

# The University of West Alabama

## Detailed Assessment Report

### 2015-2016 Department of Business Administration, Management, & Marketing

As of: 1/26/2017 11:28 AM EST

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

#### Mission / Purpose

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The mission of the Department of Business Administration, Management and Marketing is to provide a quality education in business administration, business quantitative analysis, management and marketing and to provide opportunities for research and service with the outstanding faculty and available extracurricular activities. The purpose of the department is to educate students on the process of developing the strategies, plans, procedures and policies that guide a business on both a day-to-day and long-term basis. It involves coordinating human, financial, and material resources to achieve organizational objectives. A degree in Business Administration can be used to lead and control specialized sections of a business' daily operations. This degree allows a student to select a General Business, Management, Marketing, or International Business Emphasis.

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

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##### **G 1: Address the educational, social, and cultural needs of the overall student body.**

Address the educational, social, and cultural needs of the overall student body.

##### **SLO 2: Students majoring in Business Administration will demonstrate appropriate content knowledge.**

Students majoring in Business Administration will demonstrate appropriate content knowledge. See the attached student learning outcomes for the Business Administration degree program. SLO 1 and SLO 2 address content knowledge. SLO 1: Understand the elements associated with staffing, managing, and leading people in a business. SLO 2: Understand the day-to-day operations and the quantitative tools to analyze business processes and trends for decision-making.

##### **Connected Document**

[Business Administration Student Learning Outcomes](#)

##### **Related Measures**

##### **M 2: Test scores in Business Administration major courses will measure content knowledge.**

Test scores in Business Administration major courses will measure content knowledge. In addition to chapter tests during the semester, a comprehensive final examination will be given to include certain questions from previous chapter tests for reinforcement of core business administration knowledge.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

At least 80% of Business Administration majors will score 70% or higher on the final exam.

##### **Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016 Business Administration major courses, Final Exam scores were reported by faculty. Final Exam information included: (1) types of questions given (a) objective; (b) essay; (c) problem; (d) other. (2) types of embedded, repeated questions from earlier tests given, if applicable, for Comprehensive Final Exams. (3) number of students who scored 90% and above; 80%-89%; 70%-79%; 60%-69%; below 60%. (4) number of students who scored 70% and above for meeting Target: "At least 80% of Business Administration majors will score at least 70% or higher on the Comprehensive Final Exam." Fall 2015 and Spring 2016 Final Exam scores for Business Administration major courses are attached. An Action Plan is provided to improve future results.

##### **Connected Documents**

[2015-2016 BusAdmin SLO Assessment Report](#)

[Business Administration, Management Major Courses, Final Exam Results, 2015-2016](#)

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

For full information, see the *Details of Action Plans* section of this report.

##### **Outline Action Taken to Enhance Student Performance Each Semester**

*Established in Cycle:* 2015-2016

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student p...

##### **SLO 3: Students majoring in Business Administration will demonstrate appropriate application skills.**

Students majoring in Business Administration will demonstrate appropriate application skills. See the attached student learning outcomes for Business Administration degree program. SLO 3, SLO 4, and SLO 5 address application of skills. SLO 3: Demonstrate ability to develop strategies, to analyze businesses, consumers, and market trends, and to make decisions that impact business policies, processes, and profits. SLO 4: Demonstrate ability to apply soft skills and technology usage to promote teambuilding and leadership for effective communication. SLO 5: Demonstrate effective skills in written and verbal expressions to communicate business strategies, objectives, and goals.

##### **Connected Document**

[Business Administration Student Learning Outcomes](#)

##### **Related Measures**

##### **M 3: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Bus Admin majors.**

Computer assignments, rubrics, and related competency tools (Cengage, Connect) will measure technology and

communication skills. See the attached grading rubrics for communication skills.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**

[Communication Rubric](#)

**Target:**

At least 80% of Business Administration majors will score 70% or higher with each required application skill including computer assignments, communication skills assignments, and online Cengage and Connect homework assignments.

**Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016 Business Administration major courses, application skills were assessed. Trend analysis was reported for a minimum of 3 data points (semesters). Based on results, the COBT Assessment Committee provided suggestions for improvement. The Fall 2015 and Spring 2016 results are attached. An Action Plan is provided to improve future results.

**Connected Document**

[2015-2016 BusAdmin SLO Assessment Report](#)

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

For full information, see the *Details of Action Plans* section of this report.

**Outline Action Taken to Enhance Student Performance Each Semester**

*Established in Cycle:* 2015-2016

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student p...

**SLO 4: Students majoring in Management will demonstrate appropriate content skills.**

Students majoring in Management will demonstrate appropriate content knowledge. See the attached student learning outcomes for the Management degree program. SLO 2 and SLO 5 address content knowledge. SLO 2: Recognize or create an organizational structure to effectively implement business plans/objectives/goals. SLO 5: Utilize measurement tools and procedures to determine the performance of people and other assets related to the implementation of plans/objectives/goals, and take corrective actions where necessary to enhance business profits.

**Connected Document**

[Management Student Learning Outcomes](#)

**Related Measures**

**M 4: Test scores in Management major courses will measure content knowledge.**

Test scores in Management major courses will measure content knowledge. In addition to chapter tests during the semester, a comprehensive final examination will be given to include certain questions from previous chapter tests for reinforcement of core management knowledge.

Source of Evidence: Academic direct measure of learning - other

**Target:**

At least 80% of Management majors will score 70% or higher on the final exam.

**Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016 Management major courses, Final Exam scores were reported by faculty. Final Exam information included: (1) types of questions given (a) objective; (b) essay; (c) problem; (d) other. (2) types of embedded, repeated questions from earlier tests given, if applicable, for Comprehensive Final Exams. (3) number of students who scored 90% and above; 80%-89%; 70%-79%; 60%-69%; below 60%. (4) number of students who scored 70% and above for meeting Target: "At least 80% of Management majors will score at least 70% or higher on the Comprehensive Final Exam." Fall 2015 and Spring 2016 Final Exam scores for Management major courses are attached. An Action Plan is provided to improve future results.

**Connected Documents**

[2015-2016 Management SLO Assessment Report](#)

[Business Administration Management Major Courses, Final Exam Results, 2015-2016](#)

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

For full information, see the *Details of Action Plans* section of this report.

**Outline Action Taken to Enhance Student Performance Each Semester**

*Established in Cycle:* 2015-2016

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student p...

**SLO 5: Students majoring in Management will demonstrate appropriate application skills.**

Students majoring in Management will demonstrate appropriate application skills. See the attached student learning outcomes for the Management degree program. SLO 1, SLO 3 and SLO 4 address application of skills. SLO 1: Demonstrate an ability to conduct business planning, set major business objectives, and define business goals. SLO 3: Demonstrate an ability to understand and use various leadership and motivational tools to successfully implement business plans, objectives, and goals to positively affect business profits. SLO 4: Display an ability to understand the elements associated with staffing the business with the best people with the needed skills and behaviors to implement plans/objectives/goals to positively affect business profits.

**Connected Document**

[Management Student Learning Outcomes](#)

**Related Measures**

**M 5: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Management majors.**

Computer assignments, rubrics, and related competency tools (Cengage, Connect) will measure technology and communication skills. See the attached grading rubrics for communication skills.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**  
[Communication Rubric](#)

**Target:**

At least 80% of Management majors will score 70% or higher on each assessment.

**Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016 Management major courses, application skills were assessed. Trend analysis was reported for a minimum of 3 data points (semesters). Based on results, the COBT Assessment Committee provided suggestions for improvement. The Fall 2015 and Spring 2016 results are attached. An Action Plan is provided to improve future results.

**Connected Document**

[2015-2016 Management SLO Assessment Report](#)

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

For full information, see the *Details of Action Plans* section of this report.

**Outline Action Taken to Enhance Student Performance Each Semester**

*Established in Cycle:* 2015-2016

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student p...

**SLO 6: Students majoring in Marketing will demonstrate appropriate content skills.**

Students majoring in Marketing will demonstrate appropriate content skills. See the attached student learning outcomes for the Marketing degree program. SLO 1, SLO 2, SLO 3, SLO 4, and SLO 8 address content knowledge. SLO 1: Demonstrate an understanding of the Basic concepts and applications of Marketing. SLO 2: Demonstrate an understanding of the management and policy aspects of Marketing. SLO 3: Identify and understand the various components of Marketing Strategy. SLO 4: Assess the external environmental impacts that technology, politics, economic conditions, competitive environment, and sociocultural changes may have on consumers and the ways in which Marketer's may adapt and change their Marketing Strategies correspondingly. SLO 8: Critically evaluate Business Plans and corresponding Marketing Plans.

**Connected Document**

[Marketing Student Learning Outcomes](#)

**Related Measures**

**M 6: Test scores in Marketing major courses will measure content knowledge.**

Test scores in Marketing major courses will measure content knowledge. In addition to chapter tests during the semester, a comprehensive final examination will be given to include certain questions from previous chapter tests for reinforcement of core marketing knowledge.

Source of Evidence: Academic direct measure of learning - other

**Target:**

At least 80% of Marketing majors will score 70% or higher on each assessment in Marketing courses.

**Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016 Marketing major courses, Final Exam scores were reported by faculty. Final Exam information included: (1) types of questions given (a) objective; (b) essay; (c) problem; (d) other. (2) types of embedded, repeated questions from earlier tests given, if applicable, for Comprehensive Final Exams. (3) number of students who scored 90% and above; 80%-89%; 70%-79%; 60%-69%; below 60%. (4) number of students who scored 70% and above for meeting Target: "At least 80% of Marketing majors will score at least 70% or higher on the Comprehensive Final Exam." Fall 2015 and Spring 2016 Final Exam scores for Marketing major courses are attached. An Action Plan is provided to improve future results.

**Connected Documents**

[2015-2016 Marketing SLO Assessment Report](#)  
[Marketing Major Courses, Final Exam Results](#)

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

For full information, see the *Details of Action Plans* section of this report.

**Outline Action Taken to Enhance Student Performance Each Semester**

*Established in Cycle:* 2015-2016

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student p...

**SLO 7: Students majoring in Marketing will demonstrate appropriate application skills.**

Students majoring in Marketing will demonstrate appropriate application skills. See the attached student learning outcomes for the Marketing degree program. SLO 5, SLO 6, SLO 7, and SLO 9 address application of skills. SLO 5: Understand and apply various Marketing Segmentation Analyses. SLO 6: Demonstrate an understanding of the elements involved in developing a Marketing Plan. SLO 7: Understand and apply basic Marketing Research techniques as well as the appropriate quantitative and qualitative analyses procedures. SLO 9: Demonstrate a thorough understanding of the basic needs of all consumers and the wants that Marketer's satisfy relative to those underlying needs.

**Connected Document**

[Marketing Student Learning Outcomes](#)

**Related Measures**

**M 7: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Marketing majors.**

Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Marketing majors.

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**  
[Communication Rubric](#)

**Target:**

At least 80% of Marketing majors will score 70% or higher on each assessment.

**Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016 Marketing major courses, application skills were assessed. Trend analysis was reported for a minimum of 3 data points (semesters). Based on results, the COBT Assessment Committee provided suggestions for improvement. The Fall 2015 and Spring 2016 results are attached. An Action Plan is provided to improve future results.

**Connected Document**

[2015-2016 Marketing SLO Assessment Report](#)

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

For full information, see the *Details of Action Plans* section of this report.

**Outline Action Taken to Enhance Student Performance Each Semester**

*Established in Cycle: 2015-2016*

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student p...

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## Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**G 1: Address the educational, social, and cultural needs of the overall student body.**

Address the educational, social, and cultural needs of the overall student body.

**O/O 1: The Department of Business Administration, Management, and Marketing will ensure quality programs.**

The Department of Business Administration, Management and Marketing (BAMM) will ensure quality programs. BAMM will maintain a curriculum review process to ensure quality of programs and adherence to the regional accreditation standards of the Southern Association of Colleges and Schools (SACS) and to the separate business accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP). See the attached College of Business course assessment report form that is updated and completed at the end of each semester for all BAMM Department courses.

**Connected Document**

[BAMM Course Assessment Reports](#)

**Related Measures**

**M 1: An annual COBT curriculum review process will monitor adherence to accreditation standards.**

To ensure the quality of programs in the Department of Business Administration, Management, and Marketing, (1) A curriculum review of the Business Administration, Management and Marketing degree programs will be accomplished by the departmental faculty for submitting changes to the UWA Academic Council in November and February of each year; and (2) The College of Business Assessment Committee will review all degree programs annually as part of the strategic planning process to monitor adherence to the accreditation standards of SACS and ACBSP (business accrediting body).

Source of Evidence: Existing data

**Target:**

The Department of Business Administration, Management and Marketing degree programs will be reviewed annually by the College of Business and Technology Assessment Committee to monitor adherence to the SACS and ACBSP accreditation standards. All BAMM Department syllabi will be available on the College of Business and Technology shared drive to be reviewed annually to ensure academic University standards are met.

**Finding (2015-2016) - Target: Partially Met**

For Fall 2015 and Spring 2016, faculty members who taught the following Business Administration, Management and Marketing (BAMM) courses completed Student Learning Outcomes trend analysis for a minimum of 3 data points (semesters) related to the ACBSP 2015-2016 self-study report for reaffirmation. THE GRAPHING OF BAMM ASSESSMENT S CAN BE FOUND IN FINDINGS 3, 5 AND 7 BELOW. The COBT Educational Design Process Flowchart is attached and explains the annual curriculum review process. (1) MG 310—HUMAN RESOURCES MANAGEMENT SLO #1: Understand the elements associated with staffing, managing, and leading people in business. MEASURE: Business Administration Majors will research an element associated with staffing, managing, and leading people and prepare written and/or oral communication. TOOL: Rubric for Paper and Presentation DATA POINTS: Fall 2013; Fall 2014; Fall 2015 (2) MG 490—STRATEGIC MANAGEMENT SLO #2: Understand the day-to-day operations and quantitative tools to analyze business processes and trends for decision-making. MEASURE: COBT Majors in the Business Professional Component Capstone Course will calculate ratio analysis for a required case study to determine the assigned company's financial condition. TOOL: Rubric for Ratio Analysis DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (3) MG 490—STRATEGIC MANAGEMENT SLO #3: Demonstrate ability to develop strategies, analyze businesses, consumers, market trends, and to make decisions that impact business policies, processes, and profits. MEASURE: COBT Majors in the Business Professional Component Capstone Course will identify major problems of an assigned company, determine alternative strategies, and provide solutions for a required case study. TOOL: Rubric for Problem Solution DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (4) BA 400—PROFESSIONAL DEVELOPMENT SLO #4: Demonstrate ability to apply soft skills and technology usage to promote teambuilding and leadership for effective communications. MEASURE: COBT Majors in the Business Professional Component courses will Speaking Skills: present a well-organized and effectively delivered (1) book review (2) elevator speech; Job Search Skills: participate in a professional manner and wear proper business attire in (3) mock interview (4) work shadow; Writing Skills: prepare a well written, error-free (5) cover letter and (6) resume. TOOL: Rubric for Speaking Skills, Job Search Skills, and Writing Skills DATA POINTS: Fall 2014; Spring 2015; Fall 2015; Spring 2016 (5) BA 450—INTERNATIONAL BUSINESS SLO #5:

Demonstrate effective skills in written and verbal expressions to communicate business strategies, objectives, and goals. MEASURE: COBT Majors in the Business Professional Component courses will prepare a written and/or oral country analysis to make decisions that impact business policies, processes, and profit. TOOL: Rubric DATA POINTS: Summer 2012; Fall 2013; Spring 2014; Fall 2014; Spring 2015; Fall 2015; Spring 2016 MANAGEMENT MAJOR ASSESSMENTS USING RUBRICS/CHECKLISTS (1) MG 490—STRATEGIC MANAGEMENT SLO #1: Demonstrate an ability to conduct business planning, set major business objectives, and define business goals. MEASURE: COBT Majors in the Business Professional Component courses will demonstrate the ability to manage various aspects of a company, including accounting, finance, marketing, production, human resources, and information systems using a business case study/simulation. TOOL: Rubrics for (1) Identifying Major Problems (2) Determining Alternative Strategies (3) Providing Solutions (4) Implementing Strategy (5) Monitoring Strategy Implementation (6) Researching the Outcome (7) Calculating Ratio Analysis Results DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (2) MG 310—HUMAN RESOURCES MANAGEMENT SLO #2: Recognize or create an organizational structure to effectively implement business plans/objectives/goals. (Content) MEASURE: Management Majors will research and prepare a written and/or oral communication about the Human Resource Department's day-to-day operational processes, policies, and procedures. TOOL: Rubric for Paper and Presentation DATA POINTS: Fall 2013; Fall 2014; Fall 2015 (3) MG 410—LEADERSHIP SLO #3: Demonstrate an ability to understand and use various leadership and motivational tools to successfully implement business plans, objectives, and goals to positively affect business profits. MEASURE: Management Majors will research various leadership issues and prepare a written and/or oral presentation that displays an understanding of the impact on decision-making. TOOL: Rubric for Presentation DATA POINTS: Spring 2014; Spring 2015; Spring 2016 (4) MG 450—ORGANIZATIONAL BEHAVIOR SLO #4: Display an ability to understand the elements associated with staffing the business with the best people with the needed skills and behaviors to implement plans/objectives/goals and take corrective actions where necessary to enhance business profits. MEASURE: Management Majors will research and prepare a written and/or oral communication about employees' skills and behaviors necessary for successful outcomes. TOOL: Rubric for Paper DATA POINTS: Spring 2014; Spring 2015; Spring 2016 (5) MG 490—STRATEGIC MANAGEMENT SLO #5: Utilize measurement tools and procedures to determine the performance of people and other assets related to the implementation of plans/objectives/goals, and take corrective actions where necessary to enhance business profits. MEASURE: COBT Majors in the Business Professional Component courses will demonstrate the ability to manage various aspects of a company, including accounting, finance, marketing, production, human resources, and information systems using a business case study/simulation. TOOL: Rubrics for (1) Identifying Major Problems (2) Determining Alternative Strategies (3) Providing Solutions (4) Implementing Strategy (5) Monitoring Strategy Implementation (6) Researching the Outcome (7) Calculating Ratio Analysis Results DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 MARKETING MAJOR ASSESSMENTS USING RUBRICS/CHECKLISTS (1-5) MG 490—STRATEGIC MANAGEMENT SLO #8: (ALSO 1, 2, 3, 4, AND 5) Demonstrate an understanding of the basic concepts and applications of Marketing. Demonstrate an understanding of the management and policy aspects of Marketing. Identify and understand the various components of Marketing Strategy. Assess the external environmental impacts that technology, politics, economic conditions, competitive environment, and sociocultural changes may have on consumers and the ways in which Marketers may adapt and change their Marketing Strategies correspondingly. Understand and apply various Marketing Segmentation Analyses. Critically evaluate Business Plans and corresponding Marketing Plans. MEASURE: COBT Majors in the Business Professional Component Capstone Course will identify Marketing issues with an assigned company's Business Plan, provide alternative strategies, and determine solutions for a required case study. TOOL: Rubrics for (1) Identifying Major Problems (2) Determining Alternative Strategies (3) Providing Solutions (4) Implementing Strategy (5) Monitoring Strategy Implementation (6) Researching the Outcome (7) Calculating Ratio Analysis Results DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (6) MK 470—MARKETING MANAGEMENT SLO #6: (ALSO 1, 2, 3, 4, 5, 8, AND 9) Demonstrate an understanding of the elements involved in developing a Marketing Plan. MEASURE: Marketing Majors will develop a new product and discuss product, price, place, and promotion activities. TOOL: Rubric DATA POINTS: Spring 2014; Spring 2015; Spring 2016 (7) MK 480—MARKETING RESEARCH SLO #7: (ALSO 1, 4, AND 9) Understand and apply basic Marketing Research techniques as well as the appropriate quantitative and qualitative analyses procedures. MEASURE: Marketing Majors will complete a marketing research proposal; collect and analyze data; prepare a written and/or oral presentation of findings. TOOL: Rubric DATA POINTS: Fall 2013; fall 2014; Fall 2015; Fall 2016—pending data (8) MG 490—STRATEGIC MANAGEMENT SLO #8: (ALSO 1, 2, 3, 4, AND 5) Demonstrate an understanding of the basic concepts and applications of Marketing. Demonstrate an understanding of the management and policy aspects of Marketing. Identify and understand the various components of Marketing Strategy. Assess the external environmental impacts that technology, politics, economic conditions, competitive environment, and sociocultural changes may have on consumers and the ways in which Marketers may adapt and change their Marketing Strategies correspondingly. Understand and apply various Marketing Segmentation Analyses. Critically evaluate Business Plans and corresponding Marketing Plans. MEASURE: COBT Majors in the Business Professional Component Capstone Course will identify Marketing issues with an assigned company's Business Plan, provide alternative strategies, and determine solutions for a required case study. TOOL: Rubrics for (1) Identifying Major Problems (2) Determining Alternative Strategies (3) Providing Solutions (4) Implementing Strategy (5) Monitoring Strategy Implementation (6) Researching the Outcome (7) Calculating Ratio Analysis Results DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (9) MK 430—ADVERTISING AND PROMOTION SLO #9: (ALSO 1, 4, AND 5) Demonstrate a thorough understanding of the basic needs of all consumers and the wants that Marketers satisfy relative to those underlying needs. MEASURE: Marketing Majors will prepare an effective advertising campaign. TOOL: Rubric DATA POINTS: Fall 2013; Fall 2014; Fall 2015; Fall 2016—pending data

#### **Connected Document**

[Curriculum Review Diagram for COBT](#)

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

#### **Update brochures for campus programs.**

Improve current brochures and add brochures for campus programs.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Projected Completion Date:** 12/2017

### **Analyze sub scores on the MFT to determine strengths and weaknesses**

The overall sub scores on the MFT will be analyzed to help determine problem areas for students that result in lower overall MFT scores. By examining the sub scores, the faculty can identify weaknesses within the program and build in curriculum changes to address the weaknesses noted. Analyzing sub scores will occur in two ways: (1) sub scores for the last three tested cohorts will be examined to determine any trends and (2) new sub scores will be analyzed each term and then averaged annually. Results of the analysis will result in curriculum changes when needed in order to strengthen student learning.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Obtain sub scores from Associate Dean; examine scores for trends; prepare a plan to address noted weaknesses to present to Academic Council if curriculum changes are necessary.

**Projected Completion Date:** 12/2017

**Responsible Person/Group:** Department Chair

### **Emphasis Writing Skills**

Faculty will continue to report writing and oral skills activities in onling curriculum mapping work for planning and assessment. Greater emphasis will be given to the use of critical thinking in writing as well.

**Established in Cycle:** 2010-2011

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** BA 400, 401, 402, 403, 404, 420 and several other courses include writing assignments.

### **Emphasize Research Papers**

Because the longer papers seem the most difficult, a draft will be required and there will be emphasis on time management in BA 420.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

### **Emphasize the iCommunicate plan adopted by the university.**

All classes in the College of Business will emphasize the principles enumerated in the iCommunicate plan adopted by the university as a part of the Southern Association of Colleges and Schools assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** All College of Business faculty

**Additional Resources:** None

### **Purchase new equipment and supplies for adjunct faculty**

Purchase new and/or required equipment and supplies for full time and new adjunct faculty

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Purchase computer, printer, and other supplies for new adjunct faculty (\$2,000/faculty)

**Budget Amount Requested:** \$4,000.00 (recurring)

### **Develop An Action Plan to Increase Scores on the Major Field Test (MFT)**

We have added a global business simulator (GLO-BUS), more cases studies, additional review material, and extra credit points in order to emphasize the criticality of the Major Field Test (MFT) for our students. Additionally, we would like to have students travel to University of Alabama to use their research library. The research trip to Bruno Business Library at the University of Alabama will allow students to put their hands on industry and ratio analysis information, company data, and other case information that our library doesn't provide due to the exorbitant subscription costs associated with the sources. The students are introduced to the vast amount of information that is available at their fingertips and helps them avoid many hours of fruitless searches on the internet. The knowledge they obtain helps them to be more effective employees in the business/industry in which they work, or more effective students in a master's program in which they choose to matriculate.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** Drs Gregg and Allen

**Additional Resources:** 6 vans (4 - Spring & 2 - Fall) funding for copies of research material

**Budget Amount Requested:** \$1,000.00 (recurring)

### **Hire full time faculty member**

The influx of Chinese students has created the need for additional classes in marketing, Business Ethics, Business Professional Development and other general business courses. This need will continue as more international students are enrolled.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** The position would be advertised and a search would be conducted for employment Fall 2013.

**Responsible Person/Group:** Linda Carr/Wayne Bedford/Ken Tucker

**Additional Resources:** Salary--45,000 Benefits--15,000 Office Equipment--3,000

**Budget Amount Requested:** \$63,000.00 (recurring)

### **Create Action Plan for Selected Projects in Oral and Communication Skills**

COBT Faculty are including oral and written communication skills as a student learning outcome in their respective courses across the COBT curriculum to improve students' skills as they progress in the degree program. BA 401, 402, 403, and 404 will require students to produce a 2-minute recorded elevator speech to show progression of their communication skills. Additionally, a COBT committee will use a rubric to formally assess the capstone project to

determine if the goal for oral and written communication was met. COBT and campus extracurricular organizations, such as Toastmasters and ENACTUS, provide students the opportunity to develop their oral presentations skills.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Oral and written communication skills are enhanced in the series of Professional Development Seminars.

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** COB Administrators

**Additional Resources:** Video cameras to record, enhance, and provide constructive feedback on students' oral communication skills.

**Budget Amount Requested:** \$5,000.00 (one time)

#### **Create BA 371 (BQ 371) Action Plan**

Students are required to complete additional managerial reports to improve scores with rubric grading.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Additional managerial reports will be phased in over the next year.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** COB Administrator

**Additional Resources:** none

#### **Create MFT Baseline Action Plan**

Effective Fall 2015, a new required course, BA 401, Professional Development, targets rising juniors and focuses on test-taking skills, introduction to the MFT, and preparatory career skills. BA 401 provides an overview of the concepts that students must learn and retain in order to obtain scores greater than the COBT target. Students will take the MFT exam in this course. Results will be used as a baseline to determine students' success rate, individually and collectively. The composite results will be provided to the curriculum review committee and the faculty to identify student deficiencies. Curriculum committee will review the COBT curriculum maps to ensure core concepts are taught, assessed, and/or reinforced in remaining courses of study. Results will be provided by curriculum review committee to faculty to make adjustments if necessary.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Students will retake the MFT as a part of the capstone course. Performance results will be used to compare with baseline results. The students will complete the required sequence of Professional Development courses, BA 401, BA 402, 403, and 404 before graduation.

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** COBT Administrators

**Additional Resources:** COBT required additional funding for major field test that will be administered to rising juniors.

**Budget Amount Requested:** \$1,250.00 (recurring)

#### **Implement Oral and Communication Outcome**

COBT Faculty are including oral and written communication skills as a student learning outcome in their respective courses across the COBT curriculum to improve students' skills as they progress in the degree program; however, MG 490 (Strategic Management) will be used in the future to measure the oral and written communication learning objectives.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** A committee of faculty member will observe and grade the assignment to determine the success of this SLO.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** COB Administrators

**Additional Resources:** none

#### **Outline Action Taken to Enhance Student Performance Each Semester**

Each Faculty member will specify on their course assessment forms the type of action that will be taken to enhance student performance on assessments that did not/or partially met the target.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Test scores in Marketing major courses will measure content knowledge. | **Outcome/Objective:** Students majoring in Marketing will demonstrate appropriate content skills.

**Measure:** Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Bus Admin majors. | **Outcome/Objective:** Students majoring in Business Administration will demonstrate appropriate application skills.

**Measure:** Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Management majors. | **Outcome/Objective:** Students majoring in Management will demonstrate appropriate application skills.

**Measure:** Computer assignments, rubrics, and related competency tools will measure appropriate application skills for Marketing majors. | **Outcome/Objective:** Students majoring in Marketing will demonstrate appropriate application skills.

**Measure:** Test scores in Business Administration major courses will measure content knowledge. | **Outcome/Objective:** Students majoring in Business Administration will demonstrate appropriate content knowledge.

**Measure:** Test scores in Management major courses will measure content knowledge. |

**Outcome/Objective:** Students majoring in Management will demonstrate appropriate content skills.

**Implementation Description:** Completion of 2015-2016 Business Administration, Management, and Marketing Major Course Assessment Reports

## Analysis Questions and Analysis Answers

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### What specific strengths did your assessments show? (Strengths)

The majority of BAMB faculty received formal training on reporting the results of assessments in Atlanta, Georgia during the ACBSP Annual Conference in June 2016. The assessment of student learning outcome training expands the knowledge of faculty members writing and assessing student learning outcomes. Faculty have a clear understanding of crafting student learning outcomes, course objectives, and reporting assessment versus course grades to better determine where adjustments are needed in content delivery. Continued in-service training provides faculty members the opportunity to obtain information on the assessment process. Additionally, all BAMB faculty were assigned to a standards committee to further the distribution of knowledge necessary to continuously improve BAMB programs.

### What specific weaknesses or challenges did your assessments show? (Weaknesses)

Some faculty members still require additional training in curriculum mapping and course assessment. Student learning outcomes need to be reassessed continuously to ensure we are measuring the desired outcomes. Curriculum mapping that reflects the courses that introduce, assess, and reinforce the required concepts for better student retention must be continuously reviewed to ensure students are adequately prepared for the courses that required pre-requisites. The challenge that still exists is the faculty's ability to review curriculum mapping as an integrated versus independent process.

### What plans were implemented?

The following action plans are still in progress and/or implemented during this cycle: Update Brochures for Campus Programs Analyze Sub Scores on the MFT to Determine Strengths and Weaknesses Purchase New Equipment and Supplies for Adjunct Faculty Create Baseline MFT Action Plan Implement Oral and Communication Outcome Outline Action Taken to Enhance Student Performance Each Semester Emphasize Research Paper Emphasize the iCommunicate Plan Adopted by the University Develop and Action Plan to Increase Scores on the Major Field Test (MFT)

### What plans were not implemented?

The following action plans were not implemented this cycle: Create Action Plan for Selected Projects in Oral and Communication Skills Create BA 371 (BQ 371) Action Plan

### How will assessment results be used for continuous improvement?

This cycle assessment continues to validate the need for additional in-service training in a host of areas, such as curriculum mapping, student learning outcomes, and WEAVE assessments. This assessment will be used as a training tool and validation of the disconnects that exist between various assessment systems. Reporting and tracking outdated plans is time intensive and there should be a way to delete or deactivate old plans and move forward. Time would be better used to implement new programs that enhance our programs versus using the system to report plans that were put in place in 2009. COBT is moving forward and we will continue to conduct training for faculty members on the need to comply with accreditation standards. Many have not been exposed or participated in an accreditation process until this point. Exposure to standards provided a big picture view of the need for integration of course material. Training and change is continuous in COBT. Additionally, the outcome of this assessment reflects the need to continue end of semester in-service training and sessions to complete required documentation before faculty are released for winter and/or summer break. Administrators can use the summer break to compile critical assessment information that requires attention at the beginning of each semester. Submission of this data is important to ensure compliance with accreditation standards.

## Annual Report Section Responses

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### Key Achievements

Hosted ACBSP Region 3 Annual Fall Conference, October 6-8 at the Renaissance Montgomery Hotel & Spa Convention Center. Approximately 80 member attended the 2 1/2-day conference with 14 faculty presentations, and 2 sponsor presentations. One COBT Marketing and one Management student presented during the conference. The student presentation was sponsored by a BAMB faculty member. Four BAMB faculty members led presentations Toastmasters is a nonprofit educational organization that teaches public speaking and leadership skills to students, alumni, professionals, stay-at-home parents or retirees. Membership is open to the community and students. UWA Toastmasters Club Toastmasters Club achievements: Awarded President's Distinguished honors by achieved 9 out of 10 goals Added 20 new members Students and/or community leaders earned 4 Competent Communicator (CC) awards, and 2 Advanced Communicator (AC) awards. ENACTUS received 3 grants during 2015/2016: The 2015/2016 grants from Walmart and Sam's allowed us in Spring 2016 to continue our Computer 101 classes and GED tutoring, plus offer some other workshops, help one new business, Shenanigans, and continue helping The coffee shop and Art studio. The Veteran Empowerment project allowed us to help fund some marketing projects for Kora's Restaurant in Demopolis which is owned by a veteran. The Unilever grant helped fund and extend our Money Stars Program with Livingston Junior High 6th grade class. The grant funded a canned food drive for Love's Kitchen in Meridian, MS and will fund the Sumter Academy garden project for the 6, 7, 8th grades to teach students proper gardening techniques and help them maintain the garden. It will also fund workshops on how to use, cook and sell the vegetables. Summer 2016, ENACTUS won second place in the nation for our Veteran's project and travelled to St. Louis to receive the trophy and a \$3000 check. The 2016-2017 Robert Wood Johnson Project Accelerator Grant will allow us to purchase activity trackers (like fitbit), jump ropes, hula hoops, a datebook, and a nice water bottle for the 6, 7, 8 grade students at Sumter Academy. The Student Leadership Council (assisted by BAMB faculty) hosted 2 major morale-building events: COBT Back-to-School Bash with over 150 students and faculty member in attendance COBT Halloween Contest Marketing Department with other faculty members redesigned and acquired new COBT brochures and banners Marketing Faculty prepared UWA Strategic Marketing Plan Marketing Faculty in conjunction with students prepare Integrated Marketing Plan for Alumni business owner Management Faculty developed in conjunction with local Chamber of Commerce "Little Black Dress" Women's Networking Event Management Faculty participated in Leadership Marengo, a Chamber of Commerce sponsored event BAMB Faculty member developed with student the program for the ACBSP Region 3 Annual Conference BAMB Faculty member provided the layout and oversaw the development, publication and distribution of the 2016 Annual COBT Newsletter BAMB Faculty developed a work study program and trained graduate assistance as supervisors



**Faculty Achievements**

See attached faculty service reports in document section.

**Connected Documents**

[2016 FAR J.Gregg](#)  
[2016 FAR A.Allen](#)  
[2016 FAR K. Braxton](#)  
[FSR A. Allen 2015](#)  
[FSR A.Allen 2016](#)  
[FSR B.Winkles 2015](#)  
[FSR J.Gregg 2015](#)  
[FSR J.Henley 2015](#)  
[FSR J.Gregg 2016](#)  
[FSR KBraxton 2016](#)  
[FSR R.Henley 2015](#)  
[FSR RHenley 2016](#)

**Staff Achievements**

None to report.

**Public/Community Service**

See attached Faculty Service Reports.

**Connected Documents**

[2016 FAR J.Gregg](#)  
[2016 FAR A.Allen](#)  
[2016 FAR K. Braxton](#)  
[FSR A. Allen 2015](#)  
[FSR B.Winkles 2015](#)  
[FSR J.Gregg 2015](#)  
[FSR J.Henley 2015](#)  
[FSR R.Henley 2015](#)