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/Objectives, with Related Measures, 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: 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.

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

2. Findings (2011-2012) - Target: Not Met
The MFT was taken as part of the MG 490, Strategic Management, course requirements. The MFT exam is not part of the student's final MG 490 course grade. For all College of Business majors who took the MFT in 2011-2012, only 12 of 20 students made a score of 138 or higher. The average score for all students in the College of Business who took the MFT was 135.97.

3. Action Plan:
a. 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.  
**Responsible Person/Group:** Department Chair

**b. 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 the 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 BBA 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:** In-Progress  
**Priority:** High

**c. Collect improvement suggestions.**

Multiple suggestions have been collected from other universities and also from students on techniques for improving scores. A Faculty committee was appointed to prepare additional suggestions.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 07/12/2013

2. **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:** 80% 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.

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 (2011-2012) - 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.

3. 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: 80% 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.

1. Achievement Target:
80% of graduates will earn a grade of C or higher on letters and term papers
in BA 320 Business Communication.

2. Findings (2011-2012) - Target: Not Met
BA 320 includes a total of 10-14 graded assignments, primarily business
letters. Because the students have ample time for writing both in and outside
class, the grades on these letters tend to be scored higher than those timed
assignments or the longer research paper. The course also includes a fifteen
page formal research paper. Because the term paper involves both writing
and critical thinking, the feedback on that falls below the 80% level. Taking
both types of writing into consideration, the sucess rate in BA 320 is
between 75% and 80%. MG 300 includes both written and classroom
presentations. The success rate in MG 300 is at the 80% level. The rubrics
for grading all of these may be found in the Documents.

3. Action Plans:

a. Increase review materials.
Add review materials to BlackBoard for students who are not meeting
standards.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
b. Utilize pre-and post- tests for writing skills
The first day of class a test of writing skills can be assigned (to be completed outside class on the computer) and administered again at the end of the term.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 07/13/2009

4. 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.

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 (2011-2012) - Target: Met
The success rate for students in team projects demonstrating leadership exceeds 80%. Several team projects were scored both by the teacher 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. In addition, other faculty members were invited to evaluate some projects.

3. Action Plans:
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: In-Progress
Priority: High

5. 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.
1. **Achievement Target:**
   80% of students will receive average or above average 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 (2011-2012) - Target: Met**
   Individual students in BA 330 are 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%. In BA 263, students write short cases involving ethical issues. The success rate in recognizing ethical issues exceeds 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, an understanding of ethical principles was evident in very nearly every student.  
   **Established in Cycle:** 2010-2011
   **Implementation Status:** In-Progress
   **Priority:** High

6. **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. Not all students are required to complete internships. However, those who do will be evaluated for their understanding of real world situations.

1. **Achievement Target:**
   80% of students will receive C or better in MG 490 Strategic Management.

2. **Findings (2011-2012) - Target: Met**
   The number of students who successfully completed comprehensive cases in MG 490 exceeded 80%. Students enrolled in internships also had opportunities to evaluate real-world situations and were evaluated by the sponsoring organization as successful in this area.
3. **Action Plans:**
   a. **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 interesting for students as well.
      
      Established in Cycle: 2010-2011
      Implementation Status: In-Progress
      Priority: High

   b. **Encourage internships**
      Encourage internships as a method of providing real world experiences and enhancing the understanding of profit and non-profit organizations.
      
      Established in Cycle: 2011-2012
      Implementation Status: In-Progress
      Priority: High

7. **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.

   1. **Achievement Target:**
      80% of students will receive an evaluation of 3 or higher in BA 371 Advanced Business Statistics cases.

   2. **Findings (2011-2012) - Target: Not Met**
      Fewer than 80% of students in BA 371 Advanced Business Statistics earned a rating of 3 or higher on cases in BA 370 Advanced Business Statistics. The prerequisite of MH 113 has been changed from "MH 113 Precalculus Algebra" to "grade of C or higher in MH 113 Precalculus Algebra". However, the effect of this change has not yet been demonstrated.

3. **Action Plans:**
   a. **Strengthen requirements in BA 271 Introduction to Business Statistics.**
      The course requirements in BA 271 Introduction to Business Statistics may need to be increased. The professors of the two classes may need to coordinate the course expectations.
      
      Established in Cycle: 2010-2011
      Implementation Status: In-Progress
      Priority: High

   b. **Projected Completion Date:** 07/31/2011
      Analyze result of change in prerequisite
The prerequisite for the course has been changed from "MH 113" to "C or higher in MH 113." This change is in the published catalogue for 2012-2013; the result of the change will be analyzed.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

8. **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.

   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 (2011-2012) - Target: Met**  
   80% of students in MG 370 earned a rating of 3.00 or higher on class projects utilizing the use of 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:** In-Progress  
   **Priority:** High

9. **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 nn 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).

   1. **Achievement Target:**  
   80% of students will receive an average or higher score on projects in BA 450 International Business Seminar. The projects include a case and the analysis of several countries.
2. **Findings (2011-2012) - Target: Met**
   Over 80% of students were successful in receiving an average or higher score on projects in BA 40 International Business Seminar.

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:** In-Progress
   **Priority:** High

10. **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. Every faculty member will continue to keep current in the academic discipline and attend at least one professional meeting when financially possible.

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 (2011-2012) - Target: Met**
   The Business Administration, Management and Marketing department courses were evaluated each term by College of Business faculty using curriculum mapping. All full time faculty members participated in a professional organization.

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:** In-Progress
II. Goals and Other Outcomes/Objectives, with Related Measures, 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. Additional faculty will be required to increase programs and services.

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

2. Findings (2011-2012) - Target: Met
The proposal for the Marketing major was submitted to ACHE (Alabama Commission on Higher Education) and approved to begin Spring 2012. The program has now been included in the upcoming catalogue and students are already enrolled in the new major. The Management major will be offered online beginning Fall 2012. The program was already offered on campus; this is simply an additional delivery method to meet the need of students.

3. Action Plans:
   a. 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: On-Hold
      Priority: High

   b. Implementation Description: Develop and implement Ethics course to be included in the 2011 Undergraduate Catalog and monitor enrollment activity in the program.
      Responsible Person/Group: Department Chair and Dean of the College of Business
c. 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.
Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

d. Implementation Description: (1) Develop courses necessary for the major to be included in the 2011 Undergraduate Catalog, (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

e. Hire faculty members
Offering additional programs online and adding a major in marketing will require an additional faculty member in Marketing and an additional faculty member in Management.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Advertise positions and hire faculty members.
Responsible Person/Group: Linda Carr/ Wayne Bedford
Additional Resources Requested: 200000

III. Other Plans for Improvement

A. Add brochures for campus programs.
Improve current brochures and add brochures for campus programs. Brochures and other advertising materials are needed for new programs.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
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: In-Progress
Priority: High

C. Implement online Management degree offering
As a result of student demand, focused research and the approval of the Undergraduate Academic Council, the new online Management program will be implemented Fall 2012.
Established in Cycle: 2010-2011
Implementation Status: Finished
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

D. Adjunct Faculty
In order to meet current needs, hire adjunct faculty and, in order to meet increased needs, hire additional adjunct faculty. The increase in international students has created additional need in this area.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Hire adjunct faculty for statistics classes and to add necessary sections of Business Professional Core classes.
Projected Completion Date: 06/05/2012
Responsible Person/Group: Linda Carr
Additional Resources Requested: $24,000
Budget Amount Requested: $48,000.00 (recurring)

C. Install smart board
Up date two classrooms by installing two smart boards (cost $1,600 each) and four (4 feet x 4 feet) at a cost of $200 each. The total cost per classroom would be $2,000 for a total of $4,000;
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: The installation described above would enhance two classrooms in Wallace Hall.
Projected Completion Date: 06/05/2012
Additional Resources Requested: $4,000
Budget Amount Requested: $4,000.00 (recurring)

D. Purchase teaching materials for class
Purchase resource materials for Business Professional Development Class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Materials and supplies for classroom projects are not covered in departmental budgets.
Projected Completion Date: 06/05/2012
Responsible Person/Group: Linda Carr
Additional Resources Requested: $500
Budget Amount Requested: $500.00 (recurring)

IV. Analysis Questions and Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
Most of the objectives of the department involve the educational experience of students. Many of the students here are first generation college students who come
from homes with limited incomes; in fact, many of the students have full time employment while in college. Although the result of student performance is not as great as one would like, the progress is often considerable. The faculty of the department (and indeed the college) are dedicated to the improvement of education and the growth and development of the region. Overall, the efforts exerted by students at UWA and their employment in the region would be the greatest success.

B. What specific weaknesses or challenges did your assessments show?  
(Weaknesses)  
The greatest weakness of students at UWA would be in the areas of critical thinking and quantitative skills. However, with effort and hard work, many students are able to overcome their deficiencies.

C. What plans were implemented?  
The Marketing major was approved by the Alabama Commission on Higher Education and is now available to students. The Management major is available both on campus and online.

D. What plans were not implemented?  
The faculty members for Industrial Management have not been hired; the position was advertised both in 2010-2011 and 2011-2012. Several outstanding applicants were available; however, they chose to take positions with a higher salary scale. The certificate program in Ethics has been placed on hold. A certificate program in International Studies may be considered next year.

E. How will assessment results be used for continuous improvement?  
The faculty will utilize the findings to develop different approaches that may be beneficial to student learning.

V. Annual Report Section Responses

A. Key Achievements  
The key achievements of the department would be the implementation of the Marketing major, the cooperation with the College of Liberal Arts in developing the Integrated Marketing Communication major (an interdisciplinary major), and the delivery of the Management major online.

B. Staff Achievements  
The administrative assistants in the college (departments do not have individual assistants) are excellent and dedicated. Other staff positions are college positions, not departmental positions.

C. Public/Community Service  
All members of the department participated in multiple community service projects. The public service covers a wide spectrum--from Relay for Life to giving library books to schools or tutoring GED students.
Management 300
Rubrics & Assessment
Fall 2010 and Spring 2011

Writing/Speaking assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper Outline &amp; Interview Forms</td>
<td>50</td>
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<tr>
<td>Project paper</td>
<td>100</td>
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<tr>
<td>Paper Critique</td>
<td>50</td>
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<tr>
<td>Paper Article Summaries</td>
<td>100</td>
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<tr>
<td>Project presentation</td>
<td>100</td>
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<tr>
<td>Book Report (3 pages)</td>
<td>50</td>
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<tr>
<td>Calendar/Time Management Article</td>
<td>50</td>
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<tr>
<td>FINAL</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td>600</td>
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600 writing/speaking assignment points / 1480 Total points = 40.5% of grade

**RESEARCH PROJECT/PAPER:** This assignment requires that you do five things:

1. **Interview a Manager:** You are required to interview a manager of your choice in any company, large or small. You will ask the manager the questions attached at the end of the syllabus, plus any others that may interest you about his/her position. After you complete this part of the project, you need to create a skeletal outline following the paper format found on page 7 (25 points) of the syllabus and submit it, along with the 4 recent articles (discussed below) in a two-pocket folder on the due date listed on the syllabus. (Interview questions in syllabus complete = 25 points)

2. **Assessment of the Manager/Paper:** You will make an assessment about whether this person is a good/bad manager by referring to the text and by finding 3 recent articles to back your findings. Articles less than 5 years old are recent articles!

**ARTICLES:**

Three 3 articles must be brought to me during class on the due date shown on the syllabus with a one-page summary of each article. The 5th article must be on time management (discussed below). The articles you use can be from the on-line library or the internet, but each article must be at least 3 pages long. When using internet articles, be sure that they are from a reliable source. Do not use any articles that do not list the author. (Do NOT use Wikipedia as a reference. It is NOT a credible source.)

You should have at least one cover page and works cited page for each article (5 points).

You must have at least one quote in each summary and it needs to be cited correctly (10 points).

Content of the article summary (10 points)

On the date that the fifth article summary is due, an outline of your paper is due. It should follow the outline in the Paper Format section of the syllabus and you must indicate where in the paper you will use each of your references. You must have a Works Cited page as part of the outline. (Article summaries: 4 @ 25 = 100 points)

The first thing I grade is length. If each summary isn't a minimum of one page, then your paper grade will immediately be downgraded by the percentage it is short.

**BODY OF PAPER:**

The body of the paper must be no less than 4 pages (and no more than 6 pages), typed, double spaced, 1 inch margins with Times New Roman four.

Include a cover page on your paper (5 points).

You must cite your references within the paper and submit a reference page at the end of your paper which contains all sources you have cited. (10 points)

Content of the paper = 75 points (100 points total for body of paper)

The first thing I grade is length. If it isn't four pages, then your paper grade will immediately be downgraded by the percentage it is short. If it is over six pages, then your paper grade will immediately be downgraded by the percentage it is over the appropriate length!

3. **TURNITIN:**

(For SACS evaluation purposes for writing assignments, this is not a written assignment)
Rubric for Grading Letters

BA 320

EXCELLENT—A

A superior letter is an outstanding response to a case. This letter achieves excellent through all of the following traits.

- A consistently strong you attitude
- Appropriate letter plan. Organization is easy to follow and the distribution of information is psychologically pleasant.
- Each issue is handled effectively
- Appropriate closing (positive, helpful, states action request clearly
- Appropriate tone
- Word choice, sentence structure/length, paragraph length all enhance readability
- Understanding of business principles

GOOD—B

A good letter is one whose excellence is diminished by one of the following problems.

- Some lapse in you attitude
- Some lapse in appropriate plan
- One issue omitted or changed
- Weakened work choice (negative words, idiom, not tactful), sentence structure/length, or paragraph length
- One or two errors in spelling, punctuation, grammar or mechanical issues or one format mistake
Department or Division: **College of Business (AFB, AAM, CIST Affiliate)**
Chair or Director: [Signature]
Dean or Vice President: [Signature]

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
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<tr>
<td>Goals</td>
<td><strong>YES</strong></td>
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<tr>
<td>Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.</td>
<td>NO</td>
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<tr>
<td><strong>Outcomes/Objectives</strong></td>
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<tr>
<td>Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.</td>
<td><strong>YES</strong></td>
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<td>Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.</td>
<td>NO</td>
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<td><strong>Measures</strong></td>
<td><strong>YES</strong></td>
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<td>Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.</td>
<td>NO</td>
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<tr>
<td><strong>Achievement Targets</strong></td>
<td><strong>YES</strong></td>
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<tr>
<td>Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.</td>
<td>NO</td>
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<td>Item</td>
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<tr>
<td><strong>Findings</strong></td>
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<td>Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.</td>
<td>YES</td>
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<td>NO</td>
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<td><strong>Action Plans</strong></td>
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<td>Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable).</td>
<td>YES</td>
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<td></td>
<td>NO</td>
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<tr>
<td>Action plans created in previous cycles have been updated with implementation notes.</td>
<td>YES</td>
<td></td>
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<tr>
<td></td>
<td>NO</td>
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<tr>
<td><strong>Annual Report</strong></td>
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<tr>
<td>The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.</td>
<td>YES</td>
<td></td>
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<tr>
<td></td>
<td>NO</td>
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<tr>
<td><strong>Analysis Report</strong></td>
<td></td>
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<tr>
<td>The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.</td>
<td>YES</td>
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<td></td>
<td>NO</td>
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</tbody>
</table>

Approved by: [Signature of Dean or Vice President]  
Date: 7-30-12

Received by OIE: [Signature of Coordinator of Planning and Assessment]  
Date: 8-7-12