

**QUINQUENNIAL REVIEW
BUSINESS ADMINISTRATION DISCIPLINE
DIVISION OF BUSINESS AND ACCOUNTANCY
AT TRUMAN STATE UNIVERSITY**

Division of Business and Accountancy Mission Statement

We graduate prospective leaders who are ethical, broadly educated problem-solvers, effective team-players, clear writers, and articulate speakers.

We cultivate a community of learners by emphasizing:

- **A rigorous, broad academic experience**
- **Effective communication skills**
- **Highly selective admission of students primarily from the Midwest**
- **Teaching, while valuing applied and instructional scholarship and service**

Vision Statement

"We graduate prospective leaders who are ethical, broadly educated problem-solvers, effective team-players, clear writers, and articulate speakers."

Business leaders time and time again express their disappointment with the lack of good writing and speaking skills of graduates of the nation's business schools. At large universities, it is difficult if not impossible to get faculty to help you develop these communication skills when you are sitting in a classroom with hundreds of fellow students.

Our faculty are committed to developing excellent communication skills in our students, which establishes a firm foundation for career success. With our relatively small class sizes, our faculty are willing and able to give students the time and attention they need to develop their writing, speaking, and team-player skills.

1/26/2005

AACSB Accreditation

We are one of only 165 institutions who are accredited in both business and accounting by AACSB International -- The Association to Advance Collegiate Schools of Business. AACSB International is the premier business accreditation association in the world.

AACSB International accreditation signifies that we have achieved high standards with our mission, faculty, curriculum, instructional resources, intellectual contributions, and students.



A. EXECUTIVE SUMMARY

**BUSINESS ADMINISTRATION PROGRAM REVIEW REPORT
FOR THE COORDINATING BOARD OF HIGHER EDUCATION
Fiscal Years 1999-2004**

The Division of Business and Accountancy offers and administers the business administration program. Two business administration degrees are offered: Bachelor of Arts and Bachelor of Science degrees. In addition to the major requirements, students must complete a four course concentration in finance, management (behavioral path or information systems path), or marketing.

The quality of the business administration program was recognized by the awarding of AACSB—The International Association of Management Education in April, 1999. The undergraduate and graduate programs in the Division were accredited by AACSB.

Program objectives flow directly from the Division's mission and are consciously linked to the University's liberal arts and sciences mission. Writing, oral communication, critical thinking, problem-solving, and computing skills are integrated throughout the curriculum. Ethics, a global perspective, and diversity issues are embedded throughout the curriculum. Many classes draw upon and relate business concepts to the liberal arts and sciences classes taken as a basis for business classes. Discussions have been held about ways to participate in the liberal studies program (LSP). Strategic Management, Seminar in Finance, and Brand Management and Strategic Marketing have met the requirements and been designated as Writing Enhanced (WE). One Junior Interdisciplinary Seminar course is currently offered by business administration faculty.

The composite score of business administration students was above the 95th percentile on the Major Field Test, a nationally normed senior exam. The 95th percentile is the highest designation reported on this test. (See page 11 for more specifics.) This score is an indication of the strength of the program.

Business administration students frequently rate the adequacy of their educational experiences related to writing, speaking, critical thinking lower than the University average. However, they rate the adequacy of their educational experiences related to quantitative analysis and computing higher than the University average. Although the percentage of business administration students gaining entrance to graduate/professional schools is considerably lower than the University average, the job placement rate is much higher than the University average. The professional nature of the program offers one explanation for this difference.

Approximately 84% of the faculty hold terminal degrees, and in FY 2004 13 out of 17 full-time faculty members were tenured. These faculty members collaborated with more than 33 students on research projects during 2000 – 2004. Thirty-three students were awarded \$2000 research stipends that culminated in required presentations from 2001 to 2004. The ratio of full time equivalent (FTE) student to full time equivalent (FTE) faculty has decreased over the last 5 years from 21.58 : 1 in FY 2000 to 18.8 : 1 in FY 2004. However, the discipline ratio is still too high relative to the University goal of 15:1.

This is the Quinquennial Review for the Business Administration discipline which is submitted to the Vice President for Academic Affairs as requested. The evidence supports the conclusion that overall the business administration program is making satisfactory progress on achieving program and University objectives.

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C. Program Review

1. Program Objectives

The Business Administration program awards two degrees, a Bachelor of Arts and Bachelor of Science in Business Administration. The Bachelor of Arts degree requires intermediate foreign language proficiency while the Bachelor of Science degree requires additional study in mathematics, statistics, economics or computer science.

The Business Administration program has several overarching objectives that connect the activities of the discipline back to the mission of the University. These objectives include:

- to attract and retain students with superior academic qualifications and demographic diversity comparable to the University's student population;
- to prepare students for business or professional positions in the public and private sectors;
- to graduate students qualified for admission to select professional or graduate programs;
- to prepare students for future leadership and service opportunities; and
- to assist students in making career and educational decisions.

2. Program Outcomes

The mission of the Division of Business and Accountancy is deliberately linked to the liberal arts and sciences mission of the University. The business administration faculty has consciously developed objectives and outcome measures that build upon the foundation of a liberal education. We graduate prospective leaders who are ethical, broadly educated problem solvers, effective team players, clear writers and articulate speakers. We cultivate a community of learners by emphasizing: a rigorous, broad academic experience; effective communication skills; highly selective admission of students; and highly effective teaching. The specific

outcomes and structure of the business administration program are discussed in the report narrative.

The program outcomes are assessed by a process that includes the evaluation of the mission statement of the division by three rubrics and three business entries for the portfolio which have been created to measure the effectiveness of what is being accomplished by the program. The rubrics were created by a committee during the summer of 2003 with input from all faculty in the division. The rubrics are designed to measure clear writers, articulate speakers, and effective team players. The rubrics are included as Appendix A. The portfolio entries are collected for examples in leadership, teamwork and ethical decision-making experiences. Committees are currently working on the appropriate assessment of leadership, ethics and specific discipline outcomes.

3. Program Structure

a. Objective: The business programs will further develop written and oral communication, computer, quantitative, and critical thinking skills.

The Liberal Studies Program (LSP) requirements incorporate courses that focus on written and oral communication. These include:

ENG	100	English Composition I
COMM	170	Fundamentals of Speech
Three Writing-Enhanced Courses – one Interdisciplinary, and two additional specially designated courses		

In addition, within the Business Administration program the faculty has agreed to test using essay examinations wherever feasible and require at least one meaningful writing assignment. Many courses also include a formal oral presentation as part of the course requirements. Several business and accounting faculty have participated in the University's Writing Across the Curriculum Program. Data from the Graduating Student Questionnaire (GSQ) on students' attitudes regarding the effectiveness of their writing and speaking experiences at Truman State University are summarized Table 3-1 (page 7)

A course syllabi review by the division Assessment Committee indicates that oral and written communication skills are reinforced in the business major requirements or core courses. The knowledge, skills, and attitude matrix in the appendix (Appendix B) provides a summary of the course coverage survey. The surveyed attributes changed in 2002 to reflect the Division's Mission (see Appendix C). Tables 3-2 and 3-3 (pg 8) report attitudinal responses of alumni who responded to the 2001 Divisional Alumni Survey and in 2003 to the AACSB/Educational Benchmarking, Inc.(EBI) Undergraduate Alumni Study. (The Division changed assessment instruments to the AACSB/EBI Undergraduate Alumni Study in 2003. This instrument will be administered every other year.) Responses report on the adequacy of their educational experience at Truman in developing communication skills.

In the fall of 2000 the University suspended giving the Collegiate Assessment of Academic Proficiency (CAAP) and the Academic Profile tests to incoming freshmen. Data from the Graduate Students Questionnaire indicates an increase in our students' perceptions about their writing effectiveness.

Computer skills are developed by requiring the completion of the following:

BSAD 157 Information Technology

* Beginning in the 2003 catalog, BSAD 107 Computer Applications and BSAD 357 Information Systems Concepts were replaced with BSAD 157 Information Technology.

Business administration students develop *quantitative skills* by completing the following courses as required support:

MATH 192 Essentials of Calculus

Or

MATH 198 Analytic Geometry and Calculus

STAT 190 Basic Statistics

Students completing a B.S. degree may further develop their quantitative skills through additional statistics, calculus and economics options.

Within the major, quantitative skills are an integral component of many business courses. However, developing these skills is a primary focus in the following courses that are required to complete a degree in Business Administration:

ACCT 211 Accounting for Business Operations

ACCT 212 Accounting for Financing/Investing Activities

BSAD 329 Principles of Finance

BSAD 352 Production/Operations Management

Data from the Graduating Student Questionnaire (GSQ) (Table 3-1 on pg 7) report the student and alumni perceptions of the adequacy of their experiences to develop critical thinking skills. Business administration majors have consistently reported lower ratings than the university average on the GSQ. The 2001 Divisional Alumni Survey (Table 3-2 on pg 8) and AACSB/EBI Undergraduate Study (Table 3-3 on pg 8) also report a gap between preparation to think critically and the importance of critical thinking after graduation.

Table 3-1

Graduating Student Questionnaire-Means (4.0 = very adequate; 1.0=Very Inadequate)

HOW ADEQUATE DO YOU FEEL YOUR EDUCATION AND EXPERIENCES AT TRUMAN HAVE BEEN IN:	FY	2000	2001	2002	2003
Writing Effectively?					
BSAD Actual		3.09	3.21	3.20	3.29
University Actual		3.23	3.23	3.32	3.32
Speaking Effectively?					
BSAD Actual		3.11	3.19	3.19	3.21
University Actual		3.14	3.11	3.12	3.14
Using Computers Effectively?					
BSAD Actual		3.42	3.49	3.41	3.60
University Actual		3.17	3.27	3.28	3.37
Understanding & Applying Mathematics?					
BSAD Actual		2.97	2.89	2.91	2.92
University Actual		2.70	2.74	2.73	2.76
Understanding Statistical Information?					
BSAD Actual		3.16	3.00	3.02	3.03
University Actual		2.89	2.86	2.85	2.85
Developing Your Ability to Think Critically?					
BSAD Actual		3.42	3.41	3.39	3.41
University Actual		3.53	3.51	3.54	3.54

Table 3-2**Summary of Responses, Division Survey of Alumni 2001**

How well did your experience at Truman prepare you in the following skills? Then please indicate the importance of each attribute to your job performance.

	Truman Alumni	Importance to Job performance
Ability to work in teams	4.14	3.97
Leadership skills	3.64	4.02
Quantitative skills	3.94	4.11
Written communication	3.95	4.13
Oral communication	4.27	4.27
Computer skills	3.48	4.42
Critical thinking	4.01	4.45
Foreign languages	2.35	0.84
Ethical awareness	3.24	3.59
Awareness of diversity issues	3.22	3.09
Life-long learning skills	3.81	4.16

Table 3-3**2003 AACSB/EBI Undergraduate Alumni Study (7=Extremely, 1=Not at All)**

To what extent did your degree enhance your skill in.....

	Rating	Importance	Difference
Written communication skills?	5.7	6.42	-.72
Oral presentation skills?	5.97	5.93	.04
Solve quantitative business problems?	5.44	5.69	-.25
Critical Thinking	5.29	6.24	-.95

b. Objective: To develop fundamental business knowledge in the areas of accounting, legal environment of business, organizational behavior, finance, marketing, production, information systems, economics, and statistics, which are integrated with the completion of a senior capstone course.

The fundamental business knowledge in the economics, statistics, accounting, and legal environment of business areas is covered in the foundation courses. Courses in organizational behavior, finance, marketing, production, and information systems are required in the upper division business core. The foundation and business core requirements ensure the acquisition of the breadth of knowledge, skills, and attitudes required to become successful leaders in business and society.

The 32 semester hours of business administration major requirements are:

BSAD 101	Business Leadership and The Liberal Arts	1
*BSAD 157	Information Technology	1
ACCT 211	Accounting for Business Operations	3
ACCT 212	Accounting for Financing and Investing Activities	3
BSAD 234	Legal Environment of Business	3
ECON 303	Intermediate Macroeconomics	3
BSAD 325	Principles of Marketing	3
BSAD 329	Principles of Finance	3
BSAD 349	Organizational Behavior	3
BSAD 352	Production/Operations Management	3
*BSAD 357	Information Systems Concepts	3
**BSAD460	Strategic Management	3

* replaced BSAD 107 Computer Applications beginning in catalog year 2003

**renamed from Business Policy to Strategic Management beginning in catalog year 2003

The capstone course for all business majors is the Strategic Management class. In addition, students in Finance complete BSAD 441 Seminar in Finance as a concentration capstone class. BSAD 445 Brand Management and Strategic Marketing is an elective capstone class for marketing concentration students.

c. Objective: To provide opportunities for students to study in the specialized areas of accounting, finance, management, and marketing.

Business Administration majors are required to select and complete at least one of three areas of concentration—finance, management, or marketing. The concentration provides an opportunity for depth of study in a specialized area of business education. The concentrations are as follows:

Finance:

Complete: BSAD 406 Corporation Finance
BSAD 420 Investments
BSAD 441 Seminar in Finance

And ONE of the following courses:

ACCT 302 Financial Reporting I
ACCT 303 Financial Reporting II
ACCT 319 Cost/Management Accounting
BSAD 415 Entrepreneurship
BSAD 551 International Business
ECON 372 Money and Banking

Management:

Complete: BSAD 401 Project Management
BSAD 402 Human Resource Management/Negotiation
BSAD 443 Management Information Systems

And ONE of the following courses:

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ACCT 319 Cost/Management Accounting
BSAD 415 Entrepreneurship
BSAD 433 Government Regulation of Business
BSAD 447 Labor-Management Relations
BSAD 551 International Business
ECON 344 Cost-Benefit Analysis
STAT 374 Statistical Quality Control

Management/Information Systems:

Complete: BSAD 443 Management Information Systems
Select three courses from Group A *OR* two courses from Group A
and one course from Group B.

Group A:

BSAD 387 Business Database Management Systems
BSAD 423 Analysis and Design of Business Systems
BSAD 444 Electronic Commerce
BSAD 542 Decision Support Systems

Group B:

CS 180 Foundations of Computer Science I
CS 260 Object-Oriented Programming
CS 315 Internet Programming

Marketing:

Complete: BSAD 360 Marketing Research
BSAD 365 Consumer Behavior
Select two from Group A *OR* one from Group A and one from Group B.

Group A:

BSAD 387 Business Database Management Systems
BSAD 403 Selling and Sales Management
BSAD 414 Integrated Marketing Communications
BSAD 421 Retail Management
BSAD 444 Electronic Commerce
BSAD 445 Brand Management and Strategic Marketing
BSAD 551 International Business

Group B:

GEOG 320 Geographic Information Science
PSYC 367 Social Psychology
STAT 376 Nonparametric Statistics

In Summer of 2003 the Division added a Business Minor which was conceived to enhance employment opportunities for many of the University graduates. The following courses are included in the Business Minor.

Business Minor

Complete: BSAD 107 Computer Applications or (HLTH 346 or ES 346)
ACCT 211 Accounting for Business Operations

BSAD 234 Legal Environment of Business
 BSAD 325 Principles of Marketing
 BSAD 349 Organizational Behavior
 BSAD 301 Introduction to Finance

Senior examinations with nationally normed results provide another measure of student learning. The sub scores of the Major Field Test-Business (MFT) represent the foundation and required courses for the business unit. (see Appendix D & F) Spring 2004 testing resulted in the following divisional sub score percentiles:

• Accounting	95%
• Economics	95%
• Management	95%
• Quantitative	95%
• Finance	95%
• Marketing	95%
• Legal	90%
• International	95%
• Overall	95%

* Note: 95% is the highest percentile reported on this test.

d. Objective: To provide an understanding of the perspectives that form the context for business including ethical and global issues; the influence of political, social, legal and regulatory, environmental and technological issues; and the impact of demographic diversity on organizations.

Division faculty have completed a survey document describing the coverage in each course for perspectives that form the context for business. Each faculty subjectively assigned a numerical scale value to each perspective activity for each course. The scale used to assign perspective coverage for each activity is:

- 5 = Substantial coverage--top two or three issues or objectives of the course
- 4 = Significant coverage--significant discussion(s), reading(s), and/or outside assignment(s), but not the primary objective of the course.
- 3 = Some coverage--less than significant, more than minor
- 2 = Minimal coverage--brief discussion, reading, or assignment
- 1 = no coverage

The summary (see Appendix C) of the average subjective rating by the faculty for the coverage of the perspectives in the business core and the concentration areas revealed that ethical, global, technological and political, social, legal, and regulatory issues appear to be adequately covered in the discipline. Environmental issues receive low overall ratings, but coverage appears to be placed in the appropriate classes. Diversity issues are covered adequately in the Marketing and Management areas, where the topic is most relevant. Finance students would be exposed to these issues in their business core classes.

e. Describe where in the program students develop higher order thinking and the ability to make connections to other disciplines.

The development of higher order thinking is the primary focus of the four concentration areas in the Business Administration major. Each concentration area is structured to give students in the area an integrated set of advanced courses. Finance students are required to complete three courses--BSAD 420 (Investments), BSAD 406 (Corporate Finance) , and BSAD 441 (Seminar in Finance)--each of which requires a high degree of analysis and integration of knowledge, as well as a fourth concentration area elective to broaden their knowledge.

Management students are required to take a set of three courses with a high level of integration of knowledge in the area--BSAD 401 (Project Management), BSAD 402 (Human Resources Management/Negotiation), and BSAD 443 (Management Information Systems)--along with an area elective. Likewise, in the Management/Information Systems area, students are required to take BSAD 443 (Management Information Systems) and either three courses from "Group A", all of which are courses designed to teach advanced information systems skills, or two courses from "Group A" and one from "Group B." (See pg 10 for details.)

Finally, Marketing students are required to take BSAD 360 (Marketing Research) and BSAD 365 (Consumer Behavior) and then may select two courses from "Group A" or one from "Group A" and one from "Group B." This choice allows the student to pursue an interest in two specialty areas of Marketing.

In addition to the concentration areas, the Capstone course for the major, BSAD 460 (Strategic Management), is designed to bring together students' knowledge from all sub-areas of the major at a high level of rigor.

Making connections to other disciplines occurs in several parts of the curriculum. First, Required Support courses for the major include a course in communications, a mathematics course, and two courses in economics, as well as two additional courses from a list that includes courses in economics, mathematics, statistics, and computer science. Second, Bachelor of Science degree students must take an additional economics class (Intermediate Microeconomics) as well as an additional course in economics, math, statistics, or computer science; and Bachelor of Arts students must achieve proficiency at the intermediate level in a foreign language. Third, optional courses exist within the concentration areas in the disciplines of accounting, economics, statistics, computer science, psychology, and geography. Fourth, connections to other disciplines are also made through Truman's strong Liberal Arts and Sciences core requirement, including a specifically-designed junior interdisciplinary seminar (JINS course) that each student must take.

f. Discuss the curricular rationale behind the sequence of courses, examinations and other program requirements.

The business administration major sequences courses through several levels. In the first two years students take courses to obtain various skills that are needed by the discipline. They also take courses (outside of the business administration area) to obtain the knowledge base upon which the business administration courses can build.

Skills Base: Students take courses in mathematics and statistics since these are tools which are used in later business courses. Communications (speaking and writing) are key skills used in business

classes and the business world. Computer skills are necessary for communication, obtaining information, and analyzing it.

Writing	ENG 190 Writing as Critical Thinking Writing Enhanced Courses Writing Assignments in business courses
Speaking	COMM 170 Public Speaking (or more advance course) Individual or Group Presentations in Business Courses
Mathematics	MATH 192 Essentials of Calculus or MATH 198 Analytic Geometry and Calculus I
Statistics	STAT 190 Statistics or STAT 290 Statistics
Computer	BSAD 157 Information Technology

Knowledge Base: Students need information from areas outside of business administration in order to understand the basic principles within the discipline. These include accounting, economics, and law. Accounting information is key to understanding current business events and decision making and provides an introduction to financing and investing activities and methods for evaluating management decisions. Macroeconomics examines the broad market structures in which businesses operate. Microeconomics examines how behavior at the market and firm level affects business decisions (by looking at supply and demand, consumption, production and cost theories, and international trade). Students need information about the legal system which sets limits for acceptable practices within society; the legal system is also a reflection of the ethical norms of society.

Accounting	ACCT 211 Accounting for Business Operations ACCT 212 Accounting for Financing and Investing Activities
Economics	ECON 200 Principles of Macroeconomics ECON 201 Principles of Microeconomics
Law	BSAD 234 Legal Environment of Business

Students start out as pre-business majors and take 45 hours of class work (which comprise most of the above classes) and must have 2.5 gpa before they can take classes in the major.

After the students have completed courses involving necessary skill and knowledge areas, they proceed to taking courses in the central areas of business administration: management, marketing and finance.

Management	BSAD 349 Organizational Behavior BSAD 353 Production/Operations Management
Marketing	BSAD 325 Principles of Marketing
Finance	BSAD 329 Principles of Finance

Students achieve depth in an area of their choosing by selecting one or more option areas: finance, management or management information systems, and marketing. In each option area, students take four or more courses.

Finally, regardless of the option area chosen, all business administration students are required to take a course that integrates the knowledge of management, marketing, finance, and accounting through the analysis of cases. BSAD 460 Strategic Management is the capstone course in the business administration area.

g. Discuss the strategy to assure each graduate achieves breadth of coverage in the field.

The business administration major provides coursework to achieve both breadth in the discipline plus some depth in a chosen option area (management, marketing, and finance).

Breadth in the discipline is achieved initially by having all students take the same courses in the skills and knowledge base as discussed in 3f above. Then all business administration students take the principles level courses in the three commonly-accepted sub-disciplines of business administration: management, marketing, and finance. These courses are noted in 3f above. A capstone course BSAD 460 Strategic Management is designed to ensure that students can integrate their knowledge in the basic areas of the discipline and then apply that knowledge through case studies.

h. External Relationships

Advisory Board

During the spring of 1999, the Division of Business and Accountancy appointed a Business Advisory Board based on a strong recommendation from our accrediting body, the AACSB -- International Association for Management Education. The first meeting of this new board occurred September 24 - 25, 1999. The Board has since grown to a membership of approximately 20 industry representatives which meets twice every year. The purpose of the Board is to provide assistance with strategic planning, curriculum revision, public relations, career placement, and resource acquisition. During the five year period covered by this review, the Board has been instrumental in sponsoring internships for students, faculty in residence within companies represented on the advisory board, "Faculty for a Day" presenters, extra-curricular programming for students, and fund raising. Additionally, the Board provided valuable input into the development of the new mission statement for the Division. Several recommendations of the Board were incorporated into revisions of the curriculum and in the development of the new business minor. Other examples of Board input influencing curriculum decisions can be seen in the increased systems content in classes and in the recent revision of the courses offered within the Marketing concentration. Both the Project Management (BSAD 401) and Selling and Sales Management (BSAD 403) courses were added upon recommendation of the Board.

Career Placement

The University Career Center (UCC) coordinates on-campus interviews and disseminates placement opportunities for students. The division supports an on-line resume book with the assistance of the UCC. The UCC and faculty announce internship and job interview opportunities in appropriate classes. Two career fairs are held each year (one in the fall and the other in the spring semester). These career fairs provide opportunities for the students to interact with prospective employers and previous Truman State students now working for these employers. In Fiscal Years 2002 and 2003, the placement rate for business administration graduates was 89.85 and 81.25 percent, respectively. The lower percentage in 2003 is undoubtedly due to the worsened demand for new graduates and for the overall employment market associated with the economy in that period. The Division will, however, continue to monitor these numbers to ensure high placement rates for graduates.

In addition to events directly coordinated by the UCC, the Division continues to maintain relationships with potential employers. Faculty and staff regularly meet with potential employers. These contacts may be formal, such as when two business professors spent a day at Boeing meeting with management and former students, or through informal networking events.

While many business students plan to attend graduate school at some point after graduating from the business program, it is rare in the discipline of business to begin a graduate program immediately upon graduation. The top business graduate programs usually require or at least strongly recommend a couple of years of full time employment prior to attending a masters program. Faculty and advisors share information about the Graduate Management Admission Test (GMAT) test for those who plan to attend graduate school at some point in the years following graduation and encourage students to seek graduate school information from various sources. In FY 2002 and FY 2003, the percent of graduates attending graduate school immediately following graduation was 6.6 and 17.6 percent, respectively. Again, overall economic and business conditions may be affecting these numbers as graduates unable to find employment immediately after graduation are choosing to continue their studies in graduate programs. This data is illustrated on Table 7-2. (pg 19).

Advancement

The Division Head/Dean (and faculty when appropriate) attend alumni functions and meet with prospective donors. These fund raising activities are typically coordinated through the University Advancement Office. The alumni office and faculty strive to maintain on-going relationships with alumni of the business program. The Advisory Board is also active in assisting in fundraising and advancement activities. The increased importance of advancement to the Division is also seen in the emphasis which is being placed on ability or experience in fundraising as a qualification in the search for a new Dean of the Division of Business and Accountancy being conducted during the academic year 2004-2005.

i. Capstone experience

The capstone experience in the business discipline is fulfilled through BSAD 460 Strategic Management, which all Accounting and Business Administration students must complete in order to graduate. Strategic Management is organized to integrate material from the entire business curriculum. In addition, the course supports the many elements of the Division's mission. Students work in teams to complete a strategic plan for a company that incorporates functional plans for management, marketing, finance, and accounting thereby reinforcing problem solving, leadership, and teamwork skills. All sections of this course are classified as Writing Enhanced and include significant writing assignments. In addition, several sections of the course emphasize speaking skills through group and individual presentations. Until the recent change to electronic submission, portfolios were collected in this class for the University. While this is no longer done, responses to Division specific prompts are still collected as part of the course requirements.

Two of the concentration areas (marketing and finance) also have required capstone experiences that are designed to integrate material from the concentration. Seminar in Finance fills this role as a course required of all Finance students, while Brand Management and Strategic Marketing is an option for Marketing students.

4. Explain the program's relationship to the University's liberal arts and sciences mission.

a. Contributions to the LSP and Residential College Program.

1. Emphasis on writing and speaking reinforces fundamental skills in most classes.
2. We provide writing enhanced courses which extend the writing skills of our students.

3. BSAD 101: Business Leadership and the Liberal Arts supports the relevance of the arts and sciences for business students, by showing how those subjects connect to the professional challenges they will encounter.
4. Attention to applications of ethics in various business and accountancy courses reinforces the importance of values that are the substance of humanities.
5. Organizational behavior and marketing courses provide ongoing experience in the analysis begun in social sciences.
6. Accounting, Finance and Production Operations Management reinforce the analytical skills that are set up in mathematics and the sciences.
7. International Business, along with international topics covered in various other courses, reinforces the importance of global considerations.
8. Faculty members are members of Phi Beta Kappa and Phi Kappa Phi and have served as officers in these chapters.
9. Several faculty members have advised a McNair Scholar.
10. Our Europe in Transition study abroad trip includes experiences with culture, language, history, politics, educational systems, their monetary system, and religion.
11. Three members of our faculty have taught semesters in the Missouri-London program.
12. Seven faculty members have mentored 20 students through research to presentation at Student Research Day from 2000 to 2005.
13. Students may be awarded a \$2,000 stipend to do research in the summer. These students are required to present their research findings at the Research Conference each spring. Thirty-three students have been awarded a stipend in the past 5 years: In 2000 (3), in 2001 (6), in 2002 (6), in 2003 (9), in 2004 (9).

b. Contributions to the Residential College Program.

1. Business Academic Advising Center staff was transferred to the Residential College Advising staff.
2. Environmental Studies Minor
 - a. Junior Interdisciplinary Seminar Course is an elective for this minor.
 - b. Faculty member serves on Truman's cross-divisional Environmental Studies Minor Committee
 - c. It is using ground-breaking publicity efforts: posters and brochures to mail to high schools; web pages. These techniques could be useful for promoting Interdisciplinary Studies Majors as an enrichment of Truman's culture.

c. Contributions to the Freshman Week Experience

1. We have no course taught at the freshman level which would fit well into the Truman Week Experience at this time.
2. One faculty member in the Division served as Director of Truman Week from 1989 to 2002.
3. One faculty member has team taught a Truman Week class with a faculty member from another division for the past five years.

5. How BSAD supports the four Master Plan “Principal Planning themes.”

a. Deepening an Enhanced, Self-Reflective Liberal Arts Culture

The Division of Business and Accountancy and the discipline of Business Administration have had a long history of supporting the University’s self-reflective assessment culture.

1. Several faculty members have served on the Portfolio reading committee each year, proctored junior and senior exams, read and consulted for the Sophomore Writing Experience (before it was revised), participated in the Interview Project, and have received and completed research for the Assessment Research Grant Program.
2. The Broadly Educated Problem Solvers Learning Committee reviews survey data.
3. One faculty member chaired Undergraduate Council during 2003-2004
4. One faculty member chairs Faculty Senate during 2003-2005
5. Two faculty members serve on Faculty Senate.
6. Two faculty members serve on the Undergraduate Council.
7. One faculty member serves on Faculty Forum Committee
8. One faculty member serves on the University Assessment Committee
9. One faculty member serves on Truman’s Institutional Review Board
10. Two faculty members served on Higher Learning Commission subcommittees.

b. Recruiting and Supporting Outstanding Students, Faculty and Staff

Recruiting outstanding students, faculty and staff has been a goal for the division for many years. The division head, many faculty, and staff members are involved in the process at different points. These are listed in the following ways:

1. Faculty and staff work with Admissions to meet with prospective students.
2. Faculty members actively participate in honorary organizations which recognize outstanding students.
 - a. A member of our faculty is secretary of the Truman Phi Beta Kappa Chapter. He planned the late September ’04 visit of Phi Beta Kappa Visiting Scholar, who met with selected faculty and with students in General Honors, Pershing Society, Phi Beta Kappa, and Phi Kappa Phi.
 - b. Two faculty members belong to Phi Beta Kappa.
 - c. Twelve faculty members belong to Delta Sigma Pi.
 - d. Six faculty members belong to Beta Gamma Sigma.
 - e. One faculty member belongs to Psi Chi –honorary psychology fraternity.
 - f. One faculty member belongs to Sigma Beta Delta.
 - g. One faculty member belongs to Phi Kappa Phi.
3. Several faculty members serve on the Division’s Student Recruitment/Retention Committee, Dean Search Committee, and Search Committees for 2 Marketing Faculty and 1 Organizational Behavior Faculty positions.
4. Several faculty members attend Truman’s Visit Days for high school students.
5. Several faculty members advise diverse student organizations.
6. Individual faculty members are assigned to mentor new faculty members.
7. One faculty member co-teaches Truman Leadership Scholar Program.

c. Providing Excellent Support to the Teaching/Learning Process

Support to the Teaching/Learning Process is the key philosophical system directing the division head, faculty, and staff. We are primarily a teaching institution and this has been the number one priority through the years. The Teaching/Learning process is supported in the following ways.

1. Faculty members serve on division's Communication Learning Committee
2. Faculty members serve on division's Teamwork and Leadership Learning Committee
3. Faculty members serve on division's Faculty Development Committee
4. One faculty member serves on Truman's Assessment Committee.
5. One faculty member serves on Truman's Student Research Committee.
6. One faculty member serves on the Truman's Institutional Review Board.
7. A faculty member serves on the Writing Across the University Committee.
8. A faculty member teaches a Junior Interdisciplinary Seminar class.
9. Two faculty members serve on the Teaching and Learning Technology Roundtable.
10. One faculty member serves on the University Faculty Development Committee.
11. One faculty member serves on the University Internship Advisory Board.
12. Two faculty members served on the University Benefits Committee.
13. One faculty member served on the President's Installation Committee.
14. One faculty member serves on the Summer and January Conference Planning Committees.

d. Nurturing Viable Relationships with External Constituencies

External constituencies are important to the success of the division. The faculty of the division need contacts from these constituencies because they advise us and suggest ways to improve the competitiveness of our graduates in the job market and strategies we may use to better educate the students with this in mind.

1. Three faculty members served on the Professional Interaction Committee (formerly the Placements Committee).
2. Faculty members invite our Executives-in-Residence to visit our classes.
3. One faculty member serves as a member of the Division's Advisory Council.
4. Several faculty members participate in Kirksville's Chamber of Commerce, Kiwanis, Knights of Columbus, and Rotary Clubs.
5. A faculty member heads Truman's Small Business Development Center.
6. A faculty member serves on the local United Way Board.
7. A faculty member serves on the non-profit Dickinson Community Investment Corporation Board (finances low income housing construction in northern Missouri).
8. The division strives for diversity in student recruitment and in hiring of faculty and staff.

6. Fulfilling University, State and National Needs

The business administration program continues to meet the needs of the University. Business and accounting students comprise approximately 16.66% of the total undergraduate enrollment at Truman and business and accounting faculty are less than 10% of total faculty.

The Division has initiated a Minor in Business Administration to meet the needs of students across the campus. The Minor program is staffed with current faculty resources since only one new course was introduced.

Demand for graduates of the Division continues to be high. Employers are impressed by Truman students' business knowledge and skills as well as their strong liberal arts background. Students are rated highly by employers for their writing, communication and teamwork skills as well as their basic knowledge of the functional areas of business. The reputation of the University in general and Business students in particular has resulted in employers outside of Missouri seeking business graduates.

7. Analysis of Planning Data

High-ability students and well-qualified faculty continue to combine to create an environment conducive to student learning and success. The number of first-time freshman and the total number of undergraduate business majors fluctuate but remain above the University master plan goals. The quality of first-time freshmen continues to increase. The number of full-time business faculty fluctuates as does the ratio of full time equivalent students to full time equivalent faculty.

Table 7-1

Quality of Students and Classroom Environment

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
First-time Fresh	147	149	139	129	141	121
Average ACT	26.4	26.2	26.4	26.4	27.0	26.52
Total undergrads	825	880	866	813	792	724
Full-time faculty	16.50	15.83	17.75	18.33	17.08	16.58
Student faculty ratio	18.24	21.58	19.92	18.34	19.52	18.8

The total number of BA and BS degrees has increased while the data indicates a slight increase in the 6-year graduation rate. Performance on nationally normed senior exams has increased dramatically. Graduates have success in finding employment or pursuing graduate education.

Table 7-2

Quality of Graduating Students

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
BA/BS degrees	148	186	203	217	223
6-year grad rate	64.5	62.3	62.3	66.9	72.8
% above 50 th percentile on MFT	83.3	80.0	86.06	89.09	88.74
% above 80 th percentile on MFT	42.0	44.7	45.2	52.7	57.2
% employed	87.6	90.1	85.3	89.9	81.3
% in grad school	8.9	5.8	9.6	6.6	17.6

The Graduating Student Questionnaire (GSQ) allows comparison between the responses of Business students and University averages on several key indicators. In response to *how well did your major prepare you in the subject matter*, Business fell about 10% below the University average. Similar results can be seen in questions regarding writing effectively and critical thinking. In other areas, Business exceeded the University averages (i.e., working cooperatively in a group, leadership skills, speaking, using computers, and the number of times interacted with people from different cultures.) Until FY 2003, the number of Business students studying abroad continued to rise while the number across the University declined. (See Table 7-3 below)

Table 7-3
Graduating Student Questionnaire Comparison

		FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Preparation in major	(Bus)	3.35	3.36	3.33	3.39	3.35
	(Univ)	3.48	3.46	3.43	3.49	3.49
Writing effectively	(Bus)	3.26	3.09	3.21	3.20	3.29
	(Univ)	3.26	3.23	3.23	3.31	3.32
Critical thinking	(Bus)	3.42	3.42	3.41	3.39	3.41
	(Univ)	3.51	3.53	3.51	3.54	3.54
Working cooperatively	(Bus)	3.58	3.58	3.66	3.60	3.70
	(Univ)	3.32	3.31	3.34	3.30	3.33
Leadership skills	(Bus)	3.33	3.32	3.28	3.22	3.29
	(Univ)	3.21	3.25	3.22	3.21	3.24
Speaking	(Bus)	3.23	3.11	3.19	3.19	3.21
	(Univ)	3.16	3.14	3.11	3.12	3.14
Using computers	(Bus)	3.36	3.42	3.49	3.41	3.60
	(Univ)	3.11	3.17	3.27	3.28	3.37
Studying abroad	(Bus)	31	34	40	81	45
	(Univ)	402	278	297	270	495
Intercultural interaction	(Bus)	2.93	2.76	2.72	2.69	2.77
	(Univ)	2.64	2.71	2.64	2.65	2.73

To maintain academic or professional qualifications and currency in his or her instructional field each full-time faculty member should average two quality peer-reviewed journal publications during a rolling 5-year period. Faculty also may maintain academic qualifications and currency by averaging one peer-reviewed publication or presentation per year during a rolling 5-year period. A five year summary of the faculty intellectual contributions is summarized in the table below.

Table 7-4 Summary of publications

Annual Intellectual Contributions By Type (1999 – 2004)				
Total Intellectual Contributions				
Number of items:	Basic	Applied	Instructional Development	Total
Peer reviewed journal articles	3	20	2	25
Other journal articles		2	1	3
Proceedings	19	35	11	65
Paper presentations without proceedings	9	24	2	35
Textbooks, chapters, and published instructional materials			1	1
Other, grants, workshops and reports		3	7	10
Total	31	84	24	139

8. Address student demand and quality (include any appropriate data not in the tables such as an inability to accept all applicants, special admission standards, etc.).

The 1999 BSAD Quinquennial Review stated that:

“Demand for slots in Business has outpaced projections in the University ten-year plan. Since the number of faculty have been decreased in anticipation of declining demand, the student/faculty ratio has been increasing, to a level significantly above that for the University as a whole”

“The student/faculty ratio in the Division of Business and Accountancy continues to be significantly above that for the University as a whole. Thus, the division is unable to accept all students who wish to be business majors, due to shortages in faculty and classrooms. At the present time, the division can handle the students who wish to be minors, but if this number increases, there will be additional shortages.”

With enrollment declines at the University, and the implementation of prerequisite checking via the Banner computerized registration system, the Division is now able to accept all students who wish to be business and accounting majors and business minors (who meet our existing quality standards). Nonetheless, our Division faculty, and especially Business faculty, continue to carry a much higher student load than do most of the rest of the University.

The quality of business students (as measured by the ACT scores of incoming freshmen) has significantly improved. But at the same time the quality of students entering the division is lower than the university as a whole. The Business Administration majors have an average ACT score of 26.5, while the university average is 27.4. The business administration faculty are continuing efforts to recruit students with higher ACT scores.

The division's freshman to sophomore retention rate as reported in July 2004 is higher than the rest of the University. The division retention rate is 90% for Accounting majors and 88.7% for Business Administration. The overall university rate is 85.0%. The division leads the university in graduation rates. The discipline average is 81.3 %, while the university rate was 55.7%.

9. Describe staff characteristics and competencies, if applicable.

One full-time Division Head (soon to be re-titled Dean) is employed in the Division. Our former Division Head resigned abruptly at the beginning of this past summer, so the position is currently filled on an interim basis by a faculty member appointed by the Vice President of Academic Affairs. This has exacerbated the faculty shortage in the Division. One full-time secretary is also employed by the Division.

The Small Business Development Center employs a Director who is funded by the University for three-quarters time to the Center and one-quarter to teaching in the division. The Center also has a Business Development Specialist from the University of Missouri Extension. One full-time secretary is employed for the Small Business Development Center.

The Division also has one full-time academic advisor. Against strong protests from the Division faculty, the Vice President of Academic Affairs took away two of the Division's three academic advisors and made them part of the Residential College staff. The Academic Advisors also acted as general support staff for the Division. This has increased the load on the remaining advisor and secretary.

The Division Head, secretary, academic advisor, and the faculty receive additional support from part-time student employees. Truman State University strongly supports student employment opportunities to provide financial aid, to encourage students to become more a part of the University community, and to provide work experience in an academic environment. Students receiving Truman scholarships must maintain a 3.25 grade point average and must work for the University to renew their scholarship. The renewal of Truman scholarships requires recipients of scholarships to work five hours per week. Those receiving partial scholarships (one-half of initial scholarship amount) have no service obligation.

The Division has 8 accounting and 16 business administration full-time faculty. One business administration faculty member has a shared appointment with Social Science (one-third Business and two-thirds Social Science) and one business administration faculty has a shared appointment with the Small Business Development Center (one-quarter Business and three-quarters SBDC). There are three open faculty positions, one currently filled by a temporary faculty member, and recruitment underway for two of them. Two of the faculty vacancies are anticipated in December, 2004 but will not be filled until August 2005.

Eighty-four percent of the Business Administration faculty have terminal degrees. The division goal is 81.5%. The latest data available for the university is 83.1%.

For business faculty, excluding faculty with part-time appointments in our Division and part-time appointments elsewhere in the University, 13 out of 17 (76.5%) have tenure; for business faculty in tenure-track positions, 13 out of 15 (86.7%) are tenured. For business faculty, including all faculty (with full- and/or part-time appointments), 13.33 (75.8%) of 17.58 FTE business faculty have tenure. (These figures include one faculty member currently serving as Interim Division Head.)

There is a need for faculty to teach Marketing, Management, and Information Systems. Funding is also needed for additional faculty to bring the division to the university goal of a 15 to 1 faculty to student ratio. Currently, the discipline ratio is at 18.8 to 1, while the university ratio is 14.56 to 1.

10. Highlight key resources available (facilities, equipment and funding) or needed.

As part of the AACSB accreditation in 1999 the business faculty approved resource objectives to meet the standard for accreditation. The following identify progress over the last few years. The school should provide and manage resources to meet the instructional responsibilities created by the programs offered. (AACSB Standard IN.1) In response to this accreditation standard, the business faculty approved the following resource objectives.

Resource Objective: 1) To provide facilities that promote learning and high academic achievement.

Violette Hall was and still remains the most significant resource available to the division. This project resulted in the creation of student computer labs and computer equipped classrooms. There are also classrooms equipped with internet access. Faculty computers are connected to the university network, along with the student lab and classroom computers.

However, there are already several items which are needed to bring the facility up to date. Classroom and office technologies are already beginning to become outdated. Faculty members have expressed the desire for better (faster, and with DVD capability) computers and smart boards in classrooms. One of the Violette Hall rooms assigned to our Division is not equipped with the same technology as the other classrooms. Increased access to room VH 1010 would enable some larger sections of classes to ease the shortage of faculty.

Resource Objective: 2) To provide and continuously upgrade computer technology and maintain adequate technical support services.

“Updated instructional technology, new furniture and fixtures were purchased for all classrooms and offices. All faculty members have desktop or laptop computers and inkjet printers as standard office equipment. All offices and eight classrooms have direct Internet access. In addition, five laptop computers are available in the Division Office for checkout use by faculty and business students.”

Replacement of computer lab and faculty office computers has suffered from the state's budgetary woes. Many computers need to be replaced, and all need to be updated and replaced more frequently in order to remain sufficiently current with technologically adept and well-equipped students. Also, many faculty have had to give up printers in their offices, having instead to rely on two overworked and not always dependable networked laser printers (neither of which is capable of printing in color).

The Division no longer has laptop computers available for checkout use by faculty and business students. Laptops are available to check out through ITS. Check out time is limited. To walk across campus to check out a laptop lacks the convenience of having them available in the division office.

Technical support has improved with the hiring of Collegis (now Sunguard Collegis) to handle university computing (now Information Technology) services. Two of their employees have an office in Violette Hall so service is usually prompt. This enables faculty to proceed quickly with the task at hand.

Resource Objective: 3) To provide and continuously upgrade library holdings and information databases to support the mission of the Division.

Pickler Library is a major resource for the University and the Division. With the implementation of MOBIUS, faculty, staff, and students have quick access to materials from any of the participating libraries (which includes most of the academic libraries and many public libraries in Missouri). We continue to recommend new academic materials for the business area.

Resource Objective: 4) To provide staff support sufficient for faculty to meet the various divisional objectives.

There is also a need for funding for faculty research, professional development, and sabbaticals. Financing for these activities was discontinued during the state's budget crisis. Sabbaticals are only beginning to be restored, while research funding has not been. Funding for faculty professional development, in the form of payment of dues for memberships in professional organizations, subscriptions to scholarly publications, etc., could help the Division better achieve its scholarly productivity goals. Without additional faculty it will be difficult to cover classes if faculty members are granted sabbaticals.

Several factors beyond the control of the division have made the staff support insufficient for the faculty to meet all objectives. These factors have been discussed in Section 9 on pages 22 and 23.

The following list of services do indicate, however, the University's commitment to providing appropriate resources to support instruction in offered programs:

Assessment and Testing

Business Academic Advising Center

Center for International Education Abroad

Center for Student Involvement

Child Development Center

Collegiate Newspaper Readership Program

Students have "free" daily access to the *New York Times*, *St. Louis Post Dispatch*, and *USA Today*. (Cost of service is included in student activities fees.)

Disability Services

Faculty Development Office

This Office includes the Teaching and Learning Technology Center, the Teacher Technology Center, the Office of Grants and Sponsored Programs, and the Center for Learning and Teaching (formerly Faculty Development). The University already had a Director of Grants, and has hired a full-time director for the Center for Learning and Teaching, and a full-time Instructional Designer.

Gender Equity / EEO Compliance Office
Greek Life Office
Information Technology Services
Edwin C Carpenter Language Learning Center
McNair Post-Baccalaureate Achievement Program
Multicultural Affairs Center
Pickler Memorial Library
Serve Center
Speech and Hearing Clinic
Student Health Center
Student Recreation Center
 The University has constructed a multi-million dollar Student Recreation Center
 for use by students, faculty, and staff.
The Truman University Press
The Writing Center
University Career Center
University Counseling Services
Women's Resource Center

11. Curriculum Strengths, Unique Features, Deficiencies And Planned Remedies

a. Strengths and Unique Features:

1. Required prerequisites (such as calculus, economics and statistics) for entry into the business program strengthen students and prepare them for their business courses.
2. Extensive foreign language requirements for all business students help prepare them for global economies and competition.
3. The emphasis on communication skills is a strength and a unique feature of the business administration curriculum. Many courses require formal oral presentations, case write-ups, and essay exams. The capstone course, Strategic Management, has been approved as a "writing enhanced course" as determined by the Liberal Studies Program requirements. Seminar in Finance and Brand Management and Strategic Marketing provide additional opportunities for meeting writing-enhanced requirements within the major. Team projects are used extensively in many courses, reinforcing the importance of teamwork, communication and leadership skills. Common rubrics that can be used in almost any business class have been developed in the areas of writing, speaking, and team projects.
4. Opportunities are available to students to enhance their computer skills. Many of the oral presentations require the use of computer presentation packages, and computer assignments and simulations are also used in various courses. Students are required to use databases such as Lexis/Nexis and EDGAR in completing assignments. Many courses also use e-mail and web pages in communication and assignments.
5. Students are encouraged to select upper level economics, mathematics, or statistics courses for Bachelor of Science and required support requirements. As a result quantitative skills are enhanced.

6. Students are encouraged to take advantage of numerous study-abroad programs that are available. Business is increasingly global in nature, so the foreign language requirements and study-abroad experiences develop valuable cultural awareness experiences, interpersonal and business skills.

7. Several needed courses (listed as deficiencies in the 1999 report) have been implemented. These included BSAD 387 Business Database Management Systems, BSAD 401 Project Management, BSAD 423 Analysis and Design of Business Systems, BSAD 444 Electronic Commerce, and BSAD 542 Decision Support Systems.

8. Business Minor: The addition of a business minor to Truman's liberal arts and sciences curriculum is providing an important service to non business majors by enhancing employment opportunities for many of the University graduates. The division initiated the minor in 2003. This was listed as a deficiency in the 1999 report.

b. Deficiencies:

1. Vacancies in two marketing and one organizational behavior faculty positions limit faculty involvement in other needed areas of the mission.

2. A plan to define and assess leadership training (as stated in the Division mission) in the curriculum still has not been fully devised.

3. A plan to define and assess ethical issues (as stated in the Division mission) in the curriculum still has not been fully devised.

4. Differences between student and alumni perceptions of critical thinking skills and its importance to job performance indicate a need to address this in the curriculum. Surveys of students and alumni indicate lower perceptions of critical skills development while both groups indicate this skill is important to future job performance.

5. Fiscal year 2003 data from the Academic Profile test for business students revealed a 1.17 loss in writing skills from their freshman year scores compared to a 0.57 loss from their freshman year scores for university students as a group. While there may not be enough data to classify this loss in score as a trend, the Business Administration faculty are concerned that it may be an emerging trend.

c. Planned Remedies:

1. Six candidates for the Marketing positions have been invited to campus for employment interviews during the Fall 2004 semester. It is planned that both of the positions will be filled this academic year. A candidate for the organizational behavior position will be pursued with the cooperation of the office of the VPAA in advertising the position at the earliest opportunity.

2. Portfolios have been collected with leadership information. A committee is charged with determining if an appropriate rubric can be developed to assess this competency.

3. Ethics education has become a priority for AACSB accreditation. It must be decided how to enhance the coverage of ethics in the curriculum and standards. Assessment is also an issue. A committee is assigned the task.

4. Faculty are continuing to develop assignments to enhance critical thinking skills, but more work is needed in this area.

5. A University-wide committee has developed a writing assessment process connected to the portfolio.

12. Instructional Methods Used And Planned Changes`

The division faculty employ various instructional methodologies. These methods include lecture, discussion, small discussion groups, case discussion, written case analysis, essay exams, team projects and oral presentations.

Computers are an integral part of some courses, requiring the use of spreadsheet and database management programs as well as electronic databases for research purposes. Some courses require students to submit work via e-mail and receive assignments via the World Wide Web. Use of computer presentation packages (such as PowerPoint) is common among faculty and students. Computer simulations are selected and used to enhance the transfer of theory to practice in some classes.

Required use of outside sources such as *Business Week* and *The Wall Street Journal*, *St. Louis Post Dispatch*, and *the New York Times* enable students to keep abreast of issues such as diversity and the environment.

Major changes in instructional methods are not currently planned; however, faculty are encouraged to be up to date on technology and to incorporate it in their teaching methods, including expanded use of the Internet and web in teaching and in assignments. One faculty member is preparing to teach BSAD 131 Survey of Business on the Web beginning in Summer 2005.

13. Detail the programs support of the Liberal Studies Program (percent of faculty involved, resources expended, credits generated, etc.). Include the programs's participation in Extended Freshman Classes and the Junior Interdisciplinary Seminars.

No extended Truman Week classes are taught because we teach no classes which are appropriate for the program. One business faculty member teaches a Junior Interdisciplinary Seminar JINS 335 Ecology vs. Landowner Rights. One faculty member team taught the extended class with faculty from across campus. Due to faculty load, no other faculty are participating in this program. The division is eager to support the Liberal Studies Program, Extended Freshman Classes and the Junior Interdisciplinary Seminars, but limited faculty numbers make it necessary to use all faculty to cover necessary courses. Five faculty have mentored research to presentation at Student Research Day from 2000 to 2005.

14. Provide an analysis of Alumni, Employer, and Graduate School assessments of program graduates.

Divisional Alumni and Employer Surveys

The Division administered a self-designed survey to alumni in 2001. The majors surveyed included Master of Accountancy, Bachelor of Science in Business/ Marketing, Accounting, Business/Management, Business /Finance, Bachelor of Arts in Business/Marketing, Business/Management, and Business/Finance. Eighty-six responses were received and analyzed. The survey asked respondents to evaluate how well their experience prepared them in various areas related to the learning objectives and mission of the Division. Similarly, a survey was sent to companies asking them to rate recent Truman graduates in how well they were prepared for the workplace. Seven

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responses were received. In both surveys, a scale of 0 to 5 was used, with 5 indicating very strong preparation and 0 indicating very weak preparation.

The results are shown in Tables 14-1 and 14-2 below (table 14-1 was previously presented as table 3.2 but is repeated here for convenience).

Table 14-1: Summary of Responses, Division Survey of Alumni 2001

How well did your experience at Truman prepare you in the following skills? Then please indicate the importance of each attribute to your job performance.

	Truman Alumni	Importance to Job performance
Ability to work in teams	4.14	3.97
Leadership skills	3.64	4.02
Quantitative skills	3.94	4.11
Written communication	3.95	4.13
Oral communication	4.27	4.27
Computer skills	3.48	4.42
Critical thinking	4.01	4.45
Foreign languages	2.35	0.84
Ethical awareness	3.24	3.59
Awareness of diversity issues	3.22	3.09
Life-long learning skills	3.81	4.16

In general, the results indicated that alumni felt they were well prepared in most areas. As in the past, these responses have played a significant role adapting course content and emphasis. For example, the technology and computer skills components in many classes continue to be increased. In addition, a new Information Systems track under the management concentration was implemented starting in the 2000-2001 course catalog. The added emphasis in communication (both written and verbal), teamwork, and leadership skills was driven at least partially by the results of these surveys.

Table 14-2: Summary of Responses, Survey of Employers 2002

	Truman Graduate	Importance to Job Performance
Ability to work in teams	4.14	4.86
Leadership skills	4.00	4.43
Quantitative skills	4.26	4.29
Written communication	4.14	4.71
Oral communication	4.14	4.71
Computer skills	3.86	4.29
Critical thinking	3.86	4.28
Foreign languages	2.00	1.57
Ethical awareness	3.86	4.29
Awareness of global issues	3.14	3.57
Awareness of diversity issues	3.00	3.43
Life-long learning skills	3.14	3.86
Time management	3.86	4.71
Self discipline	4.14	4.29
Initiative	4.14	4.86

In 2003, the Division began using the standardized EBI Survey from AACSB International. While the questions from this survey do not in all cases match directly with those from previous surveys, essentially the same information can be derived from this survey. Results from selected questions are shown in Table 14-3 below. The results are for a scale of 1 to 7, with 7 representing more positive responses. Performance refers to the level that the program enhanced a particular skill or ability; Importance refers to the level of importance the skill or ability has to a successful career.

Table 14-3: Summary of Responses, EBI Survey of Alumni 2003

	Performance	Importance
Ability to work in teams	6.15	6.18
Leadership skills	5.03	6.17
Quantitative skills	5.44	5.69
Written communication	5.70	6.42
Oral communication	5.97	5.93
Computer skills	5.23	5.94
Analytical thinking	5.56	6.31
Critical thinking	5.29	6.24
Awareness of global issues	4.49	4.94

Due to differences in survey design and response scales, it is difficult to directly compare the results of this latest alumni survey to the 2001 survey. However, as can be seen, this survey generally confirmed and repeated the results from the 2001 survey. One area of concern that the Division will continue to explore are differences between the performance and importance scores of several skills. Recent changes to the curriculum reflect the continuing additional importance of leadership and communications skills. For example, rubrics have been developed which are beginning to be used in select classes to evaluate the level and success of presentation of these skills. (See Appendix A)

15. Provide a follow-up on issues, recommendations, or plans from the prior quinquennial review.

One of the issues highlighted in the prior review was the need to update the curriculum to reflect the added importance that information systems have in business practice. Toward that end, several curriculum-related changes have been implemented. New courses in database management, systems analysis and design, decision support systems, and e-commerce have been developed and offered. The Management Concentration has also been revised to allow students to choose either a traditional management or information systems track.

Another area of concern was the lack of a Business Minor. It was felt that such a minor would provide an important service to our university students by enhancing employment opportunities for many of the University graduates. Surveys were conducted to determine the potential demand for such a minor. After much discussion regarding the availability of resources and the topics essential to the curriculum, a business minor program consisting of a mix of existing classes and one new class was first offered in the summer of 2003. Initial enrollment in the minor was lower than expected. The numbers have increased since that time. As of fall 2004, approximately 75 students are officially listed as Business minors. However, the Division is conducting ongoing efforts to market the minor to make it more attractive to students. Additionally, lessons learned from the initial implementation are being used to improve the content and structure of the minor.

16. Discuss how assessment data are disseminated and used to improve the program.

Assessment data are gathered from Truman's various test instruments by Truman's Assessment and Testing office, and the collection of it in Truman's Assessment Almanac is available on the web at <http://assessment.truman.edu/>.

17. Provide an analysis of the validity of the senior test used in the major.

The Major Field Test (MFT) program of the Educational Testing Service is described at <http://www.ets.org/hea/mft/about.html>. A total of 339 institutions use the MFT exam.

A perspective on use of this standardized test is provided in the following article: Mirchandani, Dilip; Lynch, Robert; and Hamilton, Diane, "Using the ETS major field test in business: implications for assessment," [Journal of Education for Business](#), September 2001, Vol. 77, No. 1; Pg. 51(6) – (this article is available in Lexis-Nexis Universe – General News – Magazines and Journals):

<u>Some comments from the article</u>	<u>Implications for Truman</u>
Not all students test equally well on standardized tests.	This might indicate that our students' knowledge exceeds the level reported by the ETS's MFT. However, our students' achievement is sufficiently high*, so this is not a concern.
Standardized tests are best used as one facet of a multifaceted evaluation program.	Our confidence in our students' learning can be supported by evidence such as the following: <ul style="list-style-type: none"> • performances of our students in internships, and in external academic and professional conferences and competitions; • comments of employers who return to recruit our students • our emerging program of writing and speaking assessment. • multiple measures such as portfolio entries, skills rubrics and capstone courses support the findings of the MFT exam.
Motivation of students to achieve meaningful results can be problematic. E.g., one school provides refreshments during the test.	We seem to get satisfactory results by supplemental efforts, such as: <ul style="list-style-type: none"> • notation on student transcripts of exemplary and satisfactory performance • publish a list of those who scored at the 95% percentile in Truman Today

* A summary of our MFT results is given in Appendix D and E. In 2002 and 2003 the overall performance of our students markedly increased; in 2003, 82% of our students scored above the 80th percentile, and 93.6% scored above the 50th percentile.

Appendix A Assessment Rubrics

Oral Presentation Rubric

Name _____

Competency 1: Uses an organization pattern appropriate to the assignment.				
1	1.5	2	2.5	3
Effort is required to follow presentation. Inadequately organizes, with a vague purpose statement and little or no closure.		Organizes logically with a clear purpose statement and a conclusion that brings closure.		Audience can easily follow presentation. Fully develops ideas, with insightful purpose statement and a conclusion that the audience will remember.

Competency 2: Provides content appropriate to audience and assignment.				
Understanding of Content				
1	1.5	2	2.5	3
Demonstrates superficial understanding of topic. Inconsistently develops and makes no connections among ideas. Audience gains little from presentation.		Moves beyond surface understanding by connecting and emphasizing main ideas and supporting arguments with sound evidence. Group members show awareness of other members' material.		Guides audience to new level of understanding. Creatively meets objectives of presentation. Group members demonstrate understanding of other members' material.

Audience Awareness				
1	1.5	2	2.5	3
Fails to adapt to audience by using inappropriate language and content		Uses content and language appropriate to audience.		Consistently demonstrates awareness of audience's level of understanding through use of discipline-related language, content, and examples.

Competency 3: Presenters should be well prepared and delivery should be professional and engage audience.				
Eye Contact				
1	1.5	2	2.5	3
Primarily reads from notes, infrequently makes eye contact.		Makes effective eye contact, with infrequent use of notes		Makes eye contact to "read" audience reactions and understanding. Presentation appears impromptu, with little or no reliance on notes.

Physical Delivery		
Gestures, posture, or appearance detract from the presentation	Supports content with gestures, posture, and appropriate appearance.	Reinforces and animates content with use of gestures, posture, and appearance.

Vocal Qualities			
1	1.5	2	3
Frequently uses vocalized pauses or incorrect grammar; lacks vocal variety and clear articulation.		Supports content through correct grammar, vocal variety, articulation, and infrequent use of vocalized pauses.	Displays and creates enthusiasm through use of vocal qualities. Overall, delivery is professional.

Visual Aids			
1	1.5	2	3
Demonstrates ability to set up and use audiovisual equipment and software. Visual aids add little to presentation.		Uses visual aids to support content and include key points.	Creatively uses visual aids to reinforce content and invoke interest.

Competency 4: Presenter interacts with audience in a manner appropriate to the assignment.				
1	1.5	2	2.5	3
Only attempts to answer questions directly related to own part of presentation.		Clearly addresses questions and promotes audience interaction. Each group member demonstrates ability to field questions beyond own individual presentation.		Asks follow-up questions, draws conclusions from discussion, and adapts presentation to increase audience understanding and involvement. Group members demonstrate exceptional understanding of entire presentation.

Comments:

LEVELS OF ORAL PRESENTATION COMPETENCY

Competency	Level	
1: Uses an organization pattern appropriate to the assignment.	1 (Novice/Needs Improvement)	Ill-defined or vague purpose or multiple purposes. Organization is inadequate or inconsistent and does not enhance presentation. Audience left “hanging” without closure.
	2 (Proficient)	Expresses a clear, coherent statement of purpose and immediately gains attention of audience. Organized in a coherent, logical manner and provides adequate transitions among ideas. Conclusion summarizes purpose and main points.
	3 (Advanced)	Insightful, creatively presented purpose captures and maintains interest of audience. Organization contributes to full development of purpose. Provides an enlightening or memorable conclusion.
2: Provides content appropriate to audience and assignment.	1 (Novice/Needs Improvement)	Presenter’s sense of audience is unfocused or wavers. Inconsistent development of important issues and main points. Demonstrates superficial understanding of topic. Does not make connections among ideas.
	2 (Proficient)	Content and language appropriate to audience and assignment. Moves beyond surface understanding and makes connections among ideas. Supports arguments with sound evidence and references. Consistently emphasizes important issues and main points. Group members show awareness of other members’ material.
	3 (Advanced)	Guides audience to a new level of understanding. Innovatively or expertly advances the presentation’s purpose with evidence of research findings. Group members demonstrate thorough understanding of other members’ material.
3: Presenters should be well-prepared and delivery should be professional and engage audience.	1 (Novice/Needs Improvement)	Primarily reads from notes, making some eye contact with audience. Vocal qualities (pace, inflection, volume, enunciation), gestures, grammar, articulation, vocalized pauses, or posture do not enhance the presentation. Shows some interest in the topic. Demonstrates ability to set up and use audiovisual equipment and software.
	2 (Proficient)	Makes appropriate eye contact with audience. Vocal qualities (including absence of vocalized pauses), gestures, posture and appearance support the content. Shows enthusiasm for topic. Visual aids support content and include key points.
	3 (Advanced)	Eye contact is used to gauge reactions and understanding. Vocal qualities and gestures reinforce and animate the content. Creates enthusiasm about topic in others. Creatively uses visual aids to reinforce content and invoke interest.
4: Presenter interacts with audience in a manner appropriate to the assignment.	1 (Novice/Needs Improvement)	Adequately answers questions directly related to content of the presentation
	2 (Proficient)	Clearly and comfortably addresses questions and demonstrates knowledge and understanding of subject matter. Promotes audience participation through questioning or planned activities as appropriate to the audience and assignment. Group members demonstrated ability to field questions beyond their individual materials.
	3 (Advanced)	The presenter answered questions of varied complexity (factual, application, analysis, synthesis, evaluation). Presenter was able to summarize and synthesize comments, ask follow-up questions, and draw conclusions from the discussion. Presenter demonstrated ability to interpret verbal and nonverbal feedback and adjust presentation to increase audience involvement and understanding.

Team/Leadership Skills Rubric

Name of fellow team member being assessed: _____

Directions: For each competency, circle a number on a scale of 1-3 (3 being a superior performance of the competency) above the statement that best describes your fellow teammate's behavior.

Competency 1: Organization and Coordination				
Organization				
1	1.5	2	2.5	3
Does not contribute to (1) assigning roles or (2) defining goals.	Assists in (1.) assigning roles and (2) defining goals.		Assumes leadership role in (1) assigning roles and (2) defining goals.	
Coordination				
1	1.5	2	2.5	3
Does not contribute to either (1) prioritizing and coordinating tasks or (2) integrating individual contributions into the final product.	Assists in (1) prioritizing and coordinating tasks to meet deadlines and/or (2) integrating individual contributions into the final product.		Assumes leadership role in (1) prioritizing and coordinating tasks and/or (2) integrating individual contributions into final product.	
Competency 2: Participation				
1	1.5	2	2.5	3
(1) Frequently misses meetings or arrives late, (2) misses deadlines, and (3) fails to complete own share of responsibilities.	(1) Infrequently misses meetings or arrives late, and (2) satisfactorily completes assignments in a timely manner.		(1) Punctually attends and is well prepared for all meetings; (2) all assignments are of high quality and meet deadlines. (3) Motivates team members to accomplish goals.	
Competency 3: Problem Solving				
1	1.5	2	2.5	3
Does not (1) contribute information/research, (2) brainstorm solutions, or (3) assist in evaluating solutions/ alternatives.	(1) Contributes information/research, (2) brainstorms solutions, and (3) assists in evaluating solutions/ alternatives.		(1) Contributes information/research, (2) offers insightful or creative solutions, and (3) provides a framework for evaluating solutions/ alternatives.	

Competency 4: Group Dynamics				
1	1.5	2	2.5	3
(1) Monopolizes team's discussion time, (2) does not listen to others, (3) does not encourage participation of others, OR (4) does not contribute to discussion.	(1) Participates without monopolizing discussion, and (2) listens to others.		(1) Participates without monopolizing discussion, (2) builds upon ideas of others, and (3) actively encourages the participation of others.	
Competency 5: Conflict Resolution				
1	1.5	2	2.5	3
(1) Offers no constructive solutions to resolve conflict, or (2) undermines conflict resolution by emphasizing personalities rather than issues.	(1) Offers solutions to resolve conflict, and (2.) emphasizes issues rather than personalities.		(1) Resolves conflict based upon objective criteria, (2) encourages win-win solutions, and (3) addresses free-rider problem constructively without creating hostilities.	

Comments:

In order to provide more detailed feedback to this team member, please check the specific behaviors you observed that team member demonstrate. Please include additional comments that you feel necessary to provide appropriate feedback to that individual.

- Assists in assignment of roles and responsibilities.
- Contributes to the definition of team goals.
- Assists in prioritizing and coordinating goals.
- Helps integrate individual contributions into team's final product.
- Attends meetings consistently and punctually.
- Consistently completes team assignments and tasks on time.
- Carries own share of team's responsibilities.
- Contributes information and/or research.
- Participates in team brainstorming of solutions/alternatives to problem.
- Assists in constructively evaluating pros and cons of generated solutions.
- Participates in team discussion.
- Does not monopolize team's discussion time.
- Listens actively by paraphrasing/building upon ideas of others.
- Encourages others to participate.
- Emphasizes issues rather than personalities.
- Offers constructive solutions to conflict.
- Constructively addresses free-riders (members not contributing adequately to team).
- Resolves conflict using objective criteria.

COMMENTS

Description of Effective Team Member Competencies - For Team Skills Rubric

The five competencies of an effective team member are described below. The first three competencies (organization/coordination, participation, and problem solving) deal with maintaining *structure* in the team, which includes the organization of team meetings, the assignment of roles and tasks, the definition of goals, and the active participation of all team members in order to effectively complete the team's *tasks*. The final two competencies (group dynamics and conflict resolution) deal with a team's *interaction* or the give-and-take dialogue among team members. Team members must promote effective communication in order to develop healthy *relationships* and cohesiveness. An effective team maintains a balance between structure and interaction. This balance allows team members to feel comfortable contributing to discussion and have a positive attitude about being a part of the team while maintaining a strong focus on the team's goals.

Task/Structure Competencies	
Competency:	
1: Organization/Coordination	A team member who offers organization and coordination to a team helps in organizing the structure of team meetings by keeping the group focused on the task at hand and the team goals. In order to organize the team, the goals of the team will be clearly identified and defined. In addition, a team member competent in this area will work to coordinate the efforts of team members by assisting in the clear definition of roles and tasks that each team member should complete as well as developing deadlines. A member with strong coordination skills will work to integrate ideas from all team members into the final product. This competency emphasizes mutual leadership among team members or a shared commitment and responsibility for the team reaching its goal.
2: Participation.	A team member participates by not only attending meetings regularly and punctually but also contributes to the team by carrying his/her share of the responsibility for tasks that must be completed outside team meetings. Tasks are completed in a timely fashion and are of high quality.
3: Problem Solving	Teams are often called upon to make a decision or solve a problem; therefore, team members should be able to contribute effectively to the problem solving process. Dewey's reflective thinking model serves as a basis for the areas assessed in problem solving (1. clearly define the problem, 2. analyze the problem, 3. generate solutions, 4. evaluate and select the best solution). Defining the problem is covered in competency one (organization/coordination) with the defining of goals. A competent team member will contribute research and/or information about the given problem in order to effectively analyze all aspects of the problem. Next, a competent team member will contribute to the brainstorming of creative solutions to the problem. Multiple solutions should be generated freely without fear of criticism. Once a list of alternatives has been generated, group members evaluate the solutions by discussing the positive and negative consequences of each alternative, select the best possible solution that meets the team's goals, and take action.
Relational/Interaction Competencies	
4: Group Dynamics	Group dynamics includes effectively communicating a team member's own ideas and encouraging the contribution of others' ideas. A team member should actively contribute his/her own ideas to the discussion without monopolizing the meeting time. Listening actively involves concentrating on what others are saying rather than formulating what you will say next and responding verbally by asking questions, paraphrasing, and building upon others' ideas. A team member can encourage others' participation by being nonverbally responsive (maintaining eye contact, nodding the head, leaning forward, smiling, etc.) and being verbally responsive to others' ideas and actively soliciting the participation of quieter team members. Overall, an atmosphere of collaboration should be established through consultation with others, asking relevant questions, and addressing other members' concerns and ideas.
Competency 5: Conflict Resolution	Conflict is a healthy part of team communication because it challenges members to seek information and to think more critically about the issues. Conflict can occur simply because of misunderstandings or when people simply disagree. An effective team member will deal with conflict in a way that is constructive rather than destructive to the team. When conflict does occur, the effective team member focuses on issues, information, and evidence rather than personalities. Oftentimes in teams, there are members who play dysfunctional roles such as disrupting or monopolizing the discussion and those that simply do not participate or carry their fair share of the workload (free riders). These problems should be addressed by describing the behavior rather than attacking the individual. A conflict due to a difference of opinion on an issue should include generating multiple solutions to the conflict and basing the decision on objective criteria on which the team can agree. Overall, conflict resolution should include objectivity that will create a supportive rather than a defensive climate.

LEVELS OF WRITING COMPETENCY

Competency	Level	
1: Uses an organization pattern appropriate to the assignment.	1 (Novice/Needs Improvement)	Ill-defined or vague purpose or multiple purposes. Organization is illogical or inconsistent and/or lacks adequate transitions among ideas. Conclusion does not summarize purpose and main points/reader left hanging
	2 (Proficient)	Expresses a clear, coherent statement of purpose, and how objective(s) will be achieved. Organized in a coherent, logical manner and provides adequate transitions among ideas. Contains a conclusion appropriate to the assignment. Group product is seamless and well integrated
	3 (Advanced)	Insightful, creatively presented purpose captures and maintains reader's interest. Organization contributes to full development of purpose. Provides an enlightening conclusion that exceeds requirements of the assignment
2: Provides content and use of language appropriate to audience and assignment.	1 (Novice/Needs Improvement)	Writer's sense of audience is unfocused or wavers or uses language or writing style inappropriate for intended audience. Inconsistent development of important issues and main points. Demonstrates superficial understanding of topic. Does not make connections among ideas. Appropriate citation of sources, content is free of plagiarism
	2 (Proficient)	Content, tone and language appropriate to audience and assignment. Moves beyond surface understanding and makes connections among ideas. Supports arguments with sound, current evidence and appropriately cites references. Demonstrates understanding of course concepts and appropriately applies them. Objectively advances arguments, providing both sides of the issues as appropriate to the assignment
	3 (Advanced)	Conveys a strong sense of audience through use of disciplinary language. Innovatively or expertly advances arguments with evidence of research findings and discusses future implications. Makes interdisciplinary or cross functional connections that suggest the discovery of new information or new ways of understanding existing information. Demonstrates creativity and original thought.
3: Enhances readability by mechanical correctness, clarity, conciseness, and use of language	1 (Novice/Needs Improvement)	Errors in grammar, sentence structure, punctuation or spelling. Uses redundant words, vague words, or wordy phrases. Uses complex sentence structures which are difficult to understand.
	2 (Proficient)	Writer uses correct grammar, sentence structure, punctuation, and spelling. Overall, writing is clear and concise. Writer uses a format appropriate to the assignment. Content is appropriately supported by use of graphs and charts.
	3 (Advanced)	Readability is enhanced by choice of language and varying sentence structure. The overall document is polished and professional.

NOTE: Faculty felt that a revision process was important to producing good writing. However, the revision process itself is difficult to evaluate. The rubrics developed encourage a revision process by assuming that a good product results from a good process.

Appendix B:
Business Core Program Analysis Matrix

	Courses	ACCT 211 – Acct for Business Operations	ACCT 212 – Acct For financing & Invest Acct	BSAD 107 – Computer Applications	BSAD 234 – Legal Environ. Of Business	BSAD 325 – Principles of Marketing	BSAD 329 – Principles of Finance	BSAD 349 - Organizational Behavior	BSAD 352 – Production/Op. Management	BSAD 357 – Info Systems Concepts	BSAD 460 – Business Policy	ECON 200 – Principles of Macroeconomics	ECON 201 – Principles of Microeconomics	STAT 190 – Basic Statistics
<u>KNOWLEDGE</u>														
Accounting		1	1				2				2			
Legal Environment					1						2			
Organizational Behavior						2		1	2		2			
Finance			2				1				1			
Marketing						1					1			
Operations									1		1			
Systems									2	1	2			
Economics						2	2				2	1	1	
Statistics						2	2		2		2			1
<u>SKILLS</u>														
Writing		1	1	1	1	1	1	1	1	1	1			
Speaking, Prepared		1	1	1	2	1	1	1		1				
Speaking, extemporaneous						1	2	2			1			
Analytical/Quantitative			2	2	1	1	1	2	2	1	1			
Computing		1	2	2	2	2	2	2	2	1	1			
<u>ATTITUDES</u>														
Ethical Awareness		2	2	2	1	1	1	1	2	1	2			
Global Perspective			1		2	1	1	1	2	2	1			
Tolerance for Diversity					1	1		2		2				
Notes: 1 = Directly addressed; 2 = Indirectly addressed														

Appendix C:
Business Core Program Analysis Matrix
Revised with new mission

Business Core Program Analysis Matrix

	<u>Courses</u>									
	ACCT 211 - Acct for Business Operations	ACCT 212 - Acct for Financing & Invest. Act.	BSAD 234 - Legal Environ. Of Business	BSAD 325 - Principles of Marketing	BSAD 329 - Principles of Finance	BSAD 349 - Organizational Behavior	BSAD 352 - Production/Op. Management	BSAD 357 - Info Systems Concepts	BSAD 460 - Business Policy	
<u>Attributes</u>										
Interdisciplinary	1.33	1	3.5	3	3.5	3	4	3	3	
Cross Functional	2.67	3.33	3	3	3.5	3	4	3.67	5	
Written Communication	3	3.67	3	4	2	3.5	3.5	3	4.67	
Oral Communication	3	3.67	1.75	3	2	4	2	3.33	4	
Team Work	3.67	4	2	3	2	4.5	2.5	3.33	4.33	
Leadership Skill	1.67	2	1.5	1	1	3.5	2	1.67	2.33	

Notes: 5=Substantial Coverage, 4=Significant Coverage, 3=Some Coverage
2=Minimal Coverage, 1=No Coverage

Appendix D:
MFT Summary Spring 2004

DIVISION OF BUSINESS AND ACCOUNTANCY
MFT - Business II Senior Exam Summary
Spring 2004

	Division	Accounting	Finance	Mgmt	Marketing
Individual Percentile					
Number	109	22	32	33	22
# ≥ 80th	54	13	23	15	3
% ≥ 80th	49.5%	59.1%	71.9%	42.4%	13.6%
# 50-79th	42	7	6	9	18
% 50-79th	38.5%	31.8%	18.8%	27.3%	81.8%
# 20-49th	10	2	3	6	1
% 20-49th	9.2%	9.1%	9.4%	12.1%	4.5%
# < 20th	3	0	0	3	0
% < 20th	2.8%	0.0%	0.0%	9.1%	0.0%
Institutional Percentile	95%	95%	95%	95%	90%
Subscores:					
Accounting	95%	95%	95%	85%	40%
Economics	95%	95%	95%	95%	90%
Management	95%	95%	95%	95%	95%
Quantitative Business Analysis	95%	95%	95%	95%	90%
Finance	95%	95%	95%	85%	55%
Marketing	95%	95%	95%	85%	95%
Legal and Social Environment	90%	95%	95%	85%	80%
International Issues	95%	80%	95%	95%	65%

APPENDIX E
DIVISION OF BUSINESS AND ACCOUNTANCY
MAJOR FIELD TEST IN BUSINESS II 6 - YEAR SUMMARY FOR SENIORS

	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003
Number	152	66	157	76	155	92	180	170	116	118	134	114
# ≥ 80th	70	31	66	33	74	32	107	83	72	63	93	90
% ≥ 80th	46.1%	47.0%	42.0%	43.4%	47.7%	34.8%	59.4%	48.8%	62.1%	53.4%	69.4%	78.9%
# 50-79th	58	26	70	30	51	45	59	61	35	45	32	14
% 50-79th	38.2%	39.4%	44.6%	39.5%	32.9%	48.9%	32.8%	35.9%	30.2%	38.1%	23.9%	12.3%
# <49th	24	9	21	13	30	15	14	24	9	10	9	10
% <49th	15.8%	13.6%	13.4%	17.1%	19.4%	16.3%	7.8%	14.1%	7.8%	8.5%	6.7%	8.8%
Institutional Percentile	96%	96%	88%	96%	96%	97%	99%	98%	99%	99%	99%	95%
Subscores:												
Accounting	94%	94%	88%	91%	86%	83%	94%	93%	98%	93%	94%	95%
Economics	92%	95%	96%	97%	96%	98%	99%	99%	99%	97%	99%	95%
Management	95%	92%	92%	93%	96%	96%	99%	96%	98%	97%	97%	95%
Quantitative Business	98%	96%	96%	96%	96%	98%	99%	99%	99%	99%	99%	95%
Finance	95%	93%	95%	94%	93%	96%	98%	94%	99%	88%	97%	90%
Marketing	93%	97%	98%	91%	98%	92%	99%	97%	99%	99%	96%	95%
Legal and Social Envir	63%	51%	71%	53%	68%	70%	93%	91%	93%	94%	96%	85%
International Issues	88%	91%	83%	89%	90%	88%	98%	91%	98%	90%	95%	95%

* Note: 95% was the highest percentile reported beginning Fall semester 2003
Transcript notation implementation occurred as follows: Spring 2001 - Exemplary
Fall 2001 - Proficient
Spring 2002 - Unsatisfactory

INTERNAL REVIEWER'S REPORT
QUINQUENNIAL REVIEW
BUSINESS ADMINISTRATION DISCIPLINE
AT TRUMAN STATE UNIVERSITY

Prepared by Keith E. Harrison, Ph.D., CPA
Convenor of the Accounting Discipline
January 12, 2005

A. BACKGROUND

The Business Administration Discipline of Truman State University has prepared its Quinquennial Review for the Coordinating Board of Higher Education for the Fiscal Years 1999-2004. One of the requirements of this review is that an internal reviewer who is familiar with the program but not part of the Business Administration Discipline comment on it. Dr. Debra Cartwright, Interim Dean of the Business & Accountancy Division and Vice President Garry Gordon asked Dr. Keith Harrison, the Convenor of the Accounting Discipline within the Division of Business & Accountancy to serve as internal reviewer. Dr. Harrison works closely with the Business Administration Discipline to insure that the Accounting and Business Administration programs enhance one another. Dr. Harrison did not participate in the preparation of this report.

B. GENERAL COMMENTS

The content of the Quinquennial Review accurately reflects the position of the Business Administration discipline for the fiscal years 1999-2004. Great achievements were attained by the discipline during that five-year period. The discipline accurately and fairly reflects their strengths and areas for improvement within their report.

Several points seems worthy of emphasis. First, The Business Administration degrees contribute to the overall quality of Truman State University. The AACSB accreditation described in the report is a highly sought after mark of an excellent business program. Business Administration graduates provide the State of Missouri and the surrounding region with many excellent skills that are used by numerous employers around the state and the nation. Employers such as Boeing, May Company, Hallmark, State Farm Insurance and many other organizations, both large and small rely on Truman alumni to fill their employee ranks.

Within the past five years, the discipline has added a minor to enhance the educational experience of Truman students from non-business majors. This adds value to the background of many Truman students by enhancing their knowledge of business practices and by making them more attractive to potential employers.

It is also helpful to understand that students pursuing degrees in Business Administration receive excellent reinforcement of the skills and knowledge gained in their liberal arts and sciences core courses. The following are some examples of ways that Business Administration students use liberal arts and sciences knowledge and skills in Business Administration courses and later in careers:

Mathematics—using time value of money, optimization, statistical analyses, quantitative analysis of marketing research to find solutions to problems
Psychology—motivating co-workers and staff members, understanding the motivations of others, developing teams and leaders
Literature, philosophy and the arts—helping students develop a moral and ethical approach to business and the world

Foreign language studies—developing appreciation of different cultures and different ways of thinking as well as an ability to communicate in a different language

Biology, computer science, chemistry, agriculture and physics—businesses will be producing products derived from technologies developed in these fields

Economics—business is applied microeconomics

Students in Business Administration will have an opportunity to apply many of these fields of knowledge in upper division Business Administration coursework at Truman. This gives these students an advantage over business students from other universities and makes the Business Administration discipline at Truman a valuable extension of the Liberal Studies Program. This is a tremendous benefit to Truman State University as a whole.

C. STRENGTHS OF THE DISCIPLINE

Five strengths of the discipline that are listed in the Quinquennial Review report warrant additional consideration in these comments. They are increased emphasis on information systems, the minor in business, a new entrepreneurship course, job placement, excellent student organizations that are sponsored and nurtured by the faculty and staff. Each will be described briefly.

Information Systems

During the past five years, the Business Administration Discipline has increased the number of information systems classes offered by four without increasing staffing. As students come to Truman with increased knowledge about computing and systems utilization, the need for more sophisticated classes in these areas increases. The discipline has risen to this challenge and provides excellent courses for students majoring in Business Administration and Accounting. These students are much better prepared for solving the types of problems that businesses are now encountering.

Minor in Business Administration

As noted above, the minor has been added in the last five years and provides a structured program for non-business students to gain an organized body of knowledge about business that is documented on their transcript. In the past, some students sampled several business courses, but did so in a way that may not have been well designed and which may have left them with gaps in their general business knowledge. With the introduction of the minor, students have documentation on their transcript of their business knowledge. Employers and students can know that multiple areas of business have been covered which are not just a casual subset of courses.

New Entrepreneurship Course

The discipline has added a course that reflects the growing interest in starting one's own business. Much of the business growth in the United States comes through innovative small businesses that implement a new idea or approach to doing business. This course gives individuals a place to start framing their ideas and strategies for such a process.

Job Placement

The graduates of the Business Administration discipline have done well in entering the work force upon graduation. Many of these students have filled jobs that are vital to the economy. In addition, this job experience prepares these high-ability individuals for admission to top-tier graduate schools in business within a three to ten year period. Since most MBA programs prefer to admit individuals with outstanding undergraduate backgrounds and a period of work experience, strong job placement of Business Administration students actually contributes to the University goal of placing students in top-notch graduate programs. Of course, strong job placement also enhances the immediate satisfaction of Truman alumni.

Student Organizations

The Business Administration discipline has a number of excellent student organizations that provide opportunities for co-curricular learning, leadership experiences and fun! These organizations include Alpha Kappa Psi, American Marketing Association, Beta Alpha Psi, Beta Gamma Sigma, Delta Sigma Pi, Phi Beta Lambda, and Students in Free Enterprise (SIFE). Business Administration faculty members serve as advisers for many of these organizations. These organizations are recognized nationally as the leading professional organizations for those studying business. Several of the local chapters have been recognized for excellence by the national organizations.

D. AREAS FOR IMPROVEMENT

The Business Administration discipline faces three challenges in the near future. The discipline is aware of each of these challenges and is developing plans to address these items. They include a significant number of retirements in the next five to ten years, a need to increase and accurately assess training in leadership and ethical behavior and finally, a change in the advising process for first and second year students.

Retirements

The business discipline has been fortunate to have a number of well-qualified senior faculty members. Within the past year, several of these faculty members have retired and it appears that this trend will continue for several years. This creates some difficulties for the discipline because salary expectations of new Business Administration

faculty can be quite high. Finding faculty members interested in locating in the Kirksville area can also be challenging. The discipline appears to be committed to hiring well-qualified individuals with terminal degrees in tenure track positions. The administration also appears to be aware of the salary requirements of hiring these individuals. Serious effort will need to be applied in this area to ensure quality instruction and scholarly activity.

Leadership and ethical behavior education and assessment

The discipline, in conjunction with the Business & Accountancy Division, has chosen to emphasize the development of ethical behavior and leadership for all students in the discipline. These skills are highly sought after in business leaders today. Unfortunately, the educational community across the nation and around the world has not determined the best way to impart these skills. The discipline is struggling to find ways to develop these skills in students and then to assess the level of skills that business majors have developed as they complete their program. The division has begun to address these issues and is working to develop a rubric in the leadership area. New approaches in these areas will be explored and successful ideas will be continued and improved.

Change in advising in the discipline

In 2002, most of the discipline's full time advisers for first and second year students were transferred to the Residential College program. In the past, Business Administration students were advised by advisers that specialized in the helping business students. Following the change, business students are advised by advisers that do not specialize in a particular program. Faculty members in the discipline see this as a significant decline in quality of advising. Prior to the change, first and second year business students were some of the most satisfied students on campus in terms of advising. Business administration faculty would like to see the level of satisfaction with advising for business students studied and if the satisfaction levels have declined, changed back to the previous system.

Overall, this may seem to be a trivial issue but it has significance for the faculty members within the discipline. Such changes and cutbacks decrease morale and cause faculty to question the intent of such actions.

E. CONCLUSION

The Business Administration discipline is an excellent academic unit at Truman State University. This program enhances the liberal arts and sciences mission of the University and provides well-trained graduates that can and do assume leadership roles across Missouri and across the nation. AACSB accreditation indicates that the Business & Accountancy Division is meeting the highest possible standards for a business program. The addition of the minor adds to the strengths of the discipline. The discipline has developed a number of new strengths over the past five years. Several challenges face the

discipline, but these will be met by the members of the discipline during the next five years.

Thank you for this opportunity to comment on the Business Administration Quinquennial Review.