

Institutional Effectiveness

2018-2019

Program: Business Management BSBA

College and Department: College of Business

Contact: Dr. Ramachandran Natarajan

Mission: College of Business

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

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

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

Program Goal:

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

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

PG 3:

Assessment Methods:

PG 1: Expand academic program initiatives

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

Assessed by number and type of program initiatives.

PG 2: Increase enrollments and financial support

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

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

PG 3: Provide faculty support

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

Faculty hiring needs are discussed in Departmental and College level meetings. A recruitment committee, which typically includes all faculty from the area and an outside representative is formed when hiring is approved at the university level. The recruitment process for new faculty follows the policies and procedures of the University and is monitored in the Office of Diversity and Legal Affairs. The committee develops a job description and an advertising plan, which includes as a minimum the Chronicle of Higher

- COB awarded 102 scholarships (undergraduate and graduate) for a total of \$ 56,175 in scholarships.
- The College specifically provided 4 diversity scholarships of \$2,000 annually and has increased the scholarship scoring weight for minority applications in general.
- COB organized a business career fair on October 30, 2018 in partnership with TTU's career development center services at the Multipurpose Room. 29 businesses participated.
- A Law School Forum was organized by Dept. of Accounting on October 30, 2018. it was attended by Representatives from two law schools, Memphis and Knoxville, and faculty from TTU Political Science Department. on Tuesday, Oct. 30 in 401 during dead hour.
- An Internship Seminar was held in Johnson Hall on April 5, 2019. Topics included "What is the Value of an Internship; Why should I spend my time doing this: How does it t t s63-6 (d)-0.7

TTU and College of Business Enrollment Headcount Fall 2014-Fall 2018

	2014	2015	2016	2017	2018	3-
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- Population increases, particularly in the greater Nashville Metropolitan Area, along with improving graduation rates are expected to result in a moderate (approximately 8%) increase in high school graduates in Tennessee during the next 5 years.

PG 3: Provide faculty support

1. Hiring

- A tenure track faculty member in the rank of an assistant professor to start in Fall 2018, was hired in Accounting.
- A tenure track faculty member in the rank of an assistant professor was hired in Decision Sciences to start in ~~2018~~ 2019
- A faculty member in the rank of an associate professor was hired in Economics. He also serves as the Chair of the Department of Economics, Finance and Marketing starting July 2019.
- A tenure track faculty member in the rank of an assistant professor has been hired in Business Management to start in Fall 2019
- In A temporary instructor's position in Decision Sciences and Management has been converted to that of a Lecturer starting Fall 2019

2. Full time faculty strength in ~~2018~~ 2019 was 32.

3. A Faculty Deployment and Resource Plan developed in 2018 has been implemented. It proactively addresses the objective to reduce the number of faculty overload assignments through optimization of course schedules and assignments utilization of qualified adjuncts, and acquisition of additional faculty resources. The structural overloads have been reduced.

SLO 1: Demonstrate competency in the core business areas

ETS Content Area Results (2019)

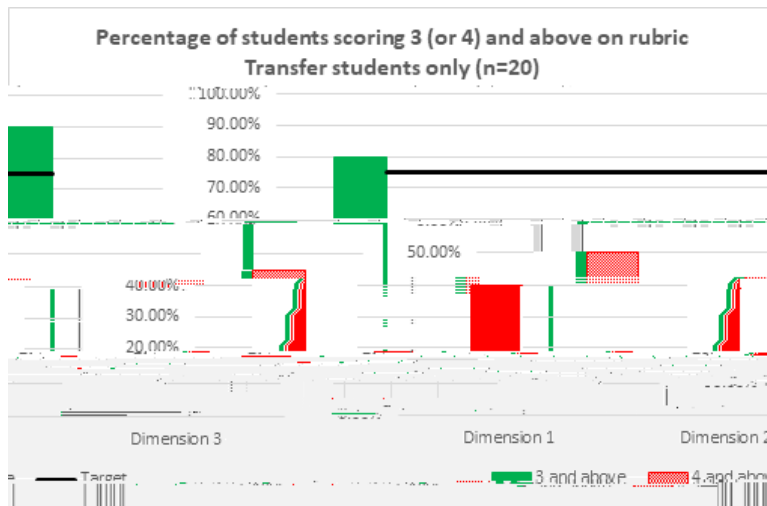
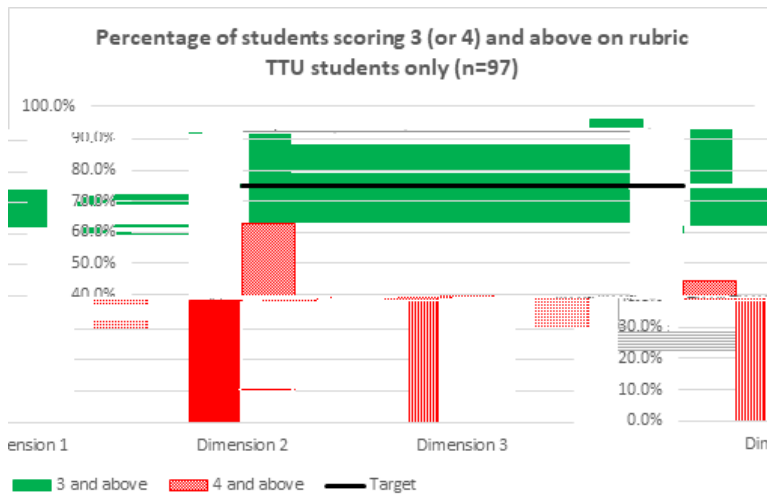
Content Area	Spring 2015	Fall 2015
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Discussion of Results

- Spring 2018: The overall median score in the ETS Major Field Test continued to show improvement from previous semesters and met the (national median) benchmark for the overall score. Scores in seven of nine content areas improved from prior assessments.

SLO 2: Demonstrate awareness of ethical implications

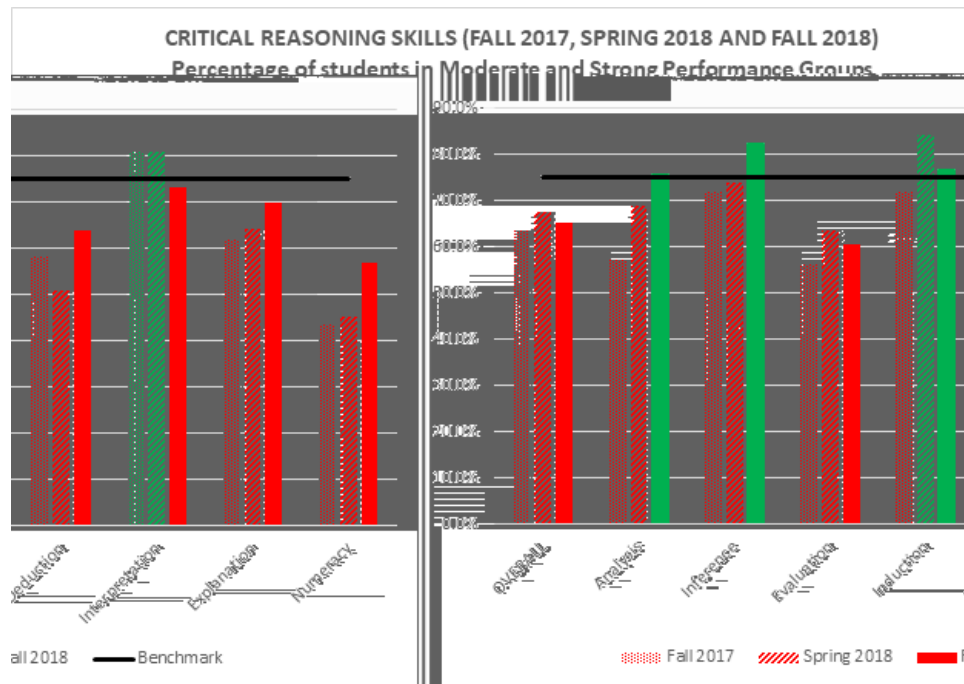
Fall 2018

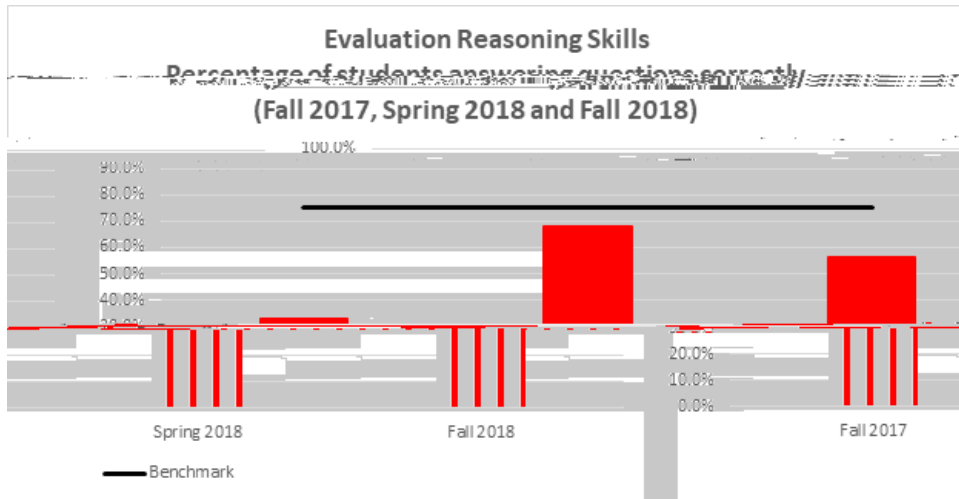


Discussion of Results

- All COB students completed online sexual harassment training in their freshman experience classes.
- Fall 2018: An ethics scenario (with questions corresponding to the three dimensions of ethical awareness) was provided to students affiliating to upper division courses as well as transfer students from non-TTU institutions. The purpose of this assessment was to 1) determine the level of ethical awareness and acumen of incoming students and 2) compare the results to those previously obtained in regular (end of program) assessments thereby providing a basis for determining whether systematic interventions were effectively improving students' abilities along the defined ethical dimensions. Faculty assessed student answers to questions regarding the scenario using the ethics rubric. Consistent with prior end-of-program results, the benchmark of at least 75% of students scoring 3 and above on a 4-point scale was met for the dimensions, 1 recognizing ethical dilemmas and 2 identifying reporting mechanisms. The benchmark was not met for dimension 3 identifying relevant stakeholders. The results were similar for TTU students only and transfer students only.
- Assessors assessed student answers to questions about the ethics scenario using a similar but more refined rubric than the one used on previous assessments.

SLO 3: Demonstrate ability for problem solving





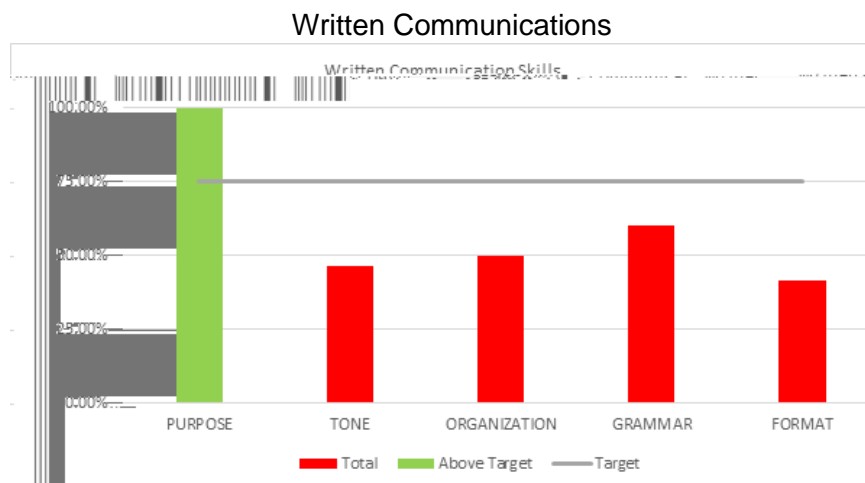
Discussion of Results

- The CCTSN results for Fall 2018 are provided in Chart 1 and compared with those for Fall 2017 and Spring 2018. The results continue to show that Overall results for Fall 2018 do not meet the benchmark. The results for Analysis, Inference and Induction met the benchmark. The results for Evaluation, Deduction, Interpretation, Explanation and Numeracy did not meet the benchmark.
- Chart 2 shows the results from Fall 2017 (ECON 2010 and ECON 3610), Spring 2018 (ACCT 2120 and DS 3620), and Fall 2018 (FIN 3210). Student performance in evaluation reasoning skills, remain below the benchmark.

SLO 4: Demonstrate communication skills

Written Communication

The results shown below were obtained in Spring 2018 from an assessment of writing samples from Business Strategy BMGT 4930, a core business class. The following discussion refers to these results.



Discussion of Results

- The benchmark was not met for four of the five dimensions of written communication skillstone, *organization, grammar and format*. The benchmark was met for the *purpose* dimension.
- Percentages of students scoring *excellent* or *good* failed to reach the 75% benchmark in all except one category: Purpose.
- Students firmly kept purpose at the center of their writing: 100% of the writers reached the COB target of scoring *5/excellent* or *4/good*. Students followed instructions from the professors to complete short analyses or summaries of business situations. Students demonstrated their understanding of the task and their ability to adhere to the main objectives.
- As in preceding semesters, students had problems with conciseness and professional language. The score for *excellent* or *good* in the category of Tone and Word Choice was 46.67%, well below the 75% benchmark. The Organization and Logic category was only slightly higher: 50% of the students reached the target of a 5 or 4 score. Vague pronouns and awkward structure sometimes made following explanations difficult.
- Scores for Knowledge of Conven(K)-2.7 (n)2.2 (o)4.2 (w)-3.3 (leD 59 >>Bi51)-0.7 (i.8 ()10.6 (s)-4.3 (t)-

the COB written communications rubric. The design, not the assessments, was changed and approved by the Undergraduate Committee.

Discussion of Results

- The average score was 4.61, or 92.2%. Student averaged Excellent or Good in each category: Purpose, Format & Organization, Presentation Skills, and Nonverbal Presentation Skills. The results exceeded the COB Benchmark of 75% of students scoring Excellent or Good.
- Visual Aids / Use of Media was missing from this semester's assessments because of technical

economic, geopolitical, and other factors, we anticipate that an innovative market

SLO 1: Demonstrate competency in the core business areas

To address poor performance in ETS content areas of Quantitative Business Analysis and International Issues, sequencing of the core Business Analytics course and a core class with International emphasis will be considered by the Undergraduate Committee in ~~2019~~.

New discipline-specific minors in management, business information technology and analytics, human resources management, an (aghbTdy)-7.5 ()10.6 (t)-6 (h)-0.7 (e)-6 (U)7.6 (n)-0..4 (an)2.2 3(e)-32w(e)-6 (c213 2T800ific.ilitc-2.9yi7.6 ((n)2a12. Im)-676 (n)2a7 (m)-63 (k)e-342.rim rmenam i(n)2a12.(t)-il-(ific)-1im ntep1 (e)-3

SLO 4: Demonstrate communication skills

Improvement in student written and oral communication skills is a major emphasis of the BMGT 3720 Business Communications core class now required of all students. In addition to the Online Writing Tutorial and the GrammORNot App, the course includes technology and ~~based~~ learning. These now include AI simulations, virtual meetings, multimedia presentations, email and report writing, and social networking sites. An improved EAGLE Online Writing Tutorial now includes: formatting tips for professional reports; sample business letter and memo formats with explanations; and streamlining explanations of writing tips for quick lessons. With assistance from the TTU Art Department, iCube is continuing to develop new educational games for the COB GrammORNot App available as an online resource for students throughout their degree program(s).

Appendix 1: Curriculum Map

Undergraduate Curriculum Map Fall 2016 to Fall 2020

Goal 1