



RUSCHE
COLLEGE OF BUSINESS

**Curriculum
Management Report
2018–2019**



*Experience Business.*TM
LEARN ↗ LAUNCH ↗ LEAD

Table of Contents

I. Overview	3
II. Curriculum Development and Review	3
III. Assurance of Learning Process	3
IV. Assurance of Learning in the BBA (AACSB)	8
V. Assurance of Learning in the MBA (AACSB)	20
VI. Assurance of Learning in the MPA (AACSB)	28
Appendix – Detailed Course and Program Modifications.....	33

I. Overview

The academic year 2018-2019 continued to carry forward the trajectory of the changes made in Curriculum Management in the 2015-2016 and 2016-2017 academic years. In the undergraduate degree, AOL results related to applying business knowledge have driven a continued focus on experiential learning in throughout the undergraduate curriculum. The new AOL processes in the Master of Business Administration degree (MBA) and Masters of Public Accounting (MPA) continue to be implemented, and discussions are ongoing regarding changes to course requirements in the MBA.

II. Curriculum Development and Review

Curriculum Changes for the 2018-2019 academic year were relatively minor and consisted of various course and program modifications as well as the addition of a new minor.

The following table summarizes the courses and programs that had modifications:¹

Name	Category	Type	Dept
BLW 350 – Business Regulation	Course	Removal	BCLS
BLW 355 – Sports and Entertainment Law	Course	Addition	BCLS
Legal Studies Minor	Program	Addition	BCLS
Business Economics BBA and BA in Economics	Program	Modification	ECOFIN
Management BBA	Program	Modification	MMIB

III. Assurance of Learning Process

BBA Assurance of Learning Process

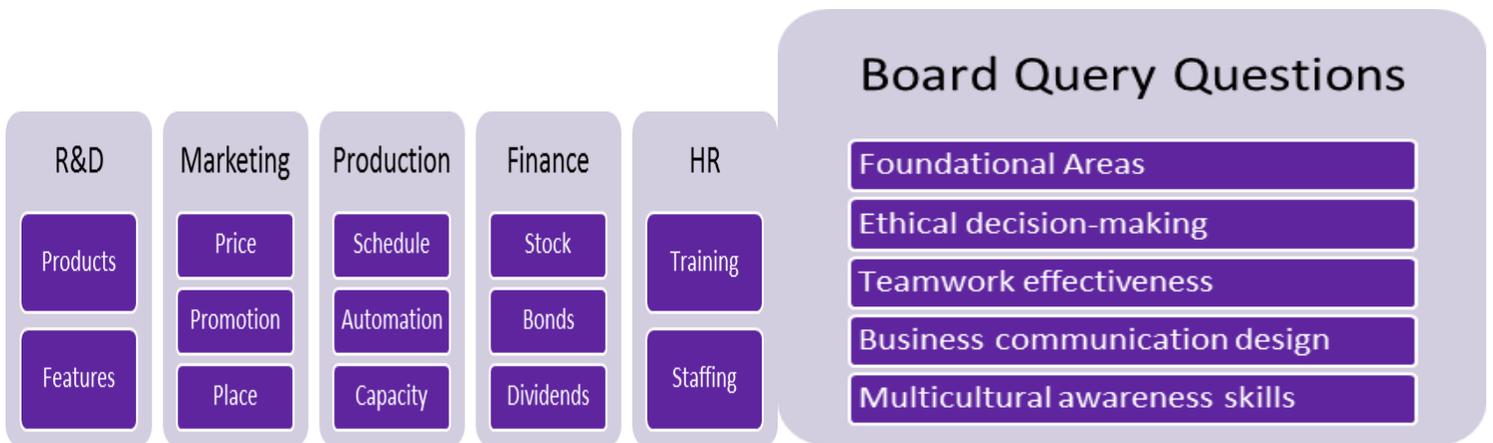
As noted in previous Curriculum Management Reports, The Assurance of Learning (“AOL”) process for the BBA was significantly revised in the 2015-2016 and 2016-2017 academic years, and AOL continued under this new process in 2018-2019.

The primary method for AOL in the BBA continues to be the CAPSIM business simulation tool and the COMP XM exam. The CAPSIM is a dynamic, online business

¹ Please see the Appendix for a detailed list of course and program changes.

simulation tool that requires students to make business decisions in 5 areas (Research and Development, Marketing, Production, Finance, and Human Resources). Students then must answer “Board Query” questions on the COMP XM exam based upon the decisions made (see Figure 1).

Figure 1. – CAPSIM/COMP-XM Process



Upon completing the CAPSIM and COMP-XM, students are evaluated based upon a “Balanced Scorecard” which measures their performance in the simulation and on their scores on the Board Query questions (see Figure 2).

Figure 2. – Balanced Scorecard Areas of Performance

Financial	Customer	Internal Process	Learning and Growth
<ul style="list-style-type: none"> •stock price •profits •leverage 	<ul style="list-style-type: none"> •awareness •accessibility •customer satisfaction 	<ul style="list-style-type: none"> •contribution margin •plant utilization •working capital •inventory costs 	<ul style="list-style-type: none"> •turnover •productivity •material reduction

This AOL process is used to assess learning in the following 4 Learning Goals (each with two corresponding Learning Objectives):

Figure 3. – BBA Learning Goals and Objectives

BBA Learning Goals & Objectives

- | |
|--|
| <p>1. Our graduates will have <u>effective business writing, speaking, and interpersonal communication skills</u> for <u>team and leadership</u> contexts.</p> <p>a. In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.</p> <p>b. In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.</p> |
| <p>2. Our graduates will be able to use <u>critical thinking skills</u> to make business decisions informed by <u>data analysis and quantitative methods</u>.</p> <p>a. In a simulated business setting, our students will use appropriate data and quantitative analysis techniques to develop solutions to business problems.</p> <p>b. In a simulated business setting, our students will use critical thinking and decision-making skills to identify and resolve business problems.</p> |
| <p>3. Our graduates will be able to explore and <u>analyze ethical duties and dilemmas</u> inherent in a <u>diverse and global business environment</u>.</p> <p>a. In a simulated business setting, students will recognize and propose solutions to ethical dilemmas.</p> <p>b. In a simulated business setting, students will identify and analyze global and cross-cultural environmental business issues.</p> |
| <p>4. Our graduates will be able to <u>apply key business concepts</u> from across the <u>business foundation curriculum</u>.</p> <p>a. Students will complete a simulated business exercise applying the functional knowledge areas of business.</p> <p>b. In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.</p> |

The CAPSIM and COMP-XM exam data was reviewed in the 2019-2020 academic year to determine whether actions taken in the previous academic year resulted in improvement and what further actions to improve student learning outcomes might be necessary based upon this data. There were significant positive improvements in the CAPSIM/COMP-XM data this year that we believe are attributable to efforts to improve experiential learning in the curriculum taken in response to previous AOL data results. This process and its outcomes are discussed in more detail in the following sections.

MBA Assurance of Learning Process

As noted in previous Curriculum Management Reports, The Assurance of Learning (“AOL”) process for the BBA was significantly revised in the 2016-2017 academic year, and the new AOL process was implemented in the 2017-2018 academic year. AOL continued under this new process in 2018-2019. The learning goals and objectives for the MBA program are shown in the following figure:

Figure 4. – MBA Learning Goals and Objectives

- | MBA Learning Goals & Objectives | |
|---|---|
| 1. Students will demonstrate <u>leadership knowledge and ability to work effectively with work groups/teams</u> . | <p>a. Students will lead a group to successfully complete a business task.</p> <p>b. Students will work collaboratively with others to successfully complete a business task.</p> |
| 2. Students will demonstrate <u>effective business writing and oral communication skills</u> in a business environment. | <p>a. Students will effectively communicate business information in writing.</p> <p>b. Students will effectively communicate business information orally.</p> |

3. Students will demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.
- a. Students will integrate and apply the functional knowledge areas of business to make business decisions.
 - b. Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.
4. Students will demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.
- a. Students will use ethical reasoning to resolve business ethics dilemmas.
 - b. Students will be able to navigate the international issues that impact business operations in a global society.

AOL in the MBA is based upon the assessment of in-depth written and presentation assignments administered throughout the MBA curriculum. Due to the small size of our MBA programs, all of the courses necessary to assess these objectives are not offered in a single semester. Thus, AOL data recording occurs throughout an academic year and the data recorded is evaluated and acted upon in the following academic year. Below is a curriculum map setting forth the required classes of the MBA curriculum and mapping where these learning objectives are addressed in the curriculum.

Figure 5 – MBA Curriculum Map

	Accounting for Mgt.	Man. Comm.	Transntl. Bus. Law	Man. Eco.	Adv. Fin. Mgt.	Exec. Ldrshp.	Ops. Mgt.	Strategic Man.	Info. Sys.	Mkt. Mgt.
	ACC 511	BCM 520	BLW 547	ECO 520	FIN 514	GBU 550	MGT 571	MGT 517	MGT 581	MKT 513
Teamwork		X	X			X	X	X	X	X
Leadership			X			X		X		X
Written Communication	X	X	X		X			X	X	X
Oral Communication		X				X		X	X	X
Functional Knowledge Integration	X	X	X	X	X	X	X	X	X	X
Quantitative Analysis	X			X	X		X	X	X	X
Critical Thinking	X	X	X	X	X		X	X	X	X
Ethical Decsionmaking	X		X						X	X
Diversity/Global		X	X						X	X

Reporting AOL Information

While the ultimate goal of the AOL process is to improve student learning and not simply to generate data to report to external bodies, the College of Business is responsible to report data on student learning outcomes to various external bodies. Thus, the College of Business does have processes in place to collect and retain AOL data and to generate any necessary reports therefrom. All AOL data is ultimately reported through the University’s online AOL data management software “Nuventive Improve.” AOL data is collected at different levels and from different sources within the COB depending upon to whom it is reported:

Accrediting Body	AACSB	Southern Association of Colleges and Schools (Specific Degree Programs)	Texas Higher Education Coordinating Board (THECB)
Programs Assessed	<ul style="list-style-type: none"> • Bachelor of Business Administration (single degree) • Master of Professional Accountancy • Master of Business Administration 	<ul style="list-style-type: none"> • Bachelor of Business Administration with distinct majors <ul style="list-style-type: none"> • Master of Professional Accountancy • Master of Business Administration • Bachelor of Arts in Economics 	<ul style="list-style-type: none"> • General Education Core Courses within the College of Business

1. Association to Advance Collegiate Schools of Business (AACSB)

AACSB examines AOL at the programmatic level, which includes the BBA, MPA, and MBA. It does not examine assessment at the particular major level, thus all majors within the BBA degree are treated as one for the purposes of AOL.

2. Southern Association of Colleges and Schools (SACS)

SACS AOL at the specific major level. With respect to the undergraduate BBA majors, each major has one or more major-specific learning goals and objectives which are managed within each department.

3. Texas Higher Education Coordinating Board (THECB)

The THECB examines AOL for the general education core. Thus, for any classes offered by the College of Business that are part of the University's core curriculum, AOL data must be collected and reported.

This report will focus on providing information related to actions the Committee took with respect to the AOL data collected at the undergraduate program level (BBA) for AACSB.

IV. Assurance of Learning in the BBA (AACSB)

As previously noted, the BBA AOL program consists of 4 overall learning goals with 8 learning objectives. All four of these goals/objectives are directly assessed using the CAPSIM/COMP-XM instrument. The AOL Plan is summarized in the below table:

Bachelor of Business Administration (BBA) AOL Plan

Objective	Direct Assessment Method	Criterion (Benchmark)
1A. Effective business, writing, speaking, and interpersonal communication skills.	COMP-XM exam	Students will perform within 2 percent of the national average.
1B. Identify and analyze business team and leadership dynamics.	COMP-XM exam	Students will perform within 2 percent of the national average.
2A. Data and quantitative analysis techniques.	COMP-XM exam	Students will perform within 2 percent of the national average.
2B. Critical thinking and decision-making.	COMP-XM exam	Students will perform within 2 percent of the national average.
3.A. Identifying and resolving ethical dilemmas.	COMP-XM exam	Students will perform within 2 percent of the national average.
3.B. Identifying and analyzing global and cross-cultural business issues.	COMP-XM exam	Students will perform within 2 percent of the national average.
4.A. Functional knowledge application.	COMP-XM exam	Students overall class median percentile will be above the national 50 th percentile.
4.B. Functional knowledge competence.	COMP-XM exam	Students will perform within 2 percent of the national average.

Each of these learning objectives is assessed annual by the administration of the CAPSIM-COMP XM in the MGT 463 course. The remainder of this section will provide more detailed data on the assessment of each of these objectives, including the results for the offering of the CAPSIM/COMP-XM in Fall 2018.

BBA Learning Goal 1: Our graduates will have effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.

Objective 1A:	In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.
Foundation Curriculum Exposure:	MGT 272, BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463

Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to business communication.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students' results were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.												
Results:	<p style="text-align: center;">Score (% Correct)</p> <p>The bar chart displays the percentage of correct answers for five categories. The y-axis ranges from 0.00% to 100.00% in 10% increments. The x-axis categories and their corresponding scores are: Online (500) at 80.69% (red bar), Face to Face (022) at 83.87% (yellow bar), Face to Face (023) at 78.09% (purple bar), All Students at 80.83% (blue bar), and Peer Group at 62.60% (blue bar).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>80.69%</td> </tr> <tr> <td>Face to Face (022)</td> <td>83.87%</td> </tr> <tr> <td>Face to Face (023)</td> <td>78.09%</td> </tr> <tr> <td>All Students</td> <td>80.83%</td> </tr> <tr> <td>Peer Group</td> <td>62.60%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	80.69%	Face to Face (022)	83.87%	Face to Face (023)	78.09%	All Students	80.83%	Peer Group	62.60%
Category	Score (% Correct)												
Online (500)	80.69%												
Face to Face (022)	83.87%												
Face to Face (023)	78.09%												
All Students	80.83%												
Peer Group	62.60%												
Description:	Our students' results exceeded the national average, meeting our benchmark. The online and face to face sections reflected very similar results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.												
Actions:	As the communication results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in communication be taken in response to this data.												

BBA Learning Goal 1: Our graduates will have effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.

Objective 1B:	In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.												
Foundation Curriculum Exposure:	BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463												
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students’ results were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.												
Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <caption>Score (% Correct) Data</caption> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>69.73%</td> </tr> <tr> <td>Face to Face (022)</td> <td>74.55%</td> </tr> <tr> <td>Face to Face (023)</td> <td>76.43%</td> </tr> <tr> <td>All Students</td> <td>73.72%</td> </tr> <tr> <td>Peer Group</td> <td>58.67%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	69.73%	Face to Face (022)	74.55%	Face to Face (023)	76.43%	All Students	73.72%	Peer Group	58.67%
Category	Score (% Correct)												
Online (500)	69.73%												
Face to Face (022)	74.55%												
Face to Face (023)	76.43%												
All Students	73.72%												
Peer Group	58.67%												
Description:	Our students’ results exceeded the national average by a fair margin, more than meeting our benchmark. The online and face to face sections both reflected excellent results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.												
Actions:	As the teamwork results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in teamwork be taken in response to this data.												

BBA Learning Goal 2: Our graduates will be able to use critical thinking skills to make business decisions informed by data analysis and quantitative methods.

Objective 2A:	In a simulated business setting, our students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.												
Foundation Curriculum Exposure:	MGT 272, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463												
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to analytical and quantitative reasoning.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students' results were compared with the average results of a peer group of all nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.												
Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>68.15%</td> </tr> <tr> <td>Face to Face (022)</td> <td>61.48%</td> </tr> <tr> <td>Face to Face (023)</td> <td>69.34%</td> </tr> <tr> <td>All Students</td> <td>66.35%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	68.15%	Face to Face (022)	61.48%	Face to Face (023)	69.34%	All Students	66.35%	Peer Group	56.00%
Category	Score (% Correct)												
Online (500)	68.15%												
Face to Face (022)	61.48%												
Face to Face (023)	69.34%												
All Students	66.35%												
Peer Group	56.00%												
Description:	Our students' results exceeded the national average by a fair margin, more than meeting our benchmark. The online and face to face sections reflected similar results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.												

Actions:	As the data and quantitative analysis results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in data and quantitative analysis be taken in response to this data.
-----------------	--

BBA Learning Goal 2: Our graduates will be able to use critical thinking skills to make business decisions informed by data analysis and quantitative methods.

Objective 2B:	In a simulated business setting, our students will use critical thinking and decision-making skills to identify and resolve business problems.
Foundation Curriculum Exposure:	MGT 272, ACC 231, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to critical thinking and decision-making.
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students’ results were compared with the average results of a peer group of all nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.

<p>Results:</p>	<p style="text-align: center;">Score (% Correct)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Group</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>60.34%</td> </tr> <tr> <td>Face to Face (022)</td> <td>59.68%</td> </tr> <tr> <td>Face to Face (022)</td> <td>60.99%</td> </tr> <tr> <td>All Students</td> <td>60.35%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Online (500)	60.34%	Face to Face (022)	59.68%	Face to Face (022)	60.99%	All Students	60.35%	Peer Group	56.00%
Group	Score (% Correct)												
Online (500)	60.34%												
Face to Face (022)	59.68%												
Face to Face (022)	60.99%												
All Students	60.35%												
Peer Group	56.00%												
<p>Description:</p>	<p>Our students' overall results were in line with the national average, meeting our benchmark. The online and face to face sections reflected similar results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.</p>												
<p>Actions:</p>	<p>As the critical thinking and decision-making results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in critical thinking and decision-making be taken in response to this data.</p>												

BBA Learning Goal 3: Our graduates will be able to explore and analyze ethical duties and dilemmas inherent in a diverse and global business environment.

<p>Objective 3A:</p>	<p>In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.</p>
<p>Foundation Curriculum Exposure:</p>	<p>MGT 272, ACC 231, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463</p>
<p>Assessment Method:</p>	<p>In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.</p>
<p>Benchmark:</p>	<p>SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to ethical decision-making.</p>
<p>Data Collection:</p>	<p>The CAPSIM/COMP-XM was administered in the Fall 2018</p>

	<p>semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students’ results were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.</p>												
Results:	<table border="1"> <caption>Score (% Correct)</caption> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>74.71%</td> </tr> <tr> <td>Face to Face (022)</td> <td>74.19%</td> </tr> <tr> <td>Face to Face (023)</td> <td>76.43%</td> </tr> <tr> <td>All Students</td> <td>75.15%</td> </tr> <tr> <td>Peer Group</td> <td>56.11%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	74.71%	Face to Face (022)	74.19%	Face to Face (023)	76.43%	All Students	75.15%	Peer Group	56.11%
Category	Score (% Correct)												
Online (500)	74.71%												
Face to Face (022)	74.19%												
Face to Face (023)	76.43%												
All Students	75.15%												
Peer Group	56.11%												
Description:	<p>Our students’ overall results were in line with the national average, meeting our benchmark. The sections performed relatively comparably. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.</p>												
Actions:	<p>As the ethical decision-making results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in ethical decision-making be taken in response to this data.</p>												

BBA Learning Goal 3: Our graduates will be able to explore and analyze ethical duties and dilemmas inherent in a diverse and global business environment.

Objective 3B:	In a simulated business setting, our students will identify and analyze global and cross-cultural environmental business issues.
Foundation Curriculum Exposure:	MGT 272, ECO 231, ECO 232, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon

	this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to cross-cultural competence.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students’ results were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.												
Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>78.45%</td> </tr> <tr> <td>Face to Face (022)</td> <td>74.60%</td> </tr> <tr> <td>Face to Face (023)</td> <td>76.52%</td> </tr> <tr> <td>All Students</td> <td>76.48%</td> </tr> <tr> <td>Peer Group</td> <td>61.88%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	78.45%	Face to Face (022)	74.60%	Face to Face (023)	76.52%	All Students	76.48%	Peer Group	61.88%
Category	Score (% Correct)												
Online (500)	78.45%												
Face to Face (022)	74.60%												
Face to Face (023)	76.52%												
All Students	76.48%												
Peer Group	61.88%												
Description:	Our students’ overall results exceeded the national average, meeting our benchmark. The results for all sections exceeded the national average. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.												
Actions:	As the cross-cultural competence results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in cross-cultural competence be taken in response to this data.												

BBA Learning Goal 4: Our graduates will be able to apply key business concepts from across the business foundation curriculum and develop competency in the major business discipline.

Objective 4A:	Students will complete a simulated business exercise applying the functional knowledge areas of business.
----------------------	---

Foundation Curriculum Exposure:	MGT 272, ACC 231, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463										
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.										
Benchmark:	The COMP-XM overall class median percentile on the “Balanced Scorecard” for the simulation will be above the 50 th percentile for the peer group “All Capstone Undergrads.”										
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students’ results on the Balanced Scorecard measure of performance on the simulation were compared with the median results of a peer group of all nationwide undergraduate students who completed the CAPSIM exam as part of their capstone experience.										
Results:	<p style="text-align: center;">Score (Median Percentile)</p> <table border="1"> <thead> <tr> <th>Section</th> <th>Score (Median Percentile)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>40.00</td> </tr> <tr> <td>Face to Face (022)</td> <td>45.00</td> </tr> <tr> <td>Face to Face (023)</td> <td>28.00</td> </tr> <tr> <td>All Students</td> <td>37.67</td> </tr> </tbody> </table>	Section	Score (Median Percentile)	Online (500)	40.00	Face to Face (022)	45.00	Face to Face (023)	28.00	All Students	37.67
Section	Score (Median Percentile)										
Online (500)	40.00										
Face to Face (022)	45.00										
Face to Face (023)	28.00										
All Students	37.67										
Description:	Our students’ overall results were below the benchmark set, but were markedly improved from the 2017-2018 results (24.67 percentile). The online section and one face to face section showed substantial improvement, with section .022 coming relatively close to the benchmark. However, one face to face section lagged substantially, bringing down the overall average. There is no obvious reason for the decreased results in this section.										
Actions:	Based upon previous low results on this AOL metric, the COB has dedicated substantial efforts and resources to increase experiential learning across the curriculum to hopefully improve student’s ability to apply business problems to solve problems. These efforts are further discussed below The Committee believes that the										

improved results during this academic year show that these experiential learning efforts are leading to student improvement. Because the improvements being made are happening across the curriculum and at different student levels, the Committee believes that it will take more than one academic year for the full effect of these improvements to show in the results. Thus, the main action taken in response to these results is to continue the dedication of resources to these experiential learning efforts which will hopefully continue to lead to further improvement.

BBA Learning Goal 4: Our graduates will be able to apply key business concepts from across the business foundation curriculum and develop competency in the major business discipline.

Objective 4B:	In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.				
Foundation Curriculum Exposure:	MGT 272, ACC 231, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463				
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.				
Benchmark:	The class average score across each functional area tested by the Comp-XM exam will be within 2% of the average score of the population taking the exam.				
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2018 semester to three sections of the MGT 463 course – one online (463.500) with 29 students and two face to face (463.022 & .023) with 64 students. Our students’ results on the questions related to analytical and quantitative reasoning were compared with the average results of a peer group of all nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.				
Results:			F2018	F2018	
		Fall 2018	F2018(022)	(500)	F2018
	Functional Domain	Pop. Average	Class Average	Class Average	Class Average
	Accounting	63.00%	66.00%	62.00%	60.00%
	Finance	60.00%	56.00%	58.00%	56.00%
	Strategy	57.00%	60.00%	62.00%	62.00%
	Marketing	59.00%	59.00%	61.00%	65.00%

	Operations	54.00%	62.00%	59.00%	59.00%
	HR	60.00%	66.00%	70.00%	65.00%
	Average	58.83%	61.50%	62.00%	61.17%
	Class Avg.	61.54%			
Description:	Our students' overall results were above the benchmark. The results were relatively consistent across sections. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.				
Actions:	As the results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in cross-cultural competence be taken in response to this data.				

Indirect Assessment and Committee Recommended Actions for Continuous Improvement

The Committee reviewed and discussed the 2018-2019 academic year AOL data. As with the previous academic year, the data, as a whole, paints the picture that College of Business students are doing fairly well in learning and understanding fundamental business knowledge and that our Business Foundation curriculum does a good job of covering this material. As in previous years, the one area in which the AOL results were low is in the area of applying fundamental business knowledge. While students continue to lag in this area, with the exception of one course section, there was notable improvement in the results. The COB has devoted substantial resources and effort to using experiential learning techniques throughout the business school curriculum in an attempt to improve in this area, and these efforts appear to be beginning to bear some fruit. As the results still have not reached the desired level but are improving, the Committee believes that the efforts of the COB in this area are helping and should continue.

Some specific action items recommended by the Committee in previous academic years based upon these low results, and which continue to be implemented in the COB, are:

- Devoting funds towards rewards/stipends for faculty members providing particularly commendable experiential learning experiences;
- Changes have been made to faculty review/merit policy to de-emphasize student evaluations in the faculty review policy and instead focus on faculty using engaging experiential projects in classes as a measure for evaluating faculty effectiveness;

- Devoting money towards training faculty in the use of the case method of teaching in class, to bring more real world experience to the classroom;
 - In the Summer of 2018 a case workshop provided by the Ivey College of Business was brought to campus. Faculty attendance at the workshop was excellent, and faculty were excited to use what was learned to integrate more case learning into classes.
- Providing scholarship funds for all faculty members who use experiential learning in the classroom to use to reward students who excel on experiential projects; and
 - Faculty have been taking advantage of these funds and have increased experiential learning experiences in the curriculum and rewarded students for excelling in this area.
- The implementation of a pilot class of GBU 325 in Fall of 2018 that will utilize a business simulation as well as the case method of teaching to give students exposure to real world business reasoning earlier in the curriculum.
 - The pilot of the simulation experience in Fall 2018 was conducted. Students in the class were surveyed, and many of them found the simulation to be useful. However, the simulation was very difficult to administer because most of the students had not been exposed to all of the different areas of decision making found in the simulation. The students were not academically prepared to make informed decisions, particularly in the areas of finance and forecasting demand, making many of the decisions essentially random guesses. Thus, it was the opinion of the instructor that giving this simulation early on in the experience was not as beneficial as doing experiential learning assignments that are more specifically tailored to the students' academic level. These results were communicated to the Committee.

The overall goal of these recommendations is to ensure that throughout the curriculum students are doing more than just learning information, writing papers, and taking tests. Rather, the Committee felt that as frequently as possible throughout the curriculum, students should be applying the material learned in a professional setting, completing the types of tasks that they will in their careers. To accomplish this goal, processes, procedures, and rewards should be pursued to incentivize faculty to pursue these changes.

While the desired results have not yet been reached, the Committee is encouraged by the improved results, particularly the substantial increase in two sections. The Committee feels that since the actions being taken are spread throughout the curriculum and address students at multiple levels, it will be a multi-year process before improvement is shown. Thus, given the improvement shown, the nature of the changes made, and the level of resources committed to experiential learning, the Committee felt that the actions for continuous improvement are significant enough to reach the benchmark and should be continued in the current academic year.

V. Assurance of Learning in the MBA (AACSB)

During academic year 2018-2019, the results for academic year 2017-2018 in the MBA are assessed. New learning goals and objectives for the MBA as well as the AOL process to assess these learning goals began to be implemented in the 2017-2018 academic year.

Master of Business Administration (MBA) AOL Plan

Objective	Direct Assessment Method	Criterion (Benchmark)
1A. Lead a group to successfully complete a business task.	Various group exercises throughout curriculum, self-reporting instrument.	Average student score on numerical survey questions will be 3 or higher.
1B. Students will work collaboratively with others to successfully complete a business task.	Various group exercises throughout curriculum, self-reporting instrument.	Average student score on numerical survey questions will be 3 or higher.
2A. Effective written communication.	Standard rubric used to evaluate writing assignment in BLW 547.	Average score on each metric will be 2 or higher.
2B. Effective oral communication.	Standard rubric used to evaluate oral Presentation in MGT 517.	Average score on rubric will be 3 or higher.
3.A. Knowledge integration and application.	Written case assignment in MGT 517.	Average student score on each metric will be 2 or higher.
3.B. Quantitative analysis and critical thinking.	Written case assignment in FIN 514.	Average student score on each metric will be 2 or higher.
4.A. Resolving ethical dilemmas.	Written case assignment in BLW 547.	Average student score on each metric will be 2 or higher.
4.B. Navigate international issues.	Written case assignment in BLW 547.	Average student score on each metric will be 2 or higher.

MBA Learning Goal 1: Students will demonstrate leadership knowledge and ability by working effectively with work groups/teams.

Obj. 1A:	Students will lead a group to successfully complete a business task.
-----------------	--

Assessment Method:	Students will complete various group projects throughout the MBA curriculum. At the end of their MBA experience students will complete a self-reporting instrument in which they will report on whether/how their leadership skills have grown.												
Benchmark:	The average student score on the instrument questions with a numerical rating will be 3 or higher.												
Data Collection:	At the end of MGT 517, all students are administered a self-assessment instrument in which they reflect upon, rate, and comment upon the leadership experiences they have had throughout the MBA experience. Students self-assess how they have developed as leaders and the curricular and extra-curricular experiences that helped in this process.												
Results:	<table border="1"> <thead> <tr> <th>Leadership Scores</th> <th></th> <th></th> <th></th> </tr> <tr> <td></td> <td>Q. 1</td> <td>Q. 2</td> <td>Q.3</td> </tr> </thead> <tbody> <tr> <td>Average Rating (1-5 scale)</td> <td>3.625</td> <td>4.000</td> <td>3.875</td> </tr> </tbody> </table>	Leadership Scores					Q. 1	Q. 2	Q.3	Average Rating (1-5 scale)	3.625	4.000	3.875
Leadership Scores													
	Q. 1	Q. 2	Q.3										
Average Rating (1-5 scale)	3.625	4.000	3.875										
Description:	Our students evaluated themselves above the benchmark set on all of the self-assessment questions. The most important questions (Q.2 and Q.3) asked the students to rate their own leadership skills after completion of the MBA and to rate the leadership skills of classmates. The scores on these questions were well above the established criteria.												
Actions:	As student scores met the benchmark set, no specific actions were taken in this academic year.												

MBA Learning Goal 1: Students will demonstrate leadership knowledge and ability by working effectively with work groups/teams.

Obj. 1B:	Students will work collaboratively with others to successfully complete a business task.
Assessment Method:	Students will complete various group projects throughout the MBA curriculum. In MGT 517 students will complete a capstone case project in a group. Each student will complete a self-reporting instrument in which the student reflects upon how they functioned as a team member, how well the team as a whole functioned, and how/whether their ability to work collaboratively has increased by participating in the MBA program.
Benchmark:	The average student score on the instrument questions with a numerical rating will be 3 or higher.
Data Collection:	At the end of MGT 517, all students are administered a self-assessment instrument in which they reflect upon, rate, and comment upon the group experiences they have had throughout the MBA experience. Students self-assess how they have developed as group members/collaborators and the curricular and extra-

	curricular experiences that helped in this process.				
Results:	Teamwork Scores				
		Q. 1	Q. 2	Q.3	Q.4
	Average Rating (1-5 scale)	3.875	4.375	4.125	3.75
Description:	Our students evaluated themselves well above the benchmark set on all of the self-assessment questions. Overall the students reported that they felt the numerous group experiences in the MBA curriculum were valuable and their teamwork skills had developed well.				
Actions:	As student scores met the benchmark set, no specific actions were taken in this academic year.				

MBA Learning Goal 2: Students will demonstrate effective business writing and oral communication skills in a business environment.

Obj. 2A:	Students will effectively communicate business information in writing.				
Assessment Method:	In BLW 547 students will complete a written case project in which their writing skills will be evaluated using a standard rubric developed by the graduate faculty.				
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.				
Data Collection:	BLW 547 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete the written case assignment which is then evaluated by other graduate faculty members using the standardized rubric.				
Results:	Written Communication Scores				
		Organization	Development	Expression	
	Average Rating (1-3 scale)	2.4667	2.1333	1.7333	
Description:	Our students met the criteria on organization and development. However, for the students did quite poorly on expression (grammar, sentence structure, and writing mechanics). The main culprit seems to be a lack of effort put into editing mistakes out of their writing.				
Actions:	The main issue seems to be a lack of effort put into professionalism and paying attention to detail in writing. The graduate faculty have observed this across classes. Thus, the graduate faculty developed a “Faculty and Student MBA Expectations” document to distribute to students in all graduate classes to try to reinforce the importance of professionalism and attention to detail in all work at the graduate				

	level. This action is further discussed later in this section.
--	--

MBA Learning Goal 2: Students will demonstrate effective business writing and oral communication skills in a business environment.

Obj. 2B:	Students will effectively communicate business information orally.						
Assessment Method:	In MGT 517 students will complete a capstone case project which will require an oral presentation component and will be evaluated using a standard rubric developed by the graduate faculty.						
Benchmark:	The average student score the rubric will be 3 or higher (1 to 5 scale).						
Data Collection:	MGT 517 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete a final case project which includes an oral presentation component. Members of the graduate faculty watch the presentations and evaluate them using a standardized rubric.						
Results:	Oral Comm. Scores						
		States Purpose	Organizes Content	Supports Ideas	Uses Examples	Summarizes Ideas	Delivery
	Average Rating (1-5 scale)	3.93	3.86	3.62	3.93	3.67	4.19
Description:	Our students met the criteria on all of the components of the rubric. Overall, the faculty members evaluated the students well with respect to oral communication.						
Actions:	As student scores met the benchmark set, no specific actions were taken in this academic year.						

MBA Learning Goal 3: Students will demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.

Obj. 3A:	Students will integrate and apply the functional knowledge areas of business to make business decisions.
Assessment Method:	In MGT 517 students will complete a capstone case project which will require them to develop a solution to a business strategy problem utilizing the functional business knowledge developed throughout the curriculum. The final analysis will be evaluated

	using a standard rubric developed by the graduate faculty.				
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.				
Data Collection:	MGT 517 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete a final case project which includes a written case analysis. Members of the graduate faculty evaluate these analyses using a standardized rubric. The COB also occasionally has outside reviewers also evaluate the projects.				
Results:	Integration & Application scores				
		ID Issues	Analysis & Evaluation	Recommend Effective Solutions	Apply & Integrate Functional Knowledge
	Average Rating	2.292	1.875	2.125	1.875
Description:	Eight students were enrolled in MGT 517 and all had their case analysis evaluated. The analyses were evaluated by an internal faculty member reviewer as well as external reviewers (outside business professionals). 6 of the 8 external reviewers returned their reviews. With respect to the internal reviewer, the average ratings were: identification of problems (2); Analysis and evaluation of problems (1.625), Recommendations on effective solutions (1.875); Application and integration of functional knowledge (1.75). On the same measures, the external reviewers rated the papers: 2.5833; 2.25; 2.4167; and 2.0833. The combined average score was: 2.292; 1.875; 2.125; 1.875. Generally, where students struggled the most was on applying knowledge from across the curriculum to analyze the problem presented in the case and provide effective solutions to resolve it. Further data is provided in the attached spreadsheet.				
Actions:	The main issue seems to be a lack of effort put into professionalism and paying attention to detail in following instructions and completing projects. Additionally, the students seem to struggle with putting sufficient detail into using data to thoroughly analyze case problems and provide a solution. The graduate faculty have observed this across classes. Thus, the graduate faculty developed a "Faculty and Student MBA Expectations" document to distribute to students in all graduate classes to try to reinforce the importance of professionalism and attention to detail in all work at the graduate				

	level. This document also provides a framework to follow for solving business problems. This action is further discussed later in this section.
--	---

MBA Learning Goal 3: Students will demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.

Obj. 3B:	Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.			
Assessment Method:	In FIN 514 students will complete a case project in which they use quantitative analysis and critical thinking to propose solutions for the case, which will be evaluated using a standard rubric developed by the graduate faculty.			
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.			
Data Collection:	MGT 517 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete a final case project which includes a written case analysis. Members of the graduate faculty evaluate these analyses using a standardized rubric. The COB also occasionally has outside reviewers also evaluate the projects.			
Results:	Analysis/ Decisionmaking scores			
		Quant. Analysis	Critical Thinking - Conceptual	Critical Thinking - Problem Solving
	Average Rating	2.375	2.125	2.25
Description:	The students met the criteria for each metric except for quantitative analysis.			
Actions:	As the scores met the benchmark, no actions were taken at this time.			

MBA Learning Goal 4: Students will demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.

Obj. 4A:	Students will use ethical reasoning to resolve business dilemmas.											
Assessment Method:	In BLW 547 students will complete a written case project in which they use ethical reasoning to propose solutions for an international business ethics dilemma, which will be evaluated using a standard rubric developed by the graduate faculty.											
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.											
Data Collection:	BLW 547 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete the written case assignment which is then evaluated by other graduate faculty members using the standardized rubric.											
Results:	<table border="1"> <tr> <td>Ethics</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Issue Identification</td> <td>Issue Resolution</td> </tr> <tr> <td>Average Rating (1-3 scale)</td> <td>2.66666667</td> <td>1.6</td> </tr> </table>	Ethics				Issue Identification	Issue Resolution	Average Rating (1-3 scale)	2.66666667	1.6		
Ethics												
	Issue Identification	Issue Resolution										
Average Rating (1-3 scale)	2.66666667	1.6										
Description:	The students met the criteria for identifying relevant ethical issues, but did not meet the criteria for issue resolution. Students struggled to provide an in-depth and thoughtful recommendation for how to resolve the ethical dilemma they identified.											
Actions:	The main issue seems to be a lack of effort put into professionalism and paying attention to detail in following instructions and completing projects. Additionally, the students seem to struggle with putting sufficient detail into using data to thoroughly analyze case problems and provide a solution. The graduate faculty have observed this across classes. Thus, the graduate faculty developed an “Faculty and Student MBA Expectations” document to distribute to students in all graduate classes to try to reinforce the importance of professionalism and attention to detail in all work at the graduate level. This document also provides a framework to follow for solving business problems. This action is further discussed later in this section.											

MBA Learning Goal 4: Students will demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.

Obj. 4B:	Students will be able to navigate the international issues that impact business operations in a global society.
Assessment Method:	In BLW 547 students will complete a written case project in which they use ethical reasoning to propose solutions for an international

	business ethics dilemma, which will be evaluated using a standard rubric developed by the graduate faculty.											
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.											
Data Collection:	BLW 547 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete the written case assignment which is then evaluated by other graduate faculty members using the standardized rubric.											
Results:	<table border="1"> <tr> <td>International Issue</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Issue Identification</td> <td>Issue Resolution</td> </tr> <tr> <td>Average Rating (1-3 scale)</td> <td>2.2222</td> <td>1.33333</td> </tr> </table>	International Issue				Issue Identification	Issue Resolution	Average Rating (1-3 scale)	2.2222	1.33333		
International Issue												
	Issue Identification	Issue Resolution										
Average Rating (1-3 scale)	2.2222	1.33333										
Description:	The students did not meet the criteria for providing solutions to resolve the international ethical issue they identified. While students did well identifying issues, they seemed to struggle to use critical thinking and analysis to provide sufficiently detailed and thoughtful recommendations for resolving the issues identified. Resolutions provided were very surface level.											
Actions:	The main issue seems to be a lack of effort put into professionalism and paying attention to detail in following instructions and completing projects. Additionally, the students seem to struggle with putting sufficient detail into using data to thoroughly analyze case problems and provide a solution. The graduate faculty have observed this across classes. Thus, the graduate faculty developed an “Faculty and Student MBA Expectations” document to distribute to students in all graduate classes to try to reinforce the importance of professionalism and attention to detail in all work at the graduate level. This document also provides a framework to follow for solving business problems. This action is further discussed later in this section.											

Graduate Council Recommended Actions for Continuous Improvement

The 2017-2018 AOL data showed that students struggled overall to conduct thorough case analysis and their written communication skills are still lacking. The Graduate Council decided to call a meeting of all graduate faculty to discuss whether these issues seem consistent across the graduate program curriculum and how they could be addressed. The general consensus was that students did have consistent problems with applying the knowledge they had learned in class to resolve case problems. Many

faculty believed that a large part of this is a lack of effort and perseverance on the part of students when confronted with difficult case problems.

In an effort to encourage a culture of putting forth effort/showing professionalism in work, graduate faculty developed a “Faculty/Student MBA Expectations” document to distribute in each graduate class. The goal of this document is to try to encourage consistent in effort and professionalism across the graduate school curriculum, both from faculty and students. The document provides guidance on the increased expectations of graduate students as well as provides some general guidance on the logical process to follow when resolving a business problem. This document first began to be used in the academic year 2018-2019.

The Graduate Council has continued to analyze the required MBA curriculum, and in the 2018-2019 year made a recommendation for revising this curriculum to include requiring a leadership course as well as a business analytics course. The proposal was rejected by the College Executive Council and returned for further analysis in the 2019-2020 academic year.

One substantial change to delivery method that was decided upon in the 2017-2018 academic year and was being carried out in the 2018-2019 academic year was that the MBA would begin to be offered in a Zoom format. Zoom is a teleconferencing software that allows distance learning students to attend class remotely. Several classrooms in the COB building have been outfitted as “Zoom rooms” to facilitate teaching through this method. Students have the option of attending class in person or via Zoom. It is not anticipated that this new delivery method will create any issues with the existing AOL plan, but the plan will continue to be monitored to see if it needs to be adapted to this new delivery method. This new format will begin to be implemented in the 2019-2020 academic year.

VI. Assurance of Learning in the MPA (AACSB)

During academic year 2018/2019, the data collected from academic year 2017/2018 were reviewed and acted upon. AOL results are provided below.

MPA Learning Goal 1: Students will be able to apply accounting concepts and technology to solve problem.

Objective 1A:	Students will demonstrate appropriate knowledge of technical accounting concepts.
Assessment Method:	Direct assessment data will be collected in ACC 512 (Accounting Research) using selected cases.

Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	83% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	Although the results met the benchmark, the accounting faculty are still evaluating assessment methods for modification to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.

MPA Learning Goal 1: Students will be able to apply accounting concepts and technology to solve problem.

Objective 1B:	Students will develop critical thinking skills necessary to solve problems.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	71% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	Although the results met the benchmark, the accounting faculty are still evaluating assessment methods for modification to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.

MPA Learning Goal 1: Students will be able to apply accounting concepts and technology to solve problem.

Objective 1C:	Students will support conclusions using appropriate research and authoritative pronouncements.
----------------------	--

Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	71% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	Although the results met the benchmark, the accounting faculty are still evaluating assessment methods for modification to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.

MPA Learning Goal 1: Students will be able to apply accounting concepts and technology to solve problem.

Objective 1D:	Students will be able to analyze problems with appropriate methodologies.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	71% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	Although the results met the benchmark, the accounting faculty are still evaluating assessment methods for modification to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.

MPA Learning Goal 2: Students will demonstrate leadership and professional skills.

Objective 2A:	Students will communicate accounting information clearly and effectively.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	75% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	Although the results met the benchmark, the accounting faculty are still evaluating assessment methods for modification to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.

MPA Learning Goal 2: Students will demonstrate leadership and professional skills.

Objective 2B:	Students will develop skills to provide feedback on accounting issues.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	88% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	Although the results met the benchmark, the accounting faculty are still evaluating assessment methods for modification to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.

MPA Learning Goal 3: Develop the students' ability to assess current professional and accounting issues.

Objective 3A:	Recognize and address ethical and global responsibility issues related to the accounting profession.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 24 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	71% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

Indirect Assessment Graduate Council Recommended Actions for Continuous Improvement

In addition to the direct assessment discussed above, the School of Accounting also conducts indirect assessment through conducting a survey of MPA students. Students are asked to rate their preparedness in the various area evaluated by the above learning objectives. The MPA student survey results were positive and overall showed that the MPA students considered themselves to be well prepared.

Appendix – Detailed Course and Program Modifications

Course Additions/Modifications

BLW 350 – Business Regulation

Course Removal

Removal of BLW 350 due to lack of student interests and to provide room for addition of BLW 355.

BLW 355 – Sports and Entertainment Law

Course Addition

This class was added to provide another course option for Sports Business majors.

Program Additions/Modifications

BBA in Business Economics and BA in Economics

Program Modification. Slight modifications were made that were not substantive, but were simply related to the listing in the catalog and adjusting it to meet university requirements.

Management Major

Program Modification. Slight modifications were made that were not substantive, but were simply related to catalog updates to reflect courses that had been added over the previous years.

Legal Studies Minor

Program addition. Added a Legal Studies minor in the Department of Business Communication and Legal Studies due to frequent student inquiries into such a minor.