

Institutional Effectiveness

2021-2022

Program: Business Management BSBA

College and Department: College of Business

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Mission: College of Business

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:

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

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

Program Goals:

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

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

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

Student Learning Outcomes:

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

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

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

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

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

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

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

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

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

A curriculum map (see Appendix 1) shows the connections between the courses in the BSBA program and student learning outcomes.

Assessment Methods:

PG 1: *Expand academic program initiatives*

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

Assessed by number and types of program initiatives.

PG 2: Increase enrollments and financial support

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

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

PG 3: Provide faculty support

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

Faculty hiring needs are discussed in Departmental and College level meetings. A recruitment committee, which typically includes all faculty from the area and an outside representative is formed when hiring is approved at the university level. The recruitment process for new faculty follows the policies and procedures of the University and is monitored in the Office of Diversity and Legal Affairs. The committee develops a job description and an advertising plan, which includes as a minimum the Chronicle of Higher Education, appropriate discipline publications, and direct contacts with historically black institutions that grant the appropriate degree. At least one member of the search committee attends appropriate national discipline meetings to have short interviews with as many candidates as possible. In 2021-22 initial screening of the candidates was done through virtual interviews. 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 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.

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 Spring 2022 semester 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) or 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 or above on each of the rubric dimensions.

SLO 2: Demonstrate ability for critical reasoning and problem solving

- California Critical Thinking Skills Test: Senior Exit Exam California Critical Thinking Skills Test (CCTST) taken online in Fall and Spring semesters by graduating seniors. The overall scores and the scores on each of the following dimension/scales of CCTST: *Analysis: Inference: Evaluation; Induction; and Deduction* were considered. Note that the online version assessed additional critical reasoning skills: *Interpretation, Explanation, and Numeracy*.
- With the switch to online testing, the results from Fall 2017 and onward cannot be compared with those in the previous terms. The previous benchmark cannot be used since the national benchmark of percentage of test takers of CCTST-N scoring in the moderate/strong/superior reasoning skills is not available. The prevailing 75%

benchmark (for other learning objectives) is used. That is at least 75% of students will exhibit moderate/strong/superior reasoning skills. 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 2022 semester; Rubric-based assessment of a randomized sample of oral presentations from the core business class BMGT 3720 (Business Communications) in Fall 2021.
- The benchmark 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 2021. 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 3: 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 2021-22, two new upper division courses Game Theory and Marketing Analytics were approved and added to the catalog. The Economics, Finance, and Marketing department had offered these courses twice as special topics courses in the previous two years.

Discussion of Results

- These courses are consistent with and support the college-wide initiative for analytics-infused business curriculum.

The College of Business updated the business courses in the International Business and Cultures curriculum:

Discussion of Results

Implemented in Fall 1997, the Bachelor of Science in International Business & Cultures (formerly World Cultures & Business) is a joint major of the College of Arts & Sciences and the College of Business. The changes have created a more updated curriculum (business courses in the IBAC major have remained mostly unchanged since the program began) which aligns more closely with expectations of the accrediting body (AACSB) for a program that is outside the BSBA degree.

PG 2: Increase enrollments and financial support

TTU Enrollment Trends – Business -Undergraduate

Demographic and Enrollment Characteristics

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		One Year Change %
	N		N		N		N		N		
Total Headcount (TTU)	10,504		10,186		10,140		10,185		9840		-4%
Total Headcount (CoB), % of TTU	1,168	11.12%	1,115	10.95%	1,102	10.87%	1,097	10.77%	1,112	11.30%	1%
Gender (CoB)											
Female	439	37.60%	418	37.50%	406	36.80%	413	37.60%	426	38.30%	3%
Male	729	62.40%	697	62.50%	696	63.20%	684	62.40%	686	61.70%	0%
Race/Ethnicity											
Students of Color	113	9.70%	117	10.50%	135	12.30%	133	12.10%	136	12.20%	2%
White	962	82.40%	915	82.10%	903	81.90%	910	83.00%	918	82.60%	1%
Non-Resident Alien	67	5.70%	54	4.80%	40	3.60%	27	2.50%	28	2.50%	4%
Other	26	2.20%	29	2.60%	24	2.20%	27	2.50%	30	2.70%	10%
Pell Eligible (UG)	370	31.70%	362	32.50%	360	32.70%	342	31.20%	358	32.20%	4%
First Generation (UG)	284	24.30%	276	24.80%	264	24.00%	264	24.10%	241	21.70%	-10%
Classification											
Freshmen	231	19.80%	209	18.70%	211	19.10%	227	20.70%	218	19.60%	-4%
Sophomore	248	21.20%	248	22.20%	233	21.10%	247	22.50%	274	24.60%	10%
Junior	319	27.30%	311	27.90%	297	27.00%	301	27.40%	286	25.70%	-5%
Senior	370	31.70%	347	31.10%	361	32.80%	322	29.40%	334	30.00%	4%
Degree Programs											
Accounting (BSBA)	138	11.80%	122	10.90%	224	20.30%	254	23.20%	215	19.30%	-18%
Basic Business	618	52.90%	600	53.80%	206	18.70%	56	5.10%	35	3.10%	-60%
Business Information & Technology (BSBA)	-	-	-	-	-	-	12	1.10%	106	9.50%	89%
Business Management (BSBA)	202	17.30%	193	17.30%	345	31.30%	414	37.70%	367	33.00%	-13%
Economics (BS)	-	-	-	-	-	-	9	< 1%	18	1.60%	50%
Economics (BSBA)	22	1.90%	17	1.50%	33	3.00%	19	1.70%	6	< 1%	-217%
Finance (BSBA)	64	5.50%	63	5.70%	98	8.90%	121	11.00%	155	13.90%	22%
International Business & Cultures (BS)	48	4.10%	38	3.40%	45	4.10%	31	2.80%	24	2.20%	-29%
Marketing (BSBA)	76	6.50%	82	7.40%	151	13.70%	181	16.50%	186	16.70%	3%

**TTU Five Year Minor Enrollment Trends
By College & Minor**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change	
						1 Yr.	3 Yr. Avg.
Total Minors (TTU)	766	1,239	2,193	2,617	3,075	17.50%	37.90%
Business	211	282	332	406	447	10.10%	16.70%
Business as percent of TTU	28%	23%	15%	16%	15%		
<i>Accounting</i>	-	-	-	3	7	133.30%	-
<i>Bus. Info. Tech. & Analytics</i>	-	-	1	7	15	114.30%	-
<i>Business</i>	211	282	321	355	337	-5.10%	6.50%
<i>Business Management</i>	-	-	6	27	61	125.90%	-
<i>Human Resource Management</i>	-	-	-	2	14	600.00%	-
<i>International Business</i>	-	-	4	12	13	8.30%	-

Financial Support: A total of \$167,060 was provided to students in scholarships and for student development.

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. Therefore, the number of students classified as Basic Business continues to decline from 206 to 35 in Fall 2021. This decline is expected as more students are now declaring their major as incoming freshmen. This also 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.
- CoB’s undergraduate enrollment in Fall 2021 increased by one percent compared to enrollment in Fall 2020. During the same period, TTU’s undergraduate enrollment fell by 4%. Since 2017, the College enrollment as a percentage of the University total has remained steady in the range 10.8 - 11.3 percent (see TTU-Business-Undergraduate enrollment trends in table above).
- Several new academic programs, e.g., minors and certificates that support the goal of increasing enrollment, were initiated in Fall 2020. The data in the above table on TTU Minor Enrollment Trends show that the enrollment in the business minors increased to 447 in Fall 2021 from 406 in Fall 2020, a one-year change of 10.1%. Enrollment in business minors is 15% of the total TTU enrollment in all minors.

- 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 2021 there were over 20 SOAR events hosted by the Student Success Center.
- Since Spring 2021, COB has hosted two Business Show Cases 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.
- A total of \$167,060 was provided to students in scholarships and for student development.

PG 3: *Provide faculty support*

- Three tenure-track faculty members in the rank of an assistant professor to start in Fall 2022, were hired in the area of Decision Sciences.
- One tenure-track faculty member in the rank of an assistant professor to start in Fall 2022, was hired in the area of Economics.
- A temporary visiting professor to start in Fall 2022 was hired in the area of Finance.
- Summer research support of \$6,000 each was provided to three faculty members in summer 2021.
- Travel expenditures and other support for Faculty (not including staff) in FY 2021 was \$13,256.28.

Discussion of Results

- Faculty resources were augmented by hiring to replace faculty who have left or retired, in areas where there is a need to support the academic degree programs offered by the college.
- Resources were provided to support faculty consistent with the needs expressed in the faculty development plan submitted annually by each faculty member.

SLO 1: Demonstrate competency in the core business areas

ETS Senior Exit Exam Results Spring 2018-Spring 2022 are given in the tables below

	<i>Spring 2018**</i>	<i>Fall 2018</i>	<i>Spring 2019</i>	<i>Fall 2019</i>	<i>Spring 2020</i>	<i>Fall 2020</i>	<i>Spring 2021</i>	<i>Fall 2021</i>	<i>Spring 2022*</i>	2021 ETS Benchmark	2021 ETS Threshold
COB MEDIAN	151	153	150	152	152	152.0	152.0	153.0	152.0	150.0	146.0

Content Area	<i>Spring 2018</i>	<i>Fall 2018</i>	<i>Spring 2019</i>	<i>Fall 2019</i>	<i>Spring 2020</i>	<i>Fall 2020</i>	<i>Spring 2021</i>	<i>Fall 2021</i>	<i>Spring 2022</i>	2021 ETS Benchmark	2021 ETS Threshold
Accounting	46	45	45	46	46	46	47	46	42	43.1	41
Economics	39	42	41	41	44	43	43	55	54	40.1	37.5
Management	63	62	61	63	62	62	63	58	57	61.2	57.5
Quantitative Business Analysis	37	39	38	38	41	41	39	45	43	34	31
Finance	45	45	44	44	45	43	47	46	43	43.2	40.8
Marketing	50	51	52	52	51	53	54	58	57	50.4	47.5
Legal and Social Environment	46	49	49	46	47	47	48	52	51	46.8	44.7
Information Systems	55	55	54	56	54	57	56	43	41	51.4	49.7
International Issues	42	45	42	41	42	40	42	49	48	39.5	37.5

Corrective Action Needed **Monitor for Trends** **Meets or Exceeds Benchmarks**

Discussion of Results

- COB median for overall score exceeded the national ETS benchmark in Fall 2021 and Spring 2022.
- All the content area scores also exceeded the national ETS benchmark in Fall 2020 and Spring 2021 except for Finance in Spring 2022 and Information Systems in Fall 2021 and Spring 2022.

- The scores in the information systems area did not meet the threshold in Fall 2021 and Spring 2022.
- One COB student in Spring 2022 was placed in the 98th percentile of the scores of all students from domestic institutions who took the ETS exam.

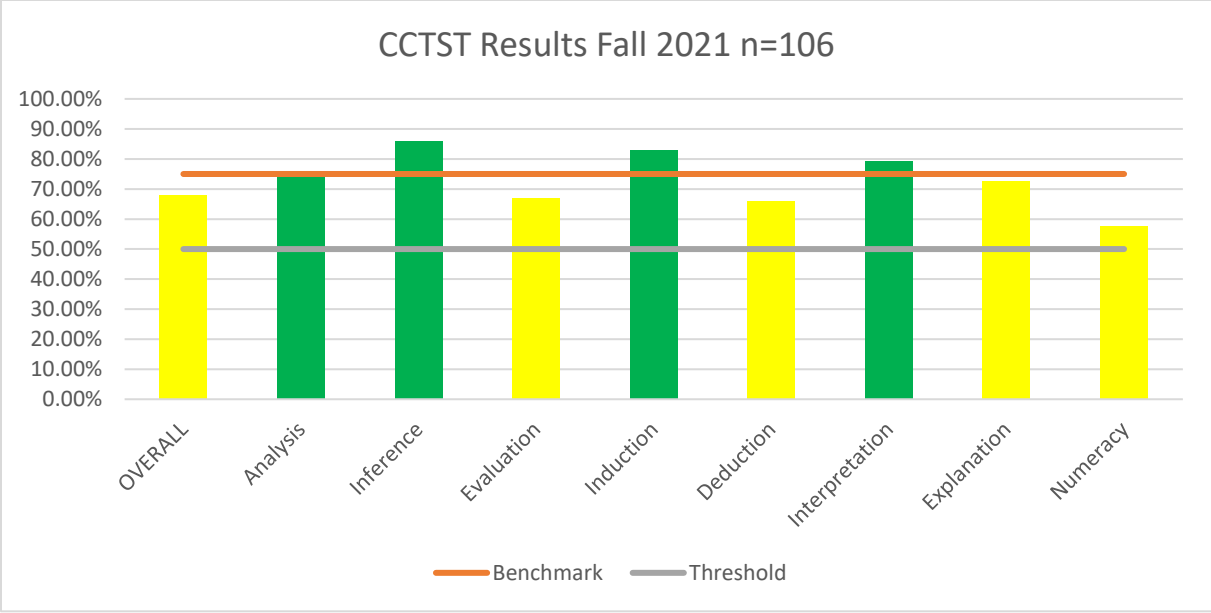
SLO 2: Demonstrate awareness of ethical implications

RESULTS WILL BE AVAILABLE BY MID to LATE SEPTEMBER 2022

SLO 3: Demonstrate ability for critical reasoning and problem solving

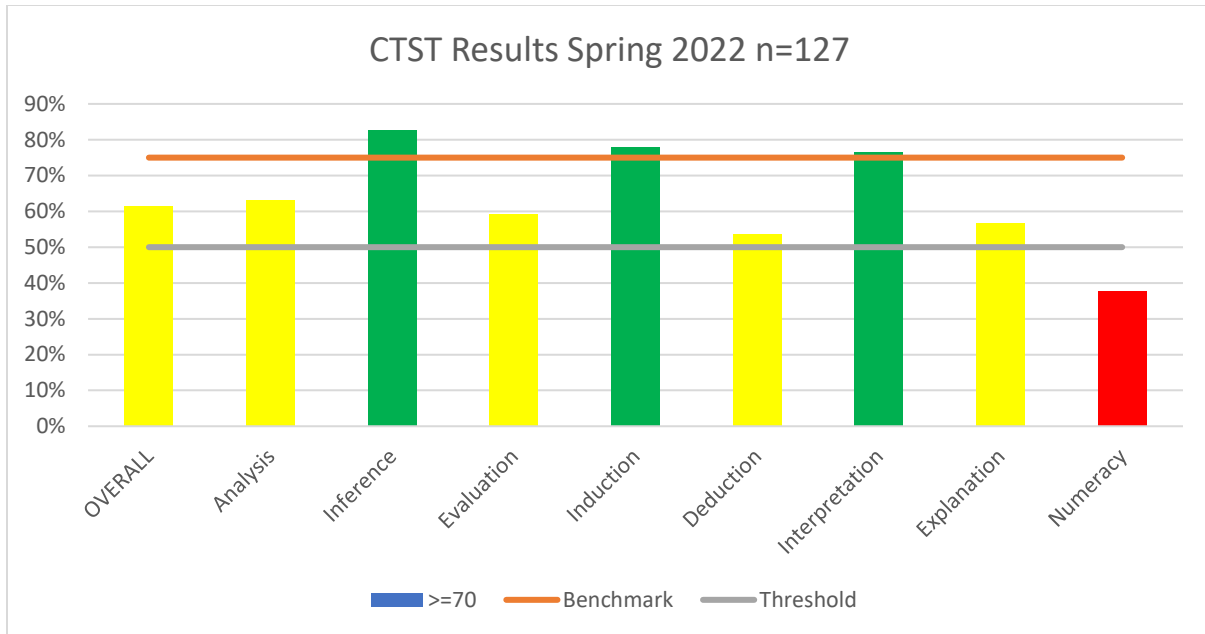
The results from CCTST Senior Exit Exams in Fall 2021 and Spring 2022 are given below

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	72	80	91	71	88	70	84	77	61
n=106	106	106	106	106	106	106	106	106	106
	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	67.92%	75.47%	85.85%	66.98%	83.02%	66.04%	79.25%	72.64%	57.55%
Benchmark	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%
Threshold	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%



	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	78	80	105	75	99	68	97	72	48
n=127	127	127	127	127	127	127	127	127	127

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	61%	63%	83%	59%	78%	54%	76%	57%	38%
Benchmark	75%	75%	75%	75%	75%	75%	75%	75%	75%
Threshold	50%	50%	50%	50%	50%	50%	50%	50%	50%



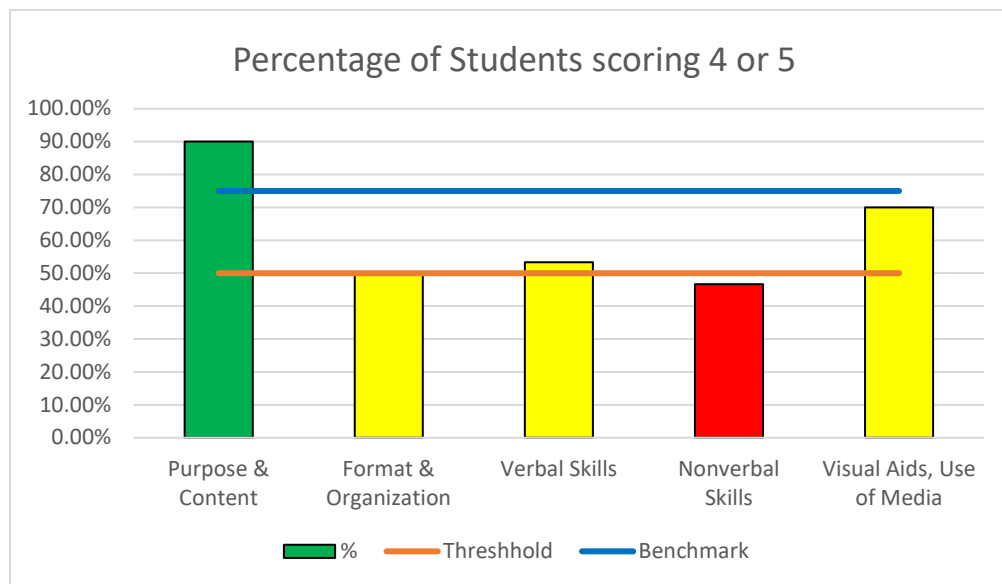
Discussion of Results

- The scores in *Analysis, Inference, Induction, and Interpretation* dimensions met or exceeded the benchmark in Fall 2021. The scores in *Inference, Induction, and Interpretation* dimensions met or exceeded the benchmark in Spring 2022.
- The overall performance did not meet the benchmark in Fall 2021 and Spring 2022.
- The scores for all the dimensions and overall performance exceeded the threshold in Fall 2021. In Spring 2022, overall performance on all dimensions, except *Numeracy*, exceeded the threshold.
- Students scored the lowest in the *Numeracy* dimension in both Fall 2021 and Spring 2022

SLO 4: Demonstrate communication skills

Fall 2021 Oral Communications Results

	Purpose & Content	Format & Organization	Verbal Skills	Nonverbal Skills	Visual Aids, Use of Media
# Students	30	30	30	30	30
>=4	27	15	16	14	21
%	90%	50%	53%	47%	70%
Threshold	50%	50%	50%	50%	50%
Benchmark	75%	75%	75%	75%	75%



Discussion of Results

The basis of oral communication assessments is a random sample of 30 individual CoB-major student presentations taken from Fall 2021 BMGT 3720: Business Communications I course sections.

- College of Business students generally designed and delivered effective presentations. Students knew how to follow a controlling idea and develop content appropriate for their target audience. Their 90% score in purpose and content as well as organization was considerably higher than the target of 75%. They presented ideas effectively with smooth transitions and clear endings.

- Verbal (53.33%) and Nonverbal (46.7%) skills are recognized areas of development, indicating presentation skills could be improved through instruction and practice. The COVID-19 pandemic brought sudden changes to communication throughout the world, and students were thrown into a crash course in virtual communication. Students are now learning and-relearning how to effectively communicate in a physical academic setting.
- The students' use of visual aids score was 70%, which is a 5% lower from the previous year. Continuing problems included mindless use of templates to produce boring and difficult-to-read slides. Students designed slides with loud colors, small print, abrupt transitions, and too many words.
- Instructors employed different approaches to recording student presentations in response to COVID-19 restrictions. The variety of recording methods did not seem to impact oral communication assessments this semester. All instructors agreed to similar assignments, e.g., elevator pitch, individual presentations with PowerPoint, or other presentation programs. Results for all five class sessions were somewhat similar.

SLO 5: Demonstrate skills to work in teams

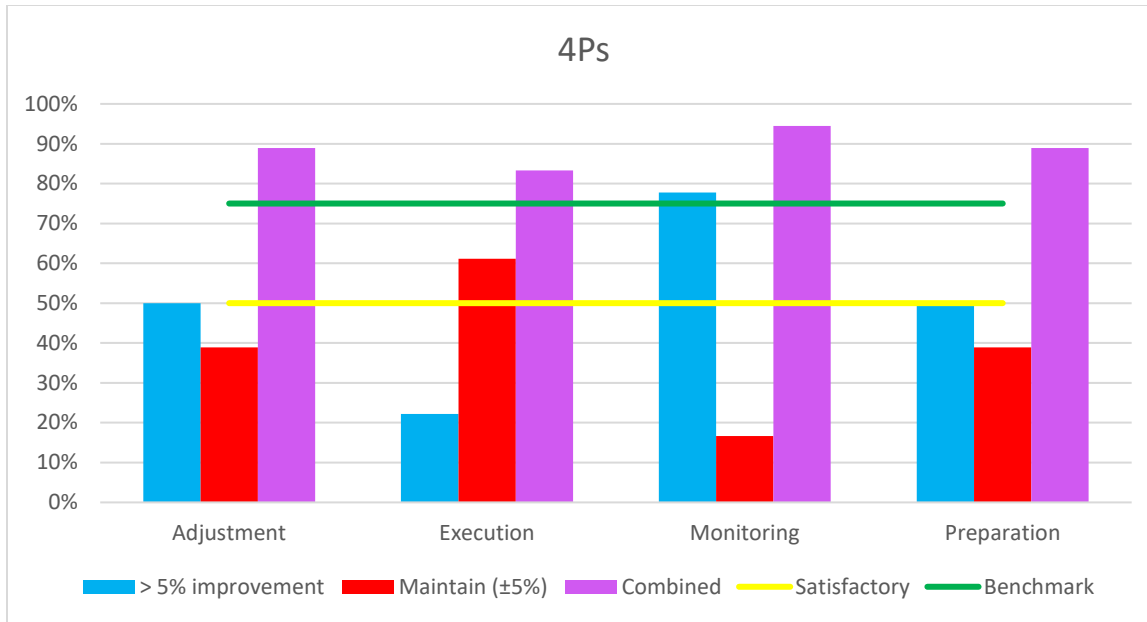
Results (4Ps and 5Cs) from *TeamMate* for Fall 2021 BMGT 4930 (Capstone) sections for a total of 18 teams are given below.

4Ps Total

	> 5% improvement	Maintain (±5%)	Combined
Adjustment	9	7	16
Execution	4	11	15
Monitoring	14	3	17
Preparation	9	7	16

Percents

	> 5% improvement	Maintain (±5%)	Combined	Threshold	Benchmark
Adjustment	50%	39%	89%	50%	75%
Execution	22%	61%	83%	50%	75%
Monitoring	78%	17%	94%	50%	75%
Preparation	50%	39%	89%	50%	75%

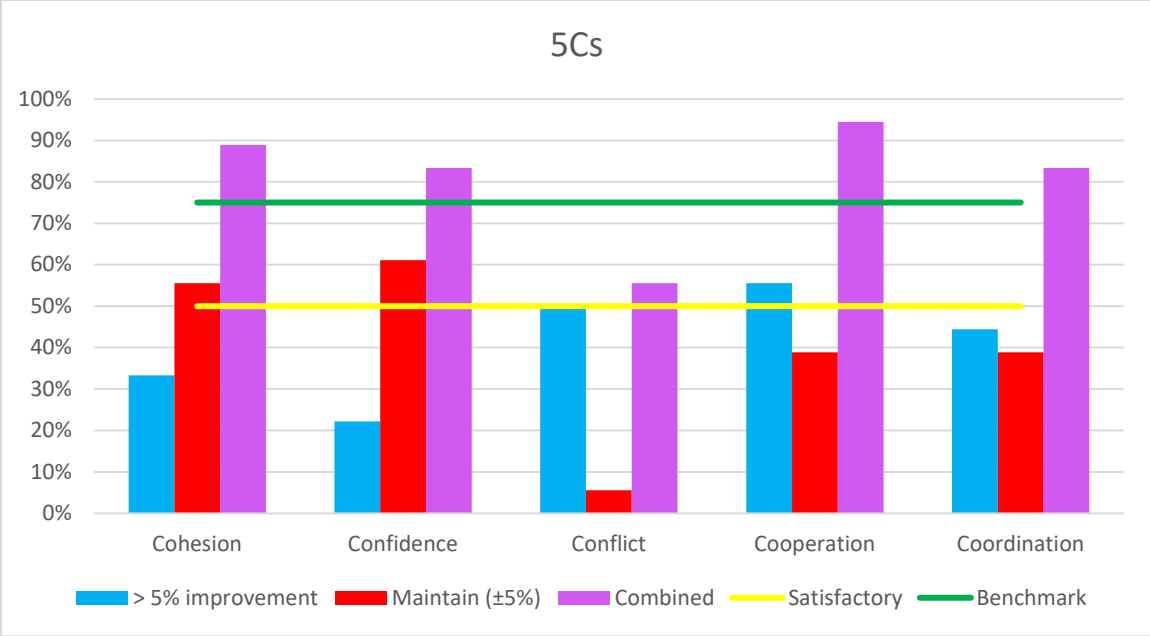


5Cs Total

	> 5% improvement	Maintain (±5%)	Combined
Cohesion	6	10	16
Confidence	4	11	15
Conflict	9	1	10
Cooperation	10	7	17
Coordination	8	7	15

Percents

	> 5% improvement	Maintain (±5%)	Combined	Threshold	Benchmark
Cohesion	33%	56%	89%	50%	75%
Confidence	22%	61%	83%	50%	75%
Conflict	50%	6%	56%	50%	75%
Cooperation	56%	39%	94%	50%	75%
Coordination	44%	39%	83%	50%	75%



- 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 2021, the benchmark was exceeded for all the 4Ps and all but one of the 5Cs. For the Conflict dimension of the 5Cs, the benchmark was not met, but the threshold was 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	Fa 2021	Sp 2022
Accounting	58	52	57	53	53	52
Marketing	51	49	55	57	62	58
Finance	55	55	47	65	60	54
Management	62	63	64	62	57	58
BIT	68	0	62	64	59	52
Economic	0	47	0	0	0	0
IBAC	48	56	0	0	0	0

Accounting	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores	52	57	53	53	52
2021 Benchmark	43	43	44	43.1	43.1
2021 Threshold	41	41	42	41	41

Marketing	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores	49	55	57	62	58
2021 Benchmark	50.4	50.4	51.4	50.4	50.4
2021 Threshold	47.5	47.5	48.5	47.5	47.5

Finance	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores	55	47	65	60	54
2021 Benchmark	43.1	43.1	44.1	43.2	43.2
2021 Threshold	40.5	40.5	41.5	40.8	40.8

Business Management	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores	63	64	62	57	58
2021 Benchmark	61.2	61.2	62.2	61.2	61.2
2021 Threshold	58	58	59	57.5	57.5

BIT	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores		62	64	59	52
2021 Benchmark	51.3	51.3	52.3	51.4	51.4
2021 Threshold	49.25	49.25	50.25	49.7	49.7

ECON*	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores	47				
2021 Benchmark	40.2	40.2	40.2	40.1	40.1
2021 Threshold	37.5	37.5	37.5	37.5	37.5

IBAC*	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022
Scores	56				
2021 Benchmark	39.7	39.7	39.7	39.5	39.5
2021 Threshold	37.5	37.5	37.5	37.5	37.5

**Results not reported by ETS because there were fewer than five ECON and IBAC majors taking the exit exam in Fall 2021 and Spring 2022*

Discussion of Results

- The scores in the content area of each major (except Business Management in Spring 2021) exceeded their respective benchmarks in Fall 2021 and Spring 2022.
- The score for Business Management in Fall 2021 fell short of the threshold by 0,5 points. In Spring 2022, the score exceeded the threshold by 0.5 points but fell short of the benchmark by 3.2 points. The scores for this major will be monitored.

Modifications for Improvement:

PG 1: Expand academic program initiatives

- The current Production & Operations Management concentration, housed within the Business Management major, will be modified to create a new concentration in Operations, Supply Chain and Logistics. It is pending approval by the College and University Curriculum Committees.
- A minor in Operations, Supply Chain and Logistics is being developed.
- The College of Business updated the business courses in the International Business and Cultures curriculum: Implemented in Fall 1997, the Bachelor of Science in International Business & Cultures (formerly World Cultures & Business) is a joint major of the College of Arts & Sciences and the College of Business. The changes have created a more updated curriculum (business courses in the IBAC major have remained mostly unchanged since the program began) which aligns more closely with expectations of the accrediting body (AACSB) for a program that is outside the BSBA degree

PG 2: Increase enrollments and financial support

- In order to increase engagement of freshmen and stimulate their interest in the College of Business and its programs, “Tech Talks” series was introduced in Fall 2021. CoB Faculty and Staff share their personal stories and experiences in the freshmen UBUS 1010 class. Freshmen students get to know our faculty as “real people.”

PG 3: Provide faculty support

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

- Faculty development \$\$s in FY 2021 of \$13,256.28 is low because of lots of lockdowns on travel and conferences. The majority of the expenses were for virtual conferences. In the previous two years the amounts were FY19: \$63,396.93 (before Covid) and FY20: \$52,228.32 (start of Covid, the last few months of the FY). In FY22 it was \$34,755.15 due to some areas opening up and allowing in-person conferences and events and costs going back up. In the future, the dollar amounts for faculty development are likely to increase.
- CoB faculty at all levels and career stages are not only supported but encouraged to attend conferences and pursue degrees, professional certificates, and licensures related to their teaching disciplines. Examples of this include financial support for faculty participation in practice-oriented conferences, training sessions, and schools (e.g., SHRM, AICPA, ASQ/IIE, and the Graduate School of Banking at LSU) and, for lecturers, completion of doctoral degrees. One faculty member is attending the Graduate School of Banking at LSU and one lecturer is completing her doctoral degree.

SLO 1: Demonstrate competency in the core business areas

- The ETS Exit Exam scores for Fall 2021 and Spring 2022 in the information systems area did not meet the threshold. Even though this does not constitute a trend, in order to ascertain the probable causes of the low scores, an informal survey and discussion took place in the BMGT 4930 class. Most students felt like their information systems performance on the ETS was a result of taking those information system classes during some of the initial shifts to online during the early stages of the pandemic. They also didn't feel like they saw many questions from that area, so maybe those questions were limited this year, making the missed questions appear to have a heavier weight. In light of the above no intervention is recommended at this time. Future scores in this content area will be closely monitored.

SLO 2: Demonstrate awareness of ethical implications

RESULTS WILL BE AVAILABLE BY MID to LATE SEPTEMBER 2022

SLO 3: Demonstrate ability for problem solving

- In 2020-21, an interdisciplinary taskforce was created for a systematic intervention to improve the critical reasoning and problem solving abilities of business students. The taskforce made recommendations for incorporating Quantitative Reasoning in core business classes. These recommendations will continue to be implemented in the core business classes.

SLO 4: Demonstrate communication skills

- Students should be made more aware of various campus services available to students to help students strengthen their oral and verbal communications skills, e.g., mock interviews hosted by the CoB and the Center for Career Development.
- Students will need better and more effective communication skills as they navigate the accelerating virtual world. BMGT 3720 will continue to provide opportunities for students to develop and strengthen these skills through assignments and instructor feedback. Available technologies include (but are not limited to) *Pitch Vantage*, *CoB Production Studio*, *iLearn*, and *LinkedIn Learning*. Examples of tasks and projects include elevator pitch, individual presentation with visuals, team presentation, breakout discussions to discuss business scenarios, and virtual meetings.
- Results indicated CoB students need lessons about effective visuals, including PowerPoint. One option is to make resources, such as short PowerPoint presentations about PowerPoint, available to faculty members who require oral presentations in their classes. Business Communications instructors may develop these resources for faculty.
- CoB faculty are encouraged to clearly state expectations for student presentations, reminding students outstanding research or ideas have little value if the presenter does not convince the audience or at least help listeners to understand the concepts. Furthermore, faculty are also encouraged to remind students being an effective communicator will increase their chances of professional growth and upward mobility in the professional world.

SLO 5: Demonstrate skills to work in teams

- At this time, the results do not call for modifications as the benchmarks for all the 4Ps and the 5Cs, except one (*Conflict*) have been met. The score for the *Conflict* dimension exceeded the threshold.

SLO 6: Possess competencies in the major discipline

- Results were not available for ECON and IBAC majors because there were fewer than five ECON and IBAC majors taking the exit exam in Fall 2021 and Spring 2022. It is proposed that in such cases, going forward, the performance in capstone courses for ECON and IBAC majors should be taken into consideration.

Appendix 1

BSBA Curriculum Map 2021-22

Core Courses	SLO Core Business Knowledge	SLO Critical Reasoning and Problem-solving	SLO Written Communications	SLO Oral Communications	SLO Team Skills	SLO Ethics Awareness
ACCT 2110	Principles of Accounting	X	X			X
ACCT 2120	Managerial Accounting	X	X			X
LAW 2810	Business Law					X
BMGT 3510	Management and Organizational Behavior	X	X	X	X	X
BMGT 3720	Business Communications		X	X	X	
BMGT 4930 (Capstone)	Strategic Management	X	X		X	X
DS 2810	Computer skills	X	X	X	X	X
DS 3520	Operations Management	X	X			
DS 3620	Business Analytics	X	X			
DS 3841	Information Systems	X	X	X		X
ECON 2010	Microeconomics	X	X			X
ECON 2020	Macroeconomics	X	X		X	
ECON 3610	Business Statistics	X	X			X
FIN 3210	Finance	X	X			
MKT 3400	Marketing	X	X	X	X	X

