



**RUSCHE**  
COLLEGE OF BUSINESS

**Curriculum  
Management Report  
2019–2020**



*Experience Business.*<sup>TM</sup>  
**LEARN ↗ LAUNCH ↗ LEAD**

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# I. Overview

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The academic year 2019-2020 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, the focus on experiential learning appears to have driven improved AOL results and will continue. 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

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Curriculum Changes for the 2019-2020 academic year consisted of various course and program modifications as well as additions of courses to serve new and existing programs. The main program change was the approval of a new BBA in Entrepreneurship and modifications to the existing Entrepreneurship minor. A task force was convened to discuss the addition of new programs and courses in the area of Business/Data Analytics. This task course continues to meet, but no program modifications were ready for approval in academic year 2019-2020.

The following table summarizes the courses and programs that had modifications:<sup>1</sup>

Name	Category	Type	Dept
<b>BUSI 4330 – Applied Data Visualization</b>	Course	Addition	BCLS
<b>MGMT 4393 – Entrepreneurial Finance</b>	Course	Addition	MMIB
<b>FINC 3365 – Principles of Real Estate Investment &amp; Finance</b>	Course	Addition	ECOFIN
<b>ACCT 4343 – Tax Business</b>	Course	Modification	ACCT
<b>BUSI 4340 – Data Management for Business</b>	Course	Modification	BCLS
<b>MGMT 3372 – Supply Chain Management</b>	Course	Modification	MMIB
<b>FINC 3366 – Real Estate Law</b>	Course	Modification	ECOFIN
<b>FIN 265 – Real Estate Principles</b>	Course	Deletion	ECOFIN
<b>FIN 268 – Real Estate Appraisal</b>	Course	Deletion	ECOFIN
<b>BBA in Entrepreneurship</b>	Program	Addition	MMIB
<b>BBA in Accounting</b>	Program	Modification	ACCT

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<sup>1</sup> Please see the Appendix for a detailed list of course and program changes.

<b>BBA in Sports Business</b>	Program	Modification	MMIB
<b>Entrepreneurship Minor</b>	Program	Modification	MMIB
<b>Legal Studies Minor</b>	Program	Modification	BCLS
<b>Management Minor for BBA Candidate</b>	Program	Modification	MMIB
<b>Management BBA</b>	Program	Modification	MMIB
<b>Sports Business BBA - various tracks</b>	Program	Deletion	MMIB

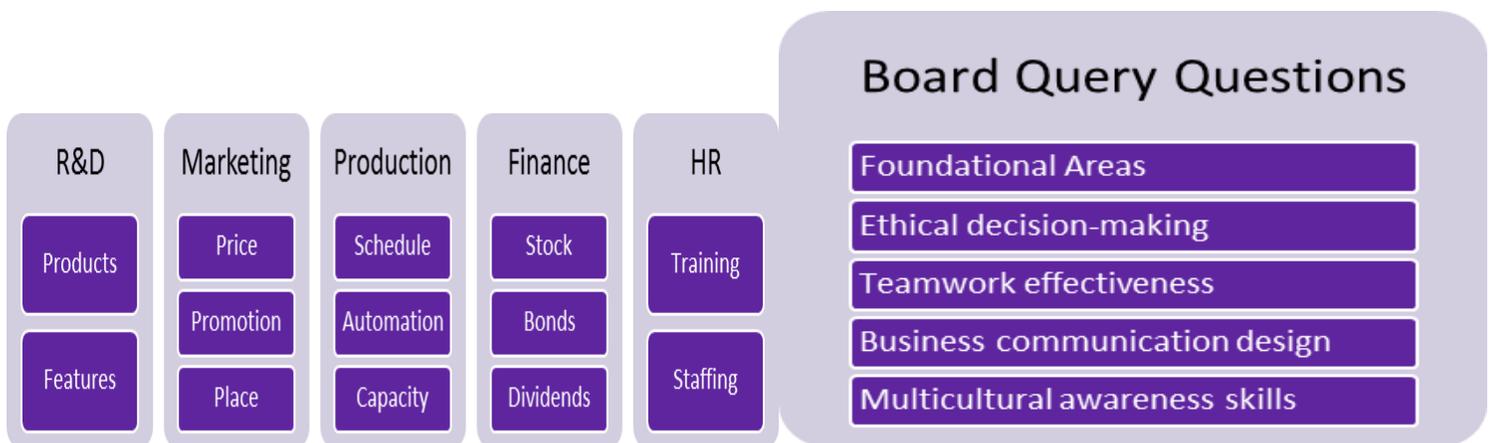
### III. Assurance of Learning Process

#### 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 2019-2020.

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 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"> <li>•stock price</li> <li>•profits</li> <li>•leverage</li> </ul>	<ul style="list-style-type: none"> <li>•awareness</li> <li>•accessibility</li> <li>•customer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>•contribution margin</li> <li>•plant utilization</li> <li>•working capital</li> <li>•inventory costs</li> </ul>	<ul style="list-style-type: none"> <li>•turnover</li> <li>•productivity</li> <li>•material reduction</li> </ul>

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

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

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 2019-2020. The learning goals and objectives for the MBA program are shown in the following figure:

**Figure 4. – MBA Learning Goals and Objectives**

<b>MBA Learning Goals &amp; Objectives</b>	
1. Students will demonstrate <u>leadership knowledge and ability to work effectively with work groups/teams</u> .	<ul style="list-style-type: none"> <li>a. Students will lead a group to successfully complete a business task.</li> <li>b. Students will work collaboratively with others to successfully complete a business task.</li> </ul>
2. Students will demonstrate <u>effective business writing and oral communication skills</u> in a business environment.	<ul style="list-style-type: none"> <li>a. Students will effectively communicate business information in writing.</li> <li>b. Students will effectively communicate business information orally.</li> </ul>
3. Students will demonstrate <u>application and integration of the functional knowledge areas of business</u> along with <u>critical thinking and quantitative analysis</u> to solve managerial problems.	<ul style="list-style-type: none"> <li>a. Students will integrate and apply the functional knowledge areas of business to make business decisions.</li> <li>b. Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.</li> </ul>
4. Students will demonstrate the ability to <u>recognize and resolve ethical dilemmas</u> confronting managers in a <u>diverse and global business environment</u> .	<ul style="list-style-type: none"> <li>a. Students will use ethical reasoning to resolve business ethics dilemmas.</li> <li>b. Students will be able to navigate the international issues that impact business operations in a global society.</li> </ul>

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"> <li>• Bachelor of Business Administration (single degree)</li> <li>• Master of Professional Accountancy</li> <li>• Master of Business Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor of Business Administration with distinct majors</li> <li>• Master of Professional Accountancy</li> <li>• Master of Business Administration</li> <li>• Bachelor of Arts in Economics</li> </ul>	<ul style="list-style-type: none"> <li>• General Education Core Courses within the College of Business</li> </ul>

### 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)**

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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**

<b>Objective</b>	<b>Direct Assessment Method</b>	<b>Criterion (Benchmark)</b>
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 <sup>th</sup> 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 2019.

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

<b>Objective 1A:</b>	In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.
<b>Foundation Curriculum Exposure:</b>	MGT 272, BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to business communication.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2019 semester to three sections of the MGT 463 course – one online (463.500) with 30 students and two face to face (463.023 & .003) with 69 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><b>Results:</b></p>	<p style="text-align: center;"><b>Score (% Correct)</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>87.33%</td> </tr> <tr> <td>Face to Face (022)</td> <td>85.15%</td> </tr> <tr> <td>Face to Face (023)</td> <td>77.50%</td> </tr> <tr> <td>All Students</td> <td>83.03%</td> </tr> <tr> <td>Peer Group</td> <td>62.60%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Online (500)	87.33%	Face to Face (022)	85.15%	Face to Face (023)	77.50%	All Students	83.03%	Peer Group	62.60%
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All Students	83.03%												
Peer Group	62.60%												
<p><b>Description:</b></p>	<p>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.</p>												
<p><b>Actions:</b></p>	<p>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.</p>												

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

<p><b>Objective 1B:</b></p>	<p>In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.</p>
<p><b>Foundation Curriculum Exposure:</b></p>	<p>BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463</p>
<p><b>Assessment Method:</b></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><b>Benchmark:</b></p>	<p>SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.</p>
<p><b>Data Collection:</b></p>	<p>The CAPSIM/COMP-XM was administered in the Fall 2019 semester to three sections of the MGT 463 course – one online</p>

	(463.500) with 30 students and two face to face (463.023 & .003) with 69 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.												
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></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>75.55%</td> </tr> <tr> <td>Face to Face (022)</td> <td>78.79%</td> </tr> <tr> <td>Face to Face (023)</td> <td>72.53%</td> </tr> <tr> <td>All Students</td> <td>75.53%</td> </tr> <tr> <td>Peer Group</td> <td>58.67%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	75.55%	Face to Face (022)	78.79%	Face to Face (023)	72.53%	All Students	75.53%	Peer Group	58.67%
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All Students	75.53%												
Peer Group	58.67%												
<b>Description:</b>	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.												
<b>Actions:</b>	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.**

<b>Objective 2A:</b>	In a simulated business setting, our students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.
<b>Foundation Curriculum Exposure:</b>	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
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.

<b>Benchmark:</b>	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.														
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2019 semester to four sections of the MGT 463 course – one online (463.500) with 30 students and three face to face (463.023, .003, and .001) with 122 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.														
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p> <table border="1"> <thead> <tr> <th>Section</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>71.18%</td> </tr> <tr> <td>Face to Face (023)</td> <td>59.36%</td> </tr> <tr> <td>Face to Face (003)</td> <td>63.40%</td> </tr> <tr> <td>Face to Face (001)</td> <td>63.15%</td> </tr> <tr> <td>All Students</td> <td>63.97%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Section	Score (% Correct)	Online (500)	71.18%	Face to Face (023)	59.36%	Face to Face (003)	63.40%	Face to Face (001)	63.15%	All Students	63.97%	Peer Group	56.00%
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Face to Face (003)	63.40%														
Face to Face (001)	63.15%														
All Students	63.97%														
Peer Group	56.00%														
<b>Description:</b>	Our students’ results exceeded the national average by a fair margin, more than meeting our benchmark. The online section performed better than the face to face sections, but 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. One additional sections completed the questions related to this item but not some of the other objectives due to inadvertently not offering those parts of the exam in the class.														
<b>Actions:</b>	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.**

<b>Objective 2B:</b>	In a simulated business setting, our students will use critical thinking and decision-making skills to identify and resolve business problems.														
<b>Foundation Curriculum Exposure:</b>	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														
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.														
<b>Benchmark:</b>	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.														
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2019 semester to four sections of the MGT 463 course – one online (463.500) with 30 students and three face to face (463.023, .003, and .001) with 122 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.														
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Face to Face (022)	55.90%														
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Peer Group	56.00%														
<b>Description:</b>	Our students’ overall results were in line with the national average, meeting our benchmark. The online section was slightly above the other sections, but all sections performed at or above 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. One additional sections completed the questions														

	related to this item but not some of the other objectives due to inadvertently not offering those parts of the exam in the class.
<b>Actions:</b>	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.

**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.**

<b>Objective 3A:</b>	In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.
<b>Foundation Curriculum Exposure:</b>	MGT 272, ACC 231, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	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.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2019 semester to three sections of the MGT 463 course – one online (463.500) with 30 students and two face to face (463.023 & .003) with 69 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><b>Results:</b></p>	<p style="text-align: center;"><b>Score (% Correct)</b></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>75.00%</td> </tr> <tr> <td>Face to Face (022)</td> <td>70.61%</td> </tr> <tr> <td>Face to Face (023)</td> <td>71.11%</td> </tr> <tr> <td>All Students</td> <td>72.12%</td> </tr> <tr> <td>Peer Group</td> <td>54.80%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Online (500)	75.00%	Face to Face (022)	70.61%	Face to Face (023)	71.11%	All Students	72.12%	Peer Group	54.80%
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Face to Face (022)	70.61%												
Face to Face (023)	71.11%												
All Students	72.12%												
Peer Group	54.80%												
<p><b>Description:</b></p>	<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>												
<p><b>Actions:</b></p>	<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.**

<p><b>Objective 3B:</b></p>	<p>In a simulated business setting, our students will identify and analyze global and cross-cultural environmental business issues.</p>
<p><b>Foundation Curriculum Exposure:</b></p>	<p>MGT 272, ECO 231, ECO 232, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463</p>
<p><b>Assessment Method:</b></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><b>Benchmark:</b></p>	<p>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.</p>
<p><b>Data Collection:</b></p>	<p>The CAPSIM/COMP-XM was administered in the Fall 2019 semester to three sections of the MGT 463 course – one online</p>

	(463.500) with 30 students and two face to face (463.023 & .003) with 69 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.												
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>80.42%</td> </tr> <tr> <td>Face to Face (022)</td> <td>71.21%</td> </tr> <tr> <td>Face to Face (023)</td> <td>79.51%</td> </tr> <tr> <td>All Students</td> <td>77.02%</td> </tr> <tr> <td>Peer Group</td> <td>61.88%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Online (500)	80.42%	Face to Face (022)	71.21%	Face to Face (023)	79.51%	All Students	77.02%	Peer Group	61.88%
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<b>Description:</b>	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.												
<b>Actions:</b>	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.**

<b>Objective 4A:</b>	Students will complete a simulated business exercise applying the functional knowledge areas of business.
<b>Foundation Curriculum Exposure:</b>	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
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.

<b>Benchmark:</b>	The COMP-XM overall class median percentile on the “Balanced Scorecard” for the simulation will be above the 50 <sup>th</sup> percentile for the peer group “All Capstone Undergrads.”												
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2019 semester to four sections of the MGT 463 course – one online (463.500) with 30 students and three face to face (463.023, .003, and .001) with 122 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.												
<b>Results:</b>	<p style="text-align: center;"><b>Score (Median Percentile)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Section</th> <th>Median Percentile</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>35%</td> </tr> <tr> <td>Online (500)</td> <td>56.00%</td> </tr> <tr> <td>Face to Face (003)</td> <td>55.00%</td> </tr> <tr> <td>Face to Face (023)</td> <td>55.00%</td> </tr> <tr> <td>All Students</td> <td>48.22%</td> </tr> </tbody> </table>	Section	Median Percentile	Face to Face (001)	35%	Online (500)	56.00%	Face to Face (003)	55.00%	Face to Face (023)	55.00%	All Students	48.22%
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<b>Description:</b>	Our students’ overall results were only slightly below the 50 <sup>th</sup> percentile median benchmark we had set, which is a marked improvement from previous years. The online and face to face sections were substantially similar, other than 1 face to face section which was substantially lower. 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. It is not clear why this one section was substantially lower, but it is responsible for dragging down the overall results. There are two plausible reasons: 1. The section had approximately 20 more students than the other sections, and 2. It was being taught by a new faculty member who was using the COMP-XM and CAPSIM for the first time.												
<b>Actions:</b>	Previous CAPSIM results have been far below the benchmark, and this has been the focus of our AOL results for the prior two years. 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. The Committee believes that these increased												

	results on this simulation are a result of these experiential learning efforts leading to student improvement. The main action to be taken is that these efforts will continue and will hopefully continue to lead to further improvement.
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**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.**

<b>Objective 4B:</b>	In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.																																																						
<b>Foundation Curriculum Exposure:</b>	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																																																						
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<b>Benchmark:</b>	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.																																																						
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2019 semester to four sections of the MGT 463 course – one online (463.500) with 30 students and three face to face (463.023, .003, and .001) with 122 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.																																																						
<b>Results:</b>	<table border="1"> <thead> <tr> <th>Functional Domain</th> <th>Fall 2019 Pop. Average</th> <th>F2019(023 ) Class Average</th> <th>F2019 (500) Class Average</th> <th>F2019 (003) Class Average</th> <th>F2019 (0001&amp;2 ) Class Average</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>65.00%</td> <td>64.00%</td> <td>66.00%</td> <td>67.00%</td> <td>59.00%</td> </tr> <tr> <td>Finance</td> <td>61.00%</td> <td>56.00%</td> <td>61.00%</td> <td>59.00%</td> <td>52.00%</td> </tr> <tr> <td>Strategy</td> <td>59.00%</td> <td>58.00%</td> <td>65.00%</td> <td>61.00%</td> <td>60.00%</td> </tr> <tr> <td>Marketing</td> <td>62.00%</td> <td>62.00%</td> <td>68.00%</td> <td>63.00%</td> <td>67.00%</td> </tr> <tr> <td>Operations</td> <td>57.00%</td> <td>60.00%</td> <td>65.00%</td> <td>63.00%</td> <td>60.00%</td> </tr> <tr> <td>HR</td> <td>61.00%</td> <td>66.00%</td> <td>69.00%</td> <td>70.00%</td> <td>74.00%</td> </tr> <tr> <td><b>Average</b></td> <td><b>60.83%</b></td> <td><b>61.00%</b></td> <td><b>65.67%</b></td> <td><b>63.83%</b></td> <td><b>62.00%</b></td> </tr> <tr> <td><b>Class Avg.</b></td> <td><b>62.94%</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Functional Domain	Fall 2019 Pop. Average	F2019(023 ) Class Average	F2019 (500) Class Average	F2019 (003) Class Average	F2019 (0001&2 ) Class Average	Accounting	65.00%	64.00%	66.00%	67.00%	59.00%	Finance	61.00%	56.00%	61.00%	59.00%	52.00%	Strategy	59.00%	58.00%	65.00%	61.00%	60.00%	Marketing	62.00%	62.00%	68.00%	63.00%	67.00%	Operations	57.00%	60.00%	65.00%	63.00%	60.00%	HR	61.00%	66.00%	69.00%	70.00%	74.00%	<b>Average</b>	<b>60.83%</b>	<b>61.00%</b>	<b>65.67%</b>	<b>63.83%</b>	<b>62.00%</b>	<b>Class Avg.</b>	<b>62.94%</b>				
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<b>Description:</b>	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.
<b>Actions:</b>	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 2019-2020 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. A noted bright spot of the AOL results this year was the substantial improvement on the CAPSIM simulation used to assess students ability to apply functional knowledge to make business decisions. In previous years our students' results have been substantially lower than our benchmark in this area. Based upon these previous results, the COB has devoted substantial resources and effort to using experiential learning techniques throughout the business school curriculum.

Some specific action items recommended by the Committee in previous academic years based upon these low results, and which have been 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;
- 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

- 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 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.

It appears that these changes have had the desired effect of increasing students' ability to apply business knowledge to solve practical problems, as reflected in the improved results on the CAPSIM. The Committee feels that based upon the dramatic increase in results that were very near the benchmark, the appropriate action is to continue to implement the existing experiential learning efforts, as it appears that these actions are yielding results.

The Committee decided to collect additional indirect data during the academic year to add more depth to the analysis of the direct data from the CAPSIM/COMP-XM results. A Focus Group was conducted with numerous business professionals who were present on campus for the COB's annual College to Career ("C2C") conference. The participants were asked questions regarding how well our graduates perform across the four learning objectives. The issues most commonly raised by the members of the focus group related to being able to communicate properly in a professional setting as well as being able to apply business information to solve problems. The focus group participants indicated the same issues that are data reflected – that graduates seem to struggle with applying the business knowledge they have learned to identify and resolve problems.

## **V. Assurance of Learning in the MBA (AACSB)**

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During academic year 2019-2020, the results for academic year 2018-2019 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**

<b>Objective</b>	<b>Direct Assessment Method</b>	<b>Criterion (Benchmark)</b>
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.**

<b>Obj. 1A:</b>	Students will lead a group to successfully complete a business task.															
<b>Assessment Method:</b>	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.															
<b>Benchmark:</b>	The average student score on the instrument questions with a numerical rating will be 3 or higher.															
<b>Data Collection:</b>	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.															
<b>Results:</b>	<table border="1"> <thead> <tr> <th>Leadership Scores</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>Q. 1</td> <td>Q. 2</td> <td>Q.3</td> </tr> <tr> <td>Average Rating (1-5 scale)</td> <td>3.785714</td> <td>4.425</td> <td>4.02381</td> </tr> </tbody> </table>	Leadership Scores					Q. 1	Q. 2	Q.3	Average Rating (1-5 scale)	3.785714	4.425	4.02381			
Leadership Scores																
	Q. 1	Q. 2	Q.3													
Average Rating (1-5 scale)	3.785714	4.425	4.02381													
<b>Description:</b>	Our students evaluated themselves well 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.
<b>Actions:</b>	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.**

<b>Obj. 1B:</b>	Students will work collaboratively with others to successfully complete a business task.															
<b>Assessment Method:</b>	Students will complete various group projects throughout the MBA curriculum. In <b>MGT 517</b> 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.															
<b>Benchmark:</b>	The average student score on the instrument questions with a numerical rating will be 3 or higher.															
<b>Data Collection:</b>	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.															
<b>Results:</b>	<table border="1"> <thead> <tr> <th>Teamwork Scores</th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th>Q. 1</th> <th>Q. 2</th> <th>Q.3</th> <th>Q.4</th> </tr> </thead> <tbody> <tr> <td>Average Rating (1-5 scale)</td> <td>4.071429</td> <td>4.642857</td> <td>4.52381</td> <td>4.238095</td> </tr> </tbody> </table>	Teamwork Scores						Q. 1	Q. 2	Q.3	Q.4	Average Rating (1-5 scale)	4.071429	4.642857	4.52381	4.238095
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<b>Description:</b>	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.															
<b>Actions:</b>	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.**

<b>Obj. 2A:</b>	Students will effectively communicate business information in writing.
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<b>Assessment Method:</b>	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.				
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.				
<b>Data Collection:</b>	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.				
<b>Results:</b>	<b>Written Communication Scores</b>				
		Organization	Development	Expression	
	Average Rating (1-3 scale)	2.1333	2	1.6667	
<b>Description:</b>	Our students met the criteria on organization and development. However, for the second consecutive year 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.				
<b>Actions:</b>	As the main issue seems to be a lack of editing, the instructor in BLW 547 has begun to require students to submit a draft of their paper to the instructor for comment to hopefully reinforce the need to spend time editing their work for writing errors.				

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

<b>Obj. 2B:</b>	Students will effectively communicate business information orally.				
<b>Assessment Method:</b>	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.				
<b>Benchmark:</b>	The average student score the rubric will be 3 or higher (1 to 5 scale).				
<b>Data Collection:</b>	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 what the presentations and evaluate them using a standardized rubric.				
<b>Results:</b>	<b>Oral Comm. Scores</b>				

		States Purpose	Organizes Content	Speaks clearly, appropriate vocabulary	Comfort with audience	
	Average Rating (1-5 scale)	3.93	3.74	3.91	3.90	
<b>Description:</b>	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.					
<b>Actions:</b>	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.**

<b>Obj. 3A:</b>	Students will integrate and apply the functional knowledge areas of business to make business decisions.					
<b>Assessment Method:</b>	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.					
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.					
<b>Data Collection:</b>	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.					
<b>Results:</b>	<b>Integration &amp; Application scores</b>					
		ID Issues	Analysis & Evaluation	Recommend Effective Solutions	Apply & Integrate Functional Knowledge	

	Average Rating (internal review)	1.809524	1.380952381	1.404761905	1.26190476
	Average Rating (external review)	2.190476	2.047619048	1.714285714	1.85714286
<b>Description:</b>	During academic years 2018-2019, the results were reviewed by an internal reviewer as well as external reviewers. These external reviewers were faculty members at a sister institution. Based upon the internal review, the benchmark was not met for any of the metrics. The external reviewers were more positive on two of the metrics, but still rated the papers below the benchmark on recommending effective solutions and applying foundational knowledge. The graduate faculty have noticed that the main area students seem to struggle in when confronted with a business problem is using critical thinking to determine the appropriate business knowledge to apply to the problem and then generate an effective solution.				
<b>Actions:</b>	The professor in the class believes that the students need additional instruction on how to do critical thinking and analysis in a case context. Thus the instructor is spending more time earlier in the semester walking through the process of how to logically analyze and resolve a case problem. It is hoped that this additional in-depth explanation of the process will help students on their analysis skills on the case assignment. Other instructions in the graduate faculty that utilize cases have also stated that they will try to spend even more time walking students through how to logically analyze a problem and develop a solution.				

**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.**

<b>Obj. 3B:</b>	Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.
<b>Assessment Method:</b>	In <b>FIN 514</b> 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.
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.

<b>Data Collection:</b>	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.			
<b>Results:</b>	<b>Analysis/ Decisionmaking scores</b>			
		Quant. Analysis	Critical Thinking - Conceptual	Critical Thinking - Problem Solving
	Average Rating	1.5	2.25	2.25
<b>Description:</b>	The students met the criteria for each metric except for quantitative analysis.			
<b>Actions:</b>	Based upon low quantitative reasoning scores as well as a review of the MBA program curriculum, the graduate council is pursuing the development of a data analytics course, which will become a part of the required MBA curriculum. A task force has been established to begin pursuing the development of such a course. The graduate faculty believes that adding such a course to the MBA curriculum is important for students to be prepared for the modern data driven business environment, and will also give students more exposure to quantitative reasoning to help develop their skills in this area.			

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

<b>Obj. 4A:</b>	Students will use ethical reasoning to resolve business dilemmas.
<b>Assessment Method:</b>	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.
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.
<b>Data Collection:</b>	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.

<b>Results:</b>	<b>Ethics</b>		
		Issue Identification	Issue Resolution
	Average Rating (1-3 scale)	2.066666667	1.866666667
<b>Description:</b>	The students met the criteria for identifying relevant ethical issues, but did not meet the criteria for issue resolution. All the scores are improved from the previous year, students still struggle to provide an in-depth and thoughtful recommendation for how to resolve the ethical dilemma they identified.		
<b>Actions:</b>	The professor in the class believes that the students need additional instruction on how to do critical thinking and analysis in a case context and exactly that the instructor is looking for with respect to the ethical analysis. Thus the instructor is spending more time earlier in the semester walking through the process of how to logically analyze and resolve a case problem. It is hoped that this additional in-depth explanation of the process will help students on their analysis skills on the case assignment. Additionally, the instructor has started to require a draft to be submitted for critique earlier in the semester to give earlier guidance on how to improve in this area.		

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

<b>Obj. 4B:</b>	Students will be able to navigate the international issues that impact business operations in a global society.		
<b>Assessment Method:</b>	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.		
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.		
<b>Data Collection:</b>	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.		
<b>Results:</b>	<b>International Issue</b>		

		Issue Identification	Issue Resolution	
	Average Rating (1-3 scale)	1.733333333	1.4	
<b>Description:</b>	The students did not meet the criteria for identifying relevant international issues in the case as well as providing solutions to resolve them. While students did well identifying ethical issues (see above), they seemed to struggle to identify the international dimensions related to these issues. Students also continued 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.			
<b>Actions:</b>	The professor in the class believes that the students need additional instruction on how to do critical thinking and analysis in a case context and exactly that the instructor is looking for with respect to the ethical analysis. Thus the instructor is spending more time earlier in the semester walking through the process of how to logically analyze and resolve a case problem. It is hoped that this additional in-depth explanation of the process will help students on their analysis skills on the case assignment. Additionally, the instructor has started to require a draft to be submitted for critique earlier in the semester to give earlier guidance on how to improve in this area.			

**Graduate Council Recommended Actions for Continuous Improvement**

The 2018-2019 AOL data did show some improvement over the 2017-2018 data in some areas, but was still deficient in many of the same areas. Students still struggled overall to conduct thorough case analysis and their written communication skills are still lacking. The graduate council continues to have discussions regarding how best to approach this issue given that it is a multi-faceted problem. Students still seem to have problems bridging the “knowing-doing” gap and actually applying the knowledge learned in the class to a realistic problem. An additional issue which is more difficult to resolve is that some of the issues (particularly with writing) seem to be largely due to a lack of effort in editing.

In an effort to encourage a culture of putting forth effort/showing professionalism in work, the academic year 2018-2019 was the first year the graduate faculty distributed the “Faculty/Student MBA Expectations” document developed by the faculty in the 2017-2018 year. 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. There was some improvement in assessment results from the previous year, but it was not significant.

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. The graduate council continues to review the MBA curriculum, but one area where consensus has been reached is in the need for a data/business analytics course. This is seen both as a curricular need based upon the modern business environment’s use of data as well as a response to AOL deficiencies in quantitative analysis. A special COB task force has been assembled that is working on developing such a course, and it continues to meet during the academic year 2019-2020.

One substantial change to delivery method that began in academic year 2019-2020 was that the MBA began 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.

## **VI. Assurance of Learning in the MPA (AACSB)**

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During AY 2019/2020, the data collected from academic year 2018/2019 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.**

<b>Objective 1A:</b>	Students will demonstrate appropriate knowledge of technical accounting concepts.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACC 512 (Accounting Research) using selected cases.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.

<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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.**

<b>Objective 1B:</b>	Students will develop critical thinking skills necessary to solve problems.
<b>Assessment Method:</b>	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.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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.**

<b>Objective 1C:</b>	Students will support conclusions using appropriate research and authoritative pronouncements.
<b>Assessment Method:</b>	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.

<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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.**

<b>Objective 1D:</b>	Students will be able to analyze problems with appropriate methodologies.
<b>Assessment Method:</b>	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.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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.**

<b>Objective 2A:</b>	Students will communicate accounting information clearly and effectively.
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<b>Assessment Method:</b>	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.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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.**

<b>Objective 2B:</b>	Students will develop skills to provide feedback on accounting issues.
<b>Assessment Method:</b>	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.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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.**

<b>Objective 3A:</b>	Recognize and address ethical and global responsibility issues related to the accounting profession.
<b>Assessment Method:</b>	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.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
<b>Data Collection:</b>	A total of 11 students completed the assigned business case. This represents a census of the students enrolled in the course.
<b>Results:</b>	100% 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.
<b>Actions:</b>	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. Other than the area related to business tax discussed below, the MPA student survey results were positive and overall showed that the MPA students considered themselves to be well prepared.

The area of primary concern shown by the students was their preparedness in the area of business tax. ACC 443 (Tax of Business) was recently added as an undergraduate course requirement. This will expose students to additional business tax information along with ACC 543 (Advanced Tax 1) at the graduate level. Students did not start to take this course at the undergraduate level until Fall 2019. The accounting faculty will continue to evaluate these results next year to see if changes in the curriculum prove helpful.

# **Appendix – Detailed Course and Program Modifications**

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## **Course Additions/Modifications**

### **BUSI 4330 – Applied Data Visualization**

Course addition. A course in application of data visualization utilizing current tools in industry through creation of effective reports and dashboards. Includes study and application of technologies to facilitate the creation of data visualizations and data optimization.

### **MGMT 4393 – Entrepreneurial Finance**

Course addition. Entrepreneurial Finance focuses on issues critical to emerging businesses such as financial forecasting, sources of financing from formal to informal, financial management and financial problems unique to the firms in uncertain and high growth environments. Developed for the new BBA in Entrepreneurship.

### **FINC 3365 – Principles of Real Estate Investment and Finance**

Course addition. This course studies issues of investment and finance unique to real estate.

### **ACCT 4343 – Tax Business**

Course modification. A prerequisite was inadvertently lost in the course catalog, so class was modified to include it as the faculty still feel that having knowledge of ACC 343 (individual income tax) is necessary for the successful completion of this course. The course prefix and number change is to move to the TCCNS format.

### **BUSI 4340 – Data Management for Business**

Course modification. This course and its description have been updated to reflect changes in how data and records are kept in the modern business environment.

### **MGMT 3372 – Supply Chain Management**

Course modification. MGMT 3370 removed as a pre-requisite as teaching faculty felt it was not necessary and it kept construction management majors from taking the course.

### **FINC 3366 – Real Estate Law**

Course Modification. Form modification to change the numbering of the course.

### **FIN 265 – Real Estate Principles**

### **FIN 268 – Real Estate Appraisal**

Course Deletions. Courses had not been taught in some time and there was not faculty interest or expertise in teaching both courses. Teaching of real investment concepts replaced with recently approved course listed above – FINC 3365.

## **Program Additions/Modifications**

### **BBA in Entrepreneurship**

Program Addition. Based upon student need and interest and alignment with the COB mission, a new major in entrepreneurship was added.

### **Entrepreneurship Minor**

Program Modification. In conjunction with the new entrepreneurship major, the existing entrepreneurship minor was modified to reflect curricular needs.

### **BBA in Accounting**

Program Modification. Accounting ethics is currently offered at the undergraduate level. For students wishing to pursue their Certified Public Accountant (CPA) license, this offering is cumbersome because they are often required to retake an ethics course prior to obtaining their license. This occurs because of the time span between the time they take the course and the time they get their license under the Texas State Board of Public Accountancy (Board) guidelines. We are proposing this course to provide a more competitive opportunity for our students to take the Board required ethics course later in their coursework. This modification also corrects the curriculum to reflect changes to the curriculum that were approved last year but are not currently shown in the system. Specifically, ACC 4342 was removed from the curriculum last year and replaced with ACC 4343. However, this is not listed correctly in the bulletin.

### **BBA in Sports Business**

Program Modification. After our five year review (including evaluation of other AACSB peer schools), the department faculty came to the conclusion some changes are needed within the program. First, the concentrations are being deleted because we need to make major easier for off-site students (e.g. The Woodlands). Second, we want students to have the ability to take more electives within the major. Currently they would not be able to take all of our sport related business courses without using 6 hours of general electives to do this. Finally, we want to simplify the degree plan. Due to removal of tracks, change requirements from 3 hours from MKTG 3358, ECON 3359, BLW 3355; to 9 hours from MKTG 3358, ECON 3359, BLW 3355, MKTG 4170, or MGMT 4170

### **BBA in Sports Business**

Program Deletion. As noted in the description above, the department faculty wanted to simplify the BBA in Sports Business and remove the various tracks. These tracks that were deleted were in the areas of athletic administration, mass communication, hospitality administration, and outdoor recreation.

### **Legal Studies Minor**

Program modification. This minor was approved last year, and various elective options from legal classes outside the College of Business were added. This program modification changed these courses somewhat to reflect that some of the courses that were listed in the minor were not currently being offered in those departments.

Management Minor for BBA Candidate  
Program Modification. No substantive changes. The description in the bulletin was changed to reflect new course numbering.