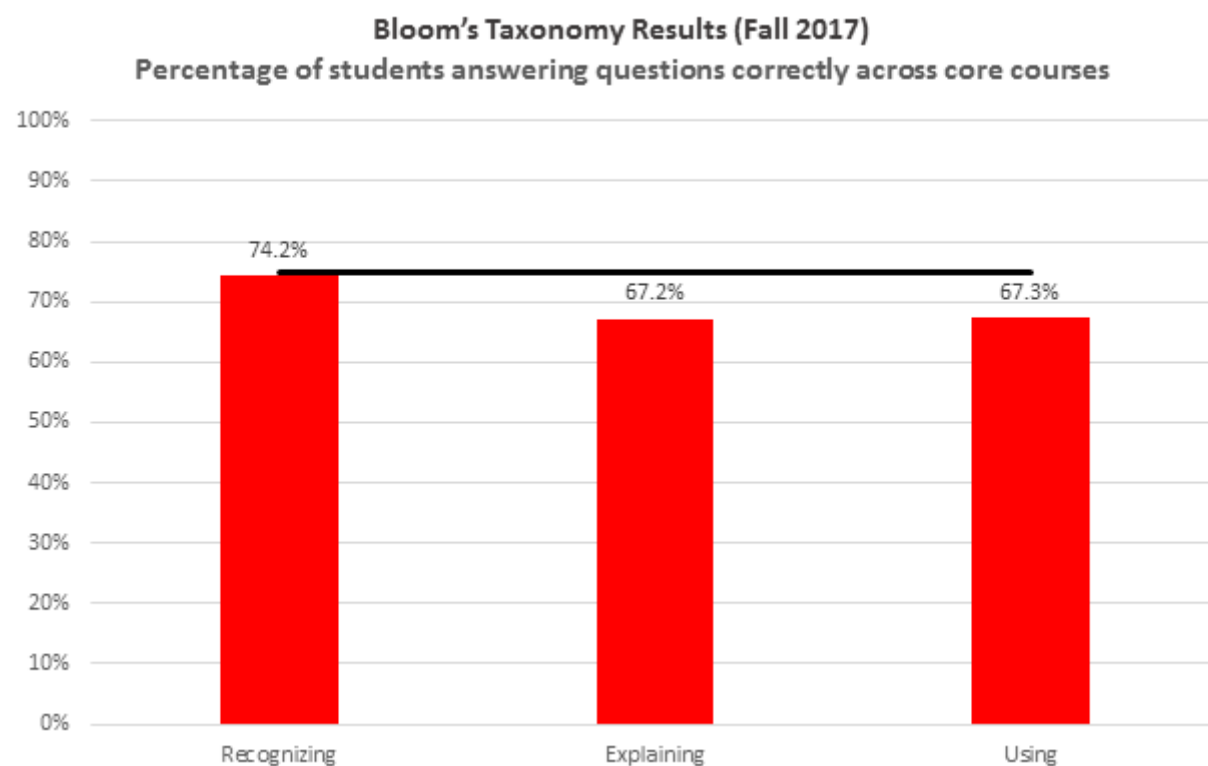
Goal/Objective/Outcome Number: Student Learning Outcome 1

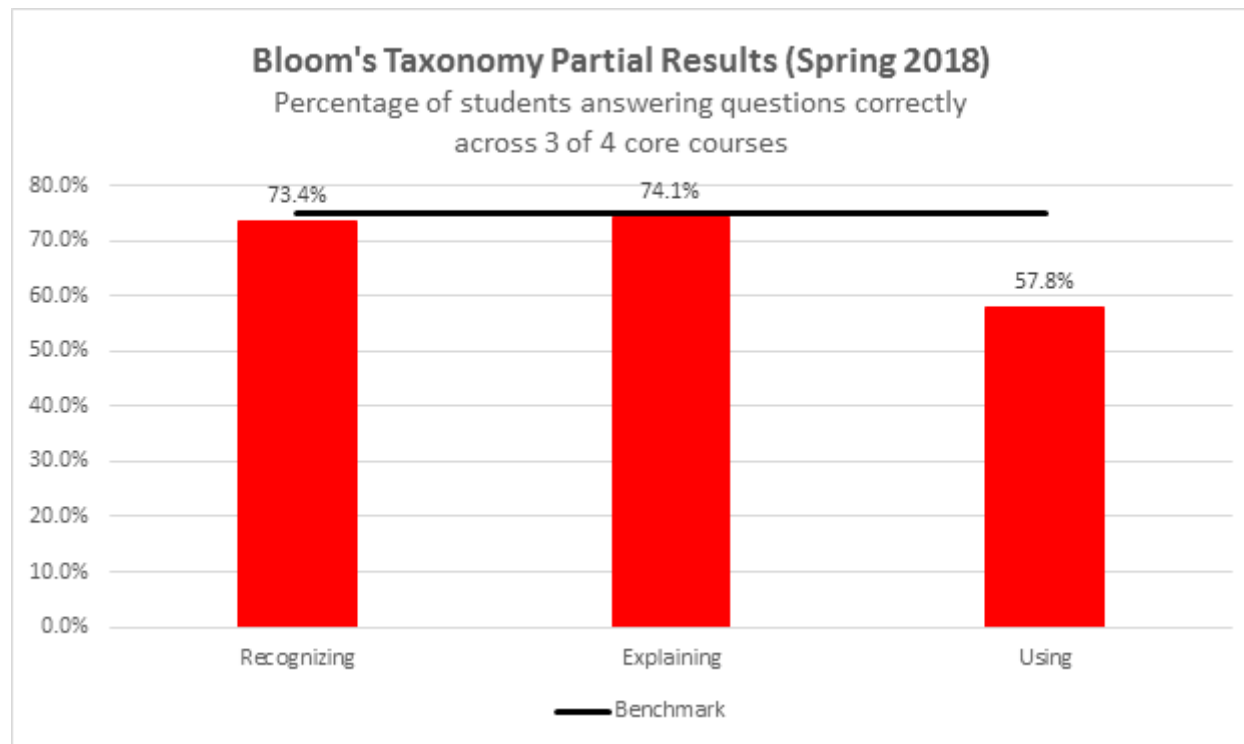
Results:

Learning Outcome 1 - Business Core Skills and Knowledge

College of Business ETS Medians (2015- 2018)								
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	2017 ETS Benchmark*
COB MEDIAN	149	146	144	145	144	149	151	150.5

ETS Content Area Results (2015-2018)								
Content Area	Sp 2015	Fall 2015	Sp 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	2017 ETS Benchmark
Accounting	39	39	36	42	40	43	46	43.2
Economics	39	39	39	37	35	38	39	40.6
Management	49	47	48	54	54	57	63	61.5
Quantitative Business Analysis	34	32	31	38	37	37	37	34
Finance	42	40	39	44	43	45	45	43.3
Marketing	49	49	46	47	44	47	50	50.2
Legal and Social Environment	57	56	54	44	43	43	46	46.8
Information Systems	47	45	45	48	47	53	55	51.5
International Issues	39	36	38	38	36	40	42	40





Discussion of Results

- The overall median score in the ETS Major Field Test for COB showed a substantial improvement from the previous semester but still fell below the national median.
- The median scores in seven of nine content areas also improved from those in Spring 2017. They remained the same for the other two content areas.
- For Fall 2017, data were collected using course-embedded questions based on Bloom's taxonomy in all business core courses: ACCT 2110, ACCT 2120, BMGT 3510, BMGT 4930, DS 2810, DS 3520, DS 3620, DS 3841, ECON 2010, ECON 2020, ECON 3320, ECON 3610, FIN 3210, LAW 3810, MKT 3400.
- For Spring 2018, the data were collected using course-embedded questions based on Bloom's taxonomy in the following business core courses: DS 2810, DS 3841, FIN 3210.
- The results indicate that while there were improvements for all the three dimensions in the percentages of students answering the questions correctly – from 65.8% in Spring 2017 to 74.2% in Fall 2017 for *Recognizing*, from 62.73% to 67.2% for *Explaining* and from 64% to 67.3% for *Using* – the benchmark of 75% was not met for any of those three dimensions in Fall 2017 and Spring 2018.
- The overall median score in the ETS Major Field Test for COB continued to show improvement from the previous semesters and met the national median. The median scores in seven of nine content areas in Spring 2018 improved from those in Fall 2017.

Results 5: Ethical Awareness

Goal/Objective/Outcome Number: Student Learning Outcome 2

Results:

Learning Outcome 2 – Ethical Awareness

Chart 1 (Fall 2017)

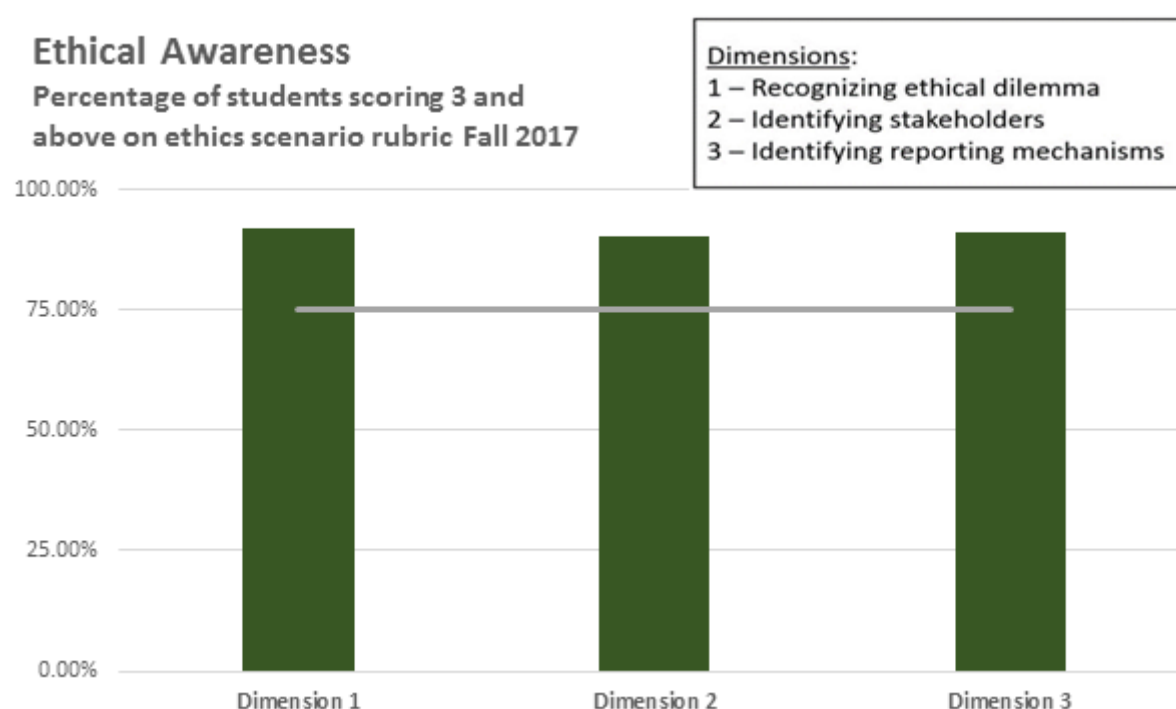


Chart 2 (Spring 2017)

Discussion of Results

- All COB students completed online sexual harassment training in their freshman experience classes.
- In Fall 2017 (Chart 1), the benchmark was met for all three dimensions *recognizing an ethical dilemma, identifying relevant stakeholders, and identifying reporting mechanisms* - an improvement over the Spring 2017 results (Chart 2).
- In Chart 2, percentage of students scoring 4 and above did not meet the 75% benchmark for any of the three rubric dimensions (*recognizing ethical dilemma, identifying stakeholders, identifying reporting mechanisms*) but percentage of students scoring 3 and above, met the 75% benchmark for *recognizing ethical dilemma and identifying reporting mechanisms* dimensions but not for the *identifying stakeholders* dimension (Chart 2).

Results 6: Critical Thinking Skills

Goal/Objective/Outcome Number: Student Learning Outcome 3

Results:

Learning Outcome 3 – Critical Thinking

Chart 1

Performance in CCTST Exit Exam Fall 2017 and Spring 2018

Chart 1

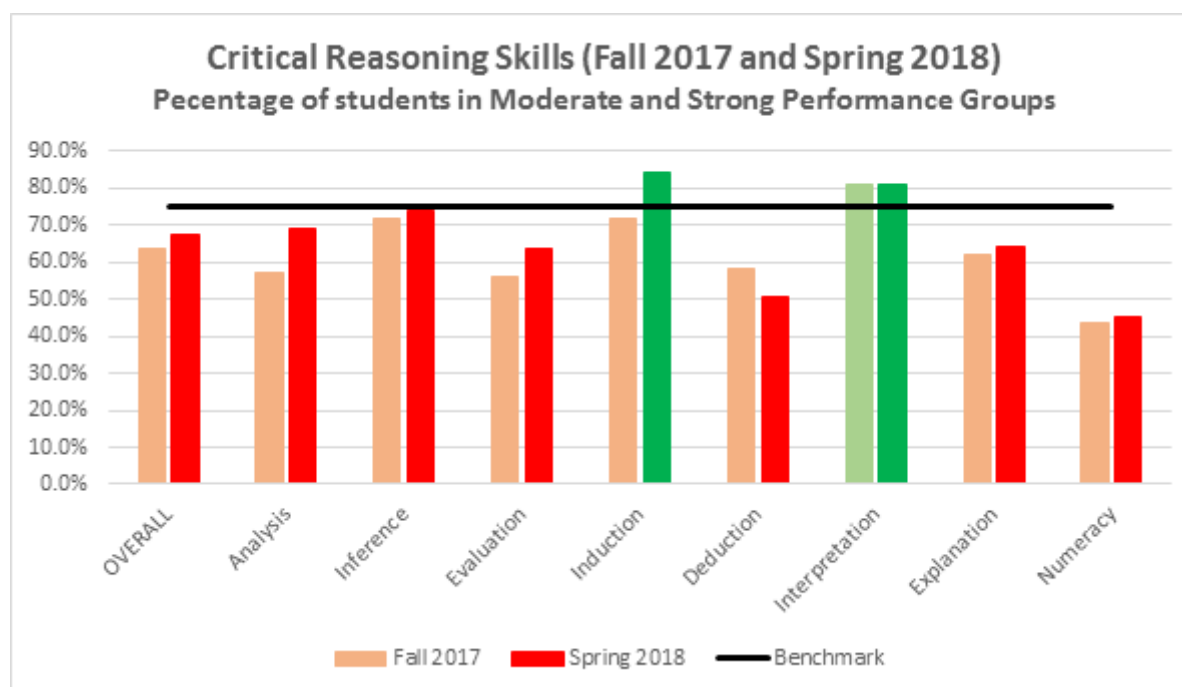


Chart 2

Deductive and Evaluation Reasoning Skills Percentage of students answering questions correctly (Fall 2017)

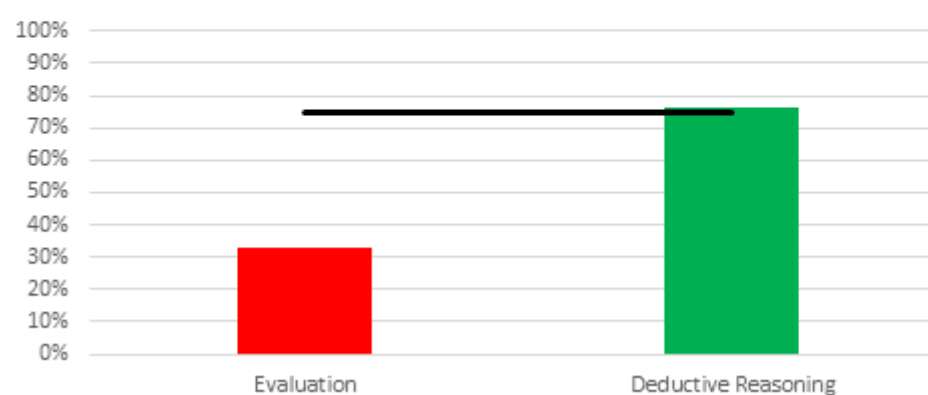
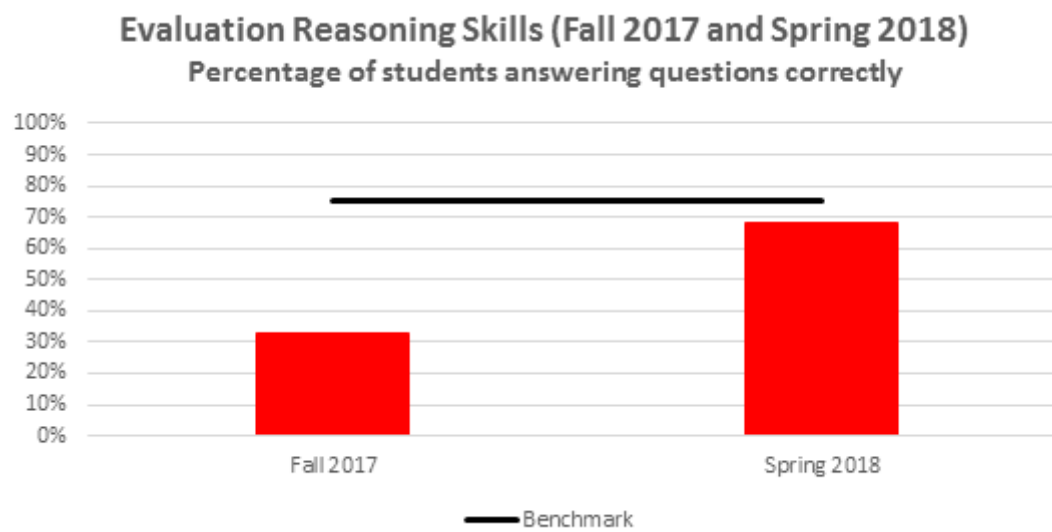


Chart 3



Discussion of Results

- 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
- The CCTST-N results for Fall 2017 and Spring 2018 are given in Chart 1. The results continue to show that Overall results and the results for *Analysis, Inference, Evaluation, Deduction, Explanation* and *Numeracy* did not meet the benchmark. The results for *Induction* and *Interpretation* met the benchmark.
- Based on previous AOL results and subsequent action, *deductive reasoning skills* and *evaluation reasoning skills* dimensions were targeted for improvement. **Student performance in *deductive reasoning skills* had not generally met the benchmark in the past; and, their *evaluation reasoning skills* have consistently fallen short of the benchmark.** The results indicated that the benchmark was met for *deductive reasoning skills* but not for the *evaluation reasoning skills*. These dimensions were assessed in Fall 2017 using the additional course-embedded questions. The results shown in Chart 2 indicate that, consistent with the CCTST findings, additional intervention is needed and ongoing to develop *evaluation reasoning skills*.
- In Spring 2018, Students' *evaluation reasoning skills* were assessed using course-embedded questions in the following business core courses: ACCT 2120 and DS 3620. Chart 3 shows the results from Fall 2017 and Spring 2018. Student performance in *evaluation reasoning skills*, remain below the benchmark.

Results 7: Communication Skills

Goal/Objective/Outcome Number: Student Learning Outcome 4

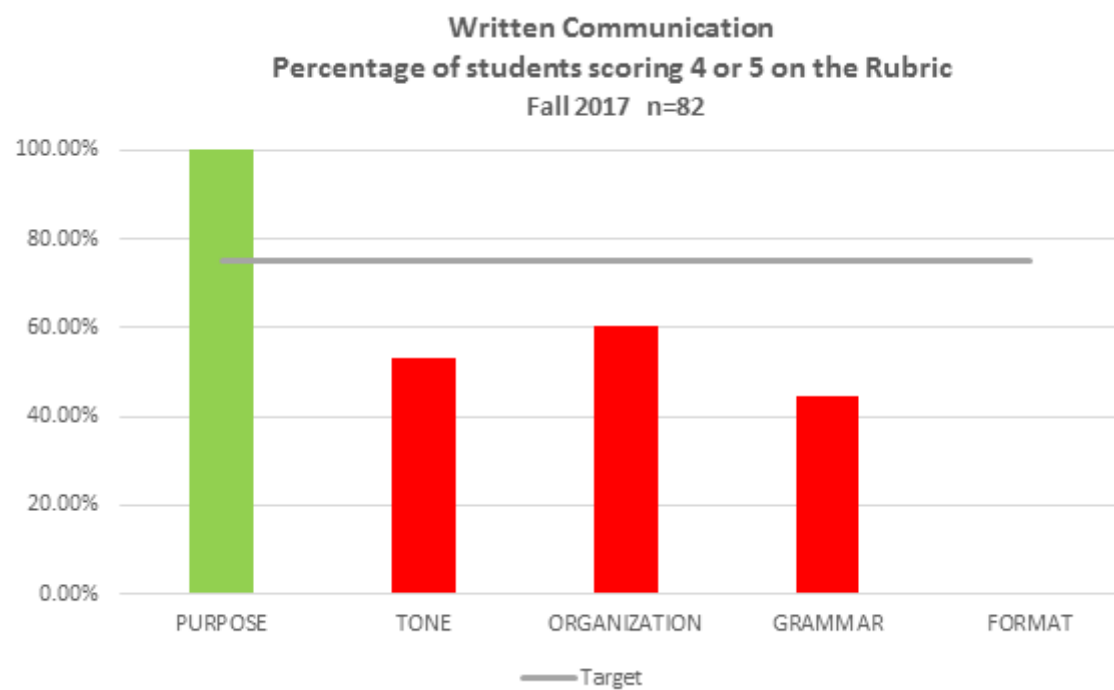
Results:

Learning Outcome 4 – Written and Oral Communications

Written Communications

Results (Fall 2017)

Chart 1



Note: *Format* was not a primary consideration of this exercise as writers analyzed a business situation by answering questions instead of writing a report. Although measurement of this particular dimension is ongoing in future assessments, it has far exceeded benchmarks in recent semesters.

The Discussion of Results (Chart 1)

- The benchmark was not met for three of the four dimensions of written communication skills: *tone*, *organization* and *grammar*. The benchmark was met for the *purpose* Format was not a primary consideration of this exercise because writers analyzed a business situation by answering questions instead of writing a report. (Note also that “format” had indicated strong performance in prior assessments).
- Students firmly kept purpose at the center of their writing: 100% of the writers reached the COB target of scoring a 5 or 4. Students recognized the problems revealed in the scenario and considered possible outcomes. The overall average for Tone and Word Choice was 3.47 out of 5.00, or Satisfactory. The writing was not excessively casual, but empty or wordy phrases sometimes clouded the meaning. A firmer grasp of business terminology would have improved the professional tone. Only 53% reached the COB target goal of 75% scoring a 5 or 4.
- Ideas were arranged logically to support the purpose, and organization was generally The overall average for Organization and Logic/Sentence and Paragraph Structure was 3.78, and 60% reached the target of a 5 or 4 score. Explanations could have been easier to follow if students had avoided awkward structures, missing transitions, and vague pronouns.
- Knowledge of Conventions: Grammar was the weakest component of students’ writing, but the score was still in the Satisfactory range with an average of 3.39 out of 5.00 with 45% reaching the target score. Violations of writing standards were not excessive but indicated a lack of proofreading or an incomplete knowledge of some minor conventions of grammar.
- Percentage of students reaching target scores of 4 or 5 improved in all categories compared to last semester’s results.

Dimension	Spring 2017	Fall 2017
Purpose	89%	100%
Word Choice	34%	53%
Organization	30%	60%
Grammar	39%	45%

- The change in procedure this semester to include the writing as part of a core class meant that an instructor explained the reason students were being asked to write; the writing samples were more complete and carefully written than last semester’s samples. Partly because the writing had the weight of a class assignment, the samples suggested thoughtful analysis instead of rushed words. Scores improved in all categories.
- An online faculty resource SharePoint site for building professional writing excellence was developed this semester, and the professor encouraged students to study suggested online sources to improve writing skills. Results for Knowledge of Conventions: Grammar are similar to assessment findings from the short grammar quiz administered in the capstone course, BMGT 4930, for the past four semesters. Students were quizzed in the five grammar problem areas revealed through student writing assessments and explained in the EAGLE online writing tutorial. Results are indicators of writing skills of COB students and measure the effectiveness of the EAGLE online writing tutorial. To provide comparison with prior semesters, average scores from 1 to 5 points for all majors follow:

EAGLE QUIZ (Grammar)		WRITING SAMPLES (Grammar)	
Fall 2015	2.35	Spring 2017	3.08
Spring 2016	3.73	Fall 2017	3.13
Fall 2016	1.97		
Spring 2017	2.45		

The results shown in Chart 2 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.

Results (Spring 2018)

Chart 2



- 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

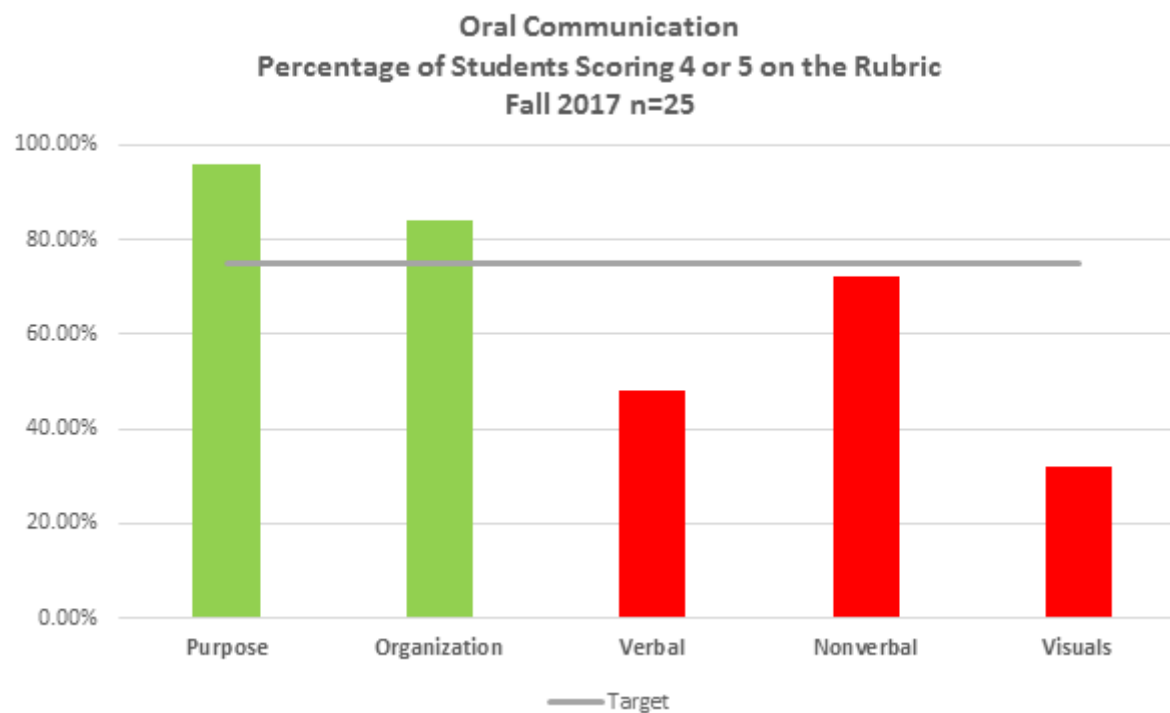
- A section of BMGT 3510 (Management and Organization Behavior) was selected as the assessment point for Fall 2017. Students in BMGT 3510 were given access to the COB Oral Communications Skills Resources Library on the Sharepoint. They were then required to record a short oral presentation that were submitted for assessment using the

rubric developed in Spring 2017.

- NOTE This learning objective was not scheduled for assessment during Spring 2018

The following discussion refers to the results shown in **Chart 3** below.

Chart 3



- The benchmark was not met for three of the five dimensions of oral communication skills: *verbal, nonverbal and visual aids*. The benchmark was met for the *purpose and organization*. Students introduced their topics, emphasized key information, and did not wander from the main purpose. The average was 4.5 out of a possible 5.0, and 97% scored *excellent (5)* or *good (4)* in the Purpose and Content category, which was above the target of 75%. Organization was clear and appropriate for their target audience: 84% scored *excellent (5)* or *good (4)* for Format and Organization with an average of 4.1 out of a possible 5.0. The average for nonverbal skills was 3.8 out of 5.0, and 72% scored a 5 or 4: students were slightly below the target of 75%.
- Students scored satisfactory—3.6 out of 5.0—for verbal skills. Problems included casual instead of professional business terminology, nonstandard English, weak projection, and verbal fillers. Only 48% of the presenters scored a 5 or 4. Weaknesses in PowerPoint slide choices included inconsistencies and errors that made some slides ineffective. A lack of care for slide design can suggest a lack of care about the subject or the audience. The score for visual aids/use of media was 3.2 out of 5.0, and 32% reached the target of scoring 5 or 4.
- Some faculty members found that the Oral Communication Rubric for the TTU College of Business Assurance of Learning Measurement seemed unnecessarily complicated, especially for quick in-class assessments. A Checklist based on the Rubric was developed and used as a trial for this assessment. The Checklist itself was complicated, so the assessor reevaluated the presentations using a Revised Checklist, which worked well.
- Technical difficulties and the decision of some students to opt out of the assessment made assessing every presentation impossible, so a sample of 25 filmed presentations out of a possible 61 was A large sample may be the norm for future AACSB oral communication assessments.
- The difference between the in-class assessments last semester and the filmed presentations this semester was significant in both the outcome and the assessment process. Students assigned individual filmed presentations scored higher in every category than students assessed through in-class presentations spring semester, an indication that they may prepare more seriously for filmed assignments. Students need online and filmed communication skills as part of their professional competencies. Also, assessing filmed presentations is more accurate than assessing classroom presentations.

	Purpose	Organization	Verbal Skills	Nonverbal	Visuals
Spring 2017 point average	4.2	3.6	3.2	2.9	2.7
% hitting target score 5 or 4	85.7%	50.0%	28.6%	32.1%	10.7%
Fall 2017 point average	4.5	4.1	3.6	3.8	3.2
% hitting target score 5 or 4	90.4%	82.4%	72.8%	76.0%	64.0%

Results 8: Team Skills

Results:

Results (Fall 2017)

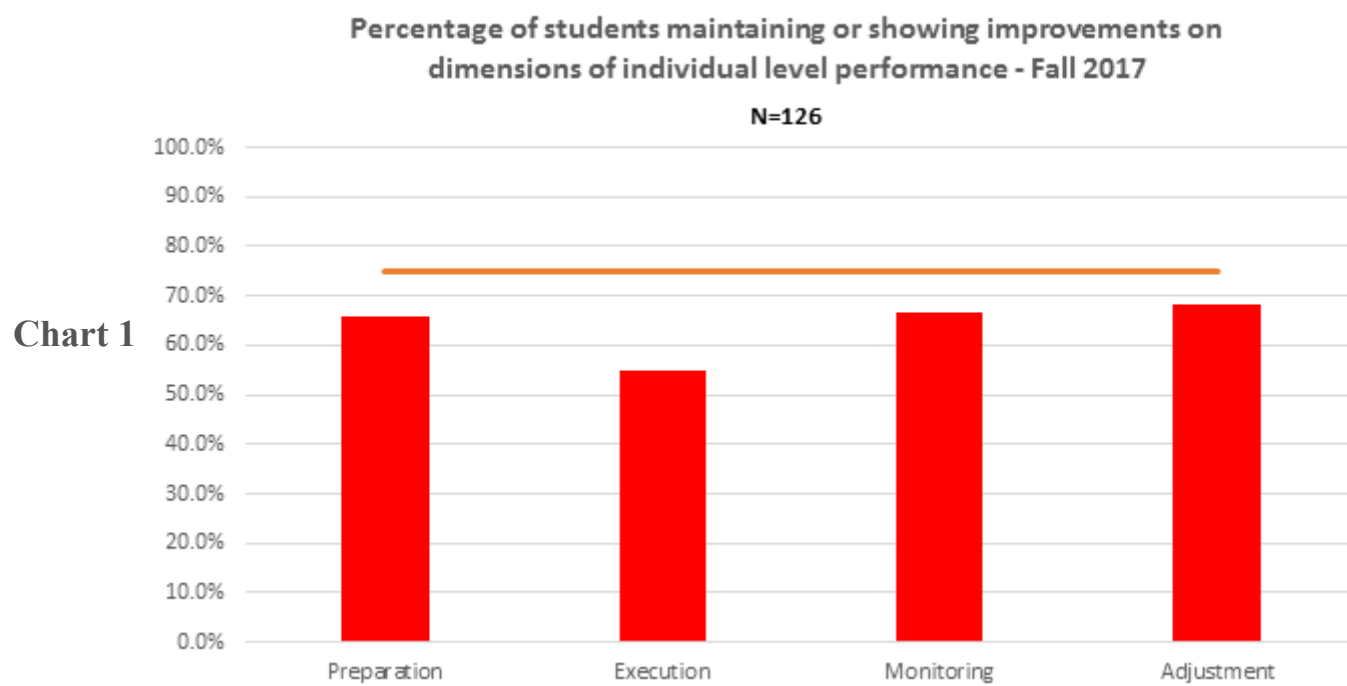
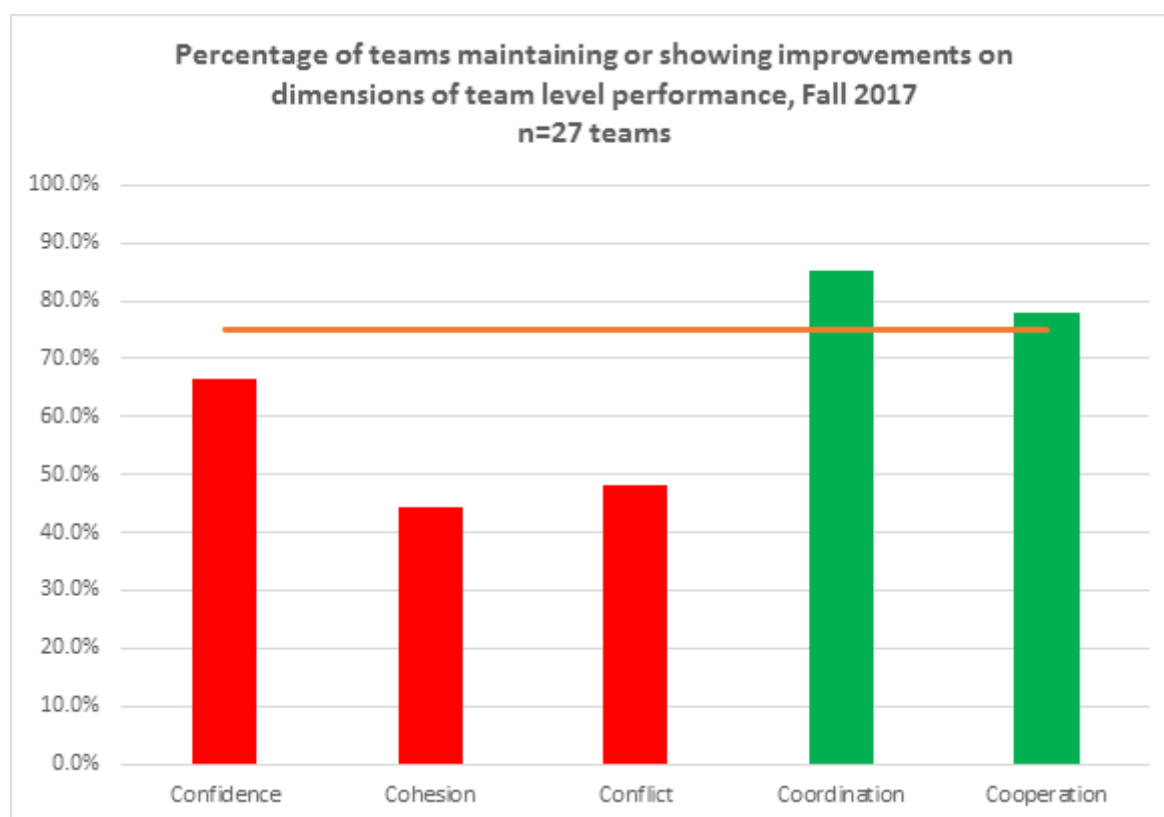


Chart 2



D Discussion of Results (Fall 2017)

- The benchmark was not met for the four dimensions of individual-level team work skills (Chart 1).
- For the team-level skill dimensions, benchmarks were exceeded for *Coordination* and *Cooperation*. Performance along the *Confidence*, *Cohesion* and *Conflict* dimensions fell below the benchmark (Chart 2).

Results (Spring 2018)

Chart 3

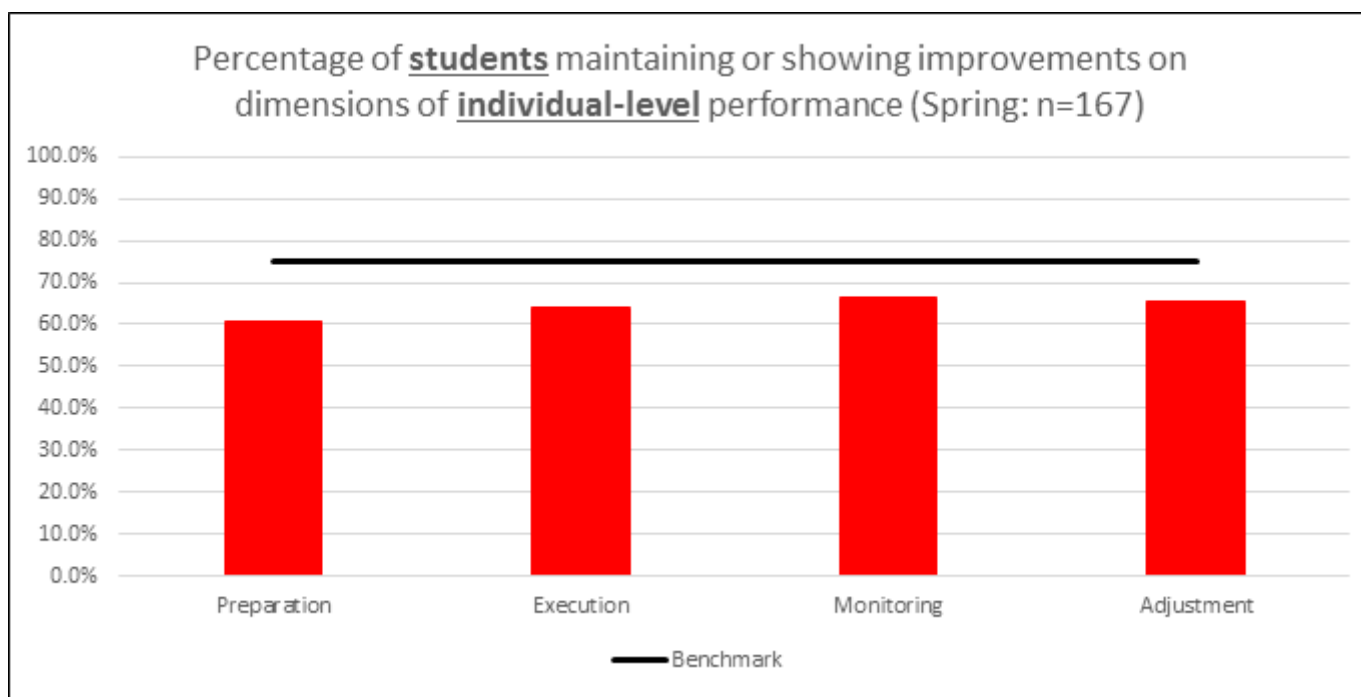
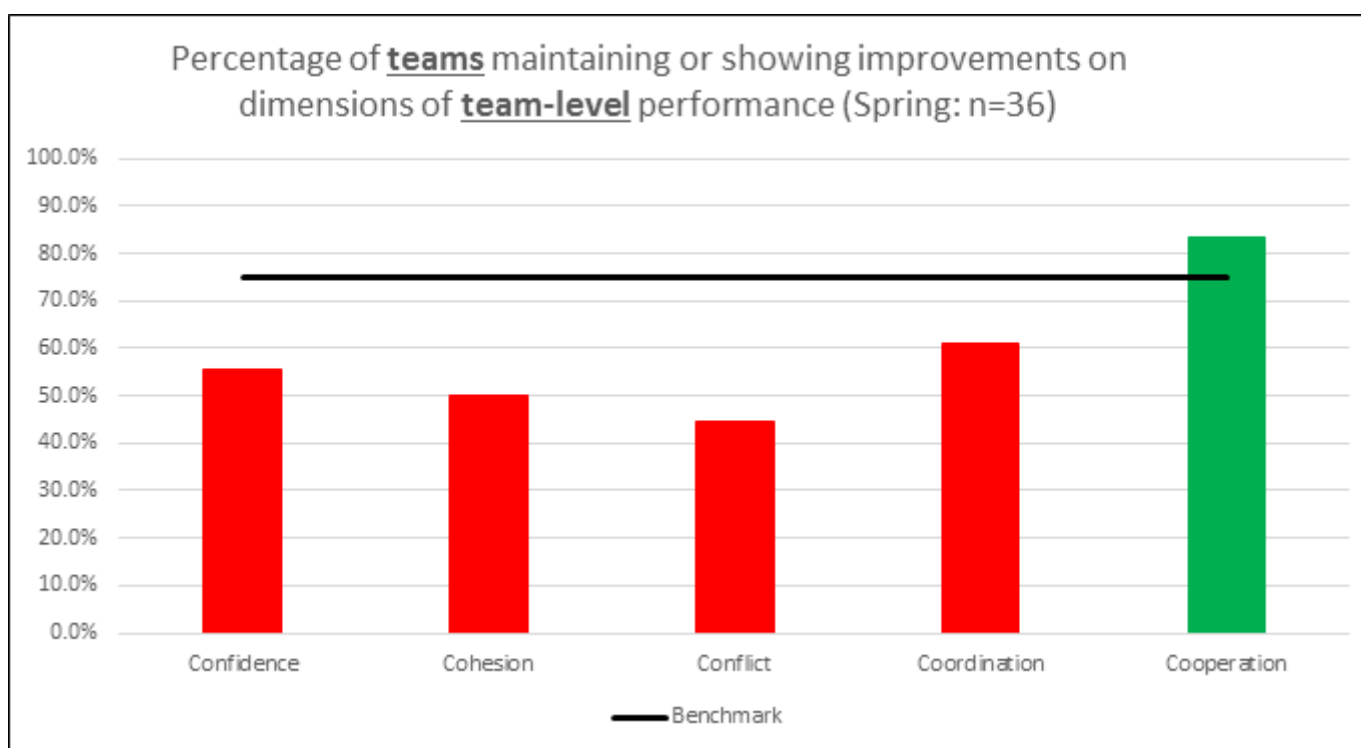


Chart 4



Discussion of Results (Spring 2018)

- The benchmark was not met for the four dimensions of individual-level team work skills (Chart 3).
- For the team-level skill dimensions, the benchmark was exceeded for *Cooperation*. Performance along the *Confidence*, *Cohesion*, *Coordination* and *Conflict* dimensions fell below the benchmark (Chart 4).

Business Core Skills and Knowledge

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

Program Changes and Actions due to Results:

Modifications

- A new policy regarding ETS exam went into effect in Fall 2017. Students who are enrolled in the capstone Business Strategy will be required to take the ETS exam which will be administered online. Starting in Spring 2018, the performance in ETS exam accounted for 10% of the Business Strategy course grade.
- Focusing on core business areas, faculty teaching core courses designed class activities that would improve student knowledge and skills in *recognizing, explaining and using* course concepts, models and frameworks based on the following process: *Recognize, Explain, Use* → **Class Room/Instructional Activities** → Assessment (questions). Design and incorporate appropriate classroom/instructional activities that match the dimensions and questions.
- Identify specific points in the semester (classes, modules, activities, assignments, etc.) where the concepts are: a) Introduced; b) Practiced (homework, project, lab, readings, etc. incorporating both quality & quantity of coverage); and, c) Assessed (formatively and summatively)
- How can you make instructional improvements?
- Course coordinators received the following guidance on designing course-embedded questions based on Bloom's taxonomy to improve consistency and coordination: Determine if the 75% benchmark was met for each question; For

each question, reread and determine if it matches the associated Bloom's dimension/level (*Recognize, Explain, Use*) and reflects the core knowledge in the course.

- For each question, reread and determine if the discourse used is appropriate: a) Question stem (does it make sense; is it too wordy; accessible for diverse learners; is it ambiguous?); b) Correct answer (does it make sense; is it too wordy; accessible for diverse learners; and/or ambiguous?); c) Distractors (does it make sense; is it too wordy; accessible for diverse learners; and/or ambiguous?)

Link to Assessment:

See Results for Learning Outcome 1

Link to Flight Plan: Improve Undergraduate Student Experience

Communication Skills

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

Program Changes and Actions due to Results:

Modifications

- A primer with report writing guidelines and basic format tips was developed and added to SharePoint as the COB Written Communications Skills Resources Library.
- Faculty who have written assignments in their classes promoted the tools available in the resource library.
- In Fall 2018, eighty-two (82) business students in ACCT 2120 (Principles of Accounting 2) were given access to the COB Written Communications Resources guide on faculty resources SharePoint site. They then completed a writing assignment that was assessed using the rubric developed in Spring 2017.
- Based on the analysis of all prior assessments and information, faculty approved the addition of BMGT 3720 (Business Communications) into the BSBA business core curriculum beginning Fall 2018.
- in Spring 2018, faculty shared ideas on how to improve students' written communication skills during a Lunch and Learn session

Link to Assessment:

See Results for Learning Outcome 4

Link to Flight Plan: Improve Undergraduate Student Experience

Critical Thinking Skills

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

Program Changes and Actions due to Results:

Modifications

- A new policy regarding CCTST exam went into effect in Fall 2017. Students who are enrolled in the capstone Business Strategy are required to take the CCTST exam online. The online administration (first College in TTU to do so) has allowed the assessment of *Numeracy* dimension.
- Students' *evaluation and deductive reasoning* skills were strengthened in 2000 and 3000 level core courses.
- COB faculty developed strategies for addressing the *Evaluation and Deduction* dimension of the rubric in the core classes. New direct measures, assessment points and benchmark were developed (in addition to the CCTST exam) to assess students' evaluation skills and deductive reasoning skills at 2000 and 3000 level core courses. Direct Measure: Course-embedded questions designed to measure students' evaluation skills and deductive reasoning skills. Assessment Points: ECON 2010 (Principles of Microeconomics) and ECON 3610 (Business Statistics) Benchmark: At least 75% of students provide correct answers for each of these two critical thinking dimensions.
- In Spring 2018, Faculty shared ideas on how to improve students' critical thinking skills during a Lunch and Learn session.

Link to Assessment:

See Results for Learning Outcome 3

Link to Flight Plan: Improve Undergraduate Student Experience

Ethical Awareness

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

Program Changes and Actions due to Results:

Modifications

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

Link to Assessment:

See Results for Learning Outcome 2

Link to Flight Plan: Improve Undergraduate Student Experience

Increase Enrollments

Goal/Objective/Outcome Number:

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

Program Changes and Actions due to Results:

Modifications

- COB is partnering with Office Of Admissions to host Business Showcase activities.
- Flow sheets for majors and concentrations have been reviewed.
- The first orientation event for transfer students took place in May 2018.
- A subcommittee is looking into redesign of basic business curriculum and reduction in hours required for affiliation.
- The faculty of Decision Sciences and Management has recommended that the concentrations in Business Information Technology and Business Analytics and Intelligence be made into majors. The objective being to give more visibility and clarity to the students' skill sets.
- Admission requirements for the MBA program have been changed to create pathways to the program without taking GMAT or GRE. A matrix will be used that awards points for GMAT or GRE but also awards points for work experience, undergraduate GPA and whether or not students have graduate degree or a terminal degree.

Link to Assessment:

See Results for Program Goal 2

Link to Flight Plan: Freshmen Flight Path

Academic Advising

Undergraduate Co-Curricular Program

Improve Undergraduate Student Experience

Modifications that affect all learning outcomes

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

Program Changes and Actions due to Results:

Modifications that affect all learning outcomes.

- **Sustained AOL Process Support:** A permanent AOL coordinator position has been created to provide sustained coordination, leadership, and support for systemic AOL processes (see diagram below) for undergraduate and graduate programs.
- To strengthen AOL processes, actions taken during Spring 2017 by the responsible undergraduate and graduate committees included the review and clarification of learning goals and objectives, enhancement of assessment methods and instruments, determination of acceptable levels of student achievement, administration of improved assessments, and collection of data.

Specific accomplishments during Spring 2017 include:

1. Review and clarification of learning goals and objectives for the undergraduate program;
2. Identification, development, and enhancement of assessment instruments and measures for learning objectives including basic business competencies, written and oral communication, ethical awareness and critical thinking;
3. Determination of benchmarks indicating acceptable levels of performance for objective-based assessments;

4. Administration of rubrics and other assessment instruments
5. Determination of a timeline for analysis of assessment results and identification of program level curriculum changes.
6. Specific recommendations for improvements related to Learning Goal 3 - written and oral and written communications.
7. A new learning objective on team skills has been added. It is being assessed in Summer 2017 in the undergraduate and MBA capstone classes with TeamMATE assessment instrument.

Link to Assessment:

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

Link to Flight Plan: Improve Undergraduate Student Experience

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

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

Program Changes and Actions due to Results:

- Collegiate Advisory Board in Banking is being expanded to include student advisory boards for other area banks.
- The internship program website is being redesigned.
- Mike Porten, the Executive in Residence at COB will be supervising the Collegiate Advisory Board activities and be the instructor of record for the associated course. He will also be providing coordination for the internship program.
- The curriculum of Engineering Management Master's Program of the College of Engineering includes 12 credit hours of graduate business classes.
- COB faculty will be producing introductory course modules for the benefit of those MBA students who do not have prior academic coursework in business.
- A new Associate Director for Student to Career is being hired. The position now has a new job description.

Link to Assessment:

See Results for Program Goal 1

Link to Flight Plan: New Graduate Programs

Improve Undergraduate Student Experience

Strong Faculty

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

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

A Faculty Deployment and Resource Plan has been developed. 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. In full consideration of SACSCOC and AACSB accreditation requirements and associated faculty qualification standards, program quality, and student advising and course availability needs, the COB leadership team reviewed prior and upcoming class schedules and enrollments, reconfigured course rotations, and optimized anticipated teaching loads. Department chairs have also identified areas in which qualified adjuncts may be used within the constraints of availability and accreditation mandates. In addition to and following this full assessment and redeployment plan, additional faculty resources that will be necessary to assure compliance with accreditation standards and eliminate structural overload assignments have been identified.

Link to Assessment:

See Results for Program Goal 3

Link to Flight Plan: Improve Undergraduate Student Experience

Team Skills

Goal/Objective/Outcome Number: Student Learning Outcome 5

Program Changes and Actions due to Results:

- The use of TeamMATE as the assessment tool for this learning objective was piloted in capstone Business Strategy BMGT 4930 class in Summer 2018 and officially implemented in Fall BMGT 4930 (the assessment point) class and its use was promoted in other courses that have team projects such as BMGT 3510 (Management and Organization Behavior).

- New data on team-level team skill effectiveness along five dimensions: *Cooperation, Coordination, Cohesion, Confidence, Conflict* were collected using TeamMATE (see results) with the following benchmark: At least 75% of teams will maintain or show improvements on the five dimensions of team-level team skill effectiveness.
- 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.
- More courses will incorporate the use of TeamMate to provide students with more opportunities to get feedback about their team skills.

Link to Assessment:

See results for Student Learning Outcome 5

Link to Flight Plan: Improve Undergraduate Student Experience

Accounting

Definition of Unit: Accounting and Business Law

Start: 07/01/2017

End: 06/30/2018

Providing Department: Accounting

Department/Unit Contact: Richard Rand

Mission/Vision/Goal Statement:

OUR MISSION

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

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

OUR VISION

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

OUR CHARACTER & VALUES

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

The Department of Accounting is distinguished by...

- A high-touch, personal learning environment fostered by a caring faculty,
- A commitment to experiential learning that produces practical knowledge and professional development in students,

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

Learning Outcome 1 - ETS Scores & Sophomore Accounting

Define Goal:

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

B. Students will demonstrate competency in financial accounting.

Intended Outcomes / Objectives:

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

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

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

Learning Outcome 2 - CCTST

Define Goal:

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

Intended Outcomes / Objectives:

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

Program Goal 1 - Graduation and Majors

Define Goal:

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

Intended Outcomes / Objectives:

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

Program Goal 2 - Freshman Recruiting

Define Goal:

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

Intended Outcomes / Objectives:

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

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

Program Goal 3 - Integration of Online Proctoring for Online Examinations

Progress: Completed

Define Goal:

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

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

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

Intended Outcomes / Objectives:

We expect to see lower incidences of academic misconduct.

Metrics:

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

Program Goal 4 - Establish a Master of Accountancy

Progress: Completed

Define Goal:

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

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

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

Implementation is planned for Fall 2017.

Intended Outcomes / Objectives:

TTU's Accounting Program is accredited by the AACSB. As such, we are one of only about 10 programs internationally that are accredited by the AACSB, but do not have a graduate program. In addition, Accounting has been identified as an underserved program path by the Tennessee Higher Education Commission. Offering a Master of Accountancy, that is primarily offered in an online format, will be a unique program in Tennessee and will provide heretofore unavailable

opportunities for many students wishing to pursue graduate education in Accounting. This program will exploit the unique online competencies of the Accounting faculty and will provide an opportunity for our undergraduate students to continue their education at their institution of choice. Offering the MAcc at TTU will ultimately impact our undergraduate offerings and will result in an ongoing assessment of the curriculum structure. As such, we believe it is important that we indicate our intentions in this report.

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

Progress: Completed

Define Goal:

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

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

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

Intended Outcomes / Objectives:

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

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

Progress: Completed

Define Goal:

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

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

Intended Outcomes / Objectives:

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

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

Assessment: (PG3) Use of Remote Proctoring

Goal/ Outcome/ Objective: Program Goal 3

Type of Tool: Other

Frequency of Assessment: Annually

Rationale:

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

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

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

Assessment: (PG4) Master of Accountancy

Goal/ Outcome/ Objective: Program Goal 4

Type of Tool: Checklist

Frequency of Assessment: Ongoing

Rationale:

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

Attached Files

[☐ MACC Program Checklist](#)

Assessment: (PG6) Accounting Advisory Board Re-Organization

Goal/ Outcome/ Objective: Program goal 6

Type of Tool: Meeting Records

Other

Frequency of Assessment: Ongoing

Rationale:

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

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

Assessment: (LO1a) ETS Scores

Goal/ Outcome/ Objective: Learning Outcome 1

Type of Tool: Exit Exam

Frequency of Assessment: bi-annually

Rationale:

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

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

Assessment: (LO1b) ACCT 2110 Avg Final Exam Scores

Goal/ Outcome/ Objective: Learning Outcome 1

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Annually

Rationale:

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

Assessment: (LO2) Critical Thinking

Goal/ Outcome/ Objective: Learning Outcome 2

Type of Tool: Exit Exam

Frequency of Assessment: annual

Rationale:

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

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

Assessment: (PG1) Degrees and Enrollment

Goal/ Outcome/ Objective: Program Goal 1

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Annually

Rationale:

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

Assessment: (PG2) Freshman Recruiting

Goal/ Outcome/ Objective: Program Goal 2

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Annually

Rationale:

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

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

Assessment: (PG5) International Experience in Accounting

Goal/ Outcome/ Objective: Program Goal 5

Type of Tool: Survey

Tracking Spreadsheet

Frequency of Assessment: Annually

Rationale:

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

Results: Learning Outcome 1a

Goal/Objective/Outcome Number: Learning Outcome 1

Results:

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

Data is provided to the College by semester for the ETS exam. Over the previous 5 years, Accounting students have achieved a median ETS score in excess of the College of Business average in every period except for Fall 2015. Percentile scores are still far below where we would like them to be, averaging less than the 60th percentile.

Results: Learning Outcome 1b

Goal/Objective/Outcome Number: Learning Outcome 1

Results:

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

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

Beginning in Fall 2017, the Department began assessing achievement/learning in sophomore-level accounting by focusing on Bloom's Taxonomy. Specifically, we want to know if student in sophomore-level accounting and recognize, explain, and use basic accounting concepts. Our assessments indicate the following (using a benchmark goal of 75%):

- Recognizing - a composite score of 70.57%
- Explaining - a composite score of 61.73%
- Using - a composite score of 74.6%

Students are deemed to have achieved the benchmark of 75% for Using, but not for Recognizing or Explaining. We will focus more on Recognizing and Explaining skills in 2018.

Results: Learning Outcome 2

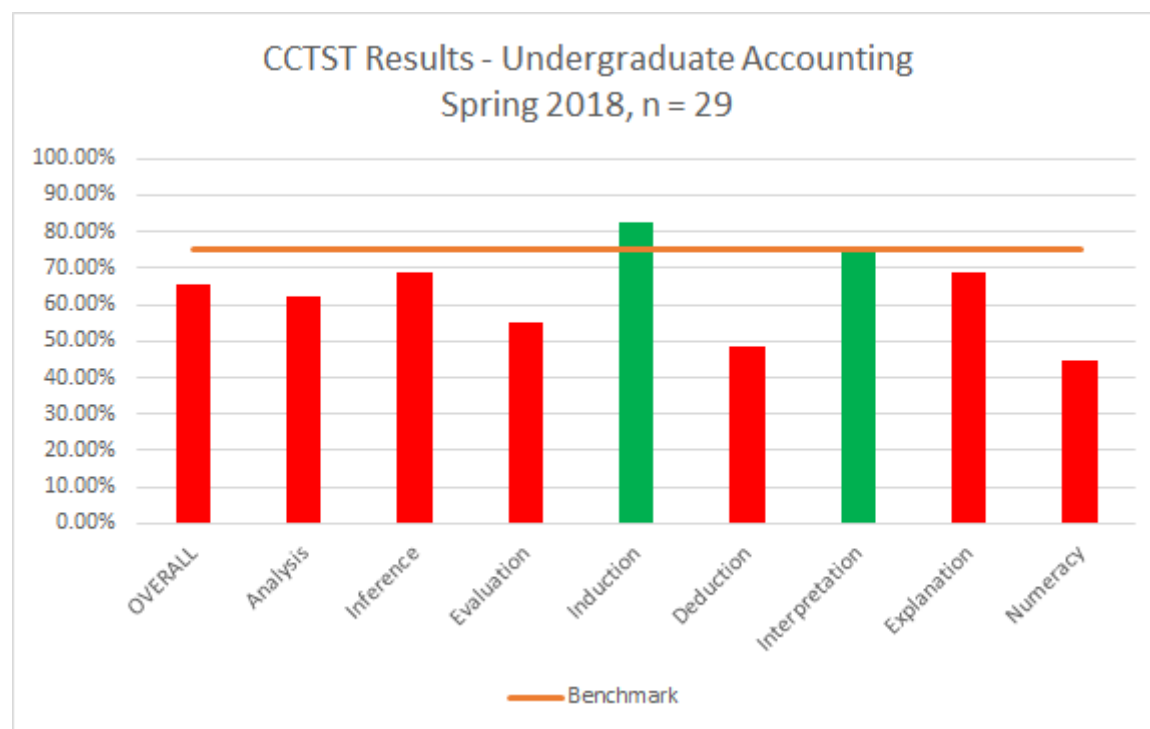
Goal/Objective/Outcome Number: Learning Outcome 2

Results:

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

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

In 2018, the College was able to begin analyzing the CCTST results with more depth. We were able to obtain outcome results on 8 dimensions of Critical Thinking; Analysis, Inference, Evaluation, Induction, Deduction, Interpretation, Explanation, and Numeracy. Overall, accounting students scored below the 75th percentile (the benchmark). On the dimensions of Induction and Interpretation, accounting students met or exceeded the benchmark of 75th percentile. All other dimensions showed performance below the 75th percentile. As we add additional data, we will be able to determine if this is more of a trend. In addition, more critical thinking skills development is being introduced in the new MAcc curriculum. Other critical thinking skills measures will be utilized to determine if the higher order Bloom's skills (including critical thinking) are being displayed by those MAcc students.

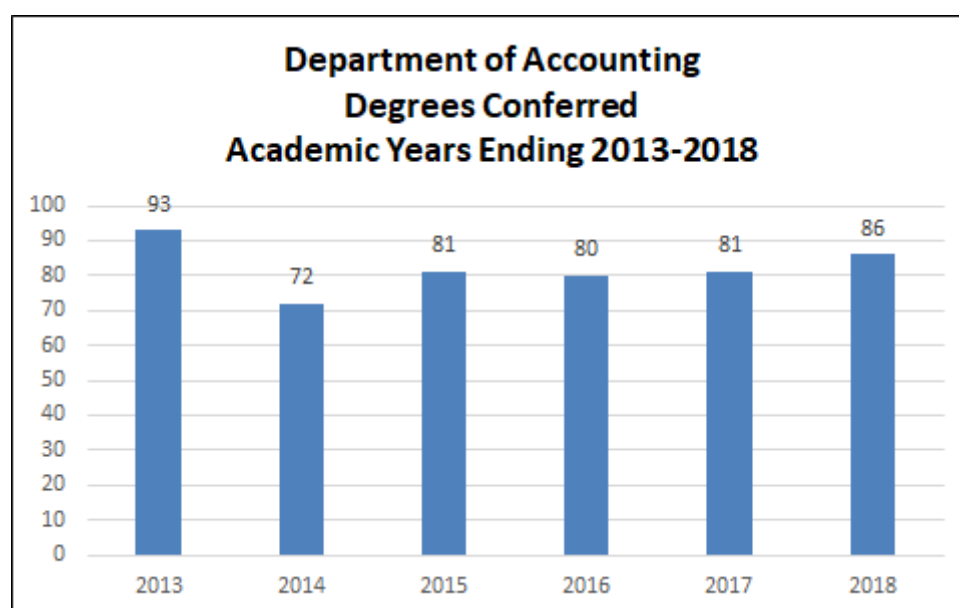


Results: Program Goal 1

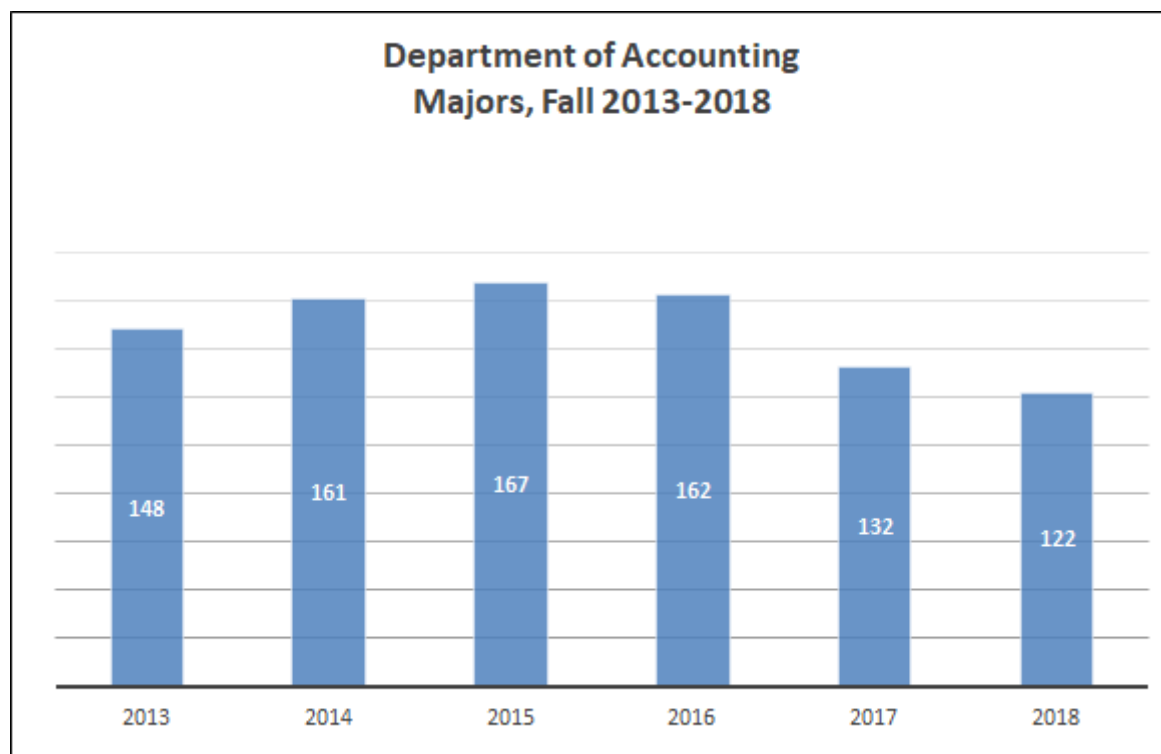
Goal/Objective/Outcome Number: Program Outcome 1

Results:

The department consistently awards more than 80 degrees per year.



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



Results: Program Goal 3

Goal/Objective/Outcome Number: Program Goal 3

Results:

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

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

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

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

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

Results: Program Goal 4

Goal/Objective/Outcome Number: Program Goal 4

Results:

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

The Master of Accountancy was implemented in Fall 2017 with an inaugural cohort of 14 students. In Fall 2018, the 2nd cohort of 20 students matriculated into the program. The program is financial healthy and has exceed break-even enrollment in only its second year. For 2018, 30 students were actually admitted. Of the 30 students admitted, 20 actually enrolled. The

conversion rate of 66.67% exceeds the University's conversion rate. For 2019, the conversion rate goal is 70%, with a desired cohort of 25 students.

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

Attachments: Attached Files

[☐ Master of Accountancy Progress Checklist](#)

Results: Program Goal 5

Goal/Objective/Outcome Number: Program Goal 5

Results:

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

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

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

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

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

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

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

Results: Program Goal 6

Goal/Objective/Outcome Number: Program Goal 6

Results:

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

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

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

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

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

Results: Program Goal 2

Goal/Objective/Outcome Number: Program Goal 2

Results:

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

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

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

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

Business Media Center

BusinessMedia Center

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Media Center

Department/Unit Contact: Kevin Liska

Mission/Vision/Goal Statement:

The BusinessMedia Center has been changed to: TTU iCube

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

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

iCube Mission and Vision

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Media Center

Department/Unit Contact: TTU iCube/ Kevin Liska

Mission/Vision/Goal Statement:

The BusinessMedia Center has been changed to: TTU iCube

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

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

Goal 1 - Student Learning

Define Goal:

1. Enhance student learning

Intended Outcomes / Objectives:

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

Goal 1: Enhance Student Learning

Define Goal:

1. Enhance student learning

Intended Outcomes / Objectives:

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

Goal 2 - Communicate

Define Goal:

2. Communicate with students

Intended Outcomes / Objectives:

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

Goal 2: Communicate with students

Define Goal:

Communicate with students

Intended Outcomes / Objectives:

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

Goal 3 - Showcase

Define Goal:

3. Showcase student technology accomplishments with university and external stakeholders

Intended Outcomes / Objectives:

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

Goal 3: Showcase

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 4 - Ongoing Research

Define Goal:

4. Meet and exceed expectations of ongoing research projects.

Intended Outcomes / Objectives:

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

Goal 4: Ongoing Research

Define Goal:

4. Meet and exceed expectations of ongoing research projects.

Intended Outcomes / Objectives:

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

Goal 5 - Secure Funding

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 5- Secure Funding

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 6 - Support COB

Define Goal:

6. Support COB marketing efforts

Intended Outcomes / Objectives:

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

Goal 6: Support COB

Define Goal:

6. Support COB marketing efforts

Intended Outcomes / Objectives:

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

Goal 7 - Enhance TTU

Define Goal:

7. Enhance Tennessee Tech University image

Intended Outcomes / Objectives:

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

Goal 7: Enhance TTU

Define Goal:

7. Enhance Tennessee Tech University image

Intended Outcomes / Objectives:

Continue to work on statewide campaigns in public policy area.

Goal 8 - Strengthen Personnel

Define Goal:

8. Strengthen BusinessMedia Center personnel

Intended Outcomes / Objectives:

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

Goal 8: Strengthen Personnel

Define Goal:

8. Strengthen TTU iCube personnel

Intended Outcomes / Objectives:

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

Accomplishment Report

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

Type of Tool: Annual Unit Report

Frequency of Assessment: Annual

Assessment: Accomplishment Report

Goal/ Outcome/ Objective: Goals 1-8

Type of Tool: National Accrediting Agency Requirements and Standards

Frequency of Assessment: Annual

Rationale:

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

Attached Files

[Annual Report](#)

[Revised Accomplishment Report](#)

Assessment: Internship Website

Goal/ Outcome/ Objective: 1, 2, 3

Type of Tool: National Accrediting Agency Requirements and Standards

Frequency of Assessment: Annual

Rationale:

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

Assessment: Press Release Database System

Goal/ Outcome/ Objective: 1,2

Type of Tool: National Accrediting Agency Requirements and Standards

Frequency of Assessment: Annual

Rationale:

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

Assessment: Web Site Posting

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

Type of Tool: National Accrediting Agency Requirements and Standards

Frequency of Assessment: Annual

Rationale:

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

Internship Website

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

Type of Tool: Annual Unit Report

Frequency of Assessment: ongoing

Results: Communicate

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

Goal 2 has been achieved

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

Results: Enhance TTU**Goal/Objective/Outcome Number:** Goal 7**Results:**

- Goal 7 has been achieved. \
- Tennessee Aquarium. TTU's iCube developed a unique partnership with the Tennessee Aquarium, allowing us to collaborate with their staff to develop several projects. Our most recent creation was the game River Ecosystem Conservation. Virtual reality technology and a team representing over 8 different fields of study combined to construct a truly immersive educational experience, allowing students the ability to witness first-hand effects of pollution on the condition of life within a stream once it has been affected by an event, such as being contaminated by runoff from a nearby construction site. Currently viewable on the Oculus Rift, the "swimmer" can jump out of the stream to discover what caused the deterioration of the indicator species now floating on top of the water, and choose to implement change to correct the issues and bring them back to life. Upon returning to the water, the student can observe the positive, negative, or neutral effect their choice made to the underwater ecosystem, allowing them to comprehend the importance of conservation efforts. This partnership has also resulted in the world's first "tweeting eel," a display for the aquarium designed to send messages to Twitter whenever their electric eel emits a certain voltage, combining electrical engineering and business communication tools to give the eel a voice through social media. Other projects involving iCube student interns and staff include the High-Tech Animal Tracker program using beacon technology, and the award-winning Aquarium marketing app. Work has already begun on a new project using GIS mapping to identify and track endangered species of fish in the Aquarium watershed using an interactive mapping system to be used by TNACI, the Tennessee Aquarium Conservation Institute. www.tnaqua.org/newsroom (Multidisciplinary)
- University collaborative efforts included several new partnerships at TTU iCube with History, Art, Engineering, Nursing, Environmental Studies, Athletics and Computer Science. (Multidisciplinary)
- Contributions to the STEM Center, producing Apps and participating in seminars and formal STEM grants. (Multidisciplinary)
- Launched an Oculus Rift project for LIFT (Lightweight Innovations for Tomorrow), an innovative education and workforce development project targeted at middle school students to allow them to play a virtual reality game within a simulated car factory. Players will find that only by choosing lightweight manufacturing materials will their car operate at 100%, sparking interest for young minds to join the nationwide initiative of reaching 55 miles per gallon by 2025. (Multidisciplinary)
- Developed an Oculus Rift project for the Traffic Safety Industry. The simulation demonstrates the amount of time it takes for a truck to stop after slamming on its breaks when compared to the average car, and another to display the proper way to pass one of these trucks safely by staying out of the "no zones." (Multidisciplinary)
- Implemented marketing for several innovative companies: Thermofield-harnessing the power of heat to fight cancer including developing a web site placing second in a regional venture capital competition; and ARRCO-- innovative air remanufacturing company. (Tech in Teaching)

Results: Goal 8- Personnel**Goal/Objective/Outcome Number:** Goal 8**Results:**

Goal 8 has been achieved.

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

Results: Ongoing Research

Goal/Objective/Outcome Number: Goal 4

Results:

Goal 4 has been achieved.

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

Results: Secure Funding

Goal/Objective/Outcome Number: Goal 5

Results:

Goal 5 has been achieved.

- Governor's Highway Safety Office. Continued strong business technology and research leadership implementing a comprehensive marketing campaign for the Governor's Highway Safety Office with a \$428,000 grant funded by NHTSA (www.TnTrafficSafety.org). Highlights in 2015 include implementing a statewide high school traffic safety awards program generating participation from 136 schools responsible for driving over 376 traffic safety events in Tennessee www.ReduceTNcrashes.org, and the development of an innovative Teen Driver Alert Zone app summarizing 6 years of traffic crash data into heat maps marking the 5 most dangerous intersections in selected Tennessee cities. With \$142,068 in support from the Governor's Highway Safety Office, Ollie Otter's Seatbelt and Booster Seat Safety Program has now impacted over 700,000 children from 31,286 classrooms in schools representing all 95 counties. The innovative infrastructure of the website at www.seatbeltvolunteer.org allowed the project logistics to run smoothly and effectively, and the program has been adopted in 7 other states. The GHSO project showcases Tennessee Tech to the state and national Traffic safety industry leaders including National Highway Traffic Safety Administration, The Governors Highway Safety Association, Tennessee Highway Patrol and Department of Safety, Training Officer's Association, Tennessee Traffic Records Committee, SADD Administrators, the Commissioner's Council on Injury Prevention, LEL regions and networks, and the Lifesavers Conference Committee. (Multidisciplinary)
- • Developed marketing and educational material for the Tennessee Trucking Foundation and Tennessee Highway Patrol to promote highway safety. (Multidisciplinary)
- • The Center participated in numerous TTU and community activities and responded to many requests for economic development assistance by various community leaders. (Multidisciplinary)
- • Center highlights include excelling in the implementation of a competitive RFP awarding total responsibility for marketing Tennessee Board of Regents – Regents Online Campus Collaborative (ROCC) campaign. The \$3,148,482 project (5 years) includes designing, developing, and implementing 18 innovative marketing tactics for use with all 56 institutions. Activities included statewide television advertising, CD-ROMs, DVD's, print, billboards, Internet, training, marketing analysis, marketing research, public relations, and more. Measurable results include impacting system-wide enrollments over 20,000 students and rebranding to TNeCampus. (Enrollment) www.rodop.org
- TBR's Teacher Quality Initiative project involved designing and developing the statewide marketing web site for TBR's new Teacher Quality Project. Project expansion includes traditional marketing for TBR's "Ready-2-Teach" campaign. (Enrollment) www.ready2teach.org
- The Center continued work on the TBR's Transfer Pathway project marketing and a Bill and Melinda Gates Foundation Grant with TBR to implement a system-wide student advising APP. (Enrollment)
- Assisted TTU leaders in marketing Tennessee Automotive Academy - a 60 million dollar strategic initiative. (Multidisciplinary)

Results: Showcase

Goal/Objective/Outcome Number: Goal 3

Results:

Goal 3 has been achieved

- Several hundred press releases are shown on www.ollieotter.com and through the search for Virtual Reality Conservation or Tennessee Tech Virtual Reality.

Results: Student Learning

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

Results:

Goal 1 has been achieved.

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

Attachments: Attached Files

[BusinessMedia Center Report](#)

Results: Support COB

Goal/Objective/Outcome Number: Goal 6

Results:

Goal 6 has been achieved

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

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

College of Business Student Success Center

COB Student Success Center Mission Statement

Start: 07/01/2017

End: 06/30/2018

Providing Department: College of Business Student Success Center

Department/Unit Contact: Julie Galloway

Mission/Vision/Goal Statement:

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

Professional development and student engagement activities are provided by the Student to Career Program and include annual events such as Business Etiquette Dinner, Ticket to Ride/Nashville Career Fair, Professional Development Week, guest speakers, alumni visits, and topical sessions. The Student to Career Program Manager and program staff plan and produce the activities of this program in conjunction with campus and community partners.

Both functions – academic advising/academic support and professional development/student engagement – support the mission and future goals of Tennessee Tech University. Our services and activities relate directly to the University’s Flight Plan initiative to “improve the undergraduate student experience.” By providing high-quality, accurate, and accessible academic advising and support services, we positively impact this initiative’s objectives of improving academic advising, increasing retention, and decreasing time-to-degree. Through both academic and student engagement efforts, our Center also contributes positively to the objective of enhancing the undergraduate student experience. The College of Business Student Success Center also directly supports the mission of the University, as our services enhance student life and success and contribute to students’ preparation to be successful members of a global community.

The COBSSC staff supports recruitment activities of the University and College of Business by meeting with prospective students and guests on campus for the TTU Campus Visit program and participating in visits and outreach activities to designated high schools and community colleges. Internally, the COBSSC staff works collaboratively with other members of College of Business staff and leadership to coordinate Community Building activities for all College of Business students. The COBSSC reports to the Dean of the College of Business.

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

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 1: Student to Career

Define Goal:

1. We will improve the www.cobstudentsuccess.com website.

Intended Outcomes / Objectives:

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

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

Goal 2 - Eagles Excel participation

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 2: Student Organization Information

Define Goal:

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

Intended Outcomes / Objectives:

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

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

Goal 3 - Student to Career Budget Adjustments

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 3: At-Risk Student Support

Define Goal:

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

Intended Outcomes / Objectives:

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

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

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

Goal 4 - Establish College internship program

Define Goal:

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

Intended Outcomes / Objectives:

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

Goal 4: Orientation

Define Goal:

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

Intended Outcomes / Objectives:

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

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

Assessment will occur during the first 5 SOAR programs, held during June 2015, and will consist of two elements - (1) student

feedback from "COB Evaluation Form" and (2) our ability to complete the advisement & registration process in 2.5 hours or less.

Assessment 1 Enrollment and Profile Data for IBAC

Goal/ Outcome/ Objective:

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

Type of Tool: Graduation Rate

Retention Rate

Frequency of Assessment: Fall and spring semesters

Rationale:

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

Attached Files

[Degrees_IBAC](#)

[Enrollment_IBAC](#)

[IBAC_Recommendations_and_Comments](#)

[Profile_IBAC](#)

Assessment 2 Eagles Excel reports

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

Type of Tool: Annual Unit Report

Frequency of Assessment: fall and spring semesters

Rationale:

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

Attached Files

[EE Final Statistics - Fall 2015](#)

[EE Final Statistics - Spring 2016](#)

Assessment 3 Student to Career Budget adjustment

Goal/ Outcome/ Objective:

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

Type of Tool: Annual Unit Report

Other

Frequency of Assessment: Annually

Rationale:

Nashville Career Fair Attendance reporting (1) provides a 12-year history of attendance, broken down by participating universities. (2) Success is defined as maintenance or increases in both overall participation numbers and TTU-specific participation numbers. (3) Data is collected and published by the board of the Nashville Area Career Fairs Consortium, which is a cooperative effort of colleges, universities, employers, and the Nashville Area Chamber of Commerce. (4) Data is

reviewed by the Director of TTU Career Services, the COB Associate Director of Professional Development, and the Director of the COB Student Success Center. From this information, plus anecdotal review of previous year's activities, new plans are developed for the coming year.

Attached Files

[📄 Nashville Career Fair_2016](#)

Assessment 4 Interns website analytics

Goal/ Outcome/ Objective:

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

Type of Tool: Other

Frequency of Assessment: Each semester

Rationale:

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

Attached Files

[📄 Google Analytics Summary_Interns_Sp2016](#)

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

Goal/ Outcome/ Objective: Goal 1 We will improve the www.cobstudentsuccess.com website.

Type of Tool: Other

Frequency of Assessment: Annually

Rationale:

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

Attached Files

[📄 2015_S2C_AnnualReport_WebsiteAnalytics](#)

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

Goal/ Outcome/ Objective:

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

Type of Tool: Survey

Frequency of Assessment: Annually, each Spring semester

Rationale:

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

Attached Files

[☐ COBSSC_StudentSat_2015Results](#)

Assessment: Eagles Excel Fall 2014 and Spring 2015 reports

Goal/ Outcome/ Objective:

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

Type of Tool: Annual Unit Report

Frequency of Assessment: Fall and Spring semesters

Rationale:

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

Attached Files

[☐ EE Final Statistics - Fall 2014](#)

[☐ EE Final Statistics - Spring 2015](#)

Assessment: SOAR Evaluation

Goal/ Outcome/ Objective:

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

Type of Tool: Survey

Frequency of Assessment: Following each SOAR session in 2015

Rationale:

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

Attached Files

[☐ Evaluation_RegistrationSession](#)

Results Career Fair data

Goal/Objective/Outcome Number:

Goal 3 3. We will eliminate an area of duplicated service in the College of Business Student to Career program by deferring

the activities of the Ticket to Ride/Nashville Career Fair preparation program to TTU Career Services.

Results:

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

Results Eagles Excel reports

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

Results:

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

Results IBAC data

Goal/Objective/Outcome Number:

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

Results:

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

Results Interns Website analytics

Goal/Objective/Outcome Number:

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

Results:

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

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

Results Interns Website analytics

Goal/Objective/Outcome Number:

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

Results:

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

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

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

Goal/Objective/Outcome Number: Goal 1. We will improve the www.cobstudentsuccess.com website.

Results:

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

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

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

Goal/Objective/Outcome Number:

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

Results:

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

Attachments: Attached Files

[☐ COB Student Bus Orgs_2014-15](#)

Results: Eagles Excel Fall 2014 and Spring 2015 reports

Goal/Objective/Outcome Number:

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

Results:

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

Results: SOAR Evaluation

Goal/Objective/Outcome Number:

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

Results:

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

Attachments: Attached Files

[☐ SOAR2015_Evaluation_Results](#)

MBA Studies

Definition of MBA Program

Start: 07/01/2017

End: 06/30/2018

Providing Department: MBA Studies

Department/Unit Contact: Kate Nicewicz

Mission/Vision/Goal Statement:

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

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

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

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

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

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

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

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

Define Goal:

Students will possess a broad integrative knowledge of business disciplines.

Intended Outcomes / Objectives:

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

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

Define Goal:

Students will consider ethical dimensions in decision-making.

Intended Outcomes / Objectives:

Students will demonstrate awareness of ethical implications of business decisions.

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

Define Goal:

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

Intended Outcomes / Objectives:

Students will demonstrate proficiency in written and oral communication skills.

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

Define Goal:

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

Intended Outcomes / Objectives:

Students will demonstrate ability for problem solving and decision making.

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

Define Goal:

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

Intended Outcomes / Objectives:

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

Assessment: Capsim AoL Reports

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

Type of Tool: Capstone Project

Frequency of Assessment: Semester

Rationale:

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

Assessment: End of the Year Survey

Goal/ Outcome/ Objective: Goals 1-5

Type of Tool: Survey

Frequency of Assessment: Semester

Rationale:

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

Results: AoL Teamwork and/or Leadership Skills

Goal/Objective/Outcome Number: 5

Results:

F2016

The PDF entitled "F2016_Teamwork Leadership," measures the demonstration of proficiency in areas such as group dynamics, collaboration, interpersonal relations, and leading individuals, teams, or organizations.

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

Balanced Scorecard:

95 - 100% - 5

90 - 94% - 4

85 - 89% - 6

80 - 84% - 7

75 - 79% - 1

70 - 74% - 1

65 - 69% - 1

60 - 64% - 1

55 - 59% - 0

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 1

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

Benchmark 2:

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 0

85 - 89% - 1

80 - 84% - 0

75 - 79% - 13

70 - 74% - 1

65 - 69% - 7

60 - 64% - 1

55 - 59% - 3

50 - 54% - 1

45 - 49% - 2

40 - 44% - 1

35 - 39% - 0

30 - 34% - 0

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

S2017

The PDF entitled "S2017_Teamwork Leadership," measures the demonstration of proficiency in areas such as group dynamics, collaboration, interpersonal relations, and leading individuals, teams, or organizations.

Overall, the class scored a 84% (down from 85%) on the Capsim Balance scorecard, which measures success within the

simulation, and a 66% (down from 67%) on Board Query questions, which measures comprehensive understanding of all MBA core courses. Scores ranged from 96% to 42% on the balanced scorecard, and 100% to 43% on the board query questions.

Metrics were as follows:

Balanced Scorecard:

95 - 100% - 12

90 - 94% - 4

85 - 89% - 5

80 - 84% - 3

75 - 79% - 3

70 - 74% - 0

65 - 69% - 1

60 - 64% - 1

55 - 59% - 0

50 - 54% - 1

45 - 49% - 0

40 - 44% - 2

35 - 39% - 0

30 - 34% - 0

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

Benchmark 2:

Board Queries

95 - 100% - 1 (# of students)

90 - 94 % - 0

85 - 89% - 3

80 - 84% - 0

75 - 79% - 7

70 - 74% - 0

65 - 69% - 7

60 - 64% - 1

55 - 59% - 6

50 - 54% - 3

45 - 49% - 1

40 - 44% - 3

35 - 39% - 0

30 - 34% - 0

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

Attachments: Attached Files

[F2015_Teamwork_Leadership](#)

[S2016_Teamwork_Leadership](#)

[F2016_Teamwork_Leadership](#)

[S2017_Teamwork_Leadership](#)

Results: AoL Analytical/Quantitative Knowledge Report

Goal/Objective/Outcome Number: Goal 1

Results:

F2016 The PDF entitled "F2016_Analytical Quantitative," measures the demonstration of proficiency in areas such as statistical and other mathematical techniques, data analysis, and quantitative modeling of business-related information.

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

Metrics were as follows:

Balanced Scorecard:

95 - 100% - 0

90 - 94% - 4

85 - 89% - 7

80 - 84% - 9

75 - 79% - 1

70 - 74% - 4

65 - 69% - 2

60 - 64% - 0

55 - 59% - 1

50 - 54% - 2

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 3 (# of students)

90 - 94 % - 3

85 - 89% - 5

80 - 84% - 3

75 - 79% - 7

70 - 74% - 3

65 - 69% - 1

60 - 64% - 4

55 - 59% - 0

50 - 54% - 1

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

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

S2016 The PDF entitled "S2017_Analytical_Quantitative," measures the demonstration of proficiency in areas such as statistical and other mathematical techniques, data analysis, and quantitative modeling of business-related information. Overall, the class scored a 80% on the Capsim Balance scorecard (as opposed to 77% in S2016), which measures success within the simulation, and a 77% on Board Query questions (as opposed to 76% in S2016), which measures comprehensive understanding of all MBA core courses. Scores ranged from 94% to 43% on the balanced scorecard, and 93% to 58% on the board query questions. Metrics were as follows:

Balanced Scorecard

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

90 - 94% - 7

85 - 89% - 7

80 - 84% - 8

75 - 79% - 3

70 - 74% - 1

65 - 69% - 1

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

Board Queries

95 - 100% - 0 (# of students)

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

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

Attachments: Attached Files

- [Analytical_Quantitative_Miller_Fall14](#)
- [Analytical_Quantitative_Miller_Spring15](#)
- [F2015_Analytical_Quantitative](#)
- [S2016_Analytical_Quantitative](#)
- [F2016_Analytical_Quantitative](#)
- [S2017_Analytical_Quantitative](#)

Results: AoL Business Communication Skills

Goal/Objective/Outcome Number: 3

Results:

F2016

The PDF entitled "F2016_Business Communication," measures the demonstration of proficiency in areas such as written, oral and/or visual communication formats.

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

Board Queries

100%: 1 (# of students)

90%: 3

80%: 10

70%: 8

60%: 4

50%: 3

40%: 1

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

S2017

The PDF entitled "S2017_Business Communication," measures the demonstration of proficiency in areas such as written, oral and/or visual communication formats.

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

Board Queries

100%: 1 (# of students)

90%: 3

80%: 8

70%: 16

60%: 4

50%: 0

40%: 0

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

Attachments: Attached Files

- [F2015_Business Communication](#)
- [F2015_Business Communication](#)
- [S2016_Business Communication](#)
- [S2016_Business Communication](#)
- [F2016_Business Communication](#)
- [S2017_Business Communication](#)

Results: AoL Critical Thinking Report

Goal/Objective/Outcome Number: Goal 4

Results:

F2016

The PDF entitled "F2016_CCT and Decision Making," measures the demonstration of proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions. Overall, the class scored a 80% on the Capsim Balance scorecard, which measures success within the simulation, and a 77% on Board Query questions (higher than the 67% score from F2015), which measures comprehensive understanding of content from all MBA core courses. Scores ranged from 93% to 51%, on the balanced scorecard, and 93% to 54% on the board query questions. Metrics were as follows:

Balanced Scorecard:

95 - 100% - 0

90 - 94% - 2

85 - 89% - 13

80 - 84% - 4

75 - 79% - 4

70 - 74% - 3

65 - 69% - 0

60 - 64% - 1

55 - 59% - 1

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 5

85 - 89% - 6

80 - 84% - 6

75 - 79% - 2

70 - 74% - 3
 65 - 69% - 2
 60 - 64% - 3
 55 - 59% - 0
 50 - 54% - 2
 45 - 49% - 1
 40 - 44% - 0
 35 - 39% - 0
 30 - 34% - 0

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

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

S2017

The PDF entitled "S2017_Critical thinking_Decision making," measures the demonstration of proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions. Overall, the class scored a 81% on the Capsim Balance scorecard (up from 78% in S2016), which measures success within the simulation, and a 74% (up from 71% S2016) on Board Query questions, which measures comprehensive understanding of content from all MBA core courses. Scores ranged from 95% to 45% on the balanced scorecard, and 93% to 45% on the board query questions.

Metrics were as follows:

Balanced Scorecard:

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

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 5

85 - 89% - 1

80 - 84% - 6

75 - 79% - 4

70 - 74% - 7

65 - 69% - 1

60 - 64% - 2

55 - 59% - 2

50 - 54% - 0

45 - 49% - 3

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

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

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

Attachments: Attached Files

[CriticalThinking_Miller_Fall14](#)

[CriticalThinking_Miller_Spring15](#)

[F2015_CT and Decision Making](#)

[S2016_Critical thinking_Decision making](#)

[F2016_Critical Thinking_Decision Making](#)

[S2017_Critical thinking_Decision making](#)

Results: AoL Cultural Competence Skills

Goal/Objective/Outcome Number: 4, 5

Results:

F2016

The PDF entitled "F2016_Cultural Competence" measures demonstrations of proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.

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

Board Query Range

95 - 100%: 3 (# of students)

90 - 95%: 0

85 - 89%: 4

80 - 84%: 0

75 - 79%: 12

70 - 74%: 2

65 - 69%: 0

60 - 64%: 5

55 - 59%: 0

50 - 54%: 2

45 - 49%: 2

40 - 44%: 1

35 - 39%: 1

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

S2017

The PDF entitled "S2017_Cultural Competence" measures demonstrations of proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.

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

Board Query Range

95 - 100%: 3 (# of students)

90 - 95%: 0

85 - 89%: 10

80 - 84%: 0

75 - 79%: 7

70 - 74%: 2

65 - 69%: 0

60 - 64%: 8

55 - 59%: 0

50 - 54%: 0

45 - 49%: 0

40 - 44%: 0

35 - 39%: 3

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

Attachments: Attached Files

[F2015_Cultural Competence](#)

[S2016_Cultural Competence](#)

[F2016_Cultural Competence](#)

[S2017_Cultural Competence](#)

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

Goal/Objective/Outcome Number: 2

Results:

F2016

The PDF entitled "F2016_Ethics Legal" measures demonstrations of proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.

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

Board Query Range

95 - 100%: 0 (# of students)

90 - 95%: 1

85 - 89%: 2

80 - 84%: 0

75 - 79%: 6

70 - 74%: 6

65 - 69%: 1

60 - 64%: 0

55 - 59%: 2

50 - 54%: 4

45 - 49%: 6

40 - 44%: 1

35 - 39%: 0

30 - 34%: 0

25 - 29%: 1

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

S2017

The PDF entitled "S2017_Ethics Legal" measures demonstrations of proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.

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

Metrics were as follows:

Board Query Range

95 - 100%: 1 (# of students)

90 - 95%: 5

85 - 89%: 1

80 - 84%: 0

75 - 79%: 2

70 - 74%: 7

65 - 69%: 3

60 - 64%: 8

55 - 59%: 0

50 - 54%: 2

45 - 49%: 3

40 - 44%: 0

35 - 39%: 1

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

Attachments: Attached Files

[F2015_Ethics Legal](#)

[S2016_Ethics_Legal](#)

[F2016_Ethics](#)

[S2017_Ethics_Legal](#)

Results: AoL Full Report

Goal/Objective/Outcome Number: Goal 1, 4

Results:

Fall 2016

The PDF entitled "F2016_Full Report" shows an overall analysis of the seven Learning Goal Modules that were implemented within the Capsim program: Analytical and/or Quantitative Skills, Critical-thinking and/or Decision-making skills, Functional Knowledge Application skills, Teamwork and/or Leadership Skills, Ethics, Legal and/or Social Responsibility Skills, Business Communication Skills, Cultural Competence Skills.

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

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

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

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

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

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

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

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

Spring 2017

The PDF entitled "S2017_Full Report" shows an overall analysis of the seven Learning Goal Modules that were implemented within the Capsim program: Analytical and/or Quantitative Skills, Critical-thinking and/or Decision-making skills, Functional Knowledge Application skills, Teamwork and/or Leadership Skills, Ethics, Legal and/or Social Responsibility Skills, Business Communication Skills, Cultural Competence Skills.

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

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

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

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

Teamwork and/or Leadership Skills: 80%

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

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

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

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

Attachments: Attached Files

[AoLFullReport_Miller_Fall14](#)

[AoLFullReport_Miller_Spring15](#)

[F2015_Full Report](#)

[S2016_Full Report](#)

[F2016_Full Report](#)

[S2017_Full Report](#)

Results: AoL Functional Knowledge Report

Goal/Objective/Outcome Number: Goal 1

Results:

Fall 2016

The PDF entitled "F2016_Functional Knowledge App" measures demonstrated proficiency in the functional areas of business such as finance, accounting, marketing, operations, and human resources, as well as the capacity to synthesize and apply this functional knowledge.

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

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

Balanced Scorecard:

95 - 100% - 0

90 - 94% - 2

85 - 89% - 13

80 - 84% - 4

75 - 79% - 4

70 - 74% - 3

65 - 69% - 0

60 - 64% - 1

55 - 59% - 1

50 - 54% - 1

45 - 49% - 1

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

Board Queries

95 - 100% - 3 (# of students)

90 - 94 % - 1

85 - 89% - 6

80 - 84% - 10

75 - 79% - 4

70 - 74% - 3

65 - 69% - 1

60 - 64% - 1

55 - 59% - 1

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

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

Spring 2017

The PDF entitled "S2017_Functional Knowledge_Application" measures demonstrated proficiency in the functional areas of business such as finance, accounting, marketing, operations, and human resources, as well as the capacity to synthesize and apply this functional knowledge.

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

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

Balanced Scorecard:

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

Board Queries

95 - 100% - 0 (# of students)

90 - 94 % - 5

85 - 89% - 4

80 - 84% - 4

75 - 79% - 5

70 - 74% - 8

65 - 69% - 4

60 - 64% - 1

55 - 59% - 1

50 - 54% - 0

45 - 49% - 0

40 - 44% - 0

35 - 39% - 0

30 - 34% - 0

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

Attachments: Attached Files

- [FunctionalKnowledge_Miller_Fall14](#)
- [FunctionalKnowledge_Miller_Spring15](#)
- [F2015_Functional Knowledge App](#)
- [S2016_Functional Knowledge_Application](#)
- [F2016_Functional Knowledge](#)
- [S2017_Functional Knowledge_Application](#)

Results: End of Year Survey

Goal/Objective/Outcome Number: 1 - 5

Results:

A summary of survey results for F2016 and S2017 follow:

Fall 2016 - 13 Responses

1. My MBA experience has strengthened my communication skills - 6.0/7
2. My MBA experience has strengthened my ability to analyze complex case material - 6.33/7
3. My MBA experience has broadened my understanding on the management function in business - 6.33/7
4. My MBA experience has strengthened my ability to respond to changing technology - 5.67/7

5. My MBA experience has strengthened my ability to make decisions after proper analysis - 6.25/7

6. As a result of my MBA experience, I believe that I will be a more competent manager - 6.67/7

7. As a result of my MBA experience, I believe that I can better handle complex ethical issues in business - 5.50/7

8. As a result of my MBA experience, I am more sensitive to the legal, social and political environments within which business operates - 6.08/7

9. As a result of my MBA experience, I will be better able to make a positive contribution to my future employer's business - 6.67/7

10. As a result of my MBA experience, I believe my job opportunities have been enhanced - 6.67/7

11. If you could change one thing about the MBA program, what would it be?

- If you could change one thing about the MBA program, what would it be?

- Their isn't really anything that warrants change within the MBA program. I completely enjoyed my experience in the program at TTU.

- Fewer group projects--often, one or two people carry the bulk of the work. In one group, my partner had apparently stopped signing in to the class, but didn't withdraw. The professors allowed us to rate participation, so it wasn't the grading aspect that I found irritating--just the time I wasted trying to contact these people.

- lack of scholarships for online/distance learning students

- Better access to on campus classes

- The online program was pretty terrible from a learning experience. I would have really liked some type of synchronous lectures or learning opportunities. Pre-recorded lectures and powerpoints from 10 years ago? I can get those from YouTube. Give me a learning experience! Simulations scratched that itch, but not nearly enough.

- The senior class (BMGT 6950) is not helpful. To be clear, Dr. Miller was very helpful, but the simulation is not technologically advanced. It also has very little material on Ethical issues, but the last test (which you must get a great grade on to pass) is full of Ethical questions that have never been mentioned before. I understand TTU needs a simulation like this for accreditation, but there has to be a better version. Really ruined my whole experience because before that class, I was singing TTU MBA praises.

- offer a course solely dedicated to deciphering all financial statements, an in-depth analysis if you will.

- There is almost nothing on business ethics, with the exception of material on ENRON

- No more CompXM!

- The capstone class was very helpful! However, the Professor is not. I would make the teachers have a standard way of presenting the class. Because this was online, having a week by week schedule of things to come was very helpful, but not always provided by every teacher.

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

- The professors that teach in the MBA is the most outstanding aspect of the program. Their knowledge and real-life experience has proven invaluable in my personal and professional life.

- The professors! With only a few exceptions, the professors were absolutely extraordinary.

- That it could all be done online, at my pace in terms of class load

- The program management's flexibility and welcoming attitude

- Simulations
- Faculty. I took all of my classes online but I never felt like my professors didn't know me or were not willing to take time for me. Dr. Timmerman and Dr. Miller and Dr. Pharr were all excellent.
- simulated business challenges
- Teachers take an active role with students and are very approachable
- Flexibility of coursework
- Faculty and Administration
- The director of the program was helpful and provided great guidance as I mapped out my program.
- It was very convenient and the teachers were great

Spring 2017 - XX Responses

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

Attachments: Attached Files

- [Exit Interviews F2014](#)
- [F2015_MBA Studies Exit Interview - Google Forms](#)
- [M2015_MBA Studies Exit Interview - Google Forms](#)
- [Summary of Responses \(S15\)](#)
- [S2016_MBA Exit Interview](#)

New Admissions and Exit Surveys

Goal/Objective/Outcome Number: 1

Program Changes and Actions due to Results:

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

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

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

Link to Assessment:

Attached Files

[S2018](#)

[S2018](#)

Link to Flight Plan: Technology Service to Students
Efficiency and Effectiveness