Mission/Purpose
The purpose of the Department of Business Administration, Management and Marketing is to provide a quality education in business administration, management and marketing and to provide opportunities for research and service.

I. Goals and Student Learning Outcomes, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. Outcome: Faculty will participate in continuous cycle of academic improvement.
All faculty will participate in a continuous cycle of academic improvement through curriculum mapping for each course in the Business Professional Component (BPC) and for each major in the College of Business Program.

a. Measure: BAMM faculty will participate in a continuous cycle of academic improvement.
Business Administration, Management and Marketing faculty will participate in a continuous cycle of academic improvement with the utilization of curriculum mapping for each course in the Business Professional Component (BPC) and for each course in the College of Business program.

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

1. Achievement Target:
100% of Business Administration, Management and Marketing courses will be evaluated each semester by faculty with curriculum mapping and student learning outcomes adopted by the College of Business in Fall 2009.

2. Findings (2010-2011) - Achievement Target: Met
The Business Administration, Management and Marketing department courses were evaluated in Spring 2010, Summer 2010, Fall 2010, Spring 2011, and Summer 2011 by College of Business faculty using curriculum mapping.

3. Action Plan:
Faculty will continue continuous cycle of academic improvement.
Faculty in the Department of Business Administration, Management and Marketing will continue the curriculum mapping and evaluation in order to keep the cycle of academic improvement progressing. As new courses are added, they will be evaluated as well.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
2. Outcome: Students will demonstrate understanding of fundamental business principles and functions
Students will demonstrate understanding of the fundamental business principles and functions and the relationship of business organizations to individuals, government, and society.

a. Measure: Students will take the MFT.
Students graduating from the department will take a comprehensive examination such as the MFT to demonstrate their understanding of fundamental business principles and functions.

Source of Evidence: Comprehensive/end-of-program subject matter exam

1. Achievement Target:
75% of students taking the MFT will score 138 or better on the exam.

2. Findings (2010-2011) - Achievement Target: Partially Met
The MFT exam is taken as part of the MG 490, Strategic Management, course requirements. The MFT exam is not part of each student's final MG 490 course grade. For all College of Business majors who took the MFT exam in the 2010-2011, only ten of a total of 19 students earned a score of 138 or higher. If the two students who made scores of 137 are included, the percentage rises to 63%. The mean score was 138.

3. Action Plans:
Analyze MFAT scores
Develop a technique for encouraging a sincere effort by the students.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Dean and Department Chair

Analyze subscores on the MFT to determine strengths and weaknesses
The overall subscores on the MFT will be analyzed to help determine problem areas for students that result in lower overall MFT scores. By examining the subscores, the faculty can identify weaknesses within the program and build in curriculum changes to address the weaknesses noted. Analyzing subscores will occur in two ways: (1) subscores for the last three tested cohorts will be examined to determine any trends and (2) new subscores 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: Planned
Priority: High
Implementation Description: Obtain subscores from Associate Dean; examine scores for trends; prepare a plan to address noted weaknesses to present to Academic Council if curriculum changes are necessary.
Responsible Person/Group: Department Chair

Propose exit exam for scores below 138.
The following proposed draft will be presented to the College of Business faculty for approval in August 2011 to implement for December 2011 and future graduating seniors: Graduating seniors will continue to take the MFT as part of graduation requirements. If a student does not earn at least a score of 138 on the MFT exam, he/she must take a College of Business exit exam that
is a comprehensive coverage of the Business Professional Component (BPC) of the B.B.A. degree requirements. Overall and subcategory scores with MFT will be reported for each graduating senior to determine strengths and weaknesses with assessing how to improve student learning in the BPC and in the major. The MFT exam and the COB exit exam will be administered in the MG 490, Strategic Management, course in the Fall Semester for December graduates and in the Spring Semester for May and August graduates.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

3. Outcome: Students will demonstrate knowledge and skill appropriate to their chosen major
Students will demonstrate knowledge and skill appropriate to their chosen major:

a. Measure: Eighty percent of students will have a C or higher in selected projects in a key core course.
   Three key courses were selected from the core courses in the major as indicators of the knowledge in the field. The courses selected were MG 310, Human Resource Management, and MG 450, Organizational Behavior, (key core courses for both Business Administration and Management) and MK 340, Consumer Behavior, (key core course for Business Administration). Cases, papers and presentations from each of these courses were analyzed to determine whether 80% or more of students earned a C or higher. The rubrics for grading these presentation and written projects may be found in document repository.

Source of Evidence: Academic direct measure of learning - other

1. Achievement Target:
   80% of students majoring in Management will earn a C or higher in a key core course (MG 450, Organizational Behavior); 80% of students majoring in Business Administration will earn a C or higher in the key core course MK 340, Consumer Behavior.

2. Findings (2010-2011) - Achievement Target: Met
   80% of students majoring in Management obtained a C or higher in the key core course (MG 450, Organizational Behavior). 80% of students majoring in Business Administration earned a C or higher in the key core course MK 340, Consumer Behavior.

4. Outcome: Students will demonstrate the ability to express ideas through oral and written communication
Students will demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communications.

a. Measure: Eighty percent of students will receive average or above average feedback on papers and presentations in BA 320.
   80% of students will earn a grade of C or higher on papers and presentations in BA 320 and MG 300.

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

1. Achievement Target:
   80% of graduates will earn a grade of C or higher on letters and term papers in BA 320, Business Communications.
2. **Findings (2010-2011) - Achievement Target: Met**  
   BA 320 includes a total of 10-14 graded assignments, primarily business letters. The rubric for grading these letters is included in attachments. This course also includes a term paper which is a minimum of fifteen pages long. Students generally score higher on short documents (letters and short reports) than on the longer formal report (the term paper). MG 300 includes both written cases and classroom presentations. The rubrics for grading these may be found in Documents.

3. **Action Plans:**
   - **Continue emphasis on writing skills.**  
     Faculty will continue to report writing and oral skills activities in online 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:** Planned  
     **Priority:** High
   - **Increase review materials.**  
     Add review materials to BlackBoard for students who are not meeting standards.  
     **Established in Cycle:** 2010-2011  
     **Implementation Status:** Planned  
     **Priority:** High

5. **Outcome: Students will illustrate an understanding of leadership styles**  
   Students will illustrate an understanding of leadership styles, traits, and behaviors; demonstrate understanding of individual and group dynamics including team building and collaborative behaviors in the accomplishment of tasks.

   a. **Measure: Students will earn satisfactory grades on team projects.**  
      80% of students will earn satisfactory grades on team projects in selected courses.

      **Source of Evidence:** Project, either individual or group

   1. **Achievement Target:**  
      80% of students will receive a grade of C or higher on team projects in MG 300 and MG 490. The team project will be reported in a class presentation.

   2. **Findings (2010-2011) - Achievement Target: Met**  
      Team projects were scored both by the instructor and class members. The ratings from the peer evaluations were quite similar to the evaluations of the instructor. Peer evaluations by team members as well as the entire class were used. In the evaluations by team members, those students who contributed little (or much) were identified by others on the team.

   3. **Action Plan:**  
      **Check prerequisites more carefully.**  
      Check prerequisite courses (Macroeconomics, Microeconomics, two accounting courses) and not permit instructors to permit unqualified students in course.  
      **Established in Cycle:** 2010-2011  
      **Implementation Status:** Planned
Priority: High

6. **Outcome: Students will analyze legal and ethical issues.**
   Students will analyze legal and ethical issues; synthesize appropriate proposals for practical business solutions to ethical business issues.

   a. **Measure: Students will perform well in legal and ethical assignments in BA 263 and BA 330.**
      80% of students will perform at average or above level on legal assignments in BA 263 and BA 330, Business Ethics.

   Source of Evidence: Academic direct measure of learning - other

   1. **Achievement Target:**
      80% of students will receive average or above on projects related to legal issues in BA 263 and on a class presentation on an ethical issue in BA 330, Business Ethics.

   2. **Findings (2010-2011) - Achievement Target: Met**
      Every student in BA 330 was required to select an ethical issue to research in order to write a paper on the issue, present the issue in class for evaluation, and facilitate class discussion of the issue. In addition to the teacher in the class, other faculty members were often available to evaluate the presentations as well. The success rate exceeded 80%.

   3. **Action Plan:**
      Develop a more specific rubric for evaluation and guidelines for presentation.
      Develop a more specific rubric for evaluation and provide guidelines for planning the oral presentation. Some of the oral presentations were quite effective, and others were not as well done; however, understanding of ethical principles was evident in very nearly every student.

      **Established in Cycle:** 2010-2011
      **Implementation Status:** Planned
      **Priority:** High

7. **Outcome: Students will distinguish the components of business situations.**
   Students will distinguish the components of business situations; differentiate among alternative business solutions; critique causes and potential outcomes of selected options.

   a. **Measure: Students will successfully evaluate real-world business and non-profit organizations and provide solutions.**
      80% of students will be able to successfully evaluate real-world business and non-profit organizations and provide solutions. This understanding will be demonstrated by completion of cases in MG 490, Strategic Management (the capstone course). Some of the cases are completed by each student working individually, and other cases are team projects. Some of the cases are chosen from the text or journals while others are outreach projects for actual businesses in the local area.

   Source of Evidence: Academic direct measure of learning - other

   1. **Achievement Target:**
      80% of students will receive C or better in MG 490, Strategic Management.
2. **Findings (2010-2011) - Achievement Target: Met**
   90% of the students successfully completed cases in Strategic Management.

3. **Action Plan:**
   *Add more local projects.*
   As an outreach service to the community, an effort will be made to add more real-world (local) projects. This will be more realistic and interesting for students as well.
   **Established in Cycle:** 2010-2011
   **Implementation Status:** Planned
   **Priority:** High

8. **Outcome:** Students will analyze the complex, unstructured qualitative and quantitative problems.
   Students will analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology.

   **a. Measure:** Rating of 3 or higher on chapter cases in BA 371.
   80% of students will score a rating of three or higher on chapter cases in BA 371.
   **Source of Evidence:** Academic direct measure of learning - other

   1. **Achievement Target:**
      80% of students will receive a grade of C or higher in BA 371, Advanced Business Statistics.

   2. **Findings (2010-2011) - Achievement Target: Partially Met**
      Student showed deficiencies in two areas: Analysis and Conclusion. The average rating for all areas exceeded 3.00.

   3. **Action Plan:**
      *Strengthen prerequisites and encourage enrollment without time lag.*
      The prerequisite for BA 271 is MH 113, Precalculus Algebra; ask the College of Business curriculum committee to consider requiring a grade of "C" or higher. BA 271 is, of course, prerequisite to BA 371, Advanced Business Statistics. Advisors should be encouraged to recommend that students enroll in BA 371 the semester immediately following successful completion of BA 271.
      **Established in Cycle:** 2010-2011
      **Implementation Status:** Planned
      **Priority:** High
      **Completion Date:** 08/01/2011

9. **Outcome:** Students will demonstrate competency in the use of information technology.
   Students will demonstrate competency in the use of contemporary information technology in business decision making processes.

   **a. Measure:** Students will demonstrate competency in the use of contemporary information technology.
   Students will demonstrate competency in the use of contemporary information technology in the business decision making processes.
   **Source of Evidence:** Academic direct measure of learning - other
1. **Achievement Target:**
80% of students will earn a rating of 3.00 or higher in a course demonstrating competency in the use of information technology. The course selected for examination will be MG 370, Management Information Systems.

2. **Findings (2010-2011) - Achievement Target: Met**
80% of students in MG 370 earned a rating of 3.00 or higher on class projects utilizing information technology.

3. **Action Plan:**
   **Consider requiring a grade of C or higher in prerequisite courses.**
   Consider requiring a grade of C or higher in prerequisite courses, which are MG 300 and BA 271.
   
   **Established in Cycle:** 2010-2011  
   **Implementation Status:** Planned  
   **Priority:** High

10. **Outcome:** Students will demonstrate an understanding of differences in global and international business practices.
    Students will demonstrate an understanding of global and international business practices, compare and contrast approaches to assessing the domestic and international environments in which business organizations operate.

   **a. Measure:** Students will score average or higher on projects in BA 450, International Business Seminar
   80% of students will receive an average or higher score on projects in BA 450, International Business Seminar.
   
   **Source of Evidence:** Academic direct measure of learning - other

1. **Achievement Target:**
80% of students will receive an average or higher score on projects in BA 350, International Business Seminar. The projects include a case study and the analysis of several countries.

2. **Findings (2010-2011) - Achievement Target: Partially Met**
Students did not meet the 80% target in the analysis of different countries. This target was not met partially because some students failed to submit assignments. 80% of students did meet the target in the case studies. If all the projects, tests, and assignments are combined, over 80% of the students were successful.

3. **Action Plan:**
   **Emphasize the importance of participation; encourage students to mentor international students.**
   The importance of participation in all class activities will be emphasized; an increase in the international student population is anticipated; students will be encouraged to mentor international students, which will create an interest in the culture and business practices in other countries.
   
   **Established in Cycle:** 2010-2011  
   **Implementation Status:** Planned  
   **Priority:** High
II. Goals and Other Outcomes/Objectives, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. Objective: Provide quality programs and services to students
The Department of Business Administration, Management and Marketing will provide quality programs and services to meet the needs of students enrolled.

   a. Measure: Determine the need for additional programs/services to meet the needs of students
   The Department of Business Administration, Management and Marketing will determine the need and/or desire for new programs/services by students. The need will be determined by conducting focus groups and other research to determine any gaps in program offerings.

   Source of Evidence: Focus groups on teaching, learning, program value

   1. Achievement Target:
   Establish new programs/services identified by research and focus groups.

   2. Findings (2010-2011) - Achievement Target: Partially Met
   After conversations with students and faculty members as well as researching other similar institutions, a need for a new marketing major was determined. The marketing major is scheduled to begin Spring 2012. A second program determined as a need was the addition of a certification in ethics. The certification is a cross-disciplinary certification program that was initiated by and is housed in the Department of Business Administration, Management and Marketing. The certification program will begin Spring 2012.

   3. Action Plans:
   Implement new certification program in ethics
   As a result of student demand, the new cross-disciplinary certification program in ethics was created. One additional course was added to the overall Business Administration curriculum to implement the program.

   Established in Cycle: 2010-2011
   Implementation Status: Planned
   Priority: High
   Implementation Description: Develop and implement ethics course to be included in the 2011-2012 General Catalogue and monitor enrollment activity in the program.
   Responsible Person/Group: Department Chair and Dean of the College of Business
   Budget Amount Requested: $0.00

   Implement the new marketing major
   As a result of student demand and comparative reviews of other institutions, a new major in marketing has been submitted to and approved by the University Academic Council. The Department will take necessary steps to implement the new major. The Alabama Commission on Higher Education has been notified of the intention to submit a full proposal for approval of the marketing major; the full proposal will be prepared during the Summer 2011 and submitted for approval.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: (1) Develop courses necessary for the major to be included in the 2011 General Catalogue, (2) hire additional faculty to cover courses added, (3) monitor enrollment activity in the major.
Responsible Person/Group: Department Chair and Dean of the College of Business

b. Measure: Determine the need for alternative methods of course delivery
By conducting focus groups and other research, the Department of Business Administration, Management and Marketing will determine the need for alternative methods of course delivery to meet student needs.

Source of Evidence: Focus groups on teaching, learning, program value

1. Achievement Target:
   Establish new methods of course delivery as determined necessary by research.

2. Findings (2010-2011) - Achievement Target: Met
   As a result of conversations with students and focus groups, the need for a management degree offered online was determined. The development of the online management program was proposed to and approved by the University Academic Council. The new online degree program will begin Fall 2011.

3. Action Plan:
   Implement online Management degree offering
   As a result of student demand, focused research and the approval of the University Academic Council, the new online management program will be implemented Fall 2011.

   Established in Cycle: 2010-2011
   Implementation Status: Planned
   Priority: High
   Implementation Description: Revise delivery methods to provide students with the online degree in Management
   Responsible Person/Group: Department Chair and Dean of the College of Business
   Additional Resources Requested: None at this time.
   Budget Amount Requested: $0.00

III. Other Plans for Improvement

A. Add brochures for campus programs.
   Improve current brochures and add brochures for campus programs.
   Established in Cycle: 2009-2010
   Implementation Status: Planned
   Priority: High

B. Require participation in mock interviews
   Participation in mock interviews will be required of all students registering for BA 320.
   Established in Cycle: 2009-2010
   Implementation Status: Planned
   Priority: High
IV. Analysis Answers

A. What specific strengths did your assessments show? (Strengths)

Although the Department of Business Administration, Management and Marketing did not achieve all of its objectives, the entire faculty remain committed to making improvements in that will move students toward achieving the objectives without lowering the standards. The participation in curriculum mapping, Assessment Day activities and departmental meetings and/or meeting with department chairs have been effective in enhancing the awareness of the student learning outcomes. Each member of the faculty has developed changes (such as more specific rubrics) that will help both faculty and students move toward achieving the objectives.

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

Students did not perform well on the Major Field Exam (MFT). It is possible that students do not take the MFT seriously; therefore, several suggestions have been made to improve the effort of students. Departments will be developing exit exams for students who do not perform well on the MFT. There were several areas of student learning outcomes that yielded disappointing results. However, faculty members have all examined results through curriculum mapping and other methods of assessment in order to make recommendations for improvement.

C. What plans were implemented?

The proposal for a marketing major was submitted to the College Academic Council, the University Academic Council and ACHE has been notified of the intent to submit the proposal. The proposal will be submitted for approval in September. The Certificate Program in Ethics has been approved by the College Academic Council and the University Academic Council. This program is an interdisciplinary program which requires the cooperation of the various colleges of the University. The College of Business portion of the program has been implemented. Curriculum mapping of every course in the Business Professional Component has been completed, and every course in all College of Business programs is being mapped during the semester the course is offered. This in an ongoing activity with mapping and assessment of Student Learning Outcomes taking place every semester.

D. What plans were not implemented?

All of the plans were partially or fully implemented.

E. How will assessment results be used for continuous improvement?

An exit exam will be developed for use with students who fail to perform at a satisfactory level on the MFT. Faculty will implement the self-determined improvements for achieving objectives. Department chairs will confer with faculty members on student suggestions that are submitted through the student evaluations of faculty members; in addition, chairs will suggest other opportunities for improvement to faculty members. Some of the suggestions for improving student performance involve matters that will be handled by the Curriculum Committee of the college (such as changing prerequisite requirements) with recommendations to the College Academic Council. A thorough examination of all majors and courses will take place at the department level with recommendations to the college.