I - Institutional Information

O 4. List all accredited programs (as they appear in your catalog).

Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion names:

QA Report

Requires no assignment.

Institution Response

O 4. List All Accredited Programs (as they appear in your catalog):

Bachelor of Business Administration (BBA) majoring in:

• Accounting
• Finance
• Information Systems
• Management
• Marketing
• General Business

Accreditation information is shared with the public on the College of Business Administration website (http://www.tamuk.edu/CBA/About_the_College/index.html). Currently it reads “The Bachelor of Business Administration (BBA) program at Texas A&M University-Kingsville is accredited by the Accreditation Council for
Business Schools and Programs (ACBSP).

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Master of Business Administration (MBA) online.

College website reads: “The Bachelor of Business Administration (BBA) program at Texas A&M University-Kingsville is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).”

O 6. List all campuses that a student can earn a business degree from your institution:

Texas A&M University–Kingsville has only one (main) campus where a student can earn a business degree.

O 7. Person completing report

Name: Dr, Natalya (Natasha) Delcoure, Dean

Phone: (361) 593-5989

E-mail Address: Natalya.Delcoure@tamuk.edu

ACBSP Champion Name: Dr. Natalya (Natasha) Delcoure, Dean

ACBSP Co-Champion Name: Dr. Jesus Carmona, Associate Dean

Sources

There are no sources.
II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report. Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy, consider attaching an appendix to QA report):

Remove Condition:

Remove Note:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report

Status: Completed | Due Date: Not Set

Assigned To
Not Assigned

Institution Response

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

*The Baccalaureate/Graduate Degree Board of Commissioners met on November 17-18, 2014, and reviewed your report. After review, the board voted to accept your report and reinstate accreditation for your business programs. The Board provided the following comments:

Remove Condition on Standard 6.

Place Note on Standard 3: While the business unit has implemented many methods to gather stakeholder data and the data is used anecdotally to improve programs, please develop and deploy systematic approaches to collect student and stakeholder information, trend the results, analyze the trends, and use the information for planning educational programs, offerings, and services.

Place Condition on Standard 4: Although embedded assessments to understand why MFT results are below goals are in the process of being implemented for all programs, one set of data is available for most programs, but not all programs and two programs are still outstanding due to the course cycle for the programs. In order to have a robust student learning outcome (SLO) assessment program, TAMUK must analyze trends and track continuous improvement of programs based on the assessments recently implemented. In addition, the two programs for which
results are not yet available must be reported in the next QA report.

The Condition must be removed by 9/15/2018. Progress on the Note must be reported in your future quality assurance reports. Your next quality assurance report will be due 9/15/2015 and your reaffirmation is scheduled for 2018.

Remove Condition: Remove Condition on Standard 4

Remove Note: Remove Note on Standard 3

Explain the progress made in removing the note or condition:

Standard #3 Student and Stakeholder Focus

In spring/fall 2014 the College administered the EBI survey to employers and 1, 3 and 5-year alumni. Administering the EBI survey annually is an expensive endeavor for a school the size of the College of Business Administration at Texas A&M University-Kingsville. Therefore, and after careful consultation with College stakeholders (e.g., students, faculty, staff, Advisory Board and Advisory Councils) and University administration, it was decided to administer the EBI survey every two years. Next EBI survey is scheduled to be administered in fall 2016. In between EBI survey administration, the College relies on indirect assessment data gathered from in-house survey instruments (e.g., senior survey, survey of Advisory Board and Advisory Councils, survey of Student Advisory Board, faculty survey). In-house surveys are administered on a regular basis. For example, the Senior Survey is administered three times a year (e.g., fall, spring, summer) since 2009. The College Advisory Board and Advisory Councils are surveyed every spring since 2010. The College faculty survey is administered yearly in spring.

Furthermore, the College Administration gathers information from College Dean’s Advisory Council and Departmental Advisory Councils meetings which assemble regularly - twice during academic year (fall and spring). The College Student Advisory Board (which was formed in fall 2014 as a result of business students’ input during their meeting with Dean Delcoure in spring 2014) meets with the College administration monthly throughout academic year.

College of Business Administration leadership team and faculty carefully analyze results of these surveys, brainstorm, and develop an action plan whether/how to address stakeholders’ comments/input. The following tangible improvements have taken place as a result of the analysis of survey results and meetings with stakeholders during 2014 – 2015 academic year:

1. Hired an additional tenure track faculty in management:
   - Dr. Michael Knight, Assistant Professor in Management started fall 2015
     - College of Business Administration now offers a wide range of Management electives to Management majors. In 2010-2012, many Management majors had to substitute management classes with other business electives due to Management faculty shortage. Students brought up their concern regarding management electives to College Administration. College of Business Administration hired Lecturer in Management (ABD) in spring 2014 and an Assistant Professor in Management in fall 2014

2. The Texas A&M System imposed an administrative hiring freeze in June 2014. It affected student services including career services, advising, IT, etc. Even though the hiring freeze is still in effect, but due to the increase in the CBA undergraduate enrollment and comments expressed by business students in Senior Survey, University President is now considering to hire an additional undergraduate student advisor for the College of Business Administration and an internship coordinator as early as fall 2015 regardless whether PWC imposed hiring freeze is lifted or remains in place.
   - Students asked for an additional advisor during their meetings with Dean Delcoure; in Senior Survey; in EBI survey
3. Led by students, the College of Business Administration joined Principles of Responsible Management Education (PRME) in 2014 – joined initiatives between business schools and United Nations.

- Students led sustainability initiative on TAMU-K campus and movement within the College of Business Administration.

4. The Association of Information Technology Professionals (A.I.T.P.) set out to become a student chapter on the national level in spring 2015.

- Students expressed their interest to form a national chapter of Association of Information Technology Professionals and asked for College of Business Administration faculty and administration support of this initiative.

5. Members of the Delta Sigma Pi society participated in the leadership conference.

- Students expressed interest to participate in networking and development activities offered by International Society. TAMU-K’s chapter leadership asked for College of Business Administration help with travel expenses. This is the 2nd year College supports students’ leadership development initiative. In the past students did not have an opportunity to travel.

6. Members of Accounting Society and senior accounting majors assisted with the preparation of income tax returns in the local community through Volunteer Income Tax Assistance (VITA) program.

- One of the oldest and strongest service learning initiatives on campus. It is supported by the College of Business Administration, accounting faculty, and College of Business Administration Accounting Society.

7. Offer Accounting majors ExamMatrix CPA review software to prepare for the CPA exam.

- College of Business Administration Advisory Board and Advisory Council and accounting alumni continue to express strong ambition to rejuvenate the legacy of TAMU-K’s accounting major. The College of Business Administration purchased 50 licenses for the ExamMatrix CPA review software to assist accounting majors with preparation for the CPA exam. The software is installed on computers in the College computer lab and is available to all accounting majors, business students, and College alumni. It is also incorporated in Accounting curricula in upper level accounting classes in order to develop more interest among Accounting majors to pursue CPA career path. College extends use of the ExamMatrix database to College alumni who want to sit for the CPA exam. This is offered to them for free.

8. Offer students study abroad – Germany, China, India.

- Students ask for opportunities to travel and study abroad in their Senior Survey; at Student Advisory Board meetings. Starting summer 2015, College offers multiple study abroad venues to business students. In the past business students were offered limited Study Abroad options - co-op agreement with UT - PanAm, Edinburg.

9. Expand faculty/student collaborative research.

- In response to students comments in EBI survey and Senior survey, College of Business Administration Curriculum and Standards Committee formalized “for credit” student-faculty collaborative research project guidelines.

10. Revamped Student Professional Developed Program (SPDP).

- SPDP was completely redesigned based on stakeholders’ input (e.g., Advisory Board, students, alumni, employers). The redesigned program has a new webpage. The program is led by a management faculty member instead of staff. All four workshops are enhanced with updated and relevant content. For example, the Job Campaign Workshop includes an interactive panel with members of the College of Business Advisory Board.
Board. In addition, all business majors starting sophomore year are required to register with the University Career Services and attend Career Fair effective fall 2015. All business majors are required to participate in Career Assessment during their freshmen year.

11. Based on students' input, the College of Business Administration expanded tutorial services to business students under the umbrella of the Center for Students Success. Now business students can get tutorial help in finance, accounting, business statistics, economics, and supply chain management.

12. Increase ties with business community through Executive in Residency program.

- In fall 2014, the College of Business Administration launched the Executive-in-Residence Program for undergraduate business majors. The program provides students with opportunities to engage in real-world consulting with actual businesses and non-profit-organizations. The College received very positive comments from students about this initiative. The program expanded beginning fall 2015 from four to five executives to accommodate more students.

13. Growing the internship program, enhancing student job placement, and offering other value-added experiences.

- College stakeholders (e.g., Advisory Board, students, alumni, employers) perceive internships to be very valuable experience to business students and helpful in gaining full-time employment. The College of Business Administration was successful in expanding internship opportunities for business majors in 2014 - 2015 academic year. This was a result of joint efforts of the College, College Advisory Board, employers, alumni, and University Career Services. In summer 2015, close to 50 business students were interning at companies around South Texas (e.g., HEB, Stripes, Celanese, Fastenal, Coldwell Banker, Greens Energy Group, KCF Credit Union, Nueces Electric, Bay Ltd., Employee Retirement Services, NNSA-HACU, and Whataburger).

14. Offer financial support to business students through a scholarship program. As a result, in the 2014-2015 academic year the College awarded scholarships to 42 recipients totaling $32,006 including incoming freshmen (Presidential Scholars).

15. Enhancing students experience through the following student business organizations:

- Delta Mu Delta Chapter
- Delta Sigma Pi
- Accounting Society
- Financial Management Association Chapter
- Javelina Marketing Club
- Association of Information Technology Professionals

Standard #4 Measurement and Analysis of Student Learning and Performance

In fall 2014, the College of Business Administration adopted a new mission, vision and core values. The mission statement was developed through a systematic process involving faculty and other stakeholders (e.g., students, staff, Advisory Board, Advisory Councils) with controls to ensure that it was compatible with the mission of the University.

New College mission: “The College of Business Administration is a school of opportunity providing an accessible, quality business education that empowers both working and full-time students of all ages and diverse backgrounds, transforming their lives. To accomplish this mission, we provide a comprehensive business education to emerging leaders of the region, the state of Texas, national, and international communities.”

New College Vision:
- High quality teaching programs that produce graduates who are valued by employers and citizens who positively impact society.
- Engagement of stakeholders through professional and community service.
- Excellence in business and pedagogical research advancing academics, extending business knowledge, and contributing to practice.
**Core Values:**
* Excellence – College of Business Administration is driven by excellence in teaching, research, and service.
* Experiential learning – College of Business Administration prepares students for life-long learning using innovative pedagogies and experiential learning through engagement with local businesses and community, professional development, and cross-cultural experiences.
* Ethics – College of Business Administration faculty and staff set the highest standards of academic and professional behavior.
* Engagement – College of Business Administration embraces diversity, open communication, collegiality, and collaboration.

The mission, vision, and core values are disseminated through a number of channels. They are posted on the University web page, published in the undergraduate catalog, published in our recruitment brochures, distributed at official meetings of the College of Business Administration (e.g., Advisory Council meetings), posted in the College building, and published in the syllabi of all classes taught by CBA faculty.

Texas A&M University – Kingsville is a Hispanic serving institution. The majority of our undergraduate students are first generation college students in their families. For them the College of Business Administration and Texas A&M University – Kingsville provide a truly transformational and empowering experience. A majority of undergraduate students pursuing business degrees balance family, full-time jobs and academic responsibilities.

The Bachelor of Business Administration (BBA) program is designed for two sub-populations. The first group is composed of high-achieving, full-time residential students in search of opportunities to gain first time employment in their fields or who are working toward acceptance into graduate-level programs. Students looking to obtain a degree to advance within their chosen industry or to enhance their skills and credentials to change industries or sectors comprise the second group. At spring 2015 faculty retreat, College faculty revised learning goals and objectives for BBA program and all six BBA majors, engaged in curricula mapping, and developed an assessment plan for each major.

**Bachelor of Business Administration Learning Goals:**
Learning Goal 1: Graduates will communicate effectively in a business context.
Learning Goal 2: Graduates will possess critical thinking and problem solving skills.
Learning Goal 3: Graduates will demonstrate ethical, cultural, and global consciousness.
Learning Goal 4: Graduates will competently utilize business technology.
Learning Goal 5: Graduates will exhibit knowledge of fundamental business concepts.

**Revised Learning Goals for Accounting Major:**
Learning Goal 1: Accounting majors will possess basic accounting and problem solving skills.

- Objective 1: Accounting majors will use appropriate analytical techniques to identify accounting problems in a business context.
- Objective 2: Accounting majors will evaluate options and their implications.
- Objective 3: Accounting majors will formulate alternative solutions to an accounting problem.

Learning Goal 2: Accounting majors will communicate effectively in business context using appropriate technology.

- Objective 1: Accounting majors will write professional accounting report.
- Objective 2: Accounting majors will deliver professional oral presentation on an accounting topic.

Learning Goal 3: Accounting majors will demonstrate ethical consciousness.

- Objective 1: Accounting majors will recognize, analyze, and defend a solution to ethical problems.

**Revised Learning Goals for Finance Majors:**
Learning Goal 1: Finance majors will possess basic finance and problem solving skills.

- Objective 1: Finance majors will use appropriate analytical techniques to identify finance problems in a business context.
Objective 2: Finance majors will evaluate options and their implications.
Objective 3: Finance majors will formulate alternative solutions to a finance problem.

Learning Goal 2: Finance majors will communicate effectively in business context using appropriate technology.

- Objective 1: Finance majors will write professional business report.
- Objective 2: Finance majors will deliver professional oral presentation on a finance topic.

Learning Goal 3: Finance majors will demonstrate ethical consciousness.
Objective 1: Finance majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for General Business Majors:
Learning Goal 1: General Business majors will possess basic critical thinking and problem solving skills.

- Objective 1: General business majors will use appropriate analytical techniques to identify business problems in a business context.
- Objective 2: General business majors will evaluate options and their implications.
- Objective 3: General business majors will formulate alternative solutions to a business problem.

Learning Goal 2: General business majors will communicate effectively in business context using appropriate technology.

- Objective 1: General business majors will write professional business report.
- Objective 2: General business majors will deliver professional oral presentation.

Learning Goal 3: General business majors will demonstrate ethical consciousness.

- Objective 1: General business majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for General Business Majors Product Pricing Concentration:
General Business majors pursuing Product pricing concentration must meet learning goals and objectives of General Business major and

Learning Goal 4: General business majors will possess knowledge of fundamental business issues/processes in product pricing.

- Objective 1: General business majors will be able to analyze the competitive and strategic position of a firm and its pricing implications.

Revised Learning Goals for Information Systems Majors:
Learning Goal 1: Information systems majors will possess basic critical thinking and problem solving skills.

- Objective 1: Information systems majors will use appropriate analytical techniques to identify business problems in a business context.
- Objective 2: Information systems majors will evaluate options and their implications.
- Objective 3: Information systems majors will formulate alternative solutions.

Learning Goal 2: Information Systems majors will possess programming skills.

- Objective 1: Information systems majors will design a database using SQL.

Learning Goal 3: Information Systems majors will communicate effectively in business context using appropriate
technology.

- Objective 1: Information Systems majors will write professional business report.
- Objective 2: Information Systems majors will deliver professional oral presentation.

Learning Goal 4: Information Systems majors will demonstrate ethical consciousness.

Objective 1: Information Systems majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for Management Majors:
Learning Goal 1: Management majors will possess basic management and problem solving skills.

- Objective 1: Management majors will use appropriate analytical techniques to identify management problems in a business context.
- Objective 2: Management majors will evaluate options and their implications.
- Objective 3: Management majors will formulate alternative solutions to a management problem.

Learning Goal 2: Management majors will communicate effectively in business context using appropriate technology.

- Objective 1: Management majors will write professional business report.
- Objective 2: Management majors will deliver professional oral presentation on a management topic.

Learning Goal 3: Management majors will demonstrate ethical, cultural, and global consciousness.

- Objective 1: Management majors will recognize, analyze, and defend a solution to ethical problems.
- Objective 2: Management majors will define key cultural and global issues in a business context.

Revised Learning Goals for Marketing Majors:
Learning Goal 1: Marketing majors will possess basic marketing and problem solving skills.

- Objective 1: Marketing majors will use appropriate analytical techniques to identify marketing problems in a business context.
- Objective 2: Marketing majors will evaluate options and their implications.
- Objective 3: Marketing majors will formulate alternative solutions to a marketing problem.

Learning Goal 2: Marketing majors will communicate effectively in business context using appropriate technology.

- Objective 1: Marketing majors will write professional business report.
- Objective 2: Marketing majors will deliver professional oral presentation on a marketing topic.

Learning Goal 3: Marketing majors will demonstrate ethical and global consciousness.

- Objective 1: Marketing majors will recognize, analyze, and defend a solution to ethical problems.
- Objective 2: Marketing majors will define key global issues in a business context.

On the College level, assessment activities are coordinated by the Assessment Committee. The Committee is chaired by Dr. Valerie Bartelt, Assistant Professor in the Department of Management, Marketing, and Information Systems. The Assessment Committee is charged with the development and implementation of a systematic assessment program and is responsible for the continuous review of program and major learning goals adopted by the faculty; tools; measuring rubrics; data collection; generation of assessment reports; and presentation of assessment data to the College faculty. The Committee is also responsible for putting together next semester assessment schedule. An example of fall 2015 assessment schedule is attached. The Committee is composed
of College faculty and represents each of the two College departments and their respective disciplines.

Assessment cycle begins with the review of results from the previous semester/year and the collection of information during the current semester/year in order to assess learning goals. The Committee meets monthly with posted agendas and minutes available on the faculty portal. The Assessment Committee works closely with the College Curriculum and Standards Committee, in fact, the Chair of the Assessment Committee is ex-officio of the Curriculum Committee and vice versa to ensure that faculty initiatives which result in curriculum changes are efficiently implemented. The work of the Assessment Committee culminates with the semi-annual faculty retreat. Faculty engage in extensive review and discussion of the assessment findings at these meetings. The Chair and members of the Assessment Committee are available to answer faculty questions about assessment at any time. The Assessment Committee organizes faculty workshops. The Assessment data is uploaded in STEPS – assessment software system which is used to maintain assessment data, analyze assessment results, produce assessment reports.

Lessons of 2014 - 2015 academic year:

1. To facilitate direct assessment, the College has invested in STEPS, a web-based assessment software application used to collect, analyze, document, store and distribute direct assessment data.

2. Prior to 2014 – 2015 academic year, CBA faculty used course embedded quiz and test questions for direct ACBSP assessment. Results of students’ learning outcomes were inconsistent: student learning outcomes measured on a major level would demonstrate improvements; however, students’ performance on the Major Field Test (MFT) which was taken during their last semester before graduation would continue to decline compared to the peer institutions. “Closing the loop” initiatives did not prove themselves as effective as faculty had anticipated.

3. Since BBA majors had overlapping learning goals, for example, students in all business majors were expected to be effective communicators; possess analytical skills, it would be inherent to assess similar learning goals in a consistent way across majors. Grade on a presentation or score on the assignment seldom provides such consistency across assignments and majors. Therefore, in spring 2015, faculty decided to switch to standardized rubric assessment. Faculty developed rubrics to assess ethical consciousness; global consciousness; discipline specific skills; written communication skills; and oral communication skills since these were common ACBSP learning goals across BBA majors. Switching to rubric assessment allowed College to standardize assessment of student learning outcomes and perform evaluation based on desired traits using uniform six-point grading scale (“1…2” deficient; “3…4” competent; “5…6” exemplary) rather than a subjective grading or scoring.

4. Based on the previous assessment experience, faculty learned that lower-level major classes should be used to introduce and emphasize concepts. The faculty decided to administer assessments in 400-level major classes, if possible, after the learning goals and objectives have been introduced and emphasized, preferably in more than one major class. During the same semester, faculty developed “curricula map” for each major. This map guides faculty where a concept is introduced, emphasized, and assessed. Assessment Committee created “Assessment Corner” in the Dean’s Office – an interactive bulletin where assessment information is displayed (e.g., major and program learning goals and objectives, assessment map, assessment schedule, etc.). This bulletin is updated on as needed basis but no less frequent than once a semester.

5. Prior to valuation deployment faculty went through "calibration" exercise to ensure consistency in assessment. It helped with reliability in assessment and minimized "outliers." In fact, there were no extreme (too high or too low) cases in spring assessment across all majors. Calibration exercise helped faculty to develop a standardized assessment approach. In addition, each STEPS student record had a room for faculty to write down notes if needed. These notes were used later by Assessment Committee and College faculty at fall 2015 retreat in analyzing assessment results. For example, finance majors demonstrated exceptionally low scores on oral communication "engaging audience" trait. Assessment committee generated STEPS report with faculty notes and suggested additional "closing the loop" initiatives to finance faculty to help finance majors with this learning deficiency at fall 2015 retreat.

6. Rubric assessment demonstrated that students across majors share common deficiencies. For example, common deficiency in oral communication exhibited by all business majors was low competency in "engaging audience" trait. Students read information from slides instead of presenting it. In the past, faculty recognized students' deficiency in oral communication; however, initiatives to address it on a major level were not as effective as faculty hoped for. Most of these initiatives were developed and implemented in silos. Rubric assessment gave faculty a broader picture
and allowed them to develop a systematic plan to address students' learning deficiencies in a methodical way and hopefully be much more effective in "closing the loop" in the future semesters.

7. Faculty became much more proactive in "closing the loop" initiatives during spring 2015 brainstorming session dedicated to ACBSP assessment results and "closing the loop initiatives." In the past, "closing the loop" initiatives were "flat," redundant, repetitive (e.g. "additional attempts on each test were utilized to increase the student's retention on these topics," "students were made aware of how important is to take assessment seriously in order to be competitive in business world," "incorporate discussion questions at the end of the lecture during class"). Rubrics assessment allowed faculty to see a "bigger" picture in student's learning process and started changing the College assurance of learning culture.

8. Faculty learned that assignments used for assessment purposes must be meaningful in terms of overall class grade. Faculty agreed that most assessment will be conducted 50%-75% after the beginning of the semester. Using end-of-the-semester assignments for assessment purposes should be minimized with exception of timing of MFT deployment and Capstone class.

9. At spring 2015 faculty retreat, faculty agreed to minimize using multiple-choice; true/false questions in class as graded deliverables. Instead, it is advisable to utilize integrated cases and questions.

10. The undergraduate business curriculum is undergoing major changes based on the indirect (e.g. EBI survey of alumni, employers, students' exit survey results, Dean's Advisory Board survey, etc.) and direct assessment. All undergraduate courses are in the process of been reviewed and redesigned by College faculty when necessary. This process will continue in fall 2015. The capstone course was already revised substantially. It is now required that all students taking this course prepare a presentation for the end-of-semester case competition event. The performance of groups in the case competition event is measured by external judges.

11. In general, the faculty showed strong commitment to helping students improve their oral communication, critical thinking, and writing skills. In an effort to improve oral communication skills, the College faculty will incorporate oral presentation assignments in selected classes and share oral communication rubrics with students, as guidelines on how to make good presentations, in all classes where presentations are required. Using these rubrics, the faculty would provide feedback to the students and requires students to utilize the College facilities - Presentation rooms - to record and review presentations. In an effort to improve writing, the College faculty encouraged student to visit the University's Writing Center for help with the structure of their paper, grammar and spelling. Traits and rubrics for written communication will continue to be given to students as guidelines on how to prepare written documents using the rubrics. Faculty will continue providing students with feedback on all written assignments. Development of critical thinking skills and their application in the field of study are a universal goal of higher education. Understanding the problem is the first step in the critical thinking process. To further increase students' opportunities to develop and practice their critical thinking skills, faculty decided to assign additional integrated homework problems and cases related to critical thinking; solve more examples in classes; offer tutoring sessions and explore new pedagogy in class (e.g., flipped classrooms).

Sources

- BBA_GoalsMap
- BBA_GoalsMap (page number 4)
- BBA_GoalsMap (page number 5)
- BBA_GoalsMap (page number 6)
- BBA_GoalsMap (page number 7)
- BBA_GoalsMap (page number 8)
- BBA_GoalsMap (page number 9)
• BBA_GoalsMap (page number 10)
• Fall 2015 ACBSP Assessment Chart
III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in STANDARD #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

Texas A&M University - Kingsville is a public university. It provides information to the public thru a variety of methods, including Office of Institutional Research Dashboard (http://www.tamuk.edu/oir/OIRDashboards/index.html) which provides a variety of reports about students enrollment; success and retention; degree completion; college portrait; and course related data.

On a College level, College of Business Administration sends monthly E-Business Bulletin to external and internal stakeholders. E-Business Bulletin updates external and internal stakeholders about College of Business Administration events, students and faculty accomplishments, including student achievement such as assessment results and program results. The most recent issue of E-Business Bulletin is posted on College website.

ACBSP Quality Assurance (QA) report (http://www.tamuk.edu/CBA/About_the_College/Accreditation.html) and information about College graduation and retention are posted on the College of Business Administration website (http://www.tamuk.edu/cba/Undergraduate_Students/index.html).

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

College of Business Administration sends monthly E-Business Bulletin to external and internal stakeholders. E-Business Bulletin updates external and internal stakeholders about College of Business Administration events, student and faculty accomplishments, including results of students’ learning outcomes. The most recent issue
of E-Business Bulletin is posted on College website. Furthermore, this information is shared with members of the Dean's Advisory Council and members of Departmental Advisory Board which meet twice a year (fall and spring). ACBSP Quality Assurance (QA) Report is posted on the College of Business website. Refer to standard 4 for more details and related Figures.

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

Graduation rates, retention rates, and job placement rates are reported annually in the federal IPEDS completions report by TX A&M University – Kingsville Office of Institutional Research. ACBSP Quality Assurance (QA) Report is posted on the College of Business website. Refer to standard 6 for more details and related Figures. Information about College graduation and retention are posted on the College of Business Administration website (http://www.tamuk.edu/cba/Undergraduate_Students/index.html).

Sources

There are no sources.
1 - Standard 1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus, on-campus, online) that have been added since your last report.

QA Report

Assigned To
Not Assigned

Institution Response

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

1. Dr. Natalya Delcoure was appointed a Dean effective July 1, 2013.
2. Dr. Jesus Carmona was appointed an Associate Dean effective June 2, 2014.
3. Dr. Jack Shorter was appointed a Chair of Management, Marketing, and Information Systems department effective December 1, 2013.
4. Dr. Martha Sale was appointed a Chair of Accounting and Finance department effective September 1, 2014.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, online) that have been added since your last report?

N/A

Sources

There are no sources.
2 - Standard 2 Strategic Planning

This standard is not typically addressed in the QA report. This is used as a placeholder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

QA Report

| Status: Completed | Due Date: Not Set |

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.
3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

*Performance measures may include:* satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

*Measurement instrument or processes may include:* end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

**QA Report**

**Assign To:** Not Assigned

**Status:** Completed | **Due Date:** Not Set

**Institution Response**

Targeted and served student segments within the College of Business Administration include prospective students, undergraduate students and graduate students. Other than students, the major stakeholders include College Alumni, Internship sponsors/employers, the business community, and full-time and part-time faculty and staff. The primary method of gathering relevant information from students and stakeholders is through the use of surveys. Every semester students fill out Student Rating of Instructions (SRI) - a standardized survey instrument of faculty performance. This instrument is developed with the input of the University faculty and approved by the faculty Senate. SRI is standardized across all classes and is administered online. Furthermore, graduating students are given an end of program evaluation (Senior Survey) which assesses their satisfaction with their entire program’s outcomes. Other stakeholders are also issued periodic surveys to gauge their expectation and satisfaction with the College offered programs and services including the Alumni, College of Business Administration faculty and staff, and employers (EBI survey was administered in spring/fall 2014).

In the spring of 2015, the College changed the Dean’s Advisory Board survey to capture a better fit for the Board Members. Board Members were asked in which area they think the College of Business can utilize them better; the survey provided mainly 6 areas: branding & public awareness, Student Professional Development Program (SPDP), strategy building, fundraising, student internships, and career placement.

**Standard 3 - Criterion 3,8**

**Sources**
- Standard3
- Standard3 (page number 4)
4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes.

List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student’s transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

Assigned To
Not Assigned

Status: Completed | Due Date: Not Set

Institution Response

In fall 2014, the College of Business Administration adopted a new mission, vision and core values. The mission statement was developed through a systematic process involving faculty and other stakeholders (e.g., students, staff, Advisory Board, Advisory Councils) with controls to ensure that it was compatible with the mission of the University.

New College mission: “The College of Business Administration is a school of opportunity providing an accessible, quality business education that empowers both working and full-time students of all ages and diverse backgrounds, transforming their lives. To accomplish this mission, we provide a comprehensive business education to emerging leaders of the region, the state of Texas, national, and international communities.”

New College Vision:
* High quality teaching programs that produce graduates who are valued by employers and citizens who positively impact society.
* Engagement of stakeholders through professional and community service.
* Excellence in business and pedagogical research advancing academics, extending business knowledge, and contributing to practice.

Core Values:
* Excellence – College of Business Administration is driven by excellence in teaching, research, and service.
* Experiential learning – College of Business Administration prepares students for life-long learning using innovative pedagogies and experiential learning through engagement with local businesses and community, professional development, and cross-cultural experiences.
* Ethics – College of Business Administration faculty and staff set the highest standards of academic and professional behavior.
* Engagement – College of Business Administration embraces diversity, open communication, collegiality, and
The mission, vision, and core values are disseminated through a number of channels. They are posted on the University web page, published in the undergraduate catalog, published in our recruitment brochures, distributed at official meetings of the College of Business Administration (e.g., Advisory Council meetings), posted in the College building, and published in the syllabi of all classes taught by CBA faculty.

Texas A&M University – Kingsville is a Hispanic serving institution. The majority of our undergraduate students are first generation college students in their families. For them the College of Business Administration and Texas A&M University – Kingsville provide a truly transformational and empowering experience. A majority of undergraduate students pursuing business degrees balance family, full-time jobs and academic responsibilities.

The Bachelor of Business Administration (BBA) program is designed for two sub-populations. The first group is composed of high-achieving, full-time residential students in search of opportunities to gain first time employment in their fields or who are working toward acceptance into graduate-level programs. Students looking to obtain a degree to advance within their chosen industry or to enhance their skills and credentials to change industries or sectors comprise the second group. At spring 2015 faculty retreat, College faculty revised learning goals and objectives for BBA program and all six BBA majors, engaged in curricula mapping, and developed an assessment plan for each major.

Bachelor of Business Administration Learning Goals:

Learning Goal 1: Graduates will communicate effectively in a business context.
Learning Goal 2: Graduates will possess critical thinking and problem solving skills.
Learning Goal 3: Graduates will demonstrate ethical, cultural, and global consciousness.
Learning Goal 4: Graduates will competently utilize business technology.
Learning Goal 5: Graduates will exhibit knowledge of fundamental business concepts.

Revised Learning Goals for Accounting Major:

Learning Goal 1: Accounting majors will possess basic accounting and problem solving skills.

• Objective 1: Accounting majors will use appropriate analytical techniques to identify accounting problems in a business context.
• Objective 2: Accounting majors will evaluate options and their implications.
• Objective 3: Accounting majors will formulate alternative solutions to an accounting problem.

Learning Goal 2: Accounting majors will communicate effectively in business context using appropriate technology.

• Objective 1: Accounting majors will write professional accounting report.
• Objective 2: Accounting majors will deliver professional oral presentation on an accounting topic.

Learning Goal 3: Accounting majors will demonstrate ethical consciousness.

• Objective 1: Accounting majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for Finance Majors:

Learning Goal 1: Finance majors will possess basic finance and problem solving skills.

• Objective 1: Finance majors will use appropriate analytical techniques to identify finance problems in a business context.
• Objective 2: Finance majors will evaluate options and their implications.
• Objective 3: Finance majors will formulate alternative solutions to a finance problem.
Learning Goal 2: Finance majors will communicate effectively in business context using appropriate technology.

• Objective 1: Finance majors will write professional business report.
• Objective 2: Finance majors will deliver professional oral presentation on a finance topic.

Learning Goal 3: Finance majors will demonstrate ethical consciousness.

Objective 1: Finance majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for General Business Majors:

Learning Goal 1: General Business majors will possess basic critical thinking and problem solving skills.

• Objective 1: General business majors will use appropriate analytical techniques to identify business problems in a business context.
• Objective 2: General business majors will evaluate options and their implications.
• Objective 3: General business majors will formulate alternative solutions to a business problem.

Learning Goal 2: General business majors will communicate effectively in business context using appropriate technology.

• Objective 1: General business majors will write professional business report.
• Objective 2: General business majors will deliver professional oral presentation.

Learning Goal 3: General business majors will demonstrate ethical consciousness.

• Objective 1: General business majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for General Business Majors Product Pricing Concentration:

General Business majors pursuing Product pricing concentration must meet learning goals and objectives of General Business major and

Learning Goal 4: General business majors will possess knowledge of fundamental business issues/processes in product pricing.

• Objective 1: General business majors will be able to analyze the competitive and strategic position of a firm and its pricing implications.

Revised Learning Goals for Information Systems Majors:

Learning Goal 1: Information systems majors will possess basic critical thinking and problem solving skills.

• Objective 1: Information systems majors will use appropriate analytical techniques to identify business problems in a business context.
• Objective 2: Information systems majors will evaluate options and their implications.
• Objective 3: Information systems majors will formulate alternative solutions.

Learning Goal 2: Information Systems majors will possess programming skills.
• Objective 1: Information systems majors will design a database using SQL.

Learning Goal 3: Information Systems majors will communicate effectively in business context using appropriate technology.
• Objective 1: Information Systems majors will write professional business report.
• Objective 2: Information Systems majors will deliver professional oral presentation.
Learning Goal 4: Information Systems majors will demonstrate ethical consciousness.
Objective 1: Information Systems majors will recognize, analyze, and defend a solution to ethical problems.

Revised Learning Goals for Management Majors:

Learning Goal 1: Management majors will possess basic management and problem solving skills.
• Objective 1: Management majors will use appropriate analytical techniques to identify management problems in a business context.
• Objective 2: Management majors will evaluate options and their implications.
• Objective 3: Management majors will formulate alternative solutions to a management problem.

Learning Goal 2: Management majors will communicate effectively in business context using appropriate technology.
• Objective 1: Management majors will write professional business report.
• Objective 2: Management majors will deliver professional oral presentation on a management topic.

Learning Goal 3: Management majors will demonstrate ethical, cultural, and global consciousness.
• Objective 1: Management majors will recognize, analyze, and defend a solution to ethical problems.
• Objective 2: Management majors will define key cultural and global issues in a business context.

Revised Learning Goals for Marketing Majors:

Learning Goal 1: Marketing majors will possess basic marketing and problem solving skills.
• Objective 1: Marketing majors will use appropriate analytical techniques to identify marketing problems in a business context.
• Objective 2: Marketing majors will evaluate options and their implications.
• Objective 3: Marketing majors will formulate alternative solutions to a marketing problem.

Learning Goal 2: Marketing majors will communicate effectively in business context using appropriate technology.
• Objective 1: Marketing majors will write professional business report.
• Objective 2: Marketing majors will deliver professional oral presentation on a marketing topic.

Learning Goal 3: Marketing majors will demonstrate ethical and global consciousness.
• Objective 1: Marketing majors will recognize, analyze, and defend a solution to ethical problems.
• Objective 2: Marketing majors will define key global issues in a business context.

On the College level, assessment activities are coordinated by the Assessment Committee. The Committee is chaired by Dr. Valerie Bartelt, Assistant Professor in the Department of Management, Marketing, and Information Systems. The Assessment Committee is charged with the development and implementation of a systematic assessment program and is responsible for the continuous review of program and major learning goals adopted by the faculty; tools; measuring rubrics; data collection; generation of assessment reports; and presentation of assessment data to the College faculty. The Committee is also responsible for putting together next semester assessment schedule. An example of fall 2015 assessment schedule is attached. The Committee is composed of College faculty and represents each of the two College departments and their respective disciplines.

Assessment cycle begins with the review of results from the previous semester/year and the collection of information during the current semester/year in order to assess learning goals. The Committee meets monthly with posted agendas and minutes available on the faculty portal. The Assessment Committee works closely with the College Curriculum and Standards Committee, in fact, the Chair of the Assessment Committee is ex-officio of the Curriculum Committee and vice versa to ensure that faculty initiatives which result in curriculum changes are efficiently implemented. The work of the Assessment Commit culminates with the semi-annual faculty retreat. Faculty engage in extensive review and discussion of the assessment findings at these meetings. The Chair and members of the Assessment Committee are available to answer faculty questions about assessment at any time. The Assessment Committee organizes faculty workshops. The Assessment data is uploaded in STEPS – assessment software system which is used to maintain assessment data, analyze assessment results, produce assessment reports.

Lessons of 2014 - 2015 academic year:
1. To facilitate direct assessment, the College has invested in STEPS, a web-based assessment software application used to collect, analyze, document, store and distribute direct assessment data.

2. Prior to 2014 – 2015 academic year, CBA faculty used course embedded quiz and test questions for direct ACBSP assessment. Results of students’ learning outcomes were inconsistent: student learning outcomes measured on a major level would demonstrate improvements; however, students’ performance on the Major Field Test (MFT) which was taken during their last semester before graduation would continue to decline compared to the peer institutions. “Closing the loop” initiatives did not prove themselves as effective as faculty had anticipated.

3. Since BBA majors had overlapping learning goals, for example, students in all business majors were expected to be effective communicators; possess analytical skills, it would be inherent to assess similar learning goals in a consistent way across majors. Grade on a presentation or score on the assignment seldom provides such consistency across assignments and majors. Therefore, in spring 2015, faculty decided to switch to standardized rubric assessment. Faculty developed rubrics to assess ethical consciousness; global consciousness; discipline specific skills; written communication skills; and oral communication skills since these were common ACBSP learning goals across BBA majors. Switching to rubric assessment allowed College to standardize assessment of student learning outcomes and perform evaluation based on desired traits using uniform six-point grading scale (“1...2” deficient; “3...4” competent; “5...6” exemplary) rather than a subjective grading or scoring.

4. Based on the previous assessment experience, faculty learned that lower-level major classes should be used to introduce and emphasize concepts. The faculty decided to administer assessments in 400-level major classes, if possible, after the learning goals and objectives have been introduced and emphasized, preferably in more than one major class. During the same semester, faculty developed "curricula map" for each major. This map guides faculty where a concept is introduced, emphasized, and assessed. Assessment Committee created “Assessment Corner” in the Dean’s Office – an interactive bulletin where assessment information is displayed (e.g., major and program learning goals and objectives, assessment map, assessment schedule, etc.). This bulletin is updated on an as needed basis but no less frequent than once a semester.

5. Prior to valuation deployment faculty went through "calibration" exercise to ensure consistency in assessment. It helped with reliability in assessment and minimized "outliers." In fact, there were no extreme (too high or too low) cases in spring assessment across all majors. Calibration exercise helped faculty to develop a standardized assessment approach. In addition, each STEPS student record had a room for faculty to write down notes if needed. These notes were used later by Assessment Committee and College faculty at fall 2015 retreat in analyzing assessment results. For example, finance majors demonstrated exceptionally low scores on oral communication "engaging audience" trait. Assessment committee generated STEPS report with faculty notes and suggested additional “closing the loop” initiatives to finance faculty to help finance majors with this learning deficiency at fall 2015 retreat.

6. Rubric assessment demonstrated that students across majors share common deficiencies. For example, common deficiency in oral communication exhibited by all business majors was low competency in "engaging audience" trait. Students read information from slides instead of presenting it. In the past, faculty recognized students' deficiency in oral communication; however, initiatives to address it on a major level were not as effective as faculty hoped for. Most of these initiatives were developed and implemented in silos. Rubric assessment gave faculty a broader picture and allowed them to develop a systematic plan to address students’ learning deficiencies in a methodical way and hopefully be much more effective in "closing the loop" in the future semesters.

7. Faculty became much more proactive in "closing the loop" initiatives during spring 2015 brainstorming session dedicated to ACBSP assessment results and "closing the loop initiatives." In the past, "closing the loop" initiatives were "flat," redundant, repetitive (e.g. "additional attempts on each test were utilized to increase the student's retention on these topics," "students were made aware of how important is to take assessment seriously in order to be competitive in business world," "Incorporate discussion questions at the end of the lecture during class"). Rubrics assessment allowed faculty to see a "bigger" picture in student's learning process and started changing the College assurance of learning culture.

8. Faculty learned that assignments used for assessment purposes must be meaningful in terms of overall class grade. Faculty agreed that most assessment will be conducted 50%-75% after the beginning of the semester. Using end-of-the-semester assignments for assessment purposes should be minimized with exception of timing of MFT deployment and Capstone class.
9. At spring 2015 faculty retreat, faculty agreed to minimize using multiple-choice; true/false questions in class as graded deliverables. Instead, it is advisable to utilize integrated cases and questions.

10. The undergraduate business curriculum is undergoing major changes based on the indirect (e.g. EBI survey of alumni, employers, students' exit survey results, Dean's Advisory Board survey, etc.) and direct assessment. All undergraduate courses are in the process of been reviewed and redesigned by College faculty when necessary. This process will continue in fall 2015. The capstone course was already revised substantially. It is now required that all students taking this course prepare a presentation for the end-of-semester case competition event. The performance of groups in the case competition event is measured by external judges.

11. In general, the faculty showed strong commitment to helping students improve their oral communication, critical thinking, and writing skills. In an effort to improve oral communication skills, the College faculty will incorporate oral presentation assignments in selected classes and share oral communication rubrics with students, as guidelines on how to make good presentations, in all classes where presentations are required. Using these rubrics, the faculty would provide feedback to the students and requires students to utilize the College facilities - Presentation rooms - to record and review presentations. In an effort to improve writing, the College faculty encouraged student to visit the University's Writing Center for help with the structure of their paper, grammar and spelling. Traits and rubrics for written communication will continue to be given to students as guidelines on how to prepare written documents using the rubrics. Faculty will continue providing students with feedback on all written assignments. Development of critical thinking skills and their application in the field of study are a universal goal of higher education. Understanding the problem is the first step in the critical thinking process. To further increase students' opportunities to develop and practice their critical thinking skills, faculty decided to assign additional integrated homework problems and cases related to critical thinking; solve more examples in classes; offer tutoring sessions and explore new pedagogy in class (e.g., flipped classrooms).

Click the link for the revised learning goals and objectives, and curriculum mapping for:

- **Accounting**
- **Finance**
- **General Business, Product Pricing**
- **Information Systems**
- **Management**
- **Marketing**

**Results for the NEW Learning Goals implemented on the spring of 2015.**

**MFT Results**

For individual Major results for the new learning goals, click on each Major link

- **Accounting**
- **Finance**
- **General Business, Product Pricing**
For your reference, we included standard #4 prior to implementation of the new BBA learning goals in spring 2015.

Sources

- BBA_GoalsMap
- BBA_GoalsMap (page number 4)
- BBA_GoalsMap (page number 5)
- BBA_GoalsMap (page number 6)
- BBA_GoalsMap (page number 7)
- BBA_GoalsMap (page number 8)
- BBA_GoalsMap (page number 9)
- BBA_GoalsMap (page number 10)
- MFT_Results
- Standard4_SLO_Results_PriorToSpring2015
- Standard4_SLO_Results_Spring2015
- Standard4_SLO_Results_Spring2015 (page number 2)
- Standard4_SLO_Results_Spring2015 (page number 5)
- Standard4_SLO_Results_Spring2015 (page number 8)
- Standard4_SLO_Results_Spring2015 (page number 11)
- Standard4_SLO_Results_Spring2015 (page number 15)
- Standard4_SLO_Results_Spring2015 (page number 17)
5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - Faculty- and Staff-Focused Results found under the Evidence File above

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - New Full-Time and Part-Time Faculty Qualifications and Table 5.3 Standard 5, Criterion 5.8 - Scholarly and Professional Activities, found under the Evidence File tab above, for new full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

QA Report

Assigned To
Not Assigned

Institution Response

b. Faculty Qualifications

College of Business Administration did not hire new full-time/part-time faculty since last QA report.

Table 5.1
Table 5.2
Table 5.3

Sources

- Standard5_5_1
- Standard5_5_2
- Standard5_5_3
6 - Standard 6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

2. List any **new** degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

3. List any accredited programs that have been terminated since your last report.

4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

QA Report

**Status:** Completed | **Due Date:** Not Set

**Assigned To**
Not Assigned

**Institution Response**

1. College of Business Administration has not revised any degree programs since its last QA report.

2. College of Business Administration has not developed any new degree programs since its last QA report.

3. College of Business Administration has not terminated any degree programs since its last QA report.

Table 6.1 - Organizational Performance Results.

**Sources**

- Standard6
Appendixes
Standard 4 – Measurement and Analysis of Student Learning and Performance

In fall 2014, the College of Business Administration adopted new mission, vision and core values. The mission statement was developed through a systematic process involving faculty and other stakeholders (e.g., students, staff, Advisory Board, Advisory Councils) with controls to ensure that it was compatible with the mission of the University.

New College mission is: “The College of Business Administration is a school of opportunity providing an accessible, quality business education that empowers both working and full-time students of all ages and diverse backgrounds, transforming their lives. To accomplish this mission, we provide a comprehensive business education to emerging leaders of the region, the state of Texas, national, and international communities.”

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- High quality teaching programs that produce graduates who are valued by employers and citizens who positively impact society.
- Engagement of stakeholders through professional and community service.
- Excellence in business and pedagogical research advancing academics, extending business knowledge, and contributing to practice.

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- Excellence – College of Business Administration is driven by excellence in teaching, research, and service.
- Experiential learning – College of Business Administration prepares students for life-long learning using innovative pedagogies and experiential learning through engagement with local businesses and community, professional development, and cross-cultural experiences.
- Ethics – College of Business Administration faculty and staff set the highest standards of academic and professional behavior.
- Engagement – College of Business Administration embraces diversity, open communication, collegiality, and collaboration.

The mission, vision, and core values are disseminated through a number of channels. They are posted on the University web page, published in the undergraduate catalog, published in our recruitment brochures, distributed at official meetings of the College of Business Administration (e.g., Advisory Council meetings), posted in the College building, and published in the syllabi of all classes taught by CBA faculty. Texas A&M University – Kingsville is a Hispanic serving institution. The majority of our undergraduate students are first generation college students. For them the College of Business Administration and Texas A&M University – Kingsville provides a truly transformational and empowering experience. The majority of our undergraduate students pursuing business degrees balance family, full-time jobs and academic responsibilities. The undergraduate program (Bachelor of Business Administration) is designed for two sub-populations. The first group is comprised of high-achieving, full-time residential students in search of opportunities to gain first time employment in their fields or who are working toward acceptance into graduate-level programs. The second group is comprised of students looking to obtain a degree to advance within their chosen industry or to enhance their skills and credentials to
change industries or sectors. At the same time, with the input of the College stakeholders, the faculty revised the BBA learning goals.

**BBA Learning Goals:**

- Learning Goal 1: Graduates will communicate effectively in a business context.
- Learning Goal 2: Graduates will possess critical thinking and problem solving skills.
- Learning Goal 3: Graduates will demonstrate ethical, cultural, and global consciousness.
- Learning Goal 4: Graduates will competently utilize business technology.
- Learning Goal 5: Graduates will exhibit knowledge of fundamental business concepts.

At the spring 2015 faculty retreat, the College faculty revised the learning goals and objectives for all six Bachelor of Business Administration (BBA) majors, engaged in curricula mapping, and developed an assessment plan for each major. Based on the previous assessment experience, the faculty believed that lower level major classes should be used to introduce and emphasize main concepts. The faculty decided that assessment should be conducted in 400-level major classes, if possible after the learning goals and objectives have been introduced and emphasized, preferably in more than class. Prior to spring 2015 most of the assessments have been carried out using course embedded test/quiz questions. Assessment results were mixed - students would meet SLOs; however, perform poor on the MFT. Faculty "closing the loop" initiatives produced mixed results and lacked consistency. Many of these initiatives were carried out in "silos" rather systematically. Also, it became obvious that assessment instruments were ineffective. Students did not do well on the MFT which used integrated questions because students were not accustomed to them prior to taking the MFT. Few classes employed cases or/and individual projects for assessment purposes. At the spring 2015 faculty retreat, all these questions/concerns were discussed by College faculty. The faculty agreed that most majors based on input from College constituents (e.g., employers, Advisory Board members, alumni, etc) have overlapping learning goals. For example, students in all business majors are expected to be effective communicators and possess good analytical skills. The faculty also agreed that test/quiz embedded assessment does not provide a "full" picture and made a decision to move to standardized rubric assessment. The College faculty developed rubrics to assess ethical consciousness; global consciousness; discipline specific skills; written communication skills; and oral communication skills.

At the College level assessment, activities are coordinated by the Assessment Committee. The committee is chaired by Dr. Valerie Bartelt, Assistant Professor in the Department of Management, Marketing, and Information Systems. The Committee consists of faculty members from each department. Each member is appointed by the dean for a two or three-year term. These members can be reappointed. The Assessment Committee is responsible for the continuous review of program and major learning goals; tools, measuring rubrics, data collection, generation of assessment reports, and presentation of assessment data to College faculty. This is a cycle that begins with the review of results from the previous semester/year and the collection of information during the current semester/year in order to assess learning goals. The Committee meets monthly with posted agendas and minutes are available on the faculty portal. The Committee minutes enable the continuity required in the assessment and improvement process, recording progress on these efforts. The Assessment Committee works
closely with the College Curriculum and Standards Committee, in fact, the Chair of the Assessment Committee is ex-Officio on the Curriculum Committee and vice versa to ensure that faculty initiatives which result in curriculum changes are efficiently implemented. The work of the Assessment Committee culminates with the semi-annual faculty retreat. Faculty engage in extensive review and discussion of the assessment findings at these meetings. The Chair and members of the Assessment Committee are available to answer faculty questions about assessment at any time. The Assessment Committee organizes faculty workshops and schedules assessment. An example of fall 2015 assessment schedule. The Assessment data is uploaded in STEPS – assessment software system which is used to maintain assessment data, analyze assessment results, and produce assessment reports which is used by faculty to close the loop by adopting curricular changes to better achieve the desired learning outcomes (e.g. make necessary changes in the existing courses, BBA curriculum, teaching pedagogy, etc).

**Lessons learned in the 2014 - 2015 academic year:**

1. Faculty went through "calibration" training prior to assessment to ensure consistency in assessment of similar learning outcomes across majors. This was very helpful exercise and faculty would continue doing it prior to every round of assessment. There were no outliers in assessment results.
2. Assessment rubrics had a place to take "notes" for each student. These "notes" were very helpful to Assessment Committee and College faculty in developing "closing the loop" strategies.
3. Students across majors demonstrate common deficiencies. For example, common deficiency in oral communication exhibited by all business majors was low competency in "engaging audience" trait. Students read information from slides instead of presenting it. This deficiency was never identified prior to spring 2015. Rubric assessment helped faculty to identify this deficiency, gave faculty a broader picture and allowed to develop a systematic plan to address students' learning deficiencies in a methodical way across classes and hopefully be much more effective in "closing the loop."
Revised Learning Goals for Accounting Majors:

1. Learning Goal 1: Accounting majors will possess basic accounting and problem solving skills.
   a. Objective 1: Accounting majors will use appropriate analytical techniques to identify accounting problems in a business context.
   b. Objective 2: Accounting majors will evaluate options and their implications.
   c. Objective 3: Accounting majors will formulate alternative solutions to an accounting problem.

2. Learning Goal 2: Accounting majors will communicate effectively in business context using appropriate technology.
   a. Objective 1: Accounting majors will write professional accounting report.
   b. Objective 2: Accounting majors will deliver professional oral presentation on an accounting topic.

3. Learning Goal 3: Accounting majors will demonstrate ethical consciousness.
   a. Objective 1: Accounting majors will recognize, analyze, and defend a solution to ethical problems.

Accounting Major Curriculum Map

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<th>ACCT 3308</th>
<th>ACCT 3311</th>
<th>ACCT 3312</th>
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ACCT 2301 – Principles of Accounting 1
ACCT 2302 – Principles of Accounting 2
ACCT 3308 – Income Tax Accounting
ACCT 3311 – Intermediate Accounting 1
ACCT 3312 – Intermediate Accounting 2
ACCT 3314 – Cost/Managerial Accounting
ACCT 3356 – Systems Analysis and Design
ACCT 4305 – Ethics for Accountants
ACCT 4310 – Accounting Systems
ACCT 4311 – Introduction to Auditing
ACCT 4314 – Advanced Financial Accounting
ACCT 4342 – Business Law for Accountants
Revised Learning Goals for Finance Majors:

1. Learning Goal 1: Finance majors will possess basic finance and problem solving skills.
   a. Objective 1: Finance majors will use appropriate analytical techniques to identify finance problems in a business context.
   b. Objective 2: Finance majors will evaluate options and their implications.
   c. Objective 3: Finance majors will formulate alternative solutions to a finance problem.

2. Learning Goal 2: Finance majors will communicate effectively in a business context using appropriate technology.
   a. Objective 1: Finance majors will write professional finance report.
   b. Objective 2: Finance majors will deliver professional oral presentation on a finance topic.

3. Learning Goal 3: Finance majors will demonstrate ethical consciousness.
   a. Objective 1: Finance majors will recognize, analyze, and defend a solution to ethical problems.

Finance Major Curriculum Map

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<td>Learning Goal 1</td>
<td>I</td>
<td>E/A (F)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 2</td>
<td>I</td>
<td>E</td>
<td>A(S)</td>
<td>A(F)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 3</td>
<td>I</td>
<td>E/A (F)</td>
<td>E</td>
<td></td>
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</tr>
</tbody>
</table>

FINC 3321 - Business Finance
FINC 3351 - Insurance and Risk Management
FINC 4331 - Investments
FINC 4341 - Financial Markets and Institutions
FINC 4342 - International Finance
Revised Learning Goals for General Business Majors:

1. Learning Goal 1: General Business majors will possess critical thinking and problem solving skills.
   a. Objective 1: General business majors will use appropriate analytical techniques to identify business problems in a business context.
   b. Objective 2: General business majors will evaluate options and their implications.
   c. Objective 3: General business majors will formulate alternative solutions to a business problem.

2. Learning Goal 2: General business majors will communicate effectively in business context using appropriate technology.
   a. Objective 1: General business majors will write professional business report.
   b. Objective 2: General business majors will deliver professional oral presentation on a business topic.

3. Learning Goal 3: General business majors will demonstrate ethical consciousness.
   a. Objective 1: General business majors will recognize, analyze, and defend a solution to ethical problems.

General Business Major Curriculum Map

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>BUAD 2374</td>
<td>BCOM 3306</td>
<td>BUAD 3341</td>
<td>MGMT 3351</td>
</tr>
</tbody>
</table>

| Learning Goal 1 | I | E/A |
| Learning Goal 2 | I | E/A |
| Learning Goal 3 | I | E/A |

BUAD 2374 - International Business
BCOM 3306 - Business Communication
BUAD 3341 - Business Law
MGMT 3351 - Principles of Operations Management
MGMT 4390 - Strategic Management in a Global Business Environment
Revised Learning Goals for General Business Major Product Pricing Concentration:

General Business majors pursuing Product pricing concentration must meet learning goals and objectives of General Business major and

4. Learning Goal 4: General business majors will possess knowledge of fundamental business issues/processes in product pricing.
   a. Objective 1: General business majors will be able to analyze the competitive and strategic position of a firm and its pricing implications.

General Business Major Product Pricing Concentration Curriculum Map

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1</td>
<td>I</td>
<td></td>
<td></td>
<td>E/A</td>
<td></td>
<td></td>
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<tr>
<td>Learning Goal 2</td>
<td>I</td>
<td></td>
<td></td>
<td>E/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 3</td>
<td>I</td>
<td></td>
<td></td>
<td>E/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 4</td>
<td>E/A(S)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

BUAD 2374 - International Business
BCOM 3306 - Business Communication
BUAD 3341 - Business Law
MGMT 3351 - Principles of Operations Management
FINC 3355 – Pricing for Profitability
MGMT 4390 - Strategic Management in a Global Business Environment
Revised Learning Goals for Information Systems Majors:

1. Learning Goal 1: Information systems majors will possess basic critical thinking and problem solving skills.
   a. Objective 1: Information systems majors will use appropriate analytical techniques to identify business problems in a business context.
   b. Objective 2: Information systems majors will evaluate options and their implications.
   c. Objective 3: Information systems majors will formulate alternative solutions to a business problem.

2. Learning Goal 2: Information Systems majors will possess programming skills.
   a. Objective 1: Information systems majors will design a database using SQL.

   a. Objective 1: Information Systems majors will write professional business report.
   b. Objective 2: Information Systems majors will deliver professional oral presentation.

4. Learning Goal 4: Information Systems majors will demonstrate ethical consciousness.
   a. Objective 1: Information Systems majors will recognize, analyze, and defend a solution to ethical problems.

Information System Majors Curriculum Map

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1</td>
<td>I</td>
<td>E</td>
<td>A(S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 2</td>
<td>I</td>
<td>A(F)</td>
<td>PE</td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 3</td>
<td>I</td>
<td>A(S)</td>
<td>PE</td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 4</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>A(S)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISYS 2302 – Principles of Information Systems
ISYS 3351 – Database Design and SQL
ISYS 3356 – System Analyses and Design
ISYS 3358 – Business Information Systems
ISYS 3364 – Programming and Visual BASIC.NET
ISYS 4303 – Client/Server Application Development
ISYS 4358 – Information Systems Project Management
Revised Learning Goals for Management Majors:

1. Learning Goal 1: Management majors will possess basic management and problem solving skills.
   a. Objective 1: Management majors will use appropriate analytical techniques to identify management problems in a business context.
   b. Objective 2: Management majors will evaluate options and their implications.
   c. Objective 3: Management majors will formulate alternative solutions to a management problem.

2. Learning Goal 2: Management majors will communicate effectively in business context using appropriate technology.
   a. Objective 1: Management majors will write professional management report.
   b. Objective 2: Management majors will deliver professional oral presentation on a management topic.

3. Learning Goal 3: Management majors will demonstrate ethical, cultural, and global consciousness.
   a. Objective 1: Management majors will recognize, analyze, and defend a solution to ethical problems.
   b. Objective 2: Management majors will define key cultural and global issues in a business context.

Management Majors Curriculum Map

| Learning Goal 1 | I | A(F) |
| Learning Goal 2 | I |
| - Objective 1 | A(F) | E |
| - Objective 2 | E | A(S) |
| Learning Goal 3 | I | E | A(S) |
| - Objective 1 | E | E |
| - Objective 2 | E |

MGMT 3312 - Organizational Theory and Human Behavior
MGMT 3325 - Human Resource Management
MGMT 4328 - Labor Relations
MGMT 4329 - Material Management
MGMT 4331 - International Management
Revised Learning Goals for Marketing Majors:

1. Learning Goal 1: Marketing majors will possess basic marketing and problem solving skills.
   a. Objective 1: Marketing majors will use appropriate analytical techniques to identify marketing problems in a business context.
   b. Objective 2: Marketing majors will evaluate options and their implications.
   c. Objective 3: Marketing majors will formulate alternative solutions to a marketing problem.

2. Learning Goal 2: Marketing majors will communicate effectively in business context using appropriate technology.
   a. Objective 1: Marketing majors will write professional marketing report.
   b. Objective 2: Marketing majors will deliver professional oral presentation on a marketing topic.

3. Learning Goal 3: Marketing majors will demonstrate ethical and global consciousness.
   a. Objective 1: Marketing majors will recognize, analyze, and defend a solution to ethical problems.
   b. Objective 2: Marketing majors will define key global issues in a business context.

Marketing Majors Curriculum Map

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 3324</td>
<td>MKTG 3364</td>
<td>MKTG 3365</td>
<td>MKTG 4310</td>
</tr>
</tbody>
</table>

Learning Goal 1  
- Objective 1  
- Objective 2

Learning Goal 2  
- Objective 1  
- Objective 2

Learning Goal 3  
- Objective 1  
- Objective 2

MKTG 3324 – Principles of Marketing  
MKTG 3364 – Promotional Strategies  
MKTG 3365 – Marketing Research  
MKTG 4310 – Retail Marketing Management  
MKTG 4350 – Consumer Behavior  
MKTG 4363 – International Marketing  
MKTG 4390 – Marketing Management
# Fall 2015 Assessment Schedule

## ACBSP – Accounting Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Rubric/Assignment</th>
<th>Instructor</th>
<th>Type</th>
<th>Faculty Volunteers</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 4314 Advanced Financial Accounting</td>
<td>1. Critical Thinking</td>
<td>Dr. Holt</td>
<td>Individual critical thinking exercise</td>
<td>Dr. Holt</td>
<td>Critical Thinking Exercise in Accounting (cost vs. equity method)</td>
<td></td>
</tr>
</tbody>
</table>

## ACBSP – Finance Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Rubric/Assignment</th>
<th>Instructor</th>
<th>Type</th>
<th>Faculty Volunteers</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 3351 Insurance and Risk Management</td>
<td>1. Ethical Consciousness</td>
<td>Dr. Kim</td>
<td>Individual research ethics case (AIG)</td>
<td>Dr. Kim</td>
<td>Individual research ethics case (AIG)</td>
<td></td>
</tr>
<tr>
<td>FINC 4331 Investment</td>
<td>1. Critical Thinking</td>
<td>Dr. Verma</td>
<td>Individual Case Problem</td>
<td>Dr. Verma</td>
<td>Individual Case Problem</td>
<td></td>
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</tbody>
</table>

## ACBSP – General Business Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Rubric/Assignment</th>
<th>Instructor</th>
<th>Type</th>
<th>Faculty Volunteers</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 4390 Global Strategic Management</td>
<td>1. Critical Thinking 2. Ethical Consciousness 3. Written Communication</td>
<td>Dr. Knight</td>
<td>Individual Student assignment</td>
<td>Dr. Knight</td>
<td>Individual Student Assignment</td>
<td></td>
</tr>
</tbody>
</table>

## ACBSP – Information Systems Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Rubric/Assignment</th>
<th>Instructor</th>
<th>Type</th>
<th>Faculty Volunteers</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISYS 3351 Database Design and SQL</td>
<td>1. Critical thinking</td>
<td>Dr. Carmona</td>
<td>Individual SQL assignment</td>
<td>Dr. Carmona</td>
<td>Individual SQL assignment</td>
<td></td>
</tr>
</tbody>
</table>

## ACBSP – Management Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Rubric/Assignment</th>
<th>Instructor</th>
<th>Type</th>
<th>Faculty Volunteers</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 3325 Human Resources Management</td>
<td>1. Written Communication</td>
<td>Professor Karst</td>
<td>Individual Written Report</td>
<td>Professor Karst</td>
<td>Individual Written Report</td>
<td></td>
</tr>
<tr>
<td>MGMT 4329 Material Management</td>
<td>2. Critical Thinking</td>
<td>Professor Gaugler</td>
<td>Resources Allocation assignment</td>
<td>Professor Gaugler</td>
<td>Resources Allocation Assignment</td>
<td></td>
</tr>
</tbody>
</table>

## ACBSP – Marketing Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Rubric/Assignment</th>
<th>Instructor</th>
<th>Type</th>
<th>Faculty Volunteers</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRKT 4363 International Marketing</td>
<td>1. Global Consciousness 2. Oral Communication</td>
<td>Dr. Chatelain-Jardon</td>
<td>Individual case study – L’Oreal China case</td>
<td>Dr. Chatelain-Jardon</td>
<td>Individual case study – L’Oreal Case</td>
<td></td>
</tr>
</tbody>
</table>
Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

<table>
<thead>
<tr>
<th>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</td>
</tr>
<tr>
<td>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</td>
</tr>
</tbody>
</table>

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.
### Performance Measure: What is your goal? The goal should be measurable.

- **What is your measurement instrument or process? (indicate length of cycle)**

### Current Results: What are your current results?

- **Survey results are based on 98 percent participation (50 out of 51 students). 73% of the graduating seniors received a job offer before graduating.**

### Analysis of Results: What did you learn from your results?

- The desired outcome has not been achieved. Only 73% of graduating seniors received job offers, also, 26% have been accepted to graduate school; 4% plan to pursue teaching certification.

- According to the senior survey, graduating seniors opt to attend graduate school when they fail to find a job in their major field.

- Overall, College graduates’ placement rate has improved in the last three years (See Exhibit 1.)

### Action Taken or Improvement made: What did you improve or what is your next step?

1. Professional workshops (Student Professional Development Program or SPDP) go through periodic revisions in order to provide business students with the most relevant training, for example, beginning in the fall 2015, SPDP will be led by a management faculty member who established close contact between Dean’s Advisory Board, Departmental Advisory Council, Career Services, and students enrolled in SPDP and keep SPDP content relevant.

2. Beginning fall 2015, all business students starting sophomore year are required to register with the Career Services and attend Career Fair.

3. Students’ Clubs and Professional Association emphasize career planning and development in their activities.

4. College faculty continue to mentor business students in and outside the classroom to enhance their employment and marketability.

5. All freshmen are required to take University Success class. Faculty teaching this class required business students to take a career assessment test that works closely with the SPDP workshops.

### Provide a graph or table of resulting trends (3-5 data points preferred)

**Exhibit 1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Received job offers</th>
<th>Have accepted a job offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>39%</td>
<td>22%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>56%</td>
<td>25%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>73%</td>
<td>59%</td>
</tr>
</tbody>
</table>
At least 75% of graduating seniors will rate the education they received in the College of Business as "Excellent" and "Above average."

Senior Survey which is administered to graduating seniors in their last semester before graduation. This semester 78% of the graduating seniors (39 students) rank their education at the College of Business Administration as "Excellent" or "Above Average."

The desired outcome has been achieved consistently since spring 2014. As a student-centered institution and College, we continue to monitor to ensure that the College meets the needs of our students and address areas that show less satisfaction.

Though the desirable outcome has been achieved, we continue to review faculty-student engagement in and outside the classroom to ensure continuous improvement and student satisfaction.

The benchmark set that College retention rate is at par or better than University retention rate

Students' retention rate. College FTIC retention rate is higher than University FTIC retention rate.

Retention rates have been steadily improving and in the 2014-2015 academic year, College retention rate outpaced University retention rate (89.5% vs. 88.0%)

Though the desirable outcome has been achieved, we continue to review FTIC and work with all units on University campus to maintain and continue to improve it.
In the spring of 2015, the College changed the Dean’s Advisory Board survey to capture a better fit for the Board Members. Board Members were asked in which area they think the College of Business can utilize them better; the survey provided mainly 6 areas: branding & public awareness, Student Professional Development Program (SPDP), strategy building, fundraising, student internships, and career placement. 64% agreed that they can provide their expertise helping with SPDP, 55% with branding and public awareness, 55% with strategy, 45% with internships, 45% with career placement, and 9% with fundraising.

The new survey, also helped the Advisory Board Members to assess themselves in terms of the structure of the Advisory Board and meetings (the topics of the meetings being relevant and if they have enough information before they attended the meetings). The College’s goal is that at least 90% of the advisory board members score at least a 7 or better on a satisfactory scale from 1-10. In the spring 2015 survey 81.82% of members scored 7 or better on the Advisory Board structure, 72.73% on the topics on meetings are relevant, and 81.82% on the receive enough information prior to meetings topic.
## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
</table>
| **1. Student Learning Results** | A student learning outcome is one that measures a specific competency attainment. **Examples of a direct assessment (evidence) of student learning attainment that might be used include:** capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. **Add these to the description of the measurement instrument in column two:**
  - Direct - Assessing student performance by examining samples of student work
  - Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
  - Formative – An assessment conducted during the student’s education.
  - Summative – An assessment conducted at the end of the student’s education.
  - Internal – An assessment instrument that was developed within the business unit.
  - External – An assessment instrument that was developed outside the business unit.
  - Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. |

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Measurable goal</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Analysis of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is your measurement instrument or process?</td>
<td>What are your current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
<td>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</td>
</tr>
</tbody>
</table>

- Do not use grades.
- *(Indicate type of instrument) direct, formative, internal, comparative*
Accounting majors will possess basic accounting and problem solving skills. Objective #1: Students will use appropriate analytical techniques to identify an accounting problem in business context. Objective #2: Students will evaluate options and their implications. Objective #3: Students will formulate alternative solutions to an accounting problem.

Prior to 2015, this SLO measured students' knowledge of general accounting principles only. SLO was met in fall 2014. Initiatives: At January 2015 Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey).

Now, this learning goal reads: Accounting majors will possess basic accounting and problem solving skills.

Planned Action:
1. Utilize integrated cases to help students to develop critical thinking skills.
2. Solve integrated questions in class.
3. Experiment with new pedagogical approaches (e.g. flipped classrooms) and cooperative learnings strategies (i.e., team projects).
4. Minimize use of true/false; multiple choice questions in homework, quizzes, test and utilize more integrated questions.
5. ExamMatrix Accounting software has been purchased and incorporated in upper level Accounting classes to expose accounting majors to integrated accounting questions and prepare them to sit for the CPA exam.

Formal internal assessment instrument using a standardized rubric assessed in ACCT 4305 (Spring) to complete the first round of assessment of all learning goals in accounting taking place this spring. Students performed an individual case analysis and made a recommendation for company’s specific transactions and associated revenue recognition. In the future, this will primarily be assessed in ACCT 4314 (Fall), starting Fall 2015 when the appropriate sequence of this course will be offered. Students will complete an individual assignment - complete a worksheet to account for company’s transaction using cost vs. equity method.

SLO was met
Least Concern: 85.7% of students scored at the competent level or higher on identifying the main problem
SLO was met
Greatest Concern: 64.3% of students scored at the competent level or higher on explaining the implications of the conclusions

86%
79%
79%
79%
79%
79%

64%

Problem Solving Traits

Formal internal assessment instrument using a standardized rubric assessed in ACCT 4305 (Spring) to complete the first round of assessment of all learning goals in accounting taking place this spring. Students performed an individual case analysis and made a recommendation for company’s specific transactions and associated revenue recognition. In the future, this will primarily be assessed in ACCT 4314 (Fall), starting Fall 2015 when the appropriate sequence of this course will be offered. Students will complete an individual assignment - complete a worksheet to account for company’s transaction using cost vs. equity method.
Accounting majors will communicate effectively in business context using appropriate technology.

**Objective #1:** Students will write professional accounting report.

**Objective #2:** Students will deliver professional oral presentation on an accounting topic.

---

**Accounting curricular – ACCT 3311, ACCT 3356**

1. Share Writing Communication Rubric with students
2. Encourage students to utilize University Writing Center located on the 2nd floor of Jernigan Library for help with the structure of their written assignments, grammar, and spelling. Faculty will discuss the most common writing errors in class, as well as the most common techniques for improving writing assignments.
3. Introduce writing assignments earlier in Accounting curriculum – ACCT 3311, ACCT 3312 and ACCT 3356

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**Formal internal assessment instrument using a standardized rubric assessed in ACCT 4305 (Spring) to complete the first round of assessment of all learning goals in accounting taking place this spring. Students performed an individual case analysis; made a recommendation for company’s specific transactions and associated revenue recognition; prepared written report and made an individual oral presentation of the decision. In the future, this will primarily be assessed in ACCT 4311 (Fall/Spring), starting Fall 2015 when the appropriate sequence of this course will be offered. Student will select an audit case from the list provided by instructor; research the situation using internet sources like the SEC or PCAOB; describe the Auditor ethical situation; research the Audit Standards that pertain to the situation; write up which standards apply and explain why they are appropriate to the situation; describe how the auditor did or did not follow the applicable standards; discuss the consequences the auditor experiences as a result of any ethics lapse; explain what an auditor should have done; prepare an individual presentation.**

**Students mastered most of the skills with improved rubric assessments.**

- **ORAL:** 100% of students scored competent or above on use of media; 85.7% of students scored competent or above on quality of slides; 92.9% of students scored competent or above on opening statement; 100% of students scored competent or above on organization; 92.9% of students scored competent or above on content; 92.9% of students scored competent or above on conclusion; 92.9% of students scored competent or above on timing; 92.9% of students scored competent or above on clarity of speech; 92.9% of students scored competent or above on engaging the audience; 85.7% of students scored competent or above on appearance.

- **WRITTEN:** 85.7% of students scored competent or above on introduction; 92.9% of students scored competent or above on organization; 92.9% of students scored competent or above on content; 92.9% of students scored competent or above on conclusion; 71.4% of students scored competent or above on grammar; 100% of students scored competent or above on spelling.

**SLO was met over the last three assessment cycles (since fall 2013).**

**Initiatives:** Oral presentation is currently part of the project grade. In the future, the presentation will carry more weight as it will be a stand-alone grade. This semester, the written project was graded based on more stringent requirements which will continue. Students will be required to do a better job explaining what their analysis means as opposed to just presenting the numbers. Future assessments also will be in ACCT 4311 (Fall/Spring), which is a higher level course. At January 2015 faculty retreat, faculty revised Accounting major learning goals. This goal leaning goal now reads: Accounting majors will communicate effectively in business context using appropriate technology.

**Planned Action:**

- **ORAL:**
  1. Share Oral Communication Rubric with students
  2. In effort to improve oral communication, faculty require students to “dry run” their presentation, utilize College Media Lab, PowerPoint media or other tools to record their presentation, and submit recording to instructor for feedback prior to graded class deliverable.

- **WRITTEN**
  1. Share Writing Communication Rubric with students
  2. In effort to improve oral communication, faculty require students to “dry run” their presentation, utilize College Media Lab, PowerPoint media or other tools to record their presentation, and submit recording to instructor for feedback prior to graded class deliverable.

---

**Writing Communication Traits**

- **Introduction**
  - 86% of students scored above average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average

- **Organization**
  - 86% of students scored above average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average

- **Content**
  - 86% of students scored above average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average

- **Conclusion**
  - 86% of students scored above average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average

- **Grammar**
  - 86% of students scored above average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average

- **Spelling**
  - 86% of students scored above average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
  - 93% of students scored below average
  - 93% of students scored average
Accounting majors will demonstrate ethical behavior. Objective #1: Students will recognize, analyze and defend a solution to ethical problems.

Results: 92.9% of students scored competent or above in identifying ethical dilemmas; 100% of students scored competent or above in identifying stakeholders; 64.3% of students scored competent or above in analyzing alternatives and consequences; 64.3% of students scored competent or above in choosing an action. Students need work in analyzing alternatives and consequences/choosing an action.

SLO was met
Least Concern: 100% of students scored competent or higher in identifying stakeholders.

SLO was not met
Greatest Concern: 64.3% of students scored competent or higher in analyzing alternatives and consequences/choosing an action.

SLO was met over the last three assessment cycles (since fall 2013).

Initiatives: At the January 2015 Faculty Retreat, faculty revised this SLO to be assessed in the higher level ACCT 4311 course. ACCT 4305 was assessed this spring to complete the first round of assessment of all learning goals.

Planned Action:
Work with faculty in ACCT 3311, 3312, and 3314 to make sure that ethical issues are thoroughly addressed in their classes; students are able to recognize ethical issues (e.g., ethical dilemmas and stakeholders), analyze alternatives and consequences; and choose appropriate actions. Develop integrated students’ critical thinking and ethical consciousness awareness skills.
Finance majors will possess basic finance and problem solving skills. Objective #1: Students will use appropriate analytical techniques to identify a finance problem in business context. Objective #2: Students will evaluate options and their implications. Objective #3: Students will formulate alternative solutions. This learning goal is assessed using standardized assessment instrument using a standardized rubric assessed in FINC 4331 (Fall). Students will complete an individual project, apply financial evaluation methods and make business decisions.

| Initiatives: | Focus attention on capital budgeting techniques with an example that used and contrasts payback, discounted payback, NPV, Profitability ratios, IRR, and Modified Internal Rate of Return. SLO which assessed general finance principles was not met in the fall 2014. |
| Initiatives: | Provide students with 10 in-class lab sessions for each chapter, in which students will have an opportunity to solve more problems with instructor. At the Jan.2015 faculty retreat, faculty decided to revise this SLO to basic finance and problem solving skills that will be assessed in the higher level FINC 4331. |
Initiatives:
The SLO was met for the last assessment cycle. Plan to use a rubric next time to evaluate the project oral reports for a more robust and consistent evaluation. The rubrics have been developed by the College using a 6-point scale ranging from exemplary, competent to deficient. Rubrics for written presentations will be shared with students beforehand and assignments will be weighted to have a greater impact on the overall course grade.

Planned Action:
ORAL
1. Share Oral Communication Rubric with students
2. Require students to "dry run" their presentation, utilize College Media Lab, PowerPoint media or other tools to record their presentation, and submit recording to instructor for feedback prior to graded class deliverable.
3. Introduce oral presentation assignment earlier in Finance curricular – Finance 3321, Finance 3351, Finance 4331

WRITTEN
1. Share Writing Communication Rubric with students
2. Encourage students to utilize University Writing Center located on the 2nd floor of Jerningan Library for help with the structure of their written assignments, grammar, and spelling. Faculty will discuss the most common writing errors in class, as well as the most common techniques for improvement writing assignments.
3. Introduce writing assignments earlier in Finance curricular – Finance 3321, Finance 3351
Finance majors will demonstrate ethical behavior. Objective #1: Students will recognize, analyze and defend a solution to ethical problems.

<table>
<thead>
<tr>
<th>Initiatives:</th>
</tr>
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<tbody>
<tr>
<td>Will provide more exercise problems and a comprehensive case to check student's understanding. Due to the results from the Jan faculty retreat, this assessment will take place in the higher level FINC 3351 (Fall) course. Will work with faculty in Finance 3321 and Finance 4331 to make sure that ethical issues are thoroughly addressed in their classes; students are able to recognize ethical issues (e.g., ethical dilemmas and stakeholders).</td>
</tr>
<tr>
<td>General Business majors will possess critical thinking and problem solving skills. Objective #1: Students will use appropriate analytical techniques to identify a business problem. Objective #2: Students will evaluate options and their implications. Objective #3: Students will formulate alternative solutions.</td>
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<tr>
<td>---</td>
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<tr>
<td>Formal internal assessment instrument using a standardized rubric assessed in MGMT 4390 (Fall/Spring). Students will perform an individual case analysis.</td>
</tr>
<tr>
<td>There were no general business majors in the MGMT 4390 required capstone course. This is due to more students choosing to specialize in other majors, resulting in fewer declared general business majors. We have scheduled this course to be assessed in both the fall and spring to ensure that we do not miss assessing any general business majors.</td>
</tr>
<tr>
<td>Prior to 2015, General Business SLOs measured SLOs in General Accounting principles, Finance principles, Management principles, Marketing principles, and Information Systems principles. SLO in General Accounting principles were met consistently over the last three assessment cycles (since fall 2013); SLO in General Financial principles was met during last assessment cycle (summer 2014); however, SLOs in general Marketing, Management, and Information systems were not met during last assessment cycle (fall 2014). To address these deficiencies management, marketing, and information systems faculty developed the following initiatives: Marketing - focus lectures and class discussions more on the concepts of the chapters and vocabulary of marketing enabling students to better understand marketing. Explain connection between textbook material and real world practices. Introduce case study to connect book material and real world. Information Systems - offer students SAM training. Students who took advantage of this training, achieved SLO. Management - faculty decided to move assessment to another class. In the future, College will continue test students' knowledge of the CPC using MFT. At January 2015 faculty retreat, faculty revised ACBSP major learning goals based on the input from College stakeholders (e.g., employers, Advisory Board members, alumni). Now this learning goal reads, General Business majors will possess critical thinking and problem solving skills. This goal requires students to develop a high level skill set. There were no General Business majors in spring 2015 enrolled in MGMT 4390. General Business assessment is scheduled for fall 2015 semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Business majors will communicate effectively in business context using appropriate technology. Objective #1: Students will write professional business report. Objective #2: Students will deliver professional oral presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal internal assessment instrument using a standardized rubric assessed in MGMT 4390 (Fall/Spring)</td>
</tr>
<tr>
<td>There were no general business majors in the MGMT 4390 required capstone course. This is due to more students choosing to specialize in other majors, resulting in fewer declared general business majors. We have scheduled this course to be assessed in both the fall and spring to ensure that we do not miss assessing any general business majors.</td>
</tr>
<tr>
<td>Oral Communication: Students consistently met SLOs in prior semesters in Oral communication. Faculty initiatives helped students to improve their oral communication skills. Written Communication: However, written communication SLOs were not met in prior assessments. Faculty initiative to utilize Turnitin.com along with additional grammar exercises helped students to improve their SLOs. In January 2015, faculty revised this learning goal and it now reads: General Business majors will communicate effectively in business context using appropriate technology. There were no General Business majors enrolled in MGMT 4390 in spring 2015 semester. College schedule General Business assessment for fall 2015.</td>
</tr>
</tbody>
</table>
General Business majors will demonstrate ethical consciousness.

Objective #1: Students will recognize, analyze and defend a solution to ethical problems.

Formal internal assessment instrument using a standardized rubric assessed in MGMT 4390 (Fall/Spring)

There were no general business majors in the MGMT 4390 required capstone course. This is due to more students choosing to specialize in other majors, resulting in fewer declared general business majors. We have scheduled this course to be assessed in both the fall and spring to ensure that we do not miss assessing any general business majors.

This SLO was consistently met over the last two assessment cycles. Faculty initiatives to offer students review sessions combined with moving assessment of this SLO to MGMT 4390 from MGMT3312 produced desired results. Students had more time to master the material.

In January 2015, faculty revised this learning goal and it now reads: General Business majors will demonstrate ethical consciousness. There were no General Business majors enrolled in MGMT 4390 in spring 2015 semester. College schedule General Business assessment for fall 2015.
<table>
<thead>
<tr>
<th>Learning Goal 4: General business majors will possess knowledge of fundamental business issues/processes in product pricing.</th>
<th>Formative internal assessment instrument using a standardized rubric assessed in Finance 3355 (Spring). Students are responsible for &quot;Metal Weld X-Ray Inspection Machine&quot; individual case analysis. Student will project &quot;Matrix of Competitive Advantage&quot; and construct &quot;Perceived Value Map Model.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #1: General business majors will be able to analyze the competitive and strategic position of a firm and its pricing implications.</td>
<td>In Spring 2015 CBA did not have students majoring in GB, Product Pricing Concentration. The concentration was offered for the first time beginning fall 2014. The first assessment will be conducted as soon as students declare this concentration.</td>
</tr>
</tbody>
</table>
Learning Goal 1:
Information systems majors will possess basic critical thinking and problem solving skills.
Objective #1: Information systems majors will use appropriate analytical techniques to identify business problems in a business context; Objective #2: Information systems majors will evaluate options and their implications; Objective #3: Information systems majors will formulate alternative solutions.

Formal internal assessment instrument using a standardized rubric assessed in ISYS 4303 (Spring). Students are required to complete an individual project - build a website.

Results: 76.92% students scored competent or above on identifying the main problem; 69.23% students scored competent or above on identifying the key assumptions; 61.54% students scored competent or above on applying applicable data and information from different perspectives; 76.92% students scored competent or above on creating solutions based on relevant data using technology; 100% students scored competent or above on arriving at valid, supported conclusions free from biases using appropriate technology.

SLO was met
Least Concern: 100% of students scored at the competent level or higher on ability to arrive at valid, supported conclusions free from biases using appropriate technology.

SLO was not met
Greatest Concern: 61.54% of students scored at the competent level or higher on ability to identify applicable data and information related to business situation from different perspectives.

During previous assessment cycle General ISYS programming principles SLO was met.
Faculty initiative to incorporate more difficult concepts into class, utilize group assignments (e.g. learn how to combine and debug code) help student's learning.

Initiatives: At the January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Information Systems majors will possess basic critical thinking and problem solving skills.

Planned Action: 1. Utilize integrated cases to help students to develop critical thinking skills.
2. Introduce cooperative learning strategies (i.e., teams) and case study/discussion/conference method to complement traditional lecture.
3. Solve integrated questions in class.
4. Minimize use of true/false; multiple choice questions in homework, quizzes, test and utilize more integrated questions.
| Learning Goal 2: Information Systems majors will possess programming skills.  
Objective #1: Information systems majors will design a database using SQL. | Based on the results of the last two assessment cycles (summer and fall 2014) students have a better grasp on relation databases. However, more time needed to be spent in class on relational database concepts, including primary and foreign keys, entity types, cardinalities, and normalization rules. 
Initiatives: At the January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Information Systems majors will possess programming skills. This learning goal will be assessed in fall 2015. |
Learning Goal 3: Information Systems majors will communicate effectively in a business context using appropriate technology.

Objective #1: Information Systems majors will write professional business report; Objective #2: Information Systems majors will deliver professional oral presentation.

Formal internal assessment instrument using a standardized rubric assessed in ISYS 3356 (Spring).

Oral communication is assessed using individual case "The Ridgeway Company"

Written communication is assessed using individual report on a topic suggested by instructor (e.g., 3G, 4G, Systems Analysis and Design, Emerging Programming Languages, Social Media, MIS/IT outlook; Security issues, e-Commerce)

Oral - 100% of students scored competent or above on use of media; 99.9% of students scored competent or above on quality of slides; 85.72% of students scored competent or above on opening statement; 95.24% of students scored competent or above on organization; 100% of students scored competent or above on content; 100% of students scored competent or above on conclusion.

SLO was not met

ORAL: Greatest Concern - 71.4% of students scored competent or higher on engaging the audience

Least Concern - 100% of students scored competent or above on use of media, quality of slides, content, and conclusion

Written - 95.24% of students scored competent or higher on use of media, quality of slides, content, and conclusion

SLO was met

WRITTEN: 100% students scored at the competent level or higher on all of the traits

Oral and Written Communication are new SLOs for the ISYS majors. They were added based on the input from the College constituents (e.g., EBI survey results, alumni, Advisory Board, Senior Survey) as stand-alone SLOs during January 2015 ACBSP faculty retreat. SLOs were assessed for the first time in spring 2015.

Initiatives: At the January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Information Systems majors will communicate effectively in a business context using the appropriate technology.

Planned Action: Written - 1. Share Writing Communication Rubric with students 2. Require students to visit University Writing Center located on the 2nd floor of Jerningan Library for help with the structure of their written assignments, grammar, and spelling. Faculty will discuss the most common writing errors in class, as well as the most common techniques for improvement writing assignments. 3. Introduce writing assignments earlier in ISYS curricular – ISYS 2302, ISYS 3351

Oral - 1. Share Oral Communication Rubric with students 2. Require students to "dry run" their presentation, utilize College Media Lab, PowerPoint media or other tools to record their presentation, and submit recording to instructor for feedback prior to graded class deliverables.

3. Introduce oral presentation assignment earlier in ISYS curricular – ISYS 2302 and ISYS 3351
Learning Goal 4: Information Systems majors will demonstrate ethical consciousness.
Objective #1: Information Systems majors will recognize, analyze, and defend a solution to ethical problems.

Formative internal assessment instrument using a standardized rubric assessed in ISYS 4358 (Spring). Students will be responsible for individual case analysis "Where's Alvin? A case of Lost Ethics"

100% of students scored competent or above in identifying ethical dilemmas; 83.32% of students scored competent or above in identifying stakeholders; 91.67% of students scored competent or above in analyzing alternatives and consequences; 83.32% of students scored competent or above in choosing an action. Students need work in analyzing alternatives and consequences/choosing an action

SLO was met 100% students scored at the competent level or higher on all of the traits

SLO was met last assessment cycle (fall 2014). Faculty initiative to move assessment from ISYS 2302 to ISYS 4358 to give students more time to understand material demonstrated promising results. Faculty incorporate integrated case studies to support chapter reading.

At January 2015 ACBSP faculty retreat, faculty revised ISYS major learning goals. Now this learning goal reads: Information systems majors will demonstrate ethical consciousness.

Initiatives: While some of these questions have a pass rate of over 75%, question 5, the majority of these questions are below the 75% threshold. Not enough students are grasping this concept. It is my recommendation that this be assessed in a higher level course ISYS 4358 where more time can be devoted to covering this content. Additionally, a case study will be incorporated to highlight ethical decision making situations.

Planned Action: Work with faculty in ISYS 2302, 3351, 3356, 3358, 3364, and 4303 to address ethical issues their classes throughout ISYS curricula in order to help students to recognize ethical issues (e.g., ethical dilemmas and stakeholders), analyze alternatives and consequences; and choose appropriate actions.
### Learning Goal 1: Management majors will possess basic management and problem solving skills.

**Objective #1:** Management majors will use appropriate analytical techniques to identify management problems in a business context; **Objective #2:** Management majors will evaluate options and their implications; **Objective #3:** Management majors will formulate alternative solutions to a management problem.

<table>
<thead>
<tr>
<th>Formally Internal assessment instrument using a standardized rubric assessed in MGMT 4329 (Fall). Students will complete an individual project &quot;Resources Allocation&quot; and make decisions about optimal company resources allocation.</th>
</tr>
</thead>
</table>

**General MGMT Strategies SLO** was consistently met during previous assessment cycles (since fall 2013). Faculty continuously increase requirements in the course and incorporate more discussion questions/integrated cases.

**Initiatives:** At January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Management majors will possess basic management and problem solving skills.

**Planned Action: Critical skills will be assessed in fall 2015 in Material Management (MGMT 4329).**

### Learning Goal 2: Management majors will communicate effectively in business context using appropriate technology.

**Objective #1:** Management majors will write professional business report; **Objective #2:** Management majors will deliver professional oral presentation on a management topic.

<table>
<thead>
<tr>
<th>Written - Formal internal assessment instrument using a standardized rubric assessed in MGMT 3325 (Fall). Students will prepare written individual report on one of the topics identified by instructor. Oral - Formal internal assessment instrument using a standardized rubric assessed in MGMT 4331 (Spring). Students will deliver an oral presentation of the case study &quot;W-Mart China.&quot;</th>
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</table>

**Written SLO was met last assessment cycle (fall 2014) but barely. Faculty require students to utilize University Writing Center to improve their grammar and help with their spelling and punctuation.**

**Oral SLO was met consistently since fall 2013. Students are required to utilize College presentation rooms to rehearse presentations in order to improve their presentation skills.**

**Initiatives:** Written - Reinforce the rubric used as well as require the students to go to the writing center to improve their writing. Oral - Will require students to use the college presentation rooms and rehearse their presentations. Students will be reminded of the importance (grade points) of this assignment for their final grade, as well as of the use of the corresponding rubric as well as encourage students to utilize College presentation rooms to rehearse their presentations. This assessment will be moved to MGMT 3325 for written and MGMT 4331 for oral, according to the Jan faculty retreat.

**Planned Action: Written - CBA reports fall 2014 Management assessment results. Written Communication will be assessed in fall 2015 in Human Resources Management (MGMT 3325); Oral - 1. Share Oral Communication Rubric with students 2. Require students to "dry run" their presentation, utilize College Media Lab, PowerPoint media or other tools to record their presentation, and submit recording to instructor for feedback prior to graded class deliverable. 3. Introduce oral presentation assignment earlier in MGMT curricular – MGMT 3325, 4328, and 4329.**

### BBA in MANAGEMENT

![Oral Communication Traits](image-url)
Learning Goal 3: Management majors will demonstrate ethical, cultural, and global consciousness.

Objective #1: Management majors will recognize, analyze, and defend a solution to ethical problems;
Objective #2: Management majors will define key cultural and global issues in a business context.

Formal internal assessment instrument using a standardized rubric assessed in MGMT 4331 (Spring). Students will conduct analysis of the case study “Wal-Mart China”.

Results:

**Ethical Behavior Traits**
- ID Dilemma: 96% scored at the competent level or higher.
- ID Stakeholders: 92% scored at the competent level or higher.
- Analyzes Alternatives: 88% scored at the competent level or higher.
- Chooses an Action: 85% scored at the competent level or higher.

**Cultural and Global Traits**
- ID of global economic trends: 81% scored at the competent level or higher.
- ID of socio-cultural factors: 65% scored at the competent level or higher.
- Link to threats in business context: 65% scored at the competent level or higher.

SLO was met:
- **Ethical**: 100% students scored at the competent level or higher on all of the traits.

SLO was not met:
- **Cultural and Global**:
  - Greatest Concern: 65.39% of students scored competent or higher in identifying socio-cultural factors and linking global economic, socio-cultural, and sustainability opportunities to threats in business context.
  - Least Concern: 80.77% of students scored competent or higher in identification of global economic trends.

Prior to spring 2015 Learning Goal 3 was assessed by two separate SLOs:
- Cultural/Interpersonal Skills SLO was met last assessment cycle. Faculty suggested to move assessment of this SLO from MGMT 3312 to MGMT 4331 to give students move time to master material.
- Ethical Behavior for Management SLO was met last two assessment cycles. Faculty suggested to move assessment of this SLO from MGMT 3312 to MGMT 4331 to give students move time to master material.

Initiatives:
- At January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now learning goal reads: Management majors will demonstrate ethical, cultural, and global consciousness.

Planned Action:
- **Ethical** - Work with faculty in MGMT 3312, 3325, and 4329 to make sure that ethical issues are thoroughly addressed in their classes;
- **Global** - 1. Work with faculty in MGMT 3312, 3325, and 4329 to make sure that ethical issues are thoroughly addressed in their classes; 2. Students are able to recognize global and socio-cultural issues (e.g., global economic trends and socio-cultural factors) and link global economic, socio-cultural and sustainability opportunities to threats in business context.
### Learning Goal 1:
Marketing majors will possess basic marketing and problem solving skills.

**Objective #1:** Marketing majors will use appropriate analytical techniques to identify marketing problems in a business context; **Objective #2:** Marketing majors will evaluate options and their implications; **Objective #3:** Marketing majors will formulate alternative solutions to a marketing problem.

After we completed the spring of marketing major assessment, the assessment chair, dean, and department faculty met and reevaluated marketing major assessment mapping. Due to scheduling with all assessments on 1 faculty member, we readjusted assessment in courses for future semesters. Formal internal assessment instrument using a standardized rubric assessed in MKTG4310 (Spring 2016). Students will critically analyze "Kizmet Grove Winery" case and make a recommendation to Mr. Lucchesi, member of the partnership that owns Winery.

<table>
<thead>
<tr>
<th>Problem Solving Traits</th>
<th>100%</th>
<th>92%</th>
<th>92%</th>
<th>92%</th>
<th>69%</th>
<th>54%</th>
<th>85%</th>
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<tbody>
<tr>
<td>ID problem</td>
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<tr>
<td>ID assumptions</td>
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<td>Apply different</td>
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<tr>
<td>Create solutions</td>
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<tr>
<td>Arrive at conclusions</td>
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<td>Evaluate relevance</td>
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<tr>
<td>Explain conclusions</td>
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</table>

Previously Analytical Skills SLO was assessed in MKTG4390 and MKTG3365. SLO was met last assessment cycle. Introduce more class discussions to connect class material and class readings.

**Initiatives:** At January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Marketing majors will possess basic marketing and problem solving skills.

1. Utilize integrated cases to help students to develop critical thinking skills.
2. Solve integrated questions in class.
3. Experiment with new pedagogical approaches (e.g. flipped classrooms) and cooperative learning strategies (i.e., team learning).
4. Minimize use of true/false; multiple choice questions in homework, quizzes, test and utilize more integrated questions.
Prior to January 2015, Marketing majors did not have a stand-alone learning goal which specifically called for written and oral communication proficiency.

**Initiatives:** At January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). This learning goal reads: Marketing majors will communicate effectively in business context using appropriate technology. Written communication is assessed in MKTG 4310 course and oral communication is assessed in MKTG 4363 course (fall).

**Planned Action:**

**Written**
1. Share Writing Communication Rubric with students.
2. Encourage students to utilize University Writing Center located on the 2nd floor of Jernigan Library for help with the structure of their written assignments, grammar, and spelling. Faculty will discuss the most common writing errors in class, as well as the most common techniques for improvement writing assignments.
3. Introduce written assignments earlier in Marketing curriculum – MRKT 3364, MRKT 3365, MRKT 4310 classes. Develop standardized written requirements among marketing faculty.

**Oral**
1. Share Oral Communication Rubric with students.
2. Require students to “dry run” their presentation, utilize College Media Lab, PowerPoint media or other tools to record their presentation, and submit recording to instructor for feedback prior to graded class deliverable.
3. Introduce oral presentation assignment earlier in Marketing curriculum – MRKT 3364, MRKT 3365, MRKT 4310, MRKT 4350 classes.
Learning Goal 3: Marketing majors will demonstrate ethical and global consciousness.

Objective #1: Marketing majors will recognize, analyze, and defend a solution to ethical problems; Objective #2: Marketing majors will define key global issues in a business context.

Ethical - Formal internal assessment instrument using a standardized rubric assessed in MKTG 4350 (Spring 2016). Students will be responsible for individual ethics case analysis.

Global - Formal internal assessment instrument using a standardized rubric assessed in MKTG 4363 (Fall). Students will be responsible to perform "L'Oréal China" case analysis and identify key global issues in a business context.

Ethics:

- SLO was not met
- Greatest concern - 22.2% scored competent or higher on identifying the Stakeholder
- Global: assessment will take place in fall 2015 in MKTG 4363

Prior to spring 2015 semester, Ethics SLO was met in prior assessment except for (summer 2014). Faculty initiative to place more emphasis on principles of ethics in the field of marketing, add classroom discussions of the consequences of unethical behavior in the market place helped to increase SLOs.

Initiative: At January 2015 Faculty Retreat, faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean's Advisory Board survey). Now, this learning goal reads: Marketing majors will define key global issues in a business context. Ethics SLO will be assessed in MKTG 4350, Global SLO will be assessed in MKTG 4363.

Planned Action: Ethical: Work with faculty in MRKT 3364, MRKT 3365, and MRKT 4310 to make sure that ethical issues are thoroughly addressed in their classes; students are able to recognize ethical issues, analyzes alternatives and consequences, chooses appropriate actions. Global: will be assessed in fall 2015 in MKTG 4363.
Learning Goal 5:
Graduates will exhibit knowledge of fundamental business concepts

MFT is used to assess this goal. MFT results will show a minimum score at the 50th percentile on each of the following discipline areas: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal, Ethical, and Social, International Issues, and Information System

MFT TAMUK's Results in percentiles.
Accounting: 37
Economics: 37
Management: 48
QA: 31
Finance: 42
Marketing: 49
Legal Issues: 59
Information Syst. 51
International Iss. 37

MFT Results - Fall 2013 - Spring 2015

Even though the goal was not met in some of the areas in the MFT test, most areas show a positive trend, most importantly the chart below shows how scores are not far from those in National Results.

Initiative: Faculty are discouraged from using true/false and multiple/choice test-bank questions in upper-level classes. Faculty should include integrated questions/assignments to facilitate students’ aptitude for critical thinking.

Planned Action: Courses in all majors will implement specific planned actions (listed above) to help students understand and apply the important topics in each business area. This, combined with mandatory review sessions in each of the subjects of the MFT in the Capstone (MGMT 4390) course, can help students remember, apply, and integrate the main features of each major area in business, this in turn, can help students have a better holistic view of the business world and be prepared for the MFT test as well.

See Chart Below
## Performance Indicator: Student Learning Results

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</td>
</tr>
<tr>
<td>What is your current results?</td>
<td>What are your current results?</td>
</tr>
<tr>
<td>Action Taken or Improvement made</td>
<td>What did you learn from the results?</td>
</tr>
<tr>
<td>Insert Graphs or Tables of Resulting Trends preferred</td>
<td>What did you improve or what is your next step?</td>
</tr>
</tbody>
</table>

### Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td></td>
<td></td>
<td></td>
<td>(3-5 data points preferred)</td>
</tr>
<tr>
<td>What is your goal?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Course ID</td>
<td>SLO</td>
<td>Percentage Passed</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>12/13</td>
<td>ACCT 2302 Huff (SLO1)</td>
<td>76%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>5/13</td>
<td>ACCT 2302 Huff (SLO1)</td>
<td>80%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>ACCT 2302 Huff (SLO1)</td>
<td>65%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>ACCT 2302.002 Huff (SLO1)</td>
<td>67%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>6/14</td>
<td>ACCT 2303 Vasquez (SLO 1)</td>
<td>50%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>7/14</td>
<td>ACCT 2302.001 Huff (SLO 1.1)</td>
<td>83%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>12/14</td>
<td>ACCT 2302 Scalabone and Huff (SLO 1.1)</td>
<td>80.4%</td>
<td>scored 75% or higher</td>
<td></td>
</tr>
</tbody>
</table>

**General ACCT Principles**, 75% or more of the students will score 75% or higher

Formative internal assessment instrument utilized in ACCT 2301 (Summer) and ACCT 2302 (Fall/Summer/Spring) and

80.4% of students scored 75% or higher on the questions identified as testing SLO1.1

SLO was met in summer 2014

**Initiatives:**

- Offered more tutoring hours by former ACCT I and II students. We previously had one tutor with limited hours but the tutoring was expanded to 2 tutors, doubling the original hours offered for students, increased instructor review of homework and quizzes and sent personal feedback for missed questions.

**Result:**

Student scores are similar to last summer

**Planned Action:**

- After last summer assessment, changed quizzes for each chapter to include more questions with financial ratios. For Spring semester planned actions will be to add in-class feedback on missed FS analysis quiz/test questions on this topic and post in blackboard or email for online students. Future assessments will be in the higher level course ACCT 4314 to ensure mastery of the concepts.
General ACCT Integration among Disciplines, 75% or more of the students will score 75% or higher

<table>
<thead>
<tr>
<th>Formative internal assessment instrument utilized in ACCT 3312 (Spring) or (Fall) or ACCT 3314 (Fall)</th>
<th>82% of students scored 75% or higher on the questions identified as testing SLO 1</th>
<th>SLO was met</th>
<th>Initiatives: Assigned more interdisciplinary problem to reinforce accounting concepts and address students’ deficiencies; incorporated a practice set outside of class.</th>
<th>Results: Students scores improved in the last semester.</th>
<th>Planned Action: Continue the concentration on material that stresses the concept of using cost volume profit analysis in decision making as planned by Dr. Holt from the last assessment cycle and introduce more analysis and inference tasks that require higher order thinking skills using this knowledge. At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Accounting majors will possess basic accounting and problem solving skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13 - ACCT 3314_Holt (SLO1)</td>
<td>87% scored 80% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14 - ACCT 3314 Holt (SLO1)</td>
<td>56% scored 75% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14 - ACCT 3314 Sale (SLO1)</td>
<td>82% scored 75% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Written and Oral Skills, 75% or more of the students will score 75% or higher

<table>
<thead>
<tr>
<th>Formative internal assessment instrument utilized in ACCT 3338 (Fall) or ACCT 4305 (Spring)</th>
<th>ORAL: 94% of students scored 75% or higher on the project identified as testing SLO 1. WRITTEN: 81% of students scored 75% or higher on written project identified as testing SLO 2</th>
<th>SLO was met</th>
<th>Initiatives: Posted on Blackboard and mentioned in class any tutorial sessions offered through the university regarding written and oral skills.</th>
<th>Results: Students continue to master the skills with improved rubric assessments.</th>
<th>Planned Action: Oral presentation is currently part of the project grade. In the future, the presentation will carry more weight as it will be a stand-alone grade. This semester, the written project was graded based on more stringent requirements which will continue. Students will be required to do a better job explaining what their analysis means as opposed to just presenting the numbers. Future assessments will be in ACCT 4311, which is a higher level course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13 - Actt 3338 Huff – written project (SLO 2)</td>
<td>Written: 100% scored 70% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13 - ACCT 3338 Huff – oral presentation (SLO 1)</td>
<td>Oral: 100% scored 75% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14 – Acct 4305 – oral project presentation (SLO 1)</td>
<td>Oral: 88% scored 75% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14 – Actct 3338 Huff – written project (SLO 2)</td>
<td>Written: 81% scored 75% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14 – Acct 3338 Huff–oral presentation (SLO 1)</td>
<td>Oral: 94% of students scored 75% or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Skills, 75% or more of the students will score 75% or higher</td>
<td>Formative internal assessment instrument utilized in ACCT 2302 (Fall/Spring) or ACCT 4310 (Fall)</td>
<td>91.6% of students scored 75% or higher on the project identified as testing SLO 2</td>
<td><strong>Initiatives:</strong> Improved the rigor of the rubric. Incorporated other accounting technology in the class such as QuickBooks. New faculty member also taught this class to add a different perspective. <strong>Results:</strong> Students have improved on internal assessment scores from spring to summer. <strong>Planned Action:</strong> After last summer assessment, higher difficulty level questions were selected for homework and quizzes. Students are still achieving at a high level for the basic planning and control skills. Planned action is to continue with difficulty level of homework and quizzes, increase difficulty level of exam by incorporating non MCQ type questions. Future assessments will be in ACCT 4314, which is a higher level course.</td>
<td>12/13-ACCT 4310_ Sullivan (SLO 1)</td>
<td>100% scored 75% or higher</td>
</tr>
<tr>
<td>Ethical Behavior for Accountants, 75% or more of the students will score 75% or higher</td>
<td>Formative internal assessment instrument utilized in ACCT 4305 (Spring) or ACCT 4311 (Fall)</td>
<td>75% of students scored 75% or higher on the project identified as testing SLO 2.1</td>
<td><strong>Initiatives:</strong> Incorporated more videos into classes to engage the students and offer different ethical insights. <strong>Results:</strong> Students continue to overall grasp the ethical concepts even while making assessment more rigorous. <strong>Planned Action:</strong> The most missed questions (Q22 &amp; Q36) indicate students may have difficulty determining how to report or recognize an event subsequent to reporting when given a scenario. The gap might be analytical thinking rather than lack of understanding the reporting timeline or requirement. The instructor will use discussion questions in small groups to try to establish thinking about scenarios rather than memorizing definitions. This is a new instructor and a new assignment. There are no previous loops to close.</td>
<td>12/13-ACCT 4311_ Sullivan (SLO 2)</td>
<td>100% scored 75% or higher</td>
</tr>
</tbody>
</table>

| 5/14 – ACCT 2302.001_Huff (SLO2) | 73% scored 75% or higher |
| 5/14 – ACCT 2302.002_Huff (SLO2) | 65% scored 75% or higher |
| 7/14 – ACCT 2302.001_Huff (SLO 2) | 77% scored 75% or higher |
| 12/14- ACCT 2302_ScalanH (SLO 2) | 93.6% scored 75% or higher |

| 5/14-ACCT 4305_Huff (SLO 2) | 88% scored 75% or higher |
| 12/14-ACCT 4311.500_Scalan (SLO 2) | 75% scored 75% or higher |
## BBA in Finance

### General FINC Principles, 75% or more of the students will score 75% or higher

<table>
<thead>
<tr>
<th>Formative internal assessment instrument utilized in FINC 3321 (Fall/Summer/Spring)</th>
<th>67% of students scored 75% or higher on the questions identified as testing SLO 1.1</th>
</tr>
</thead>
</table>

**Initiatives:** Continued with attention to capital budgeting techniques with an example that used and contrasts payback, discounted payback, NPV, Profitability ratio, IRR, and Modified Internal rate of return. Speakers were placed in units wherein students were already doing well, so that a day will not be lost.

**Results:** Students are not meeting the goal.

**Planned Action:** Provide students with 10 in-class lab sessions for each chapter, in which students will have an opportunity to solve more problems with instructor. The Jan. faculty retreat decided to adjust this SLO to basic finance and problem solving skills that will be assessed in the higher level FINC 4331.

### General FINC Integration among Disciplines, 75% or more of the students will score 75% or higher

<table>
<thead>
<tr>
<th>Formative internal assessment instrument utilized in FINC 3321 (Fall/Summer/Spring)</th>
<th>67% of students scored 75% or higher on the questions identified as testing SLO 3</th>
</tr>
</thead>
</table>

**Initiatives:** Expanded discussion of how finance can be used across the enterprise and how information in these areas impact finance.

**Results:** Students are not reaching the goal.

**Planned Action:** Assigning more class time to explain the structure of financial statements Using EDGAR to provide hands-on knowledge. In order to better align the SLO At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: majors will possess basic finance and problem solving skills.

### Results:

<table>
<thead>
<tr>
<th>12/13-FINC 3321.001 Krueger (SLO 1.1)</th>
<th>55% scored 75% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-FINC 3321.600 Verma (SLO 1)</td>
<td>89% scored 75% or higher</td>
</tr>
<tr>
<td>5/14-FINC 3321_Verma (SLO 1)</td>
<td>69% scored 70% or higher</td>
</tr>
<tr>
<td>6/14-FINC 3321_Krueger (SLO 1.1)</td>
<td>79% scored 75% or higher</td>
</tr>
<tr>
<td>12/14-FINC 3321_Kim (SLO 1)</td>
<td>67% scored 75% or higher</td>
</tr>
<tr>
<td>12/13-FINC 3321.001 Krueger (SLO 3)</td>
<td>82% scored 75% or higher</td>
</tr>
<tr>
<td>12/13-FINC 3321.600 Verma (SLO 3)</td>
<td>90% scored a 70% or higher</td>
</tr>
<tr>
<td>5/14-FINC 3321_Verma (SLO 3)</td>
<td>57% scored 70% or higher</td>
</tr>
<tr>
<td>6/14-FINC 3321_Krueger (SLO 3)</td>
<td>76% scored 75% or higher</td>
</tr>
<tr>
<td>12/14-FINC 3321_Kim (SLO 3)</td>
<td>67% scored 75% or higher</td>
</tr>
</tbody>
</table>
### Written and Oral Skills, 75% or more of the students will score 75% or higher

**Written Skills**

- **SLO:** Students will score 75% or higher on written report on SLO 1

**Oral Skills**

- **SLO:** 93% of the students scored above 75% on their presentation on SLO 2

**Initiatives:** I provided a handout with detailed instructions on the project. Also, as we do a chapter, I told the students that about relevant project topics from that chapter.

**Results:** The results were similar to the spring.

**Planned Action:** The SLO was met this time. Plan to use a rubric next time to evaluate the project reports for a more robust and consistent evaluation. The rubrics have been developed by the College using a 6 point scale ranging from Exemplary, competent to deficient.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>SLO</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-FINC 4331_Verma (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>80% or higher on oral presentation</td>
<td></td>
</tr>
<tr>
<td>12/13-FINC 4331_Verma (SLO 1)</td>
<td>FINC 4331 (Fall)</td>
<td>80% or higher on written report</td>
<td></td>
</tr>
<tr>
<td>5/14-FINC 4342_Verma (SLO 2)</td>
<td>FINC 4342 (Spring)</td>
<td>75% or higher on oral presentation</td>
<td></td>
</tr>
<tr>
<td>5/14-FINC 4342_Verma (SLO 1)</td>
<td>FINC 4342 (Spring)</td>
<td>75% or higher on written report</td>
<td></td>
</tr>
<tr>
<td>6/14-FINC 4342_Verma (SLO 2)</td>
<td>FINC 4342 (Spring)</td>
<td>75% or higher on oral presentation</td>
<td></td>
</tr>
<tr>
<td>6/14-FINC 4342_Verma (SLO 1)</td>
<td>FINC 4342 (Spring)</td>
<td>75% or higher on written report</td>
<td></td>
</tr>
<tr>
<td>12/14-FINC 4331_Verma (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>75% or higher on oral presentation</td>
<td></td>
</tr>
<tr>
<td>12/14-FINC 4331_Verma (SLO 1)</td>
<td>FINC 4331 (Fall)</td>
<td>75% or higher on written report</td>
<td></td>
</tr>
</tbody>
</table>

### Technology Skills, 75% or more of the students will score 75% or higher

**Technology Skills**

- **SLO:** Students will score 75% or higher on written report on SLO 1

**Initiatives:** Continued payday loan project and unit cases as ways to assess technology skills. Additional time was spent teaching the technology skills focusing in on time value of money calculations.

**Results:** Overall students have been achieving this SLO.

**Planned Actions:** Will provide one or two Excel sessions to explain the built-in functions. Due to the results from the Jan faculty retreat, this assessment will take place in the higher level FINC 4331 course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>SLO</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-FINC 4321.001_Krueger (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>100% scored 80% or higher</td>
<td></td>
</tr>
<tr>
<td>12/13-FINC 4321.600_Verma (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>100% scored 80% or higher</td>
<td></td>
</tr>
<tr>
<td>5/14-FINC 4321_Verma (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>75% scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>6/14-FINC 4321_Krueger (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>82% scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td>12/14-FINC 4321_Kim (SLO 2)</td>
<td>FINC 4331 (Fall)</td>
<td>100% scored 75% or higher</td>
<td></td>
</tr>
</tbody>
</table>
**Ethical Behavior, 75% or more of the students will score 75% or higher**

| Formative internal assessment instrument utilized in FINC 3321 (Fall/Summer/Spring) | 67% of students scored 75% or higher on the individual case as testing in SLO 4 | SLO was not met. | Initiatives: Expanded discussion of ethics in company analysis using Case #1 and aspects of ethical capital budgeting. Results: Students performance has declined. Planned Actions: Will provide more exercise problems and a comprehensive case to check student’s understanding. Due to the results from the Jan faculty retreat, this assessment will take place in the higher level FINC 4341 course. | 12/13-FINC 3321.600 Verma (SLO 4) | 89% scored a 70% or higher | 12/13-FINC 3321.001 Krueger (SLO 4.1) | 81% scored a 80% or higher | 5/14-FINC 3321_Verma (SLO 4) | 69% scored 70% or higher | 6/14-FINC 3321_Krueger (SLO 4) | 80% scored 75% or higher | 12/14-FINC 3321_Kim (SLO 4) | 67% scored 75% or higher |

**BBA in General Business**

| Formative internal assessment instrument utilized in ACCT 2301 (Fall/Summer) or ACCT 2302 (Spring/Summer) | 96% of students scored 75% or higher on the test questions identified as testing SLO1 | SLO was met | Initiatives: Held regular review sessions, increased homework problems, increased tutoring hours by former ACCT I and II students. We previously had one tutor with limited hours but the tutoring was expanded to 2 tutors, doubling the original hours offered so more students can utilize. Result: Student scores are increasing Planned Action: Will emphasize the relatedness of the knowledge of the basic accounting equation to the balance sheet. At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: General business majors will possess critical thinking and problem solving skills. | 12/13-ACCT 2302_Huff (SLO1) | 76% scored 75% or higher | 6/13-ACCT 2302_Huff (SLO1) | 80% scored 75% or higher | 5/14-ACCT 2302.001 Huff (SLO1) | 65% scored 75% or higher | 6/14-ACCT 2301_Vasquez (SLO 1.1) | 50% scored 75% or higher | 7/14 – ACCT 2302.001 Huff (SLO 1.1) | 83% scored 75% or higher | 12/14-ACCT 2301.S02_Holt (SLO 1) | 96% scored 75% or higher |
**General FINC Principles**, 75% or more of the students will score 75% or higher

| Formative internal assessment instrument utilized in FINC 3321 (Fall/Summer/Spring) | 67% students scored 75% or higher on the questions identified as testing SLO 1.1 | Initiatives: Focused attention on capital budgeting techniques with an example that used and contrasts payback, discounted payback, NPV, Profitability ratio, IRR, and Modified Internal rate of return. Speakers were placed in units wherein students were already doing well, so that a day would not be lost. |

| Results: | Not reaching goal |

| Planned Actions: | Provide students with 10 in-class lab sessions for each chapter, in which students will have an opportunity to solve more problems with instructor... At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: General business majors will possess critical thinking and problem solving skills. |

| 12/13-FINC 3321.001 Krueger (SLO 1.1) | 55% scored 75% or higher |
| 12/13-FINC 3321.600 Verma (SLO 1) | 89% scored 75% or higher |
| 5/14-FINC 3321 Verma (SLO 1) | 69% scored 70% or higher |
| 6/14-FINC 3321 Krueger (SLO 1.1) | 79% scored 75% or higher |
**General MGMT Priniciples**, 75% or more of the students will score 75% or higher on the questions identified as testing SLO2.

85.7% and 67.7% students scored 75% or higher on the questions identified as testing SLO2.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Instructor</th>
<th>SLO2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-MGMT 4390.001 Garza (SLO 2)</td>
<td>62% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13-MGMT 4390.600 Garza (SLO 2)</td>
<td>69% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-MGMT 4390.500_Cavazos (SLO 2)</td>
<td>62.5% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-MGMT 4390.501_Cavazos (SLO 2)</td>
<td>82% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/14-MGMT 4390.900_Cavazos (SLO 2)</td>
<td>87.5% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-MGMT 4390.500_Cavazos (SLO 2)</td>
<td>67.7% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-MGMT 4390.900_Cavazos (SLO 2)</td>
<td>85.7% scored 75% or higher</td>
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</tr>
</tbody>
</table>

**Initiatives**: This item was assessed in a different class to better reflect management principles. The curriculum was addressed to potentially add a different required course to the BBA core classes.

**Results**: Due to small number of students even one student has a big impact on results. Will combine sections in the future.

**Planned Action**: Will introduce principle of management early in the class to address concepts taught earlier in the curriculum that students may have forgotten. Recommend moving the assessment to another class that is more appropriate for covering the principle of management concepts. At January Faculty Retreat, Faculty reviewed ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: General business majors will possess critical thinking and problem solving skills.
### General MKTG Principles

Formative internal assessment instrument (SLO3) utilized in MKTG 3324 (Fall/Summer/Spring)

50% and 58% of students scored 80% or higher on the article review in SLO 1

**Initiatives:**
- Lectures and class discussion focused more on the concepts of the chapters and the vocabulary of marketing enabling the student to better understand marketing. Explained the connection between textbook concepts and real world practices.

**Results:**
- Student trend is declining.

**Planned Action:**
- Inclusion of specific marketing environment-related exam, and/or design of another assessment tool.
- Will spend more time explaining the purpose of the article reviews to emphasize the connection between the concepts in the book and real world practices. Will introduce a case study to connect the book material with the real world.

At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: General business majors will possess critical thinking and problem solving skills.

<table>
<thead>
<tr>
<th>Course/Section</th>
<th>Time</th>
<th>Score</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13 – MKTG 3324.001 Oates (SLO 1)</td>
<td>88%</td>
<td>75% or higher</td>
<td></td>
</tr>
<tr>
<td>12/13 – MKTG 3324.002 Chatelain (SLO 1)</td>
<td>74%</td>
<td>80% or higher</td>
<td></td>
</tr>
<tr>
<td>5/14 – MKTG 3324 Cicala (SLO 1)</td>
<td>77%</td>
<td>75% or higher</td>
<td></td>
</tr>
<tr>
<td>8/14 – MKTG 3324.500 Oates (SLO 1)</td>
<td>72%</td>
<td>80% or higher</td>
<td></td>
</tr>
<tr>
<td>12/14 – MKTG 3324.501 Chatelain (SLO 1)</td>
<td>50%</td>
<td>75% or higher</td>
<td></td>
</tr>
<tr>
<td>12/14 – MKTG 3324.501 Chatelain (SLO 1)</td>
<td>58%</td>
<td>75% or higher</td>
<td></td>
</tr>
</tbody>
</table>
Formative internal assessment instrument utilized in ISYS 2302 (Fall/Summer/Spring) 77.8%, 53%, 72% and 62% students scored 75% or higher on the questions identified as testing SLO1.

Not all courses met the SLO.

Initiatives: Additional attempts on each test were utilized to increase the student’s retention on these topics. Students were made aware of how important it is to take these assessment tests seriously in order to be competitive in the business world.

Results: Based on the scores overtime, students are either not or barely reaching their goals.

Planned Action: Each exam has training modules available to prepare for the exam, but most students did not take advantage of this opportunity. The completion of these SAM training. At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey).

Now, this learning goal reads: General business majors will possess critical thinking and problem solving skills. Modules will be promoted prior to each exam.

For students who took advantage of the SAM 2010 training, this learning objective was achieved.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name</th>
<th>Percentage scoring 75% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-ISYS 2302.001</td>
<td>Carmona (SLO 1)</td>
<td>68% scored 80% or higher</td>
<td></td>
</tr>
<tr>
<td>12/13-ISYS 2302.002</td>
<td>Carmona (SLO 1)</td>
<td>71% scored 80% or higher</td>
<td></td>
</tr>
<tr>
<td>12/13-ISYS 2302.003</td>
<td>Shorter (SLO 1)</td>
<td>100% scored 80% or higher</td>
<td></td>
</tr>
<tr>
<td>12/13-ISYS 2302.800</td>
<td>Shorter (SLO 1)</td>
<td>100% scored 80% or higher</td>
<td></td>
</tr>
<tr>
<td>5/14-ISYS 2302.002 Bartelt(SLO 1)</td>
<td>63.8% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-ISYS 2302.003 Shorter (SLO 1)</td>
<td>100% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-ISYS 2302.004 Carmona (SLO 1)</td>
<td>73% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/14-ISYS 2302.001 Shorter (SLO 1)</td>
<td>77.8% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.003 Shorter (SLO 1)</td>
<td>66.8% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.500 Bartelt (SLO 1)</td>
<td>53% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.501_Shorter (SLO 1)</td>
<td>72.2% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.600_Hinojosa (SLO 1)</td>
<td>62% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written and Oral Skills, 75% or more of the students will score 75% or higher</td>
<td>Formative internal assessment instrument utilized in BCOM 3306 (Fall/Summer/Spring)</td>
<td>SLO was met for the oral presentations but was not met for the written assessment</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Oral: Initiatives: A more rigorous rubric to reflect skill level. Required video rehearsal and self-assessment.</td>
<td>Results: Students are substantially improving. Planned Action: The more rigorous grading resulted in a lower rating, which is good. The videotape did not happen, but it is scheduled for next semester. Written: Initiatives: Students used Turnitin Grade Mark prior to submission and revised paper. Seven grammar/mechanics lessons &amp; tests added.</td>
<td>Results: Students have declined over time. This goal will be assessed in MGMT 4390 in the spring.</td>
<td></td>
</tr>
<tr>
<td>76% of the students scored above 75% or higher on their oral presentation; 64% of the students scored 75% or higher on the written skills.</td>
<td>12/13-BCOM 3306.001_Bennington (SLO 1)</td>
<td>12/13-BCOM 3306.001_Bennington (SLO 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/13-BCOM 3306.001_Bennington (SLO 2)</td>
<td>12/13-BCOM 3306.002_Bennington (SLO 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/14-BCOM 3306.500_Bennington (SLO 1)</td>
<td>5/14-BCOM 3306.500_Bennington (SLO 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/14-BCOM 3306.600_Bennington (SLO 1)</td>
<td>8/14-BCOM 3306.600_Bennington (SLO 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/14 – BCOM 3306.500 Bennington (SLO 1)</td>
<td>12/14 – BCOM 3306.500 Bennington (SLO 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/14 – BCOM 3306.500 Bennington (SLO 2)</td>
<td>12/14 – BCOM 3306.500 Bennington (SLO 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written: 67% scored 75% or higher</td>
<td>Oral: 100% scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written: 81% scored 75% or higher</td>
<td>Oral: 69% scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written: 52% scored 75% or higher</td>
<td>Oral: 89% scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written: 50% scored 75% or higher</td>
<td>Oral: 94% scored 75% or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written: 64% scored 75% or higher</td>
<td>Oral: 76% scored 75% or higher</td>
<td></td>
</tr>
</tbody>
</table>
Fundamental Business Issues/Processes, MFT results will show a minimum score at the 50th percentile on each of the following discipline areas: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal, Ethical, and Social, International Issues, and Information Systems.

MFT results – Fall/Summer/Spring. Results in Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Legal, Ethical and Social Environments, Information Systems and International Issues.

Students improved their performance on the MFT in summer 2014. They scored higher compared to spring 2014 results on Accounting, Economics (above national mean), Management, Quantitative Analysis, Marketing, Information Systems (above national mean), and International Issues. Students’ performance on topics in finance and legal issues need improvement.

The goal is not met in 2013-2014 academic year in Accounting, Economics, Management, QA, Finance, and International issues.

Over the last five years, University has become from the open admission to become a selective admission University. As the University increases its admission criteria, it is anticipated that students’ quantitative skills will improve, as well. On the College level, students are provided with a “review sheet” to refresh their memory of subject matters they have taken earlier in their studies. The College now offers three tutors in quantitative areas where students experience the most difficulties: QA, accounting, finance, and economics. To address International Issues deficiency, faculty teaching International Business added two additional chapters which were previously not covered to fall 2014 BUAD 2374 “International Business” syllabus. These chapter cover such topics as international trade, financial letters of credit, balance of trade.

Over the last five years, University has become from the open admission to become a selective admission University. As the University increases its admission criteria, it is anticipated that students’ quantitative skills will improve, as well. On the College level, students are provided with a “review sheet” to refresh their memory of subject matters they have taken earlier in their studies. The College now offers three tutors in quantitative areas where students experience the most difficulties: QA, accounting, finance, and economics. To address International Issues deficiency, faculty teaching International Business added two additional chapters which were previously not covered to fall 2014 BUAD 2374 “International Business” syllabus. These chapter cover such topics as international trade, financial letters of credit, balance of trade.

See Chart Below

![MFT Results - Fall 2013 - Fall 2014](image-url)
Ethical Behavior for Managerial Decision Making, 75% or more of the students will score 75% or higher

<table>
<thead>
<tr>
<th>Formative internal assessment instrument utilized in MGMT 3312 (Spring/Fall)</th>
<th>73% of students scored 75% or higher on the project identified as testing SLO 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% of students scored 75% or higher on the project identified as testing SLO 1</td>
</tr>
<tr>
<td>SLO was not met</td>
<td>SLO was met</td>
</tr>
</tbody>
</table>

Initiatives: Offered students review sessions.
Results: Students are not meeting the standard in all courses
Planned Action: The rubric will be provided to students so they understand the expectations. This assessment will take place in the higher level MGMT 4390 course, decided in the Jan faculty retreat.

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>12/13-MGMT 3312.001 Fisher</th>
<th>62.5% scored 80% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/13-MGMT 3312.600 Fisher</td>
<td>84% scored 80% or higher</td>
</tr>
<tr>
<td></td>
<td>5/14-MGMT 3312.500 Fish er</td>
<td>62% scored 75% or higher</td>
</tr>
<tr>
<td></td>
<td>5/14-MGMT 3312.501 Fish er</td>
<td>87% scored 75% or higher</td>
</tr>
<tr>
<td></td>
<td>12/14-MGMT 3312.500 Cava zos</td>
<td>72% scored 75% or higher</td>
</tr>
<tr>
<td></td>
<td>12/14-MGMT 3312.600 Chat elain</td>
<td>100% scored 75% or higher</td>
</tr>
</tbody>
</table>

BBA General Business, Concentration Product Pricing

Fundamental Business Issue/Students will be able analyze the competitive and strategic position of a firm and its pricing implications, 75% or more of the students will score 75% or higher

<table>
<thead>
<tr>
<th>Formative internal assessment utilizing individual project in Finance 3355 “Pricing for Profitability” Spring 2015. The project will require the students to correctly populate and interpret the “Matrix of Competitive Advantages” and the “Perceived Value map” models.</th>
<th>XX% of students scored 75% or higher on the formative internal assessment Finance 3355 is offered in Spring. Therefore, first assessment will be conducted in spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Will be assessed in spring 2015. Concentration is offered for the first time beginning fall 2014.</td>
</tr>
</tbody>
</table>

Product Pricing Concentration consists of:
1. Business Core common to all BBA majors.
2. Base Pricing classes: FINC3355 – Pricing for Profitability, MGMT3310 – Introduction to Entrepreneurship, ISYS3351 – Database/SQL; MKRTG3365 – Market Research; MKTG3360 - Sales or MKTG4321 – Negotiation; ACCT 3314 – Cost/Managerial Accounting; MKTG 4350 – Consumer Behavior
3. Three business electives: ISYS4304 –Database administration; MKTG3360/4321 (if the student did not take both above); MKTG4320 – Business-to-Business Marketing; ACCT4319 – Advanced managerial Accounting; FINC 4364 – Business Forecasting.

BBA in Information Systems
## General ISYS Programming Principles

Formative internal assessment instrument utilized in ISYS 3364 (Fall) or ISYS 4302 (Spring)

<table>
<thead>
<tr>
<th>SLO</th>
<th>Results</th>
<th>Initiatives</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO met</td>
<td>86% of students scored 75% or higher</td>
<td>An additional graded assignment were incorporated towards the beginning of the semester to spend more time ensuring that the essential concepts were assessed before moving to more difficult concepts.</td>
<td>None</td>
</tr>
<tr>
<td>SLO not met</td>
<td>71% of students scored 75% or higher</td>
<td>New and modern database assignments were given along with specific exam questions to explicitly assess specific database skills.</td>
<td>None</td>
</tr>
</tbody>
</table>

### Formative internal assessment instrument utilized in ISYS 3351 (Fall), 3358 (Spring), ISYS 2302 (summer)

5/14-ISYS 3358.001-Bartelt (SLO 1)

48.7% scored 80% or higher

6/14-ISYS 2302.001-Shorter (SLO 3)

66% scored 75% or higher

12/14-ISYS 3358.500-Bartelt (SLO 1)

71% scored 75% or higher

It was decided in the Jan faculty retreat to assess this in ISYS 3351.
<table>
<thead>
<tr>
<th>System analysis and design phases in businesses, 75% or more of the students will score 75% or higher</th>
<th>Initiatives: Additional case studies and guest speakers in the field were utilized in future sections of this course.  Results: Based on the scores overtime, not as many students are reaching their goals  Planned Action: Covering more content in detail kept this SLO assessment in the same range. Making the written portion of the case exam due a few days before the presentation may allow more time for concepts to sink in before the exam. Also, it may be helpful to have students rate each other’s presentations so they will be active observers and stay focused while the concepts are being covered in class. It was decided at the Jan faculty retreat to assess this in ISYS 3356.</th>
<th>12/13-ISYS 3358.001 Bartelt (SLO 2)</th>
<th>67% scored 80% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative internal assessment instrument utilized in ISYS 3358 (Fall) and ISYS 4358 (Spring), ISYS 2302 (Summer)</td>
<td>66% of the students scored 75% or higher in SLO 2</td>
<td>5/14-ISYS 4358 Hinojosa (SLO 1)</td>
<td>73% scored 75% or higher</td>
</tr>
<tr>
<td></td>
<td>SLO was not met</td>
<td>6/14-ISYS 2302 Shorter (SLO 4)</td>
<td>70.4% scored 75% or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12/14-ISYS 3358.500 Bartelt (SLO 2)</td>
<td>66% scored 75% or higher</td>
</tr>
<tr>
<td>Initiatives: Mentioned ethical issues in every relevant chapter, from entering and cleaning up data to analyzing data</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results: Based on the scores overtime, students are improving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Action: While some of these questions have a pass rate of over 75%, question 5, the majority of these questions are below the 75% threshold. Not enough students are grasping this concept. It is my recommendation that this be assessed in a higher level course where more time can be devoted to covering this content. Students are not grasping this concept. It is recommended that this be assessed in a higher level course where more time can be devoted to covering this content. A case study will be incorporated to highlight ethical decision making situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO</th>
<th>Course Code</th>
<th>Instructor</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Behavior in ISYS, 75% or more of the students will score 75% or higher</td>
<td>Formative internal assessment instrument utilized in ISYS 2302 (Fall/Summer/Spring)</td>
<td>55%, 64%, 59% and 78% of the students scored 75% or higher in SLO 1</td>
<td>SLO was not met in a majority of the courses</td>
</tr>
<tr>
<td>12/13-ISYS 2302.001 Carmona (SLO 2)</td>
<td>39% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13-ISYS 2302.002 Carmona (SLO 2)</td>
<td>27% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13-ISYS 2302.003 Shorter (SLO 2)</td>
<td>72% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13-ISYS 2302.800 Shorter (SLO 2)</td>
<td>79% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-ISYS 2302.002 Bartlett (SLO 1)</td>
<td>33% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-ISYS 2302.003 Shorter (SLO 1)</td>
<td>70% scored 80% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/14-ISYS 2302 Carmona (SLO 1)</td>
<td>79% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/14-ISYS 2302.001 Shorter (SLO 1)</td>
<td>74% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.003 Shorter (SLO 2)</td>
<td>64% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.500 Bartlett (SLO 2)</td>
<td>55% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.501 Shorter (SLO 2)</td>
<td>59% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/14-ISYS 2302.600 Hinojosa (SLO 2)</td>
<td>78% scored 75% or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBA in Management</td>
<td>Initiative: Incorporated discussion questions at the end of the lecture during class.</td>
<td>Results: Students are meeting the standards</td>
<td>Planned Action: Increase the requirements for this project. At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers, exit surveys; Dean's Advisory Board survey). Now, this learning goal reads: General business majors will possess basic management and problem solving skills.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>General MGMT Strategies, 75% or more of the students will score 75% or higher</td>
<td>Formative internal assessment instrument utilized in MGMT 4390 (Fall/Summer/Spring)</td>
<td>100% of students scored 75% or higher on the questions identified as testing SLO 1</td>
<td>SLO was met</td>
</tr>
<tr>
<td>Cultural/Interpersonal Skills for Interaction, 75% or more of the students will score 80% or higher</td>
<td>Formative internal assessment instrument utilized in MGMT 4331 (Spring) or MGMT 3312 (Fall)</td>
<td>97% of students scored 80% or higher on the questions identified as testing SLO 3</td>
<td>SLO was met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>78% of students scored 80% or higher on the questions identified as testing SLO 3</td>
<td></td>
</tr>
</tbody>
</table>
Written:
Initiatives: Used a new assessment (individual essay) tool and provided standardized rubric to the students beforehand.
Results: Results are more consistent across courses, students are barely meeting standards.
Planned Action: Students will be reminded of the importance (grade points) of this assignment for their final grade, as well as of the use of the corresponding rubric as well as encourage students to utilize College presentation rooms to rehearse their presentations.

Oral:
Initiatives: The rubric was more rigorously enforced. Recommended that students rehearse and evaluate each other.
Results: Students are doing well.
Planned Action: Reinforce the rubric used as well as require students to utilize College presentation rooms to rehearse their presentations. For written, will require the students to go to the writing center to improve their writing. For oral, will require students to use the college presentation rooms and rehearse their presentations. This assessment will be moved to MGMT 3325 and MGMT 4331 for written and MGMT 4331 for oral, according to the Jan faculty retreat.

Formative internal assessment instrument utilized in MGMT 3312 (Spring/Fall) for written and MGMT 4331 (Spring) or MGMT 4390 (Summer, Fall) for oral

SLO was not met for all courses for written skills; SLO was met for oral skills

Written:
48% scored 75% or higher

Oral: 84% scored 75% or higher

Written: 55% scored 75% or higher

Oral: 44% scored 75% or higher

Written: 76% scored 75% or higher

Oral: 88% scored 75% or higher

Written: 77% scored 75% or higher

Oral: 87% scored 75% or higher

Written: 70% scored 75% or higher

Oral: 70% scored 75% or higher

Written: 76% scored 75% or higher

Oral: 100% scored 75% or higher

Written: 100% scored 75% or higher

Oral: 100% scored 75% or higher
<table>
<thead>
<tr>
<th><strong>Apply Human Resource Skills, 75% or more of the students will score 75% or higher</strong></th>
<th><strong>Ethical Behavior for Management, 75% or more of the students will score 75% or higher</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative internal assessment instrument utilized in MGMT 3325 (Fall) or MGMT 4328 (Spring).</td>
<td>Formative internal assessment instrument utilized in MGMT 3312 (Spring/Fall)</td>
</tr>
<tr>
<td>84% scored 75% or higher in SLO 1</td>
<td>73% of students scored 75% or higher on the project identified as testing SLO 1</td>
</tr>
<tr>
<td>SLO was met</td>
<td>SLO was not met</td>
</tr>
<tr>
<td>Initiatives: Assessment has not yet been conducted. Assessment will be conducted in fall 2014</td>
<td>Initiatives: Used a new assessment (individualized essay) and provided a standardized rubric to the students before giving the assessment.</td>
</tr>
<tr>
<td>Results: Students are meeting the standard</td>
<td>Results: Students are improving</td>
</tr>
<tr>
<td>Planned Action: Lectures, class discussions and student team interactions will place additional emphasis on the process and reasoning of how specific human resource management skills and concepts influence employees, the organization itself and performance of both. This is the first semester assessment of this SLO. Based on the discussion at the January Faculty retreat and in the consultation with external and internal constituents, this goal was removed because it was too narrowly defined.</td>
<td>Planned Action: Will provide a more appropriate rubric, move the assessment to a higher level course to ensure that the concept has been appropriately covered, and use a case to reinforce the concept. This course will be moved to the higher level MGMT 4331, according to the Jan. faculty retreat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>12/14-MGMT 3325.500 Karst (SLO 1)</strong></th>
<th><strong>12/13-MGMT 3312.001 Fisher (SLO 1)</strong></th>
<th><strong>5/14-MGMT 3312.500 Fish (SLO 1)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>84% scored 75% or higher</td>
<td>62.5% scored 80% or higher</td>
<td>87% scored 75% or higher</td>
</tr>
<tr>
<td>12/14-MGMT 3325.501 Karst (SLO 1)</td>
<td>12/13-MGMT 3312.600 Fisher (SLO 1)</td>
<td>12/14-MGMT 3312.501 Fish (SLO 1)</td>
</tr>
<tr>
<td>73% scored 75% or higher</td>
<td>62% scored 75% or higher</td>
<td>73% scored 75% or higher</td>
</tr>
<tr>
<td>12/14-MGMT 3312.600_Chatlein (SLO 1)</td>
<td>12/14-MGMT 3312.500_Cavazos (SLO 1)</td>
<td>12/14-MGMT 3312.600_Chatlein (SLO 1)</td>
</tr>
<tr>
<td>100% scored 75% or higher</td>
<td>100% scored 75% or higher</td>
<td>100% scored 75% or higher</td>
</tr>
</tbody>
</table>
**General Mktg. Theories, 75% or more of the students will score 75% or higher**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>SLO 1 Score</th>
<th>SLO 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-MKTG 3324.001</td>
<td>Oates</td>
<td>73%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>12/13-MKTG 3324.002</td>
<td>Chatelain</td>
<td>42%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>5/14-MKTG 3324.001</td>
<td>Oates</td>
<td>88%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>5/14-MKTG 3324.002</td>
<td>Chatelain</td>
<td>81%</td>
<td>80% or higher</td>
</tr>
<tr>
<td>8/14-MKTG 3324.001</td>
<td>Cicala</td>
<td>88%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>8/14-MKTG 3324.002</td>
<td>Oates</td>
<td>72%</td>
<td>80% or higher</td>
</tr>
<tr>
<td>12/14-MKTG 3324.001</td>
<td>Oates</td>
<td>50%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>12/14-MKTG 3324.002</td>
<td>Chatelain</td>
<td>58%</td>
<td>75% or higher</td>
</tr>
</tbody>
</table>

Initiatives: Offered students review sessions and practice quizzes. Results: Students are declining. Planned Action: Will spend more time explaining the purpose of the article reviews to emphasize the connection between the concepts in the book and real-world practices. Students will be reminded of the importance of this assignment for their grade, in order to improve the assignment completion rate. This will be assessed in the higher level MKTG 4350 course, as decided at the Jan. faculty retreat.

**Mktg. Role in Business, 75% or more of the students will score 75% or higher**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>SLO 1 Score</th>
<th>SLO 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13-MKTG 3324.001</td>
<td>Oates</td>
<td>88%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>12/13-MKTG 3324.002</td>
<td>Chatelain</td>
<td>81%</td>
<td>80% or higher</td>
</tr>
<tr>
<td>5/14-MKTG 3324.001</td>
<td>Cicala</td>
<td>88%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>5/14-MKTG 3324.002</td>
<td>Oates</td>
<td>72%</td>
<td>80% or higher</td>
</tr>
<tr>
<td>8/14-MKTG 3324.001</td>
<td>Oates</td>
<td>50%</td>
<td>75% or higher</td>
</tr>
<tr>
<td>8/14-MKTG 3324.002</td>
<td>Chatelain</td>
<td>58%</td>
<td>75% or higher</td>
</tr>
</tbody>
</table>

Initiatives: Offered students review sessions and practice quizzes. Completed a CB research project. Results: Students are declining. Planned Action: Will spend more time explaining the purpose of the article reviews to emphasize the connection between the concepts in the book and real-world practices. Inclusion of specific marketing environment-related exam, and/or design of another assessment tool. At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Marketing majors will possess basic marketing and problem-solving skills.
<table>
<thead>
<tr>
<th>Analytical Skills, 75% or more of the students will score 75% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative internal assessment instrument utilized in MKTG 3365 (Fall) or MKTG 4390 (Spring)</td>
</tr>
<tr>
<td>85% of students scored 75% or higher on the project identified as testing SLO 1</td>
</tr>
<tr>
<td>SLO was met</td>
</tr>
</tbody>
</table>
| **Initiatives:** Completed a marketing plan for a selected company. Offered students review sessions and practice quizzes.  
**Results:** Students are barely meeting the assessment  
**Planned Action:** Will spend more time explaining the importance of the research project to emphasize the connection between the concepts in the book and real world practices, have the students do more rewrites of the project, additional lectures and class discussion will focus more on the concepts of the chapters and the vocabulary of marketing research enabling the student to better understand marketing research and the importance of using this language in the research report. At the Jan faculty retreat, it was decided to assess this in the higher level MKTG 4350 course. |

| 12/13-MKTG 3365 Oates (SLO 1) | 75% scored 80% or higher |
| 5/14- MKTG 4390 Oates (SLO 2) | 75% scored 75% or higher |
| 12/14-MKTG 3365.500 Oates (SLO 1) | 85% scored 75% or higher |

<table>
<thead>
<tr>
<th>Ethical behavior in Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative internal assessment instrument utilized in MKTG 3365 (Fall), MKTG 4390 (Spring), or MKTG 3324 (Fall)</td>
</tr>
</tbody>
</table>
| 50% of the students received a score of 75% or higher on SLO 4  
89% of the students received a score of 75% or higher on SLO 4. |
| SLO was not met  
SLO was met |
| **Initiatives:** Stressed more ethics and consequences of unethical behavior in the market place during class discussions  
**Results:** Students are not all meeting the assessment  
**Planned Action:** Ethics and CSR will remain a constantly reminded topic in the class. Lecture and class discussion will place more emphasis on principles of ethics in the field of marketing Discussions of the consequences of unethical behavior in the market place. It was decided at the faculty meeting to assess this in the higher level MKTG 4390 course. |

| 12/13-MKTG 3365 Oates (SLO 2) | 75% scored 80% or higher |
| 5/14-MKTG 3324 Cicala (SLO 4) | 77% scored 75% or higher |
| 8/14 –MKTG 3324.500 Oates (SLO 4) | 70% scored 80% or higher |
| 12/14-MKTG 3324.500 Oates (SLO 4) | 50% scored 75% or higher |
| 12/14-MKTG 3324.501 Chatalein (SLO 4) | 89% scored 75% or higher |
Strategies for Marketing Plan, 75% or more of the students will score 75% or higher

Formative internal assessment instrument utilized in MKTG 4390 (Spring) or MKTG 3324 (Fall)

<table>
<thead>
<tr>
<th>SLO was not met</th>
<th>SLO was met</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of the students received a score of 75% or better</td>
<td>75% of the students received a score of 75% or better</td>
</tr>
</tbody>
</table>

Initiatives: Completed a marketing plan for a selected company. Offered students review sessions and practice quizzes

Results: Not all students meeting the assessment

Planned Action: Explain to students every element of the marketing plan. Students will keep having access to the resources (PowerPoint presentations, marketing plan examples, etc.) that were made available for them during this semester. At January Faculty Retreat, Faculty revised ACBSP major learning goals and objectives based on indirect assessment (e.g., EBI survey of alumni, employers; exit surveys; Dean’s Advisory Board survey). Now, this learning goal reads: Marketing majors will possess basic marketing and problem solving skills.

| 12/13-MKTG 3324 Chatelain (SLO 3) | 81% scored 80% or higher |
| 12/13-MKTG 3324.001 Oates (SLO 3) | 70% scored 80% or higher |
| 5/14 – MKTG 4390 Oates (SLO 1) | 75% scored 75% or higher |
| 5/14-MKTG 3324 Oates (SLO 1) | 75% scored 75% or higher |
| 12/14-MKTG 3324.500_0ates (SLO 3) | 50% scored 75% or higher |
| 12/14-MKTG 3324.501_Chat alein (SLO 3) | 75% scored 75% or higher |
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>What is your measurement instrument or process? (Indicate length of cycle)</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends (3-5 data points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your goal?</td>
<td>100% of College of Business Administration faculty and staff will participate in at least one professional development activity.</td>
<td>Exceeded goal compared to the previous year. Faculty participated in four Brown Bag series held in the College of Business Administration; Blackboard 9 training. 90% of faculty regular participate in Monday and Friday events offered by the Center for Teaching Excellence. Staff of the College of Business participates in monthly JAG training offered by the University. In addition, 50% of the staff participated in professional development events.</td>
<td>Will continue offer faculty and staff professional development opportunities and encourage them to attend; provide College resources.</td>
<td>Goal is met. Continue to encourage faculty and staff professional development. Professional development is reflected as one of the goals on the annual report for the next year.</td>
<td></td>
</tr>
</tbody>
</table>

Faculty and Staff Focused Results

Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.

Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.

100% of College of Business Administration faculty and staff will participate in at least one professional development activity.

Annual faculty and staff report.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Annual faculty and staff review.</th>
<th>Department chair and faculty review individual faculty performance annually. Faculty work with the Chair to establish goals for the next year that support department, college, and university. The chair works with individual faculty how to assist person with improving individual performance (e.g., training, professional development, mentoring). Dean reviews staff performance annually and works with individual staff member on how to assist person in improving their individual performance (e.g., training, professional development, mentoring). Goal is met. Continue to encourage faculty and staff professional development. Professional development is reflected as one of the goals on the annual report for the next year. Faculty are encouraged to apply for professional development grants; serve on College and University committees; become more active in professional organizations. Staff members are encouraged to participate in professional development activities. College of Business Administration recognizes faculty and staff: Dr. John Cicala - was chosen by students as a winner of the &quot;Students' Choice Award.&quot; In 2014, College of Business Administration introduced three awards to recognize distinguished faculty for their contribution to research, teaching, and service. 2014-2015 award winners were: The researcher of the year award was split between Dr. Bartelt and Dr. Krueger. They split this award for the 2nd year. The service award went to Dr. Hans Schumann and the teaching award went to Mr. Harmeet Singh.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College faculty will serve on one College and one University Committee; College staff will serve on one staff Committee.</td>
<td>Tenure-track faculty members serve on one College Committee. Tenured senior faculty members serve on two College Committees. Majority of the College of Business Administration faculty have more than one University Committee/Council appointment.</td>
<td>College of Business Administration has six senior tenured faculty members. Majority of the College faculty are tenure-track faculty members. Therefore, senior faculty who do not carry administrative appointment often serve on more than one College and University Committee/Council. In the next two years, four tenure-track faculty will go up for tenure. If tenure and promotion vote is favorable, College will have more flexibility in Committee assignments.</td>
</tr>
<tr>
<td>85% of the College of Business Administration staff will be satisfied with: fairness of the annual review process and the annual review system; work environment; technology support.</td>
<td>Survey was administered in spring 2014. Next time survey will be administered - spring 2016 (every two years).</td>
<td>Goal is not met. College of Business Administration is comprised of predominately young tenure-track faculty. College has limited number of senior tenured faculty without administrative appointments who could be appointed on University committees. This situation will be mitigated as College enrollment grows and more faculty will be hired and as junior faculty would go through tenure process.</td>
</tr>
<tr>
<td>85% of the College of Business Administration faculty will be satisfied with: fairness of the annual review process and the annual review system; support for teaching, research, service, professional travel and technology.</td>
<td>Survey was administered in spring 2014. Next time survey will be administered - spring 2016 (every two years).</td>
<td>Goal is met. 100% of the faculty and staff for the last three year ear minimum of &quot;satisfactory&quot; on their employee evaluation performance report each year.</td>
</tr>
</tbody>
</table>
Complete Table 5.2 and 5.3 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Criterion 5.3.1 The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

<table>
<thead>
<tr>
<th>Faculty Member Name (alphabetically by Last Name)</th>
<th>Major Teaching Field</th>
<th>Courses Taught (List the courses Taught during the reporting period, Do not duplicate Listing)</th>
<th>LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)</th>
<th>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA</th>
<th>ACBSP QUALIFICATION CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Cicala</td>
<td>Business Law</td>
<td>MGMT 5256 &quot;Healthcare Law and Ethics&quot;</td>
<td>JD, Bachelor of Science, Accounting</td>
<td>Over 25 years of legal experience in Tennessee and in Texas, currently employed as an associated attorney by Law Office of Scott M. Ellison</td>
<td>Professionally Qualified</td>
</tr>
<tr>
<td>Michael Knight</td>
<td>Management</td>
<td>MGMT 3312 &quot;Org Theory and Human Behavior&quot; MGMT 4390 &quot;Strategic Management&quot;</td>
<td>PH.D., Business Administration (Organizational Behavior; Management Information Systems) M5, Education BS, Aviation Management</td>
<td>Over 15 years of academic experience teaching management classes (e.g., Introduction to Management, Organizational Behavior, Human Resources Design, Group Dynamics, Human Resources Management, Systems Analysis and Relations, Leadership, Advanced Strategic Management, Organizational Behavior, etc.) Harvard Business School Certificate in Leadership</td>
<td>Academically Qualified</td>
</tr>
</tbody>
</table>

Table 5.2 - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

1. Academically Qualified
2. Management
3. Management Information Systems
**Standard Five: Faculty and Staff Focus - Table 5.3**

**Criterion 5.8.1.** Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree earned</th>
<th>Professional Certification</th>
<th>Scholarly Activities</th>
<th>Professional Activities</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Cicala</td>
<td>JD</td>
<td></td>
<td>Papers Presented</td>
<td>Published Articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manuscript and books</td>
<td>2</td>
</tr>
<tr>
<td>Zohra Fazal</td>
<td>MS</td>
<td>Leadership</td>
<td>D=1</td>
<td>D=2</td>
<td></td>
</tr>
<tr>
<td>Michael Knight</td>
<td>Ph.D</td>
<td></td>
<td></td>
<td></td>
<td>D=3</td>
</tr>
</tbody>
</table>

- **A** = Scholarship of Teaching
- **B** = Scholarship of Discovery
- **C** = Scholarship of Integration
- **D** = Scholarship of Application

**Table 5.3 Example - Table for Faculty Load**

<table>
<thead>
<tr>
<th>FACULTY LOAD, FULL-TIME FACULTY MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Activities</td>
</tr>
<tr>
<td>Professional Certification</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Papers Presented</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Published Articles</td>
</tr>
<tr>
<td>Manuscript and books</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Unpublished Articles</td>
</tr>
<tr>
<td>Manuscript and books</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Consulting</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Professional Related Service</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Professional Conferences and workshops</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Professional Meetings</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Professional Memberships</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

- **A = Scholarship of Teaching**
- **B = Scholarship of Discovery**
- **C = Scholarship of Integration**
- **D = Scholarship of Application**
### Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Measurable goal</th>
<th>Analysis of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your goal?</td>
<td>Retention rates as reported to the VPAA every semester.</td>
<td>In a positive trend for the last two academic years</td>
</tr>
<tr>
<td>The benchmark is set to the College of Business Administration FTIC retention rate → University FTIC retention rate</td>
<td>FTIC is 63.08% in 2013-2014 continues to exhibit a positive and better than University trend</td>
<td>Action Taken or Improvement made: College works very close with the Office of the Vice President for Student Success. College has one undergraduate adviser. Undergraduate adviser suite is located in the College of Business Administration 1st floor. As soon as PWC imposed administrative hiring freeze is lifted, College and Office of the VP of Student Success plan to hire additional student adviser to serve growing College enrollment. Adviser works closely with the faculty, chairs, Curriculum and Standards Committee, Assessment Committee and helps College with class scheduling, students recruiting. Beginning fall 2015, student adviser teaches &quot;Introduction to Business&quot; class which helps with sophomore retention. Undergraduate adviser uses such retention tools as early warning, Starfiche, notifies students about priority registration, offers group advising for students-athletes, reaches out to students on academic probation and those who are late for advising appointments. Undergraduate adviser and faculty together oversee student immersion experience and Student Professional Development Program (SPDP).</td>
</tr>
</tbody>
</table>

**Table 6.1 Standard 6 - Organizational Performance Results**

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students’ performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.
The benchmark is set to the College of Business Administration to increase enrollment above 500 students.

Number of enrolled students reported to Provost each semester.

Spring 2015 enrollment reached 508 students.

The benchmark is set to the College of Business Administration four-year FTIC and transfer graduation rate => University four-year FTIC and transfer graduation rate

Graduation rate for CBA transfer students was 52.02% versus 67.09% TAMUK.
Graduation rate for CBA FTIC students was 8.00% versus 15.02% TAMUK

In a positive trend for transfer and FTIC students for the last two years, with a sudden drop for 2010 cohort. During this last period, the College was going thru a very unstable stage in which administration and faculty were fluctuating, this instability was apparent in graduation rates. Now the College is in a much better situation where the administration is stable and the faculty base is growing.

College faculty and administration are working closely with the Office of the Vice President for Student Success to assist undergraduate students and see that they graduate on time. College of Business streamined undergraduate advising, and ready to hire an additional advisor. College participates in University-wide time-to-degree completion initiatives implemented by the Vice President of Student Success. College expanded its tutorial assistants. Faculty are engaged in early mentorship of business students and employ an academic success warning system. An increasing number of business students balance their academic studies with full-time employment responsibilities. Therefore, faculty offer students early morning/late afternoon, night and online office hours. Faculty utilize the early warning system "Starfiche" to assist in identifying "at risk" students earlier in their academic career.
College faculty continue to participate in University wide initiatives to improve graduation rate.