

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

COLLEGE OF BUSINESS

ASSURANCE OF LEARNING REPORT

2007 - 2008

TABLE OF CONTENTS

INTRODUCTION	5
LEARNING GOALS AND OBJECTIVES	6
Bachelor of Science in Business Administration	7
Master of Business Administration	8
Executive Master of Business Administration	9
Master of Accountancy	10
CURRICULUM/ASSESSMENT ALIGNMENT	11
Bachelor of Science in Business Administration Course/Objective Grid	12
Master of Business Administration Course/Objective Grid	13
Executive Master of Business Administration Course/Objective Grid	14
Master of Accountancy Course/Objective Grid	15
ASSESSMENT PLAN FOR 2008 TO 2012	16
Assessment Schedule for the BSBA Objectives	17
Assessment Schedule for the MBA Objectives	18
Assessment Schedule for the EMBA Objectives	19
Assessment Schedule for the MAcc Objectives	20
COLLEGE OF BUSINESS STANDARDS FOR ASSESSMENT	21
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION UNDERGRADUATE (UG) ASSESSMENT RESULTS	22
UG A1 – Written Communication Assessment	23
UG A2 – Business Presentation Skills Assessment	26
UG D – Information Technology Assessment	29
UG E3 – Group Collaboration Assessments	31
UG Goal F – Core Business Concepts 2007 and 2008 Assessments	33
MASTER OF BUSINESS ADMINISTRATION ASSESSMENT RESULTS	36
MBA A1 – Group Collaboration	37
MBA B1 – Written Communication Assessment	40
MBA B2 – Business Presentation Skills Assessment	42
MBA C – Integration and MBA F1, F3, F6, and F7 – Business Concepts	45

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION ASSESSMENT RESULTS	47
EMBA E – Global Understanding Assessment	48
EMBA G1 – Accounting	50
EMBA G5 – Information Systems	53
EMBA G6 – Finance Assessment	55
MASTER OF ACCOUNTANCY RESULTS	57
MAcc B1 – Utilizing Standard Research Methodology	58
MAcc B2 – Identifying and Using Current Research Tools/Technology	60
MAcc D1 – Ethics	62
COMPLETE ASSESSMENT DESCRIPTIONS	64
UG A1 – Written Communication	65
UG A2 – Business Presentation Skills	68
UG D – Use of Information Technology	70
UG E3 – Group Collaboration	80
UG F – Core Business Concepts	
Objectives: F1 – Accounting, F2 – Economics, F3 – Management, F4 – Quantitative Business Analysis, F5 – Information Systems, F6 – Finance, F7 – Marketing, F8 – Legal Issues, and F9, International Issues	83
MBA A1 – Group Collaboration	84
MBA B1 – Written Communication	87
MBA B2 – Business Presentation Skills	89
MBA C – Integration an MBA F – Core Business Concepts	
F Objectives: F1 – Accounting, F3 – Management, F6 – Finance, and F7 – Marketing	91
EMBA E – Global Understanding	92
EMBA G1 – Information Systems	94
EMBA G5 –Management Information Systems	99
EMBA G6 – Finance	101
MAcc B1 – Utilizing Standard Research Methodology	103
MAcc B2 – Identifying and Using Current Research Tools/Technology	105
MAcc D1 – Ethics	107
ASSURANCE OF LEARNING COMMITTEE MINUTES	111
August 29, 2007	112
September 5, 2007	114
September 12, 2007	121
September 19, 2007	122
September 26, 2007	124

October 10, 2007	126
October 17, 2007	128
October 24, 2007	130
October 31, 2007	132
February 18, 2008	134
February 25, 2008	137
March 17, 2008	140
June 19, 2008	141

INTRODUCTION

In 2004, the College of Business began to follow the recent directives from the Association to Advance Collegiate Schools of Business (AACSB) to be more accountable to our constituencies for student learning and to improve continuously the College's programs to enhance student learning. Accordingly, the College developed, implemented, and analyzed learning assessments from 2004 through 2006. During 2006, the faculty realized that the current plans were not fully meeting their needs for assessing student learning. Consequently, the Assurance of Learning (AOL) Committee began the task of revising and implementing a new assessment plan for the College.

This report describes the work of the Assurance of Learning Committee, the Department of Accounting, and the College of Business faculty to create and implement a student learning assessment plan that meets AACSB requirements. The AOL Committee has developed program-specific plans that address the learning needs for three of the College's degree programs: the Bachelor of Science in Business Administration (BSBA), the Master of Business Administration (MBA), and the Executive Master of Business Administration (EMBA). The Department of Accounting has developed a plan for the Master of Accountancy (MAcc). Specifically, the report covers the College's learning goals and objectives, curriculum/assessment alignment, semester assessment plans, assessment descriptions, assessment results, and actions taken because of assessment findings.

LEARNING GOALS AND OBJECTIVES

In the fall of 2007, the first task of the AOL Committee was to reexamine the College's existing competencies (learning goals and objectives) that the students were expected to acquire in their respective degree programs. The Committee examined the current competencies to see if they were meeting the student needs for an adequate business education and were consistent with the College of Business mission. Although AACSB allows each university to develop their own student learning goals, it does specify general knowledge and skills as well as management-specific knowledge and skills that a student graduating from an AACSB accredited university needs to possess.

The AOL Committee met numerous times during the fall of 2007 for some very intense discussions. The minutes of these discussions are contained in the Assurance of Learning Committee Minutes section. As a first step, the AOL Committee renamed the competencies to learning goals to be more consistent with AACSB terminology. As defined by AACSB, the learning goals are knowledge and skills that the students are to acquire by the end of their degree programs. To demonstrate that the students have acquired the knowledge and skills, the AOL committee developed learning objectives for each of the learning goals. The learning objectives are the heart of the assessment program. Each learning objective is a specific statement of a task that the student must perform in order to show that they have acquired the knowledge and skills of the learning goal.

The AOL Committee created learning goals and objectives for the BS, MBA, and EMBA degrees, and the Department of Accounting created the learning goals for the MAcc degree. The number of learning goals in each program is below and followed by sections containing the specific learning goals and objectives for each degree program.

<u>Degree</u>	<u>Goals</u>
BS	6
MBA	6
EMBA	7
MAcc	5

Bachelor of Science in Business Administration Goals and Objectives

Graduates of University of Tennessee at Chattanooga's undergraduate business program will possess the following knowledge and skills.

- A. Effective communication skills.
 - 1. The student will be able to create an effective written business document.
 - 2. The student will be able to prepare and deliver an effective business presentation.

- B. Ability to reason ethically.
 - The student will display an ability to recognize and analyze ethical issues of business decisions, likely results, and effects on stakeholders.

- C. Analytical, critical-thinking ability.
 - The student will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach an appropriate decision.

- D. Information technology proficiency.
 - The student will demonstrate the ability to use information technology.

- E. Understanding of group and individual dynamics in organizations and an understanding of diverse viewpoints.
 - 1. The student will be able to identify and describe the role of diversity in group effectiveness.
 - 2. The student will be able to describe stages of group development.
 - 3. The student will be able to collaborate effectively in a group.

- F. Understanding of core business concepts.
 - 1. The student will demonstrate a fundamental understanding of accounting principles.
 - 2. The student will demonstrate a fundamental understanding of economics principles.
 - 3. The student will demonstrate a fundamental understanding of management principles.
 - 4. The student will demonstrate a fundamental understanding of quantitative business analysis (include statistics and management science).
 - 5. The student will demonstrate a fundamental understanding of information systems principles.
 - 6. The student will demonstrate a fundamental understanding of finance principles.
 - 7. The student will demonstrate a fundamental understanding of marketing principles.
 - 8. The student will demonstrate a fundamental understanding of legal issues.
 - 9. The student will demonstrate a fundamental understanding of international issues.

Master Business Administration Goals and Objectives

Graduates of the University of Tennessee at Chattanooga's MBA program will possess the following knowledge and skills.

- A. Ability to lead and work in groups in organizations.
 - 1. The student will demonstrate effective group collaboration behavior in accomplishment of tasks.
 - 2. The student will develop effective group leadership behavior in accomplishment of tasks.

- B. Ability to communicate effectively.
 - 1. The student will be able to create an effective written business document.
 - 2. The student will be able to prepare and deliver an effective business presentation.

- C. Ability to apply and integrate business knowledge.
 - The student will be able to analyze and reach an appropriate decision when presented with multi-functional issues.

- D. Ability to critically analyze and solve problems in dynamic business situations.
 - The student will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.

- E. Ability to reason ethically.
 - The student will display an ability to recognize and analyze ethical issues of business decisions, likely results, and effects on stakeholders.

- F. Understanding of core business concepts.
 - 1. The student will demonstrate a fundamental understanding of accounting principles.
 - 2. The student will demonstrate a fundamental understanding of economics principles.
 - 3. The student will demonstrate a fundamental understanding of management principles.
 - 4. The student will demonstrate a fundamental understanding of quantitative business analysis (include statistics and management science).
 - 5. The student will demonstrate a fundamental understanding of information systems.
 - 6. The student will demonstrate a fundamental understanding of finance principles.
 - 7. The student will demonstrate a fundamental understanding of marketing principles.
 - 8. The student will demonstrate a fundamental understanding of legal issues.
 - 9. The student will demonstrate a fundamental understanding of international issues.
 - 10. The student will demonstrate a fundamental understanding of entrepreneurship principles.

Executive Master Business Administration Goals and Objectives

Graduates of the University of Tennessee at Chattanooga's EMBA program will possess the following knowledge and skills.

- A. Ability to lead in organizations.
 - The student will develop effective leadership behavior in the accomplishment of tasks.
- B. Ability to apply and integrate business knowledge.
 - The student will be able to analyze and reach an appropriate decision when presented with multi-functional issues.
- C. Ability to solve problems in dynamic business situations.
 - The student will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.
- D. Ability to pursue opportunity through innovation and/or new-venture creation.
 - The student will demonstrate an ability to recognize and analyze an opportunity that represents either a new business venture or commercialization of an innovation.
- E. Understanding of the global business environment.
 - The student will be able to analyze the impact of global business issues on management situations.
- F. Ability to reason ethically.
 - The student will display an ability to recognize and analyze ethical issues of business decisions, likely results, and effects on stakeholders.
- G. Understanding of core business concepts.
 1. The student will demonstrate a fundamental understanding of accounting principles.
 2. The student will demonstrate a fundamental understanding of economics principles.
 3. The student will demonstrate a fundamental understanding of management principles.
 4. The student will demonstrate a fundamental understanding of quantitative business analysis (statistics).
 5. The student will demonstrate a fundamental understanding of information systems.
 6. The student will demonstrate a fundamental understanding of finance principles.
 7. The student will demonstrate a fundamental understanding of marketing principles.
 8. The student will demonstrate a fundamental understanding of legal issues.

Master of Accountancy Goals and Objectives

Graduates from the Masters of Accounting Program at the University of Tennessee-Chattanooga will possess the skills, abilities, and knowledge that will enable them to succeed and advance in a professional accounting career. In particular, our graduates will

- A. Be effective communicators of financial and other information. Students will demonstrate this proficiency by
 - 1. engaging in structured business presentations, and
 - 2. acquiring needed information through effective information-gathering techniques.

- B. Possess research skills necessary to solve accounting problems. Students will demonstrate this proficiency by
 - 1. utilizing standard research methodology, and
 - 2. identifying and using current research tools/technology.

- C. Be critical thinkers. Students will demonstrate this proficiency by
 - 1. analyzing and using financial data when making accounting decisions, and
 - 2. implementing advanced technical laws, regulations and standards.

- D. Be aware of the professional responsibilities and ethical standards of the accounting profession. Students will demonstrate this proficiency by
 - 1. expanding their understanding the consequences of deviating from ethically sound decision-making practices, and
 - 2. expanding their understanding the requirements of the accounting profession as it relates to professional conduct.

- E. Possess a strong understanding of basic accounting practices and knowledge across the functional areas of accounting. Students will demonstrate this proficiency by
 - 1. displaying an understanding of current theory and topics,
 - 2. acquiring knowledge of advanced technical topics and technology, and
 - 3. understanding the strategic role of accounting in business organizations.

CURRICULUM/ASSESSMENT ALIGNMENT

Once the AOL Committee and COB had established new learning goals and objectives, the Committee began identifying courses for the BSBA, MBA, and EMBA programs where an assessment of student skills and knowledge would occur. The Department of Accounting identified the courses for the MAcc program. Although many courses cover the goals and objectives, the following grids identify the course and objective where the assessment is to occur.

Bachelor of Science in Business Administration Course/Objective Grid

	Objective	Writing	Speaking	Ethics	Critical Thinking	Information Technology	Diversity	Stages of Group Dev.	Group Collaboration	Accounting	Economics	Management	Statistics	Management Science	Information Systems	Finance	Marketing	Legal Issues	International Issues
Course*		A1	A2	B	C	D	E1	E2	E3	F1	F2	F3	F4	F4	F5	F6	F7	F8	F9
Acct.	BACC 201									C A									
Acct.	BACC 202									C A									
Legal Env.	ACCT 335			C A														C A	
Fin.	BFIN 302															C A			C A
Compt.in bus.	BMGT 100				C A														
Stat. 1	BMGT 211												C A						
Stat. 2	BMGT 212												C A						
Operations	BMGT 311													C A					
Mgmt.	BMGT 315						C A	C A				C A							
Strat. Mgmt.	BMGT 440				C A				C A										
Senior Sem.	BMGT 441																		
Mktg.	BMKT 313																C A		C A
Comm.	BMGT 310	C A	C A																
MIS	BMGT 360														C A				
AIS	ACCT 408														C A				
Econ 1	ECON101										C								
Econ 2	ECON 102										C								
	ETS**									A	A	A	A	A	A	A	A	A	A

C = Covered

A = Assessed

* The AOL Committee recommends that a course covering and assessing goals should be staffed by a tenure-track faculty member.

** Students will take the ETS undergraduate, business Major Field Test in BUSA 440.

Master Business Administration Course/Objective Grid

	Objective	Group Collaboration	Leadership	Writing	Speaking	Integrate	Critical Thinking	Ethics	Accounting	Economics	Management	Statistics	Management Science	Information Systems	Finance	Marketing	Legal Issues	International Issues	Entrepreneurship
Course*		A1	A2	B1	B2	C	D	E	F1	F2	F3	F4	F4	F5	F6	F7	F8	F9	F10
MIS	BMGT 581													CA					
Fin.	BFIN 582									A					CA				
Operations	BMGT 583												CA						
Mgmt.	BMGT 584	CA	CA								CA								
Mg. Acct.	BACC 585								CA										
Mktg.Mgmt.	BMKT 586				CA					A						CA			
Strat.Mgmt	BUSA 587					CA	CA											CA	
Entre.	BETR 588			CA															CA
Econ.	ECON 501**									C									
Stat.	BMGT 571**											CA							
Acct.	BACC 572**								C										
Legal Env. & Ethics	BUSA 573**							CA									CA		
	Selection							S		S		S					S		
	ETS ***					A			A		A				A	A			

C = Covered

A = Assessed

S = Selection into the MBA program with prior course that allows a background course to be waived.

* The AOL Committee recommends that a course covering and assessing goals should be staffed by a tenure-track faculty member.

** Background courses

*** Students will take the ETS MBA Major Field Test in BUSA 587.

Executive Master Business Administration Course/Objective Grid

	Objective	Leadership	Integration	Critical Thinking	Innovation	Global	Ethics	Accounting	Economics	Management	Statistics	MIS	Finance	Marketing	Legal Issues
Course*		A	B	C	D	E	F	G1	G2	G3	G4	G5	G6	G7	G8
Econ.	BFIN 500								CA						
Stat.	BMGT 571										CA				
Acct.	BACC 572							CA							
Legal Env. & Ethics	BUSA 573						CA								CA
MIS	BMGT 581											CA			
Strat. Mgmt.	BUSA 587		CA	CA											
Intl. Fin.	BFIN 576												CA		
Leadership	BMGT 526	CA								CA**					
Acct.	BACC 538							CA							
Mktg.	BMKT 565													CA	
Innovation	BMKT 540				CA										
Intl. Mgmt.	BMGT 538					CA***									
Trip	BMKT 597														

C = Covered

A = Assessed

* The AOL Committee recommends that a course covering and assessing goals should be staffed by a tenure-track faculty member.

** Mark Mendenhall felt that management was more appropriate in BMGT 526 than BMGT 538

*** global switched from BMKT 597 to BMGT 538

Master of Accountancy Course/Objective Grid

Objective	MACC Required Courses					
	BACC 531	BACC 536	BACC 542	BACC 547	BACC552	BACC 589
A1 Engage in Structured Business Presentation				CA	CA	
A2 Acquiring needed information through effective information-gathering techniques				CA		
B1 Utilizing standard research methodology			CA			C
B2 Identifying and using current research tools/technology			CA			C
C1 Analyzing and using financial data when making accounting decisions	CA			C		C
C2 Implementing advanced technical laws, regulations, and standards			C	CA		CA
D1 Expanding their understanding of the consequences of deviating from ethically sound decision-making practices			C		C	CA
D2 Expanding their understanding of the requirements of the accounting profession as it relates to professional conduct	C				CA	C
E1 Displaying an understanding of current theory and topics	CA		C	C	C	C
E2 Acquiring knowledge of advanced technical topics and technology	C	CA				C
E3 Understanding the strategic role of accounting in business organizations	C	CA				C

C = Covered

A = Assessed

ASSESSMENT PLAN FOR 2008 TO 2012

The following grids contain a five-year assessment plan (2008 – 2012) for each of the degree programs.

**Assessment Schedule for the BSBA Objectives
2008-2012**

Objectives	2008			2009			2010			2011			2012		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
A1 Writing	X			X			X			X			X		
A2 Speaking	X			X			X			X			X		
B Ethics			X			X			X			X			X
C Critical Thinking			X			X			X			X			X
D Information Technology	X			X			X			X			X		
E1 Diversity			X			X			X			X			X
E2 Group Development			X			X			X			X			X
E3 Group Collaboration	X			X			X			X			X		
F1 Accounting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F2 Economics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F3 Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F4 Statistics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F4 Management Science	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F5 Information Science	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F6 Finance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F7 Marketing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F8 Legal Issues	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F9 International Issues	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Assessment Schedule for the MBA Objectives
2008-2012**

Objectives	2008			2009			2010			2011			2012		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
A1 Group Collaboration	X			X			X			X			X		
A2 Leadership			X			X			X			X			X
B1 Writing	X			X			X			X			X		
B2 Speaking	X			X			X			X			X		
C Integrate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D Critical Thinking				X			X			X			X		
E Ethics			X			X			X			X			X
F1 Accounting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F2 Economics			X			X			X			X			X
F3 Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F4 Statistics			X			X			X			X			X
F4 Management Science			X			X			X			X			X
F5 Information Systems			X			X			X			X			X
F6 Finance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F7 Marketing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F8 Legal Issues				X			X			X			X		
F9 International Issues				X			X			X			X		
F10 Entrepreneurship				X			X			X			X		

**Assessment Schedule for the EMBA Objectives
2008-2012**

Objectives	2008			2009			2010			2011			2012		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
A Leadership			X			X			X			X			X
B Integration			X			X			X			X			X
C Critical Thinking			X			X			X			X			X
D Innovation			X			X			X			X			X
E Global	X			X			X			X			X		
F Ethics			X			X			X			X			X
G1 Accounting		X	X		X	X		X	X		X	X		X	X
G2 Economics			X			X			X			X			X
G3 Management			X			X			X			X			X
G4 Statistics			X			X			X			X			X
G5 MIS	X			X			X			X			X		
G6 Finance	X			X			X			X			X		
G7 Marketing		X			X			X			X			X	
G8 Legal Issues			X			X			X			X			X

**Assessment Schedule for the MAcc Objectives
2008-2012**

Objectives	2008			2009			2010			2011			2012		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
A1 Engage in Structured Business Presentation		X	X		X	X		X	X		X	X		X	X
A2 Acquiring needed information through effective information-gathering techniques			X			X			X			X			X
B1 Utilizing standard research methodology	X			X			X			X			X		
B2 Identifying and using current research tools/technology	X			X			X			X			X		
C1 Analyzing and using financial data when making accounting decisions			X			X			X				X		X
C2 Implementing advanced technical laws, regulations, and standards			X			X			X				X		X
D1 Expanding their understanding of the consequences of deviating from ethically sound decision-making practices	X			X			X			X			X		
D2 Expanding their understanding of the requirements of the accounting profession as it relates to professional conduct		X			X			X			X			X	
E1 Displaying an understanding of current theory and topics			X			X			X				X		X
E2 Acquiring knowledge of advanced technical topics and technology		X			X			X			X			X	
E3 Understanding the strategic role of accounting in business organizations		X			X			X			X			X	

COLLEGE OF BUSINESS STANDARDS FOR ASSESSMENT

The AOL Committee recommended a three-point scale for all assessments other than assessments that utilized the Educational Testing Service's Major Field Test in Business. The scale relates to the College's expectations of student performance. The College adopted the following three-point scale.

College of Business Rating Scale

Above Expectations	1 point
Meets Expectations	2 points
Below Expectations	3 points

The assessment results for each objective are reviewed when they are available. On March 17, 2008, the AOL Committee addressed the issue of overall standards for the learning objectives. Failure to meet these standards results in plan of action to improve student performance on the learning objective. The Committee passed the following standards, and the COB faculty approved them on March 31, 2008. Each of the program's goals with objectives follows the standards.

College of Business Overall Learning Standards

Objectives using the ETS Major Field Test:	50 th percentile or above
Undergraduate objectives (not using ETS):	80% meet or are above expectations
Graduate objectives (not using ETS):	85% meet or are above expectations

**BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
UNDERGRADUATE (UG)
ASSESSMENT RESULTS**

During the spring 2008 semester, the College assessed more than half of the learning objectives for the Bachelor of Science in Business Administration program. The College assessed Objectives A1, A2, D, E3, and F1-F9. The following sections contain the results and short description of each assessment given during the spring of 2008. A more detailed description of the assessments is in the Complete Assessment Description section.

**UG A1 – Written Communication
Assessment Results**

UG Goal A: Effective Communication Skills.

UG Objective A1: The student will be able to create an effective written business document.

Locations:	<u>Course/Section</u>	<u>Professor/Rater</u>
	BMGT 310 001, Bus. Comm.	Prof. Cindy White
	BMGT 310 002, Bus. Comm.	Prof. Cindy White
	BMGT 310 003, Bus. Comm.	Prof. Charlie Ragland
	BMGT 310 004, Bus. Comm.	Prof. Charlie Ragland
	BMGT 310 005, Bus. Comm.	Prof. Charlie Ragland

Description: The BMGT 310, Business Communication, course requires students to compose several written documents. The College of Business used one of the written assignments for the undergraduate degree program assessment. The students completed the program assessment assignment outside of class. The assignment directed the student to compose a message to employees of a company announcing the return to a formal dress code. Using a rubric, the professors evaluated the following four traits of writing.

- Writing Traits
1. logic and organization
 2. language
 3. spelling and grammar
 4. purpose.

Results: The following three tables give the results of the assessment.

UG A1 - Written Communication Meets or Above Expectations Total Score Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
UG A1 Results	124	80%	77.4% 96 Students

UG A1 - Written Communication Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
UG A1 Results	22.6% 28 Students	37.9% 47 Students	39.5% 49 Students

UG A1 - Written Communication Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Logic and Organization	32.3% 40 Students	41.1% 51 Students	26.6% 33 Students
Language	16.9% 21 Students	49.2% 61 Students	33.9% 42 Students
Spelling and Grammar	18.6% 23 Students	42.7% 53 Students	38.7% 48 Students
Purpose	20.1% 25 Students	45.2% 56 Students	34.7% 43 Students

Actions:

- The BMGT 310, Business Communication course is the primary means that the College has to teach and assess writing skills. However, the College's students could take ENG 300 and ENG 410 instead of BMGT 310. The English courses do not have a business orientation. The AOL Committee and the Undergraduate Curriculum Committee proposed that BMGT 310 be required for all College of Business students. The College and University passed the recommendation, and BMGT 310 is now a required course for the Bachelor of Science in Business Administration.
- The overall assessment only achieved 77.4% of meets or above expectations scores. This percent was below the College standard score of 80%. The professors are discussing alternative methods for improving these scores.
- The Logic and Organization trait had a 32.3% of the students below expectations. The professors will now spend additional time discussing logic and organization.
- The AOL Committee expressed concern that in this and some other assessments that not all of the students enrolled in an assessment class participated. The Committee acknowledged that it might be difficult to get 100% participation, but it decided to inform professors administering future assessments to strive for a goal of 100% participation.

- It is not the purpose of BMGT 310 to teach grammar, but one professor said that poor grammar and mechanics foundation skills were a problem for some students entering the class. UTC operates a Writing Center for all students from freshman to graduate students. The Center's mission is to help students become better writers. Consequently, for any student in any class that a professor feels needs grammar help, the professor should refer that student to the Writing Center.

**UG A2 – Business Presentation Skills
Assessment Results**

UG Goal A: Effective communication skills.

UG Objective 2: The student will be able to prepare and deliver an effective business presentation.

Locations:	<u>Course/Section</u> BMGT 310 001, Bus. Comm. BMGT 310 002, Bus. Comm. BMGT 310 003, Bus. Comm. BMGT 310 004, Bus. Comm. BMGT 310 005, Bus. Comm.	<u>Professor/Rater</u> Prof. Cindy White Prof. Cindy White Prof. Charlie Ragland Prof. Charlie Ragland Prof. Charlie Ragland
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

Description: BMGT 310 students, working in teams, participated in a role-playing exercise. A problem scenario presented a situation where the students made a decision and presented their decision to a board of directors (the BMGT 310 class). Each student spoke for two to three minutes. This role-playing presentation constituted the business presentation assessment. The professors used a rubric to evaluate the following five presentation traits.

Business Presentation Traits

1. organization
2. visual aids
3. eye contact
4. elocution
5. mannerisms.

Results: The results are contained in the following three tables

UG A2 - Business Presentation Skills Meets or Above Expectations Total Score Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
UG A2 Results	149	80%	95.3% 142 Students

UG A2 - Business Presentation Skills Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
UG A2 Results	4.7% 7 Students	49% 73 Students	46.3% 69 Students

UG A2 - Business Presentation Skills Trait Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
Organization	4.7% 7 Students	40.3% 60 Students	55% 82 Students
Visual Aids	10% 15 Students	45% 67 Students	45% 67 Students
Eye Contact	22.1% 33 Students	47.7% 71 Students	30.2% 45 Students
Elocution	9.4% 14 Students	59.1% 88 Students	31.5% 47 Students
Mannerisms	19.5% 29 Students	57% 85 Students	23.5% 35 Students

Actions:

- The BMGT 310, Business Communication course is the primary means that the College has to teach and assess oral presentation skills. However, the College's students could take ENG 300 and ENG 410 instead of BMGT 310. The English courses do not have an oral presentation component. The AOL Committee and the Undergraduate Curriculum Committee proposed that BMGT 310 be required for all College of Business students. The College and University passed the recommendation, and BMGT 310 is now a required course for the Bachelor of Science in Business Administration.
- To improve the business presentation aspect of BMGT 310, the AOL Committee and the Undergraduate Curriculum Committee proposed making BMGT 100, Computers in Business and THSP 109, Public Speaking as prerequisites for BMGT 310. The BMGT 100 course covers the use of PowerPoint for presentations, and THSP 109 covers public speaking. The College and University approved the proposal, and BMGT 100 and THSP 109 are now prerequisites for BMGT 310.
- The Eye Contact trait had 22.1% of the students scoring below expectations. The professors will emphasize the importance of maintaining eye contact in making presentations.

- The time allotted to the presentation was two to three minutes. The professors are reviewing the time allocated for the presentation to determine if it was adequate.
- When calculating the overall score for a five-point rubric, it is possible that a student could have an overall score of meets expectations, but have several trait scores, or even a majority of trait scores, that were below expectations. The AOL Committee discussed whether this was appropriate and is reviewing further the overall scale.
- The AOL Committee was concerned that a particular rubric standard could be too exclusive. For example, the below expectations for the eye contact trait states “Student reads all of report with no eye contact.” Some professors found that some students did not have any eye contact, but they did not read the report. Therefore, the student did not meet all the criteria for a below expectations on eye contact. The professors administering the assessment are reviewing the rubric’s language.
- The students scored a 95.5% for overall meets or above expectations. When students make presentations in other classes, the AOL Committee felt that students did not seem to have that high of presentation skill ability. This led to a broader discussion of maintenance of skills and abilities for all learning goals. The AOL Committee will explore ways to help students maintain their abilities.

**UG D – Information Technology
Assessment Results**

UG Goal D: Information technology proficiency.

UG Objective for D: The student will demonstrate the ability to use information technology in business decision-making.

Locations:	<u>Course/Section</u> BMGT 100 007, Comp. in Bus. BMGT 100 008, Comp. in Bus.	<u>Professor/Rater</u> Prof. Tony Parsley Prof. Susan Loveless
-------------------	-------------------------------------------------------------------------------------	----------------------------------------------------------------------

Description: The specific focus of UG D, information technology, is the students have an understanding of four areas of Microsoft Office: Word, Excel, PowerPoint, and Access. These areas of Microsoft Office are also the focus of BMGT 100, Computers in Business. Students in BMGT 100 take separate computerized tests on each area. For the assessment of UG D, the College embedded a series of tasks into each test in sections 007 and 008. The areas of Microsoft Office and number of embedded tasks for each assessment are below.

MS Office Areas and Tasks

Word	6 tasks
Excel	6 tasks
PowerPoint	5 tasks
Access	4 tasks

Results: The following three tables give the assessment results.

UG D - Information Technology Meets or Above Expectations Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
UG D Results	60	80%	100% 60 Students

UG D - Information Technology Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
UG D Results	0% 0 Students	25% 15 Students	75% 45 Students

UG D - Information Technology Trait Assessment Results			
Areas	Below Expectations	Meets Expectations	Above Expectations
Word	8.3% 5 Students	48.3% 29 Students	43.4% 26 Students
Excel	10% 6 Students	70% 42 Students	20% 12 Students
PowerPoint	1.7% 1 Students	20% 12 Students	78.3% 47 Students
Access	3.3% 2 Students	5% 3 Students	91.7% 55 Students

Actions :

- The assessment had problems with the course book and program of MyITLab.com. The professors teaching the course had recommended using Microsoft's *Software Asset Management (SAM)*. The AOL Committee concurs with the recommendation, and the course will switch to SAM in the future.
- The Information Technology assessment also had problems in its delivery. Part of the problem was with the previously mention MyITLab.com. The assessment utilized MyITLab.com, but many of the professors found sections of the book not adequate and dropped those sections along with the embedded assessments. One professor did not use the book at all thereby dropping all assessments. Consequently, only two of the targeted eight sections completed the assessment. In the future, the AOL Committee will more closely monitor the new book SAM and the delivery of the assessments.

**UG E3 – Group Collaboration
Assessment Results**

UG Goal E: Understanding of group and individual dynamics in organizations and an understanding of diverse viewpoints.

UG Objective E3: The student will be able to collaborate effectively in a group.

2008 Locations:	<u>Course/Section</u> BMGT 440 001, Strategic Mgmt. BMGT 440 002, Strategic Mgmt. BMGT 440 003, Strategic Mgmt. BMGT 440 004, Strategic Mgmt. BMGT 440 005, Strategic Mgmt.	<u>Professor/Rater</u> Prof. Robert Koplowski Prof. Robert Koplowski Dr. Kathleen Wheatley Prof. Charles Ragland Dr. Kathleen Wheatley
------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

Description: Students in BMGT 440 participated in teams and competed in a business simulation game. Working in the teams, the students were required to gain an understanding of the game’s industry by conducting an Industry Analysis. They analyzed economic factors, industry trends, industry shocks, and strategic groups. The teams presented the Industry Analysis to the class. The teammates evaluated each of the other team members on the student’s contribution to the Industry Presentation and Industry Analysis.

The College used the teammate evaluation of each team member for the assessment of objective E3, group collaboration. Every member of the team rated each student on five group collaboration traits. The five traits are below.

- Group Collaboration Traits
Attendance
Preparation for meetings
Enthusiasm and commitment
Teamwork and cooperativeness
Carried fair share of work load

Results: The following tables contain the assessment results.

UG E3 - Group Collaboration Meets or Above Expectations Total Score Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
UG E3 Results	139	80%	98.6% 137 Students

UG E3 - Group Collaboration Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
UG E3 Results	1.4% 2 Students	11.5% 16 Students	87.1% 121 Students

UG E3 - Group Collaboration Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Attendance	2.2% 3 Students	4.3% 6 Students	93.5% 130 Students
Preparation for meetings	1.4% 2 Students	30.2% 42 Students	68.4% 95 Students
Enthusiasm and commitment	1.4% 2 Students	30.2% 42 Students	68.4% 95 Students
Teamwork and cooperativeness	1.4% 2 Students	19.4% 27 Students	79.2% 110 Students
Carried fair share of work load	1.4% 2 Students	57.6% 80 Students	41% 57 Students

Actions:

- The raters for the group collaboration assessment were the students in the assessment. The students rated each of the other students in his/her team. The AOL Committee speculated if students might be reluctant to give another student a low score. One reason for the reluctance could be that students have to see each other again in other classes. Although the AOL Committee had this concern, they did not have a solution. The AOL Committee and course professors are examining other universities' methods of assessing group collaboration and other possible ways of assessing group collaboration.
- The course coordinator and rater said the following about the assessment. "With the undergrads I think the students are a bit generous. Anecdotally, I usually only have one or two undergrads a semester who really are not effective group members. Some are certainly better than others but most do shoulder their load eventually. So given our sample size I guess I'm not surprised our numbers were high."
- When calculating the overall score for a five-point rubric, it is possible that a student could have an overall score of meets expectations, but have several trait scores, or even a majority of trait scores, that were below expectations. The AOL Committee discussed whether this was appropriate and is reviewing the overall scale.

**UG F – Core Business Concepts
Assessment Results**

UG Goal F: Understanding of core business concepts.

UG Objectives for F: The student will demonstrate a fundamental understanding of

- F1:** accounting principles.
- F2:** economics principles.
- F3:** management principles
- F4:** quantitative business analysis (includes statistics and management science).
- F5:** information systems.
- F6:** finance principles.
- F7:** marketing principles.
- F8:** legal issues.
- F9:** international issues.

2007 Location:	<u>Course/Section</u> BMGT 441 001, Senior Seminar	<u>Professor/Rater</u> Prof. Lisa Flint
-----------------------	-------------------------------------------------------	--------------------------------------------

2008 Locations:	<u>Course/Section</u>	<u>Professor/Rater</u>
	BMGT 440 001, Strategic Mgmt.	Prof. Robert Koplowski
	BMGT 440 002, Strategic Mgmt.	Prof. Robert Koplowski
	BMGT 440 003, Strategic Mgmt.	Dr. Kathleen Wheatley
	BMGT 440 004, Strategic Mgmt.	Prof. Charles Ragland
	BMGT 440 005, Strategic Mgmt.	Dr. Kathleen Wheatley

2007 and 2008 Description: The Educational Testing Service’s (ETS) Major Field Test (MFT) in Business assessed all nine objectives of UG Goal F. The test consisted of 120 multiple-choice questions.

During the spring of 2007, Planning Evaluation and Institutional Research gave the paper version of the MFT in Business to BMGT 441, Senior Seminar. The test was not part of the student’s grade or requirements for the course. They made the results available to the College, and the AOL Committee compared UTC student scores to national MFT in Business scores to arrive at a percentile ranking in each of the business areas.

During the spring of 2008, the College utilized MFT in Business to assess the objectives of UG Goal F. The test was a permanent part of all BMGT 440 classes with a weight of ten percent of the student’s grade. Once again, the AOL Committee compared COB student scores to national data.

Results: The student samples and results are in the following tables.

UG F1 to F9 – Core Business Concepts Students Assessed for 2007 and 2008	
Year	Number of Students Assessed
2007 Assessment	124
2008 Assessment	135

UG F1 to F9 – Core Business Concepts College Standard and Assessment Results for 2007 and 2008			
	COB Standard for Percentile Ranking on MFT	2007 COB Students' Percentile Ranking on MFT in Business	2008 COB Students' Percentile Ranking on MFT in Business
UG F1 Accounting	50 th	20 th	75 th
UG F2 Economics	50 th	10 th	65 th
UG F3 Management	50 th	25 th	70 th
UG F4 Quantitative	50 th	15 th	45 th
UG F5 Info Systems	50 th	5 th	65 th
UG F6 Finance	50 th	10 th	75 th
UG F7 Marketing	50 th	5 th	55 th
UG F8 Legal and Social Environment	50 th	25 th	80 th
UG F9 International issues	50 th	10 th	60 th

Actions:

- The scores from the 2007 assessment were extremely low. Consequently, the AOL Committee made some changes, which resulted in greatly improved scores.
 - They moved the assessment location from BMGT 441 (Senior Seminar) to BMGT 440 (Strategic Management).
 - They made the MFT in Business a permanent part of BMGT 440 and worth ten percent of the student's grade.
- The AOL Committee felt that the faculty needed to have more information about the MFT in Business. Consequently, the Committee distributed a description of the MFT in Business exam to all professors.
- UG F4 Quantitative, which includes statistics and management science, was at the 45th percentile. Although it was slightly below the College standard, the next MFT in Business quantitative results will be examined before any actions are taken.
- Although the scores were above the college standard for the most part, there is room for improvement. One method for improvement might be requiring comprehensive exams in all classes. Members of the AOL Committee did not agree on this issue, but agreed to continue reviewing the concept.

MASTER OF BUSINESS ADMINISTRATION (MBA) ASSESSMENT RESULTS

During the spring 2008 semester, the College assessed MBA Learning Objectives A1, B1, B2, C, F1, F3, F6, and F7. The following sections contain the results and a short description of the MBA assessments. A more detailed description of the assessments is in the Complete Assessment Description section.

**MBA A1 – Group Collaboration
Assessment Results**

MBA Goal A: Ability to lead and work in groups in organizations.

MBA Objective A1: The student will demonstrate effective group collaboration behavior in accomplishment of tasks.

Location:	<u>Course/Section</u>	<u>Professor/Rater</u>
	BMGT 584 001	Rich Allen
	BMGT 584 002	Rich Allen

Description: Students in BMGT 584, Management Skills, worked in teams to develop their management skills. For the final exam, each team completed a semester project in which they developed their own realistic, management scenario and then video taped themselves applying the management skills learned in BMGT 584.

The team members also rated each other’s contribution to the team effort in terms of attendance, participation, effort, work quality, and interpersonal behavior. The College of Business used this evaluation for program assessment of MBA Objective A1, group collaboration.

Results: The results are contained in the following three tables.

MBA A1 – Group Collaboration Meets or Above Expectations Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
MBA A1 Results	39	85%	100% Students

MBA A1 – Group Collaboration Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
MBA A1 Results	0% 0 Students	2.6% 1 Student	97.4% 38 Students

MBA – Group Collaboration Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Attendance	0% 0 Students	7.7% 3 Students	92.3% 36 Students
Participation	0% 0 Students	2.6% 1 Student	97.4% 38 Students
Effort	0% 0 Students	2.6% 1 Student	97.4% 38 Students
Work Quality	0% 0 Students	2.6% 1 Student	97.4% 38 Students
Interpersonal Behavior	2.6% 1 Student	2.6% 1 Student	94.8% 37 Students

Actions:

- The raters for the group collaboration assessment were the students in the assessment. The students rated each of the other students in his/her team. The AOL Committee wondered if students might be reluctant to give another student a low score. One reason for the reluctance could be that students have to see each other again in other classes. Although the AOL Committee had this concern, they did not have a solution. The AOL Committee and course professors are examining other universities’ methods of assessing group collaboration and other possible ways of assessing group collaboration.
- The professor and rater for the MBA group evaluation felt the assessment was working well and gave the following responses to the AOL Committee.
 - “Based on these findings, I think that we should consider group collaboration as a strength of our program. I believe the assessment instrument is a valid indicator of this strength. I encourage the students to provide accurate information and insure the confidentiality of their responses. They have nothing to lose by giving low ratings, so I think we are getting good data.”
 - “Occasionally we have some teams that have issues, but this is rare. Often it is due to personal issues being experienced by one of the members. I know the person who got the below expectations interpersonal behavior was having some personal family issues that may have been responsible.”
 - “The attendance at team meetings trait was the only one that stood out as having relatively low ratings. This is an issue because most of our MBA students work full-time, have families, other obligations and may have trouble meeting outside of class time to work on the project. I have dealt with this issue over the years and find that it helps to give them some class time for team meetings. I think we

have this at an acceptable level now, so there is no need for further action. We can keep an eye on this in the future and make changes if necessary.”

- An MBA professor and rater for the undergraduate group collaboration assessment said the following about the MBA group evaluation scores. “I don't have a problem with the MBA's scoring high. They should be scoring high given work experience etc.”
- When calculating the overall score for a five-point rubric, it is possible that a student could have an overall score of meets expectations, but have several trait scores, or even a majority of trait scores, that were below expectations. The AOL Committee discussed whether this was appropriate and is reviewing the overall scale.

**MBA B1 – Written Communication
Assessment Results**

MBA Goal B: Ability to communicate effectively.

MBA Objective B1: The student will be able to create an effective written business document.

Location: Course/Section Professor/Rater
BETR 588 001, Entre. & New Vent. Dr. Bev Brockman

Description: The assessment for the writing objective was an in-class assessment. The students responded in writing to the following questions. “What was the toughest ethical decision you have faced? How did you handle it and why? What did you learn?” Using the three-point scale, the professor assessed the students and gave an overall writing score and scores on the following four writing traits.

Writing Traits
Ideas and content
Organization
Language and voice
Presentation

Results: The following tables give the assessment results.

MBA B1 – Written Communication Meets or Above Expectations Assessment Result			
		COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
MBA B1 Results	25	85%	88% 22 Students

MBA B1 – Written Communication Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
MBA B1 Results	12% 3 Students	52% 13 Students	36% 9 Students

MBA B1 – Written Communication Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Ideas and content	4% 1 Students	36% 9 Students	60% 15 Students
Organization	12% 3 Students	36% 9 Students	52% 13 Students
Language and voice	28% 7 Students	68% 17 Students	4% 1 Students
Presentation	8% 2 Students	88% 22 Students	4% 1 Students

Actions:

- The writing assessment is an in-class assessment making the presentation trait difficult to assess. Consequently, the professor of the course recommended the removal of the presentation trait from the rubric. The AOL Committee agreed and approved the action.
- The language (grammar) and voice (tense) trait had 28 percent of the students scoring below expectations. To evaluate these traits better, the course professor recommended separating two areas into different traits. The AOL Committee agreed and approved the action.

**MBA B2 – Business Presentation Skills
Assessment Results**

MBA Goal B: Ability to communicate effectively.

MBA Objective B2: The student will be able to prepare and deliver an effective business presentation.

Locations:	<u>Course/Section</u> BMGT 586 001, Mktg. Mgmt. BMGT 586 002, Mktg. Mgmt.	<u>Professor/Rater</u> Dr. James Henley Dr. James Henley
-------------------	---------------------------------------------------------------------------------	----------------------------------------------------------------

Description: As part of the BMKT 586 courses, student teams completed a marketing audit of a company. The marketing audit reviewed the current marketing practices of a company. The audit was a written document, but the team also presented the results of the audit to the class.

MBA program assessment of each student’s business presentation skills used the marketing audit presentation. Each student was required to participate in the presentation and spoke for a minimum of four minutes. The students received an overall assessment of their skills and an assessment on each of the following five traits.

- Business Presentation Traits
 Organization
 Visual aids
 Eye contact
 Elocution
 Mannerisms

Results: The following tables contain the results.

MBA B2 – Business Presentation Skills Meets or Above Expectations Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
MBA B2 Results	40	85%	90% 36 Students

MBA B2 – Business Presentation Skills Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
MBA B2 Results	10% 4 Students	72.5% 29 Students	17.5% 7 Students

MBA B2 – Business Presentation Skills Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Organization	12.5% 5 Students	82.5% 33 Students	5% 2 Students
Visual Aids	42.5% 17 Students	32.5% 13 Students	25% 10 Students
Eye Contact	27.5% 11 Students	50% 20 Students	22.5% 9 Students
Elocution	17.5% 7 Students	62.5% 25 Students	20% 8 Students
Mannerisms	22.5% 9 Students	60% 24 Students	17.5% 7 Students

Actions:

- On the trait visual aids, 42.5% of the students scored below expectations. The professor said that he preferred visual aids that were not “text heavy.” Although the professor used visual aids throughout the class, he acknowledged that his standard might be stricter than the examples students received in other classes. Consequently, the professor will better communicate his expectations to the students.
- Students scored 27.5% below expectations on the eye contact trait. Many students had the habit of looking at their projected PowerPoint slides while they were speaking. The professor will give additional instruction to avoid this problem.
- Another problem occurred with the eye contact trait. The below expectations for the eye contact trait states “Student reads all of report with no eye contact.” The professor found that some students did not have any eye contact, but they did not read the report. Therefore, the student did not meet all the criteria for a below expectations on eye contact. The concern was that a particular standard could be too exclusive. The AOL Committee and course professor are reviewing the rubric’s language.
- Twenty two percent of the students scored below expectations on the mannerisms trait. The problems tended to result from not being comfortable enough with their presentation. Consequently, the students would stop, stumble, or use many “ums.” The professor felt

that more practice was the solution to the problem. The professor will emphasize the need for practicing the presentation prior to its delivery.

- When calculating the overall score for a five-point rubric, it is possible that a student could have an overall score of meets expectations, but have several trait scores, or even a majority of trait scores, that were below expectations. The AOL Committee discussed whether this was appropriate and is reviewing further the overall scale.

**MBA C – Integration and MBA F1, F3, F6, F7 – Business Concepts
Assessment Results**

MBA Goal C: Ability to apply and integrate business knowledge.

MBA Objective for C: The student will be able to analyze and reach an appropriate decision when presented with multi-functional issues.

MBA Goal F: Understanding of core business concepts.

MBA Objectives for F: The student will demonstrate a fundamental understanding of

F1: accounting principles.

F3: management principles.

F6: finance principles.

F7: marketing principles.

Location: Course/Section Professor/Rater
BMGT 587 001, Strategic Mgmt. Dr. Kathleen Wheatley

Description: During the spring of 2008, the College assessed MBA Objectives C, F1, F3, F6, and F7, with the Educational Testing Service’s (ETS) MBA Test. The ETS MBA Test gave a score for each area. The test consisted of 124 multiple-choice questions with half of the questions based on short cases. The scores, compared to national MBA Test scores, ranked COB students.

Results: The following table lists the results.

MBA C – Integration MBA F1, F3, F6, and F7 – Business Concepts Overall Assessment Results			
	Number of Students Assessed	COB Percentile Standard	COB Students’ Percentile Ranking
MBA C Integration	25	50 th	60 th
MBA F1 Accounting	25	50 th	65 th
MBA F3 Management	25	50 th	75 th
MBA F6 Finance	25	50 th	45 th
MBA F7 Marketing	25	50 th	60 th

Action:

- MBA F4 finance was at the 45th percentile. Although it was slightly below the College standard, the next MFT in Business finance results will be examined before any actions are taken.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA) ASSESSMENT RESULTS

During the spring 2008 semester, the College assessed EMBA Learning Objectives E, G5, and G6. In the summer 2008 semester, the College assessed EMBA G1. The following sections contain the results and a short description of each of the EMBA assessments administered in spring and summer 2008. A more detailed description of the assessments is in the Complete Assessment Description section.

**EMBA E – Global Understanding
Assessment Results**

EMBA Goal E: Understanding of the global business environment.

EMBA Objective for E: The student will be able to analyze the impact of global business issues on management situations.

Location: Course/Section Professor/Rater
BMGT 538 001, Intl. Mgmt. Dr. Mark Mendenhall

Description: As part of BMGT 538, International Management, students complete an individual term project. The project is part of the student’s course grade and is the EMBA program assessment of EMBA Objective E. The project adheres to the following guidelines stated in the course syllabus. “In a traditional seminar the student chooses a topic and researches it intensely, and by the end of the seminar becomes an expert in that sub-area of the course content. You must produce a document at the end of the course that manifests your grasp of your chosen area of expertise.” “You may choose any subtopic of international management.” “The paper may take the form of a traditional research paper, an in-depth case study, an actual report/analysis for your company, etc.” The students received an overall assessment of their skills and an assessment on each of the following three traits.

- Global Understanding Traits
Identification of global factors
Analysis of global factors
Application of analysis to management situation

Results: The assessment results are in the following three tables.

EMBA E – Global Understanding Meets or Above Expectations Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
EMBA E Results	10	85%	100% 10 Students

EMBA E – Global Understanding Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
EMBA E Results	0% 0 Students	60% 6 Students	40% 4 Students

EMBA E – Global Understanding Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Identification of global factors	0% 0 Students	30% 3 Students	70% 7 Students
Analysis of global factors	0% 0 Students	60% 6 Students	40% 4 Students
Application of analysis to mgmt. situation	0% 0 Students	60% 6 Students	40% 4 Students

Actions:

- The professor stated, “while the results were positive, they also show that not all of the EMBA students performed at the highest level of their potential in regards to this assignment.” Consequently, the professor will make the following changes in future assignments.
 - “Spend time on the first day of class in an exercise where the students' business and personal interests regarding issues associated with globalization are surfaced right away. That way they can begin to hone in on what their topic of in depth study will be more quickly, and thus be able to spend more time during the semester conducting research on it.”
 - “Ask for a mid-semester status report from them; perhaps a one on one interview to assess their progress and provide more direct guidance.”

**EMBA G1 – Accounting
Assessment Results**

EMBA Goal G: Understanding of core business concepts

EMBA Objective G1: The student will demonstrate a fundamental understanding of accounting principles.

Location: Course/Section Professor/Rater
BACC 538 05 Thomas A. Gavin

Description: The students demonstrated their knowledge of accounting principles by displaying an understanding of the fundamental concepts of a capital versus an operating lease and the related analysis of the impact on selected financial statement ratios. The students exhibited their knowledge, skills, and abilities by responding to questions and preparing schedules that show the impact on a number of financial statement accounts. The students

- Identified when a leased asset should be capitalized.
- Identified the accounts and amounts for basic capital and operating lease transactions and their location in the financial statements.
- With all other things being equal, examined the influence of a capital lease and an operating lease on a set of financial statements.

The students responded to two lease essay questions and analyzed a case on leases.

Results: The results are contained in the following three tables.

EMBA G1 - Accounting Meets or Above Expectations Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
EMBA G1 Results	8	85%	100% 8 Students

EMBA G1 - Accounting Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
EMBA G1 Results	0% 0 Students	0% 0 Students	100% 8 Students

EMBA G1 - Accounting Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Criteria for a Capital Lease Q1	0% 0 Students	0% 0 Students	100% 8 Students
Criteria for a Capital Lease Q2	0% 0 Students	0% 0 Students	100% 8 Students
Understanding the Balance Sheet – Capital Lease – Q1a	0% 0 Students	0% 0 Students	100% 8 Students
Understanding the Balance Sheet – Capital Lease – Q1b	0% 0 Students	12.5% 1 Student	87.5% 7 Students
Understanding the Income Statement – Capital Lease – Q2a	0% 0 Students	0% 0 Students	100% 8 Students
Understanding the Income Statement – Capital Lease – Q2b	12.5% 1 Student	25% 2 Students	62.5% 5 Students
Understanding the Balance Sheet – Operating Lease – Q3/Q1a	0% 0 Students	0% 0 Students	100% 8 Students
Understanding the Balance Sheet – Operating Lease – Q3/Q1b	0% 0 Students	0% 0 Students	100% 8 Students
Understanding the Income Statement – Operating Lease – Q3/Q2a	0% 0 Students	0% 0 Students	100% 8 Students
Understanding the Income Statement – Operating Lease – Q3/Q2b	0% 0 Students	0% 0 Students	100% 8 Students
Impact of Capital Lease on Financial Ratios – Q4a	0% 0 Students	12.5% 1 Student	87.5% 7 Students
Impact of Operating Lease on Financial Ratios – Q4a	0% 0 Students	0% 0 Students	100% 8 Students

Action:

- All of the students either met or exceeded expectations and no action was deemed necessary at this time.

**EMBA G5 – Information Systems
Assessment Results**

EMBA Goal G: Understanding of core business concepts.

EMBA Objective G5: The student will demonstrate a fundamental understanding of information systems.

Location: Course/Section Professor/Rater
BMGT 581 005 Dr. Beni Asllani

Description: For the EMBA program assessment of MIS, Dr. Asllani embedded information systems measures into the midterm and final exams of BMGT 581, Management of Information Systems. The measures covered the three learning outcomes below.

- Describe the five major components of information systems. The assessment consisted of six questions embedded on the midterm.
- Develop a simple information system application which accurately represents business requirements. The assessment consisted of one problem on the final exam, which required students to design a conceptual model of an application.
- Understand how information technology is used for business process redesign and for competitive advantage. The assessment consisted of one essay question on the final, which required students to illustrate a before and after process flow.

Results: The assessment results are contained in the following three tables.

EMBA G5 - Information Systems Meets or Above Total Scores Assessment Results			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
EMBA G5 Results	10	85%	90% 9 Students

EMBA G5 – Information Systems Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
EMBA G5 Results	10% 1 Student	30% 3 Students	60% 6 Students

EMBA G5 – Information Systems Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Describe the five major components of information systems.	10% 1 Student	60% 6 Students	30% 3 Students
Develop a simple information system application which accurately represents business requirements.	20% 2 Students	20% 2 Students	60% 6 Students
Understand how information technology is used for business process redesign and for competitive advantage.	0% 0 Students	50% 5 Students	50% 5 Students

Actions:

Based on the assessment results, the following changes were made to improve the comprehension of information systems.

- **Trait 1:** “Provide more examples and group assignment during the class time. Students will be able to exchange ideas with each other and share their work experiences.”
- **Trait 2:** “Reconsider group assignment in project. Some students reported that since some students already know MS Access and ER diagram, they took over and did not allow everyone to have hands on experience.”
- **Trait 3:** “Bring a guest lecture (a business executive), who will provide a strategic view of the business and explain the role of information systems.”

**EMBA G6 – Finance
Assessment Results**

EMBA Goal G: Understanding of core business concepts.

EMBA Objective G6: The student will demonstrate a fundamental understanding of finance principles.

Location: Course/Section Professor/Rater
 BFIN 576 001, Intl. Fin. Mgmt. Dr. Bento Lobo

Description: Dr. Bento Lobo assessed EMBA G6, finance, in his course BFIN 576, International Financial Management. All 10 students enrolled in the class participated in the assessment.

Students in the BFIN 576, International Financial Management, were required to take several quizzes, take an exam, and write an essay. All of the assignments contained portions of the program assessment. The assessment covered six finance areas listed below.

- Finance Areas
 Time Value of money
 Risk and return
 Asset valuation
 International financial environment
 International project analysis
 Global risk management

Results: The results are contained in the following three tables.

EMBA G6 - Finance Meets or Above Expectations Assessment Result			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
EMBA G6 Results	10	85%	100% 10 Students

EMBA G6 - Finance Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
EMBA G6 Results	0% 0 Students	50% 5 Students	50% 5 Students

EMBA G6 - Finance Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Time value of money	30% 3 Students	20% 2 Students	50% 5 Students
Risk and return	10% 1 Student	10% 1 Student	80% 8 Students
Asset valuation	20% 2 Students	20% 2 Students	60% 6 Students
Intl. financial environment	0% 0 Students	70% 7 Students	30% 3 Students
Intl. project analysis	20% 2 Students	10% 1 Student	70% 7 Students
Global risk management	0% 0 Students	20% 2 Students	80% 8 Students

Action:

- On the time value of money trait, 30% of students scored below expectations. The professor noted that the students needed this skill for most of the other assessments, and the students did much better on those traits. He believed some of the students were having difficulty using their financial calculators, and he will spend additional time on using financial calculators.

MASTER OF ACCOUNTANCY (MAcc) ASSESSMENT RESULTS

During the spring 2008 semester, the College assessed MAcc Learning Objectives B1, B2 and D1. The following sections contain the results and a short description of each of the MAcc assessments administered in spring 2008. A more detailed description of the assessments is in the Complete Assessment Description section.

**MAcc B1 – Utilizing Standard Research Methodology
Assessment Results**

MAcc Goal B: Possess research skills necessary to solve accounting problems.
Students will demonstrate this proficiency by

MAcc Objective B1: Utilizing standard research methodology

Location: Course/Section Professor/Rater
BACC 542, Tax Planning and Dr. Melanie McCoskey
Business Decision Making

Description: The rater gave each student a different research memo topic. The students did the research using standard research methodology and prepared a research memo. The rater assessed the following four areas of understanding current research methodology.

- Identify relevant traits
- Identify research question
- Identify relevant sources
- Reach conclusion

Results: The results are contained in the following three tables.

MAcc B1 - Utilizing Standard Research Methodology Meets or Above Total Scores Assessment Results			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
MAcc B1 Results	13	85%	100% 13 Students

MAcc B1 - Utilizing Standard Research Methodology Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
MAcc B1 Results	0% 0 Students	23.1% 3 Students	76.9% 10 Students

MAcc B1 - Utilizing Standard Research Methodology Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Identify relevant traits	7.7% 1 Student	7.7% 1 Student	84.6% 11 Students
Identify research question	0% 0 Students	7.7% 1 Student	92.3% 12 Students
Identify relevant sources	38.5% 5 Students	7.7% 1 Student	53.8% 7 Students
Reach conclusion	0% 0 Students	30.8% 4 Students	69.2% 9 Students

Actions:

- For the “identify relevant sources” trait, 38.5% of the students scored below expectations. To correct the problem, the professor will place more emphasis on this trait. Specifically, she had the following to say about the problem and solutions.
 - “Students continue to identify secondary sources of authority, which cannot be relied upon in court. Instead, they should only identify primary sources of authority, which can be relied upon in court. I will place additional emphasis on the distinction between primary and secondary sources of authority in both the PowerPoint slides and in the lecture.”

**MAcc B2 – Identifying and Using Current Research Tools/Technology
Assessment Results**

MAcc Goal B: Possess research skills necessary to solve accounting problems.
Students will demonstrate this proficiency by

MAcc Objective B2: Identifying and using current research tools/technology.

Location: Course/Section Professor/Rater
BACC 542, Tax Planning and Business Decision Making Dr. Melanie McCoskey

Description: The assessment consisted of ten questions embedded into the research exam. There was one overall trait examined: “Successfully utilized research tools and technology.” The scale for the ten questions is below.

Exceeds Expectations	80% or above
Meets Expectations	60% to 80%
Below Expectations	Less than 60%

Results: The results are contained in the following two tables.

MAcc B2 – Identifying and Using Current Research Tools/Technology Meets or Above Total Scores Assessment Results			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
MAcc B2 Results	19	85%	100% 19 Students

MAcc B2 – Identifying and Using Current Research Tools/Technology Overall and Trait Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
Successfully utilized research tools and technology	0% 0 Students	42.1% 8 Students	57.9% 11 Students

Actions:

- Overall, the students performed well on the assessment. However, the professor noted that the students had difficulty interpreting tax citations. The professor stated that she is devoting more class time to the topic. She had the following to say about the details of the problem.
 - “It doesn’t look like there is a lot of consistency among the questions that the students missed. They are all proficient at looking up specific sources, but not interpreting the details listed in *RIA Checkpoint’s* citator, which details tax case citations. We will cover this topic more thoroughly in class.”
- The last two questions involved mini research memos. With a time constraint, the students had trouble with them. To correct the situation, the professor stated that she would include only one of the questions on the next exam.

**MAcc D1 – Ethics
Assessment Results**

MAcc Goal D: Be aware of the professional responsibilities and ethical standards of the accounting profession. Students will demonstrate this proficiency by

MAcc Objective D1: Expanding their understanding of the consequences of deviating from ethically sound decision-making practices.

Location: Course/Section Professor/Rater
BACC 589, Accounting Policy Dr. Melanie McCoskey

Description: Students examined the case “Accounting Fraud at World Com” from *Harvard Business Cases*. The students prepared a case write-up, which has a general overview and answered five posted questions. Using the write-up and five questions, the assessment measured the following four areas of ethics.

- Identifies incentives to engage in accounting fraud
- Considers stakeholders
- Code of ethics
- Risk Reduction

Results: The results are contained in the following three tables.

MAcc D1 – Ethics Meets or Above Total Scores Assessment Results			
	Number of Students Assessed	COB Standard for Meets or Above Expectations	Assessment Results for Meets or Above Expectations
MAcc D1 Results	5 Students	85%	80% 4 Students

MAcc D1 – Ethics Overall Assessment Results			
	Below Expectations	Meets Expectations	Above Expectations
MAcc D1 Results	20% 1 Students	80% 4 Students	0% 0 Students

MAcc D1 – Ethics Trait Assessment Results			
Traits	Below Expectations	Meets Expectations	Above Expectations
Identifies incentives to engage in accounting fraud	0% 0 Students	80% 4 Students	20% 1 Student
Considers stakeholders	0% 0 Students	60% 3 Students	40% 2 Students
Code of ethics	80% 4 Students	20% 1 Student	0% 0 Students
Risk Reduction	40% 2 Students	60% 3 Students	0% 0 Students

Actions:

- After further examination, it appeared that the rubric and assessment questions did not match. To correct the problem, additional questions are being added to the assessment to capture everything needed for the ethics topics.
- The code of ethics trait had 80% of the students scoring below expectations, and the risk reduction trait had 40% of the students scoring below expectations. To improve the students' understanding of these traits, the professor will assign another reading that addresses the code of ethics and risk reduction issues.

COMPLETE ASSESSMENT DESCRIPTIONS

The following pages contain the assessment descriptions. The Bachelor of Science in Business Administration, Master of Business Administration, and Executive Master of Business Administration assessments were approved by the College of Business faculty. The Master of Accountancy assessments were approved by the Department of Accounting faculty.

**UG A1 – Written Communication
Assessment Description**

UG Goal A: Effective communication skills.

UG Objective A1: The student will be able to create an effective written business document.

Coordinator: Prof. Cindy White

Location

for spring 2008:

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 310 001	36	Prof. Cindy White
BMGT 310 002	37	Prof. Cindy White
BMGT 310 003	33	Prof. Charles Ragland
BMGT 310 004	35	Prof. Charles Ragland
BMGT 310 005	<u>22</u>	Prof. Charles Ragland
	163	

Description: The BMGT 310, Business Communication, course requires students to compose several written documents. The College of Business used one of the written assignments for the undergraduate degree program assessment. Students completed the assignment outside of class. The task directed the student to compose a message to employees announcing the return to a formal dress code. The complete assignment description is included below. The written assessment was evaluated with the criteria included in the rubric that follows.

“Bad News to Employees: Suit Up or Ship Out”

“During the feverish dot-com boom days, ‘business casual’ became the workplace norm. Like many other companies, Bear Stearns, the sixth largest securities firm in the United States, loosened its dress policies. It allowed employees to come to work in polo shirts, khaki pants, and loafers for two important reasons: It had to compete with Internet companies in a tight employment market, and it wanted to fit in with its casual dot-com customers. But when the dot-com bubble burst and economy faltered, the casual workplace environment glorified by failed internet companies fell out of favor.

Managers at Bear Stearns decided to reverse course and cancel the casual dress code that had been in effect for two years. Company spokesperson Elizabeth Ventura said, “Our employees should reflect the professionalism of our business.” Some observers felt that relaxed dress codes carried over into relaxed work attitudes.

Particularly in difficult economic times, Bear Stearns believed that every aspect of the business, including dress, should reflect the serious attitude and commitment it had toward relations with clients. After the securities market plunged, Bear Stearns slashed 830 jobs, amounting to a 7.5 percent of its workforce. This was the biggest cut in company history and officials vowed to get serious about regaining market share.

To put into effect its more serious business tone, Bear Stearns decided to return to a formal dress code. For men, suits and ties would be required. For women, dresses, suits with skirts or slacks, or “equivalent attire” would be expected. Although Bear Stearns decided to continue to allow casual dress on Fridays, sports jackets would be required for men.

Despite the policy reversal, company officials downplayed the return to traditional, more formal attire. Spokesperson Ventura noted that the company’s legal, administrative, and private client services departments had never adopted the casual-dress code. In addition, she said, ‘We’ve always had a formal dress policy for meetings with clients.’

To ease the transition, nearby Brooks Brothers Inc., a conservative clothing store, offered a special invitation. On September 20 it would stay open an extra hour to host an evening of wine, cheese, and shopping with discounts of 20 percent for Bear Stearns staffers.

Your Task. As an assistant to John Jones, chairman of the Management and Compensation Committee, you have the challenging task of drafting a message to employees announcing the return to a formal dress code. He realizes that this is going to be a tough sell, but he’s hoping that employees will recognize that difficult economic times require serious efforts and sacrifices. In the message to employees, he wants you to tell supervisors that they must speak to employees who fail to adhere to the new guidelines. You ask Mr. Jones whether he wants the message to open directly or indirectly. He says that Bear Stearns generally prefers directness in messages to employees, but he wants you to prepare two versions and he will choose one.” For the College of Business assessment, the students only have to prepare the direct opening.

Guffey, Mary Ellen, *Business Communication: Process and Product* 6th. Ed, Mason, Ohio, Southwestern Sengage Learning, 2009, p. 307.

Writing Rubric

Learning objective: UG A1
 Semester and year: _____
 Course and section: _____
 Accounting concentration? Circle: Yes or No

TRAIT	Below Expectations 1 pt.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	
Language	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences, balances a variety of sentence structures effectively.	
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essentially error-free in terms of spelling and grammar	
Purpose	The purpose and focus of the writing are not clear to the reader	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece	
			Total Score	

Total Score

4 – 6: Below Expectations (1)
 7 – 9: Meets Expectations (2)
 10 – 12: Above Expectations (3)

Overall Assessment

**UG A2 – Business Presentations Skills
Assessment Description**

UG Goal A: Effective communication skills.

UG Objective A2: The student will be able to prepare and deliver an effective business presentation.

Coordinator: Prof. Cindy White

**Location
for spring 2008:**

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 310 001	36	Prof. Cindy White
BMGT 310 002	37	Prof. Cindy White
BMGT 310 003	33	Prof. Charles Ragland
BMGT 310 004	35	Prof. Charles Ragland
BMGT 310 005	<u>22</u>	Prof. Charles Ragland
	163	

Description: BMGT 310 students, working in teams, participated in a role-playing exercise. A problem scenario presented a situation where the students made a decision and presented their decision to a board of directors (the BMGT 310 class). Each student spoke for two to three minutes. This role-playing presentation constituted the Undergraduate Objective A2 assessment. The professor used the following rubric to assess their presentation skills.

Oral Presentation Rubric

Learning objective: UG A2
 Semester and year: _____
 Course and section: _____
 Accounting concentration? Circle: Yes or No

TRAIT	Below Expectations 1 pt.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Organization	Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	
Visual Aids	Communication aids are poorly prepared. Font is too small. Too much information is included. Unimportant material is highlighted. Listeners may be confused. Misspelled words.	Communication aids contribute to the presentation. Font size is appropriate for reading. Appropriate material is included. Some material is not supported by aids.	Communication aids enhance the presentation. Font is large enough. Information is organized to maximize audience understanding. Details are minimized so that main points stand out.	
Eye Contact	Student reads all of report with no eye contact.	Student does not read the report. Student maintains eye contact the majority of the time and occasionally returns to the notes or presentation materials.	Student speaks with little or no reference to notes or presentation materials. Eye contact is maintained throughout the presentation.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is clear and audible to all audience members. Student correctly pronounces terms.	Student's voice is clear and audible to all audience members. Student correctly pronounces terms and exhibits a high degree of voice inflection.	
Mannerisms	Presenter seems uncomfortable and unpracticed. Presenter has distracting mannerisms and uses too many "ums."	The presenter seems slightly uncomfortable only a few times. Presenter has few distracting mannerisms and has few "ums."	Presenter projects enthusiasm and confidence. Presenter has no distracting mannerisms or "ums."	
			Total Score	

Total Score

5 – 7: Below Expectations (1)
 8 – 11: Meets Expectations (2)
 12 – 15: Above Expectations (3)

Overall Assessment

**UG D – Use of Information Technology
Assessment Description**

UG Goal D: Information technology proficiency.

UG Objective for D: The student will demonstrate the ability to use information technology in business decision-making.

Course Coordinator: Prof. Taffe Bishop

Location	<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
for spring 2008:	BMGT 100 007	38	Prof. Anthony Parsley
	BMGT 100 008	<u>39</u>	Prof. Susan Loveless
		77	

Description: Students gain an information technology proficiency in BMGT 100, Computers in Business. BMGT 100 focuses on four areas of Microsoft Office: Word, Excel, PowerPoint, and Access. In each of these areas, students in BMGT 100 take a test consisting of a number of tasks.

For the College of Business assessment of UG Objective D, the coordinator embedded a series of tasks into each test in all sections. The tasks were computerized and the coordinator had the data from all sections. The number of embedded tasks for each test is below.

Word	6 tasks
Excel	6 tasks
PowerPoint	5 tasks
Access	4 tasks

The rubric gives the student assessment scores for each test, and the following pages describe the assessments for Word, Excel, PowerPoint, and Access.

Information Technology Student Scoring Rubric

Learning objective: UG D
 Semester and year: _____
 Course and section: _____
 Accounting Concentration? Circle: Yes or No

TRAIT	Below Expectations 1 pts.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Word Questions	3 or less correct	4 or 5 correct	6 correct	
Excel Questions	3 or less correct	4 or 5 correct	6 correct	
PowerPoint Questions	2 or less correct	3 or 4 correct	5 correct	
Access Questions	2 or less correct	3 correct	4 correct	
			Total Score	

Total Score

4 – 6: Below Expectations (1)
 7 – 9: Meets Expectations (2)
 10 – 12: Above Expectations (3)

Overall Assessment

BMGT 100

Word Assessment Test

Question 1: Starting Word and Opening a File

Scenario : A1: Assessment Scenario 1

Page Number :p. 168

Start Microsoft Office Word 2007. Open the document *Comprehensive ExamA1* from the My Documents folder.

Question 2: Creating and Applying a Style [Paragraph]

Scenario : A1: Assessment Scenario 1

Page Number :p. 208

Change the font of the first paragraph below the The Facts heading to Calibri, 12 point. Create a new style named Paratext based on the new formatting (set name; accept all other defaults). Apply the new style to the next three text paragraphs of the The Facts section [the formatting of the remaining body text in the document will autocomplete].

Question 5: Inserting a Cover Page

Scenario : A1: Assessment Scenario 1

Page Number :p. 237

Insert a blank page at the beginning of the document. On the second line of the new page, type Concussion in High School Sports. Format the text Concussion in High School Sports to be Arial, 36 point, and bold. Center the text Concussion in High School Sports. For the paragraph containing Concussion in High School Sports, set the spacing before to 120 pt. Add a 3 pt, Shadow border to the paragraph containing *Concussion in High School Sports*.

Question 6: Inserting Headers and Footers

Scenario : A1: Assessment Scenario 1

Page Number :p. 229

On the second page of the document, create a header containing the title of the report, *Concussion in High School Sports*. Suppress the header/footer on the cover page by using the Different First Page option. Change the font of the text in the header to 8 pt., italic, and right align the paragraph. Insert a footer on the page. Insert the original author's name into the footer using the DocProperty Author field. In the footer, add a new line after the original author's name. Insert the FileName field into the footer, including the path. In the footer, add a new line after the filename. Type the word Page, press SPACEBAR, and then insert the Page field into the footer, using the default format. Change the font of the text in the footer to Italic. Use the Borders and Shading dialog box to modify the header so that it has a bottom border. Close the header and the footer.

Question 10: Modifying and Editing Text

Scenario : A1 Assessment Scenario 1

Page Number :p. 269

Replace every occurrence of the word *avoidance* with the word prevention. When the replacements are confirmed, close all dialog boxes. In the first blank paragraph at the end of the section headed *The Facts*, add the text Source: www.concussionawareness/factpage.org. Press the SPACEBAR.

Question 14: Saving a File

Scenario : A1: Assessment Scenario 1

Page Number :p. 186

Save the document as comprehensiveexam_v2 in the My Documents folder. Close Microsoft Office Word 2007.

BMGT 100
Excel Assessment

Question 3: Inserting Rows

Scenario : A1: Assessment Scenario 1

Page Number :p. 417

In the Appliance Sales worksheet, insert a row above row 3.

Question 4: Entering Data in Cells

Scenario : A1: Assessment Scenario 1

Page Number :p. 414

Enter the title March Sales in cell A3.

Question 5: Sorting Data

Scenario : A1: Assessment Scenario 1

Page Number :p. 391

Sort the data in range A10:G17 in ascending order based on the Salesperson column.

Question 7: Using the AVERAGE Function

Scenario : A1: Assessment Scenario 1

Page Number :p. 437

In cell B19, insert a function to calculate the average sales of Microwaves by salesperson (range B10:B17).

Question 9: Writing Formulas with Absolute Cell References

Scenario : A1: Assessment Scenario 1

Page Number :p. 459

In cell H10, enter a formula to calculate the Total Commission for A. Carmichael. Multiply the dollar volume of sales for each appliance by the Commission Rate for each appliance (in row 7) and sum the commission for all appliances. Ensure that the Commission Rates in the formula are denoted as absolute cell references.

Question 12: Using the VLOOKUP Function and Copying Formulas

Scenario : A1: Assessment Scenario 1

Page Number :p. 510

In cell I10, enter a VLOOKUP function to calculate the bonus A. Carmichael receives for the month based on his total commission in cell H10. Copy the formula in I10 to the range I11:I17.

BMGT 100

PowerPoint Assessment

Question 4: Apply a Design Theme

Scenario : T1: Training Scenario 1

Page Number :

Apply the Urban design theme (third column, fourth row) to all of the slides in the presentation.

Question 10: Add Text and Change Bullet Levels

Scenario : T1: Training Scenario 1

Page Number :

Change the title placeholder text on Slide 3 to Getting Started. Add the bullet “Plan Your Presentation” to the content placeholder on Slide 3 and then move to a new line. On the second line in the content placeholder on Slide 3, increase the list level of the bullet, add the text “Define Objectives”, and then move to a new line [remaining text will autocomplete]. With the insertion point positioned below the bullet *Plan Timing Requirements*, decrease the list level of the bullet, add the text Create an Outline, move to a new line, and then increase the list level again [remaining text will autocomplete].

Question 23: Add Sound to a Presentation

Scenario : T1: Training Scenario 1

Page Number :

Insert the sound file *intro_music.wav* from the My Documents folder onto the first slide of the presentation and set it to start automatically.

Question 24: Apply Slide Transitions

Scenario : T1: Training Scenario 1

Page Number :

Apply the slide transition Fade Smoothly (first transition under Fades and Dissolves) to all of the slides in the presentation. Set the speed of the transition to Medium.

Question 26: Preview and Print a Presentation

Scenario : T1: Training Scenario 1

Page Number :

Display the presentation in Print Preview view, set it to print the handouts with 2 slides per page, and then print from Print Preview view. Close Print Preview.

BMGT 100
Access Assessment

Question 1: Start Microsoft Access

Scenario : A1: Assessment Scenario 1

Page Number :

Start Microsoft Access 2007.

Question 2: Create and Save a New Database

Scenario : A1: Assessment Scenario 1

Page Number :

Create a new blank database with the file name “Comprehensive Skills ExamA1” in the My Documents folder (which is already selected).

Question 4: Enter, Format, and Sort Data in a Table

Scenario : A1: Assessment Scenario 1

Page Number :

In the first row of the Employee ID field, enter 5001 and then press TAB. In the first row of the Last Name field, enter “Barton” and then press TAB. In the first row of the First Name field, enter “Ron” and then press TAB [the remaining data will autocomplete]. Format all data in the table so the font type is Arial and the font color is Dark Blue (under Standard Colors, fourth column, first row). Select the Last Name and First Name fields. Simultaneously sort the columns in ascending order. Close the table and save the changes when prompted.

Question 5: Create a Second Table in a Database

Scenario : A1: Assessment Scenario 1

Page Number :

Create a new table in Design view. Create a field named Employee ID and set the Data Type to Text. Press TAB. Modify the Field Properties of the Employee ID field so that the field size is 10 and press ENTER [the remaining field naming will autocomplete]. Set the Primary Key of the

table to be Employee ID and Quarter. Save the table with the name Sales by Employee. View the Sales by Employee table in Datasheet view.

UG E3 – Group Collaboration Assessment Description

UG Goal E: Understanding of group and individual dynamics in organizations and an understanding of diverse viewpoints.

UG Objective E3: The student will be able to collaborate effectively in a group.

Coordinator: Dr. Kathleen Wheatley

Location

for spring 2008:

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 440 001	30	Prof. Robert Koplowski
BMGT 440 002	29	Prof. Robert Koplowski
BMGT 440 003	29	Dr. Kathleen Wheatley
BMGT 440 004	34	Prof. Charles Ragland
BMGT 440 005	<u>22</u>	Dr. Kathleen Wheatley
	144	

Description: Students in BMGT 440 participated in teams and competed in a business simulation game. Working in the teams, the students were required to gain an understanding of the game’s industry by conducting an Industry Analysis. They analyzed economic factors, industry trends, industry shocks, and strategic groups. The teams presented the Industry Analysis to the class. The teammates evaluated each of the other team members on the student’s contribution to the Industry Presentation and Industry Analysis.

The teammate evaluation of each team member was also the College of Business assessment for objective E3, group collaboration. The program assessment used the assessment instrument and rating form presented on the following pages. The six point scale used for BMGT 440 transfers to the three-point AOL Committee rating scale in the following manner.

<u>BMGT 440</u>	<u>AOLC</u>	<u>Code</u>
1	Below Expectations	1
2	Below Expectations	1
3	Meets Expectations	2
4	Meets Expectations	2
5	Above Expectations	3
6	Above Expectations	3

BMGT 440--Group Collaboration Evaluation

1. Attendance at team meetings
 - 1) Habitually absent
 - 2) Missed close to 50% of our meetings
 - 3) Missed about 20-30% of our meetings
 - 4) Missed about 10-20% of our meetings
 - 5) Very dependable, missed only one or two meetings
 - 6) Always present
2. Caliber of preparation for meetings (was familiar with where things stood and what needed to be done)
 - 1) Always behind rest of the team
 - 2) Marginal; usually had to catch up during meetings
 - 3) Adequate; about as well prepared as others
 - 4) Good; somewhat better prepared than others
 - 5) Excellent; usually well prepared
 - 6) Exceptional; generally best prepared of all co-managers
3. Enthusiasm and commitment
 - 1) Almost none
 - 2) Inadequate
 - 3) Adequate; acceptable
 - 4) Good enthusiasm and commitment
 - 5) Very enthusiastic and committed
 - 6) Exceptional; strongest of all team members
4. Teamwork and cooperativeness-worked well with others
 - 1) Quite weak; gave team many problems
 - 2) Marginal; prone to make decisions without telling anyone
 - 3) Adequate
 - 4) Good
 - 5) Excellent; very impressive
 - 6) Exceptional; strongest of all team members
5. Carried a fair share of the overall workload
 - 1) Far less than a fair share
 - 2) Slightly below a fair share
 - 3) Roughly a fair share
 - 4) Slightly above a fair share
 - 5) Well above a fair share
 - 6) Far beyond what any other team member did

Learning objective: UG E3
 Semester and year: _____
 BMGT 440 section: _____
 Accounting concentration? Circle: Yes or No

In the table below,

1. Fill in each team member's name (Do NOT include yourself).
2. For each individual team member fill in the corresponding number from Questions 1-5.

Team Member Name						
Question 1						
Question 2						
Question 3						
Question 4						
Question 5						
Total Score						

Total Score

- 5 – 7: Below (1)
- 8 – 11: Meets (2)
- 12 – 15: Above (3)

Overall Assessments

**UG F1 to F9 – Core Business Concepts
Assessment Description**

UG Goal F: Understanding of core business concepts.

UG Objectives: The student will demonstrate a fundamental understanding of
F1: accounting principles.
F2: economics principles.
F3: management principles.
F4: quantitative business analysis (includes statistics and management science).
F5: information systems principles.
F6: finance principles.
F7: marketing principles.
F8: legal issues.
F9: international issues.

Coordinator: Dr. Kathleen Wheatley

**Location
for spring 2008:**

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 440 001	30	Prof. Robert Koplowski
BMGT 440 002	29	Prof. Robert Koplowski
BMGT 440 003	29	Dr. Kathleen Wheatley
BMGT 440 004	34	Prof. Charles Ragland
BMGT 440 005	<u>22</u>	Dr. Kathleen Wheatley
	144	

Description. The Educational Testing Service’s Major Field Test in Business assessed Objectives F1 through F9. In time, the College of Business faculty will also develop a test to measure these objectives. Students took the ETS test in all sections of BMGT 440, where it was ten percent of the student’s grade. The test was an online test, and the students took it during each course’s exam period in the computer lab (room 111). The time of each test is below.

ETS MFT in

Business schedule:	<u>Course</u>	<u>Test time</u>
	BMGT 440-01	Fri., April 25, from 8-10 a.m.
	BMGT 440-02	Wed., April 23, from 8-10 a.m.
	BMGT 440-03	Thurs., April 24, from 2-4 p.m.
	BMGT 440-04	Wed., April 23, from 5:30-8:00 p.m.
	BMGT 440-05	Tues., April 29, from 11 a.m.-1 p.m.

**MBA A1 – Group Collaboration
Assessment Description**

MBA Goal A: Ability to lead and work in groups in organizations.

MBA Objective A1: The student will demonstrate effective group collaboration behavior in accomplishment of tasks.

Coordinator: Dr. Rich Allen

Location

for spring 2008:

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 584 001	24	Dr. Rich Allen
BMGT 584 002	<u>15</u>	Dr. Rich Allen
	39	

Description: Students in BMGT 584, Management Skills, worked in teams to develop their management skills. For the final exam, each team completed a semester project in which they developed their own realistic, management scenario and then video taped themselves applying the management skills learned in BMGT 584.

The team members also rated each other's contribution to the team effort in terms of attendance, participation, effort, work quality, and interpersonal behavior. The College of Business used this evaluation for program assessment of MBA Objective A1, group collaboration. The evaluation form and rubric for the COB assessment follow.

Learning objective: MBA A1
 Semester and year: _____
 Course and section: _____

BMGT 584: Group Collaboration Assessment

Team #: _____ Your Name: _____ Section: _____

1. Write the name of each of your teammates in the first row of the table. **Do not list yourself.**
2. Assign rating points (1, 2, or 3) for each criteria **based on the Teamwork Rubric** (see back of this form).
3. Compute the **total points** earned for each teammate and list in the bottom row.
4. To insure **confidentiality**, seal this form in an envelope and include it with your Video Release form.

TEAMMATE NAMES

CRITERIA						
Attendance						
Participation						
Effort						
Work Quality						
Interpersonal Behavior						
TOTALS						

Overall Assessment _____

Total Score
 5 – 7: Below (1)
 8 – 11: Meets (2)
 12 – 15: Above (3)

Group Collaboration Rubric

Learning objective: MBA A1
 Semester and year: _____
 Course and section: _____

TRAIT	Below Expectations 1 pt.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Attendance	Missed more than 10% of the team meetings and/or was often late to meetings.	Attended at least 90% of the team meetings and was rarely, if ever, late.	Attended 100% of the team meetings and was always on-time.	
Participation	Was mostly quiet in team meetings, or participated in an ill-informed or otherwise non-constructive manner.	Came to meetings prepared and participated constructively in team discussions.	Took a leadership role, came to meetings prepared and participated actively and constructively in team discussions.	
Effort	Ended up doing significantly less than his/her fair share of the work.	Showed willingness and necessary effort to do his/her fair share of the work.	Willingly accepted his/her fair share of the team's work and was appropriately proactive in taking on additional duties as needed.	
Work Quality	Completed assigned tasks either so late and/or so lacking in quality that other team members had to do significant additional work.	Completed assigned tasks in a reasonably timely fashion and produced quality results that made meaningful contributions to the team's work.	Completed tasks on-time and produced exceptional quality results that made outstanding contributions to the team's work.	
Interpersonal Behavior	Exhibited a demeanor and interpersonal style that was intimidating, domineering and/or non-supportive and thus detracted from the team's ability to work collaboratively.	Exhibited behaviors consistent with a collaborative group climate that fostered productive team outcomes including effective decision making and constructive disagreement.	Played a key role in creating a collaborative climate that fostered productive team outcomes including effective decision making and constructive disagreement.	
			Total Score	

Total Score:

- 5-7 Below Expectations (1)
- 8-11 Meets Expectations (2)
- 12-15 Above Expectations (3)

Overall Assessment

**MBA B1 – Written Communication
Assessment Description**

MBA Goal B: Ability to communicate effectively.

MBA Objective B1: The student will be able to create an effective written business document.

Coordinator: Dr. Bev Brockman

Location

for spring 2008:	<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
	BETR 588 001	25	Dr. Bev Brockman

Description: Bev Brockman, with input from Rich Becherer, developed a writing assessment that was embedded into BMGT 588, Entrepreneurship and New Ventures. The students responded in writing to the following questions. “What was the toughest ethical decision you have faced? How did you handle it and why? What did you learn?” To influence the amount of student attention the assessment receives, the writing project was an in-class project. The following rubric details the standards for the writing project.

Written Communication Rubric

Learning objective: MBA B1
 Semester and year: _____
 Course and section: _____

TRAIT	Below Expectations 1 pt.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Ideas and Content	Need for revision outweighs strengths; no clear sense of purpose. Support is largely inadequate. Difficulty moving from general observations to specifics. Does not stay on topic. Details missing, text may be repetitious.	Some development, but it is basic or general. Ideas are clear but not detailed or expanded enough to show in-depth understanding. Strengths outweigh weaknesses. Some revision needed.	Structure, order, central idea is compelling and moves reader through. Thoughtful transitions show how ideas connect. Details seem to fit, sequencing is logical and effective. Flow is smooth.	
Organization	Lacks clear sense of direction. Ideas strung together in loose or random fashion. Pacing feels awkward, sequencing needs lots of work. Hard for reader to get a grip on main topic line. Confusing connections	Recognizable introductions and conclusion; transitions work well. Sequencing shows some logic, but not consistently supporting ideas. Sometimes predictable and rehearsed.	Inviting introduction. Satisfying conclusion; sequencing is logical and all flows very smoothly.	
Language and Voice	Many egregious grammatical problems; voice inconsistency; misspelled and misused words. Limited vocabulary and redundancy. Unimaginative.	Adequacy in grammar, word choice. Language functional but not highly professional or imaginative. Some revision/editing needed.	Perfection in grammar, words are specific and accurate. Striking words and phrases catch readers' eye. Precision is obvious. Writing has easy flow and cadence with sentences well built, varying in length and structure. Writer speaks directly to the reader in a way that is individual, compelling and engaging. Shows strong commitment to topic.	
Presentation	Unprofessional appearance, lack of headings, spacing, page numbers, references and documentation. Problems with fonts and spacing.	Professionally presented and properly documented. Good use of headings, although not original. Perhaps one or two problems with consistency in font or lacking page numbers or spacing problems.	Beautifully and professionally presented. Originally crafted with good use of headings and most proper use of references and documentation. Effective integration of text, graphics, tables, etc. Use of title page, table of contents, bulleting, etc.	
Total Score				

Total Score

4 – 6: Below Expectations (1)
 7 – 9: Meets Expectations (2)
 10 – 12: Above Expectations (3)

Overall Assessment

**MBA B2 – Business Presentation Skills
Assessment Description**

MBA Goal B: Ability to communicate effectively.

MBA Objective B2: The student will be able to prepare and deliver an effective business presentation.

Coordinator: Dr. James Henley

Location

for spring 08:

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMKT 586 001	17	Dr. James Henley
BMKT 586 002	<u>23</u>	Dr. James Henley
	40	

Description: As part of the BMKT 586, Marketing Management course requirements, student teams completed a marketing audit of a company. A marketing audit reviews the current marketing practices of a company. The audit was a written document, but the team also presented the results of the audit to the class.

Program assessment of MBA Objective B2, business presentation skills, used the marketing audit presentation. Each student was required to participate in the presentation and speak for a minimum of four minutes. Assessment of the student's presentation skills utilized the following rubric.

Oral Presentation Rubric

Learning objective: MBA B2
 Semester and year: _____
 Course and section: _____

TRAIT	Below Expectations 1 pt.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Organization	Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	
Visual Aids	Communication aids are poorly prepared. Font is too small. Too much information is included. Unimportant material is highlighted. Listeners may be confused. Misspelled words.	Communication aids contribute to the presentation. Font size is appropriate for reading. Appropriate material is included. Some material is not supported by aids.	Communication aids enhance the presentation. Font is large enough. Information is organized to maximize audience understanding. Details are minimized so that main points stand out.	
Eye Contact	Student reads all of report with no eye contact.	Student does not read the report. Student maintains eye contact the majority of the time and occasionally returns to the notes or presentation materials.	Student speaks with little or no reference to notes or presentation materials. Eye contact is maintained throughout the presentation.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is clear and audible to all audience members. Student correctly pronounces terms.	Student's voice is clear and audible to all audience members. Student correctly pronounces terms and exhibits a high degree of voice inflection.	
Mannerisms	Presenter seems uncomfortable and unpracticed. Presenter has distracting mannerisms and uses too many "ums."	The presenter seems slightly uncomfortable only a few times. Presenter has few distracting mannerisms and has few "ums."	Presenter projects enthusiasm and confidence. Presenter has no distracting mannerisms or "ums."	
			Total Score	

Total Score

5 – 7: Below Expectations (1)
 8 – 11: Meets Expectations (2)
 12 – 15: Above Expectations (3)

Overall Assessment

**MBA C – Integration and MBA F1, F3, F6, & F7 – Core Business Concepts
Assessment Description**

MBA Goal C: Ability to apply and integrate business knowledge

MBA Objective C: The student will be able to analyze and reach an appropriate decision when presented with multi-functional issues.

MBA Goal F: Understanding of core business concepts.

MBA Objectives: The student will demonstrate a fundamental understanding of
F1: accounting principles.
F3: management principles..
F6: finance principles.
F7: marketing principles.

Coordinator: Dr. Kathleen Wheatley

Location

for spring 2008:	<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
	BUSA 587-01	25	Dr. Kathleen Wheatley

Description: The Educational Testing Service’s MBA Test assessed Objectives C, F1, F3, F6, and F7, integration and core business concepts. In time, the College of Business faculty will also develop a test to measure these objectives. Students took the ETS test in BMGT 587-01, Strategic Management, where it was ten percent of the student’s grade. The test was an online test, and the students took it in the computer lab (room 111). The course and test time are below.

ETS MBA

Test schedule:	<u>Course</u>	<u>Test time</u>
	BUSA 587-01	Tues., April 15, from 5:30-8:30 p.m.

**EMBA E – Global Understanding
Assessment Description**

EMBA Goal E : Understanding of the global business environment.

EMBA Objective E: The student will be able to analyze the impact of global business issues on management situations.

Coordinator: Dr. Mark Mendenhall

**Location for
spring 2008:**

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 538 05	10	Dr. Mark Mendenhall

Description: As part of BMGT 538, International Management, students completed an individual term project. The project was part of the student’s course grade and is the assessment of EMBA Objective E. The project followed the following guidelines stated in the course syllabus. “In a traditional seminar, the student chooses a topic and researches it intensely, and by the end of the seminar becomes an expert in that sub-area of the course content. You must produce a document at the end of the course that manifests your grasp of your chosen area of expertise.” “You may choose any subtopic of international management.” “The paper may take the form of a traditional research paper, an in-depth case study, an actual report/analysis for your company, etc.”

The professor will use the following rubric to assess the global understanding objective.

Learning objective: EMBA E
 Semester and year: _____
 Class and section: _____

Global Understanding Rubric

TRAIT	Below Expectations 1	Meets Expectations 2	Above Expectations 3	Score
Identification of Global Factors	Fails to recognize and adequately address all the relevant global factors.	Recognizes and addresses the relevant global factors.	Demonstrates high level of knowledge and effectively addresses the relevant global factors.	
Analysis of Global Factors	Fails to recognize and analyze the impact of all relevant global factors.	Adequate analysis of impact of all relevant global factors.	Exceptionally clear, accurate and detailed analysis of impact of all relevant global factors	
Application of Analysis to Management Situation	No or weak application of analysis to specific management situation with incorrect conclusions or recommendations made.	Adequate application of analysis to specific management situation with conclusions and recommendations.	Exceptionally clear application of analysis to specific management situation with outstanding conclusions and recommendations.	
			Total Score	

Total Score

8-9 above expectations (3)
 6-7 meets expectations (2)
 3-5 below expectations (1)

Overall Assessment

**EMBA G1 – Accounting Principles
Assessment Description**

EMBA Goal G: Understanding of core business concepts

EMBA Objective G1: The student will demonstrate a fundamental understanding of accounting principles.

Coordinator: Dr. Thomas A. Gavin

**Location for
summer 2008:**

Course:
BACC 538 05

Enrollment:
10

Professor:
Dr. Thomas A. Gavin

Description: Students showed their knowledge of accounting principles by displaying an understanding of the fundamental concepts of a capital versus an operating lease and the related analysis of the impact on selected financial statement ratios. The students demonstrated their knowledge, skills, and abilities by responding to questions and preparing schedules that showed the impact on a number of financial statement accounts. The students

- identified when a leased asset should be capitalized.
- identified the accounts and amounts for basic capital and operating lease transactions and their location in the financial statements.
- with all other things being equal, examined the influence of a capital lease and an operating lease on a set of financial statements.

The students responded to two lease essay questions and analyzed a case on leases.

Essay questions:

G1, Question 1

Identify the accounting criteria that must be considered when assessing whether a leased asset should be capitalized.

G1, Question 2

Identifying the conceptual basis that represents the foundation upon which the criteria in the previous question were developed.

G1

Case:

A case will be given to the students only after they complete and turn in the essay questions identified above.

Assuming the relevant criteria found within a lease contract lead you to conclude that the leased asset should be capitalized, please respond to the following statements.

- 1.(a). Determine the amount at which the leased asset should appear in the financial statements.
- 1.(b). Record the lease in the financial statements.

2. Prepare the appropriate lease amortization schedules for the leased asset.

3. Now assume the contractual elements for this leased asset lead you to conclude that the lease should be accounted for as an operating lease. Respond to the two previous questions.

- 4.(a). Indicate the impact a capital lease on selected financial statement ratios.
- 4.(b). Indicate the impact of an operating lease on selected financial statement ratios.

Learning objective: EMBA G1
 Semester and year: _____
 Class and section: _____

TRAIT EMBA – BACC 538 SU '08 LEASES	Below Expectations 1	Meets Expectations 2	Above Expectations 3	Score
G1 – Q1 Criteria for Capital Lease (CL)	Identify and properly describe a few relevant factors/relationships	Identify and properly describe many relevant factors/relationships	Identify and properly describe all relevant factors/relationships	
G1 – Q2 Conceptual Basis for CL	Identify and properly describe a few relevant factors/relationships	Identify and properly describe many relevant factors/relationships	Identify and properly describe all relevant factors/relationships	
			Total Score	

TRAIT EMBA – BACC 538 SU '08 LEASES	Below Expectations 1	Meets Expectations 2	Above Expectations 3	Score
G1 Case, Q-1(a) Understanding balance sheet presentation: Identify accounts (nominal scale) and locations in balance sheet where the asset and related liability for a capital lease are recorded (CL)	Fails to identify one account (asset or liability) of the CL transaction that would be recorded in the balance sheet; i.e. Fails to Complete	Identifies both asset and liability account but fails to identify the proper location of one account in the balance sheet (two to three items complete); i.e. Partially Complete	Identifies both asset and liability account and the proper location of each in the balance sheet (four items complete); Fully Complete	
G1 Case, Q-1(b) Understanding balance sheet presentation: Amount (ratio scale) at which lease appears in financial statements	Fails to provide a proper structure to determine the present value calculation; Fail to Complete	Provides a partially complete structure to determine amount; Partially Complete	Provides complete support for the proper present value calculation; Fully Complete	
G1 Case, Q-2 (a) Understanding income statement presentation: Complete CL liability amortization schedule	Fails to provide a proper structure (accounts) of (and amounts within) the amortization schedule (identify interest expense element); Fail to Complete	Provides a partially complete structure of the amortization schedule; Partially Complete	Provides a complete structure of the amortization schedule; Fully Complete	
G1 Case, Q-2 (b) Understanding income statement presentation: Depreciate the capital lease asset and the related executory costs	Fails to provide a proper structure (accounts) of (and amounts within) a depreciation schedule and the related schedule of executory costs (maintenance, taxes, and insurance expenses) assumed by lessee related to the leased asset.	Provides a partially complete structure of a depreciation schedule and the related schedule of executory costs (maintenance, taxes, and insurance expenses) assumed by the lessee related to the leased asset.	Provides a complete structure of a depreciation schedule and the related schedule of executory costs (maintenance, taxes, and insurance expenses) assumed by lessee related to the leased asset.	
G1 Case, Q-3 Assume Lease is an operating lease,	Fail to Complete	Partially Complete	Fully Complete	

respond to question 1 and 2 above				
G1 Case, Q-4(a) Indicate impact of CL on selected financial statement ratios	Can identify one or the three ratios discussed in class; Fail to Complete	Can identify the three ratios but can only provide a proper calculation and explanation of the impact for one ratio; Partially Complete	Can identify the three ratios and can provide a proper calculation and explanation of the impact for all three ratios; Fully Complete	
G1 Case, Q-4(b) Indicate impact of operating lease on selected financial statement ratios	Fail to Complete	Partially Complete	Fully Complete	
			Total Score	

Total Score

9-10 below expectations (1)
 11-18 meets expectations (2)
 19-27 above expectations (3)

Overall Assessment

**EMBA G5 – Management Information Systems
Assessment Description**

EMBA Goal G: Understanding of core business concepts.

EMBA Objective G5: The student will demonstrate a fundamental understanding of information systems.

Coordinator: Dr. Beni Asllani

Location

for spring 2008:

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BMGT 581 005	10	Dr. Beni Asllani

Description: For the EMBA program assessment of MIS, Beni Asllani embedded information systems measures into the midterm and final exams of BMGT 581, Management of Information Systems. The measures covered three learning outcomes and involved three questions, one problem, and one essay. An overview of the learning outcomes, embedded measures, and scoring scale is included in the following table.

Information needed:

Learning objective: EMBA G5
Semester and year: _____
Course and section: _____

Beni Asllani, Ph.D.
 Associate Professor of Management
 UTC College of Business Administration

BMGT 581: Management of Information Systems
Executive MBA Program

Learning Goal: Students will understand information systems and their role in the organization

Learning Outcomes	Assessment Method(s)	Evaluation Criteria	
		Score	Evaluation
Describe five major components of information systems	There will be six questions on this topic embedded in the Midterm	6	Above (3)
		4-5	Meet (2)
		3	Below (1)
Develop a simple information system application which accurately represents business requirements	There will be a problem (10 points) in the final which requires students to design a conceptual model of an application	Score	Evaluation
		9-10	Above (3)
		7-8	Meet (2)
		0-6	Below (1)
Understand how information technology is used for business process redesign and for competitive advantage	There will be an essay question (10 points) in the final which requires students to illustrate a before and after process flow	Score	Evaluation
		9-10	Above (3)
		7-8	Meet (2)
		0-6	Below (1)

Total Score

<5: Below Expectations (1)
 6 – 7: Meets Expectations (2)
 8 – 9: Above Expectations (3)

Overall Assessment

**EMBA G6 – Finance
Assessment Description**

EMBA Goal G: Understanding of core business concepts.

EMBA Objective G6: The student will demonstrate a fundamental understanding of finance principles.

Coordinator: Dr. Bento Lobo

Location for spring 2008:	Course	Enrollment	Professor
	BFIN 576 005	10	Dr. Bento Lobo

Description: Beto Lobo administered the EMBA program assessment of finance knowledge in BFIN 576, International Financial Management. The assessment covered seven finance areas. Students in the course were required to take several quizzes, take an exam, and write an essay. All of the assignments contained the program assessments. The following table details the finance areas measured and the test or quiz location of the measure.

Information needed:

Learning objective: EMBA G6

Semester and year: _____

Course and section: _____

EMBA PROGRAM

Assessment Report for BFIN 576 (International Finance) Spring 2008

Program	Skill, Abilities	Measure (Instrument)	Assessment			Average (class)
			Below Exp. (1) (number of students)	Meets Exp. (2)	Above Exp. (3)	
Fundamental understanding of finance principles	Time Value of Money	Quiz 1/Exam				
	Risk & Return	Quiz 2/Exam				
	Asset Valuation	Exam				
	International Financial Environment	Exam, Essay				
	International Project Analysis	Exam				
	Global Risk Management	Exam, Essay				

Rating Scale	
Performance on SKA	Outcomes
Less than 80%	Below expectations 1 pts.
80% to 89%	Meets expectations 2 pts.
90% or above	Exceeds expectations 3 pts.

Assessment	Total Score	Overall
	11 or less:	Below Expectations (1)
	12 – 15:	Meets Expectations (2)
	16 – 18:	Above Expectations (3)

**MAcc B1 – Research Methodology
Assessment Description**

MAcc Goal B: Possess research skills necessary to solve accounting problems. Students will demonstrate this proficiency by

Macc Objective B1: understanding standard research methodology.

Coordinator: Dr. Melanie McCoskey

Location

for spring 2008:

<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
BACC 542 001	19	Dr. Melanie McCoskey

Description: Each student will be given a different research memo topic. They will do the research using standard research methodology and prepare a research memo. The research memo format and research methodology rubric are below.

Research Memo Format

Date: Date written

To: Dr. McCoskey or person specified in your problem

From: Your Name

Re: Your research topic

Facts

This section should contain four or five sentences briefly explaining your fact pattern so that I recall the facts quickly in case this issue is questioned in an IRS audit three years from now.

Issues

1. First question.
2. Second question.
3. Third question.
4. Etc., for all of the issues your research problem has.

Conclusions

1. Extremely brief answer to first question.
2. Extremely brief answer to second question.
3. Extremely brief answer to third question.
4. Etc, for all of the issues you listed above.

Discussion

This is the main section of your research. You should tie all of the research you have done into a coherent, logical discussion (not a listing) of your issues and conclusions above. You should have formal cites (see chapter 1 of your text) for the tax law you use in your analysis.

Note>> The entire memo should be about two pages long, single spaced. You should use correct grammar and spelling.

BACC 542 Research Methodology Rubric

Trait	Exceeds Expectation (3)	Meets Expectation (2)	Below Expectation (1)	Score
Identify relevant facts	Correctly includes relevant facts and excludes irrelevant facts	Correctly includes relevant facts and includes some irrelevant facts	Misses some relevant facts and includes some irrelevant facts	
Identify research question	All relevant research questions are identified and no irrelevant issues are identified	All relevant research questions are identified and some irrelevant issues are identified	At least one relevant research questions is missing	
Identify relevant sources	All three primary sources of authority are evaluated (if applicable) in enough detail to reach conclusion. No secondary sources are cited	All three primary sources of authority are evaluated (if applicable). No secondary sources are cited	Primary sources of authority are applicable, but not all evaluated and/or secondary sources of authority are cited	
Reach conclusion	Conclusion is logical based upon identified sources and relevant facts and all research questions are addressed in sufficient detail	Conclusion is consistent based upon identified sources and relevant facts	Conclusion is inconsistent based upon identified sources and/or relevant facts	

Total Score _____

**MAcc B2 – Using Research Tools/Technology
Assessment Description**

MAcc Goal B: Possess research skills necessary to solve accounting problems. Students will demonstrate this proficiency by

Macc Objective B2: identifying and using current research tools /technology.

Coordinator: Dr. Melanie McCoskey

Location

for spring 2008:	<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
	BACC 542 001	19	Dr. Melanie McCoskey

Description:

The assessment consisted of questions embedded in the research exam. The questions and the overall rubric for assessment follow.

Research Exam Embedded Questions

3. Locate IRC Section 162 and answer the following:
 - a. Under what Title, Subtitle, Chapter, and Subchapter is it located?
 - b. What subsections does it include?
 - c. What paragraphs does Subsection (d) include?
 - d. What subparagraphs does Section 162(d)(3) include?
4. What is the official name of the Federal Tax Act 110-28? When did this act become law? How did you find your answer?
6. These questions test your knowledge of Treasury regulations.
 - a. What are the three types of regulations?
 - b. Locate the regulations for IRC Section 357. List them and their titles.
 - c. What type of regulations are these?
7. Locate Rev Rul 87-41.
 - a. What is its proper cite?
 - b. What does each part of the cite represent?
 - c. What is its topic?
 - d. What is its status?
8. Locate Rev Proc 87-41.
 - a. What is its proper cite?
 - b. What does each part of the cite represent?
 - c. What is its topic?
 - d. What is its status?

Research Tools and Technology Rubric

Trait	Exceeds Expectation (3)	Meets Expectation (2)	Below Expectation (1)	Score
Successfully utilized research tools and technology	Scores 80% or better on relevant questions on research exam	Scores less than 80% but better than 60% on relevant questions on research exam	Scores less than 60% on relevant questions on research exam	

Total Score

**MAcc D1 – Ethics
Assessment Description**

MAcc Goal D: Be aware of the professional responsibilities and ethical standards of the accounting profession. Students will demonstrate this proficiency by

Macc Objective D1: expanding their understanding of the consequences of deviating from ethically sound decision-making practices.

Coordinator: Dr. Melanie McCoskey

Location

for spring 2008:	<u>Course</u>	<u>Enrollment</u>	<u>Professor</u>
	BACC 589 001	7	Dr. Melanie McCoskey

Description: The assessment involves the analysis of the Harvard Business Case: “Accounting Fraud at WorldCom.” Students prepared a case write-up, which has a general overview and then answered five posted questions. The five questions and assessment rubric are below.

WorldCom Questions

1. What are the pressures that lead executives and managers to “cook the books?”
2. What is the boundary between earnings smoothing or earnings management and fraudulent reporting?
3. Why were the actions taken by WorldCom managers not detected earlier? What processes or systems should be in place to prevent or detect quickly the types of actions that occurred in WorldCom?
4. Were the external auditors and board of directors blameworthy in this case? Why or why not?
5. Betty Vinson: victim or villain? Should criminal charges have been brought against her? How should employees react when ordered by their employer to do something they do not believe in or feel uncomfortable doing?

Ethics rubric

Trait	Exceeds Expectation (3)	Meets Expectation (2)	Below Expectation (1)	Score
Identifies incentives to engage in accounting fraud	Describes the situation in detail having gathered relevant facts. Ascertains exactly where there the weakness is	Identifies the situation , including relevant facts and ascertains where the weakness is	Has a vague idea of what the situation is and is uncertain what the weakness is	
Considers stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders	Determines who should be involved in the decision making process and accurately identifies the stakeholders	Is unsure who should be involved in the decision making process	
Code of ethics	Locates and describes code of ethics in detail as it relates to the ethical situation at hand	Locates and generally describes the code of ethics	Little or no mention of code of ethics	
Risk reduction	Identifies ways of identifying and reducing the type of risk in this ethical situation	Identifies one or two ways of identifying and/or reducing the type of risk in this ethical situation	No mention of risk identification and/or reduction	

WorldCom Questions

1. What are the pressures that lead executives and managers to “cook the books?”
2. What is the boundary between earnings smoothing or earnings management and fraudulent reporting?

3. Why were the actions taken by WorldCom managers not detected earlier? What processes or systems should be in place to prevent or detect quickly the types of actions that occurred in WorldCom?

4. Were the external auditors and board of directors blameworthy in this case? Why or why not?

5. Betty Vinson: victim or villain? Should criminal charges have been brought against her? How should employees react when ordered by their employer to do something they do not believe in or feel uncomfortable doing?

Total Score _____

9. Locate PLR 200204007
 - a. What is its proper cite?
 - b. What does each part of the cite represent?
 - c. What is its topic?
 - d. What is its status?

10. Read the case at 71 AFTR 2d 93-463.
 - a. Which party is filing suit?
 - b. What Court issued the Holding?
 - c. Where was the case heard earlier?
 - d. When was the decision rendered?
 - e. What Code Sections were at issue?
 - f. For whom did the Court rule?
 - g. Is this case still authoritative with respect to similar issues and facts?

11. Locate Mary Furner, 393 F.2d 292 (CA 7, 1968)?
 - a. Did the IRS acquiesce to the results?
 - b. How did you determine this?
 - c. Where is the IRS response to this case?
 - d. What is the significance of an acquiescence? Nonacquiescence?

16. This year, Sam's employer, a privately held company, gave Sam 10 shares of stock as a way of saying "thank you" for all his hard work. The FMV of the 10 shares totals \$10,000. Sam paid nothing for the stock. The only requirement of the company is that Sam may not be convicted of a crime. If he is convicted, ownership of the stock reverts back to the company. Sam wants to know if he has to recognize the \$10,000 of income this year.

17. Fred has a \$200,000 ARM on his house. This year, the interest rate rose to 10% and Fred could not make the payments. His lender forgave \$16,000 of interest due and reduced his interest rate to 6%. What are the tax effects to Fred? Has this changed recently?

ASSURANCE OF LEARNING COMMITTEE MINUTES

2007 - 2008

Assurance of Learning Committee Minutes
August 29, 2007

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (Chair), Michael Jones, Bento Lobo, Rick Turpin, and Kathleen Wheatley

1. The committee unanimously endorsed a name change from Assessment Committee to Assurance of Learning Committee.
2. The discussion turned to the learning goals.

The committee discussed the selection of students into a course as a means to assure learning. If the students were transferring courses from other institutions, they might be required to pass an exam or take our course. However, it was pointed out that once the university had accepted the transfer credits, it would be difficult to impose another hurdle on the student.

The committee expressed concern over the control of courses outside the college where learning goals were taught. Economics 101 and 102 are out of the college's control. The committee discussed the possibility of making BMGT 310 a required course.

The discussion turned to each undergraduate learning goal/competency. Several competencies were combined, three were dropped, and one new goal (#4) was added. The committee agreed on a revision of the competencies to the following seven undergraduate learning goals.

1. Communication abilities.
2. Ethical understanding and reasoning abilities. Legal responsibilities in organizations and society.
3. Analytic and critical-thinking skills.
4. Use of information technology.
5. Group and individual dynamics in organizations and an understanding of diversity.
6. A knowledge of the business areas of accounting, economics, management, quantitative business analysis (includes statistics and management science), information systems, finance, and marketing.
7. Domestic and global economic environments of organizations.

The following three competencies were dropped.

UG.A2. Use modern technologies as one tool to effectively learn and communicate.

UG.B3. Study and apply the principles of leadership.

UG.E2. Develop expertise in an area related to career choice.

The mission specifically mentions entrepreneurship. However, entrepreneurship is not a required course. The discussion ensued on whether or not the mission statement meant the curriculum would prepare someone for an entrepreneurship opportunity even though there was no required course. Entrepreneurship could be measured in the MBA program, where it is required.

**Assurance of Learning Committee Minutes
September 5, 2007**

In attendance: Debbie Archambeault, Paula Haynes, Rick Turpin, Kathleen Wheatley, Jim Henley (Chair), Michael Jones, Chris Brockman, Bev Brockman and Lisa Burke

Minutes were approved from last week's meeting

Henley: We will plan to meet every week on Wednesday from 1:00-2:30. When we started looking at these goals last week we came up with the seven undergraduate learning goals. When I looked at the ETS test I noticed that they covered areas two and seven where I italicized. I then took those seven goals and combined them into six. (Passes out the summary of the ETS test)

Burke: Can we put management principles on number six?

Henley: I am sure we can rename them; I just used the terminology that the ETS used.

Burke: If we change it I think it will show more focus.

Henley: I will also add "principles" to marketing, and of course to management. You know we dropped three of these last time and when I looked back over the leadership portion that we dropped, I had to consider how the management faculty will react to us dropping leadership.

Wheatley: I don't think that there is going to be a real problem with removing it.

Henley: When I wrote number five, I used AACSB language. At first I took "Group and individual dynamics in organizations and an understanding of diversity" to mean teamwork, could someone in management look at that and think leadership as well?

Burke: Normally that is considered to be teamwork more than leadership. Is leadership taught at the undergraduate level? There can be leadership principles under management principles.

Henley: I am okay with not putting it in there, but I just wanted to make sure that the management department wasn't going to have a huge problem with us removing it.

Haynes: We are looking at the big things we want students to know when they graduate, not necessarily all of the details.

Henley: So are we okay with the six?

(Committee agrees to the six goals)

Burke: Where will the international portion go?

Haynes: There is a component of international that may occur in the undergraduate study. They are covering it in BMKT313 for sure.

Henley: I think we all know that often times the international chapter ends up being the bump chapter. You have to wonder how the faculty will react to seeing an international portion on our goals.

Burke: That needs to be looked into. I know that if international finance is offered the students normally do much better on that section of the ETS. Is it offered?

C. Brockman: It is offered but not required. If all of our students score a 0 on the international finance portion that just won't look good.

Turpin: I have a question about the tests. We are making these six goals to try to cover the things AACSB wants us to. Is it possible that there is an area on this test that we agree is not part of our core business curriculum? For example, is it possible to not cover something on the test because it is not part of the AACSB curriculum?

Archambeault: Can you customize the test?

Henley: No, that is a disadvantage of this test.

Turpin: That is just what I want to make sure of. It sounded like we were shaping the curriculum off of the test.

Henley: No, we are not trying to do that.

Haynes: If you look at international marketing and its importance, you have to realize that it really isn't as important as many of the other marketing topics.

Henley: It is better to design your own test, but it is difficult to do.

Archambeault: It is just bad that we are going to look like we are not doing our job in the accounting department because we don't teach two of the topics listed on the test.

Haynes: It doesn't mean that we need to shape our classes after what is on the test.

Burke: Is there any information provided about what questions will be on the test?

Jones: They do provide some sample questions on the exam for us to review.

Henley: If you want me too, I can go back on this list and use some of our language, but this is AACSB language.

Burke: For example I think last week we thought we might use the phrase ethical reasoning instead of ethical understanding.

Henley: I agree that that is a good idea so that it just doesn't look like we are copy pasting from AACSB. So let reword it as: (committee discusses revisions)

1. Ability to communicate
2. Business ethics
3. Analytic and critical-thinking skills
4. The application of information technology
5. Group and individual dynamics in organizations and an understanding of diverse viewpoints.
6. A knowledge of the principals of the business functional areas of accounting, economics, management, quantitative business analysis (includes statistics and management science), information systems, finance, marketing, legal and social environment, and international issues.

Haynes: I make a motion to accept the current revision of the Undergraduate Learning Goals.

Motion was unanimously accepted

Jones: Will number six's wording show detail in the objectives?

Henley: I would say yes it would. What is your take?

Jones: Yes, I think this language should appear somewhere.

Henley: They wanted us to make all 14 points and combine them into six, and we have been able to do that. We can now go on to the MBA goals or just do the objectives for undergraduate. I can submit to you the objectives under each goal.

Haynes: Since you don't teach all of those courses, would it helpful for you if you got syllabi from those courses?

Archambeault: I think that making an objectives list that we can then edit would be the best way to start.

Burke: We could take the program goals to the faculty, and then create a team for each goal that has three people and they make the objectives. How are the faculty going to react if we just tell them these are the goals and objectives and we have not let them have any input?

Henley: I am planning on going to the faculty and asking for feedback.

Burke: You are really going to need support from the faculty teaching these courses.

Kathleen: Well most of those teachers teaching these courses are adjunct and they rotate each semester.

Burke: How are we going to get these adjuncts to cooperate?

Henley: It will just have to be done.

Wheatley: Do we specifically have to say that we will be using x,y,z case?

Henley: No, but at this point I don't think we could possibly write a rubric for these courses.

Wheatley: How many here have critical and analytical thinking in their course, or oral presentations, or writing? (several faculty say respond with a raised hand)

Turpin: We probably shouldn't be worried about those details right now; right now I think we need to focus on the objectives.

Jones: First we will need to figure out exactly what we mean by communication? And then we will decide on how to measure it. It is six that is going to be the hardest one.

Wheatley: We always have our exit exams.

Henley: But they are major specific aren't they?

Wheatley: Yes, they are, so I guess they aren't for the entire business department.

Burke: So are you proposing that you come back with the objectives for us to look over?

Henley: That is my plan and we can use that as a starting point. That way we can move onto the MBA goals for now.

Turpin: Are you saying it is six that will have lots of objectives? Maybe accounting can come up with some objectives for accounting and marketing for marketing and give them to you.

Henley: The objectives will just state that the students should be able to demonstrate their knowledge on a test. For number 6, I will say that the student will be able to demonstrate knowledge of "accounting" or "marketing". I just plan on making a broad, general statement.

Burke: Maybe we need to make the objectives more detailed by adding the principles of each major. Aren't the objectives supposed to be more specific than just a broad statement?

Henley: I am proposing that we use one objective per goal. Maybe I will take a look at some other schools and see what they are doing at the objective level. Now let's discuss the MBA goals. The MBA and EMBA have the same goals right now.

Jones: We met last spring to try to make the EMBA goals. We are required to have different goals between the MBA and EMBA. The EMBA program is more internationally focused, and the leadership course and innovation course are required for EMBA instead of the MBA.

Henley: This is coming from standard 18. And I just continued with the same numbering. They assume that the people getting an MBA have a general level of knowledge. They also assume that students already have a certain set of competencies.

Archambeault: Are they expecting us to be more integrative at the Master's level?

Henley: Yes

Burke: I am wondering do you not want us to take six and make it an EMBA and MBA knowledge statement. Can we not take number six and make it a program goal?

Henley: Number 6 would take care of number 8, 9, 11, 12, and 13. That action we could collapse the goals like we did with undergrad.

Burke: So for MBA and EMBA we can take number 6 from undergrad and strike management science because it is not taught in the EMBA, while we collapse 8, 9, 11, 12, and 13. Management science is taught in the MBA.

Jones: For the EMBA leave quantitative and strike the parenthesis. The economics part of the EMBA is a bit questionable.

Archambeault: Maybe we should just strike economics then.

Jones: There is a course called economics in the EMBA. So we will just leave it in.

Henley: The stuff in the parenthesis was just there for our personal understanding. I will tell you where it came from; it came from what ETS measures. So basically then we just got rid of 8, 9, 11, 12, and 13. And we decided to include number 6 from the undergraduate competencies. We have a lot of additional management specific knowledge.

Burke: Do we need something on entrepreneurship?

Jones: We need it in the MBA. The course is called innovation in the EMBA.

Burke: So we want to add an entrepreneurship program goal?

B. Brockman: Are we going to add that as a functional area? It is in ETS isn't it?

Wheatley: Yes it is, but it is included in another exaction.

B. Brockman: It is weird to me to have everything else lumped as one and entrepreneurship by itself, it is important but it may not require that much emphasis.

Burke: Add entrepreneurship in MBA in number 6.

B. Brockman: Then again, maybe we should put more emphasis on entrepreneurship, because I believe we were told once before that it was our cornerstone and something that can make us stand out. So maybe we should think about if we should make it another line item.

Burke: One thing that we added was to solve problems in an integrative ethical and strategic manner on number eight. That way we have added ethics in. Should we articulate that and see if we like it, since legal is already put into number six from undergrad? We would do that on the MBA and EMBA.

Henley: What about number 10, do we leave that standing?

Burke: I think we decided on leadership at the Master's level and teamwork at the undergraduate level.

Jones: I was just going back to number 10.

Burke: Some programs are more skill based than others. You could combine it. You could say capacity to work in groups and lead if you wanted to.

Wheatley: At the MBA level that would be Allen's course, but it is not in the EMBA curriculum.

Jones: So MBA needs leadership as a focus.

B. Brockman: Now is it more like management principles.

Michael: They do videos and a lot of teamwork in class. It places more emphasis on how to motivate and manage teams. It is not leadership focused.

Henley: So we are combining M1 and M10 on the MBA?

Wheatley: on the executive MBA M1 needs to stay stand alone.

Burke: Can I make a proposal to list "The capacity to lead and work in groups in organizations."

Haynes: We still have a question about 10 under EMBA.

Burke: I think we can combine M2 and M3.

Wheatley: I think we might want to make innovation separate on EMBA.

B. Brockman: I think for the MBA, for the M2 and M3, there has to be a way to combine the two.

Burke: So do you see one as applying and one as innovation and solving problems. Do we want a separate statement for each?

Henley: Well number two ultimately gets into number six.

Jones: Well number two is more application. How about “Apply and Integrate Business Knowledge” for M2.

Burke: How about for M3 we put “Capacity to Adapt and Innovate to Solve Problems”?

Wheatley: Well ethical still has to go in there somewhere. I don’t know that you want to use the word innovate in M3. I would put it in the EMBA. What if we put the integrative term in M2 and not M3, but capacity to adapt?

Henley: I think we ought to keep the ethical separate because ethics can be an overpowering word when chain management is what we are talking about in number 3.

Haynes: We put entrepreneurship in the MBA

Wheatley: I think we can expel 14.

Jones: So after this we will take this to the curriculum committees to ask for input, and then for approval, and then we will go onto the college.

Assurance of Learning Committee Minutes
September 12, 2007

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (Chair), Michael Jones, Bento Lobo, Rick Turpin, Kathleen Wheatley, and Dan Quarles

1. The committee discussed the use of the word “innovation” and phrase “social environment” in the EMBA and MBA objectives. It was decided that the phrase “social environment” would be extracted from the EMBA objectives.

2. The committee revisited the objectives for the MBA program.

Discussion centered on the idea of making BMGT584 a more leadership focused class than it has been in previous years. The committee recognized that if this change was to be made, the faculty teaching the course would need to be consulted.

The committee then discussed the implications of certain words and phrases in the MBA objectives. It was elected that the phrasing “in an ethical manner” be removed from objective 1 and that objective 3 be removed entirely. This discussion led the committee to make several changes to the objectives.

3. The committee discussed how international studies are taught in the EMBA program.

The committee agreed to keep the phrase “international issues” on EMBA objective 5. It was pointed out that the committee needs to notify the faculty teaching EMBA courses that the chapters focusing on international and global issues are not to be skipped.

4. Discussion turned to the undergraduate objectives.

Discussion centered on the phrasing of the undergraduate objectives. The committee agreed to make several changes to the objectives. The chair of the committee, Jim Henley, offered to present a copy of the revised undergraduate objectives to the committee at the following meeting. It was agreed that the accounting department’s learning goals and objectives might serve as a good example for the College of Business undergraduate objectives. Dr. Henley agreed to present suggestions for the main undergraduate objectives at the following meeting.

Assurance of Learning Committee Minutes
September 19, 2007

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (Chair), Michael Jones, Bento Lobo, Rick Turpin, and Kathleen Wheatley

1. Minutes from the prior week's meeting were approved.
2. The committee revisited the goals and objectives for the College of Business MBA program.

The discussion centered on the idea of making "ethics" a stand-alone goal for the MBA program. The committee recognized that several other AACSB accredited schools were making "ethics" a stand-alone goal. The wording used by these other schools for the ethics goal was taken into consideration by the committee. The committee elected to make MBA goal D a stand-alone ethics goal. It was pointed out by one of the committee members that ethics doesn't have to be a course unto itself, but that it must be mentioned to the faculty that all ethics chapters should be thoroughly covered.

The discussion turned to the revision of other MBA goals. The committee decided that "communication" should be added as an objective under MBA goal A. Also, it was determined that "communication" should not be added as an objective to the EMBA goals because there is already an assumption that EMBA students know how to communicate effectively. The committee decided that the word "adapt" should be left out of MBA goal C because there is not an adequate measurement of a student's adaptability. The following discussion focused on the measurability of certain MBA objectives.

3. The committee discussed measurements for MBA objectives.

The committee reviewed the idea of using simulation as a measurement tool for certain MBA objectives. It was pointed out by one of the committee members that the use of team simulation in the MBA program could make individual scores difficult to attain. The committee agreed to review some other AACSB accredited schools goals and objectives during the next meeting to use as a model for UTC's goals and objectives. The other AACSB schools goals and objectives should be reviewed for their level of detail and description.

4. The discussion turned to faculty and committee involvement in the review of the College of Business's goals and objectives.

It was recommended by a committee member that the committee receive input on goals from faculty, while the committee edits the objectives. The following discussion focused on the path that the COB goals and objectives must take in order for them to be ratified. Several committee members agreed that it might be beneficial to present the goals to the

different committees in the College of Business, so that advisory board members, along with faculty, could make suggestions. Other committee members argued that the goals should be presented to the faculty committee before presenting the other committees in the College of Business. The committee came to an agreement that the goals should be presented to the faculty in the following week.

Assurance of Learning Committee Minutes
September 26, 2007

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Jim Henley (Chair), Michael Jones, Bento Lobo, Paula Haynes, Kathleen Wheatley

1. The committee reviewed the revised goals and objectives for the undergraduate curriculum.

The committee discussed the use of the word “software” for an objective under goal D. In order to gain some insight into the wording of technology goals and objectives, the committee reviewed other AACSB accredited schools undergraduate technology goals and objectives. The committee elected to use the phrase “information technology” to replace the word “software”.

The discussion turned to the use of the terms “team and group” under goal E. A committee member mentioned that undergraduate students normally work in groups more than they work in teams. It was suggested that measuring how effectively a student understands team dynamics would be very difficult. The committee decided not to include the word “team” in goal E. Also, the committee elected to add a new objective to goal E.

The committee elected to change the objective located under goal B to “Students will demonstrate an ability to recognize and evaluate ethical dimensions of business decisions, probable outcomes and effects on stakeholders.” After reviewing goal B, the committee made a few minor changes to goal C and rotated the goals and objectives for goal F.

2. The discussion turned to the faculty’s review of the undergraduate goals.

The committee discussed their answer to the faculties questioning of why leadership was left out of the college’s goals and objectives. The committee reasoned that leadership was excluded because it isn’t mentioned in the college’s mission statement and it is not a requirement by AACSB.

3. The committee reviewed the revised MBA goals and objectives.

The committee debated over the idea of adding a diversity objective to MBA goal A. One committee member suggested that the committee present the idea of adding a diversity objective to the faculty and ask for feedback. The committee agreed that the idea of adding a diversity objective should be presented to the faculty.

The discussion turned to the idea of adding a written and oral communication goal to the MBA curriculum. The committee elected to add a new written and oral communication goal to the curriculum. A discussion followed this decision concerning how similar the MBA and EMBA goals should be to one another.

The committee made several changes to the MBA goals and objectives. It was decided that the objective for MBA goal A should be separated into two stand-alone objectives. Minor wording changes were made to MBA goals B and C. A committee member expressed their concern over the difficulty of measuring the objectives under goal C, “The ability to critically analyze and solve problems in dynamic business situations.” An agreement was reached to eliminate the uncertain situations objective from goal C. The committee elected to make the ethics objective under goal D the same as the ethics objective under undergraduate goal B. The goal and objective on goal E were rotated.

4. The committee revised the EMBA goals and objectives.

The committee discussed the defining differences between the EMBA and MBA programs. While the committee agreed that there were many similarities between the MBA and EMBA programs, many committee members expressed their opinion that that the EMBA program is more focused on leadership, innovation and global perspective than the MBA program. Based on these opinions, the committee decided to make a new global goal D, and move the ethics goal to goal E. The underlying objectives for global goal D were stated as, 1) students will analyze the impact of global business issues on specific management situations and 2) students will relate current global events to emerging business opportunities. The committee also chose to leave out a written and oral communication goal from the EMBA program.

Several changes were made to the EMBA goals. It was decided that EMBA goal “B”, and its underlying objective, would be the same as the newly revised MBA goal B. The committee also changed EMBA goal “C”, and its underlying objectives, to match the newly revised MBA goal C. The committee elected to create a new innovation goal in order to represent the EMBA’s strong focus on innovation. The new goal was listed as goal D and was stated as “the ability to pursue opportunity through innovation or new venture creation”. The committee agreed that this new goal should be discussed with EMBA faculty members.

Assurance of Learning Committee Minutes October 10, 2007

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (Chair), Michael Jones, Bento Lobo, Rick Turpin, and Kathleen Wheatley

1. The committee decided that the newly revised College of Business goals and objectives should be sent out to the College of Business faculty directly following the meeting.
2. The committee discussed the mapping of the undergraduate objectives

The committee discussed each objective individually and came to conclusions regarding which classes should cover each specific objective and which class should assess that objective. It was agreed upon by the committee that the class chosen to assess a particular objective should continually cover the material related to the objective.

The first goal of the committee was to decide what class should cover and assess the communication objective. One committee member suggested that either BACC201 or BACC202, both introductory accounting courses, could serve as the core class to assess the communication objective. Another committee member proposed using BMGT310, Business Communication, for the assessment of the communication goal. Several committee members expressed specific concerns regarding the use of BMGT310 as the class targeting the communication objective. One committee member mentioned that every business student may not take BMGT310. Also, the committee reviewed the idea of making UHON214, University Honors Classical, Historical and Political Thought, a substitution for the BMGT310 requirement. The committee head, Jim Henley, expressed that in order for UHON214 to be accepted as a substitution, the course would have to be reviewed to assure that the same main concepts covered in BMGT310 were being covered in the honors course. It was decided that UHON214 should not be an allowed substitution to BMGT310 and that all University Honors students should file a petition if they wish to be excused from taking BMGT310. The committee agreed that although a few honors students each year would be excused from taking BMGT310, there was a large enough majority of students taking BMGT310 to allow the course to cover and assess the communication objective.

The committee then decided, without much reservation from the committee members, to make BMGT335, Legal Environment of Business, the course to cover and assess the ethics undergraduate objective. Following this decision, the discussion turned to the critical thinking objective. The committee decided that critical thinking would best be assessed in BMGT440, Strategic Management. Also, the committee decided that BMGT100, Computers in Business, would be the class to cover and assess the undergraduate technology objective.

A committee member expressed concern that the three objectives listed under the group and individual dynamics goal would be difficult to assess in one course. The committee elected to assess these three objectives in two separate courses. It was decided that BMGT315 would cover and assess objective E1 and E2 and that BMGT440 would cover and assess objective E3.

The committee then discussed and decided upon the classes that would assess the objectives listed under the core business concepts goal. The committee decided upon the following:

- A) F1 would be covered and assessed in BACC201 and BACC202
- B) F2 would be covered in ECON101 and ECON102
- C) F3 would be covered and assessed in BMGT315
- D) F4 would be covered and assessed in BMGT211, BMGT212, and BMGT311
- E) F5 would be covered and assessed in BMGT360 and BMGT408
- F) F6 would be covered and assessed in BFIN302
- G) F7 would be covered and assessed in BMGT313
- H) F8 would be covered and assessed in BACC335 and BMKT313
- I) F9 would be covered and assessed in BMKT313 and BFIN302

3. The discussion turned to the usage of the ETS and/or course imbedded measurement as a basis for measurement in the assessment of courses.

A committee member expressed her opinion that the ETS should not serve as the sole basis of measurement in assessing specific courses. Many committee members agreed with this opinion and thought that course imbedded measurement might also serve as a valuable tool in assessing courses. The committee reviewed the idea of using both the ETS and cumulative exit exams as a basis for measurement. Several committee members expressed concern over their students' nonchalant attitudes while taking the ETS. The committee reviewed different ideas on how to make students take the ETS more seriously but did not come to any final conclusions.

4. The committee discussed the mapping of MBA objectives

The committee decided that BMGT584, Management Skills, would assess and cover MBA objectives A1 and A2. One committee member suggested integrating an MBA communication class into the core curriculum. The committee meeting was ended, with a discussion of the mapping for the MBA objectives to be discussed at the following meeting.

Assurance of Learning Committee Minutes
October 17, 2007

Present: Debbie Archambeault, Beverly Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (chair), Michael Jones, Bento Lobo, Rick Turpin, and Kathleen Wheatley

1. The committee discussed recommendations regarding undergraduate and MBA goals, objectives, maps, and measurements

A committee member recommended showing the mapping of the undergraduate and MBA objectives to the faculty. This discussion led the committee to look at the feasibility of assigning a full-time faculty member the position of course coordinator for each core-business course. The committee reviewed the benefits and obstacles related to this idea, but it did not come to any definite conclusions.

Kathleen Wheatley questioned the committee on how assessment work, done by faculty or adjunct staff, could be awarded on some kind of service or merit basis. One committee member suggested measuring the amount of service time each faculty or adjunct staff put into assessment work as a basis for measurement. Many committee members agreed that Dean's merit should be measured on more than just research and that it might be possible for Dean's merit to include work done on assessment.

The committee chair, Jim Henley, recommended that the committee not map out the course coverage for each individual objective. Another committee member suggested that the course coverage should remain in the mapping of the objectives, but that it should be clearly stated to the faculty that each course should still try to cover all objectives, regardless of whether or not each course is shown on the map to cover all objectives.

2. The discussion turned to the mapping of the MBA objectives

The committee decided that objective B1 should be assessed and covered in BETR588 and objective B2 should be assessed and covered in BMKT586. A question arose from a committee member concerning how one can best assess a group presentation for the effective communication goal (MBA goal B). Jim Henley stated that a group presentation can best be assessed by individually assessing each member of the group.

The committee also elected to use BUSA587 as the core course to assess and cover objective C, the ability to apply and integrate business knowledge. It was decided that this course should also be used to assess and cover objective D, the ability to critically analyze. Also, the committee agreed to use BUSA573 to assess and measure objective E.

The committee agreed to distribute the assessment of the function measures listed under MBA goal F as follows:

- F1: BACC585
- F2: BMKT586, BFIN582
- F3: BMGT584, BUSA587
- F4: BMGT583
- F5: BMGT581
- F6: BFIN582
- F7: BMKT586
- F8: BUSA573
- F9: BUSA587
- F10: BETE588

3. The committee discussed the mapping of the EMBA objectives

The committee discussed removing the ETS as an assessment tool from the EMBA program. The committee elected to remove the ETS as an assessment tool for the EMBA program due to scheduling conflicts with a majority of the program's students.

The committee decided to distribute the assessment of each objective listed under the EMBA program as follows:

- A: BMGT526
- B: BUSA587
- C: BUSA 587
- D: BMKT540
- E: BMKT597
- F: BUSA573
- G1: BACC572, BACC538
- G2: BFIN500
- G3: BMGT538
- G4: BMGT571
- G5: BMGT581
- G6: BFIN576
- G7: BMKT565
- G8: BUSA573

The committee agreed to proceed with designing measurements for each objective in the following week's meeting. Also, the committee plans to review rubrics and the ETS in subsequent meetings.

Assurance of Learning Committee Minutes October 24, 2007

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (Chair), Michael Jones, Benton Lobo, Rick Turpin, Kathleen Wheatley

1. The committee resumed discussion of topics addressed in the previous meeting.

Jim Henley began the meeting by passing out handouts, which contained examples of grading rubrics, to the members of the committee. These rubrics were briefly discussed and then set aside for later discussion.

The committee reviewed the idea of assigning a course coordinator to each core-undergraduate business course. Committee member Kathleen Wheatley suggested that it should be a requirement that each course coordinator be a tenured faculty member. She reasoned that this requirement would enhance the uniformity of assessments over a longer time span. The committee agreed to this suggestion and decided to recommend this change to the appropriate committee.

2. The committee reviewed the usage of the ETS as an assessment measurement for the undergraduate and MBA programs.

A committee member raised a question concerning how the ETS should be factored into the MBA program. Several committee members expressed concern about scheduling conflicts related to the three hour time block required for ETS testing. Some committee members stated that using a three hour time block for the test would take up a lot of valuable class time. One committee member suggested using the final exam time period for ETS testing.

A committee member suggested that prerequisites should to be more stringently checked before students were allowed to enter the MBA course that would be used for ETS testing.

Discussion then turned to the idea of counting ETS scores as a grade for students in BMGT441, the College of Business undergraduate capstone course. Jim Henley suggested that at least 10% of a student's grade in BMGT441 should be determined by their individual score on the ETS. A committee member expressed concern over how students would react if the ETS was counted as a grade. A short discussion followed this statement and the committee agreed that students would become accustomed to the ETS counting as a class grade over time. Lisa Burke asked the committee if all professors would be required to count the ETS as a specific percentage of a student's grade. The committee agreed that requiring all instructors of BMGT441 to count the ETS as a specific percentage of a student's grade would be the best way to create uniformity throughout all of the 441 classes. The committee decided that 10% of a student's grade in both the undergraduate and MBA capstone courses should be determined by individual

ETS scores. BMGT441 course coordinator and committee member Kathleen Wheatley stated that some students in BMGT441 may not have all of the core-courses completed before testing for the ETS. The committee reviewed this problem but agreed that generally most students taking 441 have all, or a great majority, of their core-courses completed before entering 441. Thus, the problem of having a few students who have not had all of their core-courses before entering the capstone course should not be an influential factor on the college's score on the ETS.

3. Attention turned to the long-term goals and deadlines for the assessment process

The committee reviewed the long-term goals for the assessment process. It was specified by the committee's chair that the major goal of the assessment process was to have every objective measured within the next two years and to begin assessment of a few objectives in the spring of 2008. It was also specified that the written and oral communication objective would be one of the objectives being assessed in the spring of 2008 in BMGT310, Business Communication. A committee member expressed that uniformity was lacking between the BMGT310 classes. A discussion followed and the committee decided that professors of BMGT310 should be required to use a uniform rubric for grading presentations. The committee agreed that several rubrics should be presented to the faculty and staff teaching 310 so that they could decide on an acceptable grading rubric for the course. Also, the committee chair stated that the ETS would be given to students in the spring of 2008.

A committee member suggested that the College of Business should ask faculty for volunteers for the construction of course imbedded measurements. Upon this suggestion, another committee member stated that making a calendar for the completion date of each course imbedded measurement would be helpful. The committee agreed that more than two objectives needed to be measured in the spring of 2008. Jim Henley stated that developing measurements in the spring of 2008 and then implementing them in the following fall semester was ideal. It was brought to the committee's attention that 50 objectives, from the both the undergraduate and MBA program, needed to be measured. Another committee member suggested that dividing the measurements into three equal parts over the following three semesters could be advantageous to the assessment process. Also, it was recommended that the measurement of specific courses be cycled over a certain number of semesters. Jim Henley agreed to present the committee with a schedule of courses to be assessed in the spring of 2008 in the following committee meeting.

A committee member presented the idea of using course imbedded measurement on solely non-ETS covered courses, since several courses could be assessed by the ETS.

The committee reviewed the idea of the tightening the requirements for the selection of students for the College of Business. The committee discussed requiring a "c" grade for all students who are in the College of Business capstone course.

Assurance of Learning Committee Minutes
October 31, 2007

Present: Debbie Archambeault, Bev Brockman, Lisa Burke, Paula Haynes, Jim Henley (Chair), Michael Jones, Bento Lobo, and Rick Turpin

1. The committee resumed discussion of topics addressed in the previous meeting and reviewed the schedule for assessment.

Henley passed out a schedule detailing the schedule for the assessment of certain courses over the next three semesters. The committee reviewed recommendations made to the schedule by Burke. Henley said that it was not feasible to measure each objective each semester. A committee member said that the database would be huge if each objective were assessed each semester. Henley said that only samples of all assessment material would have to be kept on file.

A committee member asked when the course imbedded measures for objectives that are on ETS should be measured. Henley said that those things will not be assessed until the fall of 2009. The committee discussed the schedule for measurements in the spring of 2008. The committee chair, Jim Henley, said that all undergraduate objectives should have some kind of measurement by the time AACSB comes in 2008.

A committee member asked who is doing all of the data crunching for the assessments? Henley said that student workers will be entering and helping to assess the data. Some committee members expressed concern regarding FERPA regulations and student workers. The committee agreed that controls would have to be set up to keep the student workers abiding by the FERPA regulations. A committee member said that faculty should play the larger role in assessing and entering the data.

The committee reviewed the proposed schedule and agreed to it with only a few suggested minor changes. A committee member asked when the schedule would be presented to faculty or if it would be presented. Committee chair said that faculty who will be assessing objectives in the spring 2008 will be told about the schedule within the next week.

A committee member asked whether the MBA schedule will be done on a yearly basis. Henley said that it would not. Lobo asked whether the school would be required to measure all of its students. Henley said that 100% of undergraduate majors do not have to be assessed. It was explained that the whole student body will not be assessed on every objective.

The EMBA schedule was accepted.

B. Brockman said that the faculty may be concerned about the kind of measures they should be performing. It was explained that many courses will have to choose a rubric from a number of rubrics as a way to measure. Another committee member said that

some faculty will also ask whether or not they will have extra help for assessment. Henley said that he would defer those questions to John Fulmer.

If the map is approved today the next step is to talk to the spring 2008 assessment courses and to look at proposed measurements for those courses. It was discussed that rubrics for the spring need to be approved as soon as possible.

No meeting in the following week. The meetings will be called.

**Assurance of Learning Committee Minutes
February 18, 2008**

Members Present: Debbie Archambeault, Lisa Burke, Paula Haynes, Jim Henley (Chair)
Michael Jones, Bento Lobo, Rick Turpin, Kathleen Wheatley

1. The committee discussed the rubrics being used for assessment purposes.

The discussion of the assignment of weights to the undergraduate writing rubrics was discussed. Dr. Henley explained that the traits are weighted equally and that the rubrics are organized on a three point scale for each of the four traits. A committee member recommended that trends as well as an overall score should be assessed. Professor Jones commented that a student could do very poorly on a trait or two, but score high on the other traits and still be considered to be meeting expectation. Dr. Henley said that an expectation score for each trait could be implemented to fix that possible problem.

2. The committee discussed suggestions that would assist in the analysis of data.

A committee member recommended that percentages be implemented in order to assist in the analysis and aggregation of the assessment results. The member suggested transforming the points to percentages. It was explained that this change would assist in the assessment of uniformly presented data. The committee discussed ideas for standardizing the rubrics so that they could effectively measure which students were above or below expectations. The committee reviewed the writing rubric for BMGT310 and discussed basing the rubric on percentages. For example, it was suggested that meeting expectations would be set at 80%-100%. Dr. Henley described the complications that could be imposed on the grader if he or she was forced to change each student's score to a percentage. Dr. Haynes said that the committee would get less compliance from the faculty if it made the task more difficult. Professor Burke commented that having a uniform measure would allow for a more effective and efficient assessment once the data was compiled. The committee discussed AACSB's standards and recommendations on the issue on making measurements uniform. The committee agreed that they needed to establish what scores or percentages were acceptable.

A question arose regarding whether the information should be examined on a trait by trait basis for each rubric. Dr. Henley explained that each trait would be looked at. He also said that it could be possible that the committee examines percentages on a trait basis versus an overall score. Dr. Lobo commented that it would be important to look at both the traits and the overall competency. The committee agreed that both the traits and overall results should be reported on. This practice would help the College of Business identify specific traits that were a problem area for students. Dr. Haynes asked whether the overall score would be helpful in assessing whether or not a student meets expectation. She explained that the overall score may not be very helpful because a student could easily be under expectations on certain traits and above expectations on other traits and come out with an overall score that is acceptable. Dr. Henley said that he believed the average would not be nearly as useful as looking at each trait. Dr. Wheatley

disagreed, saying that we should not deem a student as below expectations if a student has a score of one on a specific trait. She explained that such a student could be a good writer or a good presenter minus one trait.

3. The committee looked at the oral presentation rubric.

A committee member suggested that the committee ask course instructors whether they can validly assess all of the presentation traits within a few minutes. Following this comment, the committee examined whether the individual presentations would be long enough to accurately assess presentation skills. The committee agreed that it might be beneficial to look at simplifying the rubric for oral presentations so that the assessment would collect valid data. The committee reviewed the MBA B2 Oral Presentation Rubric. The committee adopted the pg. 30 undergraduate rubric, with eye contact, organization and elocution. A committee member recommended leaving the graphics trait out of the rubric. One concern mentioned was that the graphics in a group presentation are often done by one person in the group. The committee debated on whether an individual can be truly assessed on their graphics in a group presentation. However, after much discussion, the committee voted to include the graphics trait. The committee also voted to include the mannerisms trait and to eliminate the subject knowledge and mechanics traits. The following discussion centered on whether the undergraduate and MBA rubrics for written and oral communication should be the same, or whether they should just be similar.

4. The discussion turned to the examination of the information technology rubric.

The discussion turned to staffing problems in BMGT100. The committee looked at the inclusion of decision making on the technology rubric. It was suggested that the course may need to be redesigned to look at more decision making. The committee looked at other courses that might more effectively assess decision making. Dr. Haynes asked to what extent the assessment process must prove that the students can actually use information technology in decision making. The committee discussed whether proficiency could be assessed instead of both proficiency and decision making. Dr. Henley explained that he believed the initial intent was to look at proficiency. Following this comment, the committee discussed the layout of the rubric including the tasks and percentage points. Committee debated how high the acceptable percentages should be for each trait. The committee agreed that the scale should be more stringent for this class than for others.

5. The committee reviewed the Group Collaboration UG Goal E Rubric.

This rubric is to be applied to the business simulation game in BMGT440. A committee member recommended making the simulation a group project and requiring individual quizzes from participants. The committee briefly discussed student self-evaluations and agreed that these self-evaluations should be taken out.

6. The committee reviewed the UG Goal F Core Business Concepts Assessment summary.

The committee discussed the usage of the ETS test. Wheatley asked whether a student's grade should be lowered for failure to take the test if that student has a reasonable excuse or emergency. The committee agreed that a student's grade would not be affected if there was a documented excuse.

The meeting was dismissed at 2:30 on February 18, 2008.

**Assurance of Learning Committee Minutes
Second Spring Meeting
February 25, 2008**

Present: Debbie Archambeault, Bev Brockman, Paula Hayes, Rick Turpin, Michael Jones, Lisa Burke, Jim Henley, Chris Brockman, Bento Lobo

1. The discussion focused on the changes made to the rubrics from suggestions made in the previous meeting.

Bev Brockman discussed the way in which she is assessing ethics in BETR588. Henley discussed changes that he made to the rubrics; most of the changes were wording changes. A committee member said that he had a situation where one of the topics he was assessing was time value of money in BFIN576. He said he had one student who was sick and missed the assessment quiz. He wanted to know if this would affect assessment. The committee agreed that the assessment could exclude that one student.

Haynes asked if a student's failure to meet one expectation disqualifies a student from meeting expectations overall. Burke asked about the data analysis part of assessment. She said that she has been looking at the Shreveport 100% scale that was used to make the data uniform and easy to analyze. She said that they used a certain form of scales that improved uniformity. She brought up some very important differences between Shreveport data versus UTC data. Burke believed that the data would be cumbersome if it remained in the planned format. Also, she commented that the Shreveport committee looked at what was acceptable as far as scores go. Haynes said that being accommodating to the faculty and allowing them to have input might assist the faculty in "buying in" to the assessment process. If they "buy in" to the process, they might be more willing to work with complicated data. Jones asked Lisa to better explain the data collection techniques of Shreveport's rubrics. Henley suggested that the committee go through every competency and pick a scale that seems reasonable. He said that the committee needed to be able to tell where individual students were failing. Archambeault commented that it will be easier to assess the data if we do a compensatory system. The committee agreed that they should look at what is acceptable when they count up the points for each trait.

Expectations were set for each rubric:

The committee agreed on each of the following...

UGA1 Written communication rubric meets expectations would be (4 trait)

10-12=above expectations

7-9=meets expectations

4-6=below expectations

UGA2 Oral presentation Rubric (5 trait)

12-15=above expectations
8-11=meets expectations
5-7=below expectations

UG Goal D: Use of Information Technology Rubric (4 trait)
For the amount of points available there is a total of 12 points.
10-12=above expectations
7-9=meets expectations
4-6=below expectations

UG Goal E: BMGT 440 Rubric (5 trait)
12-15=above expectations
8-11=meets expectation
5-7=below expectations

ETS Test:
Discussion on how we want to look at the data. Just get the data in and look at the data.
Might want to look at other schools and see how they look at the data for input.

MBA-A1 Group Collaboration Rubric (5 trait):
12-15=above expectation
8-11=meets expectation
5-7=below expectations

MBA-B1 BETR588 (4 trait):
10-12=above expectations
7-9=meets expectations
4-6=below expectations

MBA-B2 Rubric (5 Trait)
12-15=above expectations
8-11=meets expectations
5-7=below expectations

EMBA-G5: BMGT581 Rubric (3 traits)
8-9=above expectations
6-7=meets expectations
3-5=below expectations

EMBA-G6 Rubric (6 traits)
Change made to include “/exam” with the quiz measure blocks of the rubric
16-18=above expectations
12-15=meets expectations
6-11=below expectations

The committee accepted the rubrics. The motion to accept was given by Chris Brockman.

2. The committee discussed other factors involved in using the rubrics.

The committee decided not to give codes to students. It was decided that the committee does not need to be able to identify individual students in a longitudinal study. However, the committee did realize that they needed to know the major of each student. More specifically, accounting majors needed to be identified. Turpin suggested that each rubric just have an accounting check yes or no section. That would make it easier for the professor. The committee elected to make a yes or no section for an accounting major question. The committee made suggestions to increase the standards for a few of the meets expectations categories.

Members of the committee discussed whether to use an independent rater that is not the professor for more subjective measures. This suggestion was based on the idea that using an independent rater would remove a conflict of interest and would make the ratings more uniform. A committee member commented that one school had board members come in and review presentations. The discussion ceased, and the committee elected to use solely faculty members to score for assessment.

The conversation moved to the use of the ETS. At some point and time the committee decided that the long-term usage of the ETS would have to be reviewed. The committee suggested eventually coming up with a faculty generated exam to decrease costs. A discussion ensued involving the problem of doing the ETS testing one time out of every three semesters. The committee agreed that doing the test so seldom doesn't give data the data that AACSB wants. Also, a member suggested that some students might knowingly opt out of the semester where the ETS is given. One committee member mentioned that this could make it difficult to assure that the students taking the ETS are representative of the population. The committee agreed to later review the idea of making an in-house test.

There will be no meeting in the following week.

Assurance of Learning Committee Minutes
March 17, 2008

Members Present: Debbie Archambeault, Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley, Michael Jones, Bento Lobo, Rick Turpin and Kathleen Wheatley

1. The committee discussed the “meets expectation” standards for assessments

Jim Henley began the discussion by recommending that the committee change the word “demonstrate” to “develop” for both the EMBA and MBA programs. A motion was made by Paula Haynes to accept the two wording changes. Bev Brockman seconded the motion and the committee voted to accept the proposed change. The committee discussed setting a standard for the percentage of students that the college of business should have meeting assessment expectations. The committee expressed their intent to use these percentages to identify problem areas. A committee member suggested that 80% of the students assessed meeting expectations should be the college’s standard. Committee member Kathleen Wheatley suggested using 80% for undergrads and 85% for MBA students. The committee elected to accept Wheatley’s suggestion.

2. Committee members discussed setting standards for the ETS examination.

The committee discussed setting a “meets expectation” standard for the ETS exam. Jones suggested that the college of business should choose what percentage in the national rankings they desired to be in and use that percentage as a standard. Jim Henley (Chair) explained that the ETS exam results have both a raw score and a percentile. Committee member Rick Turpin asked if the test percentile for the ETS could be compared with UTC’s peer schools. The committee suggested that the college set a standard for being in the 50th percentile for the ETS exam. The committee voted and adopted this proposal. Later, the committee discussed getting data to see how well transfer students do on the ETS test to assess the quality of their transfer credits. Lisa Burke asked if we were allowed to tell the students what topics were on the test. Jim Henley said that the students could be told what topics were on the test. Several committee members agreed that notifying the students of the topics on the ETS exam would help students feel more comfortable and confident about the examination. Following this comment, Kathleen Wheatley explained that BMGT 440 used the ETS scores as 10% of each student’s final course grade. She said that the college shouldn’t give a handout on ETS topics because students might argue that their grades were not fair because certain topics weren’t covered in UTC classes. A committee member suggested that each student’s grade on the ETS be based on the highest scoring UTC student instead of the total available points on the test. Several committee members agreed that this would be a good way to make the test seem fairer to students.

The committee discussed a need to meet during the summer so that the final results from the assessments could be reviewed.

Assurance of Learning Committee Minutes
June 19, 2008

Present: Bev Brockman, Chris Brockman, Lisa Burke, Paula Haynes, Jim Henley (chair), Michael Jones, Bento Lobo, Rick Turpin

1. The committee began the meeting by discussing the received data and assessment standards.

There were problems in the information technology area of assessment because some of the instructions were not followed by instructors. Only two sets of data were qualified for assessment purposes due to problems caused by administration difficulties. One committee member asked if the competency should be assessed next fall in BMGT100. The committee chair commented that he didn't believe that would be necessary. Committee member Lisa Burke recommended that a notation be made regarding the fact that several information technology sections were disqualified from including data in the assessment report. The committee agreed that a recommendation should be made to move from My IT to SAM.

2. The committee reviewed assessment competency data.

The committee reviewed the assessment of undergraduate competency A1-written communication. They discussed problems associated with having a small number of students refuse to turn in the assessment assignment. The committee recommended changes to the A1 assessment report to clarify these issues. Several members recommended discussing with the faculty the importance of having 100% of students participate in assessments. Henley made a recommendation that assessment assignments be a requirement for passing the class being assessed. Other committee members just recommended suggesting to faculty aiming for 100% is the goal for assessment purposes. Turpin recommended that one problem could be that students were on the role that had not yet dropped, but had the intention to drop, and that could skew participation results. The committee elected to just tell faculty to strive for 100% participation. The committee discussed issues connected to the earlier decision to allow students who met expectations for three traits, but failed to meet expectations on one trait, were still meeting expectations overall for oral presentations. The committee recommended requiring students to meet all four traits before overall expectations are met. A discussion followed concerning the uniformity of raters in different classrooms. Several faculty members on the committee agreed that some of the raters may be more lenient than others. Also, the committee talked about the short length of the presentation for assessment. The discussion centered on the idea that short presentations are easier to prepare and involve less work on the part of the students. The committee questioned the quality of presentations if the students had to give longer presentations. Also, there was a discussion changing centering on the idea of changing the "meets expectations" standards.

The committee reviewed the technology competency. They voted to add a statement explaining the problems associated with the technology assessment to the report.

The committee discussed collaboration assessment. The committee talked about group evaluations within presentations. One committee member said that the rankings, rather than the ratings, were more informative. She said that if a student appears as the lowest rank in all of the rankings that it obviously says something about that student's lack of effort. The committee reviewed the scores for the collaboration data. The committee discussed the concerning nature of the overly positive scores for collaboration. The committee questioned reasons behind group individual ratings done by students.

The committee reviewed the core business concepts competency. Jones said that he believed that comprehensive finals helped with the retention of knowledge in these core business concept areas. Turpin reviewed the accounting department's policies on comprehensive finals. The committee made the recommendation that the usage of comprehensive finals be reviewed.

The committee turned to the MBA communication assessment. Haynes questioned whether some of the scores could be skewed. The committee discussed the "voice" trait on the rubric. The committee decided that "improving language and voice" and "presentation" would be recommended. Henley discussed the problem of having text-heavy slide in PowerPoint driven presentations. He also asked if four minute presentations were adequate for assessment purposes. The committee agreed that due to time constraints, this allotment of time was acceptable.

The committee reviewed MBA group collaboration. The committee agreed that managing agreement and disagreement is an important part of group collaboration. The committee discussed differences in the ratings between professors teaching the assessed classes. A committee member discussed concern regarding the overly positive results. There was a discussion concerning how ratings could be more uniform and tougher. Burke recommended finding a range of variance in the ratings. Jones recommended looking at other school's ratings.

The committee reviewed the global competency for the EMBA group. Time value of money needs to be an area of improvement. Lobo recommended teaching financial calculator usage of EMBA students.