<table>
<thead>
<tr>
<th>Parameter Title</th>
<th>Parameter Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>College of Business (Jennings A. Jones)</td>
</tr>
<tr>
<td>Assessment Period</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Outcome/Goal Type</td>
<td>Student Learning Outcome</td>
</tr>
</tbody>
</table>

**Organization**: College of Business (Jennings A. Jones)  
**Assessment Period**: 2012-2013  
**Outcome/Goal Type**: Student Learning Outcome  
**Total Outcomes/Goals**: 14

**Mission Statement**

**Mission**

The mission of the Jones College of Business is to:

- Set our students’ foundation for life-long learning through high quality learning experiences resulting from quality teaching, classroom interactions, student professional organizations, service learning, and interactions with faculty outside the classroom.
- Further the scope and dissemination of the body of business knowledge through scholarly research that advances our disciplines, enhances teaching/learning, and improves outcomes of for-profit, not-for-profit, and governmental organizations.
- Contribute to the economic development of the region through our outreach programs.

We will produce career-ready undergraduate and graduate students prepared for career challenges and advancements, significant applied research, and consulting consistent with the expertise of our disciplines.
Summary of Achievements

Outcomes and Goals Assessment Plans

The following tables contain outcome/goal data for Assessment Period: 2012-2013

<table>
<thead>
<tr>
<th>Outcome/Goal</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA 1: Students will write effective business documents.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured in BCEN 3510 using a rubric to evaluate student products</td>
<td>Steve Lewis</td>
<td>06/30/2013</td>
<td>Scheduled for assessment in Fall 2013</td>
</tr>
</tbody>
</table>

Overall Outcome Results:

Scheduled for assessment in Fall 2013

This program outcome/general goal was: *If less than Met, program should plan further action to improve performance.

<table>
<thead>
<tr>
<th>What strengths were displayed through the assessments of your measures?</th>
<th>What weaknesses were displayed through the assessments of your measures?</th>
<th>Additional Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Partially Met</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendation 1:

Action Plan

Use of Results:

Assessment Changes: Programmatic Changes:
**Outcome/Goal**

BBA 2: Students will deliver professional business presentations.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome’s Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of business majors will deliver a five- to ten-minute professional oral presentation using appropriate technology at the acceptable level or above. Measured in BCEN 3510.</td>
<td>Barry Blair, BCEN</td>
<td>06/30/2013</td>
<td>Scheduled for assessment in Fall 2013</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**

Scheduled for assessment in Fall 2013

**This program outcome/general goal was:**

*If less than Met, program should plan further action to improve performance.

Met

**What strengths were displayed through the assessments of your measures?**

**What weaknesses were displayed through the assessments of your measures?**

**Additional Comments:**

**Recommendation 1:**

**Action Plan**

**Use of Results:**

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**
## Outcome/Goal
BBA 3: Students will prepare effective, professional job search documents.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome’s Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of business majors will organize, compose, format, and evaluate effective job search documents (traditional/electronic resume, application letter, follow-up correspondence, and/or interview-related materials) at the acceptable level or above. Measured in BCEN 3510.</td>
<td>Barry Blair, BCEN</td>
<td>06/30/2013</td>
<td>Scheduled for assessment in Fall 2013</td>
</tr>
</tbody>
</table>

## Overall Outcome Results:
Scheduled for assessment in Fall 2013

- **This program outcome/general goal was:**
  - *If less than Met, program should plan further action to improve performance.*
  - Partially Met

What strengths were displayed through the assessments of your measures?

What weaknesses were displayed through the assessments of your measures?

## Recommendation 1:

### Action Plan

#### Use of Results:

#### Assessment Changes:

#### Programmatic Changes:

### Person/Group Responsible for Action:

### Target Date for implementation of the action:

### Priority:
### BBA 4: Students will apply relevant ethical concepts to making business decisions.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students will score &quot;excellent&quot; and no more than 3% will score &quot;unacceptable&quot; in analyzing cases involving ethical concepts and decisions. Measured in MGMT 3610.</td>
<td>Jill Austin, MGMT/MKT</td>
<td>06/30/2013</td>
<td>72.7% excellent, 0.7% unacceptable</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**
72.7% excellent, 26.5% acceptable, 0.7% unacceptable

This program outcome/general goal was: *If less than Met, program should plan further action to improve performance.*

**Met** Further Action Unnecessary

**What strengths were displayed through the assessments of your measures?**
Students appear to have a thorough knowledge of relevant ethical concepts and how to apply them in making business decisions.

**What weaknesses were displayed through the assessments of your measures?**
None noted

**Additional Comments:**

**Recommendation 1:**
Continue the present method/content in teaching application of ethical concepts to business decisions.

**Action Plan**

**Use of Results:**
The scoring rubric was revised for 2012-2013 to allow for more accurate/objective scoring and to increase scoring consistency across course sections.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**
### Outcome/Goal
BBA 5: Students will apply the strategic marketing process including identifying a target market and developing a product, price, distribution, and promotional strategy to meet the target market's needs.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 70% of students will score 70% or better. Measured in MKT 3820 using embedded test questions.</td>
<td>Jill Austin, MGMT/MKT</td>
<td>06/30/2013</td>
<td>55% of students scored 70% or better.</td>
</tr>
</tbody>
</table>

### Overall Outcome Results:
55% of students scored 70% or better on the exam questions

**This program outcome/general goal was:**

*If less than Met, program should plan further action to improve performance.*

**Not Met**

**Further Action Planned**

**What strengths were displayed through the assessments of your measures?**

About half the students demonstrated sufficient knowledge of the marketing process.

**What weaknesses were displayed through the assessments of your measures?**

About half the students failed to demonstrate sufficient knowledge of the marketing process.

**Additional Comments:**

About half the students demonstrated sufficient knowledge of the marketing process.

### Recommendation 1:
Identify areas of weakness in students' knowledge of the marketing process and increase coverage and/or develop alternative teaching methods to ensure students understand the marketing process thoroughly.

### Action Plan

**Use of Results:**

This is a new assessment this year, so there were no results from last year and thus, no actions taken.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**
**Outcome/Goal**

BBA 6: Students will prepare basic financial statements, including a balance sheet, income statement and statement of owner's equity.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured in ACTG 2110 using embedded test questions. At least 75% of students passing the course will earn 70% or higher of the points allocated to each topic (i.e., balance sheet, income statement, statement of owner's equity).</td>
<td>G. Robert Smith</td>
<td>06/30/2013</td>
<td>For the pilot test in Fall 2012, aggregate scores only were recorded for 130 of 336 exams administered. Of scores recorded, 83.8% of students earned 70% or higher on the problem.</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**

83.8% of students whose aggregate scores were recorded earned 70% or higher. Scores were not broken out for the three individual financial statements for the pilot test.

**This program outcome/general goal was:** *If less than Met, program should plan further action to improve performance.*

Not Met

**Further Action Planned**

What strengths were displayed through the assessments of your measures?

Students scored well in the aggregate on the financial statement questions.

What weaknesses were displayed through the assessments of your measures?

The aggregate scores recorded for the pilot test did not directly indicate students' knowledge on individual financial statement types (i.e., balance sheet, income statement, statement of owner's equity).

**Recommendation 1:**

Record scores for each type of financial statement (i.e., balance sheet, income statement, statement of owner's equity). Administer exam again in Fall 2013.

**Action Plan**

**Use of Results:**

N/A. New assessment this year.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**
### Outcome/Goal

BBA 7: Students will apply basic managerial accounting concepts to make internal business decisions.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured in ACTG 2120 using embedded test questions</td>
<td>G. Robert Smith</td>
<td>06/30/2013</td>
<td>This objective is scheduled for pilot test in Fall 2013.</td>
</tr>
</tbody>
</table>

### Overall Outcome Results:

This objective is scheduled for pilot test in Fall 2013.

This program outcome/general goal was: *If less than Met, program should plan further action to improve performance.

<table>
<thead>
<tr>
<th>Not Met</th>
<th>Further Action Planned</th>
</tr>
</thead>
</table>

What strengths were displayed through the assessments of your measures?

This objective is scheduled for pilot test in Fall 2013.

<table>
<thead>
<tr>
<th>What weaknesses were displayed through the assessments of your measures?</th>
</tr>
</thead>
</table>

**Recommendation 1:**

This objective is scheduled for pilot test in Fall 2013.

**Action Plan**

**Use of Results:**

This objective is scheduled for pilot test in Fall 2013.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**
### Outcome/Goal

**BBA 8:** Students will describe the benefits of integrating information systems into the business environment.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured in INFS 3100 using embedded test questions</td>
<td>Steve Morris</td>
<td>06/30/2013</td>
<td>Scheduled for Pilot Test Fall 2013</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**

Scheduled for Pilot Test Fall 2013

**This program outcome/general goal was:** *

*If less than Met, program should plan further action to improve performance.*

Not Met

**Further Action Planned**

**What strengths were displayed through the assessments of your measures?**

**What weaknesses were displayed through the assessments of your measures?**

**Additional Comments:**

**Recommendation 1:**

**Action Plan**

**Use of Results:**

Pilot Test Fall 2013

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**

---

### Outcome/Goal

**BBA 9:** Students will apply economic principles to current issues in a global environment.
75% of business majors will achieve a score of 60% or better on a ten-question instrument designed to assess student knowledge of fundamental international economics terminology, comprehension of global economic principles, and interpretation of economic data. Measured in ECON 2410/2420.

<table>
<thead>
<tr>
<th>Overall Outcome Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of all students in ECON 2410 and 2420 for Fall 2012 and Spring 2013, 85.1% achieved the benchmark score (60%) or higher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This program outcome/general goal was:</th>
<th>*If less than Met, program should plan further action to improve performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Met</strong></td>
<td><strong>Further Action Planned</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What strengths were displayed through the assessments of your measures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can apply economic principles to current issues in a global environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What weaknesses were displayed through the assessments of your measures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question six on the exam had very a low proportion of correct answers and may need to be revised.</td>
</tr>
</tbody>
</table>

**Recommendation 1:**

Review question #6 on the exam for possible revision.

**Action Plan**

**Use of Results:**

Exam questions were reviewed and some were revised based on last year's results.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**

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**Outcome/Goal**

**Category**
BBA 10: Students will demonstrate appropriate knowledge of core content areas in a global business environment.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of business students will score proficient or higher on a course-embedded exam covering knowledge of international topics from all core courses. Measured in BUAD 4980.</td>
<td>Jill Austin, MGMT/MKT</td>
<td>06/30/2013</td>
<td>95% of students scored proficient or higher in Fall 2012. 93% of students scored proficient or higher in Spring 2013.</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**
94% of all students scored proficient or higher

**This program outcome/general goal was:**
*If less than Met, program should plan further action to improve performance.

**Met**
Further Action Unnecessary

**What strengths were displayed through the assessments of your measures?**
Students seem to be gaining appropriate knowledge of core content areas in a global environment.

**What weaknesses were displayed through the assessments of your measures?**
Less than 90% of entrepreneurship, CIS, and marketing students scored proficient on the exam.

**Recommendation 1:**
Discuss performance relative to core content areas in a global environment with faculty from entrepreneurship, CIS, and marketing to potential actions for improvement.

**Action Plan**

**Use of Results:**
Some questions on the exam were modified for the Spring 2013 assessments. The exam has been further modified for Fall 2013.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**

**Outcome/Goal Category**
BBA 11: Students will identify and apply basic concepts pertaining to the legal and regulatory environment of business, and analyze the potential threats and opportunities to the organization from the changing legal environment.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of students will score 75% or higher on an objective examination designed to assess knowledge of jurisdiction; constitutional authority to regulate business; civil liability for the actions of a business that injures third parties; liability associated with hiring practices and employee relations; major laws and regulations that protect consumers; major federal antitrust laws; and ethical decision making. Measured in BLAW 3400.</td>
<td>Lara Daniel, ACTG</td>
<td>06/30/2013</td>
<td>76% of students scored 75% or higher on the assessment.</td>
</tr>
</tbody>
</table>

Overall Outcome Results:
76% of students scored 75% or higher

This program outcome/general goal was: *If less than Met, program should plan further action to improve performance.
Met

What strengths were displayed through the assessments of your measures?
Scores for this assessment indicate significant learning improvement over past assessments.

What weaknesses were displayed through the assessments of your measures?
Scores on the antitrust topic declined from the previous assessment (Fall 2011 = 67; Spring 2013 = 61).

Additional Comments:
Scores for this assessment indicate significant learning improvement over past assessments.

Recommendation 1:
Place greater emphasis on antitrust topic

Action Plan

Use of Results:
Relevant topics were substantially reemphasized and course materials were enhanced for these topics.

Assessment Changes: | Programmatic Changes:
---|---

Person/Group Responsible for Action:
<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of business majors will score acceptable or above on a seven-question assessment instrument designed to assess student learning of techniques and analysis of descriptive statistics, statistical significance, hypothesis testing, correlation, ANOVA, and regression analysis. Measured in QM 3620.</td>
<td>Gordon Freeman, CIS</td>
<td>06/30/2013</td>
<td>82.4% scored acceptable or above in Fall 2012 73.1% scored acceptable or above in Spring 2013</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**

The numbers for the fall semester of 2012 (82.4%) were close to the target of 85%, but the numbers for the spring semester of 2013 (73.1%) fell back to the level achieved in the spring semester of 2011.

**This program outcome/general goal was:** *If less than Met, program should plan further action to improve performance.*

<table>
<thead>
<tr>
<th>Met</th>
<th>Further Action Planned</th>
</tr>
</thead>
</table>

**What strengths were displayed through the assessments of your measures?**

**What weaknesses were displayed through the assessments of your measures?**

**Additional Comments:**

In the spring semester of 2013, we changed textbooks in QM 2610 AND adopted the use of a homework manager. Numerous problems arose with the use of the homework manager. I spent a considerable amount of class time explaining how to get around issues with the homework manager, and that was time not spent teaching statistics. The new textbook in QM 2610 meant that QM 2610 and QM 3620 were being taught the same semester from different textbooks with different notations for the same concepts. I suspect it created problems for the graduate students who were running the Stat. lab. Some of the decline in student performance on the assessment instrument in the spring semester of 2013 probably stemmed from these unusual circumstances.
Recommendation 1:
The new textbook has a different form of Z-table from the previous textbook. The new form of the Z-table seemed to be an obstacle in the learning process for some of the students in the QM 2610 class. In the fall semester of 2013, standardize the probability tables used in both courses.

Recommendation 2:
The goal should continue to be 85%. If you examine the historical data, you can see that we had three semesters in a row where the percentage was above 80%. It may be unrealistic, but I would like to see it get up to 85%.

Action Plan

Use of Results:
Standardize probability tables.

Assessment Changes: | Programmatic Changes:
--- | ---

Person/Group Responsible for Action: Gordon Freeman, CIS
Target Date for implementation of the action: 12/31/2013
Priority: High

Outcome/Goal
BBA 13: Students will analyze, interpret, and communicate financial statement data.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% of business majors will score 40% or higher on a 50-question departmental comprehensive exam covering introduction to finance; financial statements and analysis; taxes and cash flow; time value applications; interest rates and bond valuation; stock valuation; capital budgeting; risk and return; and cost of capital. Measured in FIN 3010.</td>
<td>Sean Salter, FIN</td>
<td>06/30/2013</td>
<td>90.14% of students scored 40% or higher in Fall 2012. 86.79% of students scored 40% or higher in Spring 2013.</td>
</tr>
</tbody>
</table>

Overall Outcome Results:
90.14% of students scored 40% or higher in Fall 2012. 86.79% of students scored 40% or higher in Spring 2013. The benchmark for this assessment is that 95% of students will score 40% or higher on the exam.
This program outcome/general goal was: If less than Met, program should plan further action to improve performance.

<table>
<thead>
<tr>
<th>Met</th>
<th>Further Action Planned</th>
</tr>
</thead>
</table>

### What strengths were displayed through the assessments of your measures?

Students continue to do well on the exam.

### What weaknesses were displayed through the assessments of your measures?

The exam was rewritten in its entirety for Fall 2012. The new exam may have resulted in scores notably lower than in previous semesters.

### Recommendation 1:

Review specific sections of the exam for problem areas and revise exam or instruction as needed

**Action Plan**

**Use of Results:**

The assessment exam was rewritten in its entirety for Fall 2012 to better reflect the topics covered in FIN 3010.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**

---

### Outcome/Goal

BBA 14: Students will propose and evaluate alternative solutions for decision making.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of business majors will score proficient or higher on a project involving data analysis, development of alternative solutions, evaluation of alternative solutions, selection of recommendation(s) and both oral and written presentations. Measured in BUAD 4980.</td>
<td>Jill Austin, MGMT/MKT</td>
<td>06/30/2013</td>
<td>96% of students scored proficient or higher on the project.</td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**
96% of students scored proficient or higher on the project.

**This program outcome/general goal was:**

*If less than Met, program should plan further action to improve performance.*

<table>
<thead>
<tr>
<th>Met</th>
<th>Further Action Planned</th>
</tr>
</thead>
</table>

| What strengths were displayed through the assessments of your measures? |
| What weaknesses were displayed through the assessments of your measures? |
| Additional Comments: |

Students appear to have a firm grasp on proposing and evaluating alternative solutions for decision making.

None noted

**Recommendation 1:**

Continue present content and methods

**Action Plan**

**Use of Results:**

Continued emphasis on proposing viable solutions and evaluating solutions for decision making

| Assessment Changes: |
| Programmatic Changes: |

| Person/Group Responsible for Action: |
| Target Date for implementation of the action: |
| Priority: |