

Tarleton State University

Detailed Assessment Report 2016-2017 Marketing, B.B.A.

As of: 8/29/2017 11:39 AM CST

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The primary mission of the Marketing BBA degree program is to provide educational and professional training relevant to the practice of Marketing, couched within a broader Business Administration background which will allow graduates to become productive members of their profession.

Goals

G 1: To promote professionalism and responsibility

To equip students with discipline specific knowledge and skillsets that will make them desirable candidates in today's professional job market and will ultimately lead to successful careers, responsible citizens, and effective leaders in the business field. (This is a Stephenville, Fort Worth, and Waco program)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Oral Communication

Student will present a professional oral presentation. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, ACCT/MGMT/BCIS 4350. Students will develop this knowledge and skill in ACCT/MGMT/BCIS 4350, MGMT 3301, BUSI 4359, BUSI 3312. Students will master this knowledge in BUSI 3312. (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

2.1.1 UG-Communicate effectively orally

Strategic Plan Associations

College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

Related Measures

M 1: Presentation

On each campus/modality, students will give an oral presentation in BUSI 3312. These presentations will be evaluated according to the sustainability matrix by the faculty member using the faculty developed oral presentation rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System. (This is a Stephenville, Fort Worth, and Waco program)

Source of Evidence: Presentation, either individual or group

Target:

At least 75% of students will meet or exceed expectations on the Oral Communication Rubric.

Finding (2016-2017) - Target: Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Oral Communication findings for each campus show that 94% of Stephenville students, 100% of FTW students and 75% of Waco students met expectations. The combined total for all campuses showed 93% met expectations.

Related Action Plans (by Established cycle, then alpha):

Summer Assessment 2017

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY
 RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders *
 Appoint/assign a Coordinator/Leader to every program offered by COBA →
 Coordinators/Leaders as academically qualified in the field → mapped
 courses selection, assessment data collection and analysis → curriculum
 development and review → a liaison among department heads, faculty, and
 Accreditation Manager * The need to generate discipline/program specific
 learning goal(s) → to demonstrate the need and the uniqueness of each
 discipline/program * Participation → encourage participation from all (i.e.,
 18) programs currently offered by COBA RECOMMENDATIONS FOR
 ACADEMIC IMPROVEMENTS Critical Thinking * Recommendations → for
 Critical Thinking in general, encourage faculty to use cases/simulation in
 class. → for “Gather relevant information from credible sources”, encourage
 faculty to instruct students to use library resources (e.g., embed library
 resources in the Blackboard course shell, Ms. Cathy Wilterding at the
 Library is a valuable resource). Ethics * Recommendations → encourage
 faculty to use ethical dilemma scenarios from various sources (e.g.,
 textbooks) for class assignment. → encourage faculty to spend more time
 discussing ethical dilemma scenarios from various sources (e.g., textbooks,
 Bloomsburg Businessweek). Global * Recommendations → encourage
 faculty to incorporate resources other than textbooks (e.g., YouTube,
 Businessweek, etc.). → encourage faculty to invite colleagues from
 different countries/cultures as guest speakers (e.g., Zoom and Blackboard
 Collaborate are great video conferencing options for real-time interaction
 between the speakers and students). Oral Communication *
 Recommendation → encourage faculty to administer student peer
 evaluation in class before students give their final, formal presentations. →
 encourage faculty to utilize Zoom and Blackboard Collaborate; they are
 great video conferencing options to allow students to provide real-time peer
 feedback. Technology * No recommendation at this point, due to BCIS 4350
 Management Information Systems’ going through course re-structure.
 Written Communication * Recommendations → encourage faculty to
 instruct students to utilize Writing Center. → encourage faculty to
 administer student peer evaluation in class before students turn in their final
 assignments (e.g., the utilization of PeerMark within Turnitin for students to
 complete their peer reviews provides students a place to look for feedback
 and a method for faculty to monitor the level of student participation in the
 peer review process). RECOMMENDATIONS FOR SYSTEM
 IMPROVEMENTS In General * The same learning outcomes be measured
 in multiple courses → in addition to the current mapped courses, each
 program assigns a required course for assessment (e.g., a capstone
 course) * Communications between Program Coordinators/Leaders to
 ensure the recommendations be implemented Critical Thinking *
 Recommendations → add FINC 3301 Principles of Financial Management
 and/or BCIS 4350 Management Information Systems to the list of mapped
 courses in Fall 2017. → encourage faculty to utilize the Critical Thinking
 rubrics. Ethics * Recommendation → re-map the courses for assessment.
 Global * Recommendation → implement the new Global rubrics in Fall,
 2017. Oral Communication * Recommendations → raise expectations, or
 → review and revise the current rubrics. Technology * Recommendation →
 administer the new rubrics in BCIS 4350 Management Information Systems
 in Fall, 2017. Written Communication * Recommendation → research the
 discrepancy between the assessment outcomes (i.e., student writing skills

meet the expectations) and the perception of faculty (i.e., students cannot write).

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking | Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

SLO 2: Written Communication

Student will prepare a professional written document. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312. Students will develop this knowledge and skill in ACCT/MGMT/BCIS 4350, BUSI 4359, BUSI 3312. Students will master this knowledge in BUSI 3312, ACCT/MGMT/BCIS 4350. (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

2.1.2 UG-Communicate effectively in writing

Strategic Plan Associations

College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

Related Measures

M 2: Written Assignment

On each campus/modality, students will complete a written assignment in BUSI 3312 and BCIS/MGMT/ACCT 4350. The assignments will be evaluated according to the sustainability matrix by the faculty member using the faculty developed written communication rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System. (This is a Stephenville, Fort Worth, and Waco program)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

At least 75% of students will meet or exceed expectations on the Written Communications Rubric.

Finding (2016-2017) - Target: Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Written Communication findings for each campus show that 82% of Stephenville students, 87% of FTW students and 75% of Waco students met expectations. The combined total for all campuses showed 82% met expectations.

Related Action Plans (by Established cycle, then alpha):

Summer Assessment 2017

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY
RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders *

Appoint/assign a Coordinator/Leader to every program offered by COBA → Coordinators/Leaders as academically qualified in the field → mapped courses selection, assessment data collection and analysis → curriculum development and review → a liaison among department heads, faculty, and Accreditation Manager * The need to generate discipline/program specific learning goal(s) → to demonstrate the need and the uniqueness of each discipline/program * Participation → encourage participation from all (i.e., 18) programs currently offered by COBA RECOMMENDATIONS FOR ACADEMIC IMPROVEMENTS Critical Thinking * Recommendations → for Critical Thinking in general, encourage faculty to use cases/simulation in class. → for “Gather relevant information from credible sources”, encourage faculty to instruct students to use library resources (e.g., embed library resources in the Blackboard course shell, Ms. Cathy Wilterding at the Library is a valuable resource). Ethics * Recommendations → encourage faculty to use ethical dilemma scenarios from various sources (e.g., textbooks) for class assignment. → encourage faculty to spend more time discussing ethical dilemma scenarios from various sources (e.g., textbooks, Bloomsburg Businessweek). Global * Recommendations → encourage faculty to incorporate resources other than textbooks (e.g., YouTube, Businessweek, etc.). → encourage faculty to invite colleagues from different countries/cultures as guest speakers (e.g., Zoom and Blackboard Collaborate are great video conferencing options for real-time interaction between the speakers and students). Oral Communication * Recommendation → encourage faculty to administer student peer evaluation in class before students give their final, formal presentations. → encourage faculty to utilize Zoom and Blackboard Collaborate; they are great video conferencing options to allow students to provide real-time peer feedback. Technology * No recommendation at this point, due to BCIS 4350 Management Information Systems’ going through course re-structure. Written Communication * Recommendations → encourage faculty to instruct students to utilize Writing Center. → encourage faculty to administer student peer evaluation in class before students turn in their final assignments (e.g., the utilization of PeerMark within Turnitin for students to complete their peer reviews provides students a place to look for feedback and a method for faculty to monitor the level of student participation in the peer review process). RECOMMENDATIONS FOR SYSTEM IMPROVEMENTS In General * The same learning outcomes be measured in multiple courses → in addition to the current mapped courses, each program assigns a required course for assessment (e.g., a capstone course) * Communications between Program Coordinators/Leaders to ensure the recommendations be implemented Critical Thinking * Recommendations → add FINC 3301 Principles of Financial Management and/or BCIS 4350 Management Information Systems to the list of mapped courses in Fall 2017. → encourage faculty to utilize the Critical Thinking rubrics. Ethics * Recommendation → re-map the courses for assessment. Global * Recommendation → implement the new Global rubrics in Fall, 2017. Oral Communication * Recommendations → raise expectations, or → review and revise the current rubrics. Technology * Recommendation → administer the new rubrics in BCIS 4350 Management Information Systems in Fall, 2017. Written Communication * Recommendation → research the discrepancy between the assessment outcomes (i.e., student writing skills meet the expectations) and the perception of faculty (i.e., students cannot write).

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking
| Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

SLO 3: Ethics

Students will analyze ethical dilemmas to make appropriate decisions. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, ACCT/MGMT/BCIS 4350, BUSI 4344, FINC 4301, ECON 4301, BUSI 4359, BUSI 4332, BUSI 3311, FINC 3301, ACCT 2304, ACCT 2303. Students will develop this knowledge and skill in MGMT 3301, BUSI 4359, MKTG 3314, BUSI 4344, FINC 4301, ECON 4301, BUSI 4332, FINC 3301. Students will master this knowledge in MGMT 3301, BUSI 4359, MKTG 3314, BUSI 4344, FINC 4301, ECON 4301, BUSI 4332, FINC 3301. (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

2.2.3 UG-Practice ethical decision making

Strategic Plan Associations

College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

Related Measures

M 3: Written Assignment

On each campus/modality, students will complete a written assignment in BUSI 4332. The assignments will be evaluated according to the sustainability matrix by the faculty member using the faculty developed ethics rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System. (This is a Stephenville, Fort Worth, and Waco program)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

At least 75% of the students will meet or exceed expectations on the Ethics Rubric.

Finding (2016-2017) - Target: Partially Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Ethics findings for each campus show that 82% of Stephenville students met expectations. No MKTG students were measured on the FTW and Waco campuses. The combined total for all campuses measured showed 82% met expectations.

Related Action Plans (by Established cycle, then alpha):

Summer Assessment 2017

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY
RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders *
Appoint/assign a Coordinator/Leader to every program offered by COBA →
Coordinators/Leaders as academically qualified in the field → mapped
courses selection, assessment data collection and analysis → curriculum
development and review → a liaison among department heads, faculty, and
Accreditation Manager * The need to generate discipline/program specific
learning goal(s) → to demonstrate the need and the uniqueness of each
discipline/program * Participation → encourage participation from all (i.e.,
18) programs currently offered by COBA RECOMMENDATIONS FOR

ACADEMIC IMPROVEMENTS Critical Thinking * Recommendations → for Critical Thinking in general, encourage faculty to use cases/simulation in class. → for “Gather relevant information from credible sources”, encourage faculty to instruct students to use library resources (e.g., embed library resources in the Blackboard course shell, Ms. Cathy Wilterding at the Library is a valuable resource). Ethics * Recommendations → encourage faculty to use ethical dilemma scenarios from various sources (e.g., textbooks) for class assignment. → encourage faculty to spend more time discussing ethical dilemma scenarios from various sources (e.g., textbooks, Bloomsburg Businessweek). Global * Recommendations → encourage faculty to incorporate resources other than textbooks (e.g., YouTube, Businessweek, etc.). → encourage faculty to invite colleagues from different countries/cultures as guest speakers (e.g., Zoom and Blackboard Collaborate are great video conferencing options for real-time interaction between the speakers and students). Oral Communication * Recommendation → encourage faculty to administer student peer evaluation in class before students give their final, formal presentations. → encourage faculty to utilize Zoom and Blackboard Collaborate; they are great video conferencing options to allow students to provide real-time peer feedback. Technology * No recommendation at this point, due to BCIS 4350 Management Information Systems’ going through course re-structure. Written Communication * Recommendations → encourage faculty to instruct students to utilize Writing Center. → encourage faculty to administer student peer evaluation in class before students turn in their final assignments (e.g., the utilization of PeerMark within Turnitin for students to complete their peer reviews provides students a place to look for feedback and a method for faculty to monitor the level of student participation in the peer review process). RECOMMENDATIONS FOR SYSTEM IMPROVEMENTS In General * The same learning outcomes be measured in multiple courses → in addition to the current mapped courses, each program assigns a required course for assessment (e.g., a capstone course) * Communications between Program Coordinators/Leaders to ensure the recommendations be implemented Critical Thinking * Recommendations → add FINC 3301 Principles of Financial Management and/or BCIS 4350 Management Information Systems to the list of mapped courses in Fall 2017. → encourage faculty to utilize the Critical Thinking rubrics. Ethics * Recommendation → re-map the courses for assessment. Global * Recommendation → implement the new Global rubrics in Fall, 2017. Oral Communication * Recommendations → raise expectations, or → review and revise the current rubrics. Technology * Recommendation → administer the new rubrics in BCIS 4350 Management Information Systems in Fall, 2017. Written Communication * Recommendation → research the discrepancy between the assessment outcomes (i.e., student writing skills meet the expectations) and the perception of faculty (i.e., students cannot write).

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking

| Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

SLO 4: Critical Thinking

Student will solve business problems. STRATEGIES: Students will be introduced to this knowledge and skill in MATH 1325, ECON 2302, ACCT 2303, ACCT 2304, BUSI 3311, BCIS/MGMT/ACCT 4350, MGMT 3301, MKTG 3314, BUSI 3312. Students will develop this knowledge and skill in MATH 1325, ECON 2302, FINC 3301, BUSI 3311, BUSI 4332, MGMT 3301, MKTG 3314, BUSI 3312. Students will master this knowledge in BUSI 4359, MATH 1325. (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

2.3.2 UG-Demonstrate critical thinking and reasoning

Strategic Plan Associations

College of Business Administration

1 Achieve a high level of student learning and critical thinking

2 Develop and articulate high academic standards

Related Measures

M 4: Written Assignment

On each campus/modality, students will complete a written assignment in BUSI 4359. The assignments will be evaluated according to the sustainability matrix by the faculty member using the faculty developed Critical Thinking rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System. (This is a Stephenville, Fort Worth, and Waco program)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

At least 75% of students will meet or exceed expectations on the Critical Thinking Rubric.

Finding (2016-2017) - Target: Not Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Critical Thinking findings for each campus show that 0% of Stephenville students, 50% of FTW students and 0% of Waco students met expectations. The combined total for all campuses showed 7% met expectations.

Related Action Plans (by Established cycle, then alpha):

Summer Assessment 2017

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY
 RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders *
 Appoint/assign a Coordinator/Leader to every program offered by COBA →
 Coordinators/Leaders as academically qualified in the field → mapped
 courses selection, assessment data collection and analysis → curriculum
 development and review → a liaison among department heads, faculty, and
 Accreditation Manager * The need to generate discipline/program specific
 learning goal(s) → to demonstrate the need and the uniqueness of each
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 18) programs currently offered by COBA RECOMMENDATIONS FOR
 ACADEMIC IMPROVEMENTS Critical Thinking * Recommendations → for
 Critical Thinking in general, encourage faculty to use cases/simulation in
 class. → for "Gather relevant information from credible sources", encourage
 faculty to instruct students to use library resources (e.g., embed library
 resources in the Blackboard course shell, Ms. Cathy Wilterding at the
 Library is a valuable resource). Ethics * Recommendations → encourage
 faculty to use ethical dilemma scenarios from various sources (e.g.,
 textbooks) for class assignment. → encourage faculty to spend more time
 discussing ethical dilemma scenarios from various sources (e.g., textbooks,
 Bloomsburg Businessweek). Global * Recommendations → encourage

faculty to incorporate resources other than textbooks (e.g., YouTube, Businessweek, etc.). → encourage faculty to invite colleagues from different countries/cultures as guest speakers (e.g., Zoom and Blackboard Collaborate are great video conferencing options for real-time interaction between the speakers and students). Oral Communication * Recommendation → encourage faculty to administer student peer evaluation in class before students give their final, formal presentations. → encourage faculty to utilize Zoom and Blackboard Collaborate; they are great video conferencing options to allow students to provide real-time peer feedback. Technology * No recommendation at this point, due to BCIS 4350 Management Information Systems' going through course re-structure. Written Communication * Recommendations → encourage faculty to instruct students to utilize Writing Center. → encourage faculty to administer student peer evaluation in class before students turn in their final assignments (e.g., the utilization of PeerMark within Turnitin for students to complete their peer reviews provides students a place to look for feedback and a method for faculty to monitor the level of student participation in the peer review process). RECOMMENDATIONS FOR SYSTEM IMPROVEMENTS In General * The same learning outcomes be measured in multiple courses → in addition to the current mapped courses, each program assigns a required course for assessment (e.g., a capstone course) * Communications between Program Coordinators/Leaders to ensure the recommendations be implemented Critical Thinking * Recommendations → add FINC 3301 Principles of Financial Management and/or BCIS 4350 Management Information Systems to the list of mapped courses in Fall 2017. → encourage faculty to utilize the Critical Thinking rubrics. Ethics * Recommendation → re-map the courses for assessment. Global * Recommendation → implement the new Global rubrics in Fall, 2017. Oral Communication * Recommendations → raise expectations, or → review and revise the current rubrics. Technology * Recommendation → administer the new rubrics in BCIS 4350 Management Information Systems in Fall, 2017. Written Communication * Recommendation → research the discrepancy between the assessment outcomes (i.e., student writing skills meet the expectations) and the perception of faculty (i.e., students cannot write).

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking

| Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

SLO 5: Technology

Students will use spreadsheet technology to solve business problems. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, BCIS/ACCT/MGMT 4350, BUSI 3311, BCIS/ACCT 3301. Students will develop this knowledge and skill in BUSI 3312, FINC 3301, BCIS/ACCT 3301. Students will master this knowledge in BCIS/ACCT 3301. (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

2.3.1 UG-Effectively use technology and other information resources

Strategic Plan Associations

College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

Related Measures

M 5: Written Assignment

On each campus/modality, students will complete a written assignment in ACCT/BCIS 3301. These assignments will be evaluated according to the sustainability matrix by the faculty member using the faculty developed technology rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System. (This is a Stephenville, Fort Worth, and Waco program)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

At least 75% of the students will meet or exceed expectations on the Technology Rubric.

Finding (2016-2017) - Target: Partially Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Technology findings for each campus show that 94% of Stephenville students met expectations. No MKTG students were measured on the FTW or Waco campuses. The combined total for all campuses measured showed 94% met expectations.

Related Action Plans (by Established cycle, then alpha):

Summer Assessment 2017

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY
 RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders *
 Appoint/assign a Coordinator/Leader to every program offered by COBA →
 Coordinators/Leaders as academically qualified in the field → mapped
 courses selection, assessment data collection and analysis → curriculum
 development and review → a liaison among department heads, faculty, and
 Accreditation Manager * The need to generate discipline/program specific
 learning goal(s) → to demonstrate the need and the uniqueness of each
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 ACADEMIC IMPROVEMENTS Critical Thinking * Recommendations → for
 Critical Thinking in general, encourage faculty to use cases/simulation in
 class. → for "Gather relevant information from credible sources", encourage
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 resources in the Blackboard course shell, Ms. Cathy Wilterding at the
 Library is a valuable resource). Ethics * Recommendations → encourage
 faculty to use ethical dilemma scenarios from various sources (e.g.,
 textbooks) for class assignment. → encourage faculty to spend more time
 discussing ethical dilemma scenarios from various sources (e.g., textbooks,
 Bloomsburg Businessweek). Global * Recommendations → encourage
 faculty to incorporate resources other than textbooks (e.g., YouTube,
 Businessweek, etc.). → encourage faculty to invite colleagues from
 different countries/cultures as guest speakers (e.g., Zoom and Blackboard
 Collaborate are great video conferencing options for real-time interaction
 between the speakers and students). Oral Communication *
 Recommendation → encourage faculty to administer student peer
 evaluation in class before students give their final, formal presentations. →
 encourage faculty to utilize Zoom and Blackboard Collaborate; they are
 great video conferencing options to allow students to provide real-time peer
 feedback. Technology * No recommendation at this point, due to BCIS 4350

Management Information Systems' going through course re-structure. Written Communication * Recommendations → encourage faculty to instruct students to utilize Writing Center. → encourage faculty to administer student peer evaluation in class before students turn in their final assignments (e.g., the utilization of PeerMark within Turnitin for students to complete their peer reviews provides students a place to look for feedback and a method for faculty to monitor the level of student participation in the peer review process). RECOMMENDATIONS FOR SYSTEM IMPROVEMENTS In General * The same learning outcomes be measured in multiple courses → in addition to the current mapped courses, each program assigns a required course for assessment (e.g., a capstone course) * Communications between Program Coordinators/Leaders to ensure the recommendations be implemented Critical Thinking * Recommendations → add FINC 3301 Principles of Financial Management and/or BCIS 4350 Management Information Systems to the list of mapped courses in Fall 2017. → encourage faculty to utilize the Critical Thinking rubrics. Ethics * Recommendation → re-map the courses for assessment. Global * Recommendation → implement the new Global rubrics in Fall, 2017. Oral Communication * Recommendations → raise expectations, or → review and revise the current rubrics. Technology * Recommendation → administer the new rubrics in BCIS 4350 Management Information Systems in Fall, 2017. Written Communication * Recommendation → research the discrepancy between the assessment outcomes (i.e., student writing skills meet the expectations) and the perception of faculty (i.e., students cannot write).

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking

| Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

SLO 6: Global

Students will apply a global perspective to make business decisions. STRATEGIES: Students will be introduced to this knowledge and skill in BUSI 3312, MKTG 3314, MGMT 3301, BCIS/MGMT/ACC 4350, FINC 3301, ACCT 2303, ECON 2302. Students will develop this knowledge and skill in BUSI 3312, MKTG 3314, MGMT 3301, BCIS/MGMT/ACC 4350, FINC 3301, ECON 2302, BUSI 4359. Students will master this knowledge in BUSI 4344, FINC 4301, ECON 2301. (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

2.2.5 UG-Respect different viewpoints and cultures

Strategic Plan Associations

College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

Related Measures

M 6: Written Assignment

On each campus/modality, students will complete a written assignment in BUSI 4344, FINC 4301, or ECON 4301. The assignments will be evaluated according to the sustainability matrix by the faculty member using the faculty developed global rubric. The professor of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System. (This is a Stephenville, Fort Worth, and Waco program)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

At least 75% of students will meet or exceed expectations on the Global Rubric.

Finding (2016-2017) - Target: Partially Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Global findings for each campus show that 83% of Stephenville students, 33% of FTW students and 50% of Waco students met expectations. The combined total for all campuses showed 79% met expectations.

Related Action Plans (by Established cycle, then alpha):

Summer Assessment 2017

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 encourage faculty to utilize Zoom and Blackboard Collaborate; they are
 great video conferencing options to allow students to provide real-time peer
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 instruct students to utilize Writing Center. → encourage faculty to
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 IMPROVEMENTS In General * The same learning outcomes be measured
 in multiple courses → in addition to the current mapped courses, each

program assigns a required course for assessment (e.g., a capstone course) * Communications between Program Coordinators/Leaders to ensure the recommendations be implemented Critical Thinking * Recommendations → add FINC 3301 Principles of Financial Management and/or BCIS 4350 Management Information Systems to the list of mapped courses in Fall 2017. → encourage faculty to utilize the Critical Thinking rubrics. Ethics * Recommendation → re-map the courses for assessment. Global * Recommendation → implement the new Global rubrics in Fall, 2017. Oral Communication * Recommendations → raise expectations, or → review and revise the current rubrics. Technology * Recommendation → administer the new rubrics in BCIS 4350 Management Information Systems in Fall, 2017. Written Communication * Recommendation → research the discrepancy between the assessment outcomes (i.e., student writing skills meet the expectations) and the perception of faculty (i.e., students cannot write).

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking

| Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

SLO 7: Discipline Specific Knowledge

Students will demonstrate an understanding of discipline specific knowledge. STRATEGIES: Students will be introduced to this knowledge and skill in... Students will develop this knowledge and skill in... Students will master this knowledge in..... (This is a Stephenville, Fort Worth, and Waco program)

Relevant Associations:

General Education/Core Curriculum Associations

- 2.4.1 UG-Describe contemporary and enduring issues in the discipline
- 2.4.2 UG-Use techniques, skills, and tools necessary for practice of the discipline
- 2.4.3 UG-Identify and solve problems related to the discipline
- 2.4.4 Effectively use discipline specific technology

Strategic Plan Associations

College of Business Administration

- 1 Achieve a high level of student learning and critical thinking
- 2 Develop and articulate high academic standards

Related Measures

M 7: Standard Test

On each campus students will complete a standardized objective test covering general business and discipline specific knowledge through the Capsim software system in BUSI 4359. The test will be administered every semester. The professors of this course will report the data to the Accreditation Program Manager who will enter the data into the Assurance of Learning System.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Students will score 60% or above on the discipline specific portion of the Capsim exams.

Finding (2016-2017) - Target: Partially Met

The Marketing major is offered on the Stephenville, FTW and Waco campuses. Discipline Specific findings for each campus show that 22% of Stephenville students and 100% of FTW students met expectations. No MKTG students were measured on the Waco campus. The combined total for all campuses measured showed 25% met expectations. Only 4% of the MKTG students met expectations on the General Business portion of the Capsim assessment.

Related Action Plans (by Established cycle, then alpha):**Summer Assessment 2017**

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY
 RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders *
 Appoint/assign a Coordinator/Leader to every program offered by COBA →
 Coordinators/Leaders as academically qualified in the field → mapped
 courses selection, assessment data collection and analysis → curriculum
 development and review → a liaison among department heads, faculty, and
 Accreditation Manager * The need to generate discipline/program specific
 learning goal(s) → to demonstrate the need and the uniqueness of each
 discipline/program * Participation → encourage participation from all (i.e.,
 18) programs currently offered by COBA RECOMMENDATIONS FOR
 ACADEMIC IMPROVEMENTS Critical Thinking * Recommendations → for
 Critical Thinking in general, encourage faculty to use cases/simulation in
 class. → for “Gather relevant information from credible sources”, encourage
 faculty to instruct students to use library resources (e.g., embed library
 resources in the Blackboard course shell, Ms. Cathy Wilterding at the
 Library is a valuable resource). Ethics * Recommendations → encourage
 faculty to use ethical dilemma scenarios from various sources (e.g.,
 textbooks) for class assignment. → encourage faculty to spend more time
 discussing ethical dilemma scenarios from various sources (e.g., textbooks,
 Bloomsburg Businessweek). Global * Recommendations → encourage
 faculty to incorporate resources other than textbooks (e.g., YouTube,
 Businessweek, etc.). → encourage faculty to invite colleagues from
 different countries/cultures as guest speakers (e.g., Zoom and Blackboard
 Collaborate are great video conferencing options for real-time interaction
 between the speakers and students). Oral Communication *
 Recommendation → encourage faculty to administer student peer
 evaluation in class before students give their final, formal presentations. →
 encourage faculty to utilize Zoom and Blackboard Collaborate; they are
 great video conferencing options to allow students to provide real-time peer
 feedback. Technology * No recommendation at this point, due to BCIS 4350
 Management Information Systems’ going through course re-structure.
 Written Communication * Recommendations → encourage faculty to
 instruct students to utilize Writing Center. → encourage faculty to
 administer student peer evaluation in class before students turn in their final
 assignments (e.g., the utilization of PeerMark within Turnitin for students to
 complete their peer reviews provides students a place to look for feedback
 and a method for faculty to monitor the level of student participation in the
 peer review process). RECOMMENDATIONS FOR SYSTEM
 IMPROVEMENTS In General * The same learning outcomes be measured
 in multiple courses → in addition to the current mapped courses, each
 program assigns a required course for assessment (e.g., a capstone
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Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Presentation | **Outcome/Objective:** Oral Communication

Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

Measure: Written Assignment | **Outcome/Objective:** Critical Thinking | Ethics | Global | Technology | Written Communication

Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Faculty driven assessment

Groups of faculty members will be initiated to analyze and disseminate the assessment data for each rubric. The faculty members will assess the data and make recommendations for program improvements, then they will assess the rubric and the assessment process. The rubric data will be used to refine the curriculum and the process as well.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Implementation Description: Faculty groups will make recommendations for curriculum and process improvements. Recommendations will be presented for discussion at a COBA faculty meeting. Faculty will ultimately decide which changes will be made and then initiate those changes.

Projected Completion Date: 12/2015

Responsible Person/Group: COBA faculty

Changing measurement to CompXM

In the past we have administered the ETS Major Field Test in the Fall semester capstone courses as a measurement for discipline specific knowledge. This method has proven to be ineffective for two reasons. 1) The test have historically been administered in the fall semesters only, resulting in a small sample size and 2) when the small sampling of the smaller majors is then divided by the campus locations, many of the majors end up with three or less students being measured. This is not providing quality assessment. In addition to this, the scheduling and administering of the exam itself has turned into quite a time consuming task. As a result, COBA has decided to discontinue the use of the ETS Major Field Test after the Fall 2015 testing period. We will be switching to the CompXM system, which will be integrated into all of the capstone courses. This change will not only solve the above mentioned problems by assessing every student taking our capstone course, but it will also better align our assessment with the requirements of the AACSB.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Implementation Description: Adding CompXM simulation software to all BUSI 4359 capstone courses

Responsible Person/Group: BUSI 4359 Course Leader and all Faculty teaching the course

Additional Resources: CompXM software

Faculty driven assessment

In January 2017, the COBA faculty will divide into groups. Each group will analyze the data from one rubric. The group will discuss the strengths and weaknesses shown in the assessment data and possible program and system improvements. After the discussion, the faculty group will narrow the possible improvement ideas down to two or three and then make formal recommendations for program and system improvements. The group will also be asked to develop an implementation plan for those recommendations. The goal is to get the recommendations implemented before the Fall 2017 semester so the 2017/18 school year rubric data will close the loop on this assessment cycle.

Established in Cycle: 2015-2016

Implementation Status: Finished

Priority: High

Implementation Description: To be determined by faculty

Projected Completion Date: 01/2019

Responsible Person/Group: COBA faculty groups

Summer Assessment 2017

SUMMER GROUP ASSESSMENT-RECOMMENDATION SUMMARY

RECOMMENDATIONS IN GENERAL Program Coordinators/Leaders * Appoint/assign a Coordinator/Leader to every program offered by COBA → Coordinators/Leaders as academically qualified in the field → mapped courses selection, assessment data collection and analysis → curriculum development and review → a liaison among department heads, faculty, and Accreditation Manager * The need to generate discipline/program specific learning goal(s) → to demonstrate the need and the uniqueness of each discipline/program * Participation → encourage participation from all (i.e., 18) programs currently offered by COBA

RECOMMENDATIONS FOR ACADEMIC IMPROVEMENTS

Critical Thinking * Recommendations → for Critical Thinking in general, encourage faculty to use cases/simulation in class. → for "Gather relevant information from credible sources", encourage faculty to instruct students to use library resources (e.g., embed library resources in the Blackboard course shell, Ms. Cathy Wilterding at the Library is a valuable resource). Ethics * Recommendations → encourage faculty to use ethical dilemma scenarios from various sources (e.g., textbooks) for class assignment. → encourage faculty to spend more time discussing ethical dilemma scenarios from various sources (e.g., textbooks, Bloomsburg Businessweek). Global * Recommendations → encourage faculty to incorporate resources other than textbooks (e.g., YouTube, Businessweek, etc.). → encourage faculty to invite colleagues from different countries/cultures as guest speakers (e.g., Zoom and Blackboard Collaborate are great video conferencing options for real-time interaction between the speakers and students). Oral Communication * Recommendation → encourage faculty to administer student peer evaluation in class before students give their final, formal presentations. → encourage faculty to utilize Zoom and Blackboard Collaborate; they are great video conferencing options to allow students to provide real-time peer feedback. Technology * No recommendation at this point, due to BCIS 4350 Management Information Systems' going through course re-structure. Written Communication * Recommendations → encourage faculty to instruct students to utilize Writing Center. → encourage faculty to administer student peer evaluation in class before students turn in their final assignments (e.g., the utilization of PeerMark within Turnitin for students to complete their peer reviews provides students a place to look for feedback and a method for faculty to monitor the level of student participation in the peer review process).

RECOMMENDATIONS FOR SYSTEM IMPROVEMENTS

In General * The same learning outcomes be measured in multiple courses → in addition to the current mapped courses, each program assigns a required course for assessment (e.g., a capstone course) * Communications between Program

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Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

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Measure: Standard Test | **Outcome/Objective:** Discipline Specific Knowledge

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Implementation Description: COBA Faculty were given the recommendations and asked to begin incorporating them into their courses beginning Fall 2017.

Responsible Person/Group: COBA Faculty

Additional Resources: n/a

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

If the rubric items are defined well, they do measure individual performance outcomes over the different campuses well, above 75%, excluding online courses. The rubrics should be tested over different campuses and online courses to see whether or not there are some academic and/or systematic errors. Five out of the six rubrics either met or partially met the goal. These rubrics measured three campuses, except the online campus, to demonstrate variations in performance of the student body. These outcomes help to examine the areas instructors and the system should be working on. Generally, these rubrics have shown that the program is moving toward a promising direction, especially for the Stephenville campus. Therefore, despite the low participation rates for the FTW and Waco campuses, the system is actually working effectively.