Program: Business Management BSBA.

College and Department: College of Business

Contact: Dr. Ramachandran Natarajan

Mission: College of Business

❖ The College of Business produces career-ready, professionally adept, and community-engaged graduates, generates application-oriented research, and provides exceptional service to business and society ***.**

Our mission is accomplished by:

o Emphasizing integrative, personalized, and engaging experiential learning opportunities – both within and outside the classroom.
o Producing research that makes meaningful contributions to the practice of business and business education.
o Expertly serving University, community, and business constituents to improve and promote the social well-being and economic success of the Upper Cumberland and Tennessee.
o Maintaining ethical, equitable, and inclusive learning environments and student interactions.

❖ 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.

*The College of Business developed a new mission statement in 2020-21. It is aligned with the University's mission.

The undergraduate program includes Departments of 1) Decision Sciences and Management; 2) Economics, Finance, and Marketing.

Program Goals:

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

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

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

Student Learning Outcomes:

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

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

SLO 3: Business Students will demonstrate the ability for problem solving and critical thinking.

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

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

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

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

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

- Accounting (ACCT) Majors will demonstrate competency in the ETS Major Field Test Assessment Indicator for Information Systems.

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

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

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

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

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

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

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

Assessment Methods:

PG 1: Expand academic program initiatives

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

  The goal is assessed by the number and types of program initiatives.

PG 2: Increase enrollments and financial support

- Enrollment Data: Enrollment data is reviewed every Fall semester and discussed in the College faculty meetings. Actions to promote enrollment and increase financial support for

enrolled students are developed, presented, and discussed in the College level committees, in the Departments, and in College faculty meetings.

The goal is assessed by activities to promote enrollment, financial support for enrolled students, and enrollment data.

PG 3: Provide faculty support

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

  Faculty hiring needs are discussed in Departmental and College level meetings. A recruitment committee, which typically includes all faculty from the area and an outside representative, is formed when hiring is approved at the university level. The recruitment process for new faculty follows the policies and procedures of the University and is monitored in the Office of Diversity and Legal Affairs. The committee develops a job description and an advertising plan, which includes, as a minimum, the Chronicle of Higher Education, appropriate discipline publications, and direct contacts with historically black institutions that grant the appropriate degree. At least one member of the search committee attends appropriate national discipline meetings to have short interviews with as many candidates as possible. After a full review of credentials, the search committee typically selects three candidates to invite for campus interviews. The interviews include meetings with the faculty, a presentation to faculty, and meetings with the department chair, dean of the College*. 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 most recent (2020) AACSB standards. Faculty qualifications are updated in the annual professional accomplishments form completed by faculty and reviewed by Department Chairs. Actions to increase resources for faculty support are developed, presented, and discussed in Departmental and College level meetings.

  *In 2020-21, due Covid, most of the interviews were conducted remotely.

SLO 1: Demonstrate competency in the core business areas

- ETS. Exit Exam (Major Field Test in Business): The ETS. Exit Exam is taken by graduating seniors in the Fall and Spring semesters. The benchmark for the overall score is the ETS national median of all institutional scores. The threshold is the ETS national 25th percentile of all overall institutional scores. Action is taken if the threshold is consistently not being met.

- Content area scores in the ETS. Exit Exam. The benchmarks for the content area scores are the national mean percentages of correct answers of ETS. The threshold is the ETS national 25th percentile of all institutional scores in the content areas. Action is taken if the threshold is consistently not being met.

SLO 2: Demonstrate awareness of ethical implications

- Ethics Scenario: An ethics scenario (with questions corresponding to the three dimensions of ethical awareness) was administered in the Fall 2020 and Spring 2021 semesters to graduating seniors. Faculty assessed student answers to questions regarding the scenario using the ethics rubric. The questions were aligned with the dimensions of the ethics rubric, Q1- recognizing the ethical dilemma or issue; Q2 - identifying the affected stakeholders, and Q3 - recommending solutions/actions.

- The benchmark is that at least 75% of students will get scores of 3 (satisfactory) and above on a 1-5 scale on each of the rubric dimensions. The threshold is that at least 50% of students will get scores of 3 and above on each of the rubric dimensions.

SLO 3: Demonstrate the ability for problem solving and critical thinking

- California Critical Thinking Skills Test, Senior Exit Exam. California Critical Thinking Skills Test (CCTST) taken online in Fall and Spring semesters by graduating seniors. The overall scores and the scores on each of the following dimension/scales of CCTST: *Analysis; Inference; Evaluation; Induction; and Deduction* were considered. Note that the online version assessed additional critical reasoning skills: *Interpretation; Explanation; and Numeracy.*

- With the switch to online testing, the results from Fall 2017 and onward cannot be compared with those in the previous terms. The previous benchmark cannot be used since the national benchmark of percentage of test takers of CCTST-N scoring in the moderate/strong/superior reasoning skills is not available. The prevailing 75% benchmark (for other learning objectives) is used. That is at least 75% of students will exhibit moderate/strong/superior reasoning skills. The threshold is that at least 50% of students will exhibit moderate/strong/superior reasoning skills. Action is taken if the threshold is consistently not being met.

SLO 4: Demonstrate communication skills

- Written and Oral Communication: Rubric-based assessment of writing samples from BMGT 4930 (capstone core class) from Spring 2021 semester; Rubric-based assessment of a randomized sample of oral presentations from the core business class BMGT 3720 (Business Communications) in Fall 2020

- The benchmarks is that at least 75% of students will get scores of 4 (good) or above on a scale of 1-5 on each dimension of the above rubrics. The threshold is that at least 50% of students will get scores of 4 or above on each dimension of the above rubrics.

SLO 5: Demonstrate skills to work in teams

- *TeamMate*: Individual-level teamwork skills and team-level skill dimensions were assessed using *TeamMate* software (an online peer-assessment tool from CAPSIM) in Capstone Business Strategy (BMGT 4930) class in Fall 2020. This tool measures an individual student's team skills along four dimensions: *Preparation, Execution, Monitor and Adjustment (4Ps)*. The tool also

provides measures of team performance on the dimensions of *Cohesion, Confidence, Conflict, Cooperation and Coordination (5cs).*

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

- At least 75% of student teams will maintain or show improvements on the four dimensions of individual-level team skill effectiveness. The threshold is that at least 50% of student teams will maintain or show improvements on the four dimensions of individual-level team skill effectiveness.

- At least 75% of student teams will maintain or show improvements on the five dimensions of team performance. The threshold is that at least 50% of student teams will maintain or show improvements on the five dimensions of team performance.

SLO 6: *Possess competencies in the major discipline*

- The assessment indicator of the relevant content area of the ETS. Exit Exam (Major Field Test in Business). The ETS. Exit Exam is taken by graduating seniors in the Fall and Spring semesters. In the ETS exam, there are questions pertaining to the content area of each major discipline. The performance of the cohort of students in the particular major is assessed by the average percentage of correct answers in the respective content area, e.g., the performance of marketing majors in the marketing content area of the Exam. The benchmark is the national mean percentage of correct answers in the content area. The threshold is the national 25th percentile of the percentage of correct answers in the content area. Action is taken if the threshold is consistently not being met.

Results:

PG 1: *Expand academic program initiatives*

- In March 2021, the COB Department of Decision Sciences and Management and the Marketing Department proposed the addition of three new courses: MKT 2010 (2 hours – iCube Lab: Project Design for Emerging Technology), DS 2020 (2-hours – iCube Lab: Emerging Technology Development), and MKT 2030 (2 hours – iCube Lab: Digital Media Production). These courses will be available to all students on campus and will be part of a proposed certificate program (Creative Design & Project Development Certificate).

Discussion of Results

- The proposals are innovative and interdisciplinary in nature. The courses and the certificate will be available to all the majors in the University. Students will learn the basics of designing and developing projects using emerging technologies such as virtual reality, an opportunity that is otherwise not currently offered on campus. These proposals are being reviewed by the College Undergraduate Curriculum Committee.

PG2: Increase enrollments and financial support

TTU and College of Business Undergraduate Enrollment Headcount Fall 2016 – Fall 2020							
	2016	2017	2018	2019	2020	3-Year% Change	1-Year % Change
TTU Undergraduate	9,437	9,365	9,006	8,957	8778	- 6.26	-2
C.O.B. Undergraduate *% of TTU*	1,270 *13.46%*	1,168 *12.48%*	1,115 *12.38%*	1,102 *12.30%*	1095 *12.47%*	- 6.25	- 0.63
ACCT	162	138	122	224	254		
BIT	-	-	-	-	12		
BMGT	248	202	193	345	413		
ECON	28	22	17	33	28		
FIN	64	64	63	98	121		
MKT	75	76	82	151	180		
IBAC	46	48	38	45	31		
Basic Business*	647	618	600	206	56		
TTU Undergraduate International	567	416	278	221	149	-64.2	-32.6
COB Undergraduate International	84	67	54	40	27	-59.7	-32.5

*See Discussion of Results

Enrollment by Minor Fall 2020		
College of Student's Major	**College of Student's Minor**	
	BA	**Total**
Agriculture & Human Ecology	9	50
Arts & Sciences	25	282
Business	28	826
Education	44	541
Engineering	264	543
Fine Arts	6	60
Interdisciplinary Studies	26	225
Nursing	4	90
Total	406	2,617

T.T.U. Five Year Enrollment Trends By College & Minor							
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**% Change**	
						1 YR	**3 YR**
Total Minors	452	766	1,239	2,193	2,617	19.3%	52.7%
Business	**108**	**211**	**282**	**332**	**406**	**22.3%**	**24.6%**
Accounting	-	-	-	-	3	-	-
Bus. Info. Tech. & Analytics	-	-	-	1	7	600.0%	-
Business	108	211	282	321	355	10.6%	19.4%
Business Management	-	-	-	6	27	350.0%	-
Human Resources Management	-	-	-	-	2	-	-
International Business	-	-	-	4	12	200.0%	-

Source for the data in the above tables: student_profile_and_enrollment_trends_fall_2020.pdf (tntech.edu)

Discussion of Results

- ***** The Basic Business designation of a major has been suspended, and starting with the Fall 2019 class, students will come straight into their major. The decline in the number of students classified as Basic Business from 206 to 56 in Fall 2020 is expected as more students are now declaring their major as incoming freshmen. This explains the increase in enrollment in the various majors. The number of students classified as Basic Business will continue to decline but will not become zero as there will always be a few freshmen who are undecided about their major in the College of Business.

- Until 2020, COB undergraduate enrollment declines have mirrored the decreases for the University (see above Table), but in 2020 the one-year percentage change for COB is only 0.63

compared to 2 for the University. Since 2017, the College enrollment as a percentage of the University total has remained steady in the range 12.3 - 12.5.

- Several new academic programs, e.g., minors and certificates that support the goal of increasing enrollment, were initiated in Fall 2020. The enrollment data in those minors is now available and is being tracked. The data in the above tables show that the enrollment in the business minors increased to 406 in 2020, with a one-year change of 22.3% and a three-year change of 24.6%.

- COB organized several on-campus recruitment and promotion events such as *back-to-school bash, block party* publicizing academic and professional opportunities to non-business students on campus.

- COB regularly participates in *SOAR, Community Day, Family Weekend, Preview Day,* and Community College visits. In Summer 2020, due to Covid there were 18 SOAR events hosted by the Student Success Center, exceeding the past average of 10 -12 such events.

- Since Spring 2020, COB has hosted two new events - *Business Show Case* in Johnson Hall to showcase the opportunities in business for the prospective students (and their parents) who have been admitted to TTU but not enrolled and *College of Business Connect* in Johnson Hall Auditorium with the purpose of engaging current freshmen and providing information and clarity on all things COB.

- In FY 2021, scholarships valued at $136,350 were awarded by COB.

## PG 3: *Provide faculty support*

- Dr. Timmerman was appointed as the chairholder of the Mayberry Chair of Excellence.
- Two tenure-track faculty members in the rank of an assistant professor to start in Fall 2021, were hired in the area of Management.
- One tenure-track faculty member in the rank of an assistant professor to start in Fall 2021, was hired in the area of Finance.
- A temporary visiting professor to start in Fall 2021 was hired in the area of Economics.

- A temporary visiting professor to start in Fall 2021 was hired in the area of Decision Sciences.

- Resources were provided to support faculty consistent with the needs expressed in the faculty development plan submitted annually by each faculty member. $13,256 were made available for faculty development in FY 2021 and $51,820 in FY 2020. University policy related to Covid restricted faculty travel to attend conferences, and consequently, the dollar amount of support provided in FY 2021 was lower.

SLO 1: Demonstrate competency in the core business areas

	Fall 2016	*Spring 2017**	*Fall 2017*	*Spring 2018***	*Fall 2018*	*Spring 2019*	*Fall 2019*	*Spring 2020*	*Fall 2020*	*Spring 2021*	**2020 ETS. Benchmark (Threshold)**
COB MEDIAN	**145**	**144**	**149**	**151**	**153**	**150**	**152**	**152**	**152.0**	**152.0**	**150.0 (145.5)**

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

COB ETS Median Scores

$y = 0.8121x + 145.53$
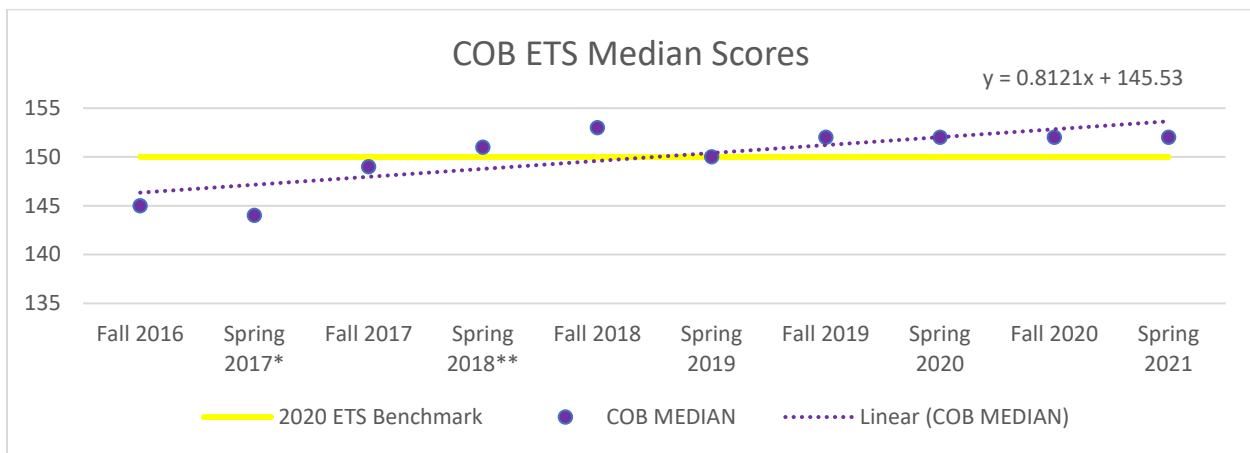
Content Area	*Fall 2016*	*Spring 2017**	*Fall 2017*	*Spring 2018***	*Fall 2018*	*Spring 2019*	*Fall 2019*	*Spring 2020*	*Fall 2020*	*Spring 2021*	2020 ETS Benchmark	2020 ETS Threshold
Accounting	42	40	43	46	45	45	46	46	46	47	**43**	**41**
Economics	37	35	38	39	42	41	41	44	43	43	**40.2**	**37.5**
Management	54	54	57	63	62	61	63	62	62	63	**61.2**	**58**
Quantitative Business Analysis	38	37	37	37	39	38	38	41	41	39	**34**	**31**
Finance	44	43	45	45	45	44	44	45	43	47	**43.1**	**40.5**

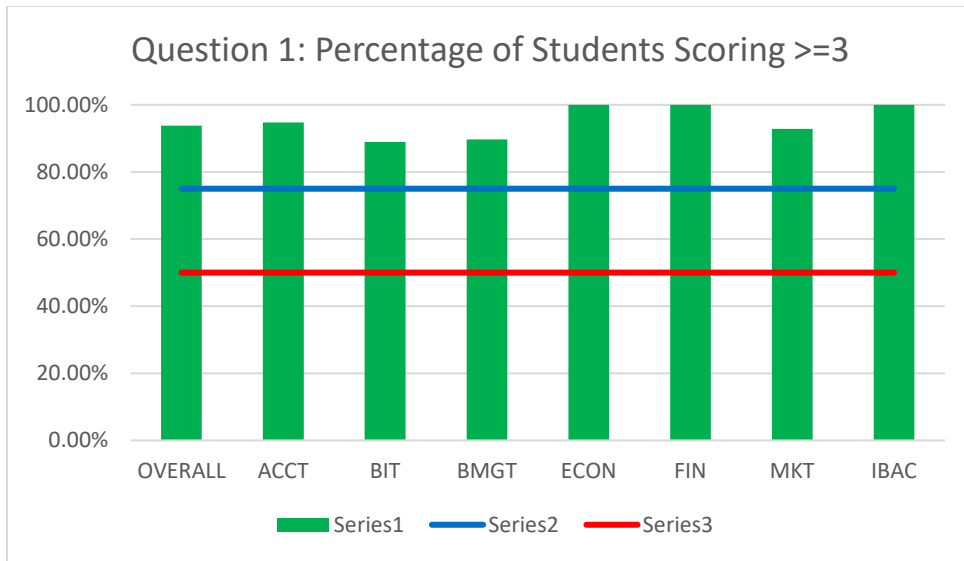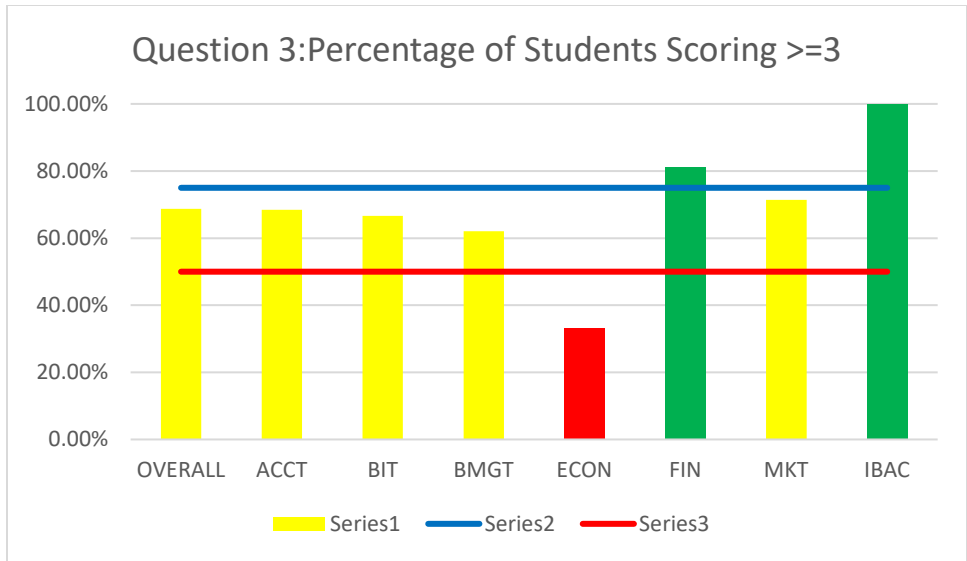|												
Marketing	47	44	47	50	51	52	52	51	53	54	**50.4**	**47.5**
Legal and Social Environment	44	43	43	46	49	49	46	47	47	48	**46.7**	**44.5**
Information Systems	48	47	53	55	55	54	56	54	57	56	**51.3**	**49.25**
International Issues	38	36	40	42	45	42	41	42	40	42	**39.7**	**37.5**

Discussion of Results

- COB median for overall score exceeded the national ETS benchmark in Fall 2020 and Spring 2021.

- All the content area scores also exceeded the national ETS benchmark in Fall 2020 and Spring 2021 except for Finance in Fall 2020, where the score of 43 just fell short of the benchmark of 43.1.

- One COB student in Spring 2021 was placed in the 98th percentile of the scores of all students from domestic institutions who took the ETS exam.

SLO 2: Demonstrate awareness of ethical implications
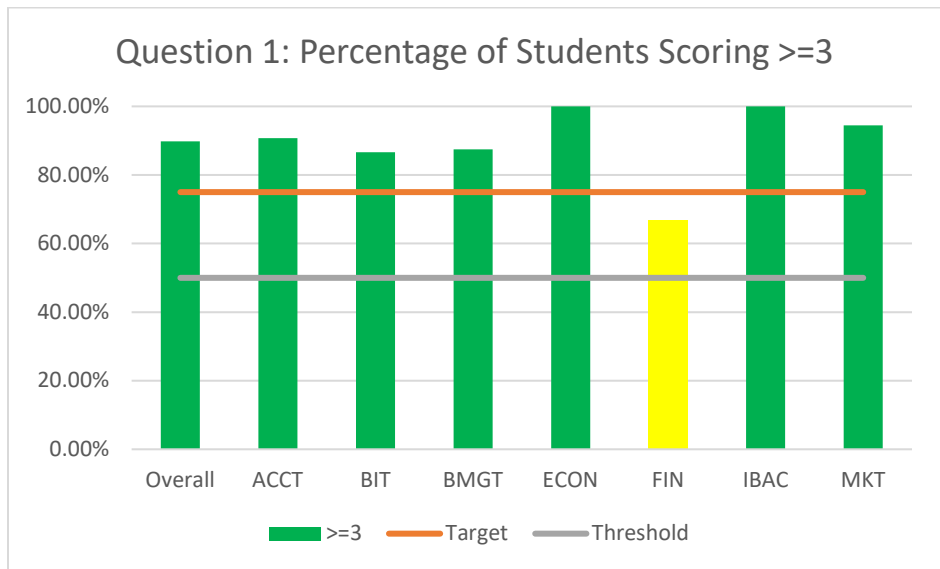
Fall 2020 Assessment Results

Fall 2020	Question 1	Question 2	Question 3
% >= 3	93.75%	86.46%	68.75%
Benchmark	75.00%	75.00%	75.00%
n =	96	96	96
Threshold	50.00%	50.00%	50.00%

Question 1: Percentage of Students Scoring >=3

Question 2: Percentage of Students Scoring >=3

Question 3:Percentage of Students Scoring >=3
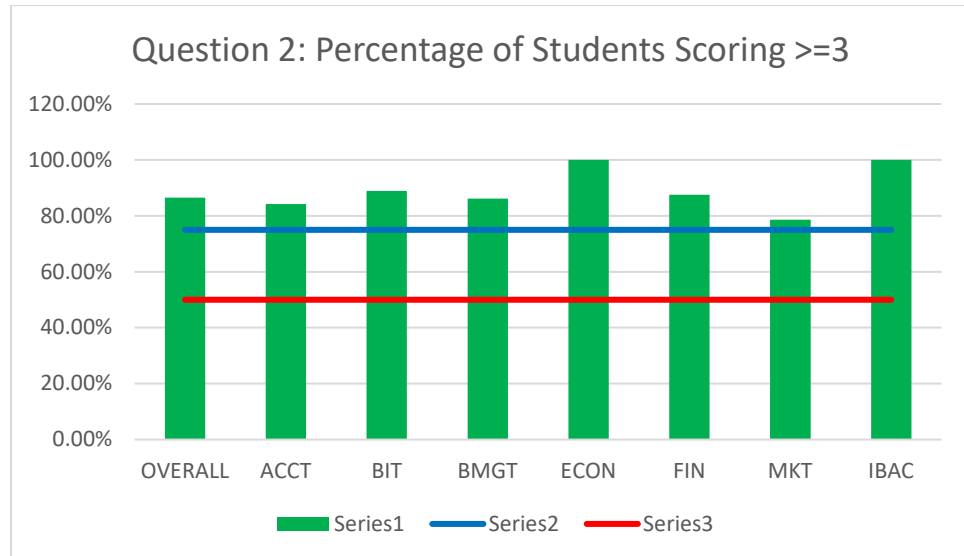
Spring 2021 Assessment Results

Spring 2021	Question 1	Question 2	Question 3
% >= 3	89.84%	96.09%	36.72%
Benchmark	75.00%	75.00%	75.00%
n =	128	128	128
Threshold	50.00%	50.00%	50.00%

Question 1: Percentage of Students Scoring >=3

Question 2: Percentage of Students Scoring >=3

Question 3: Percentage of Students Scoring >=3
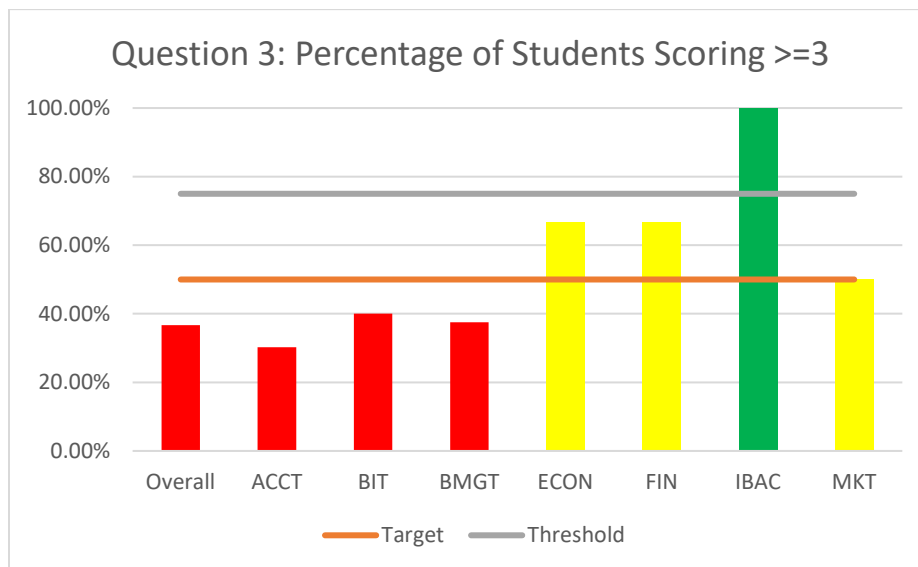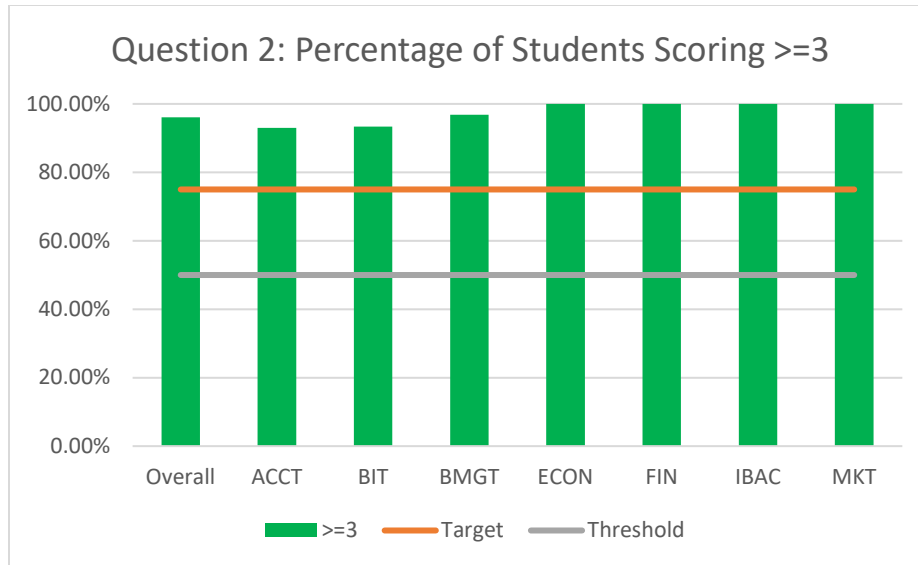
**Discussion of Results**

- In Fall 2020 and Spring 2021, the overall percentage of students (all majors) scoring 3 (satisfactory) or above on a scale of 1-5 exceeded the benchmark of 75% for Questions 1 and 2 (recognizing the ethical issue and identifying the affected stakeholders respectively).
- For Question 2, the percentage of students scoring 3 or above improved in Spring 2021 to 96.09 percent from 86.46 percent in Fall 2020.
- For Question 3 (recommending solutions/actions), the benchmark was not met in Fall 2020. In Spring 2021, the threshold was also not met.

*SLO 3: Demonstrate the ability for problem solving and critical thinking*

CCTST Results: Fall 2020

Total # of students = 100	>=70 (%)	Benchmark	n =	Threshold
Analysis	65%	75.00%	65	50.00%
Inference	77%	75.00%	77	50.00%
Evaluation	67%	75.00%	67	50.00%
Induction	82%	75.00%	82	50.00%
Deduction	59%	75.00%	59	50.00%
Interpretation	75%	75.00%	75	50.00%
Explanation	77%	75.00%	77	50.00%
Numeracy	50%	75.00%	50	50.00%
OVERALL	68%	75.00%	68	50.00%
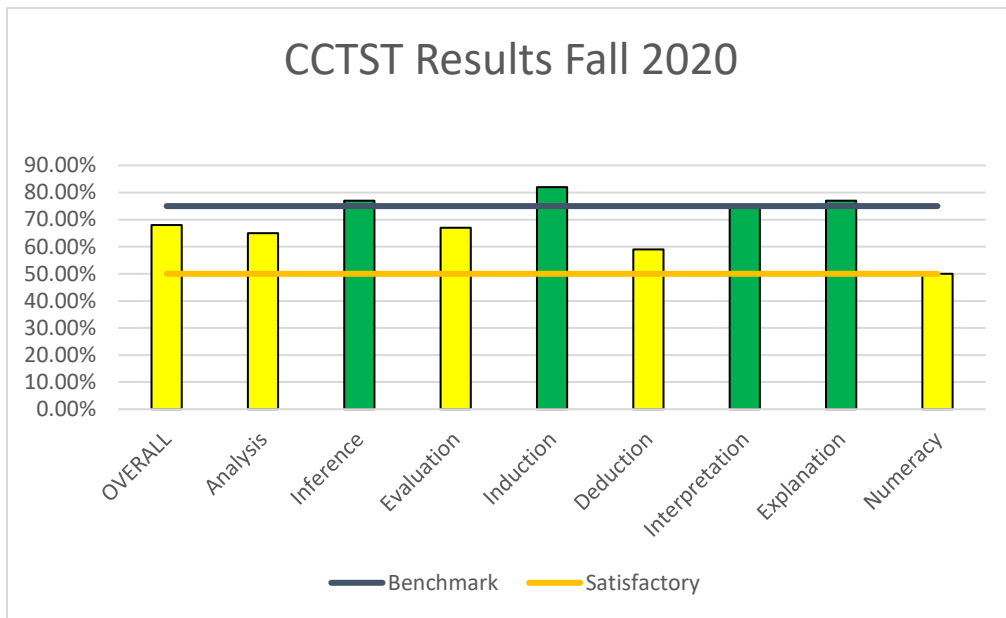
CCTST Results: Spring 2021

| Total # of students = 126	>=70 (%)	Benchmark	n =	Threshold
Analysis	74.60	75.00%	94	50.00%
Inference	84.13	75.00%	106	50.00%
Evaluation	71.43	75.00%	90	50.00%
Induction	88.89	75.00%	112	50.00%
Deduction	57.94	75.00%	73	50.00%
Interpretation	79.37	75.00%	100	50.00%
Explanation	74.60	75.00%	94	50.00%
Numeracy	52.38	75.00%	66	50.00%
OVERALL	76.1	75.00%	96	50.00%
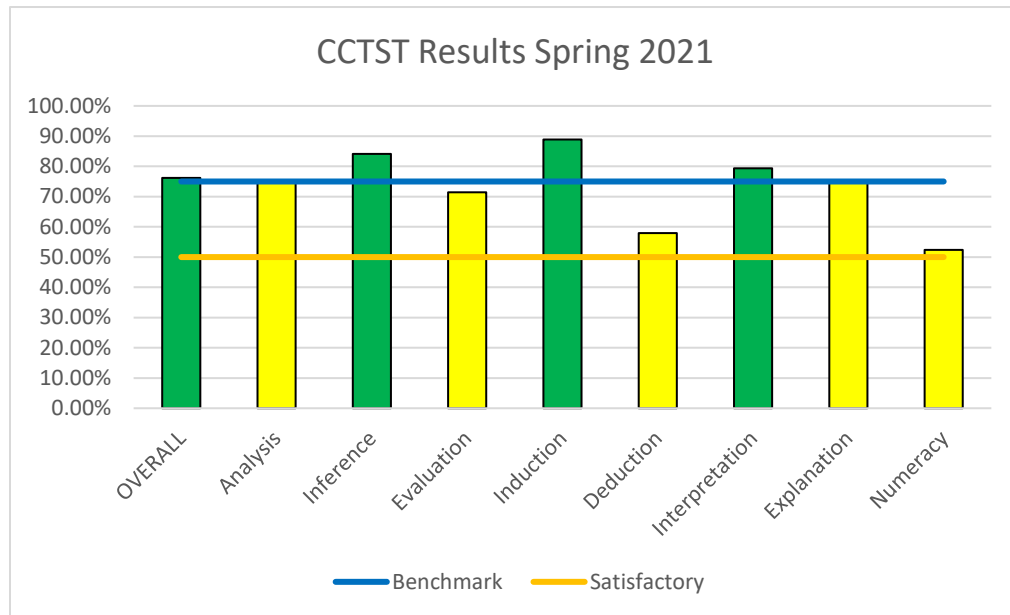
Discussion of Results

- The scores in *Inference, Induction, and Interpretation* dimensions met or exceeded the benchmark in both Fall 2020 and Spring 2021.
- The overall performance met the benchmark in Spring 2021 but did not meet the benchmark in Fall 2020.
- The scores for all the dimensions and overall exceeded the threshold in both Fall 2020 and Spring 2021.
- Students scored the lowest in the *Numeracy* dimension, followed by their scores in the *Deduction* dimension in both Fall 2020 and Spring 2021.

SLO 4: Demonstrate communication skills

Written Communication Results Spring 2021

|	Purpose	Tone	Organization	Grammar	Format
# of Students	117	117	117	117	117
>=4	116	69	50	56	N/A
%	99%	59%	43%	48%	N/A
Threshold	50%	50%	50%	50%	N/A
Benchmark	75%	75%	75%	75%	N/A
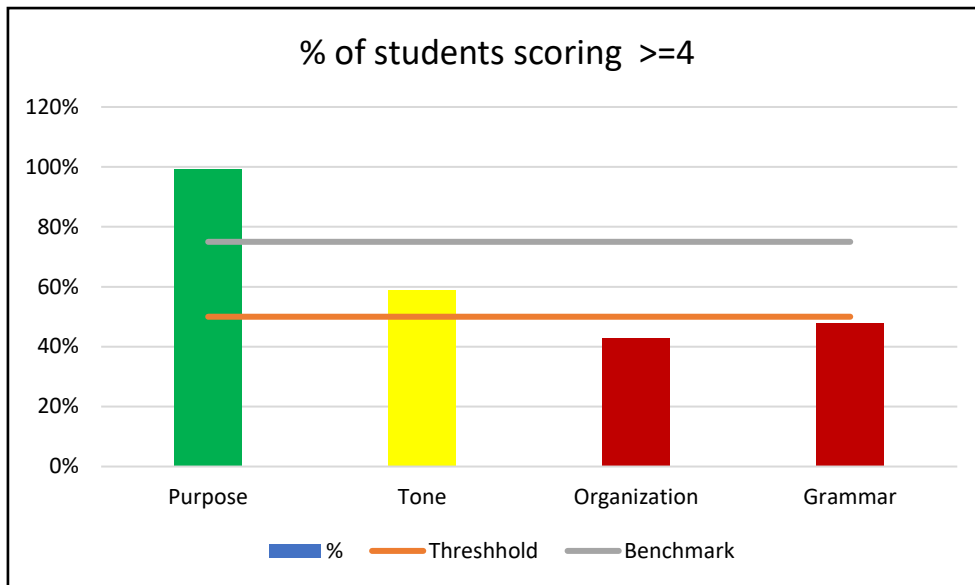
Discussion of Results

- The Spring 2021 writing assessment revealed that College of Business (CoB) students made sound decisions about focus and clearly kept purpose at the center of their writing. They also supported their ideas in a professional tone appropriate for their audience and purpose.
- The benchmarks were not met for the *Tone, Organization, and Grammar* dimensions. For the latter two dimensions, the percentage of students scoring 4 (good) or higher did not meet the threshold of 50%. Awkward structure or vague pronouns hindered their explanations, and students revealed a weak understanding of writing standards and/or a failure to edit their work.

Oral Communication Results Fall 2020

	Purpose & Content	Format & Organization	Verbal Skills	Nonverbal Skills	Visual Aids, Use of Media
# of Students	55	55	55	55	47*
>=4	55	53	54	45	40
%	100.00%	96.36%	98.18%	81.82%	85.11%
Threshold	50%	50%	50%	50%	50%
Benchmark	75%	75%	75%	75%	75%

*only 47 students presented with visual aids and media
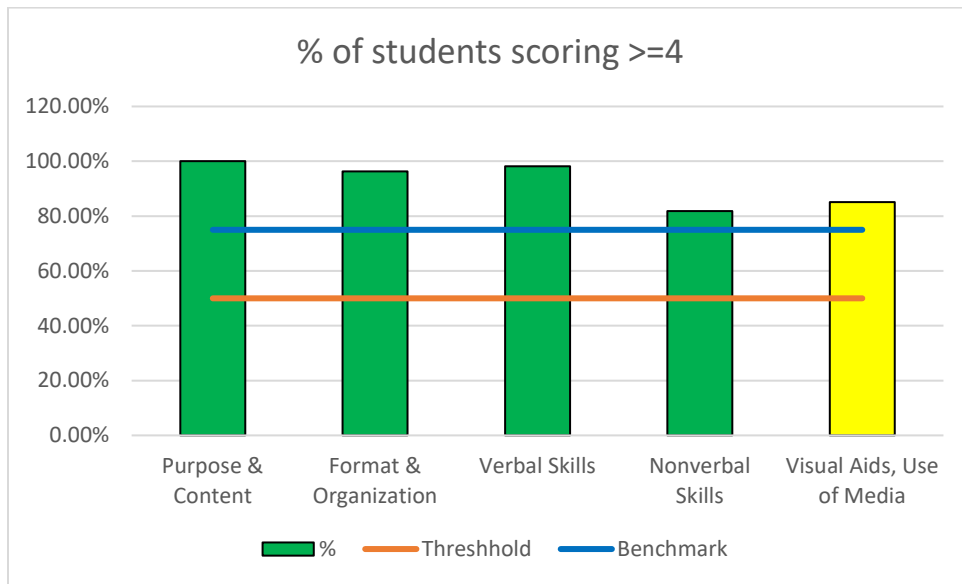
Discussion of Results

- College of Business students generally designed and delivered effective presentations. Students knew how to follow the main idea and develop content appropriate for their target audience. The benchmarks were met for four of the five dimensions of the oral communication rubric.

- The scores for the use of visual aids and media dimension did not meet the benchmark as 8 out of 55 students presented without visual aid or media. Continuing problems included mindless use of templates to produce boring and difficult-to-read slides. Students designed slides with loud colors, small print, and too many words.

SLO 5: Demonstrate skills to work in teams

The total number of teams in sections 003 and 004 in Fall 2020 was 14

Fall 2020 (results for 4Ps)

4Ps Sections 003 and 004 Combined 13 out of 14 Teams			
Dimensions	> 5% improvement	Maintain (±5%)	Combined
Adjustment	5	8	13
Execution	2	11	13
Monitoring	5	8	13
Preparation	3	10	13

Fall 2020 (results for 4Ps in percentages)

Dimensions	> 5% improvement	Maintain (±5%)	Combined	Satisfactory (Threshold)	Benchmark
Adjustment	35.7%	57.1%	92.9%	50%	75%
Execution	14.3%	78.6%	92.9%	50%	75%
Monitoring	35.7%	57.1%	92.9%	50%	75%
Preparation	21.4%	71.4%	92.9%	50%	75%
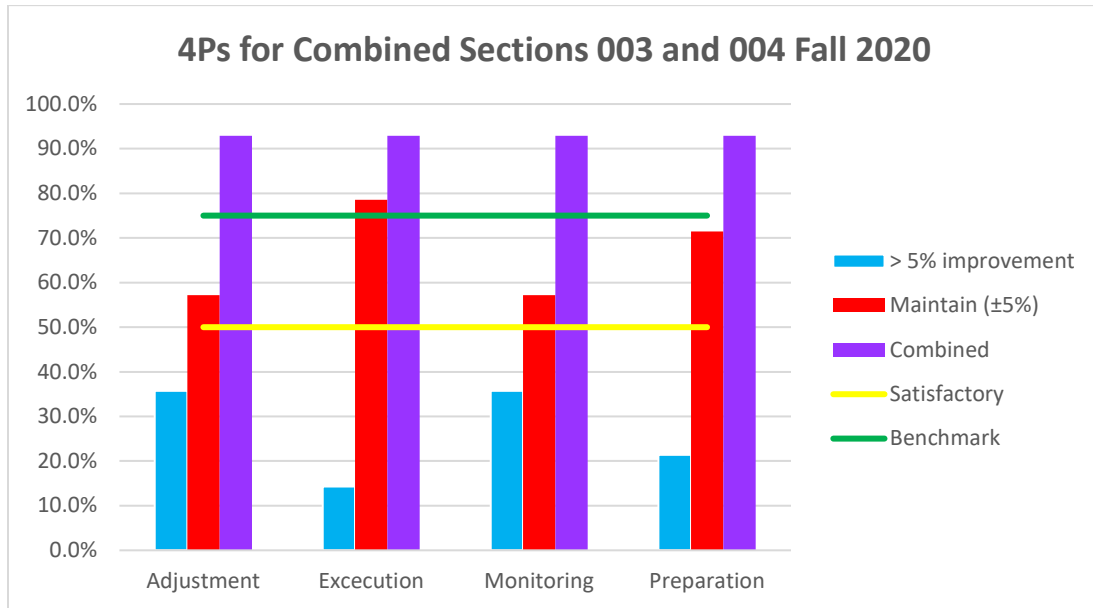
Fall 2020 (results for 5Cs)

5Cs Sections 003 and 004 Combined Teams			
Dimensions	> 5% improvement	Maintain (±5%)	Combined
Cohesion	4	8	12
Confidence	6	3	9
Conflict	6	1	7
Cooperation	4	7	11
Coordination	4	7	11

Fall 2020 (results for 5Cs in percentages)

Dimensions	> 5% improvement	Maintain (±5%)	Combined	Satisfactory (Threshold)	Benchmark
Cohesion	28.6%	57.1%	85.7%	50%	75%
Confidence	42.9%	21.4%	64.3%	50%	75%
Conflict	42.9%	7.1%	50.0%	50%	75%
Cooperation	28.6%	50.0%	78.6%	50%	75%
Coordination	28.6%	50.0%	78.6%	50%	75%
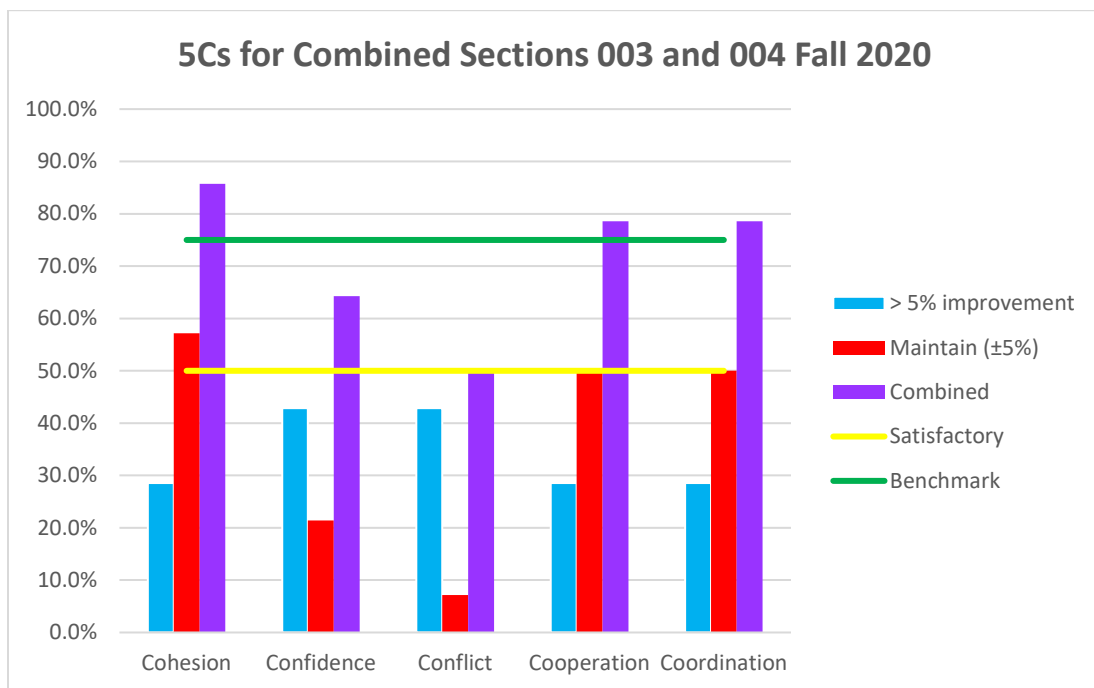
Discussion of Results

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

- In Fall 2020, the benchmark was exceeded for all the 4Ps but not for all the 5Cs. For the *Conflict* dimension of the 5Cs, the benchmark was not met, but the threshold was just met.

SLO 6: Possess competencies in the major discipline

ETS. Major-specific Content Area Scores (average % of correct answers)

	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Accounting	58	52	57	53
Marketing	51	49	55	57
Finance	55	55	47	65
Management	62	63	64	62
BIT	68	0	62	64
Economics	0	47	0	0
IBAC	48	56	0	0

Accounting

	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores	58	52	57	53
2020 Benchmark	43	43	43	44
2020 Threshold	41	41	41	42

Marketing

	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores	51	49	55	57
2020 Benchmark	50.4	50.4	50.4	51.4
2020 Threshold	47.5	47.5	47.5	48.5

Finance

	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores	55	55	47	65
2020 Benchmark	43.1	43.1	43.1	44.1
2020 Threshold	40.5	40.5	40.5	41.5

Business Management

	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores	62	63	64	62*

2020 Benchmark	61.2	61.2	61.2	62.2
2020 Threshold	58	58	58	59

Did not meet the benchmark

Business and Information Technology	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores	68		62	64
2020 Benchmark	51.3	51.3	51.3	52.3
2020 Threshold	49.25	49.25	49.25	50.25

Economics*	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores		47		
2020 Benchmark	40.2	40.2	40.2	40.2
2020 Threshold	37.5	37.5	37.5	37.5

* Results not reported by ETS because there were fewer than five Economics majors taking the exit exam in Fall 2020 and Spring 2021

International Business and Cultures*	Fa 2019	Sp 2020	Fa 2020	Sp 2021
Scores	48	56		
2020 Benchmark	39.7	39.7	39.7	39.7
2020 Threshold	37.5	37.5	37.5	37.5

*Results not reported by ETS because there were fewer than five IBAC majors taking the exit exam in Fall 2020 and Spring 2021

Discussion of Results

- The scores in the content area of each major (except Business Management in Spring 2021) exceeded their respective benchmarks in Fall 2020 and Spring 2021.

- The score for Business Management in Spring 2021 exceeded the threshold but fell short of the benchmark by 0.2 percent. The scores for this major will be monitored.

Modifications for Improvement:

PG 1:   Expand academic program initiatives

- Business Intelligence and Analytics, which was a concentration under Business Management major, is now a concentration in the Business Information and Technology major with the objective of elevating it to a separate major in the future.

- "Tech Talks" by COB Faculty and Staff have been added to engage 1020 UBUS freshmen.

PG 2:   Increase enrollments and financial support

- Enrollments in the minors offered by COB are being tracked.

- Adapting to Covid conditions, COB organized a Virtual Job Fair in October 2020. Twenty employers and 59 students attended this Virtual Job Fair. COB students also participated in Nashville Area Job Fair, also a virtual event, in April 2021.

- In 2020-21, *Student to Career (S2C)* organized *COB Connect, Internship Seminar, and Career Ready Impact Challenge* online events and activities.

- *Student to Career* has rebranded *itself as Professional Readiness and Leadership* to emphasize leadership activities and opportunities it provides to COB students.

PG 3:   Provide faculty support

- The College will be hiring new faculty members to fill positions due to program needs and retirements in the areas of Decision Sciences (one) and Economics (one).

SLO 1:   Demonstrate competency in the core business areas

- As a step to address poor performance in the ETS content area of Quantitative Business Analysis, the statistics course MATH 1530 has been made a Mathematics requirement for all business students effective Fall 2021.

- In order to address poor performance in the ETS content area of International Issues, first, an interdisciplinary task force was created. In summer 2020, the task force reviewed the coverage of international content in the core business classes and identified gaps. The recommendations of the task force are being implemented as of Fall 2021.

SLO 2:   Demonstrate awareness of ethical implications

- After analyzing the results from the assessment in Fall 2020, Question 2 (identifying stakeholders) in the ethics scenario was rewritten to make it clear and more specific about the number of stakeholders to be identified and how they are affected by the ethical issue. The percentage of students scoring 3 (satisfactory) or above for this question improved in Spring 2021 to 96.09 percent from 86.46 percent in Fall 2020.
- In order to reduce the interrater variability in scoring, the faculty raters calibrated their scores on a sample of scenarios first before scoring all the scenarios.

SLO 3: Demonstrate the ability for problem solving and critical thinking

- Critical thinking assessments indicated a need for more comprehensive and systematic intervention. An interdisciplinary taskforce was created for this purpose. The taskforce has made recommendations for incorporating *Quantitative Reasoning* in core business classes.

  The recommendations are course-specific. The task force first identified the desired QR learning outcomes (see below), and then the recommendations were developed to achieve particular QR learning outcomes in a given course.

  Quantitative Reasoning Learning Outcomes (from University of Virginia)
  1. Communicate mathematical information symbolically, visually, numerically, and verbally.
  2. Use arithmetical, algebraic, and geometric methods to solve problems.
  3. Estimate and check answers to mathematical problems to determine reasonableness.
  4. Solve word problems using quantitative techniques and interpret the results.
  5. Apply mathematical/statistical techniques and logical reasoning to produce predictions, identify optima, and make inferences based on a given set of data or quantitative information.
  6. Judge the soundness and accuracy of conclusions derived from quantitative information, recognizing that mathematical and statistical methods have limits and discriminating between association and causation.
  7. Solve multistep problems.
  8. Apply statistics to evaluate claims and current literature.
  9. Demonstrate an understanding of the fundamental issues of statistical inference, including measurement and sampling.

  An example of implementation of QR.

  "DS 3520 Operations Management

  A. Solve Word Problems (Learning Outcome 4). Word problems are at the end of chapters in the text. I assign problems for homework, and then we go over the solutions to those problems as well as others in the class.

  B. Solve Multistep Problems (Learning Outcome 7). Multistep problems at the end of the chapters take results of previously worked problems and use those results as inputs to answer additional questions.

  C. These problems are not graded, but similar problems are a part of the exams. The problems make up approximately 25% of each exam."

SLO 4: Demonstrate communication skills

- The Writing Across the Curriculum program is now in place in the CoB requires students to use writing resources such as *Grammarly, Purdue O.W.L., and EAGLE Online Writing Tutorial* for at

least one writing assignment in each core course. Continuing this program will encourage students to edit as well as proofread their work and revise their writing.

- COB has made a major investment in providing access to the premier version of *Grammarly* for all business majors. *Grammarly* is a personal digital writing assistant which provides feedback at the point of writing on grammar, tone, active/passive voice, and word choice.

- COB is making sure students know about The Writing Excellence Studio @ Tech (WEST). WEST is available to CoB students to help them with decisions about their writing. WEST is not a proofreading service; it is a source for planning effective reports and other written communication.   Director of WEST, Dr. Brian Williams, made a presentation at a "Lunch and Learn," about WEST. He also met with the leadership team of the College regarding a more structured relationship between WEST and COB.

- In 2020, COB's Professional Readiness and Leadership Center (previously Student to Career) started offering *Career Ready Impact Challenge,* which helps participants learn what it means to be career-ready on paper, online, and in person. The Challenge, required for all affiliating upper-division students, includes resources and instructions for resumes, cover letters, thank-you letters, interviews, elevator pitches, and other professional employment communication skills.

- The three oral communication assessment tools—the rubric, the quick checklist, and the team rubric—will be made available to COB professors.

- The instructors of the core BMGT 3720 (Business Communications) class will seek faculty input on COB students' strengths and weaknesses in oral communication.

SLO 5: Demonstrate skills to work in teams

- Many COB classes involve students working on projects in teams. A virtual "Lunch and Learn" event on April 8, 2021, focused on how those student teams can be more efficient and effective. Dr. Erich Dierdorff, Professor of Management Driehaus College of Business, DePaul University, gave a talk on "How to Get the Most of Team Projects." The talk addressed students working in virtual teams in the Covid environment.

SLO 6: Possess competencies in the major discipline

- At this time, the results do not call for modifications as almost all the benchmarks have been met during 2020-21.

- The Economics major in the BSBA program is being phased out, replaced by the BS (STEM) degree in Economics. The graduating seniors in this program will be taking the Major Field Test (MFT) in Economics discipline. The scores from this Exam will be used to assess their competency in Economics.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Undergraduate Curriculum Map – Fall 2016 to Fall 2020

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