

College of Business
The University of West Florida

Accreditation Maintenance
Annual Report
2006-2007
(revised)

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Progress Over the Previous Year for Existing Priorities

Goals and Strategic Priorities from the College of Business Strategic Plan
adopted April 2006

This version of the College's annual reporting on accomplishments related to goals and strategic priorities reflects only enhancements from the previous year rather than overall accomplishments that would include continuing activities.

The format for this progress report has been changed from previous years. Whereas prior years' reports were organized around statements of priorities, this report is organized by priorities within the College's eight principal goals.

Goal 1

Encourage, support, and maintain a student-oriented learning environment with focus on student and faculty interaction and engagement of students in the learning process.

Establish a CoB Student Advisory Council with initial charge to identify critical attributes of a student-oriented learning environment.

- College of Business Student Advisory Council established with first meeting held Fall Semester with three subsequent meetings. Students recommended development of Achievement in Leadership Scholarships to be awarded to outstanding student organization members.
- Student Advisory Council members participated in the Fall 2006 and Spring 2007 Business Advisory Council meetings

Survey students, alumni, and employers regarding the quality of student-faculty interactions.

- Senior-level bachelor's degree students surveyed Fall 2006 and Spring 2007 in MAN 4720.
- Implemented online version alumni survey sent 3 months after graduating to obtain information about employment status.
- Online alumni surveys for BSBA, MAcc, and MBA graduates developed Spring 2007 with information about the survey sent via postcard to 2005-2006 graduates.
- All MBA students participate in an exit interview. [Summary of results maintained by the MBA Office.]
- Employer survey developed Fall 2006 with survey distributed to employers in late Spring 2007.

Coordinate with the Career Center to enhance services such as job placement, internships, and cooperative education experiences for CoB students.

- Developed and offered in cooperation with Career Center a 1 semester hour course titled GEB 1991 Business Career Strategies. Examination of student evaluations of the course suggests such a course should be continued but perhaps with a greater number of credit hours assigned.
- Participated in development of the Pensacola Young Professionals, a new university-wide internship program offered in conjunction with the Pensacola

- Chamber of Commerce, the University's Career Center, and the three colleges.
- Submitted proposal for Quality Enhancement Plan project for a career development capstone course to be available for all students regardless of major

Goal 2

Increase the quality and number of students from the region for whom the UWF College of Business is the college of choice.

Continue regular recruiting visits to the seven regional community colleges

- Increased distribution of information about scholarship opportunities through modification of the College Web site and the sending of e-mail messages to all College of Business students

Award merit scholarships at each of the seven regional community colleges.

- Instituted new College of Business Bright Futures Plus scholarship for feeder community/junior colleges; scholarship offers made at all seven regional community colleges; acceptances received from Pensacola Junior College, Okaloosa Walton College, and Gulf Coast Community College. [Supplement to state-funded Bright Futures Scholarships]
- Merit scholarships offered to students at each of the seven regional community colleges; awards accepted by two students at Jefferson Davis Community College (Alabama)

Continue College of Business scholarship program

- (Enhancements noted above.)

Goal 3

Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review.

For the undergraduate program, further develop the assessment plan rubrics for critical thinking, communication, ethics, project management, and business knowledge; continue to gather assessment data, analyze data, recommend and implement appropriate improvements in the curriculum.

- Rubrics reviewed and revised for knowledge and skills related to written communication and project management
- Conducted assessments of critical thinking, communication (written), ethical decision making, and project management. (See table below and additional detail in Appendix A, Assessment of Learning Outcomes—BSBA, p.18.)

SLO	Rating Category	Assessment Administered*			Employer Survey**
		Spring 2005	Spring 2006	Spring 2007	Spring 2007
Critical Thinking: Identify Problems	Exemplary: Acceptable: Unacceptable :	NA	58 34 8	19 68 13	Strongly Agree: 37 Agree: 53 Disagree: 3
Critical Thinking: Integrate Knowledge	Exemplary: Acceptable: Unacceptable :	28 62 10	32 57 11	25 68 7	Strongly Agree: 29 Agree: 61 Disagree: 3
Communication: Written	Exemplary: Acceptable: Unacceptable :	57 30 13	54 34 12	47 25 28	Strongly Agree: 32 Agree: 50 Disagree: 5
Terminology & Concepts	Exemplary: Acceptable: Unacceptable :	33 64 3	Administered ETS MFT-Business	na	Strongly Agree: 37 Agree: 53 Disagree: 0
		Fall 2005	Fall 2006	Fall 2007	
Ethical Decision Making	Exemplary: Acceptable: Unacceptable :	74 9 16	53 42 5	-	Strongly Agree: 26 Agree: 61 Disagree: 0
Project Management	Exemplary: Acceptable: Unacceptable :	57 35 8	29 66 5	-	Strongly Agree: 42 Agree: 47 Disagree: 3

*Data represent percent of students in assessment category. Criterion: at least 80% in Exemplary or Acceptable.

**Data represent percent responding that UWF graduates have the skill.

- Completed study of the correlation between student ETS Major Field Test in Business scores and UWF performance measures (e.g., College of Business GPA and grade in capstone course). Principal finding: UWF global measures of academic performance (i.e., course grades and GPA) differentiate students in same order of performance as the ETS Major Field Test—Business.
- Met with representative of Pensacola Junior College to discuss curricular articulation based on results of assessment
- Monitored interventions related to written communication in business-related writing courses and interventions related to financial statement analysis in accounting courses
- Initiated assessment of ethical concepts in general education introduction to business course and assessment of critical thinking/problem solving and communication/quantitative reasoning in general education macro economics course. (See table below and Appendix A, Assessment of Learning Outcomes—Academic Foundations/General Education, p. 15.)

Learning Outcome	Performance Level Expectation (Percent of Group)		
	Target: At least 80% Exceeds + Meets		
	Exceeds	Meets	Fails
Ethical Concepts	0	72	28
Critical Thinking	34	43	23
Quantitative Reasoning	7	49	44

For the graduate programs, implement assessment plan, analyze data, recommend and implement appropriate improvements in the curriculum.

- For the Master of Accountancy (MAcc), developed rubrics and conducted assessments of knowledge/skills related to accounting theory; analytical, communication, and presentation skills; descriptive research, and ethical reasoning. (See Appendix A, Assessment of Learning Outcomes—MAcc, p. 26.)
- For the MAcc, introduced financial accounting diagnostic test and follow-up CD-based ALEKS Financial Accounting Module
- For the Master of Business Administration (MBA), developed rubrics related to effective project management and skilled business analysis and conducted assessment in conjunction with students' MBA portfolios. (See Appendix A, Assessment of Learning Outcomes—MBA, p. 30.)
- For the MBA, adjusted rubric and content pertaining to the Managerial Economics portfolio. (See also Appendix A, p. 30.)
- For the MBA, adjusted rubric and content for the Financial Management portfolio. (See also Appendix A, p. 30.)
- For the MBA, began requiring all students (Pensacola and Germany) to complete initial industry analysis course, GEB 5930 MBA Foundations, Information Resources and Industry Analysis.
- For the MBA, required students participating in the Germany MBA program to participate in a Pensacola-based component at the beginning of the program as well as the end of the program

Goal 4

Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines.

Continue to provide support to departments and individuals to expand intellectual contributions portfolio.

- Provided \$27,500 in research incentives to faculty during Fall 06 and Spring 07 semesters which represents 20 articles published in peer refereed journals.
- Secured funding at \$3,000 each for 4 faculty members to participate in faculty development related to online course development
- College agreed to serve as host institution for *Journal of Business Issues* with inaugural issue appearing in November 2006.

- (Continued Dyson Awards for outstanding research and service)
- (Continued Hopkins Awards for junior faculty showing outstanding promise and for senior faculty for career-spanning outstanding accomplishments)

Monitor intellectual contributions productivity at individual, departmental, and college levels.

- Developed college-wide Intellectual Contributions Policy

Provide support for faculty development in ethics education to support new core requirement in business ethics.

- Secured university approval of new core BSBA requirement for course related to ethics
- Provided release time and tuition support for faculty member who will be teaching ethics course in 2007-2008 to secure additional academic preparation related to ethics instruction
- Provided travel support for faculty member currently teaching senior level ethics course to attend AACSB seminar on ethics

Implement faculty hiring plan by recruiting for three positions at least one of which to be headquartered at Fort Walton Beach: (a) strategic management and business ethics, (b) management information systems, and (c) marketing.

- Hired Dr. Esmail Mahebbi in the Department of Management and MIS (for Fall 2007)
- Hired Dr. Felicia Morgan in the Department of Marketing and Economics (for Fall 2007) with principal office at Fort Walton Beach
- Approved recruiting for strategic management position in the Department of Management and MIS

Goal 5

Provide support and encouragement for faculty participation and leadership in internal and external service activities that enhance the missions of the College and University.

Ensure appropriate College of Business representation on college and university committees and councils.

- (Continued active representation on appropriate university and college committees, and with professional, civic, and community organizations.)

Goal 6

Increase College of Business contributions to the educational and economic development of the northwest Florida region.

Support the region's business and economic development initiatives through programs such as the development of certificate programs in entrepreneurship and logistics and partnership agreements with local firms and agencies to support business speaker series.

- Initiated college credit certificate program in professional accounting

- Initiated college credit certificate program in entrepreneurship
- Initiated college credit certificate program in supply chain logistics
- Haas Center for Business Research and Economic Development and the UWF Small Business Development Center received contracts for \$869,524.
- UWF SBDC initiated new Excellence in Entrepreneurship Certificate Program targeting minority entrepreneurs with funding of \$6,000 from the Gulf Coast African American Chamber of Commerce

Continue to engage the regional businesses in the activities of the College through the Business Advisory Council with special emphasis on strategic management, quality of the curriculum, assessment of student learning, and faculty participation.

- Initiated Executive in Residence Program Fall 2006 with initial focus on entrepreneurship
- Held two meetings of the Business Advisory Council with presentations by students of their participation in special programs and awards

Goal 7

Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College.

Secure funding for additional scholarships, fellowships, and graduate assistantships.

- Secured \$27,200 in additional funding which supported 7 additional graduate assistantships in Fall 2006 and 10 in Spring 2007
- Awarded College of Business funded Bright Futures Plus scholarships at regional Florida community colleges (Pensacola Junior Colleges, Okaloosa-Walton College, and Gulf Coast Community College)
- Provided scholarship funds to the College's student organizations for recognition of distinguished student accomplishments
- Secured pledge from O'Sullivan Creel (accounting firm) for \$100,000 scholarship endowment
- Secured pledge from People's First Community Bank for \$100,000 scholarship endowment
- Secured pledge for \$25,000 scholarship fund established by Vanguard Bank for students in Fort Walton Beach and Panama City
- Commitment by Dr. Bob Kimball, College of Business faculty member, for a \$1,000,000 endowment for scholarships to recognize excellence in academic achievement among business students
- Value of College of Business Endowment increased by \$1,042,466 or 17% over fiscal year 2005-2006

Secure additional funding to support faculty development particularly in the area of online course development.

- Secured funding in the amount of \$3000 each for at least 4 faculty members to participate in faculty development activities related to online course development (also reported under Goal 4)

Support efforts to acquire legislative funding for a new College of Business classroom complex.

- Secured approval of the student-environment-oriented UWF College of Business Education Center, Preliminary Project Program, with planning funding of \$3.7 million expected in fiscal year 2008-2009;

Goal 8

Enhance the reputation of the College of Business for quality through accreditation and other recognitions.

Continue preparations for reaffirmation of accreditation by AACSB.

- Revised College By-Laws
- Updated Strategic Plan to incorporate value statements related to diversity and economic development
- Modified College's Academic Qualifications/Professional Qualifications Policy
- Adopted Participating/Supporting Policy
- Adopted College Intellectual Contributions Policy. (See also Goal 4.)
- Conducted curriculum audits against AACSB curriculum topics expectations and the College's assurance of learning plans student learning outcomes
- Conducted comparison of College undergraduate curriculum with peer institutions outside of Florida and with sister institutions within Florida
- Completed benchmarking study of UWF's library holding for business disciplines with those of peer institutions
- Secured external review of College's assessment of learning plan from Dr. Peggy Making, Assessment Consultant

Expand interaction with the region's business community through linkages, partnerships, and public relations to increase awareness of the quality of the College's programs and services, students, faculty, and staff.

- (Continued involvement of the Business Advisory Council in preparation for AACSB maintenance of accreditation review)
- Haas Center recognized by the TDC Group as Best Economic Development Application for its joint effort with Escambia County in the Haas Center/Escambia County Brownfields Program
- Marketing and Logistics Student Association's Logistics Case Teams placed second in nation at 2 national case competitions
- Conducted Entrepreneur Week in March 2007

Strategic Priorities for 2007-2008

Goal 1

Encourage, support, and maintain a student-oriented learning environment with focus on student and faculty interaction and engagement of students in the learning process.

Meet with College of Business (CoB) Student Advisory Council at least twice per semester. Work with students to identify critical attributes of a student-oriented learning environment.

Continue surveys of students and alumni regarding the quality of student-faculty interactions.

Continue coordination with the Career Center to enhance services such as job placement, internships, and cooperative education experiences for CoB students. Convert the pilot 1 semester hour (sh) Career Development course to a 3 sh course.

Develop international dimension of curriculum and increase the number of CoB students who participate in an international experience.

Goal 2

Increase the quality and number of students from the region for whom the UWF College of Business is the college of choice.

Continue regular recruiting visits to the seven regional community colleges

Award merit scholarships at each of the seven regional (Florida and Alabama) community colleges and Bright Futures Plus scholarships at the three regional Florida community colleges.

Support/enhance University's marketing and recruiting efforts, especially in the Emerald Coast Campus (Fort Walton Beach) area.

Goal 3

Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review.

For the undergraduate program, further develop the assessment plan with special attention given field-specific knowledge and skills at the undergraduate level and to oral communication at the graduate level.

Administer the ETS Major Field Test in Business in Fall Semester 2007 to senior-level undergraduate students.

For the graduate programs, implement assessment plan, analyze data, recommend and implement appropriate improvements in the curriculum.

Continue to gather assessment data, analyze data, recommend and implement appropriate improvements in the curriculum.

Share assessment results more broadly with College of Business faculty and with business faculty of regional community colleges.

Develop multiyear plan for assurance of learning assessments.

Secure external comments on the overall assessment plan; make appropriate adjustments to the plan.

Goal 4

Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines.

Continue to provide support to departments and individuals to expand intellectual contributions portfolio.

Continue to monitor intellectual contributions productivity at individual, departmental, and college levels. Enhance method of collecting intellectual contribution information from faculty to include categorization of contributions using both AACSB and UWF nomenclature.

Continue recruiting efforts for strategic management position in the Department of Management and MIS.

Continue development and analysis of faculty position plans consistent with the University's strategic plan.

Goal 5

Provide support and encouragement for faculty participation and leadership in internal and external service activities that enhance the missions of the College and University.

Ensure appropriate College of Business representation on college and university committees and councils.

Secure a more balanced representation on university-level committees from among the College's departments.

Goal 6

Increase College of Business contributions to the educational and economic development of the northwest Florida region.

Support the region's business and economic development initiatives through programs such as college credit certificate programs and partnership agreements with local firms and agencies to support Business Speaker Series.

Continue to engage the regional businesses in the activities of the College through the Business Advisory Council with special emphasis on strategic management, quality of the curriculum, assessment of student learning, and faculty participation.

Work with regional business leadership to

- Enhance career placement for College of Business students
- Facilitate student interaction with members of the local business community
- Enhance the College's Business Speakers Series

Explore offering a general business degree at the Pensacola and Emerald Coast Campuses.

Explore offering an undergraduate major or minor in Logistics

Explore offering specializations within the MBA including Human Resources and Logistics

Explore offering graduate certificate programs in Human Resources, Logistics, and Entrepreneurship

Expand the Florida Venture Forum across the University's service area.

Assess and enhance opportunities for student participation in international experiences; reevaluate exchange agreements with foreign universities; secure support from local business and industry for support of the international dimension of the curriculum.

Goal 7

Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College.

Continue to secure funding for additional scholarships, fellowships, and graduate assistantships and for travel stipends for student study abroad.

Continue to secure additional funding to support faculty development particularly in the area of online course development.

Continue to support efforts to acquire planning and construction funding for a new College of Business classroom complex.

Support UWF's capital campaign with one of its principal foci of "entrepreneurship and business education"; explore naming opportunities for the proposed College of Business Education Center.

Goal 8

Enhance the reputation of the College of Business for quality through accreditation and other recognitions.

Complete preparations for AACSB reaffirmation of accreditation review.

Expand interaction with the region's business community through linkages, partnerships, and public relations to increase awareness of the quality of the College's programs and services, students, faculty, and staff.

Appendix A

Assurance of Learning Summary Tables

(Based on tables from College of Business 2006-2007 Annual Report)

Academic Foundations/General Education

Bachelor of Science in Business Administration (BSBA)

Master of Accountancy (MAcc)

Master of Business Administration (MBA)

Assessment of Learning Outcomes—Academic Foundations / General Education

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Department/Division: **Marketing & Economics**

College: **Business**

General Studies Course^a: **ECO 2013 Principles of Economics Macro**

AFP Domain ^b	Student Learning Outcome(s) Assessed ^c	Method of Assessment ^d	Summary of Assessment Results ^e	Assessment Results Review Groups	Describe Decisions Made Based on Assessment Results to Improve Program ^f	Evaluation of Assessment Plan ^g
Critical Thinking/ Problem Solving	Defines/identifies an economic problem appropriately	Multiple choice questions added to final examination	Fall 2006: Exceeds: 34% Meets: 43% Fails: 23%	-Course faculty -Department chair -Undergraduate Programs & Curriculum Committee -College administrative team	No modifications to the program will be implemented until a second round of assessment takes place in the fall of 2007.	As a result of discussions with the faculty involved in the process, it was decided that a new assessment tool needed to be designed. This will take place in the beginning of the fall semester of 2007
	Understands linkages in basic macroeconomic model	Multiple choice questions added to final examination				
Communication/ Quantitative Reasoning	Calculates solutions appropriately	Multiple choice questions added to final examination	Fall 2006: Exceeds: 7% Meets: 49% Fails: 44%	-Course faculty -Department chair -Undergraduate Programs & Curriculum Committee -College administrative team	No modifications to the program will be implemented until a second round of assessment takes place in the fall of 2007.	As a result of discussions with the faculty involved in the process, it was decided that a new assessment tool needed to be designed. This will take place in the beginning of the fall semester of 2007.
	Provides rationale for changes in economic conditions	Multiple choice questions added to final examination				
	Identifies disequilibrium conditions and their consequences	Multiple choice questions added to final examination				

^aPrepare separate summary table for each course assessed.

^bSelect one domain to serve as a specific example to illustrate your assessment efforts for the current year. If you would like, you may describe additional domains.

^cFrom approved Academic Foundations Matrix

^dDescribe the embedded assessment assignment and method used for measuring student learning.

^eSummary of data regarding student learning outcome(s) identified above.

^fDescribe assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

^gDescribe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year's assessment efforts. Explain

Domain(s) to Be Examined in Assessment Plan in Following Year
Critical Thinking/Problem Solving and Communication/Quantitative Reasoning
Assessment Questions to Be Addressed in Following Year
1. What is the optimal frequency for conducting assessments in order to ensure that all key student learning outcomes are assessed? 2. With respect to levels of performance (Exceeds, Meets, Fails), what is the best approach to identifying target performance expectations? 3. With respect to rubrics, what level of detail provides useful performance expectation and instructional effectiveness information for students and faculty respectively?

Department/Division: **Management & Management Information Systems**

College: **Business**

General Studies Course^a: **GEB 1011 Introduction to Business**

AFP Domain ^b	Student Learning Outcome(s) Assessed ^c	Method of Assessment ^d	Summary of Assessment Results ^e	Assessment Results Review Groups	Describe Decisions Made Based on Assessment Results to Improve Program ^f	Evaluation of Assessment Plan ^g
Ethics	Demonstrate knowledge of key concepts and theories pertaining to business ethics	Quiz on ethics	Spring 2007: Exemplary: 0% Acceptable: 72% Unacceptable: 28%	-Course faculty -Department chair -Undergraduate Programs & Curriculum Committee -College administrative team	Spring 2007: The timing of the quiz (end of semester) may have affected outcome, since material was presented at beginning of semester. Recommend administering quiz closer to time of instruction.	Spring 2007: Adjust timing of administration of the assessment.

^aPrepare separate summary table for each course assessed.

^bSelect one domain to serve as a specific example to illustrate your assessment efforts for the current year. If you would like, you may describe additional domains.

^cFrom approved Academic Foundations Matrix

^dDescribe the embedded assessment assignment and method used for measuring student learning.

^eSummary of data regarding student learning outcome(s) identified above.

^fDescribe assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

^gDescribe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year's assessment efforts. Explain

Domain(s) to Be Examined in Assessment Plan in Following Year
Ethics
Assessment Questions to Be Addressed in Following Year
1. What is the optimal frequency for conducting assessments in order to ensure that all key student learning outcomes are assessed? 2. With respect to levels of performance (Exceeds, Meets, Fails), what is the best approach to identifying target performance expectations? 3. With respect to rubrics, what level of detail provides useful performance expectation and instructional effectiveness information for students and faculty respectively?

Assessment of Learning Outcomes—BSBA

Summary Report on Assessment, Academic Learning Compacts (ALC)

Degree^b **BSBA**

CIP Codes: Accounting, 52.0301; Economics, 52.0601; Finance, 52.0801; Management, 52.0201; Management Information Systems, 52.1201; Marketing, 52.1401

Color Code: Academic Year Summer 04-Spring 05; Academic Year Summer 05-Spring 06; Academic Year Summer 06-Spring 07

ALC Domain ^c	Student Learning Outcome(s) Assessed ^d	Method of Assessment ^e	Summary of Assessment Results ^f	Assessment Results Review Groups	Describe Decisions Made Based on Assessment Results to Improve Program ^g	Evaluation of Assessment Plan ^h
1.0 Critical Thinkers	1.1 Identify problems, select and apply appropriate problem-solving techniques, and make appropriate recommendations	Individual case study in MAN 4720.	<p>Spring 2005 pilot study showed weakness with financial statement analysis.</p> <p>Spring 2006: Exemplary: 58% Acceptable: 34% Unacceptable: 8%</p> <p>Spring 2007: Exemplary: 19% Acceptable: 68% Unacceptable: 13% Continuing concerns about financial analysis skills and weaknesses in recommendations.</p>	<ul style="list-style-type: none"> -Course faculty -Department faculty -Department chair -College administrative team -Undergraduate Programs & Curriculum Committee -Business Advisory Council -General faculty 	<p>Spring 2005: Based on Spring 2005 results instructors in ACG 3311 and FIN 3403 agreed to use master syllabus and spend more time on financial statement analysis.</p> <p>Spring 2006: Student performance on financial analysis seemed better. Need to continue emphasis on these analyses in ACG and FIN.</p> <p>Spring 2007: Concern about shift in percentages between Exemplary and Acceptable. A proficiency test on financial analysis is being developed. Continue emphasis on financial analysis</p>	<p>Spring 2005: Instructors plan to introduce a proficiency test at beginning of course in order to better track performance throughout the course.</p> <p>Spring 2006: Review and improve rubric.</p> <p>Spring 2007: Use proficiency test to track incoming student ability over time.</p>

		Spring 2007 Employer Survey	Employer Survey: Grads demonstrate skill: Strongly agree: 37% Agree: 53% Disagree: 3%		in accounting and finance courses. Examples of good recommendations to be emphasized by class instructors.	
1.2 Integrate knowledge across business disciplines	Individual case study in MAN 4720.		Spring 2005 Pilot: Exemplary: 28% Acceptable: 62% Unacceptable: 10% Spring 2006: Exemplary: 32% Acceptable: 57% Unacceptable: 11% Students struggle to see big picture; students compartmentalize analysis Spring 2007: Exemplary: 25% Acceptable: 68% Unacceptable: 7% Students continue to struggle with "big picture" and compartmentalizing Employer Survey: Grads demonstrate skill: Strong agree: 29% Agree: 61% Disagree: 3%	-Course faculty -Department faculty -Department chair -College administrative team -Undergraduate Programs & Curriculum Committee -Business Advisory Council -General faculty	Spring 2006: Instructors continue to adjust pedagogy Spring 2007: Instructors have allocated more time for simulation preparation including more practice rounds.	Spring 2006: Review and improve rubric. Spring 2007: Continue to monitor student performance.
		Spring 2007 Employer Survey				

3.0 Ethical decision makers	3.1 Recognize ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions	<p>Fall 2005 pilot: Final exam questions pertaining to ethical issues in GEB 4444.</p> <p>Spring 2006: Identified ACG 3101, ACG 3311, FIN 3244, and FIN 4424 as courses in which to embed assessment of integrity/values; rubrics developed and distributed to faculty.</p> <p>Fall 2006: Instructors in GEB 4444, Business Ethics & Society, embedded questions in three tests</p> <p>Spring 2007: Employer Survey</p>	<p>Fall 2005: Exemplary: 74% Acceptable: 9% Unacceptable: 16%</p> <p>Spring 2006: Student performance satisfactory in ACG 3101 and ACG 3311; assessments not conducted in FIN courses.</p> <p>Fall 2006: Exemplary: 53% Acceptable: 42% Unacceptable: 5%</p> <p>Spring 2007: Employer Survey: Grads demonstrate skill: Strong agree: 26% Agree: 61% Disagree: 0%</p>	<ul style="list-style-type: none"> -Course faculty -Department faculty -Department chair -College administrative team -Undergraduate Programs & Curriculum Committee -Business Advisory Council -General faculty 	<p>Fall 2005: High scoring related to ethics focus of course, attendance, and note taking during lectures and discussions.</p> <p>Spring 2006: Determined course embedded approach to ethics instruction and assessment not fully satisfactory; faculty decided to include ethics-focused course in core for business majors</p> <p>Fall 2006: Main reason for high student achievement is the linking of theoretical constructs to contemporary real world business situations. Recommend continuing practice of updating course each semester to reflect current issues.</p>	<p>Spring 2006: Will develop assessment component for new required core course in ethics.</p> <p>Fall 2006: Will develop assessment component for new core Ethics requirement effective Fall 2007.</p>
4.0 Effective project managers	4.1 Plan projects effectively, work effectively in team, and deliver projects on time	Simulation activity in MAN 4720	<p>Fall 2005 pilot: Exemplary: 57% Acceptable: 35% Unacceptable: 8%</p>	<ul style="list-style-type: none"> -Course faculty -Department faculty -Department chair -College administrative team -Undergraduate Programs & Curriculum Committee -Business Advisory 	<p>Fall 2005: Rubric does not adequately capture individual project management skills; need common method of data collection across instructors for the course.</p>	<p>Fall 2005: Review and improve rubric; develop consistent data collection system.</p>

			<p>Fall 2006: Exemplary: 29% Acceptable: 66% Unacceptable: 5%</p>	<p>Council -General faculty</p>	<p>Fall 2006: New rubric appears to be better re capturing performance on major dimensions of project management; some difference found in instructions given in different sections of course; instructors will work together to develop handout including rubric.</p>	<p>Fall 2006: Continue using new rubric. Develop handout including descriptions of rubric dimensions for distribution to students.</p>
		<p>Spring 2007: Employer Survey</p>	<p>Spring 2007: Employer Survey: Grads demonstrate skill: Strong agree: 42% Agree: 47% Disagree: 3%</p>			
<p>5.0 Skilled in the use of specific business content areas</p>	<p>5.1 Correctly recognize and effectively use the terminology and concepts in the major business disciplines: information systems, management, accounting, marketing, economics, and finance</p>	<p>Spring 2005: Component of individual case study in MAN 4720</p>	<p>Spring 2005: Exemplary: 33% Acceptable: 64% Unacceptable: 3%</p>	<p>-Course faculty -Department faculty -Department chair -College administrative team -Undergraduate Programs & Curriculum Committee -Business Advisory Council -General faculty</p>	<p>Spring 2005: Students found to be weak in financial understanding, especially balance sheet ratios. Recommend discussion with Accounting/Finance Department. Students weak in understanding of critical success factors. MAN 4720 instructors to allocation more class time to this concept.</p>	<p>Spring 2005: Discussions held with chair and faculty members in Accounting/Finance. Modifications to be made to courses.</p>

		<p>Fall 2005/Spring 2006: ETS Major Field Test in Business</p> <p>Spring 2007 Employer Survey</p>	<p>Fall 2005/Spring 2006: Overall: 80/79th %ile Components: Accting: 85/80 Economics: 70/55 Management: 70/70 Quantitative: 85/70 Finance: 80/70 Marketing: 70/75 Legal/Soc: 80/55 International: 80/80</p> <p>Spring 2007: Employer Survey: Grads demonstrate skills—general business: Strong Agree: 37% Agree: 53% Disagree: 0%</p> <p>Grads demonstrate skill—specific business: Strong Agree: 26% Agree: 63% Disagree: 0%</p>		<p>Fall 2005/Spring 2006: Reviewing component scores to determine whether curriculum needs to be adjusted.</p>	<p>Fall 2005/Spring 2006: Continue to administer the ETS Major Field Test for at least one more year to establish baseline; then administer on less frequent, but periodic basis.</p> <p>ETS Major Field Test to be administered Fall 2007</p>
	5.2 Discipline specific skills	<p>Fall 2005/Spring 2006: ETS Major Field Test in Business</p>	<p>Fall 2005/Spring 2006: (See above.)</p>	<ul style="list-style-type: none"> -Course faculty -Department faculty -Department chair -College administrative team -Undergraduate Programs & Curriculum Committee -Business Advisory Council -General faculty 	<p>Fall 2005/Spring 2006: (see above)</p>	

Accounting skills 52.0301	5.2.1.1. Identify issues and problems in accounting context	TBD				
	5.2.1.2 Apply accounting principles to solve problems	TBD				
Economics skills 52.0601	5.2.2.1 Recognize the impact of external economic environmental context and forces on the operation of the firm in domestic and global markets	TBD				
	5.2.2.2 Recommend appropriate business strategies for firms in diverse market conditions	TBD				
Finance skills 52.0801	5.2.4.1 Identify financial theories and information sources relevant to business decisions	TBD				
	5.2.4.2 Apply financial frameworks in making business decisions	TBD				
Management skills 52.0201	5.2.5.1 Explain the management functions of planning, organizing, leading, and controlling the use of resources to accomplish performance goals in organizations	TBD				

	5.2.5.2 Apply principles of group and individual dynamics through effective membership in a team	TBD				
	5.2.5.3 Identify issues and problems in human resource management	TBD				
Marketing skills 52.1401	5.2.3.1 Create, develop, and evaluate a theory-driven, data-based, and ethical marketing strategy for a given environment	TBD				

^aPrepare separate summary table for each degree program.

^bFor example, BA, BS, BSBA

^cSelect one domain to serve as a specific example to illustrate your assessment efforts for the current year. If you would like, you may describe additional domains.

^dFrom approved ALC.

^eFrom ALC Assessment Plan.

^fSummary of data regarding student learning outcome(s) identified above.

^gDescribe assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

^hDescribe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year's assessment efforts.
Explain

Domain(s) to Be Examined in Assessment Plans
Communication—Oral presentations (explore where in curriculum to best assess these skills) Content—Knowledge and skills in specific business disciplines (accounting, economics, finance, management, management information systems, and marketing) as measured by ETS MFT-Business
Assessment Questions to Be Addressed in Following Year
1. What is the optimal frequency for conducting assessments in order to ensure that all key student learning outcomes are assessed? 2. With respect to levels of performance (Exemplary, Acceptable, Unacceptable), what is the best approach to identifying target performance expectations? College currently uses 80% in Exemplary + Acceptable as threshold. 3. With respect to rubrics, what level of detail provides useful performance expectation and instructional effectiveness information for students and faculty respectively?

Assessment of Learning Outcomes—MAcc

Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title^a: **Business Administration**
 Degree^b **MAcc** CIP Code: **52.0301**

Color Code: **Academic Year Summer 2005-Spring 2006; Academic Year Summer 2006-Spring 2007**

ALP Domain ^c	Student Learning Outcome(s) Assessed ^d	Method of Assessment ^e	Summary of Assessment Results ^f	Assessment Results Review Groups	Describe Decisions Made Based on Assessment Results to Improve Program ^g	Evaluation of Assessment Plan ^h
1.0 Demonstrate a conceptual understanding of accounting theory, and current and emerging issues facing the accounting profession	1.1 Identify complex accounting issues or problems.	ACG 5025 Examinations requiring consolidations of complex business transactions utilizing recently issued Statement of Financial Accounting Standards ACG 6406 Examinations and team projects	Spring 2006: Exemplary: 35% Acceptable: 41% Unaccept: 24% Fall 2006: Exemplary: 76% Acceptable: 24% Unaccept: 0%		Spring 2006: Major problem inadequate undergraduate preparation in the area of financial accounting. Fall 2006: No major problems identified	Spring 2006: Students should receive an initial assessment of basic knowledge in financial accounting; those scoring below 75 should be required to complete the ALEKS Financial Accounting Module.
	1.2 Evaluate alternative courses of action.	ACG 5025 Examinations requiring consolidations of complex business transactions utilizing recently issued Statement of Financial Accounting Standards	Spring 2006: Exemplary: 35% Acceptable: 41% Unaccept: 24%		Spring 2006: See 1.1	Spring 2006: See 1.1

		ACG 6406 Examinations and team projects	Fall 2006: Exemplary: 76% Acceptable: 24% Unaccept: 0%		Fall 2006: See 1.1	
	1.3 Integrate knowledge across disciplines related to the accounting profession.	ACG 5025 Examinations requiring consolidations of complex business transactions utilizing recently issued Statement of Financial Accounting Standards ACG 6406 Examinations and team projects	Spring 2006: Exemplary: 35% Acceptable: 41% Unaccept: 24% Fall 2006: Exemplary: 76% Acceptable: 24% Unaccept: 0%		Spring 2006: See 1.1 Fall 2006: No major problems identified	Spring 2006: See 1.1
2.0 Demonstrate analytical, communication and presentation skills commensurate with the requirements of the accounting profession	2.1 Analyze key elements of a complex accounting issue or problem.	ACG 6856 Case analysis written report and presentation	Fall 2006: Exemplary: 33% Acceptable: 67% Unaccept: 0%		Fall 2006: No major problems identified; instructors described performance as "most consistent performance by a group of graduate students"	
	2.2 Effectively utilize written communication to present a defensible recommendation regarding the accounting issue or problem.	ACG 6856 Case analysis written report	Fall 2006: Exemplary: 50% Acceptable: 50% Unaccept: 0%		Fall 2006: See 2.1	

	2.3 Effectively utilize presentation technology to present a defensible recommendation regarding the accounting issue or problem.	ACG 6856 Case analysis presentation	Fall 2006: Exemplary: 0% Acceptable: 100% Unaccept: 0%		Fall 2006: See 2.1	
3.0 Conduct descriptive research pertinent to accounting and business issues and problems, and effectively communicate the results orally and in writing	3.1 Plan a research study related to a given accounting or business issue or problem, conduct relevant research, and collect relevant data.	ACG 6805 Research paper, financial statement project and case ACG 6308 Research on topics related to managerial accounting	Spring 2007: Exemplary: 44% Acceptable: 56% Unaccept: 0% Spring 2007: Exemplary: 55% Acceptable: 45% Unaccept: 0%		Spring 2007: No major problems identified Spring 2007: No major problems identified	
	3.2 Prepare an oral presentation outlining the research issue or problem, the methodology used in the study, the results of the research and conclusions.	ACG 6805 Oral presentation on research project ACG 6308 Oral presentation of case study	Spring 2007: Exemplary: 50% Acceptable: 50% Unaccept: 0% Spring 2007: Exemplary: 45% Acceptable: 55% Unaccept: 0%		Spring 2007: No major problems identified Spring 2007: No major problems identified	
	3.3 Prepare a written report outlining the research issue or problem, the methodology used in the study, the results of the research and conclusions.	ACG 6805 Research report on topics related to financial accounting theory ACG 6308 Research report on topics related to managerial accounting	Spring 2007: Exemplary: 38% Acceptable: 62% Unaccept: 0% Spring 2007: Exemplary: 55% Acceptable: 45% Unaccept: 0%		Spring 2007: No major problems identified Spring 2007: No major problems identified	

4.0 Apply ethical reasoning to their decisions regarding accounting problems and issues.	4.1 Identify, discuss, and develop conclusions regarding current legal and ethical issues facing the accounting profession.	BUL 5831 Examination questions on ethics	Summer 2006: Exemplary: 60% Acceptable: 24% Unacceptable: 16%		Spring 2006: No major problems identified	

^aPrepare separate summary table for each degree program.

^bFor example, MA, MS, M.Ed., Ed.D.

^cSelect one domain to serve as a specific example to illustrate your assessment efforts for the current year. If you would like, you may describe additional domains.

^dFrom approved ALP.

^eFrom ALP Assessment Plan.

^fSummary of data regarding student learning outcome(s) identified above.

^gDescribe assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

^hDescribe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year's assessment efforts.

Domain(s) to Be Examined in Assessment Plan
1.0, 2.0 and 3.0 above
Assessment Questions to Be Addressed
1. Should the assessments be more focused? 2. Should target expectations be the same across the courses? 3. What interventions are necessary to ensure program quality.?

Assessment of Learning Outcomes—MBA

Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title^a: **Business Administration**

Degree^b **MBA** CIP Code: **52.0201**

Color Code: Academic Year Summer 2005-Spring 2006; Academic Year Summer 2006-Spring 2007

ALP Domain ^c	Student Learning Outcome(s) Assessed ^d	Method of Assessment ^e	Summary of Assessment Results ^f	Assessment Results Review Groups	Describe Decisions Made Based on Assessment Results to Improve Program ^g	Evaluation of Assessment Plan ^h								
1.0 Critical thinkers	1.1 Analyze key elements of a complex business problem/opportunity and present a defensible recommendation.													
2.0 Effective communicators	2.1 Develop an effective written presentation of a business issue	<p>Spring 2006: Apply detailed written presentation assessment rubric to the Industry Analysis paper in GEB 5930</p> <p>Summer 2006: Applied detailed written presentation assessment rubric to the Industry Analysis paper in GEB 5930.</p>	<p>Spring 2006:</p> <ul style="list-style-type: none"> Proficiency goal not met – target 80%; actual 64% Complete data for only 55% of students Newly developed rubric with first time application <p>Summer 2006: Industry Analysis Paper PGS</p> <table> <tr> <td>Exemplary</td> <td>23%</td> </tr> <tr> <td>Proficient</td> <td>27%</td> </tr> <tr> <td>Fair</td> <td>23%</td> </tr> <tr> <td>Unsat</td> <td>27%</td> </tr> </table>	Exemplary	23%	Proficient	27%	Fair	23%	Unsat	27%	<p>Spring 2006 MBA Director and professors for the Industry Analysis course.</p> <p>Summer 2006: MBA Director and professors for the Industry Analysis course.</p> <p>Portfolio project course professors.</p> <p>Graduate Curriculum Committee</p>	<p>Spring 2006:</p> <ul style="list-style-type: none"> Reevaluate the rubric and made changes Discussed the application of the rubric Will apply assessment in Summer 2006 to more complete sample <p>Summer 2006:</p> <ul style="list-style-type: none"> Distribute scoring rubric to students in future classes Increase writing issues coverage in GEB 5878 and in GEB 5930 Remediation for low performing students 	<ul style="list-style-type: none"> Applied assessment in Summer 2006 with revised rubric Results summarized below Applied written communication rubric broad categories to Summer 2006 Marketing Mgt portfolio project Focused assessment results by writing category in order to better focus interventions. Categories are: PGS-punctuation,
Exemplary	23%													
Proficient	27%													
Fair	23%													
Unsat	27%													

		<p>Applied broad category written assessment rubric to the Marketing Management portfolio project in MAR 6815</p> <p>Spring 2007: Applied detailed written assessment rubric to the Industry Analysis Paper in GEB 5930</p> <p>Applied broad category written assessment rubric to Financial Management Portfolio Project</p>	<p>Clarity Exemplary 23% Proficient 50% Fair 18% Unsat 9%</p> <p>Citations Exemplary 14% Proficient 50% Fair 36% Unsat 0%</p> <p>Summer 2006: Marketing Management Portfolio Project</p> <p>PGS Exemplary 75% Proficient 25%</p> <p>Clarity Exemplary 79% Proficient 21%</p> <p>Citation Exemplary 79% Proficient 21%</p> <p>Spring 2007: Results still being tallied and evaluated</p>	<ul style="list-style-type: none"> • Skill building directed study for all students with an unsatisfactory in any category • Broad categories of assessment rubric incorporated into the assessment rubrics of the portfolio projects 	<p>grammar and spelling</p> <p>Clarity – Clarity and coherence</p> <p>Citations – Citation and referencing</p>
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	2.2 Deliver an effective original oral presentation of a business issue	Spring 2007: Assess oral case presentation in the GEB 5878 Business Processes course	Spring 2007: Assessment rubric needs further development. Must distinguish between two aspects of presentation skills – those related to the team and those related to the individuals who make up the team. Difficult to give adequate feedback and score assessment rubric concurrently.	Spring 2007: MBA Director and professors in the course.	Spring 2007: Identify team to develop more detailed presentation assessment rubric that distinguishes team and individual presentation skills and characteristics. Video the presentations as well as the feedback sessions that will serve two purposes: - Take away feedback for students - Method for asynchronous assessment of students by professors	
3.0 Ethical decision makers	3.1 Identify an ethical issue embedded in a case study, evaluate alternative courses of action and defend a selected course of action					
	3.2 Identify, discuss, and develop conclusions regarding current ethical issues facing an industry and companies within that industry					

4.0 Effective project managers	4.1 Develop personal motivation statements and contracts for effective team participation					
	4.2 Contribute to effective team performance in solving a complex business issue	Spring 2007: Assessment rubric applied to projects in capstone strategy class MAN 6721	Spring 2007: Results still being tallied and evaluated			
	4.3 Plan a research study related to a given industry, collect relevant data, and timely submit a report of findings and recommendations.	On-going: Satisfactory completion of the PORTFOLIO necessary for completion of the MBA degree	100% satisfactory completion of five portfolio projects by all graduating students from Pensacola and EC campuses. 100% completion of at least three portfolio projects by German students	MBA Director and portfolio project courses professors	Evaluate the assessment plan for this outcome. As structured does not provide clear performance objectives that distinguish exemplary from acceptable performance. See interventions described below for the German MBA students regarding portfolio projects.	100% complete portfolios by graduating students in Pensacola, EC and Germany.
5.0 Skilled business analysts	5.1 Develop an in-depth case study of IS/IT in an organization including analysis of strengths, weaknesses, benefits, and strategic alignment	Exit Interviews based on completed PORTFOLIO every semester with focus on the ISM 6026 portfolio for this outcome	100% of projects were case studies	MBA Director, ISM portfolio professor, and graduate curriculum committee.	Revised the learning outcome to read as you see at left – eliminating an option to prepare a strategic plan for an IS/IT organization.	The development of the case study forces students to apply course content to an actual business situation. Exit interviews have confirmed that this exercise is one of

		<p>Partial assessment of Financial Management Portfolio Project</p> <p>Summer 2006: Applied assessment rubric to the Comprehensive Market Analysis Portfolio Project</p> <p>Exit interviews on completed Portfolios</p> <p>Spring 2007: Applied assessment rubric to the Financial Management Portfolio project</p>	<p>Discovered key analysis area missing from the financial management portfolio project</p> <p>Summer 2006: Marketing Portfolio Assessment Results: Exemplary 75% Proficient 25%</p> <p>German ops mgt portfolios not in line with requirements</p> <p>German portfolios showing inconsistent quality with respect to style, writing and sourcing.</p> <p>Spring 2007: Results still being tallied and evaluated</p>	<p>Summer 2006: MBA Director and Portfolio faculty</p>	<p>Distribute assessment rubric to students ahead of time to give more detailed guidance in writing portfolio.</p> <p>Revised Financial Management Portfolio Project to include section on cost of capital in the financial management portfolio project</p> <p>Summer 2006: Met goals. Review target for distribution of results and assess in summer 2007</p> <p>Established more direct communication between guest professor and UWF professor including detailed description of portfolio assignment and distribution of the assessment rubric</p>	<p>Exit interviews indicate students positive about distribution of rubric as part of instructions regarding the portfolio project assignment in Ops Mgt.</p> <p>Action on other two incomplete at this date.</p> <p>New rubric developed during fall 2006 for financial management portfolio project assessment and applied to two classes during spring 2007</p> <p>Summer 2006: German Ops Mgt portfolios will be examined in Summer of 2007 for compliance</p>
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^gDescribe assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

^hDescribe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year's assessment efforts.

Explain

Domain(s) to Be Examined in Assessment Plan
During the 2007-2008 academic year, domains to be examined will include Communications both written and oral, ethics, project management, and skilled business analysts.
Assessment Questions to Be Addressed
Assessment questions to be addressed include the appropriate goals for proficiency percentages and evaluation of segments of the assessment plan where targeted outcomes are not specifically defined and where the assessment instruments do not seem to capture all aspects of the desired outcome.

Appendix B

Financial Strategies Table