Report of the “Close the Loop” Committee:
Bachelors of Business Administration (BBA) Degree Program
Completed AY: 2016-17

Fogelman College of Business & Economics
The University of Memphis

Committee Members:

Greg Boller (Marketing and Supply Chain Management)
Judy Brown (Business and Information Technology) (Chair)
Cyril Chang (Economics)
Carol Danehower (Management)
Kristl Davison (Management)
Pete McMickle (Accounting)
Ron Spahr (Finance, Insurance, Real Estate)
Charles Pierce (Associate Dean) Ex-Officio
Lloyd Brooks (Associate Dean, Retired)
Sandeford (Sandy) Schaeffer, Consultant

Report Submitted December 2017
Introduction

The Fogelman College of Business and Economics offers a Bachelors of Business Administration (BBA) degree in five major areas: (1) Economics, (2) Finance & Real Estate, (3) Business Information & Technology, (4) Management, and (5) Marketing & Supply Chain Management. The goal of the Fogelman BBA degree is to prepare our students to be successful in their professional pursuits and sought-after as employees by organizations in the 21st century. To that end, the college established a set of five (5) broad developmental goals (or outcomes) for students who successfully complete the BBA degree.

A Fogelman BBA graduate should:

- be an effective communicator,
- be adept at critical thinking and complex problem solving,
- be knowledgeable about ethical considerations in the business environment,
- understand the global nature of business in the 21st century, and
- be proficient in the use of business presentation and analysis technologies.

To ensure we are successfully accomplishing these learning outcomes for our graduates the Fogelman Business College conducts ongoing assessment and analysis of our program to measure our students’ mastery of these goals and, where necessary, to identify and implement corrective strategies and actions. The following report recaps a formal analysis of the BBA program that occurred during the 2016-17 academic year.

General Methodology:

A faculty member from each department was nominated by his/her Department Chair to serve on the Close the Loop Committee for the 2016-17 academic year.

Members of this committee were: (1) Greg Boller (Marketing and Supply Chain Management), (2) Judy Brown (Business and Information Technology) (Chair), (3) Cyril Chang (Economics), (4) Carol Danehower (Management), (5) Kristl Davidson (Management), (6) Pete McMickle (Accounting), and (7) Ron Spahr (Finance, Insurance, Real Estate).

Lloyd Brooks, Director of Assessment, met with the group at the beginning of the semester to explain to the committee the Cycle of Assessment and the general charge of the committee. (Note: Lloyd Brooks retired during this CTL evaluation period and was replaced by Charles Pierce as the new Associate Dean of Academics for the college.) Sandy Schaeffer met with the group as Assessment Advisor in the Dean’s Office.

This report incorporates all the charges included in the Close the Loop assessment process. The report is primarily based on the data provided through the formal assessment process conducted Fall, 2016, but also integrates findings, conclusions, and recommendations based on committee research.
General Charge to FCBE “Close the Loop” Committee

1. Analyze the data from the assessment of the BBA Degree Program in Fall, 2016 semester.
2. Review findings for each objective based on the data collected to determine whether exemplary expectations were met and, if not, to determine what is needed to increase the likelihood that the exemplary expectations will be met in subsequent assessment of that objective.
3. Include specific review recommendations and/or comments for each learning goal for the rubric.
4. Develop a team report in narrative form to summarize findings and conclusions based on findings relating to objectives for each goal.
5. Form specific recommendations based on the conclusions for each goal.

The following general logic was applied by the committee in assessing where objectives were met and/or required further action. The committee recognized that there must be a degree of subjectivity in applying these heuristics.

Changes from previous assessments:

For this assessment evaluation, the College changed the measurement from a 9-point scale across three broad categories (Fair, Good, Exemplary) to a 3-point scale. In addition, the college raised the goal for a given objective from 70% exemplary to 75% exemplary. The intention of these changes was to potentially expose stronger differences in observed outcomes across the three broad categories and more clearly expose opportunities for improvement. Based on the outcomes in this report these changes in methodology appeared to meet those assessment objectives.

General Methodology:

Assessment scores were interpreted using the following scale to measure student achievement:

- Students scoring 3 were meeting expectations at the Exemplary Level;
- Students scoring 2 were meeting expectations at the Good Level; and
- Students scoring 1 were only meeting expectations at the Fair Level.

Our desire is that 75% of our assessed students meet each objective at the exemplary level. The past year’s assessment used 70% as the exemplary level. When assessed students fall outside this exemplary level (i.e., below 3) we recognize that there is need for modification in our efforts to move these student towards the exemplary level.

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Executive Summary

The following table summarizes the results of the 2016 assessment by goal and objective including the percentage of assessed students by objective who were observed at the exemplary (score=3) level. The last two columns indicate if the percent exemplary met (or did not meet) the college’s self-established goal of 75% exemplary for all objectives.

Overall Results

<table>
<thead>
<tr>
<th>Measured Objective (by Goal)</th>
<th>Pct (%)</th>
<th>Exemplary</th>
<th>Met</th>
<th>Did not meet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Graduates will be effective communicators</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be able to develop a clear and concise topic statement of the issues to be addressed</td>
<td>82%</td>
<td>x</td>
<td></td>
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</tr>
<tr>
<td>Explain the approach taken to evaluate an issue relating to a business topic</td>
<td>82%</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize the results of the analysis of an issue in a clear set of conclusions</td>
<td>65%</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present the topic in a professional manner</td>
<td>75%</td>
<td>x</td>
<td></td>
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<tr>
<td><strong>Goal 2: Graduates will demonstrate critical thinking skills</strong></td>
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<td></td>
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<tr>
<td>Present, assess, and analyze appropriate supporting data/evidence relating to the problem or issue</td>
<td>40%</td>
<td>x</td>
<td></td>
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<tr>
<td>Identify and assess conclusions, implications, and consequences that support decision making</td>
<td>56%</td>
<td>x</td>
<td></td>
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<tr>
<td>Identify the problem and then formulate a summary</td>
<td>56%</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td><strong>Goal 3: Graduates will be knowledgeable about ethical factors in the business environment</strong></td>
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<td></td>
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<tr>
<td>Identify a dilemma relating to a potentially unethical behavior</td>
<td>62%</td>
<td>x</td>
<td></td>
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<tr>
<td>Formulate stakeholders that are affected by a potentially unethical behavior</td>
<td>37%</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Analyze alternatives and identify consequences that result from unethical behavior</td>
<td>43%</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td><strong>Goal 4: Graduates will be knowledgeable about the global business environment</strong></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate awareness of the economic, social and cultural environments within which international businesses operate</td>
<td>42%</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate awareness of the political and technological environments within which international businesses operate</td>
<td>47%</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate awareness of the legal, institutional, and financial types of international transactions that are components of global business operations.</td>
<td>48%</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td><strong>Goal 5: Graduates will be proficient users of business presentation and analysis technology</strong></td>
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<tr>
<td>Demonstrate analytical skills and technological expertise while developing and presenting business information</td>
<td>61%</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize internet technology to perform queries and searches to locate relevant and accurate information</td>
<td>54%</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use computer software tools to organize data for analysis to solve business problems</td>
<td>70%</td>
<td>x</td>
<td></td>
<td></td>
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</tbody>
</table>
Overall Observations and Recommendations

The following two sections include: (1) a summary of the committee’s overall observations across the entire program and (2) a recap of the program-wide recommendations suggested by the committee to remedy issues identified in this assessment cycle. More detailed observations and recommendations are included at the learning objective level later in this report.

Summary of Observations:

Below are summary observations of the committee’s evaluation of these most recent assessment results. Each of these summary observations has one or more recommendations or interventions in the Summary Recommendations section immediately following.

**Observation 1:** A higher number of outcomes fell below our stated goal (75% exemplary) in this cycle when compared to our previous assessment cycle in 2013. The committee considered this at some length and concluded the lower success rate was likely a function of two things: (1) a new scoring methodology of 1/2/3 versus the previous 1-9 scoring which was implemented specifically to expose more areas for improvement and (2) concerns that the previous CTL recommendations were not fully implemented.

**Observation 2:** Our students’ demographics and educational backgrounds are often limited in terms of ongoing exposure to several of the assessed areas we emphasize (global awareness, writing and communication, complex problem solving, etc.) As a result, scores in those areas struggle for a high percentage of our students. To help compensate for these conditions, the committee recommends that our curriculum be designed to more aggressively include activities, content, and experiences that can help fill in those gaps.

**Observation 3:** Our assessment methodology should be adjusted to highlight areas of greatest need among our students rather than attempting to push a higher percentage of our students into the highest tier of outcomes. This is linked to observation #2 regarding the background of many of our students. For example, instead of saying we want 75% to be exemplary, we instead suggest that no more than 10% fall into the lowest tier (unacceptable) level of assessment. The committee feels this will allow us to identify and focus on the areas of greatest need and result in better overall long term outcomes for our graduates.

**Observation #4:** The committee would like to adjust our methodology to incorporate a larger and broader pool of data for program assessment. This will improve the overall rigor of our assessment outcomes and improve the quality and value of committee recommendations and interventions.

**Observation #5:** Based on the assessment of these results combined with concerns about implementation of previous recommendations in 2013, the committee believes the BBA curriculum may not be fully aligned with the degree learning outcomes across the college. Thus, the Fogelman College needs to ensure tighter articulation of the stated BBA learning outcomes with program curriculum and the course and major levels.
Summary of Recommendations

1. Strengthen faculty awareness of the BBA learning outcomes and encourage additional course-level learning activities that are aligned with those desired degree outcomes. As a first step, all BBA course syllabi should have the degree learning outcomes stated explicitly in course syllabi and faculty should review these degree outcomes with their students at the beginning of every course, including ways in which this course will contribute to meeting those overall learning goals.

2. Conduct a college-wide assessment at the departmental level to identify which course-level locations where individual learning outcomes are taught. This would help uncover any potential gaps that may exist between what we want our students to learn and what we are actually providing at the course level.

3. Faculty should develop course-level activities that include concrete examples of identified shortfall areas (written communications, global awareness, ethical choices, etc.) This will help address needs in the areas of global awareness, ethical thinking, and communications.

4. Courses should include more exercises that require independent problem-solving work by the students – especially at the upper division level. This will help address needs in the area of critical thinking.

5. Courses should include more activities that require integrative writing including interpretation of data analysis, group reports, and reflective papers. This will help address needs in the area of communication.

6. Change our assessment methodology to ensure all students achieve, at a minimum, an acceptable level of performance across all measured areas as opposed to striving to ensure a significant majority (75%) reach the highest (exemplary) level. This approach is more in line with the needs of our students and consistent with the approach taken by peer AACSB institutions.

7. Ensure that our overall AoL methodology reflects common and “best” practices among our peer AACSB institutions.
Detailed Analysis by Goal and Objective

The following section includes detailed scoring and analysis of all degree goals and learning objectives.

Goal 1: Graduates will be effective communicators

For this goal (Communication Skills), there are four (4) objectives there were assessed. Below are the outcomes and analysis for those four objectives.

Objective 1.1. Students will be able to develop a clear and concise topic statement of the issues to be addressed.

Achievement at exemplary level (score 3): 82%

Findings: This objective was met by 82% of the undergraduate BBA students at the exemplary level (3); 4% of the students were at the good level (2); and 14% were at the fair level. Using the college goal of 75% in the exemplary, this objective was met. It should be noted that this goal was met by a higher percentage of students in 2016 as compared to the previous assessment of the BBA program.

Conclusions and Recommendations: Although this objective was met by a noticeable margin, there is still room for improvement. Faculty should continue to emphasize the importance of effective communication in all undergraduate BBA classes and seek ways to increase students’ ability to develop a clear and concise topic statement of the issues to be addressed.

Objective 1.2. Students will be able to explain the approach taken to evaluate an issue relating to a business topic.

Achievement at exemplary level (score 3): 82%

Findings: This objective was met by 82% of the students at the exemplary level (3); 9% of the students were at the good level; and the remaining 9% of the students were at the fair level (1). Using the college goal of 75% in the exemplary, this objective was met. It should be noted that this goal was met by a higher percentage of students in 2016.

Conclusions and Recommendations: Although this objective was met by a noticeable margin, there is still room for improvement. Faculty should continue to emphasize the importance of effective communication in all undergraduate BBA classes and seek ways to improve students’ ability to explain the approach taken to evaluate issues relating to a business topic.

Objective 1.3. Students will be able to summarize the results of the analysis of an issue in a clear set of conclusions.

Achievement at exemplary level (score 3): 65%
Findings: This objective was met at the exemplary level (3) by 65% of the students; 12% of the students were at the good level (2); and 23% of the students were at the fair level (1). Using the college goal of 75% in the exemplary, this objective was not met.

Conclusions and Recommendations: In order to successfully conclude the analysis and discussion of a business topic, students need to learn to summarize the results of the analysis and discussion in order to solve a problem. Faculty members are encouraged to emphasize the importance of students’ ability to summarize the results of the analysis of an issue in all BBA classes. In addition, it may be useful to present students with written examples of how to explain the analysis they undertake and summarize the conclusions of the problem.

Objective 1.4. Students will be able to present the topic in a professional manner.

Achievement at exemplary level (score 3): 75%

Findings: This objective was met at the exemplary level (3) by 75% of the students; 5% of the students were at the good level (2); and 20% of the students were at the fair level (1). Using the college goal of 75% in the exemplary, this objective was met. It should be noted that this goal was met by a higher percentage of students in 2016 as compared to the previous assessment of the BBA program.

Conclusions and Recommendations: Although this objective was met, there is more room for improvement. Faculty should continue to emphasize the importance of effective communication in all undergraduate BBA classes and seek ways to improve students’ ability to present business topics in a professional manner. It may be helpful to present written examples of professional business memos, letters, and reports. It may also be helpful to invite accomplished and experienced business executives and analysts to make presentations to students.

Goal 1: Conclusions

With the exception of one objective out of a total of four and given the current goal of achieving at least 75 percent of students be assessed as exemplary, overall the objectives of Goal 1 are met based on the assessment conducted in 2016. However, improvements still need to be made, especially in terms of achieving Objective 1.3 that strives to teach students to develop the ability to summarize the results of the analysis and present a clear set of conclusions. Although the measurements did not show that all objectives were met at the exemplary level, there was improvement in 3 of the 4 objectives from the 2012 assessment.

Specific recommendations for improvement in Goal 1 (Communication) are as follows:

Recommendation 1: Make faculty teaching BBA courses aware of the 2016 assessment results relative to Goal 1 and alert them of the importance of continued improvement and the weakness in students’ ability to summarize analytical results.

Recommendation 2: Encourage faculty teaching BBA courses to develop innovative ways to improve students’ communication skills by, for example, presenting examples and inviting experienced business executives to make presentations.
Goal 2: Graduates will be critical thinkers

For this goal (Critical Thinking Skills), there are three (3) objectives there were assessed. Below are the outcomes and analysis for those four objectives.

**Objective 2.1.** Students will present, assess, and analyze appropriate supporting data/evidence relating to the problem or issue.

**Achievement at exemplary level (score 3): 40%**

**Findings.** This objective was met by 40% of the students at the exemplary level (3); 52% of the students were at the good level (2); and 8% were at the fair level. Using the college goal of 75% in the exemplary, this objective was not met.

**Conclusions and Recommendations:** As students will be called upon to understand the meaning of and implications of data and other evidential bases in their business careers, greater application of analytical techniques in most undergraduate business courses is critical. Thus, it is recommended that syllabi in most undergraduate business courses incorporate some kinds of analytic exercises or written assignments. For example, in courses involving data analysis and statistical analysis, interpretation of results should be emphasized. In some courses, students could analyze and critique company reports, research publications, or even popular press articles. Debates on different sides of issues could also be used to help students see different perspectives.

**Objective 2.2.** Students will be able to identify and assess conclusions, implications, and consequences that support decision making.

**Achievement at exemplary level (score 3): 56%**

**Findings.** This objective was met by 56% of the students at the exemplary level (3); 37% of the students were at the good level; and the remaining 7% of the students were at the fair level (1). Using the college goal of 75% in the exemplary, this objective was not met.

**Conclusions and Recommendations:** An understanding of the consequences of different actions in business is crucial for appropriate decision making. Although students are exposed to different decision-making strategies (e.g., in MGMT-3110), they clearly need greater applied exercises involving the consequences of certain decisions. Simulations and experiential exercises, particularly in upper-division courses, may be valuable for providing students with an understanding of how their decisions and decision-making strategies impact future outcomes. Group exercises may be useful for identifying a greater diversity of possible decision choices.

**Objective 2.3.** Students will be able to identify the problem and then formulate a summary.

**Achievement at exemplary level (score 3): 56%**
Findings. This objective was met at the exemplary level (3) by 56% of the students; 37% of the students were at the good level (2); and 7% of the students were at the fair level (1). Using the college goal of 75% in the exemplary, this objective was not met.

Conclusions and Recommendations: In order to successfully formulate a means for solving a problem, it is important for students to be able to correctly identify the problem, and in particular to recognize that a problem exists. If a problem is not correctly specified, then incorrect solutions may be devised and implemented. In both lower and upper-division courses, it may be useful to present students with written descriptions of situations and have them identify and summarize the problem. Small group exercises using similar kinds of written descriptions may also be used for problem identification.

Goal 2: Conclusions.

Given the current goal of achieving at least 75 percent of students be assessed as Exemplary, overall the objectives of the goal are not being met in any of the measured objectives and were below the previous assessment in all areas. Thus, significant improvement action is required.

In the previous CTL Report (2012-13), there were no specific recommendations with respect to the critical thinking goals, since all objectives were assessed at the exemplary level.

Since the objectives were not met in the current assessment phase, it is clear that recommendations should be proposed to improve students’ critical thinking in the coming assessment period:

Recommendation 1: Assuming that critical thinking will continue to be assessed in MGMT 4710, a consistent method for assessing critical thinking objectives should be developed by the CTL committee, working in conjunction with faculty who regularly teach MGMT 4710. This standardized process might simultaneously assess other goals (e.g., communication, ethics), and thus should be coordinated with the recommendations for Communication and Ethics goals.

Recommendation 2: If a specific course on Business Ethics is developed within the FCBE, consider how critical thinking might be assessed within the context of that course.

Recommendation 3: Consider using MIS-3210 (Critical Thinking / Business Analytics) for future assessments of this goal.

Recommendation 4: Currently, the committee has recommended that at least 2 writing assignments be required in every section of every course where class size is not prohibitive. All faculty should be made aware of this recommendation, and to the extent possible, these writing assignments should develop and assess critical thinking skills.

Recommendation 5: Each upper-division class (i.e., 4000-level) in the FCBE should develop and/or assess students’ individual critical thinking abilities via, for example, data analysis and interpretation, research summaries, written case analyses, group exercises, simulations, reflective papers, etc.
**Recommendation 6:** Consider developing or purchasing a standardized measure of critical thinking, and administer it in MGMT 3110 (or another course that all students in the FCBE are required to take). Administer the same measure in MGMT 4710 to assess whether students’ critical thinking has improved over time. [For example, ETS sells a measure of critical thinking, the *HEighten® Critical Thinking assessment*.]

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**Goal 3. Graduates will be knowledgeable about ethical factors in the business environment**

For this goal (Ethical Knowledge), there are three (3) objectives there were assessed. Below are the outcomes and analysis for those three objectives.

**Objective 3.1:** Identify a dilemma relating to a potentially unethical behavior.

**Achievement at exemplary level (score 3): 62%**

**Findings:** Overall this objective was met by only 62% of the students at the exemplary level (3), 27% of students were at the good level (2) and 11% of the students were at the fair level. Using the college goal of 75% in the exemplary, this objective was not met.

**Objective 3.2:** Formulate stakeholders that are affected by a potentially unethical behavior.

**Achievement at exemplary level (score 3): 37%**

**Findings:** This objective was met by only 37% of the students at the exemplary level (3), 50% were at the good level (2) and 12% were at the fair level (1). Using the college goal of 75% in the exemplary, this objective was not met.

**Objective 3.3:** Analyze alternatives and identify consequences that result from unethical behavior.

**Achievement at exemplary level (score 3): 43%**

**Findings:** This objective was met by 43% of the students at the exemplary level (3), 49% at the good level (2), and 8% at the fair level (1). Using the college goal of 75% in the exemplary, this objective was not met.

**Goal 3: Conclusions.**

**Conclusions:** The performance of the students was higher for 2016 than it was in 2012 for 2 of the 3 objectives. Objective 2 showed a decline. But for all three objectives, achievement of exemplary performance for 75 percent of the students assessed was NOT observed. Targeted identification and remedial action is required to assist our students in their knowledge and understanding of ethical factors in the business environment. Since this goal is critical in building future business leaders, there is significant room for improvement among many students, especially in the areas of identifying ethical dilemmas and understanding consequences that arise from unethical behavior.
Recommendations:
1. Continued implementation (and verification) of recommendations from the 2013 Close-the-Loop Report.
2. Where feasible, faculty should require their students to write papers, prepare projects and/or deliver presentations that identify ethical and unethical business practices and show their consequences on relevant stakeholders.
3. The Fogelman College of Business & Economics should develop a new course for the Upper Division Core that covers Ethics, Corporate Social Responsibility and Sustainability. For example, the course could be offered by various departments on a rotating basis.

Goal 4. Graduates will be knowledgeable about the global environment of business

For this goal (Global Environment Knowledge), there are three (3) objectives there were assessed. Below are the outcomes and analysis for those three objectives.

Objective 4.1: Demonstrate an awareness of the economic, social and cultural environments within which international businesses operate.

Achievement at exemplary level (score 3): 42%

Findings: The objective was met by only 42% of students at the exemplary level. Thirty-seven percent (37%) were at the good level, and eleven percent (11%) were at the fair level. Thus, significant improvement is required to meet the objective of 75% of students meeting the exemplary level.

Conclusions and Recommendations: Since business globalization is irreversibly affecting almost all aspects of business, its incorporation in most undergraduate business courses is critical. Thus, it is recommended that syllabi for, not only international business courses, but also most undergraduate business courses incorporate topics including an awareness of the economic, social and cultural environments within which international businesses operate. For example, we should examine not only American culture and legal system, but also contrast it with other countries’ cultures and legal systems.

It appears that students were stronger regarding their cultural and social global awareness than their awareness of the global economic environment. Specifying the economic awareness components to be measured will help improve the assessment tool and student performance in the future.

Objective 4.2: Demonstrate an awareness of the political and technological environments within which international businesses operate.

Achievement at exemplary level (score 3): 47%

Findings: The objective was met by 47% of students at the exemplary level. Twenty-nine percent (29%) of the students were at the good level, and twenty-four percent (24%) were at
the fair level. Thus, significant improvement is required to meet the objective of 75% of students meeting the exemplary level.

**Conclusions and Recommendations:** The most effective approach for instilling student awareness of individual country and global/regional political and technological environments within which international businesses operate is for students to experience these for themselves by studying and traveling to other countries. Thus, increased importance should be placed on study abroad programs. However, since the majority of University of Memphis students do not have the opportunity or financial ability to study abroad, the next most effective approach is to bring students and possibly faculty from other countries and cultures to study at the University of Memphis. Thus, additional emphasis may be placed on cooperative agreements and MOUs with foreign universities facilitating students and faculty from these universities studying and teach at UM. Two existing agreements are with the University of Vlora, Albania and KIMEP University, Kazakhstan. Currently, three students from KIMEP University are studying in the Fogelman College.

Student awareness of the global political environmental situation was not as strong as student awareness of the global technological environment.

**Objective 4.3:** Demonstrate an awareness of the legal, institutional and financial types of international transactions that are components of global business operations.

**Achievement at exemplary level (score 3): 48%**

**Findings:** The objective was met by 48% of students at the exemplary level. Twenty-nine percent (29%) scored at the good level, and twenty-three percent (23%) were at the fair level. Thus, significant improvement is required to meet the objective of 75% of students meeting the exemplary level.

**Conclusions and Recommendations:** Student awareness of the legal, institutional and financial types of international transactions that are components of global business operations is perhaps the least satisfied goal for student global awareness. Faculty need to aware of and provide course content on specific international business topics of which business students and business people should be cognizant. These specific topics may be developed in consultation with law school faculty who teach international law and business people engaged in international business and international trade. FedEx and International Paper are major employers in Memphis who engage continuously in international business.

**Goal 4: Conclusions**

Overall the objectives of the goal are not being met. The percentage of Exemplary scores for all of the objectives of this Goal declined from 2012. Thus, significant improvement action is required. Suggested actions are:

1. Since most FCBE undergraduate students have a largely North American view of the world, it is imperative that courses incorporate global perspectives.

2. Most undergraduate students do not read or watch world events sufficiently, thus major world events are relatively new information for most of them. One suggestion that will help
inform students on international events is to require a subscription to or daily reading of
the Wall Street Journal for all students.

3. In addition to other student development programs, the FCBE may include a student run
weekly brief, with synopsis on all major world events that may be shared with all students.
Incentivizing the reading of these synopses may be included with other newsletters such as
Student Health.

4. UM has excellent international student and exchange program offices. Students who cannot
avail themselves of these programs directly, may improve global awareness interacting both
in class and socially with international students, leveraging the knowledge and unique
cultures of exchange and visiting international students.

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**Goal 5. Graduates will be proficient users of business presentation and analysis technology**

For this goal (Proficiency with Presentation & Analysis Technology), there are three (3)
objectives there were assessed. Below are the outcomes and analysis for those four objectives.

**Objective 5.1.** Demonstrate analytical skills and technological expertise while developing and
presenting business information.

**Achievement at exemplary level (score 3): 61%**

**Findings.** This objective was met by 61% of the students at the exemplary level (3); 31% at the
good level; and 8% at the fair level. Using the college goal of 75% in the exemplary, this
objective was not met.

**Conclusions and Recommendations:** (See summary list at end of Goal 5 discussion.)

**Objective 5.2.** Utilize internet technology to perform queries and searches to locate relevant
and accurate information.

**Achievement at exemplary level (score 3): 54%**

**Findings.** This objective was met by 54% of students at the exemplary level (3); 30% at the good
level; and 16% at the fair level. Using the college goal of 75% in the exemplary, this objective
was not met.

**Conclusions and Recommendations:** (See summary list at end of Goal 5 discussion.)

**Objective 5.3.** Use computer software tools to organize data for analysis to solve business
problems.

**Achievement at exemplary level (score 3): 70%**

**Findings.** This objective was met by 70% of the students at the exemplary level (3); 23% at the
good level, and 7% at the fair level. Using the college goal of 75% in the exemplary, this
objective was not met.

**Conclusions and Recommendations:** (See summary list at end of Goal 5 discussion.)
**Goal 5: Conclusions and Recommendations**

Overall, none of the objectives for this goal attained the exemplary level and thus fell below our stated expectations. The committee also noted that all of the reported assessment levels were lower than in this study than during the most recent (2012) CTL process.

The committee perceived this lack of performance on Goal 5 was reflective of the overall shortfalls noted across all of the other outcomes assessed in this report. The committee invested significant discussion in attempting to understand this phenomenon and felt that there may be a disconnect between what we have defined as overall learning outcomes for the BBA degree and what we are teaching within the courses as part of that degree. As a result, the committee identified several recommended actions to help create a tighter alignment between what we are teaching across the BBA degree program and what we have identified as learning outcomes for that degree.

**Recommendations for Goal 5**

1. Encourage faculty teaching upper division classes to include business analysis technology to solve business problems whenever possible.
2. Advise faculty that students are not performing well on this goal and suggest that business presentations should include some Internet technologies for securing information.
3. Ask that MIS 2749 include some training on Internet research and analysis.
4. Encourage MIS 3210 faculty to include some projects requiring internet research and analytical analysis.
5. Assessments for this objective should be conducted in MGMT 4710 or SCMS 3711.

**General Recommendations**

**General Recommendation #1: Considerations for Improving the Assessment Scoring Model**

The BBA Close the Loop Committee recommends that it may be unreasonable for each of the current objectives for the BBA Assurance of Learning assessment goals that at least 75 percent of student attain at least an Exemplary level for each goal. The Exemplary level is the highest level of attainment in the current 3-level scale. The CTL Committee recommends that the College either retain the current 3-point scale or adopt a 5-point scale, and not establish a definitive, relatively arbitrary score for each goal. The CTL Committee further recommends that we assess each Goal and Objective in more classes than are currently being assessed. If we decide to retain the current 3-category method, the categories could be updated as follows:

1 – Student performance meets or exceeds expectations.
2 - Student performance needs improvement.
3 – Student performance is unacceptable.

Assessment of Goals, Objectives and Conclusions should focus on how can faculty and the College assist each student in meeting each goal and objective. Each student assessment should
focus on the three categories that may assist in determining areas of needed relative improvements.

In general, the CTL Committee finds that the current scoring system is ineffective at identifying problem areas, where, many Goals and Objective fail to meet the arbitrary Exemplary standards with no suggestions for viable resolutions.

**General Recommendation #2: Strategies and Tactics for Obtaining the Desired Student Achievements (Providing a Curriculum that Accomplishes the FCBE Undergraduate Goals and Objectives for Student Achievement)**

The Close the Loop Committee believes that the College should develop a specific Plan of Action by which the overall college’s curriculum will provide its undergraduate students with the stated skill-set outlined in the goals and objectives.

**Step 1: Current Curriculum: Determine all specific course work that presently contributes to the achievement of the stated student skill-set.**

Each Department will create a committee to catalog how the College’s goals and objectives are being achieved within their academic area. The department committee will identify each goal satisfying effort by objective achieved, course name, course instructors, specific required course activity, and the measurement method of determining student achievement. A collection instrument, to be developed by the Close-the-Loop Committee, will be circulated at the beginning of the Spring 2018 semester and each departmental committee will return the completed instrument to the Committee by the end of the semester.

**Step 2: The Close-the-Loop Committee will review the returned instruments and identify the sufficiency of current overall college efforts toward achievement of the Student Skill-Set Goals and Objectives**

Next steps, including a proposed Plan of Action will then be determined by the Committee, after completion of their review of the overall current efforts of the College to achieve the desired Student Skill-Set.

**General Recommendation #3: Strategies to improve alignment of degree goals with specific learning activities at the curriculum level.**

1. The CTL committee recommends that all course syllabi include the BBA Degree Outcomes directly in the body of the syllabus and that all faculty spend time at the beginning of each course discussing these goals including how they may be addressed during the semester.

2. The Fogelman College should conduct a college-wide survey with the goal of identifying curriculum-specific places where we teach the degree-level BBA goals and outcomes. This would function as a way of “reverse engineering” where and how we actually provide our students with the knowledge and skills to master each of the learning outcomes associated with the BBA degree. See Appendix D for a sample survey of this nature.
Appendix A: Pie Chart Analysis
Fall 2016 BBA Assessment
BBA Goal 1 - Objective 1: Students will be able to identify a dilemma relating to a potentially unethical behavior.

- Exemplary: 62%
- Good: 27%
- Fair: 11%

Fall 2016

BBA Goal 2 - Objective 2: Students will be able formulate list of stakeholders that are affected by a potentially unethical behavior.

- Exemplary: 37%
- Good: 50%
- Fair: 13%

Fall 2016

BBA Goal 3 - Objective 3: Students will be able to analyze alternatives and identify consequences that result from unethical behavior.

- Exemplary: 43%
- Good: 49%
- Fair: 8%

Fall 2016
BBA Goal 4 - Objective 1: Students will be able to demonstrate awareness of the economic, social, and cultural environments within which international businesses operate.

- Exemplary: 42%
- Good: 37%
- Fair: 21%

Fall 2016

BBA Goal 4 - Objective 2: Students will demonstrate an awareness of the political and technological environments within which international businesses operate.

- Exemplary: 47%
- Good: 29%
- Fair: 24%

Fall 2016

BBA Goal 4 - Objective 3: Students will demonstrate an awareness of the legal, institutional, and financial types of international transactions that are components of global business operations.

- Exemplary: 48%
- Good: 29%
- Fair: 23%

Fall 2016
BBA Goal 5 - Objective 1: Students will be demonstrate analytical skills and technological expertise while developing and presenting business information.

- Exemplary: 61%
- Good: 31%
- Fair: 8%

Fall 2016

BBA Goal 5 - Objective 2: Students will be able to utilize internet technology to perform queries and searches to locate relevant and accurate information.

- Exemplary: 54%
- Good: 30%
- Fair: 16%

Fall 2016

BBA Goal 5 - Objective 3: Students will be able to use computer software tools to organize data for analysis to solve business problems.

- Exemplary: 70%
- Good: 23%
- Fair: 7%

Fall 2016
### Appendix B:
BBA Assessment - Faculty/Course Matrix
Assessed Fall 2016

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Course Assessed</th>
<th>Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Alderson</td>
<td>MGMT-3510 (001, M51)</td>
<td>Goal 1 (Objectives 1, 2, 3, 4)</td>
</tr>
<tr>
<td>2 Cervetti</td>
<td>SCMS-3711 (M50)</td>
<td>Goal 5 (Objective 3)</td>
</tr>
<tr>
<td>3 Cooper</td>
<td>SCMS-3711 (001)</td>
<td>Goal 5 (Objective 3)</td>
</tr>
<tr>
<td>4 Davis</td>
<td>MGMT-3510 (301)</td>
<td>Goal 1 (Objectives 1, 2, 3, 4)</td>
</tr>
<tr>
<td>5 Davison</td>
<td>MGMT-4710 (005)</td>
<td>Goal 2 (Objectives 1, 2, 3) / Goal 3 (Objectives 1, 2, 3)</td>
</tr>
<tr>
<td>6 Fabian</td>
<td>MGMT-4710 (003)</td>
<td>Goal 2 (Objectives 1, 2, 3) / Goal 5 (Objectives 1, 2)</td>
</tr>
<tr>
<td>7 Nalick</td>
<td>MGMT-4710 (M50)</td>
<td>Goal 3 (Objectives 1, 2, 3) / Goal 5 (Objectives 1, 2)</td>
</tr>
<tr>
<td>8 Sharma</td>
<td>FIR-4550 (001, M50)</td>
<td>Goal 4 (Objectives 1, 2, 3)</td>
</tr>
<tr>
<td>9 Wright</td>
<td>MGMT-4710 (004, 350)</td>
<td>Goal 2 (Objectives 1, 2, 3) / Goal 3 (Objectives 1, 2, 3)</td>
</tr>
<tr>
<td>10 Zaitz</td>
<td>MKTG-4530 (001, M50)</td>
<td>Goal 4 (Objectives 1, 2, 3)</td>
</tr>
</tbody>
</table>
## Appendix C: Close the Loop Recommendation Checklist
### Bachelor of Business Administration (BBA) Degree
### Spring, 2013

<table>
<thead>
<tr>
<th>General</th>
<th>Recommendation</th>
<th>Action</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment should be carried out in capstone courses whenever possible. If there is no appropriate capstone course, then the assessment should be done at the highest-level class appropriate for the goal.</td>
<td>Review capstone courses and place as many assessments in those classes as possible.</td>
<td>Dr. Lloyd Brooks, Assessment Director</td>
</tr>
<tr>
<td>2</td>
<td>The core faculty who teach MGMT 4710 have agreed to carry out assessments in those areas that are most applicable. Thus, the committee recommends that appropriate compensation (suggested amount $700) be paid into a research account for each of the faculty administering the assessment in this class to acknowledge the additional load they are carrying on behalf of the Assurance of Learning assessment.</td>
<td>Determine assessments to be measured in Management 4710 and select faculty willing to accept the additional load.</td>
<td>Dr. Jasbir Dhaliwal, Associate Dean</td>
</tr>
<tr>
<td>3</td>
<td>Assessment should be carried out in classes taught by full-time faculty whenever possible.</td>
<td>Determine the full-time faculty available to assess objectives.</td>
<td>Dr. Lloyd Brooks, Assessment Director</td>
</tr>
<tr>
<td>4</td>
<td>Assessment should be carried out in more than one section of a course, and all sections where the assessment takes place should use consistent methods agreed upon by the faculty teaching the course.</td>
<td>Identify courses and sections appropriate for assessment and check to be sure that consistent methods will be used by those faculty members.</td>
<td>Dr. Lloyd Brooks, Assessment Director</td>
</tr>
<tr>
<td>5</td>
<td>Students should be given more writing assignments. The committee recommends that at least 2 writing assignments be required in every section of every course where class size in not prohibitive.</td>
<td>Require more writing in courses across all programs. Students should be writing in courses other than MGMT 3510. Assignments may be of varying lengths and may or may not require research of some kind.</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>6</td>
<td>Reliance on multiple choice and true/false exams should be reduced in classes; however, class size should be considered in the implementation of this recommendation.</td>
<td>Replace 10% of an objective exam with essay questions. If class size is a prohibiting factor, just one essay question would be helpful.</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>7</td>
<td>Students need more instruction and practice in oral communication skills including brief presentations, practice interviews, debates, and other similar type of activities.</td>
<td>Initiate short presentations in classes.</td>
<td>FCBE Faculty</td>
</tr>
<tr>
<td>8</td>
<td>The Fogelman Promise Code of Professionalism should be included in the class syllabus for all BBA classes and should be discussed by faculty with the students in their classes.</td>
<td>Distribute an electronic copy of the Fogelman Promise for Students to all faculty for inclusion syllabi.</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>Specific</td>
<td>Recommendation</td>
<td>Action</td>
<td>Implementation</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Goal 1</td>
<td>Dialog between Dr. Dorsey, the Chair of the Oral Communications Department, and Management 3510 faculty should be continued in order to coordinate efforts between the two departments for preparing our students to become better oral communicators.</td>
<td>Provide the Oral Communication department chair business topics that could possibly be used as assignments in the COMM 2381. Request the rubrics for grading these presentations and compare the rubrics with those used in FCBE courses.</td>
<td>Dr. Barbara Davis, Associate Professor, MGMT 3510</td>
</tr>
<tr>
<td>Goal 1</td>
<td>Consideration should be given by Undergraduate Advisors to suggest that students enroll in the “Argument and Debate” course offered by the Communications Department as an elective.</td>
<td>Identify this class as one that would be helpful to students.</td>
<td>Undergraduate Student Services</td>
</tr>
<tr>
<td>Goal 1</td>
<td>Consideration should be given to making it easier for students to participate in Toastmasters.</td>
<td>Inquire about scholarships to aid students who cannot afford the fee. Research the possibility of designating a class just for Toastmasters.</td>
<td>Dr. Kimberlee Keef, Toastmaster Club Advisor</td>
</tr>
<tr>
<td>Goal 1</td>
<td>Whenever possible writing assignment should have some research component.</td>
<td>Identify assignments where minimal to heavy research would be required so that students could have experience in finding and using research material.</td>
<td>FCBE Faculty</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Students need to develop their own sense of good ethics. As students continue in their courses, they will need to evaluate the effects of their behavior on other stakeholders.</td>
<td>Provide opportunity for classroom discussion on ethical principles. Help students to see the consequences of their actions.</td>
<td>FCBE Faculty</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Each class in the FCBE should devote time to the study of ethics in a way applicable to the course content.</td>
<td>Include instruction on ethical behavior in every class. Where possible relate this to business cases that have an ethical component.</td>
<td>FCBE Faculty</td>
</tr>
<tr>
<td>Goal 3</td>
<td>A repository of ethical videos with presentations by business professionals should be developed for the use of the entire college.</td>
<td>Collect cases, videos, and documents in a central repository for faculty to review and use in classes.</td>
<td>Know Good, Do Good, Thrive Committee</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Effective business professionals should be invited to speak on ethical issues during a class to point out cases involving ethical behavior. The “Know Good, Do Good, Thrive Committee” maintains a list of potential speakers.</td>
<td>Dedicate a class or classes in each department each semester to have a business professional speak on ethical issues.</td>
<td>Know Good, Do Good, Thrive Committee, Department Chairs</td>
</tr>
<tr>
<td>Goal 3</td>
<td>The committee recommends future assessment of ethical factors (goal 3) in the business environment be measured in MGMT 4710, Strategic Management, which is a senior-level capstone class taken by all BBA students.</td>
<td>Assess the goal after students have had more opportunity to understand ethical behavior as related to business.</td>
<td>Dr. Lloyd Brooks, Assessment Director</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Assessment of goal 5 should be done in MGMT 4710.</td>
<td>Assess at the capstone level.</td>
<td>Dr. Lloyd Brooks, Assessment Director</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Whenever possible, students in all classes should be required to use business analysis technology to create informative business presentations.</td>
<td>Require students to have business presentations in as many classes as possible and to use business analytical tools where applicable.</td>
<td>FCBE Faculty</td>
</tr>
</tbody>
</table>
Appendix D:
Proposed College-Wide Survey
Verification of Teaching Stated Learning Outcomes

Dear colleagues,

The following are the five goals that are part of our BBA, for accreditation.

Goal 1: Graduates will be effective communicators.
Goal 2: Graduates will be critical thinkers.
Goal 3: Graduates will be knowledgeable about ethical factors in the business environment.
Goal 4: Graduates will be knowledgeable about the global environment of business.
Goal 5: Graduates will be proficient users of business presentation and analysis technology.

The Close the Loop (CTL) Committee is looking to ensure that we are being more effective in the close-the-loop process, and to do so we need to first determine the extent to which these goals are being addressed in our classes, and how these goals are being assessed.

It would be very helpful if, for each of your courses, you would indicate whether you address the goal in that course, approximately how much class time you spend on that goal, and how you assess students on their accomplishment of that goal. Below is a brief survey that you can use to respond.

We sincerely appreciate your help in this matter.

**Goal 1: Students will be effective communicators.**

<table>
<thead>
<tr>
<th>Course Number (e.g., MGMT-3510, SCMS-2610, etc.) – Please write in</th>
<th>Is this goal addressed in this course?</th>
<th>If yes, in what way? (mark all that apply)</th>
<th>Approx. time spent on this goal?</th>
<th>If yes, how is it assessed? (mark all that apply)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
<td>□ Lecture</td>
<td>□ Individual written work</td>
<td>❑ Individual written work</td>
<td></td>
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<tr>
<td></td>
<td>□ Class exercise</td>
<td>□ Group written work</td>
<td>❑ Group written work</td>
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<tr>
<td></td>
<td>□ Other (please describe)</td>
<td>□ Class presentation</td>
<td>❑ Class presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TimeSpent (hrs. or %)</td>
<td>□ Multiple choice quiz or exam</td>
<td>❑ Multiple choice quiz or exam</td>
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<tr>
<td></td>
<td></td>
<td>□ Essay quiz or exam</td>
<td>❑ Essay quiz or exam</td>
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<td></td>
<td></td>
<td>□ Other (please describe)</td>
<td>❑ Other (please describe)</td>
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</tbody>
</table>

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(Baba CTL Report (published to web on 2/28/2018) – Schaeffer/Brown)
Goal 2: Students will be critical thinkers.

<table>
<thead>
<tr>
<th>Course Number (e.g., MGMT-3510, SCMS-2610, etc.) – Please write in</th>
<th>Is this goal addressed in this course?</th>
<th>If yes, in what way? (mark all that apply) Approx. time spent on this goal?</th>
<th>If yes, how is it assessed? (mark all that apply)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
<td>□ Lecture □ Class exercise □ Other (please describe) Time Spent (hrs. or %)</td>
<td>□ Individual written work □ Group written work □ Class presentation □ Multiple choice quiz or exam □ Essay quiz or exam □ Other (please describe)</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
<td>□ Lecture □ Class exercise □ Other (please describe) Time Spent (hrs. or %)</td>
<td>□ Individual written work □ Group written work □ Class presentation □ Multiple choice quiz or exam □ Essay quiz or exam □ Other (please describe)</td>
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</table>

Goal 3: Students will be knowledgeable about ethical factors in the business environment.

<table>
<thead>
<tr>
<th>Course Number (e.g., MGMT-3510, SCMS-2610, etc.) – Please write in</th>
<th>Is this goal addressed in this course?</th>
<th>If yes, in what way? (mark all that apply) Approx. time spent on this goal?</th>
<th>If yes, how is it assessed? (mark all that apply)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
<td>□ Lecture □ Class exercise □ Other (please describe) Time Spent (hrs. or %)</td>
<td>□ Individual written work □ Group written work □ Class presentation □ Multiple choice quiz or exam □ Essay quiz or exam □ Other (please describe)</td>
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<td></td>
<td>□ Yes □ No</td>
<td>□ Lecture □ Class exercise □ Other (please describe) Time Spent (hrs. or %)</td>
<td>□ Individual written work □ Group written work □ Class presentation □ Multiple choice quiz or exam □ Essay quiz or exam □ Other (please describe)</td>
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</tbody>
</table>
Goal 4: Students will be knowledgeable about the global environment of business.

<table>
<thead>
<tr>
<th>Course Number (e.g., MGMT-3510, SCMS-2610, etc.) – Please write in</th>
<th>Is this goal addressed in this course?</th>
<th>If yes, in what way? (mark all that apply)</th>
<th>Approx. time spent on this goal?</th>
<th>If yes, how is it assessed? (mark all that apply)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Lecture</td>
<td>☐ Individual written work</td>
<td>☐ Individual written work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ Class exercise</td>
<td>☐ Group written work</td>
<td>☐ Group written work</td>
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<td></td>
<td>☐ Other (please describe)</td>
<td>☐ Class presentation</td>
<td>☐ Class presentation</td>
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<td>☐ Multiple choice quiz or exam</td>
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<td>☐ Essay quiz or exam</td>
<td>☐ Essay quiz or exam</td>
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<td>☐ Other (please describe)</td>
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</tbody>
</table>

Goal 5: Students will be proficient users of business presentation and analysis technology.

<table>
<thead>
<tr>
<th>Course Number (e.g., MGMT-3510, SCMS-2610, etc.) – Please write in</th>
<th>Is this goal addressed in this course?</th>
<th>If yes, in what way? (mark all that apply)</th>
<th>Approx. time spent on this goal?</th>
<th>If yes, how is it assessed? (mark all that apply)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Lecture</td>
<td>☐ Individual computer-based work (please indicate software used)</td>
<td>☐ Individual computer-based work (please indicate software used)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ Class exercise</td>
<td>☐ Group computer-based work (please indicate software used)</td>
<td>☐ Group computer-based work (please indicate software used)</td>
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<td></td>
<td>☐ Other (please describe)</td>
<td>☐ Class presentation</td>
<td>☐ Class presentation</td>
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<td>☐ Multiple choice quiz or exam</td>
<td>☐ Multiple choice quiz or exam</td>
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<td>☐ Essay quiz or exam</td>
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