

# **College of Business**

Annual Report  
2006-2007

Annual Report, 2006-2007

College: **BUSINESS**

Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

Note: All goals pertain to the overall functioning of the College.

| Strategic Goal/Objective <sup>a</sup>  | Method of Assessment   | Summary of Assessment Results <sup>bc</sup>   | Use of Assessment Results to Improve Program/Function/Service <sup>d</sup>  |
|--|--|---|---|
| 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 | <ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Minutes of Student Advisory Council meetings</li> <li>- Records of special events</li> </ul> | In progress<br>-Student surveys show positive reaction to most elements of college life<br>-See pages 5-13 for additional detail  | <ul style="list-style-type: none"> <li>- Increased contact with Career Center to address student and employer concerns about placement services</li> <li>- Will increase contacts with local business leader to increase opportunity for student interaction with these leaders</li> </ul>  |
| 2. Increase the number of students from the region for whom the College of Business is the college of choice   | <ul style="list-style-type: none"> <li>- Enrollment data</li> <li>- Scholarship acceptance data</li> </ul>   | In progress<br>-Increased Summer 2006 enrollment<br>- Awarded Bright Futures Plus scholarships<br>-See pages 5-13 for additional detail                                       | <ul style="list-style-type: none"> <li>- Need additional means of distributing information about college scholarships to prospective students</li> </ul>  |
| 3. Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review   | <ul style="list-style-type: none"> <li>- Direct measures of student learning</li> <li>-Student and employer surveys</li> </ul>                                   | In progress<br>- Continued implementation of assessments in BSBA<br>For MAcc and MBA, implemented Academic Learning Plan assessments<br>-See pages 5-13 for additional detail | <ul style="list-style-type: none"> <li>- Conferences with faculty teaching BSBA-related writing courses to give additional emphasis to grammar, punctuation, spelling, and format</li> <li>- Modification of BSBA-related accounting courses to include more work on financial analysis</li> <li>- Addition of core course in ethics to BSBA curriculum</li> <li>- For the MAcc, introduction of financial accounting diagnostic test and follow-up CD-based ALEKS Financial Accounting Module</li> <li>- For the MBA, began requiring all students to complete initial industry</li> </ul> |

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|   |  |  | <p>analysis course</p> <ul style="list-style-type: none"> <li>- For the Germany MBA, began requiring students to participate in Pensacola-based component at beginning of program as well as at the end of the program</li> <li>- For all programs, modified rubrics and adjusted assessment procedures</li> </ul> |
| <p>4. Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines</p> | <ul style="list-style-type: none"> <li>- Publication records of faculty</li> <li>- Records of funds expended in support of faculty scholarship</li> <li>- Records of faculty hiring</li> </ul>   | <p>In progress</p> <p>Provided research incentive funds to faculty</p> <p>Continued Dyson and Hopkins awards recognizing scholarly productivity</p> <p>-See pages 5-13 for additional detail</p>   | <ul style="list-style-type: none"> <li>-Introduced use of AACSB and College of Business classification systems for monitoring contributions to the College's intellectual contributions portfolio</li> </ul>   |
| <p>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</p>        | <ul style="list-style-type: none"> <li>- Records of faculty participation in College and University councils and committees</li> <li>- Records of faculty participation in professional association leadership and community/civic organizations</li> </ul>  | <ul style="list-style-type: none"> <li>- College faculty serve on over 20 university-level councils and committees,</li> <li>-See pages 5-13 for additional detail</li> </ul>  | <ul style="list-style-type: none"> <li>- Reviewing departmental representation on university-level committees to ensure balance across the disciplines in the College</li> </ul>   |
| <p>6. Increase College of Business contributions to the economic development of the Northwest Florida region</p>  | <ul style="list-style-type: none"> <li>- College alumni working in local economy</li> <li>- College faculty participation with local and regional economic development organizations</li> <li>- Community participation in certificate programs</li> <li>- Minutes of meetings of the Business Advisory Council</li> <li>- Record of activities of the Haas Center and the UWF SBDC</li> </ul> | <ul style="list-style-type: none"> <li>-See separate annual reports for Haas Center and UWF SBDC</li> <li>Implemented credit certificate programs in professional accounting, entrepreneurship, and supply chain logistics</li> <li>-See pages 5-13 for additional detail</li> </ul> | <ul style="list-style-type: none"> <li>- Supported Pensacola Young Professionals internship program</li> <li>- Initiated Executive in Residence Program with initial focus on entrepreneurship</li> </ul>  |
| <p>7. Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College</p>   | <ul style="list-style-type: none"> <li>- College budget allocations</li> <li>- Contributions to College-related UWF Foundation accounts</li> <li>- Approvals for improvements to</li> </ul>  | <ul style="list-style-type: none"> <li>- Secured over \$1,250,000 in pledges for scholarship endowments</li> </ul>   | <ul style="list-style-type: none"> <li>- Continue active solicitation of funds to support College-related scholarships</li> <li>- Continue pursuit of funding for College of Business Education Center</li> </ul>  |

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|   | College facilities  | -Secured preliminary approvals for a new College of Business Education Center<br>-See pages 5-13 for additional detail  |   |
| 8. Enhance the reputation of the College of Business for quality through accreditation and other recognitions | <ul style="list-style-type: none"> <li>- Record of preparations for maintenance of accreditation by AACSB</li> <li>- Recognitions of College faculty, staff, and students</li> <li>- Recognitions of College programs and activities</li> </ul> | <ul style="list-style-type: none"> <li>- Continued preparations for AACSB maintenance of accreditation including bringing chair of site visit team to campus for preliminary visit</li> <li>- Library provided comprehensive benchmarking study of College-related library holdings</li> <li>-Marketing and Logistics Case Team placed second in nation at two national competitions</li> <li>- Haas Center recognized by TDC Group for Best Economic Development Application</li> <li>-See pages 5-13 for additional detail</li> </ul> | <ul style="list-style-type: none"> <li>- Updated Strategic Plan, revised College By-Laws, modified Academic Qualifications Policy, adopted Participating/Supporting Faculty Policy, adopted Intellectual Contributions Policy.</li> </ul> |

<sup>a</sup>From unit's 2006-2007 strategic or action plan. Add lines as necessary.

<sup>b</sup>Data/information used to determine goal/objective status.

<sup>c</sup>Can comment on status of goal as "met," "not met," or "in progress."

<sup>d</sup>Describe decisions made based on assessment results to improve program

## **Progress Over the Previous Year on Existing Priorities**

(from 2006-2007 AACSB Maintenance of Accreditation Annual Report

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

### **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. Represented on the Council are representatives from each of the principal student organizations in the College. 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
- Conducted special orientation for entering undergraduate and graduate business students Fall 2006

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. Alumni surveyed 3 months after graduating to obtain information about employment status. Alumni surveys for BSBA, MAcc, and MBA graduates developed Spring 2007 with information about the survey via postcard to 2005-2006 graduates. [Responses in the process of being received as of the date of this report.]
- 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 Spring 2007. [Responses in the process of being received as of the date of this report.]

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 sh course titled GEB 1991 Business Career Strategies. For the initial offering of the course in Spring 2007, 12 students were enrolled. Examination of student evaluations of the course suggest 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. The program includes GEB 4990 Internship Pensacola: Professional Development Seminar a 3sh course focusing on professional development and leadership and was an outgrowth of the Career Development Strategies course. Enrollment for Summer 2007 includes 16 students team taught by faculty from the College of Business, College of Arts & Sciences, and the Career Center.
- Submitted proposal for Quality Enhancement Plan project for a career development capstone course to be available for all students regardless of major. Proposal developed by team from College of Business, Office of Student Affairs, and Career Center.

## 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

- Recruiting visits made to Pensacola Junior College, Okaloosa Walton College (Niceville), and Gulf Coast Community College (Panama City)
- Representatives from Chipola College (Marianna), Gulf Coast Community College, Okaloosa Walton College, Pensacola Junior College, and Jefferson Davis Junior College (Alabama) visited UWF campus for Articulation Day
- Continued membership in the Alabama Association of Higher Education in Business and participated in annual conference to facilitate articulation with Alabama 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 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
- 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

- Awarded undergraduate scholarships from the following: Orville Beckford Endowment for Excellence in Business, Travis J. Bowden Scholarship in Business Ethics, C.L. Fountain Family Business Ethics Scholarship, Charles

& Fran Switzer Business Ethics Scholarship, John L. Switzer Business Ethics Scholarship, Brig. General and Mrs. Michael L. Ferguson Scholarship for Sons and Daughters of Military Veterans, College of Business Alumni Scholarship, College of Business Scholastic Excellence Awards, Latin American Scholarships

- Awarded graduate scholarships from the following funds: John C. Pace Graduate Scholarships, Latin American Scholarships, Merit Graduate Scholarship, Graduate Assistant Non-Florida Tuition Waiver, and Graduate Matriculation Fee Waiver

### **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
- 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)
- 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
- Conducted assessment of critical thinking/problem solving in general education introduction to business course and assessment of communication/quantitative reasoning in general education macro economics course

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
- 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
- For the MBA, adjusted rubric and content pertaining to the Managerial Economics portfolio
- For the MBA, adjusted rubric and content for the Financial Management portfolio
- For the MBA, began requiring all students (Pensacola and Germany) to complete initial industry analysis course.
- 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 \$20,500 in research incentives to faculty during Fall 06 and Spring 07 semesters
- 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
- Provided AACSB intellectual contributions category definitions and College of Business Academic Qualifications Policy to department chairs and faculty to sharpen focus on nature of contributions relevant to individual faculty academic qualifications and the College's intellectual contributions portfolio

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
- 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.

- In addition to service on the standing committees of the College of Business, College of Business faculty serve on the following university-level committees:
  - President's Advisory Council
  - Faculty Senate and its subcommittees
  - Faculty Personnel Committee
  - University Planning Council and its subcommittees
  - University Budget Council
  - Scholarly and Creative Activities Committee
  - Honorary Awards and Recognitions Committee
  - Quality Enhancement Program Committee
  - General Studies Committee
  - Student Honors Advisory Committee
  - Undergraduate Admissions Committee
  - University Library Committee
  - International Affairs Committee
  - Athletic Advisory Committee
  - Environmental Health and Occupational Safety Committee
  - University Parking and Transportation Committee
  - University Web Advisory Committee
  - Faculty Merit Scholarship Committee
  - Academic Integrity Task Force
- Continued faculty participation in a wide variety of 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
- Continued to provide services to the State and region through services provided by the Haas Center for Business Research and Economic Development and the UWF Small Business Development Center
- 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

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
- Secured input from the Business Advisory Council on the College's strategic plan and encouraged participation in survey of employers
- Provided information to the Business Advisory Council regarding development of and findings from the assurance of learning assessments
- Department of Accounting and Finance hosted Meet the Firms night for students and faculty
- Continued the College's Business Speakers Series
- Continued the Pensacola Venture Forum, a joint activity of the Department of Marketing & Economics and the UWF Small Business Development Center
- In cooperation with the Combined Rotary Clubs of Pensacola, organized and conducted annual Ethics in Business Award event
- Continued representation and relationships with business and economic development organizations and agencies such as the Pensacola Chamber of

Commerce, Pensacola Economic Development Commission, Florida's Great Northwest, Rural Economic Development Agency, Pensacola-Escambia County Development Commission's Tourist Advisory Council, and regional city and county governments

## 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.

- Continued scholarship opportunities available through College of Business endowments
- Provided travel stipends for study abroad for College of Business students
- Secured additional funding for graduate assistantships
- Awarded two merit scholarships at Jefferson Davis Community College
- Awarded 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
- \$16,500 in scholarships presented to 33 UWF College of Business students by local business in Fall 2006
- 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
- Received approximately \$40,000 in annual fund contributions from College of Business alumni

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
- Provided funding to departments for faculty attendance at discipline-specific conferences and AACSB-sponsored seminars

Support efforts to acquire legislative funding for a new College of Business 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
- Monitored distribution of faculty for sufficiency and academic qualification
- 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
- As part of university faculty development program, college administrators and chairs of the curriculum committees met with assessment of learning consultant and submitted assurance of learning plan documents to the consultant for evaluation and comment
- Attended AACSB conferences pertaining to accreditation
- Followed up on October 2006 visit of AACSB consultant and recommendations pertaining to preparation for the AACSB review
- Distributed preliminary accreditation-related materials to the chair of the site visit team and brought team chair to the campus for preliminary visit; initiated contact with the other team members at AACSB conferences

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 Logistics Case Teams placed second in nation at 2 national case competitions
- Conducted Entrepreneur Week in March 2007
- Held annual College of Business recognition of outstanding faculty contributions in research, service, and career accomplishments
- Continued representation and relationships with business and economic development organizations and agencies such as the Pensacola Chamber of Commerce, Pensacola Economic Development Commission, Florida's Great Northwest, Rural Economic Development Agency, Pensacola-Escambia County Development Commission's Tourist Advisory Council, and regional city and county governments

Annual Report, 2006-2007

College: **BUSINESS**

**Part I-ALC/ALP/AFP, Summary Report on Assessment of Student Learning**

**Undergraduate Programs: Academic Learning Compacts (ALC)**  
**Graduate Programs: Academic Learning Plans (ALP)**  
**General Education: Academic Foundation Plans (AFP)**

To be completed by academic units offering degree programs or general education.

**I. Undergraduate Programs**

Accounting, 52.0301  
 Economics, 52.0601  
 Finance, 52.0801  
 Management, 52.0201  
 Management Information Systems, 52.1201  
 Marketing, 52.1401

[See attached MATRIX.](#)

**II. Graduate Programs**

Accountancy, Master of , 52.0301  
 Business Administration, Master of, 52.0201

[See attached MATRIX.](#)

**III. Academic Foundations: General Education Status**

To be completed by academic units offering one or more courses in General Studies / Academic Foundations. Submit a report for each course in which assessment activities for General Studies/Academic Foundations took place in 2006-2007.

ECO 2013 Principles of Economics Macro  
 GEB 1011 Introduction to Business

[See attached MATRIX.](#)

**IV. All Programs: Institutional Support**

[See attached MATRIX.](#)

## I. Undergraduate Programs - To be completed by academic units offering degree programs.

Annual Report, 2006-2007

College: **Business**

Part I-ALC, Summary Report on Assessment, Academic Learning Compacts (ALC)

Degree<sup>b</sup> **BSBA** CIP Codes: Accounting, 52.0301; Economics, 52.0601; Finance, 52.0801; Management, 52.0201; Management Information Systems, 52.1201; Marketing, 52.1401

**URL – ALC website:**

**Accounting:** [http://uwf.edu/cutla/ALC/Accounting\\_ALC.pdf](http://uwf.edu/cutla/ALC/Accounting_ALC.pdf)

**Economics:** [http://uwf.edu/cutla/ALC/Economics\\_ALC.pdf](http://uwf.edu/cutla/ALC/Economics_ALC.pdf)

**Finance:** [http://uwf.edu/cutla/ALC/Finance\\_ALC.pdf](http://uwf.edu/cutla/ALC/Finance_ALC.pdf)

**Management:** [http://uwf.edu/cutla/ALC/Management\\_ALC.pdf](http://uwf.edu/cutla/ALC/Management_ALC.pdf)

**Management Information Systems:** [http://uwf.edu/cutla/ALC/MIS\\_ALC.pdf](http://uwf.edu/cutla/ALC/MIS_ALC.pdf)

**Marketing:** [http://uwf.edu/cutla/ALC/Marketing\\_ALC.pdf](http://uwf.edu/cutla/ALC/Marketing_ALC.pdf)

**URL- Assessment plan website:** Same as for ALCs.

**If your assessment strategy differs from that described on the website, please elaborate.**

(narrative)

| ALC Domain <sup>c</sup> | Student Learning Outcome(s) Assessed <sup>d</sup>  | Method of Assessment <sup>e</sup>  | Summary of Assessment Results <sup>f</sup>   | Assessment Results Review Groups  | Describe Decisions Made Based on Assessment Results to Improve Program <sup>g</sup>  | Evaluation of Assessment Plan <sup>h</sup>   |
|-------------------------|--|------------------------------------|--|---|--|--|
| 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:<br/>Exemplary: 58%<br/>Acceptable: 34%<br/>Unacceptable: 8%</p> <p>Spring 2007:<br/>Student performance data being tabulated</p> <p>Employer Survey:</p> | <ul style="list-style-type: none"> <li>-Course faculty</li> <li>-Department faculty</li> <li>-Department chair</li> <li>-College administrative team</li> <li>-Undergraduate Programs &amp; Curriculum Committee</li> <li>-Business Advisory Council</li> <li>-General faculty</li> </ul> | <p>Spring 2005:<br/>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:<br/>Student performance on financial analysis seemed better. Need to continue emphasis on these analyses in ACG and FIN</p> | <p>Spring 2005:<br/>Instructors plan to introduce a proficiency test at beginning of course in order to better track performance throughout the course.</p> <p>Spring 2006:<br/>Review and improve rubric.</p> |

|                             |   |   |   |   |   |  |
|-----------------------------|---|---|---|---|---|--|
|                             |   |   | Grads demonstrate skill:<br>Strongly agree: 37%<br>Agree: 53%<br>Disagree: 3%   |   |   |  |
|                             | 1.2 Integrate knowledge across business disciplines | Individual case study in MAN 4720.                      | Spring 2005 Pilot:<br>Exemplary: 28%<br>Acceptable: 62%<br>Unacceptable: 10%<br><br>Spring 2006:<br>Exemplary: 32%<br>Acceptable: 57%<br>Unacceptable: 11%<br>Students struggle to see big picture; students compartmentalize analysis<br><br>Spring 2007:<br>Student performance data being tabulated<br><br>Employer Survey:<br>Grads demonstrate skill:<br>Strongly agree: 29%<br>Agree: 61%<br>Disagree: 3% | -Course faculty<br>-Department faculty<br>-Department chair<br>-College administrative team<br>-Undergraduate Programs & Curriculum Committee<br>-Business Advisory Council<br>-General faculty | Spring 2006:<br>Instructors continue to adjust pedagogy   | Spring 2006:<br>Review and improve rubric.   |
| 2.0 Effective communicators | 2.1 Develop effective written presentations         | Written component of Individual case study in MAN 4720. | Spring 2005 Pilot:<br>Exemplary: 57%<br>Acceptable: 30%<br>Unacceptable: 13%<br><br>Spring 2006:<br>Exemplary: 54%<br>Acceptable: 34%<br>Unacceptable 12%<br>Particular problems with grammar, punctuation, spelling, and format<br><br>Spring 2007:<br>Student performance data being analyzed   | -Course faculty<br>-Department faculty<br>-Department chair<br>-College administrative team<br>-Undergraduate Programs & Curriculum Committee<br>-Business Advisory Council<br>-General faculty | Discussions held with English department chair and faculty and with instructors of GEB 3212. For GEB 3212, adopted new handbook and incorporated additional instruction on grammar, punctuation, spelling, and formatting | Continue to monitor student performance in written communications to determine whether interventions successful. |

|                             |   |   |  |   |   |   |
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|                             |   |   | Employer Survey:<br>Grads demonstrate skill:<br>Strongly agree:<br>32%<br>Agree:<br>53%<br>Disagree:<br>5%   |   |   |   |
|                             | 2.2 Create and deliver effective oral presentations   | TBA   | Spring 2007:<br>Employer Survey:<br>Grads demonstrate skill:<br>Strongly agree:<br>34%<br>Agree:<br>50%<br>Disagree:<br>5%   | -Course faculty<br>-Department faculty<br>-Department chair<br>-College administrative team<br>-Undergraduate Programs & Curriculum Committee<br>-Business Advisory Council<br>-General faculty |   | Student performance assessment to be developed 2007-2008  |
| 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 | Fall 2005 pilot:<br>Final exam questions pertaining to ethical issues in GEB 4444.<br><br>Spring 2006:<br>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.<br><br>Fall 2006:<br>Instructors in GEB 4444, Business Ethics & Society, embedded questions in three tests | Fall 2005:<br>Exemplary: 74%<br>Acceptable: 9%<br>Unacceptable: 16%<br><br>Spring 2006:<br>Student performance satisfactory in ACG 3101 and ACG 3311; assessments not conducted in FIN courses.<br><br>Fall 2006:<br>Exemplary: 53%<br>Acceptable: 42%<br>Unacceptable: 5% | -Course faculty<br>-Department faculty<br>-Department chair<br>-College administrative team<br>-Undergraduate Programs & Curriculum Committee<br>-Business Advisory Council<br>-General faculty | Fall 2005:<br>High scoring related to ethics focus of course, attendance, and note taking during lectures and discussions.<br><br>Spring 2006:<br>Determined course embedded approach to ethics instruction and assessment not fully satisfactory; faculty decided to include ethics-focused course in core for business majors<br><br>Fall 2006:<br>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 | Spring 2006:<br>Will develop assessment component for new required core course in ethics.<br><br>Fall 2006:<br>Will develop assessment component for new core Ethics requirement effective Fall 2007. |

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|   |   | Spring 2007:<br>Employer Survey | Spring 2007:<br>Employer Survey:<br>Grads demonstrate<br>skill:<br>Strongly agree: 26%<br>Agree:<br>61%<br>Disagree: 0%                              |   | to reflect current issues.   |   |
| 4.0 Effective project managers                            | 4.1 Plan projects effectively, work effectively in team, and deliver projects on time                       | Simulation activity in MAN 4720 | Fall 2005 pilot:<br>Exemplary: 57%<br>Acceptable: 35%<br>Unacceptable: 8%<br><br>Fall 2006:<br>Exemplary: 29%<br>Acceptable: 66%<br>Unacceptable: 5% | -Course faculty<br>-Department faculty<br>-Department chair<br>-College administrative team<br>-Undergraduate Programs & Curriculum Committee<br>-Business Advisory Council<br>-General faculty | Fall 2005:<br>Rubric does not adequately capture individual project management skills; need common method of data collection across instructors for the course.<br><br>Fall 2006:<br>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 | Fall 2005:<br>Review and improve rubric; develop consistent data collection system.<br><br>Fall 2006:<br>Continue using new rubric. Develop handout including descriptions of rubric dimensions for distribution to students. |
| 5.0 Skilled in the use of specific business content areas | 5.1 Correctly recognize and effectively use the terminology and concepts in the major business disciplines: | Spring 2007:<br>Employer Survey | Spring 2007:<br>Employer Survey:<br>Grads demonstrate<br>skill:<br>Strongly agree:<br>42%<br>Agree:<br>47%<br>Disagree:<br>3%                        | -Course faculty<br>-Department faculty<br>-Department chair<br>-College administrative team<br>-Undergraduate   | Spring 2005:<br>Students found to be weak in financial understanding, especially balance sheet ratios. Recommend   | Spring 2005:<br>Discussions held with chair and faculty members in Accounting/Finance. Modifications to be  |

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|  | information systems, management, accounting, marketing, economics, and finance | Fall 2005/Spring 2006: ETS Major Field Test in Business | <p>3%</p> <p>Fall 2005/Spring 2006:<br/>Overall: 80/79<sup>th</sup><br/>%ileComponents:<br/>Accounting: 85/80<br/>Economics: 70/55<br/>Management: 70/70<br/>Quantitative: 85/70<br/>Finance: 80/70<br/>Marketing: 70/75<br/>Legal &amp; Social:80/55<br/>International: 80/80</p> <p>Spring 2007:<br/>Employer Survey:<br/>Grads demonstrate skills—general business:<br/>Strongly Agree: 37%<br/>Agree: 53%<br/>Disagree: 0%</p> <p>Grads demonstrate skill—specific business:<br/>Strongly Agree: 26%<br/>Agree: 63%<br/>Disagree: 0%</p> | <p>Programs &amp; Curriculum Committee</p> <ul style="list-style-type: none"> <li>-Business Advisory Council</li> <li>-General faculty</li> </ul>                                       | <p>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>Fall 2005/Spring 2006: Reviewing component scores to determine whether curriculum needs to be adjusted.</p> | <p>made to courses.</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> <p>Summer 2007:<br/>Correlational studies of ETS with selected UWF measures including CoB GPA and grade in capstone course verifies UWF measures differentiate students in same order of performance as does the ETS Major Field Test</p> |
|  | 5.2 Discipline specific skills   | Fall 2005/Spring 2006: ETS Major Field Test in Business | Fall 2005/Spring 2006: (See above.)  | <ul style="list-style-type: none"> <li>-Course faculty</li> <li>-Department faculty</li> <li>-Department chair</li> <li>-College administrative team</li> <li>-Undergraduate</li> </ul> | Fall 2005/Spring 2006: (see above)   |  |

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|                              |  |  |  | Programs & Curriculum Committee<br>-Business Advisory Council<br>-General faculty |  |  |
| Accounting skills<br>52.0301 | 5.2.1.1. Identify issues and problems in accounting context  |  |  |   |  |  |
|                              | 5.2.1.2 Apply accounting principles to solve problems  |  |  |   |  |  |
| Economics skills<br>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 |  |  |   |  |  |
|                              | 5.2.2.2 Recommend appropriate business strategies for firms in diverse market conditions   |  |  |   |  |  |
| Finance skills<br>52.0801    | 5.2.4.1 Identify financial theories and information sources relevant to business decisions   |  |  |   |  |  |
|                              | 5.2.4.2 Apply financial frameworks in making business decisions  |  |  |   |  |  |
| Management skills<br>52.0201 | 5.2.5.1 Explain the management functions of planning, organizing, leading, and controlling the use of resources to accomplish                  |  |  |   |  |  |

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

<sup>a</sup>Prepare separate summary table for each degree program.

<sup>b</sup>For example, BA, BS, BSBA

<sup>c</sup>Select 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.

<sup>d</sup>From approved ALC.

<sup>e</sup>From ALC Assessment Plan.

<sup>f</sup>Summary of data regarding student learning outcome(s) identified above.

<sup>g</sup>Describe 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.

<sup>h</sup>Describe 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

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| <b>Domain(s) to Be Examined in Assessment Plan in Following Year</b>   |
| Communication—Oral presentations (explore where in curriculum to best assess these skills)<br>Content—Knowledge and skills in specific business disciplines (accounting, economics, finance, management, management information systems, and marketing) as measured by ETS MFT-Business  |
| <b>Assessment Questions to Be Addressed in Following Year</b>  |
| 1. What is the optimal frequency for conducting assessments in order to ensure that all key student learning outcomes are assessed?<br>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.<br>3. With respect to rubrics, what level of detail provides useful performance expectation and instructional effectiveness information for students and faculty respectively? |

**II. Graduate Programs - To be completed by academic units offering graduate degree programs.**

Annual Report, 2006-2007

College: **Business**

Part I-ALP, Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title<sup>a</sup>: **Business Administration** Degree<sup>b</sup> **MAcc** CIP Code: **52.0301**

**URL – ALP website:**  
**URL – Assessment plan website:**  
**If your assessment strategy differs from that described on the website, please elaborate.**  
 (narrative)

| ALP Domain <sup>c</sup>   | Student Learning Outcome(s) Assessed <sup>d</sup>   | Method of Assessment <sup>e</sup>  | Summary of Assessment Results <sup>f</sup>  | Assessment Results Review Groups | Describe Decisions Made Based on Assessment Results to Improve Program <sup>g</sup>   | Evaluation of Assessment Plan <sup>h</sup>   |
|---|---|--|---|----------------------------------|---|--|
| 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<br><br>ACG 6406 Examinations and team projects | Spring 2006:<br>Exemplary: 35%<br>Acceptable: 41%<br>Unacceptable: 24%<br><br>Fall 2006:<br>Exemplary: 76%<br>Acceptable: 24%<br>Unacceptable: 0% |                                  | Spring 2006:<br>Major problem inadequate undergraduate preparation in the area of financial accounting.<br><br>Fall 2006:<br>No major problems identified | Spring 2006:<br>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  | Spring 2006:<br>Exemplary: 35%<br>Acceptable:   |                                  | Spring 2006:<br>See 1.1   | Spring 2006:<br>See 1.1  |

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|   |  | <p>complex business transactions utilizing recently issued Statement of Financial Accounting Standards</p> <p>ACG 6406 Examinations and team projects</p>   | <p>41%<br/>Unacceptable:<br/>24%</p> <p>Fall 2006:<br/>Exemplary:<br/>76%<br/>Acceptable:<br/>24%<br/>Unacceptable:<br/>0%</p>   |  | <p>Fall 2006:<br/>See 1.1</p>  |                                 |
|   | 1.3 Integrate knowledge across disciplines related to the accounting profession. | <p>ACG 5025 Examinations requiring consolidations of complex business transactions utilizing recently issued Statement of Financial Accounting Standards</p> <p>ACG 6406 Examinations and team projects</p> | <p>Spring 2006:<br/>Exemplary:<br/>35%<br/>Acceptable:<br/>41%<br/>Unacceptable:<br/>24%</p> <p>Fall 2006:<br/>Exemplary:<br/>76%<br/>Acceptable:<br/>24%<br/>Unacceptable:<br/>0%</p> |  | <p>Spring 2006:<br/>See 1.1</p> <p>Fall 2006:<br/>No major problems identified</p>   | <p>Spring 2006:<br/>See 1.1</p> |
| 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  | <p>Fall 2006:<br/>Exemplary:<br/>33%<br/>Acceptable:<br/>67%<br/>Unacceptable:<br/>0%</p>  |  | <p>Fall 2006:<br/>No major problems identified; instructors described performance as "most consistent performance by a group of graduate students"</p> |                                 |
|   | 2.2 Effectively utilize  | ACG 6856 Case analysis written  | <p>Fall 2006:<br/>Exemplary:</p>   |  | <p>Fall 2006:<br/>See 2.1</p>  |                                 |

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|  | written communication to present a defensible recommendation regarding the accounting issue or problem.   | report  | 50%<br>Acceptable:<br>50%<br>Unacceptable:<br>0%   |  |  |  |
|  | 2.3 Effectively utilize presentation technology to present a defensible recommendation regarding the accounting issue or problem.                         | ACG 6856<br>Case analysis presentation  | Fall 2006:<br>Exemplary:<br>0%<br>Acceptable:<br>100%<br>Unacceptable:<br>0%   |  | Fall 2006:<br>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<br>Research paper, financial statement project and case<br><br>ACG 6308<br>Research on topics related to managerial accounting | Spring 2007:<br>Exemplary:<br>44%<br>Acceptable:<br>56%<br>Unacceptable:<br>0%<br><br>Spring 2007:<br>Exemplary:<br>55%<br>Acceptable:<br>45%<br>Unacceptable:<br>0% |  | Spring 2007:<br>No major problems identified<br><br>Spring 2007:<br>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<br>Oral presentation on research project<br><br>ACG 6308<br>Oral presentation of case study                                    | Spring 2007:<br>Exemplary:<br>50%<br>Acceptable:<br>50%<br>Unacceptable:<br>0%<br><br>Spring 2007:   |  | Spring 2007:<br>No major problems identified<br><br>Spring 2007:<br>No major problems identified |  |

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|  |   |  | Exemplary:<br>45%<br>Acceptable:<br>55%<br>Unacceptable:<br>0%   |  |  |  |
|  | 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<br>Research report on topics related to financial accounting theory<br><br>ACG 6308<br>Research report on topics related to managerial accounting | Spring 2007:<br>Exemplary:<br>38%<br>Acceptable:<br>62%<br>Unacceptable:<br>0%<br><br>Spring 2007:<br>Exemplary:<br>55%<br>Acceptable:<br>45%<br>Unacceptable:<br>0% |  | Spring 2007:<br>No major problems identified<br><br>Spring 2007:<br>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<br>Examination questions on ethics  | Summer 2006:<br>Exemplary:<br>60%<br>Acceptable:<br>24%<br>Unacceptable:<br>16%  |  | Spring 2006:<br>No major problems identified   |  |
|  |   |  |  |  |  |  |
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<sup>a</sup>Prepare separate summary table for each degree program.

<sup>b</sup>For example, MA, MS, M.Ed., Ed.D.

<sup>c</sup>Select 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.

<sup>d</sup>From approved ALP.

<sup>e</sup>From ALP Assessment Plan.

<sup>f</sup>Summary of data regarding student learning outcome(s) identified above.

<sup>g</sup>Describe 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.

<sup>h</sup>Describe 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

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

**II. Graduate Programs - To be completed by academic units offering graduate degree programs.**

Annual Report, 2006-2007

College: **Business**

Part I-ALP, Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title<sup>a</sup>: **Business Administration** Degree<sup>b</sup> **MBA** CIP Code: **52.0201**

**URL – ALP website:**  
**URL – Assessment plan website:**  
**If your assessment strategy differs from that described on the website, please elaborate.**  
 (narrative)

| ALP Domain <sup>c</sup>     | Student Learning Outcome(s) Assessed <sup>d</sup>   | Method of Assessment <sup>e</sup>  | Summary of Assessment Results <sup>f</sup>   | Assessment Results Review Groups   | Describe Decisions Made Based on Assessment Results to Improve Program <sup>g</sup>   | Evaluation of Assessment Plan <sup>h</sup>   |
|-----------------------------|---|--|--|--|---|--|
| 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:<br/>Apply detailed written presentation assessment rubric to the Industry Analysis paper in GEB 5930</p> <p>Summer 2006:<br/>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"> <li>Proficiency goal not met – target 80%; actual 64%</li> <li>Complete data for only 55% of students</li> <li>Newly developed rubric with first time application</li> </ul> <p>Summer 2006:<br/>Industry Analysis Paper<br/>PGS Exemplary 23%<br/>Proficient 27%</p> | <p>Spring 2006<br/>MBA Director and professors for the Industry Analysis course.</p> <p>Summer 2006:<br/>MBA Director and professors for the Industry Analysis course.</p> | <p>Spring 2006:</p> <ul style="list-style-type: none"> <li>Reevaluate the rubric and made changes</li> <li>Discussed the application of the rubric</li> <li>Will apply assessment in Summer 2006 to more complete sample</li> </ul> <p>Summer 2006:</p> <ul style="list-style-type: none"> <li>Distribute scoring rubric to students in future classes</li> <li>Increase writing</li> </ul> | <ul style="list-style-type: none"> <li>Applied assessment in Summer 2006 with revised rubric</li> <li>Results summarized below</li> <li>Applied written communication rubric broad categories to Summer 2006 Marketing Mgt portfolio project</li> <li>Focused assessment results by writing</li> </ul> |

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|  |  | <p>Fair 23%<br/>Unsat 27%</p> <p>Clarity<br/>Exemplary 23%<br/>Proficient 50%<br/>Fair 18%<br/>Unsat 9%</p> <p>Citations<br/>Exemplary 14%<br/>Proficient 50%<br/>Fair 36%<br/>Unsat 0%</p> <p>Summer 2006:<br/>Marketing<br/>Management<br/>Portfolio Project</p> <p>PGS<br/>Exemplary 75%<br/>Proficient 25%</p> <p>Clarity<br/>Exemplary 79%<br/>Proficient 21%</p> <p>Citation<br/>Exemplary 79%<br/>Proficient 21%</p> <p>Spring 2007:<br/>Applied detailed<br/>written assessment<br/>rubric to the Industry<br/>Analysis Paper in<br/>GEB 5930</p> <p>Applied broad<br/>category written<br/>assessment rubric to<br/>Financial<br/>Management<br/>Portfolio Project</p> | <p>Fair 23%<br/>Unsat 27%</p> <p>Clarity<br/>Exemplary 23%<br/>Proficient 50%<br/>Fair 18%<br/>Unsat 9%</p> <p>Citations<br/>Exemplary 14%<br/>Proficient 50%<br/>Fair 36%<br/>Unsat 0%</p> <p>Summer 2006:<br/>Marketing<br/>Management<br/>Portfolio Project</p> <p>PGS<br/>Exemplary 75%<br/>Proficient 25%</p> <p>Clarity<br/>Exemplary 79%<br/>Proficient 21%</p> <p>Citation<br/>Exemplary 79%<br/>Proficient 21%</p> <p>Spring 2007:<br/>Results still being<br/>tallied and<br/>evaluated</p> | <p>Portfolio project<br/>course professors.</p> <p>Graduate<br/>Curriculum<br/>Committee</p> | <p>issues coverage in<br/>GEB 5878 and in<br/>GEB 5930</p> <ul style="list-style-type: none"> <li>• Remediation for low performing students</li> <li>• Skill building directed study for all students with an unsatisfactory in any category</li> <li>• Broad categories of assessment rubric incorporated into the assessment rubrics of the portfolio projects</li> </ul> | <p>category in order to better focus interventions.<br/>Categories are:</p> <p>PGS-punctuation, 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   | <p>Spring 2007:<br/>Assess oral case presentation in the GEB 5878 Business Processes course</p> <p>Summer 2007:<br/>Assess oral case presentation in the GEB 5878 Business Processes course by evaluating the DVD version of the presentations</p> | <p>Spring 2007:<br/>Assessment rubric needs further development.</p> <p>Must distinguish between two aspects of presentation skills – those related to the team and those related to the individuals who make up the team.</p> <p>Difficult to give adequate feedback and score assessment rubric concurrently.</p> | Spring 2007:<br>MBA Director and professors in the course. | <p>Spring 2007:<br/>Identify team to develop more detailed presentation assessment rubric that distinguishes team and individual presentation skills and characteristics.</p> <p>Video the presentations as well as the feedback sessions that will serve two purposes:</p> <ul style="list-style-type: none"> <li>- Take away feedback for students</li> <li>- Method for asynchronous assessment of students by professors</li> </ul> | <p>Summer 2007:<br/>Assessment rubric to be developed in Summer 2007.</p> <p>Video format to be applied in Summer 2007.</p> <p>Assessment rubric to be applied to presentations in Summer 2007.</p> |
| 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  |  |   |  |   |   |

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|                               | 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.<br><br>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<br><br>Spring 2007: Apply assessment rubric to the ISM Portfolio Project | 100% of projects were case studies<br><br>Spring 2007: Results still being tallied and evaluated   | 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 the most valuable in the program. |
|                               | 5.2 Complete an in-depth analysis of an industry across functional areas of business including:<br>- an economic                              | Fall 2005: Initial application of an assessment rubric to a portfolio project – MAN 6511   | Fall 2005: Initial development and application of an assessment rubric to a portfolio project.   | Fall 2005: MBA Director and Portfolio professors                          | Fall 2005: Revision of the assessment rubric including a section on effective written communications that   |  |

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|  | <p>analysis of the cost structure and profitability of a selected industry<br/> - a financial analysis of publicly traded firms in a selected industry including ratio and common size analysis<br/> - a comprehensive market analysis<br/> an operations management analysis</p> | <p>Spring 2006:<br/>Applied assessment rubric to the Ops Mgt Portfolio project</p> <p>Partial assessment of Financial Management Portfolio Project</p> | <p>This began the formal assessment of the key learning outcomes of the program.</p> <p>Identified refinements needed in the assessment instrument and its application to the portfolio project.</p> <p>Spring 2006:<br/>Results:<br/>Exemplary 39%<br/>Proficient 53%<br/>Developing 8%</p> <p>PNS vs EC<br/>Exmp 35%/43%<br/>Prof 62%/43%<br/>Dev 4%/13%</p> <p>Discovered key analysis area missing from the financial management portfolio project</p> | <p>Spring 2006:<br/>MBA Director and Portfolio professors</p> | <p>corresponds to the assessment categories in the GEB 5930 course which will provide an early and late program comparison of written communication skills.</p> <p>Spring 2006:<br/>Reached general proficiency goal of 80%. Examine whether that is appropriate goal.</p> <p>Develop a way to more systematically track the portfolio projects that lead to publications and conference presentations.</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>Spring 2006:<br/>Revised assessment rubric provided the guidance for the development of the assessment rubrics in the other portfolio courses.</p> <p>Some concern about the detail and complexity of the evaluation rubric.</p> <p>Spring 2006:<br/>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> |
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|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <p>Summer 2006:<br/>Applied assessment rubric to the Comprehensive Market Analysis Portfolio Project</p> <p>Exit interviews on completed Portfolios</p> <p>Spring 2007:<br/>Applied assessment rubric to the Financial Management Portfolio project</p> | <p>Summer 2006:<br/>Marketing Portfolio Assessment<br/>Results:<br/>Exemplary 75%<br/>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:<br/>Results still being tallied and evaluated</p> | <p>Summer 2006:<br/>MBA Director and Portfolio faculty</p> | <p>Summer 2006:<br/>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>Beginning with the 2007-2008 Germany cohort, the German classes will take GEB 5930</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:<br/>German Ops Mgt portfolios will be examined in Summer of 2007 for compliance</p> <p>Germany 2007-2008 cohort began the program with GEB 5930. Specific written communication outcomes to be evaluated Summer 2007.</p> |
|  |  |   |  |  |  |  |
|  |  |   |  |  |  |  |

<sup>a</sup>Prepare separate summary table for each degree program.

<sup>b</sup>For example, MA, MS, M.Ed., Ed.D.

<sup>c</sup>Select 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.

<sup>d</sup>From approved ALP.

<sup>e</sup>From ALP Assessment Plan.

<sup>f</sup>Summary of data regarding student learning outcome(s) identified above.

<sup>g</sup>Describe 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.

<sup>h</sup>Describe 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**

|   |
|---|
| <b>Domain(s) to Be Examined in Assessment Plan in Following Year</b>  |
| During the 2007-2008 academic year, domains to be examined will include Communications both written and oral, ethics, project management, and skilled business analysts.  |
| <b>Assessment Questions to Be Addressed in Following Year</b>   |
| 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. |

**III. Academic Foundations / General Education - To be completed by academic units offering courses related to General Studies.**

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Department/Division: **Marketing & Economics**

College: **Business**

General Studies Course<sup>a</sup>: **ECO 2013 Principles of Economics Macro**

| AFP Domain <sup>b</sup>                  | Student Learning Outcome(s) Assessed <sup>c</sup>           | Method of Assessment <sup>d</sup>                    | Summary of Assessment Results <sup>e</sup>                      | Assessment Results Review Groups   | Describe Decisions Made Based on Assessment Results to Improve Program <sup>f</sup>                                     | Evaluation of Assessment Plan <sup>g</sup>  |
|--|---|--|---|--|---|---|
| Critical Thinking/<br>Problem Solving    | Defines/identifies an economic problem appropriately        | Multiple choice questions added to final examination | Fall 2006:<br>Exceeds:<br>34%<br>Meets:<br>43%<br>Fails:<br>23% | -Course faculty<br>-Department chair<br>-Undergraduate Programs & Curriculum Committee<br>-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/<br>Quantitative Reasoning | Calculates solutions appropriately                          | Multiple choice questions added to final examination | Fall 2006:<br>Exceeds:<br>7%<br>Meets:<br>49%<br>Fails:<br>44%  | -Course faculty<br>-Department chair<br>-Undergraduate Programs & Curriculum Committee<br>-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 |   |  |   |   |

<sup>a</sup>Prepare separate summary table for each course assessed.

<sup>b</sup>Select 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.

<sup>c</sup>From approved Academic Foundations Matrix

<sup>d</sup>Describe the embedded assessment assignment and method used for measuring student learning.

<sup>e</sup>Summary of data regarding student learning outcome(s) identified above.

<sup>f</sup>Describe 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.

<sup>g</sup>Describe 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

|   |
|---|
| <b>Domain(s) to Be Examined in Assessment Plan in Following Year</b>  |
| Critical Thinking/Problem Solving and Communication/Quantitative Reasoning  |
| <b>Assessment Questions to Be Addressed in Following Year</b>   |
| <ol style="list-style-type: none"><li>1. What is the optimal frequency for conducting assessments in order to ensure that all key student learning outcomes are assessed?</li><li>2. With respect to levels of performance (Exceeds, Meets, Fails), what is the best approach to identifying target performance expectations?</li><li>3. With respect to rubrics, what level of detail provides useful performance expectation and instructional effectiveness information for students and faculty respectively?</li></ol> |

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

College: **Business**

General Studies Course<sup>a</sup>: **GEB 1011 Introduction to Business**

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

<sup>a</sup>Prepare separate summary table for each course assessed.

<sup>b</sup>Select 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.

<sup>c</sup>From approved Academic Foundations Matrix

<sup>d</sup>Describe the embedded assessment assignment and method used for measuring student learning.

<sup>e</sup>Summary of data regarding student learning outcome(s) identified above.

<sup>f</sup>Describe 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.

<sup>g</sup>Describe 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  |
| <ol style="list-style-type: none"> <li>1. What is the optimal frequency for conducting assessments in order to ensure that all key student learning outcomes are assessed?</li> <li>2. With respect to levels of performance (Exceeds, Meets, Fails), what is the best approach to identifying target performance expectations?</li> <li>3. With respect to rubrics, what level of detail provides useful performance expectation and instructional effectiveness information for students and faculty respectively?</li> </ol> |

#### IV. All Programs: Institutional Support

Please indicate how much each of the following activities sponsored by the Center for University Teaching, Learning, and Assessment contributed to the development of professional expertise of faculty in your department.

|   | Helped<br>a great<br>deal | Helped<br>a good<br>deal | Helped | Helped<br>a little | Was of<br>No Help | N/I |
|---|---------------------------|--------------------------|--------|--------------------|-------------------|-----|
| <b>New Faculty Development Activities</b>   |                           |                          |        |                    |                   |     |
| August New Faculty Orientation Sessions<br>(August 16 & 17, 2006)   | X                         |                          |        |                    |                   |     |
| Tenure & Promotion Workshop<br>(September 22, 2006)   | X                         |                          |        |                    |                   |     |
| ABCs of Assessment: Rubric Development – Emerald<br>Coast Campus Session<br>(September 29, 2006)                            |                           |                          |        |                    |                   | X   |
| Balancing Teaching, Research, and Service<br>(October 13, 2006)   |                           |                          |        |                    |                   | X   |
| Academic and Career Advising for Undergraduate and<br>Graduate Students<br>(February 9, 2007)                               |                           |                          |        |                    |                   | X   |
| Preparing & Presenting Materials for Annual Evaluation<br>(March 9, 2007)   | X                         |                          |        |                    |                   |     |
| Pedagogy of Distance and On-line Learning<br>(April 13, 2007)   |                           |                          |        |                    |                   | X   |
| <b>Campus-Wide Faculty Development Activities</b>   |                           |                          |        |                    |                   |     |
| New York Times / USA Today Luncheons on College<br>Readership Programs<br>(September 15 & November 9, 2006)                 |                           |                          |        |                    |                   | X   |
| Webinar on Time Management<br>(February 21, 2007)   |                           |                          |        |                    | X                 |     |
| Best Practices Mini-Conference for Active Learning &<br>Student Engagement<br>(March 2, 2007)                               | X                         |                          |        |                    |                   |     |
| Peggy Maki Workshops on Assessment<br>(March 16 & 17, 2007)   | X                         |                          |        |                    |                   |     |
| Brown Bag & Round Table Discussions<br>(offered at varied times during Spring Term – check if<br>you attended any of these) |                           |                          |        |                    |                   | X   |
| QEP Symposium<br>(April 9, 2007)  | X                         |                          |        |                    |                   |     |
| Faculty Learning Community on Dissertations & Theses<br>(met throughout the Spring Term and will continue<br>through 2007)  |                           |                          |        |                    |                   | X   |
| <b>Other CUTLA Activities</b>   |                           |                          |        |                    |                   |     |
| Consultation with individual departments on assessment<br>or faculty development issues                                     | X                         |                          |        |                    |                   |     |

How might the faculty development activities offered by CUTLA be improved?

What topic(s) would you like to see included in future CUTLA workshops?

Describe the faculty development needs of the adjunct faculty in your department.

College: **BUSINESS**

Part II-A, Major Unit Accomplishments and Changes in Programs and Services

This section of the annual report replaces the Notable Accomplishments report that was required in past years.

List major department/division accomplishments and changes in programs and services for 2006-2007.  
(Add lines as needed.)

- College of Business Orientation for New and Returning Students, September 7, 2006
- Haas Center/Escambia County Brownfields Program—interactive CDs re Geographic Information System and incentives calculator—Best Economic Development Application award in the Third Annual Freelance Applications Awards contest by the TDC Group, Inc
- UWF College of Business Education Center, Preliminary Project Program and Proposal, April 2007
- 2007 Southeast Decision Sciences Institute Annual Meeting, sponsorship of President's Reception, February 22, 2007
- Rotary/UWF College of Business Ethics in Business Awards, May 9, 2007
- Leadership for Pensacola Young Professionals, Internship Pensacola joint venture of Pensacola Chamber of Commerce and UWF
- 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
- Bob Kimball commitment for \$1,000,000 scholarship fund to recognize academic excellence among students in the College of Business—announced November 2006
- Publication of first issue of the *Journal of Business Issues*, November 2006—James Hasselback, editor
- Haas Center, Okaloosa County School District contract for customer satisfaction surveys
- Haas Center, Fort Walton Beach CRA, market forecast and economic development projections
- GEB 1991: Business Career Strategies course first offered Spring 2007
- Meet the Firms Night, October 12, 2006, hosted by Accounting and Finance—33 students received scholarships totaling \$16,500
- College of Business Bright Futures Plus Scholarship program launched
- Florida Institute of Certified Public Accountants scholarships to 2 UWF students, November 2006
- Northwest Florida Institute of Internal Auditors scholarship, November 2006
- Northwest Florida Chapter of the Association for Certified Fraud Examiners scholarship, November 2006

- Society of Industrial and Office Realtors scholarship (August 2006 press release)
- Certificate in Professional Accountancy program launched (November 3, 2006)
- Certificate in Entrepreneurship program launched (August 6, 2006)
- Marketing and Logistics student association Logistics Case Teams placed second in nation at 2 national case competitions
- 2007 QEP Spring Symposium, April 9, 2007—presentation by Brian Peach on Assessing Project Management Skills

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Part II-B, Distinguished Individual (Faculty, Staff, and Student) Accomplishments

List college/departmental distinctions earned by faculty, staff, and students during 2006-2007. (University- and Academic Affairs-level recognitions—such as promotion, tenure, Distinguished Teaching Award—need not be listed. This information is already available in the Provost's Office.)

A. Faculty

Bill Carper, elected to Alpha Iota Delta, International Honor Society in Decision Sciences and Information Systems (press release September 29, 2006)

Scott Keller, Best Reviewer Award from the Supply Chain Management and Industrial Distribution Symposium at the Society of Marketing Advances Annual Conference

Scott Keller, named to the editorial review board of the *Transportation Journal*, the leading journal for domestic and international transportation research

Faculty Honors for 2006-2007:

University

University Distinguished Teaching Award—Wendy Habegger, Accounting & Finance

UWF Alumni Association—Bob Kimball, Honorary Alumnus

College of Business

Dyson Award—Excellence in Research/Scholarly Activity

Doug Waggle, Accounting and Finance

June Wei, Management and Management Information Systems

Julie Ann Williams, Management and Information Systems

Dyson Award—Excellence in Service

Richard Platt, Management and Management Information Systems

Hopkins Award

Scott Keller, Marketing and Economics

Doug Waggle, Accounting and Finance

Julie Ann Williams, Management and Information Systems

Hopkins Award—Faculty Member of the Year

Brian Peach, Management and Management Information Systems

Best of Strictly Business Award

Richie Platt, Management and Management Information Systems

B. Staff

Staff Honors for 2006-2007:

University

Professional Excellence Award

Tammy Keely, Management and Management Information Systems

College

Best of Strictly Business Award

Judy Perkins, Deans Office

C. Students

Student Honors for 2006-2007:

Who's Who

Clifton Castleman, Economics

Marcela Cunha, Management

Joseph Hernandez, Management

Jacob Hesse, MBA

Robert Null, MBA

Departmental Outstanding Students Award

Accounting: Kristi Krutcek

Economics: Lori D. King

Finance: Michael Graham

Management: Sharon Jimenez

Management Information Systems: Joseph Hernandez

Marketing: Marisa L. Andrews

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Part III-A, Strategic Planning Goals/Objectives for 2007-2008

List strategic plan goals/objectives for 2007-2008 and planned method of assessment (if applicable).

| Strategic Goal/Objective <sup>a</sup>  | Method of Assessment <sup>b</sup>  |
|--|--|
| <p>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</p> <ul style="list-style-type: none"> <li>- Meet with CoB Student Advisory Council at least twice per semester. Work with students to identify critical attributes of a student-oriented learning environment.</li> <li>- Continue surveys of students and alumni regarding the quality of student-faculty interactions.</li> <li>- 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 sh Career Development course to a 3 sh course.</li> <li>- Develop international dimension of curriculum and increase the number of CoB students who participate in an international experience.</li> </ul> | <ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Minutes of Student Advisory Council meetings</li> <li>- Records of special events</li> </ul>   |
| <p>2. Increase the number of students from the region for whom the College of Business is the college of choice</p> <ul style="list-style-type: none"> <li>- Continue regular recruiting visits to the seven regional community colleges</li> <li>- 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.</li> <li>- Support/enhance University's marketing and recruiting efforts, especially in the Emerald Coast Campus (Fort Walton Beach) area.</li> </ul>   | <ul style="list-style-type: none"> <li>- Enrollment data</li> <li>- Scholarship acceptance data</li> </ul>   |
| <p>3. Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Administer the ETS Major Field Test in Business in Fall Semester 2007 to senior-level undergraduate students.</li> <li>- For the graduate programs, implement assessment</li> </ul>  | <ul style="list-style-type: none"> <li>- Direct measures of student learning including administration of the ETS Major Field Test in Business to BSBA seniors</li> <li>- Student and employer surveys</li> </ul> |

|   |  |
|---|--|
| <p>plan, analyze data, recommend and implement appropriate improvements in the curriculum.</p> <ul style="list-style-type: none"> <li>- Continue to gather assessment data, analyze data, recommend and implement appropriate improvements in the curriculum.</li> <li>- Share assessment results more broadly with College of Business faculty and with business faculty of regional community colleges.</li> <li>- Develop multiyear plan for assurance of learning assessments.</li> <li>- Secure external comments on the overall assessment plan; make appropriate adjustments to the plan.</li> </ul>   |  |
| <p><b>4. Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines</b></p> <ul style="list-style-type: none"> <li>- Continue to provide support to departments and individuals to expand intellectual contributions portfolio.</li> <li>- 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.</li> <li>- Continue recruiting efforts for strategic management position in the Department of Management and MIS.</li> <li>- Continue development and analysis of faculty position plans consistent with the University's strategic plan.</li> </ul> | <ul style="list-style-type: none"> <li>- Publication records of faculty</li> <li>- Records of funds expended in support of faculty scholarship</li> <li>- Records of faculty hiring</li> </ul>   |
| <p><b>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</b></p> <ul style="list-style-type: none"> <li>- Ensure appropriate College of Business representation on college and university committees and councils.</li> <li>- Secure a more balanced representation on university-level committees from among the College's departments.</li> </ul>  | <ul style="list-style-type: none"> <li>- Records of faculty participation in College and University councils and committees</li> <li>- Records of faculty participation in professional association leadership and community/civic organizations</li> </ul>  |
| <p><b>6. Increase College of Business contributions to the economic development of the Northwest Florida region</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Continue to engage the regional businesses in the activities of the College through the Business</li> </ul>  | <ul style="list-style-type: none"> <li>- College alumni working in local economy</li> <li>- College faculty participation with local and regional economic development organizations</li> <li>- Community participation in certificate programs</li> <li>- Minutes of meetings of the Business Advisory Council</li> <li>- Record of activities of the Haas Center and the UWF SBDC</li> </ul> |

|   |   |
|---|---|
| <p>Advisory Council with special emphasis on strategic management, quality of the curriculum, assessment of student learning, and faculty participation.</p> <ul style="list-style-type: none"> <li>- Work with regional business leadership to             <ul style="list-style-type: none"> <li>- Enhance career placement for College of Business students</li> <li>- Facilitate student interaction with members of the local business community</li> <li>- Enhance the College's Business Speakers Series</li> </ul> </li> <li>- Explore offering a general business degree at the Pensacola and Emerald Coast Campuses.</li> <li>- Explore offering an undergraduate major or minor in Logistics</li> <li>- Explore offering specializations within the MBA including Human Resources and Logistics</li> <li>- Explore offering graduate certificate programs in Human Resources, Logistics, and Entrepreneurship</li> <li>- Expand the Florida Venture Forum across the University's service area.</li> <li>- 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.</li> </ul> |   |
| <p><b>7. Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College</b></p> <ul style="list-style-type: none"> <li>- Continue to secure funding for additional scholarships, fellowships, and graduate assistantships and for travel stipends for student study abroad.</li> <li>- Continue to secure additional funding to support faculty development particularly in the area of online course development.</li> <li>- Continue to support efforts to acquire planning and construction funding for a new College of Business complex.</li> <li>- 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.</li> </ul>  | <ul style="list-style-type: none"> <li>- College budget allocations</li> <li>- Contributions to College-related UWF Foundation accounts</li> <li>- Approvals for improvements to College facilities</li> </ul>                      |
| <p><b>8. Enhance the reputation of the College of Business for quality through accreditation and other recognitions</b></p> <ul style="list-style-type: none"> <li>- Complete preparations for AACSB reaffirmation of accreditation review.</li> <li>- 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.</li> </ul>   | <ul style="list-style-type: none"> <li>- Outcome of AACSB maintenance of accreditation review</li> <li>- Recognitions of College faculty, staff, and students</li> <li>- Recognitions of College programs and activities</li> </ul> |

<sup>a</sup>Add lines as needed.  
<sup>b</sup>If applicable.

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Part III-B, Strategic Planning Goals/Objectives for 2007-2011

List strategic plan goals/objectives for 2007-2011 and planned method of assessment (if applicable).

| Strategic Goal/Objective <sup>a</sup>  | Method of Assessment <sup>b</sup>  |
|--|--|
| 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             | <ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Minutes of Student Advisory Council meetings</li> <li>- Records of special events</li> </ul>   |
| 2. Increase the number of students from the region for whom the College of Business is the college of choice   | <ul style="list-style-type: none"> <li>- Enrollment data</li> <li>- Scholarship acceptance data</li> </ul>   |
| 3. Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review   | <ul style="list-style-type: none"> <li>- Direct measures of student learning</li> <li>- Student and employer surveys</li> </ul>  |
| 4. Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines | <ul style="list-style-type: none"> <li>- Publication records of faculty</li> <li>- Records of funds expended in support of faculty scholarship</li> <li>- Records of faculty hiring</li> </ul>   |
| 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        | <ul style="list-style-type: none"> <li>- Records of faculty participation in College and University councils and committees</li> <li>-Records of faculty participation in professional association leadership and community/civic organizations</li> </ul>   |
| 6. Increase College of Business contributions to the economic development of the Northwest Florida region  | <ul style="list-style-type: none"> <li>- College alumni working in local economy</li> <li>- College faculty participation with local and regional economic development organizations</li> <li>- Community participation in certificate programs</li> <li>- Minutes of meetings of the Business Advisory Council</li> <li>- Record of activities of the Haas Center and the UWF SBDC</li> </ul> |
| 7. Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College   | <ul style="list-style-type: none"> <li>- College budget allocations</li> <li>- Contributions to College-related UWF Foundation accounts</li> <li>- Approvals for improvements to College facilities</li> </ul>   |
| 8. Enhance the reputation of the College of Business for quality through accreditation and other recognitions  | <ul style="list-style-type: none"> <li>- Follow-up on recommendations from AACSB site visit</li> <li>- Recognitions of College faculty, staff, and students</li> <li>- Recognitions of College programs and activities</li> </ul>  |

<sup>a</sup>Add lines as needed.

<sup>b</sup>If applicable.

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Part III-C, New Degree Program Projections

List new degree programs and specializations under consideration and planned year of implementation.

| Program Title         | Level <sup>a</sup> | New Degree <sup>b</sup> |    | New Specialization <sup>c</sup> |    | Implementation Year |
|-----------------------|--------------------|-------------------------|----|---------------------------------|----|---------------------|
|                       |                    | Yes                     | No | Yes                             | No |                     |
| BSBA in Gen Bus Admin | UG                 | x                       |    |                                 |    | TBA                 |
| MBA, Human Resources  | G                  |                         |    | x                               |    | TBA                 |
| MBA, Logistics        | G                  |                         |    | x                               |    | TBA                 |
|                       |                    |                         |    |                                 |    |                     |
|                       |                    |                         |    |                                 |    |                     |
| Certificate Programs  |                    |                         |    |                                 |    |                     |
| Human Resources       | G                  |                         |    | x                               |    | TBA                 |
| Logistics             | G                  |                         |    | x                               |    | TBA                 |
| Entrepreneurship      | G                  |                         |    | x                               |    | TBA                 |
|                       |                    |                         |    |                                 |    |                     |

<sup>a</sup>For example, BA, BSBA, MEd.

<sup>b</sup>For degrees not currently offered as stand-alone programs; will require submission of requests to Faculty Senate and Board of Trustees.

<sup>c</sup>For new specializations within an existing degree program; will require submission of request to Faculty Senate but not to Board of Trustees.