



RUSCHE
COLLEGE OF BUSINESS

**Curriculum
Management Report
2021–2022**



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I. Overview

The academic year 2021-2022 represented a return to more normal course delivery, particularly during the Spring semester. In the undergraduate degree, we continue to pursue more experiential learning in the curriculum, and a return to more in-person classes should facilitate this effort. A big advance was made in the undergraduate curriculum this year with the approval of participation in the Career Success Passport Program as a required part of the BBA curriculum. We are hopeful that this will help students engage in more learning opportunities outside of the classroom, improving learning outcomes in several objectives. Additionally, the new required MBA courses that were approved in 2020-21 were implemented in 2021-22.

II. Curriculum Development and Review

Curriculum Changes for the 2021-2022 academic year consisted of various course and program modifications as well as additional courses to serve new and existing programs. The main program change was the introduction of a new zero credit hour Career Success Passport class which will have to be completed in order for students to graduate with a degree from the Rusche College of Business (“COB”). This will require all COB students to participate in the Career Success Passport Program, which we believe will be a significant benefit to our students.

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

Name	Category	Type	Dept
BUSI 1000 – Career Success Passport	Course	Addition	ALL
ACCT 5320 – Professional Communication for Accountants	Course	Addition	ACCT
ECON 4360 – Energy Economics	Course	Addition	ECOFIN
MGMT 3333 – Sustainability in Business Practices	Course	Addition	MMIB
MGMT 4373 – Strategic Human Resource Management	Course	Addition	MMIB
MGMT 3372 – Supply Chain Management	Course	Modification	MMIB
MGMT 4170 – Topics in Management	Course	Modification	MMIB
MGMT 4344 – Project Management	Course	Modification	MMIB
MGMT 2372 – Management and Productivity System	Course	Modification	MMIB
FINC 4375/4385 – Special Topics/Internships	Course	Modification	ECOFIN
FINC 4379 – Commercial Bank Lending	Course	Modification	ECOFIN

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

MGMT 4385 – Entrepreneurship: Opportunity Assessment	Course	Modification	MMIB
MKTG 3355 – Consumer Behavior	Course	Modification	MMIB
MGMT 4363 – Strategic Management	Course	Modification	MMIB
MKTG 4325 – Marketing Tech and Digital Media	Course	Modification	MMIB
MKTG 4355 – Marketing Research and Analytics	Course	Modification	MMIB
MKTG 4357 – Strategic Brand Marketing	Course	Modification	MMIB
All COB Degree Programs	Program	Modification	ALL
Banking Essentials Certificate	Program	Addition	ECOFIN
Digital Business Minor	Program	Addition	MMIB
HR Management BBA	Program	Modification	MMIB
Master of Professional Accountancy (MPA)	Program	Modification	ACCT

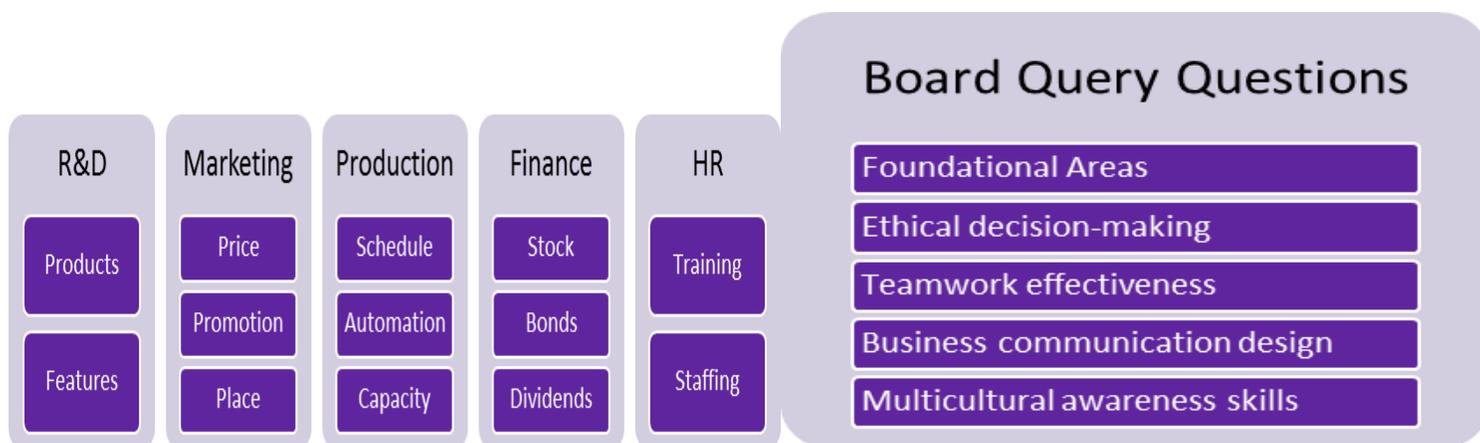
III. Assurance of Learning Process

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 2021-2022.

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"> •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</u> skills 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>

During the 2021-22 Academic Year, the Curriculum Map for the COB BBA Business Foundation curriculum was updated to ensure adequate coverage of these learning

objectives across the curriculum. The Curriculum Map was completed by surveying all full-time faculty teaching Business Foundation classes.

Figure 4 – BBA Curriculum Map

BBA Curriculum Map														
	MGMT 2372	ACCT 2301	ACCT 2302	ECON 2301	ECON 2302	BUSI 2304	BUSI 3325	FINC 3333	BLAW 3335	ECON 3339	MKTG 3351	MGMT 3370	MGMT 3371	MGMT 4363
1. Develop effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.														
Written Communication	M	M	N	E	E	E	E	N	E	E	E	M	N	E
Oral Communication	M	N	N	N	N	E	E	N	N	N	E	M	N	M
Interpersonal	M	N	N	E	N	E	E	N	M	E	E	E	N	E
Teamwork & Leadership	M	N	N	M	N	E	E	N	M	E	E	M	N	E
2. Use critical thinking skills to make business decisions informed by data analysis and quantitative methods.														
Critical Thinking	M	M	E	E	E	E	E	E	E	E	E	E	E	E
Data & Quant. Analysis	E	M	E	E	E	N	M	E	M	E	M	M	E	E
3. Explore and analyze ethical duties and dilemmas inherent the social and global business environment.														
Ethics	M	M	E	M	M	M	E	N	E	N	E	E	M	M
Global	M	M	N	M	M	M	E	N	M	N	E	E	M	M
4. Learn and apply key business concepts from across the business foundation curriculum and develop competency in the major discipline.														
Application	M	E	E	E	E	M	E	E	M	E	E	E	E	E
Key	E = Exposure				M = Minimal Exposure				N = No Exposure					

The CAPSIM and COMP-XM exam data was reviewed in the 2021-2022 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. Our students continued to do well in some areas of the CAPSIM/COMP-XM, but results degraded in others. We believe that at least some (perhaps a substantial) portion of this slide was due to difficulties in course delivery and student learning created by the COVID-19 pandemic. Nevertheless, efforts are underway to improve on these 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 MBA 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 2021-2022. The learning goals and objectives for the MBA program are shown in the following figure:

Figure 5. – 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>	<ul style="list-style-type: none"> a. Students will lead a group to successfully complete a business task. b. Students will work collaboratively with others to successfully complete a business task.
2. Students will demonstrate <u>effective business writing and oral communication skills</u> in a business environment.	<ul style="list-style-type: none"> a. Students will effectively communicate business information in writing. b. Students will effectively communicate business information orally.
3. Students will demonstrate <u>application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis</u> to solve managerial problems.	<ul style="list-style-type: none"> 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 <u>recognize and resolve ethical dilemmas</u> confronting managers in a <u>diverse and global business environment.</u>	<ul style="list-style-type: none"> 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.

During the 2021-22 Academic Year, the Curriculum Map for the COB MBA required curriculum was updated to ensure adequate coverage of these learning objectives across the curriculum. The Curriculum Map was completed by surveying all full-time faculty teaching MBA required classes.

Figure 6 – MBA Curriculum Map

	Data Options										MGMT Options		
	ACCT 5311	BUSI 5350	ECON 5320	FINC 5314	MGMT 5317	MKTG 5313	ACCT5366	BUSI 5380	ECON 5325	MGMT 5380	MGMT 5371	MGMT 5377	MGMT 5381
1. Students will demonstrate leadership knowledge and ability by working effectively with work groups/teams.													
Leadership	N	E	M	N	E	E	N	N	M	-	M	E	E
Teamwork	M	E	E	E	E	E	M	N	E	-	E	E	E
2. Students will demonstrate effective business writing and oral communication skills in a business environment.													
Writing	E	E	E	N	E	E	E	E	E	-	E	N	E
Oral	N	E	M	N	M	E	M	N	M	-	E	M	E
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.													
Integrate and apply	E	E	E	E	E	E	E	E	M	-	E	N	E
Quant. Analysis & Critical Thinking	E	M	E	E	E	E	E	E	E	-	E	N	E
4. Students will demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.													
Ethical Reasoning	M	E	M	N	M	E	E	E	N	-	N	E	E
International Issues	M	M	M	N	M	E	M	E	N	-	M	E	M
Key	E = Exposure					M = Minimal Exposure					N = No Exposure		

AOI in the MBA is based upon the assessment of in h wri nd presentation assignments ad the sm are not offered in a MBA program, all of the courses necessary to assess e obic

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.

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 recipient:

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 • 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 assesses 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.

While the COB does collected data for SACS and THECB, this report will solely focus on AOL data collected 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.	CAPSIM Simulation	Students overall class median percentile will be at or 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 annually by the administration of the CAPSIM-COMP XM in the MGMT 4363 course. Attached as Appendix 2 is a table

detailing BBA AOL results and action plans for the academic years since our last AACSB visit through the current AOL cycle.

The remainder of this section will provide more detailed data on the assessment of each of these objectives, including the results of the CAPSIM/COMP-XM administered in Fall 2021 and Spring 2022.

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:	MGMT 2372, ACCT 2301, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 4363
Assessment Method:	In the MGMT 4363 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 (63.20%) of "All Capstone Undergrads" on the COMP-XM questions related to business communication.
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students’ results were compared with the average results of a peer group of 5,000 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"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (002)</td> <td>66.32%</td> </tr> <tr> <td>Face to Face (001)</td> <td>58.67%</td> </tr> <tr> <td>Online (500)</td> <td>65.86%</td> </tr> <tr> <td>Face to Face (005)</td> <td>47.78%</td> </tr> <tr> <td>Online (502)</td> <td>62.50%</td> </tr> <tr> <td>Online (505)</td> <td>53.75%</td> </tr> <tr> <td>All Students</td> <td>59.63%</td> </tr> <tr> <td>Peer Group</td> <td>63.20%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Face to Face (002)	66.32%	Face to Face (001)	58.67%	Online (500)	65.86%	Face to Face (005)	47.78%	Online (502)	62.50%	Online (505)	53.75%	All Students	59.63%	Peer Group	63.20%
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Online (505)	53.75%																		
All Students	59.63%																		
Peer Group	63.20%																		
<p>Description:</p>	<p>This is the second year that results in this area did not meet the criterion set, which has historically been an area of strength. While there still seems to be some irregularity in results due to COVID, several actions are being taken to improve student learning in this important area.</p>																		
<p>Actions:</p>	<p>The following actions are being taken, which we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM:</p> <ol style="list-style-type: none"> 1. The Business Communication faculty have met and have revised the required Business Communication class curriculum to increase its rigor and also increase consistency across sections. This new curriculum will be implemented in AY 2022-23; 2. There was quite a bit of inconsistency across sections in the COMP-XM results. Some of this may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 3. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes. 4. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning. 																		

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

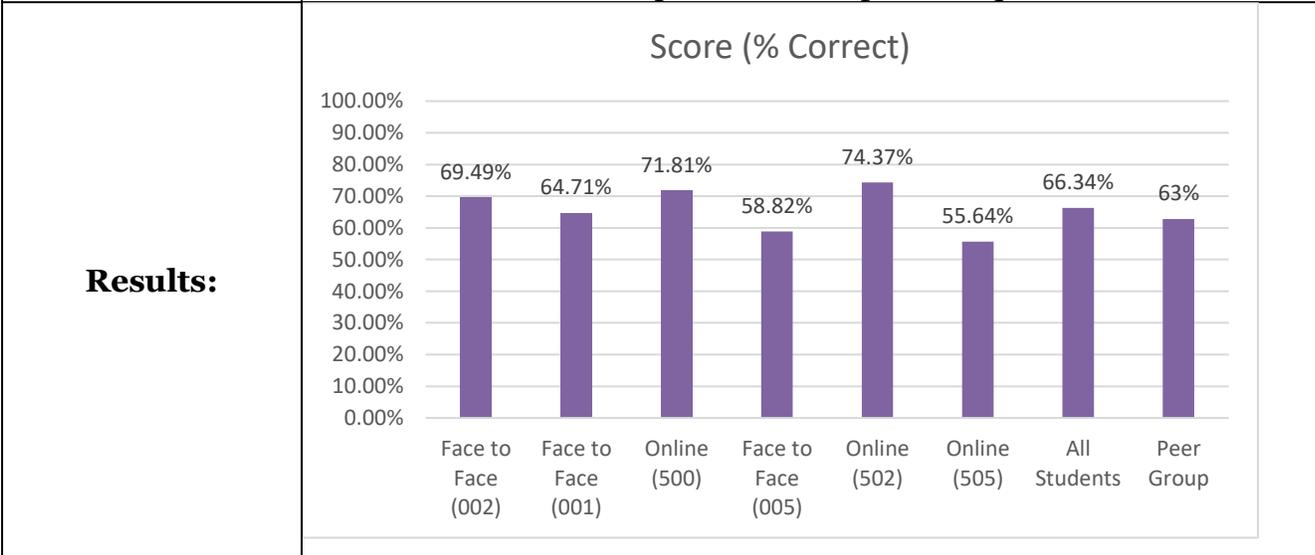
Objective 1B:	In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.																		
Foundation Curriculum Exposure:	MGMT 2372, BUSI 2304, ECON 2301, BUSI 3325, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 4363																		
Assessment Method:	In the MGMT 4363 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 (58.67%) of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.																		
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students’ results were compared with the average results of a peer group of 5,000 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>Section</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (002)</td> <td>69.53%</td> </tr> <tr> <td>Face to Face (001)</td> <td>65.19%</td> </tr> <tr> <td>Online (500)</td> <td>60.92%</td> </tr> <tr> <td>Face to Face (005)</td> <td>46.91%</td> </tr> <tr> <td>Online (502)</td> <td>53.57%</td> </tr> <tr> <td>Online (505)</td> <td>59.26%</td> </tr> <tr> <td>All Students</td> <td>59.09%</td> </tr> <tr> <td>Peer Group</td> <td>66.10%</td> </tr> </tbody> </table>	Section	Score (% Correct)	Face to Face (002)	69.53%	Face to Face (001)	65.19%	Online (500)	60.92%	Face to Face (005)	46.91%	Online (502)	53.57%	Online (505)	59.26%	All Students	59.09%	Peer Group	66.10%
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Online (505)	59.26%																		
All Students	59.09%																		
Peer Group	66.10%																		
Description:	This is the first year that results in this area, which has historically been an area of strength, were below the criterion set. While there still seems to be some irregularity in results due to COVID, and there																		

	was a fairly high degree of variability between sections for this particular objective, several actions are being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM
Actions:	<p>Actions being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM:</p> <ol style="list-style-type: none"> 1. There was quite a bit of inconsistency across sections in the COMP-XM results. Some of this may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes. 3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning. <p>As we believe teamwork and leadership dynamics are being adequately covered in our curriculum at this time, and this is the first year our results have dropped below the national average, no particular curricular interventions on this substantive area are being made at this time.</p>

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:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363
Assessment Method:	In the MGMT 4363 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 2021 semester to three sections of the MGMT 4363 course – two online

(4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students’ results were compared with the average results of a peer group of 4,081 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.



Description: We have increased our curricular focus on quantitative reasoning and the use of data, and this appears to be paying off, as results have improved substantially. However, efforts continue to further strengthen the use of data, technology, and quantitative reasoning in classes.

Actions: Specific actions taken include: ECON 3339 class has recently undergone some changes to include new experiential projects with quantitative reasoning. The Business Communication and Corporate Education Department has updated existing technology classes to focus more on presenting and using data with newer programs, have approved some new data visualization classes, and have hired new faculty who can teach data-based reasoning classes.

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	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG

Exposure:	3351, MGMT 3370, MGMT 3371, MGMT 4363																		
Assessment Method:	In the MGMT 4363 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 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students' results were compared with the average results of a peer group of 4,095 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.																		
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Section	Score (% Correct)																		
Face to Face (002)	64.46%																		
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Online (505)	52.08%																		
All Students	62.02%																		
Peer Group	60%																		
Description:	While we met our criterion in this area and have shown improvement, this continues to be an area in which we seek further improvement, as we believe that improvement in this area will help drive improvement in the area of application, where our students have struggled.																		
Actions:	See other action items related to the Passport Program, increase in using data in the curriculum, and increasing experiential learning, all of which we believe will also drive improvements on this objective. Additionally, the specific module related to critical thinking has been implemented in the BUSI 3325 class.																		

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 3A:	In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.																		
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363																		
Assessment Method:	In the MGMT 4363 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 ethical decision-making.																		
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students’ results were compared with the average results of a peer group of 5,000 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>Section</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (002)</td> <td>67.01%</td> </tr> <tr> <td>Face to Face (001)</td> <td>68.89%</td> </tr> <tr> <td>Online (500)</td> <td>68.20%</td> </tr> <tr> <td>Face to Face (005)</td> <td>37.45%</td> </tr> <tr> <td>Online (502)</td> <td>56.35%</td> </tr> <tr> <td>Online (505)</td> <td>70.37%</td> </tr> <tr> <td>All Students</td> <td>64.05%</td> </tr> <tr> <td>Peer Group</td> <td>58.00%</td> </tr> </tbody> </table>	Section	Score (% Correct)	Face to Face (002)	67.01%	Face to Face (001)	68.89%	Online (500)	68.20%	Face to Face (005)	37.45%	Online (502)	56.35%	Online (505)	70.37%	All Students	64.05%	Peer Group	58.00%
Section	Score (% Correct)																		
Face to Face (002)	67.01%																		
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Online (502)	56.35%																		
Online (505)	70.37%																		
All Students	64.05%																		
Peer Group	58.00%																		
Description:	Results showed substantial improvement this year, and met the criterion set.																		

Actions:	As results are strong in this area, this is not a particular area marked for curricular improvement at this time. However, action items related to participation in the Passport Program may drive further improvement in this area.
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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:	MGMT 2372, ACCT 2301, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363
Assessment Method:	In the MGMT 4363 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 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students' results were compared with the average results of a peer group of 5,000 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"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (002)</td> <td>64.06%</td> </tr> <tr> <td>Face to Face (001)</td> <td>64.17%</td> </tr> <tr> <td>Online (500)</td> <td>61.64%</td> </tr> <tr> <td>Face to Face (005)</td> <td>59.72%</td> </tr> <tr> <td>Online (502)</td> <td>63.39%</td> </tr> <tr> <td>Online (505)</td> <td>64.59%</td> </tr> <tr> <td>All Students</td> <td>62.82%</td> </tr> <tr> <td>Peer Group</td> <td>66.70%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Face to Face (002)	64.06%	Face to Face (001)	64.17%	Online (500)	61.64%	Face to Face (005)	59.72%	Online (502)	63.39%	Online (505)	64.59%	All Students	62.82%	Peer Group	66.70%
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All Students	62.82%																		
Peer Group	66.70%																		
<p>Description:</p>	<p>This is the first year that results in this area, which has historically been an area of strength, were below the criterion set. In 2021-22 the required curriculum was evaluated for coverage, and it appears that this area is well covered. While there still seems to be some irregularity in results due to COVID, several actions are being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM.</p>																		
<p>Actions:</p>	<p>Specific actions being taken are:</p> <ol style="list-style-type: none"> 1. Some of the decrease in results may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes. 3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning. <p>As we believe cross-cultural issues are being adequately covered in our curriculum at this time, and this is the first year our results have dropped below the national average, no particular curricular interventions on this substantive area are being made at this time.</p>																		

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:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363																
Assessment Method:	In the MGMT 4363 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 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 students. Our students’ results were compared with the median percentile score of all students nationally who participated in the simulation.																
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>Face to Face 002</td> <td>22</td> </tr> <tr> <td>Face to Face SP22 001</td> <td>31</td> </tr> <tr> <td>Online 500</td> <td>25.00</td> </tr> <tr> <td>Face to Face SP 22 005</td> <td>57.00</td> </tr> <tr> <td>Online 502</td> <td>38.50</td> </tr> <tr> <td>Online SP 22 505</td> <td>23.00</td> </tr> <tr> <td>All Students</td> <td>28.00</td> </tr> </tbody> </table>	Section	Score (Median Percentile)	Face to Face 002	22	Face to Face SP22 001	31	Online 500	25.00	Face to Face SP 22 005	57.00	Online 502	38.50	Online SP 22 505	23.00	All Students	28.00
Section	Score (Median Percentile)																
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Online 500	25.00																
Face to Face SP 22 005	57.00																
Online 502	38.50																
Online SP 22 505	23.00																
All Students	28.00																
Description:	This continues to be an area of struggle for our students. There still seems to be some irregularity in results due to COVID, several actions are being taken to improve student learning outcomes that																

	we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM.
Actions:	<p>Specific actions being taken are:</p> <ol style="list-style-type: none"> 1. There was quite a bit of inconsistency across sections in the COMP-XM results. Some of this may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes. 3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning. 4. We have increased exposure to reasoning with data in our curriculum, which we believe could drive further positive outcomes in this area.

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:	In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363
Assessment Method:	In the MGMT 4363 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 2021 semester to three sections of the MGMT 4363 course – two online (4363.500&502) with 57 students and one face-to-face (4363.002) with 32 students. Three additional sections from Spring 2022 were evaluated due to irregularities in the administration of the exam in Fall 2021 – two face-to-face sections (4363.001&005) with 42 students and one online with (4363.505) with 24 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:		Fall 2021	F2021(002)	SP2022(001)	F2021(500)	SP2022(005)	F2021 (502)	SP2022 (505)
	Functional Domain	Pop. Average	Class Average	Class Average	Class Average	Class Average	Class Average	Class Average
	Accounting	64.00%	57.00%	60.00%	56.00%	63.00%	65.00%	50.00%
	Finance	60.00%	48.00%	54.00%	56.00%	59.00%	60.00%	44.00%
	Strategy	55.00%	59.00%	58.00%	62.00%	60.00%	66.00%	51.00%
	Marketing	62.00%	63.00%	55.00%	69.00%	60.00%	70.00%	54.00%
	Operations	56.00%	59.00%	58.00%	58.00%	63.00%	65.00%	51.00%
	HR	63.00%	66.00%	64.00%	69.00%	66.00%	77.00%	54.00%
	Average	60.00%	58.67%	58.17%	61.67%	61.83%	67.17%	50.67%
Class Avg.	60.09%	32	15	29	27	28	23	
Description:	Our results are in line with the benchmark we have set, which hopefully represents a return to normalcy post-COVID.							
Actions:	The curriculum was reviewed by the entire faculty this past year and the curriculum map updated to ensure we have adequate coverage of the functional knowledge areas, as well as the other learning objectives, across our curriculum. Based upon this review, and feedback from alumni and employers, we believe our curriculum is adequately covering the functional knowledge areas of business.							

Indirect Assessment and Committee Recommended Actions for Continuous Improvement

The Committee reviewed and discussed the 2021-2022 academic year AOL data. Prior to COVID, students had showed steady improvement, but results have slipped since the pandemic. It is difficult to determine how much of the decrease is due to the inherent difficulties of delivering education during COVID, and how much longer disruptions to learning will linger in results.

A main focus of our curricular improvement has been increasing experiential learning in the curriculum, and despite the difficulties of recent years, the faculty believes that this should still be an area of focus. Our curriculum appears to adequately address the necessary subject matter areas for students to succeed, but students continue to struggle to apply this knowledge to solve realistic business problems. In addition, particularly since COVID, students seem to be very apathetic about succeeding in class, as well as participation in extracurricular learning opportunities.

Now that the learning environment is becoming more regular and restrictions due to COVID have ended, the COB is taking two specific actions to improve student learning outcomes:

1. The previous efforts to increase experiential learning yielded better results in student learning outcomes. As COVID-19 protocols now allow for a return to normal learning, the COB intends to continue efforts to implement experiential learning in the curriculum.
2. As noted in last year's results, in AY 2020-21, the COB began the process of investigating and developing a requirement that all students participate in the Career Success Passport Program. This would enhance experiential learning outside of the classroom by requiring students to participate in various extracurricular learning activities such as internships, career development activities, and other projects. In 2021-22, the faculty approved this proposal, and beginning in AY 2022-23, incoming freshman and transfer students will be required to participate in the Career Success Passport Program. This participation requires students to enroll, each semester, in a zero-credit hour course which tracks their participation in the Passport Program. Students are required to accumulate a certain number of "Passport Points" in order graduate. We believe this is a very positive development for student learning and student success, and hopefully it will increase students' involvement in their own education.

The COB 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. Focus Groups were conducted with business professionals, all of whom had engaged with or employed our graduates, during the annual College to Career (C2C) Conference. 21 individuals representing various employers participated.

The participants were virtually unanimous in reporting that our students are well prepared with respect to their business knowledge, reasoning, and problem-solving skills. They felt that our students were very intelligent, and with respect to business knowledge and the ability to apply business knowledge, they were equal to or better than graduates of other schools they interacted with. The only deficiency noted in this area is that one participant stated that our students could not communicate with data as well as students from another school (University of Houston). She encouraged us to implement more data analysis and communication into the curriculum.

One respondent who frequently hires people from large, elite universities noted that they keep Wonderlic score data of students from across schools, and that our students' scores are comparable to other students from larger universities, namely Texas A&M and Texas Tech.

The main areas identified for improvement were communication and soft skills (selling, interpersonal communication, job expectations, career preparedness, etc.). A common theme is our students needed the most improvement in the area of communication (namely interpersonal) and general career preparedness. They noted that this is not unique to SFA, as graduates of other colleges struggle in these other areas as well, but that some other schools do a better job of preparing students in these areas.

We are hopeful that requiring students to participate in the Passport Program will help better develop students in the areas indicated by our focus group participants.

V. Assurance of Learning in the MBA (AACSB)

During academic year 2021-2022, the results for academic year 2020-2021 in the MBA are assessed. New learning goals and objectives for the MBA as well as the AOL process to assess these learning goals were first 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.
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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 MGMT 5317, 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. 32 students completed the survey in AY 20-21.												
Results:	<table border="1"> <thead> <tr> <th>Leadership Scores</th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th>Q. 1</th> <th>Q. 2</th> <th>Q.3</th> </tr> </thead> <tbody> <tr> <td>Average Rating (1-5 scale)</td> <td>3.7667</td> <td>4.5517</td> <td>3.97</td> </tr> </tbody> </table>	Leadership Scores					Q. 1	Q. 2	Q.3	Average Rating (1-5 scale)	3.7667	4.5517	3.97
Leadership Scores													
	Q. 1	Q. 2	Q.3										
Average Rating (1-5 scale)	3.7667	4.5517	3.97										
Description:	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.												
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 MGMT 5317 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 MGMT 5317, 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. 32 students were assessed in AY 20-21.				
Results:	Teamwork Scores				
		Q. 2	Q. 3	Q.6	Q.7
	Average Rating (1-5 scale)	4.0333	4.7667	4.4667	4.233
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 BLAW 5347 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:	BLAW 5347 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. IN AY 20-21 34 students were assessed.				
Results:	Written Communication Scores				
		Organization	Development	Expression	
	Average Rating (1-3 scale)	2.618	2.441	2.177	
Description:	These results met the criterion set, and represent a substantial improvement over previous results. Student editing and the quality of writing, particularly with respect to grammar and sentence structure, was greatly improved from previous efforts.				
Actions:	The change in writing assignment to a more professional style document seemed to be effective and showed significant improvement. As this assignment more accurately reflects the type of writing students will do professionally, we believe that this is a				

	better measure of written communication skill. Quality of writing will continue to be emphasized throughout the MBA curriculum to try to build on these results. As BLAW 5347 has been moved out of the required MBA curriculum, writing will now be assessed in MGMT 5317 through a written case analysis.
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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 MGMT 5317 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:	MGMT 5317 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 observe the presentations and evaluate them using a standardized rubric. In AY 2020-21, 25 students were assessed and evaluated by 5 faculty members.				
Results:	Oral Comm. Scores				
		States Purpose	Organizes Content	Speaks clearly, appropriate vocabulary	Comfort with audience
	Average Rating (1-5 scale)	4.23	4.20	4.03	3.97
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
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	business to make business decisions.																			
Assessment Method:	In MGMT 5317 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:	MGMT 5317 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 evaluate the projects. In AY 20-21, 17 students completed the case analysis and were evaluated by two reviewers.																			
Results:	<table border="1"> <tr> <td>Integration & Application scores</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>ID Issues</td> <td>Analysis & Evaluation</td> <td>Recommend Effective Solutions</td> <td>Apply & Integrate Functional Knowledge</td> </tr> <tr> <td>Average Rating (internal review)</td> <td>2.21</td> <td>2.12</td> <td>2</td> <td>1.95</td> </tr> </table>	Integration & Application scores						ID Issues	Analysis & Evaluation	Recommend Effective Solutions	Apply & Integrate Functional Knowledge	Average Rating (internal review)	2.21	2.12	2	1.95				
Integration & Application scores																				
	ID Issues	Analysis & Evaluation	Recommend Effective Solutions	Apply & Integrate Functional Knowledge																
Average Rating (internal review)	2.21	2.12	2	1.95																
Description:	During academic years 2020-2021, the results were reviewed by two internal reviewers and averaged. While the criterion was not quite met, results did show improvement and were very close to meeting the criterion set. Students still have a deficiency in depth of analysis and failure to use data analysis and knowledge from across the curriculum to analyze the case and justify their recommendation.																			
Actions:	A new instructor is teaching MGMT 5317 starting this academic year. He intends to spend much more time throughout the course emphasizing how to do a case analysis and teaching through the case method in class, so that when students complete their final case analysis, hopefully they are more familiar with how to analyze and write a good case. The class has been structured where the students will now be analyzing a case each week of the class, which will hopefully improve students' ability to conduct a final case analysis. Case analysis in other MBA classes will continue to be stressed as well.																			

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 FINC 5314 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:	FINC 5314 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete a final finance case project which includes a written case analysis. Members of the graduate faculty evaluate these analyses using a standardized rubric. 14 case analyses were reviewed in AY 20-21.			
Results:	Analysis/ Decision Making scores			
		Quant. Analysis	Critical Thinking - Conceptual	Critical Thinking - Problem Solving
	Average Rating	1.92857	1.9286	2.2857
Description:	The criterion was met on problem solving, but was slightly below the criterion (average score of at least 2) on quant analysis and conceptual critical thinking. The instructor believes that some of this decrease in results may be due to a much larger class size and many students attending via Zoom, where it was hard to keep their attention.			
Actions:	For Spring 2022, the instructor re-designed the course with a new text and cases/assignments that would be better suited to the capabilities of our average MBA student. To that end, the instructor did the following: 1. Changed the textbook (which had been used since before 2000 at SFA) to one directly marketed towards “...nonfinancial executives and business students interested in the practice of financial management.” (From the preface of the new text chosen for the			

	<p>course).</p> <p>2. Additional deletions and additions to the case/assignments used, to better coincide with the material in the new text.</p> <p>Additionally, the MBA required curriculum has been revised to require all students take a data analysis class, which should also help with these results. This requirement will begin to be phased in beginning AY 21-22.</p>
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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 BLAW 5347 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:	BLAW 5347 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. 28 students completed the case in AY 20-21.											
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>1.893</td> <td>1.464</td> </tr> </table>	Ethics				Issue Identification	Issue Resolution	Average Rating (1-3 scale)	1.893	1.464		
Ethics												
	Issue Identification	Issue Resolution										
Average Rating (1-3 scale)	1.893	1.464										
Description:	The students did not meet the criteria for identifying and resolving ethical issues. Students seemed to struggle to both identify and resolve the ethical issue presented.											
Actions:	It appears that some of the problem was based upon the way the question was worded, which didn't expressly direct the students to provide their reasoning behind how they would evaluate and resolve the ethical dilemma presented. These instructions are being revised to give students direct instruction to make sure they fully provide the reasoning behind the resolution to the dilemma presented.											

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 BLAW 5347 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:	BLAW 5347 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. 28 students completed the case in AY 20-21.		
Results:	International Issue		
		Issue Identification	Issue Resolution
	Average Rating (1-3 scale)	1.8214	1.4643
Description:	The students did not meet the criteria for identifying and resolving international ethical issues. Students seemed to struggle to both identify and resolve the international dimension of the ethical issue presented.		
Actions:	It appears that some of this problem was based upon the way the question was worded, which didn't expressly direct students to provide their reasoning behind how they would evaluate and resolve the dilemma presented. These instructions are being revised to give students direct instruction to make sure they fully provide the reasoning behind the resolution to the dilemma presented.		

Graduate Council Recommended Actions for Continuous Improvement

The 2020-2021 AOL data did show some improvement over the 2019-2020 data in some areas, but was still deficient in many of the same areas. One very encouraging areas of improvement was in written communication. When evaluated using an

assignment that was a better reflection of professional writing, student writing showed substantial improvement. This was particularly the case on editing and writing mechanics.

Students still struggled overall to conduct thorough case analyses and results on quantitative reasoning again slipped below the criterion. 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 during AY 2020-21 was the move to almost exclusive remote learning. Keeping students’ attention and doing high level reasoning like case analysis is much more challenging over Zoom than in a face-to-face environment.

The curricular changes that were approved in AY 19-20 will begin to be phased in during AY 21-22. This will affect how assessment is conducted going forward, as some of the previous classes where assessment took place will no longer be required courses. The Graduate Council continues to evaluate how best to assess learning objectives going forward and how to drive further improvement in the important area of case analysis.

VI. Assurance of Learning in the MPA (AACSB)

During AY 2021/2022, the data collected from academic year 2020/2021 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 ACCT 5312 (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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	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.
Actions:	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using

	the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.
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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 ACCT 5312 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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	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.
Actions:	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.

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 ACCT 5312 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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	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.
Actions:	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.

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 ACCT 5312 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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	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.
Actions:	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.

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 ACCT 5312 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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	90% 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:	<p>Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.</p> <p>Additionally, the accounting faculty decided to change the MPA/MPAC curriculum to require a new communication class that better serves the needs of accounting students. The previously required communication class was a general Managerial Communication class, and the new class (ACCT 5320) is a specific Accounting Communication class that will better meet the needs of accounting students. This class was approved in AY 21-22 and will begin to be offered in AY 22-23.</p>

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 ACCT 5312 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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	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.
Actions:	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.

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 ACCT 5312 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:	All students enrolled in the ACCT 5312 class completed the case.
Results:	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.
Actions:	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.

Indirect Assessment and Graduate Council Recommended Actions for Continuous Improvement

In addition to the direct assessment discussed above, the School of Accountancy also conducts indirect assessment through 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. The employer survey that is usually conducted was not able to be conducted in AY 2020-21 due to the career fair being interrupted by COVID.

Appendix 1 – Detailed Course and Program Modifications

Course Additions/Modifications

BUSI 1000 – Career Success Passport

This is a 0-credit hour required course that all students will be enrolled in to make participation in the Passport Program a required part of the COB degrees. Students will be required to accumulate a certain number of “Passport Points” in order to graduate.

ACCT 5320 – Professional Communication for Accountants

This is a new course for MPA majors to better meet the business communication needs of accounting students.

ECON 4360 – Energy Economics

This is a new elective added mainly for Finance and Economics majors.

MGMT 3372 – Supply Chain Management

MGMT 4170 – Topics in Management

MGMT 4344 – Project Management

MGMT 4385 – Entrepreneurship: Opportunity Assessment

MKTG 3355 – Consumer Behavior

These courses were all changed to remove prerequisites to reduce complexity of course offerings and to remove “hidden” prerequisites.

FINC 4375/4385 – Special Problems/Internships

These courses were previously listed as variable hour courses, and they have been modified to be a static 3 hours.

FINC 4379 – Commercial Bank Lending

Change of prerequisite from Financial Statement Analysis to Banking Fundamentals.

MGMT 2372 – Management and Productivity System

Slight modifications to correct errors in original submission at request of registrar.

MGMT 3333 – Sustainability in Business Practices

This is a new course that will serve as a required course for the new Sustainability major offered by the Dept. of Anthropology, Geography, and Sociology and an elective for business majors.

MGMT 4363 – Strategic Management

The title of the course was updated to better reflect currently used terminology and the nature of the course material.

MGMT 4373 – Strategic Human Resource Management

This is a new course developed to serve as a capstone course for the HR Management majors. This will aid in helping with obtaining SHRM certification for the HR major.

MKTG 4325 – Marketing Technology and Digital Media

MKGT 4355 – Marketing Research and Analytics

MKTG 4357 – Strategic Brand Marketing

The titles and course descriptions of these courses were updated to better fit the current marketing industry and trends in education.

Program Additions/Deletions/Modifications

All Undergraduate BBA Degrees in the College of Business

All degree programs were modified to require BUSI 1000 Career Success Passport as a required class to make participation in the Passport Program a required part of the COB curriculum.

Banking Essentials Certificate

This is a non-degree certificate program targeted to nontraditional students currently employed in the Texas banking industry and seeking further education to advance their career.

Digital Business Minor

This minor was previously called “Electronic Business,” and the name and content of the program was changed to reflect changes in business and to make the minor more relevant in content and name.

HR Management BBA

Changes were made to this major to facilitate alignment of the major with SHRM requirements, which will make the major more valuable for students.

Professional Accounting MPA

This program was updated to change the communication requirement to the newly developed ACCT 5320 class.

Appendix 2 – Summary Table of BBA AOL Results, Action, and Loop Closing

	Results	Analysis and Actions Taken	Follow-Up/Closing the Loop
<p>Obj. 1A: Communication: In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: The national average on the COMP XM questions related to business communication was 62.60%, our class average was 80.83%</p>	<p>As the criterion was met this year, no specific action was taken regarding business communication. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of communication skills. This emphasis will continue, as we believe it is part of the driver of our excellent results in this area.</p>	<p>Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>

<p>AY 2019-2020</p>	<p>Criterion Met: The national average on the COMP XM questions related to business communication was 62.60%, our class average was 83.03%</p>	<p>As the criterion was met this year, no specific action was taken regarding business communication. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of communication skills. This emphasis will continue, as we believe it is part of the driver of our excellent results in this area.</p>	<p>Follow-Up/Closing the Loop: We believe that the continued success in these results represents that the curricular intervention of incentivizing experiential learning through scholarships is successful. The offering of these scholarships and use of experiential learning will continue, but going forward a new curricular action will be focused on to attempt to improve these results and others even further. The current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require the students to engage in additional experiential learning experiences outside of the classroom.</p>
<p>AY 2020-2021</p>	<p>Criterion Not Met: The national average on the COMP XM questions related to business communication was 62.60%, our class average was 60.15%.</p>	<p>Our students have historically done well in the area of communication, so this year's results may be an aberration or due to stress/lack of engagement during COVID-19. It was also difficult to implement many of the experiential learning projects this</p>	<p>Follow-Up/Closing the Loop: Our results were low again in AY 21-22, and feedback from employers in Focus Groups also indicated our students need more focus on communication, particularly oral and</p>

		<p>AY due to COVID-19 restrictions. The primary action taken to this result as well as other results lacking during this AY is to continue to emphasize experiential learning once restrictions are lifted and to develop a curricular requirement that students participate in the Passport Program to develop their business skills and knowledge, including in the area of communication, outside of the curriculum.</p>	<p>interpersonal. Based upon a schedule curriculum map review in AY 21-22, students are getting quite a bit of exposure in these areas in the curriculum. As the Passport Program has numerous opportunities to work on communication skills in it, the requirement for all students to participate in the Passport Program was approved by the faculty in AY 21-22. The curricular focus on experiential learning in classes will continue, as the faculty believes it is beneficial, but the extracurricular opportunities afforded by the Passport Program will hopefully drive further improvements in this area. Results in this area will continue to be assessed and monitored for further interventions needed.</p>
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<p>AY 2021-2022</p>	<p>Criterion Not Met: The national average on the COMP-XM questions related to business communication was 63.20%, and our class average was 59.63%. This was below our criterion for the second year in a row.</p>	<p>This is the second year that results in this area do not meet criterion, which has historically been an area of strength. While there still seems to be some irregularity in results due to COVID, several actions are being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM:</p> <ol style="list-style-type: none"> 1. The Business Comm faculty have met and have revised the required Business Comm curriculum to increase its rigor and consistency across sections. This new curriculum will be implemented in AY 22-23; 2. There was quite a bit of inconsistency across sections in the COMP-XM results. Some of this may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 3. As the classroom experience is returning to normal post-COVID, we 	
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		<p>continue to emphasize and incentivize experiential learning in classes.</p> <p>4. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning.</p>	

<p>Obj. 1B: Team Dynamics: In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: the national average on the COMP XM questions related to teamwork was 58.67%, our class average was 73.72%.</p>	<p>As the criterion was met this year, no specific action was taken regarding team dynamics. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of teamwork skills on various experiential group projects. This emphasis will continue, as we believe it is part of the driver of our excellent results in this area.</p>	<p>Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>

<p>AY 2020-2021</p>	<p>Criterion Met: the national average on the COMP XM questions related to teamwork was 58.67%, our class average was 75.34%.</p>	<p>Our students have continued to do well in this area, and thus it is not a current focus for curricular improvement. However, the College is currently taking efforts to make the Passport Program a required part of curriculum to increase participation in overall learning as well as experiential projects outside of the classroom. While that effort is not focused on increasing results in this area, we believe that it may increase learning results across the curriculum in all objectives.</p>	<p>Follow-up/Closing the Loop: For the first time, our students fell below the national average in this area in AY 21-22. This may be due to abnormalities from COVID/new faculty (see results and analysis in AY2021-2022), but this will continue to be monitored. In AY 2021-2022 the requirement that all students participate in the Passport Program was approved, and will begin to be phased in starting 2022-23. Results post this intervention as well as others will continue to be monitored.</p>
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<p>AY 2021-2022</p>	<p>Criterion Not Met: The national average on the questions related to teamwork was 66.10%, our class average was 59.09%. This did not meet the criterion set. This has historically been an area of strength for our students, so it was surprising to see such a low result this year. Interestingly, there was a high level of variance between sections for this objective.</p>	<p>This is the first year that results in this area, which has historically been an area of strength, were below the criterion set. While there still seems to be some irregularity in results due to COVID, and there was a fairly high degree of variability between sections for this particular objective, several actions are being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM:</p> <ol style="list-style-type: none"> 1. There was quite a bit of inconsistency across sections in the COMP-XM results. Some of this may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes. 3. The Passport Program has now 	
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		<p>become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning.</p> <p>As we believe teamwork and leadership dynamics are being adequately covered in our curriculum at this time, and this is the first year our results have dropped below the national average, no particular curricular interventions on this substantive area are being made at this time.</p>	
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<p>Obj. 2A: Data/Quant. Analysis: In a simulated business setting, students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.</p>			
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<p>AY 2018-2019</p>	<p>Criterion Met: The national average on the Comp-XM questions related to data and quantitative analysis was 56%, our students scored 66.35%.</p>	<p>As the criterion was met this year, no specific action was taken regarding data/quantitative analysis. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of data/quantitative analysis on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>
<p>AY 2019-2020</p>	<p>Criterion Met: The national average on the Comp-XM questions related to data and quantitative analysis was 56%, our students scored 63.97%.</p>	<p>As the criterion was met this year, no specific action was taken regarding data/quantitative analysis. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of data/quantitative analysis on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-up/Closing the Loop: We believe that the continued success in these results represents that the curricular intervention of incentivizing experiential learning through scholarships is successful. The offering of these scholarships and use of experiential learning will continue, but going forward a new curricular action will be focused on to attempt to</p>

			<p>improve these results and others even further. The current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require the students to engage in additional experiential learning experiences outside of the classroom. Additionally, a minor in business analytics and other data analysis course offerings are being developed both to drive student improvement in this area and to better prepare them for the increasing use of data in the professional world.</p>
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<p>AY 2020-2021</p>	<p>Criterion Met: The national average on the Comp-XM questions related to data and quantitative analysis was 56%, our students scored 60.43%.</p>	<p>Results were down slightly in this area, which is likely due to stress and difficulties during the COVID-19 pandemic. However, our students have continued to do well in this area, and thus it is not a current focus for curricular improvement. However, the College is currently taking efforts to make the Passport Program a required part of curriculum to increase participation in overall learning as well as experiential projects outside of the classroom. While that effort is not focused on increasing results in this area, we believe that it may increase learning results across the curriculum in all objectives. Additionally, as this is an increasingly important area of focus for business, additional curricular offerings have been developed in the area of data analysis and presentation, and discussions continue on developing a major or minor in this area.</p>	<p>Follow-Up/Closing the Loop: Results increased in this area in AY 2021-22. The proposal to require all students participate in the Passport Program was approved in 21-22, and will be phased in thereafter. Additionally, a minor in Business Analytics has been approved additional offerings in data analytics have been developed throughout the curriculum. Results in this area will continue to be monitored to see if these interventions drive further improvement and/or maintain strengths in this area.</p>
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<p>AY 2021-2022</p>	<p>Criterion Met: The national average was 63%, our student scored 66.34%. This met the criterion set and represented an improvement in results in this area.</p>	<p>We have increased our curricular focus on quantitative reasoning and the use of data, and this appears to be paying off, as results have improved substantially. However, efforts continue to further strengthen the use of data, technology, and quantitative reasoning in classes. Specifically, ECON 3339 class has recently undergone some changes to include new experiential projects with quantitative reasoning, and the Business Communication and Corporate Education faculty have updated existing technology classes to focus more on presenting and using data with newer programs, have approved some new data visualization classes, and have hired new faculty who can teach data-based reasoning classes.</p>	
<p>Obj. 2B: Critical Thinking: In a simulated business setting, students will use critical thinking and decision-making skills to identify and</p>			

<p>resolve business problems.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: The national average on the Comp-XM questions related to critical thinking and decision-making was 56%, our students scored 60.35%.</p>	<p>As the criterion was met this year, no specific action was taken regarding critical thinking and decision-making. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of critical thinking and decision-making on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>

<p>AY 2019-2020</p>	<p>Criterion Met: The national average on the Comp-XM questions related to critical thinking and decision-making was 58.59%, our students scored 60.35%.</p>	<p>As the criterion was met this year, no specific action was taken regarding critical thinking and decision-making. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of critical thinking and decision-making on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-Up/Closing the Loop: AY 20-21 results met the criterion set, however, we believe that the continued success in these results represents that the curricular intervention of incentivizing experiential learning through scholarships is successful, closing the loop on this intervention. The offering of these scholarships and use of experiential learning will continue, but going forward a new curricular action will be focused on to attempt to improve these results and others even further. The current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require the students to engage in additional experiential learning experiences outside of the classroom.</p>
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<p>AY 2020-2021</p>	<p>Criterion Met: The national average on the Comp-XM questions related to critical thinking and decision-making was 56%, our students scored 59%.</p>	<p>Results were down slightly in this area, likely due to stress and difficulties during the COVID-19 pandemic. While our students have met the criterion in this area, we decided to make it an area of focus due to critical thinking being an important skill for all business people and the impact improvement here will have on improvement in Obj. 4A. The College is currently taking efforts to make the Passport Program a required part of curriculum to increase participation in overall learning as well as experiential projects outside of the classroom. That effort is focused on increasing results in this area as well as objective 4A, and we believe that increased participation in this program may increase learning results across the curriculum in all objectives. Additionally, a specific module/set of lectures is being developed for the Business, Ethics, & Society course to add additional curricular focus on what critical thinking is and how it is applied to business decision-making.</p>	<p>Follow-Up/Closing the Loop: Results in AY21-22 showed slight improvement in this area. The new module in the Business, Ethics, & Society class on critical thinking was implemented in 2021-22, and this module will continue to be offered. Additionally, the Passport Program curricular implementation was approved in AY 21-22, and will begin to be phased in starting AY 22-23.</p>
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<p>AY 2021-2022</p>	<p>Criterion Met: The national average on the questions related to critical thinking and decision-making was 60%, our students scored 62.02%. This met the criterion set. See further data in the attached report.</p>	<p>While we met our criterion in this area and have shown improvement, this continues to be an area in which we seek further improvement, as we believe that improvement in this area will help drive improvement in the area of application, where our students have struggled. See other action items related to the Passport Program, increase in using data in the curriculum, and increasing experiential learning, all of which we believe will also drive improvements on this objective.</p>	
<p>Obj. 3A: Ethics: In a simulated business setting, students will recognize and propose solutions to ethical dilemmas.</p>			

<p>AY 2018-2019</p>	<p>Criterion Met: The national average on the COMP-XM questions related to ethical decision-making was 54.80%, our students scored 76.48%.</p>	<p>As the criterion was met this year, no specific action was taken regarding ethical decision-making. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of ethical reasoning on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>
<p>AY 2019-2020</p>	<p>Criterion Met: The national average on the COMP-XM questions related to ethical decision-making was 54.80%, our students scored 72.12%.</p>	<p>As the criterion was met this year, no specific action was taken regarding ethical decision-making. However, the College has continued to emphasize experiential learning in the curriculum, which requires the use of ethical reasoning on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-up/Closing the Loop: We believe that the continued success in these results represents that the curricular intervention of incentivizing experiential learning through scholarships is successful. The offering of these scholarships and use of experiential learning will continue, but going forward a new curricular action will be focused on to attempt to improve these results and others even further. The current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require</p>

			the students to engage in additional experiential learning experiences outside of the classroom.
AY 2020-2021	Criterion Met: The national average on the COMP-XM questions related to ethical decision-making was 56.11%, our students scored 58.11%.	Results were down markedly in this area, which is likely due to stress and difficulties during the COVID-19 pandemic. However, our students have continued to do well in this area, and thus it is not a current focus for curricular improvement. However, the College is currently taking efforts to make the Passport Program a required part of curriculum to increase participation in overall learning as well as experiential projects outside of the classroom. While that effort is not focused on increasing results in this area, we believe that it may increase learning results across the curriculum in all objectives.	Follow-Up/Closing the Loop: Results showed strong improvement in this area in AY21-22, which was encouraging. The Passport Program curricular requirement was approved in AY 21-22 and will begin to be phased in during AY 22-23. This may help drive further improvement in this area.

AY 2021-2022	Criterion Met: The national average in this area was 58%, and our average was 64.05%.	Results showed substantial improvement this year. As results are strong in this area, this is not a particular area marked for curricular improvement at this time. However, action items related to participation in the Passport Program may drive further improvement in this area.	
Obj. 3B: Cross-Cultural Studies: In a simulated business setting, students will identify and analyze global and cross-cultural environmental business issues.			
AY 2018-2019	Criterion Met: The national average on the COMP-XM questions related to cross-cultural issues was 61.88%, our students scored 76.48%.	As the criterion was met this year, no specific action was taken regarding cross-cultural studies. However, the College has continued to emphasize experiential learning in the curriculum, which requires the understanding of cross-cultural issues in business on various experiential projects. This emphasis will	Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.

		continue, as we believe it is part of the driver of our results in this area.	
AY 2019-2020	Criterion Met: The national average on the COMP-XM questions related to cross-cultural issues was 61.88%, our students scored 77.02%.	As the criterion was met this year, no specific action was taken regarding cross-cultural studies. However, the College has continued to emphasize experiential learning in the curriculum, which requires the understanding of cross-cultural issues in business on various experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.	Follow-Up/Closing the Loop: We believe that the continued success in these results represents that the curricular intervention of incentivizing experiential learning through scholarships is successful. The offering of these scholarships and use of experiential learning will continue, but going forward a new curricular action will be focused on to attempt to improve these results and others even further. The current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require the students to engage in additional experiential learning experiences outside of the classroom.

<p>AY 2020-2021</p>	<p>Criterion Met: The national average on the COMP-XM questions related to cross-cultural issues was 61.88%, our students scored 66.51%.</p>	<p>Results were down slightly in this area, which is likely due to stress and difficulties during the COVID-19 pandemic. However, our students have continued to do well in this area, and thus it is not a current focus for curricular improvement. However, the College is currently taking efforts to make the Passport Program a required part of curriculum to increase participation in overall learning as well as experiential projects outside of the classroom. While that effort is not focused on increasing results in this area, we believe that it may increase learning results across the curriculum in all objectives.</p>	<p>Follow-up/Closing the Loop: For the first time, our students fell below the national average in this area in AY 21-22. This may be due to abnormalities from COVID/new faculty (see results and analysis in AY2021-2022), but this will continue to be monitored. In AY 2021-2022 the requirement that all students participate in the Passport Program was approved, and will begin to be phased in starting 2022-23. Results post this intervention as well as others will continue to be monitored.</p>
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<p>AY 2021-22</p>	<p>Criterion Not Met: The national average was 66.70%, our class average was 62.82%. This did not meet the criterion set. This has historically been an area of strength for our students, so it was surprising to see such a low result this year.</p>	<p>This is the first year that results in this area, which has historically been an area of strength, were below the criterion set. While there still seems to be some irregularity in results due to COVID, several actions are being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM:</p> <ol style="list-style-type: none"> 1. Some of the decrease in results may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes. 3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular 	
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		<p>learning opportunities and in classroom learning. As we believe cross-cultural issues are being adequately covered in our curriculum at this time, and this is the first year our results have dropped below the national average, no particular curricular interventions on this substantive area are being made at this time.</p>	
<p>Obj. 4A: Application of Business Knowledge: Students will complete a simulated business exercise applying the functional knowledge areas of business.</p>			

<p>AY 2018-2019</p>	<p>Criterion Not Met: The median class percentile on the CAPSIM simulation was 37.67%.</p>	<p>Our students have continued to perform below our criterion on this objective, but efforts at implementing more experiential learning in the classroom continue, including continuing to offer scholarships for participating in experiential class exercises as well as scholarships for participation in the passport program. These efforts will continue.</p>	<p>Follow-Up/Closing the Loop: Results in AY 2019-20 were greatly improved, and almost met the criterion set. We believe that the marked improvement in results that very nearly met the criterion set represent that the curricular intervention of incentivizing experiential learning through scholarships is successful. The offering of these scholarships and use of experiential learning will continue.</p>
<p>AY 2019-2020</p>	<p>Criterion Not Met: The median class percentile on the CAPSIM simulation was 48%.</p>	<p>Our students were only slightly below the criterion set, and showed a marked improvement over the previous year. Our efforts related to experiential learning appear to be yielding fruit, and will continue. The results in this year would have been over the benchmark except for one section which performed worse than the others. This section was taught by a new faculty member who was not experienced in using the simulation, so this was the likely reason for the lower results.</p>	<p>Follow-Up/Closing the Loop: Results in AY 2020-21 dropped substantially. We believe that this drop in results was largely attributable to COVID. The offering of the scholarships and use of experiential learning will continue, as we believe those efforts are an important part of the previous improvement, but going forward a new curricular action will be focused on to attempt to improve these results and others even further. The</p>

			current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require the students to engage in additional experiential learning experiences outside of the classroom.
AY 2020-2021	Criterion Not Met: The median class percentile on the CAPSIM simulation was 25%.	Our students' results were trending positively in this area until COVID-19 decreased the ability of students and professors to engage in experiential learning. We believe that a return to a more normal curricular environment where our typical experiential learning projects can take place will improve these results. However, we are still taking further actions to improve this and other learning objectives by developing a curricular requirement that students participate in the Passport Program, which requires students to engage in various extra-curricular business assignments and presentations to develop their business skills and knowledge, including in the area of application, outside of the main	Follow-Up/Closing the Loop: Results in AY 21-22 were slightly higher, but still well below the criterion set. The requirement that students participate in the Passport Program was implemented in AY 21-22 and will begin to be phased in beginning AY 22-23. In the meantime, continued efforts to increase experiential/applied learning in the class, as well as efforts to improve teaching/implementation of the CAPSIM/COMP-XM exam will continue. This area will continue to be monitored closely and is a continued area of focus for

		<p>foundation curriculum. We hope that this additional focus on practical and applied learning will increase results in this area.</p>	<p>improvement.</p>
<p>AY 2021-22</p>	<p>Criterion Not Met: The median class percentile was 28%.</p>	<p>This continues to be an area of struggle for our students. There still seems to be some irregularity in results due to COVID, several actions are being taken to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM:</p> <ol style="list-style-type: none"> 1. There was quite a bit of inconsistency across sections in the COMP-XM results. Some of this may be due to changes in faculty, which have led to new faculty administering the simulation who are not as experienced with it. Thus, the faculty teaching this course have met and shared tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections. 2. As the classroom experience is returning to normal post-COVID, we 	

		<p>continue to emphasize and incentivize experiential learning in classes.</p> <p>3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning.</p> <p>4. We have increased exposure to reasoning with data in our curriculum, which we believe could drive further positive outcomes in this area.</p>	
<p>Obj. 4B: Competence in Functional Knowledge Areas of Business: In a simulated business setting, students will demonstrate</p>			

<p>competence in the functional knowledge areas of business from the foundational curriculum.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: The population average score on the COMP-XM subject matter questions was 58.33%, our class average was 61.54%.</p>	<p>As the criterion was met this year, no specific action was taken regarding this objective. However, the College has continued to emphasize experiential learning in the curriculum, which we believe helps students develop competence in these functional areas through applying them in experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Follow-Up/Closing the Loop: This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>

<p>AY 2019-2020</p>	<p>Criterion Met: The population average score on the COMP-XM subject matter questions was 60.83%, our class average was 62.94%.</p>	<p>As the criterion was met this year, no specific action was taken regarding this objective. However, the College has continued to emphasize experiential learning in the curriculum, which we believe helps students develop competence in these functional areas through applying them in experiential projects. This emphasis will continue, as we believe it is part of the driver of our results in this area.</p>	<p>Closing the Loop: We believe that the continued success in these results represents that the curricular intervention of incentivizing experiential learning through scholarships is successful. The offering of these scholarships and use of experiential learning will continue, but going forward a new curricular action will be focused on to attempt to improve these results and others even further. The current focus is on making participation in the Passport Program a required part of the College of Business curriculum, which will require the students to engage in additional experiential learning experiences outside of the classroom.</p>
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<p>AY 2020-2021</p>	<p>Criterion Not Met: The population average score on the COMP-XM subject matter questions was 63.83%, our class average was 56.83%.</p>	<p>Our students' results were largely positive in this area until COVID-19 decreased the ability of students and professors to engage in experiential learning. We believe that a return to a more normal learning environment will likely lead to these results looking more in line with previous years. However, we are still taking actions to improve this and other learning objectives by developing a curricular requirement that students participate in the Passport Program, which requires students to engage in various extra-curricular business assignments and presentations to develop their business skills and knowledge, including in the area of foundational knowledge, outside of the main foundation curriculum.</p>	<p>Follow-Up/Closing the Loop: Results showed improvement in this area in AY21-22, which was encouraging. The Passport Program curricular requirement was approved in AY 21-22 and will begin to be phased in during AY 22-23. This may help drive further improvement in this area.</p>
<p>AY 2021-2022</p>	<p>Criterion Met: The population average score on the COMP-XM subject matter questions was 60%, our class average was 60.09%.</p>	<p>Our results are in line with the benchmark we have set, which hopefully represents a return to normalcy post-COVID. The curriculum was reviewed by the entire faculty this past year and the curriculum map updated to ensure we have adequate coverage of the functional knowledge areas, as well as the other learning objectives, across</p>	

		our curriculum. Based upon this review, and feedback from alumni and employers, we believe our curriculum is adequately covering the functional knowledge areas of business.	
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Appendix 3 – Summary Table of MBA AOL Results, Actions, and Loop Closing

	Results	Analysis and Actions Taken	Follow-Up/Closing the Loop
Obj. 1A: Teamwork and Leadership: Students will lead a group to successfully complete a business task.			
AY 2018-2019	Criterion Met: On the leadership questions of the survey instrument administered, the average	Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular	Closing the Loop: In AY 2019-20, students continued to perform well in this area. No actions/changes

	score for each question was higher than the 3 benchmark.	curricular focus for improvement at this time.	to curriculum were made.
AY 2019-2020	Criterion Met: On the leadership questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.	Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular curricular focus for improvement at this time.	Closing the Loop: In AY 2020-21, students continued to perform well in this area. No actions/changes to curriculum were made.
AY 2020-21	Criterion Met: On the leadership questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.	Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular curricular focus for improvement at this time. During AY 21-22, the MBA Curriculum Map was evaluated to ensure that all objectives, including teamwork and leadership, are adequately covered.	
Obj. 1B: Teamwork and			

<p>Leadership: Students will work collaboratively with others to successfully complete a business task.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: On the teamwork questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.</p>	<p>Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular curricular focus for improvement at this time.</p>	<p>Closing the Loop: In AY 2019-20, students continued to perform well in this area. No actions/changes to curriculum were made.</p>
<p>AY 2019-2020</p>	<p>Criterion Met: On the teamwork questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.</p>	<p>Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular curricular focus for improvement at this time.</p>	<p>Closing the Loop: In AY 2020-21, students continued to perform well in this area. No actions/changes to curriculum were made.</p>
<p>AY 2020-21</p>	<p>Criterion Met: On the teamwork questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.</p>	<p>Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular curricular focus for improvement at this time. During AY 21-22, the MBA Curriculum Map was evaluated to ensure that all objectives, including teamwork and</p>	

		leadership, are adequately covered.	
Obj. 2A: Written Communication Skills: Students will effectively communicate business information in writing.			
AY 2018-2019	Criterion Not Met: The papers were graded on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across three dimensions - organization, development, and expression. The average scores were: organization: 2.1333; development: 2; expression: 1.6667. This did not meet the criterion of an average score of at least 2 on each metric.	The scores on expression were low mainly due to very poor grammar, spelling, sentence structure, and an overall lack of editing. To attempt to remedy this, the professor in the class required students to submit a draft of their paper prior to submitting a final document to the professor so the professor could comment on the paper and hopefully improve the quality of the writing.	Closing the Loop: This action seemed to have some positive results, as the writing did improve marginally, but it still did not meet the criterion on expression in the next year. Editing and effort still seem to be problems.

<p>AY 2019-2020</p>	<p>Criterion Not Met: The papers were graded on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across three dimensions - organization, development, and expression. The average scores were: organization: 2.455; development: 2.227; expression: 1.818. This did not meet the criterion of an average score of at least 2 on each metric.</p>	<p>Once again, expression was the main problem area. The current writing assignment being evaluated is a very long research paper. As this is a professional program and professional writing is the main concern, the final writing assignment has been modified to better reflect professional writing. This will hopefully give students more direction in how to write and better mirror professional writing, hopefully leading to better results and better editing.</p>	<p>Closing the Loop: Changing the writing requirement to a more professional writing assignment seemed to help substantially, as the student writing in AY 2020-21 was substantially improved. The level of editing was far improved and the quality of sentence structure and organization was far better. Interventions of stressing quality writing throughout the curriculum and focusing assignments on professional writing is yielding results, and will continue.</p>
<p>AY 2020-21</p>	<p>Criterion Met: The papers were graded on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across three dimensions - organization, development, and expression. The average scores were: organization: 2.22222; development: 2.4074;</p>	<p>This represented the first year the criterion was met, and the student writing was greatly improved. This was particularly the case in the area of expression. The students did a better job of editing and using proper grammar on the more professionally geared assignment. We believe that this type of writing assignment is more reflective of the writing they will do in a professional</p>	

	expression: 2.1111. This met the criterion of an average score of at least 2 on each metric.	setting than the previous assignment. Quality of writing will continue to be stressed throughout the curriculum, and hopefully student writing will continue to improve.	
Obj. 2B: Oral Communication Skills: Students will effectively communicate business information orally.			
AY 2018-2019	Criterion Met: Students gave an oral presentation, and each student was evaluated using a standardized rubric and each was evaluated by at least 4 faculty reviewers. The overall average score was 3.87, meeting the criterion (overall average of at least 3) established.	Students continue to perform well in the area of oral communication.	Closing the Loop: In AY 2019-20, students continued to perform well in this area. No actions/changes to curriculum were made.

AY 2019-2020	No results: The coronavirus pandemic disrupted the ability to give oral presentations in the class, and thus no results were available for this year.	Students continue to perform well in the area of oral communication.	Closing the Loop: In AY 2020-21, students continued to perform well in this area. No actions/changes to curriculum were made.
AY 2020-2021	Criterion Met: All students who completed an oral presentation in MGMT 5317 were evaluated (25). The results were: States the purpose - 4.23; organizes content - 4.20; speak clearly with appropriate vocabulary - 4.03; appears comfortable with audience - 3.97. This met the criterion of an overall average of at least 3.	Students continue to perform very well in the area of leadership. Accordingly, this is not an area of particular curricular focus for improvement at this time. During AY 21-22, the MBA Curriculum Map was evaluated to ensure that all objectives, including teamwork and leadership, are adequately covered.	
Obj. 3A: Business Skills and Knowledge Integration and Application: Students will integrate and apply the functional knowledge areas of business to make			

business decisions.			
AY 2018-2019	<p>Criterion Not Met: Students completed a case analysis, and the analyses were evaluated by an internal faculty member reviewer as well as external reviewers who were faculty at a peer university. The average ratings from the internal reviewer were: identification of problems (1.81); Analysis and evaluation of problems (1.38), Recommendations on effective solutions (1.405); Application and integration of functional knowledge (1.26). The average ratings from the external reviewers were higher: 2.19; 2.05; 1.71; and 1.85 on the same</p>	<p>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. This has been an ongoing problem. 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.</p>	<p>Student results improved slightly in the next year, so the additional focus on critical thinking and analysis seems to have helped some. However, students are still struggling to analyze cases well and apply business knowledge to solve a problem.</p>

	<p>categories. However, in two categories the external reviewers still did not rate the students as passing the benchmark of 2.</p>		
<p>AY 2019-2020</p>	<p>Criterion Not Met: The analyses were evaluated by two internal faculty members, and the average of the two reviews was used. The average ratings were: identification of problems (2.04); Analysis and evaluation of problems (1.89), Recommendations on effective solutions (1.704); Application and integration of functional knowledge (1.87). While higher than the previous year's ratings, the result was still below the benchmark of 2.</p>	<p>As the additional focus on critical thinking and problem solving did provide some improvement in results, the professor is continuing this action item and continuing to focus more instruction in this area to continue to try to drive improvement.</p>	<p>Although AY 2020-21 results did not quite meet the criterion, they did show substantial improvement. Thus, it appears that efforts to improve analysis in this area have yielded some results, and efforts to improve in this area will continue.</p>

<p>AY 2020-21</p>	<p>Criterion Not Met: All students in MGMT 5317 were evaluated (33). The results were: Identification of issues - 2.21; Analysis and Evaluation - 2.12; Recommend effective solutions - 2; Apply and integrate functional knowledge - 1.95. This met the criterion (at least 2) in every area except for application and integration of functional knowledge.</p>	<p>While the criterion was not quite met, results did show improvement and were very close to meeting the criterion set. Students still have a deficiency in depth of analysis and failure to use data analysis and knowledge from across the curriculum to analyze the case and justify their recommendation. A new instructor is teaching MGMT 5317 starting this academic year. He intends to spend much more time throughout the course emphasizing how to do a case analysis and teaching through the case method in class, so that when students complete their final case analysis, hopefully they are more familiar with how to analyze and write a good case. The class has been structured where the students will now be analyzing a case each week of the class, which will hopefully improve students' ability to conduct a final case analysis. Case analysis in other MBA</p>	
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		classes will continue to be stressed as well.	
Obj. 3B: Business Skills and Knowledge Integration and Application: Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.			

<p>AY 2018-2019</p>	<p>Criterion Not Met: All students in FIN 514 completed the case in 4 teams. With respect to quantitative analysis, the average student score was 1.5, with respect to critical thinking - conceptual it was 2.25, and with respect to critical thinking-problem solving it was 2.25. Thus, the criterion (average score of at least 2) was met with the critical thinking objectives, but not with the quantitative analysis objective.</p>	<p>Two actions were taken in response to these results - one on the curricular level, and one on the class level. On the class level, the professor in the course believed that part of the problem with the results during this semester was a lack of students doing the necessary depth of quantitative analysis on the financial case. Thus, the professor stressed more clearly both in the course material, on the D2L site, and verbally, that a simple case write-up without quantitative backing was insufficient. That is, they were expected to fully work through the financial analysis of the case and use that analysis as the basis for their reports. On the curricular level, the Graduate Council began to discuss the need for a dedicated data analytics course as a part of the required MBA curriculum.</p>	<p>Closing the Loop: On the course level, the added instructions given to students aided in improved results in the next assessment cycle. The instructor will continue to make these additional instructions clear to students.</p>
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<p>AY 2019-2020</p>	<p>Criterion Met: All students in FIN 514 completed the case in 4 teams. With respect to quantitative analysis, the average student score was 2, with respect to critical thinking - conceptual it was 2.5, and with respect to critical thinking- problem solving it was 2.75. This met the criterion set (average score of at least 2).</p>	<p>While the results improved and the criterion was met, the professor made the following adjustments in response to these results for Spring 2021 to try to drive further improvement: 1. more time was spent on numerous topics/chapters than in prior semesters, 2. a brief overview of assigned cases is covered at the end of each night's lecture, 3. discussion of case results/recommendations start each night's lecture when a case write-up is due that week, and 4. old cases were dropped and new cases were included which better match to course goals and student skills.</p>	<p>Closing the Loop: Results dropped again in AY 2020-21. While some of this appears to be due to issues related to Zoom and an unusually large class size, we are still making efforts to get consistent, strong results in this important area. The instructor has re-designed the course for Spring 2022, as outlined below. Additionally, beginning in AY2021-22, students will be required to take a data analysis class, which will hopefully help with overall data skills and reasoning.</p>
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<p>AY 2020-21</p>	<p>Criterion Not Met: All students in the class completed the case analysis. The average scores were: Quant. Analysis - 1.928571; Conceptual Critical Thinking - 1.92857; and Problem Solving- Critical Thinking 2.285714286. Thus, the criterion was met on problem solving, but was slightly below the criterion (average score of at least 2) on quant analysis and conceptual critical thinking.</p>	<p>The criterion was met on problem solving, but was slightly below the benchmark on quant analysis and conceptual critical thinking. The instructor believes that some of this decrease in results may be due to a much larger class size and many students attending via Zoom, where it was hard to keep their attention. For Spring 2022, the instructor re-designed the course with a new text and cases/assignments that would be better suited to the capabilities of our average MBA student. To that end, the instructor did the following:</p> <ol style="list-style-type: none"> 1. Changed the textbook (which had been used since before 2000 at SFA) to one directly marketed towards “...nonfinancial executives and business students interested in the practice of financial management.” (From the preface of the new text chosen for the course). 2. Additional deletions and 	
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		<p>additions to the case/assignments used, to better coincide with the material in the new text.</p> <p>Additionally, the MBA required curriculum has been revised to require all students take a data analysis class, which should also help with these results. This requirement will begin to be phased in beginning AY 21-22.</p>	
Obj. 4A: Ethical Reasoning: Students will use ethical reasoning to resolve business ethics dilemmas.			
AY 2018-2019	<p>Criterion Not Met: Students completed papers involving a business ethics issue and the papers were evaluated on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across two dimensions</p>	<p>Students do fine with identifying an ethical dilemma, but do a poor job of evaluating that dilemma and proposing a sound solution. The instructor focused more class time on critical thinking and problem-solving and giving a more in-depth explanation of how to resolve an ethical dilemma.</p>	<p>Closing the Loop: The action plan did seem to show some improvement, as 2019-2020 scores were markedly better on issue identification. However, issue resolution still remained about the same. Students still seem to struggle with giving a sound resolution/recommendation for</p>

	<p>with respect to ethics - ethical issue identification and ethical issue resolution. The average scores were: ethical issue identification: 2.0667; ethical issue resolution: 1.86667, which did not meet the criterion set (average of at least 2 on each metric).</p>	<p>The instructor also required a draft to be submitted for critique earlier in the semester.</p>	<p>improvement.</p>
<p>AY 2019-2020</p>	<p>Criterion Not Met: Students completed papers involving a business ethics dilemma that were evaluated on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across two dimensions with respect to ethical issues - ethical issue identification and ethical issue resolution. The average scores were: ethical issue identification: 2.455; ethical issue resolution:</p>	<p>The students in the class continue to struggle with providing analysis and sound recommendations for resolving the problem presented. The instructor in the class revised the assignment being given in the class to hopefully help direct the students more towards issue spotting and resolution. Previously, students were required to find their own ethics case/company and write a report describing the company, the ethical dilemma and resolving it. The assignment is now a designated business case that</p>	<p>Closing the Loop: The AY 2020-21 results were lower, so the action item of changing the assignment did not yield results. Overall, the instructor believes the new case assignment developed is a good tool, but there was some error in giving instructions to students on exactly how to answer. Thus, the new assignment will continue to be used, but the instructions will be modified. This will continue to be an area of focus for improvement, as students continue to struggle in this area.</p>

	<p>1.818. This met the criterion set (average of at least 2) for issue identification, but results still lagged slightly on resolving the ethical issue.</p>	<p>prevents the same fact pattern to all students, and then the students analyze the resolve the case in their report. The hope is that this will enable the instructor to focus the students in more on learning to identify and resolve ethical dilemmas thoroughly since students will not be spending any time researching and writing up the case itself.</p>	
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<p>AY 2020-21</p>	<p>Criterion Not Met: All students who took BLAW 4357 and completed the ethics question on the case were evaluated (28 students). Scores were: Ethical Issue Identification - 1.89286; Ethical Issue Resolution: 1.464286. This did not meet the criterion set (average of at least 2) on either metric.</p>	<p>Overall, students did a poor job of identifying and resolving the ethical issue presented. It appears that some of this was based upon the way the question was worded, which didn't expressly direct them to provide their reasoning behind how they would evaluate and resolve the ethical dilemma presented. These instructions are being revised to give students direct instruction to make sure they fully provide the reasoning behind the resolution to the dilemma presented.</p>	
<p>Obj. 4B: Global Environment: Students will be able to navigate the international issues that impact business operations in a global society.</p>			

<p>AY 2018-2019</p>	<p>Criterion Not Met: Students completed a paper involving an international business ethics problem, and were evaluated on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across two dimensions with respect to international issues - international issue identification and international issue resolution. The average scores were: international issue identification: 1.73333; international issue resolution: 1.4, which did not meet the criterion set (average of at least 2 on each metric).</p>	<p>Students struggled to both identify the international element of the dilemma, and also did a poor job of then evaluating that dilemma and proposing a sound solution. The instructor focused more class time on critical thinking and problem-solving and giving a more in-depth explanation of how to analyze and resolve a problem. The instructor also required a draft to be submitted for critique earlier in the semester.</p>	<p>Closing the Loop: The action plan seemed to provide some benefit, as in the 2019-2020 results there was marked improvement in issue identification such that it now met the criterion set. Issue resolution did improve, but still did not quite meet the criterion set. However, there was positive movement on the scores and the papers were improved from previous years.</p>
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<p>AY 2019-2020</p>	<p>Criterion Not Met: The papers were evaluated on a scale of 1 to 3: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations) across two dimensions with respect to international issues - international issue identification and international issue resolution. The average scores were: international issue identification: 2.182; international issue resolution: 1.682, which did not meet the criterion set (average score of at least 2 on each metric).</p>	<p>The students in the class continue to struggle with providing analysis and sound recommendations for resolving the problem presented. The instructor in the class revised the assignment to hopefully help direct the students more towards issue spotting and resolution. Previously, students were required to find their own ethics case/company and write a report describing the company, the ethical dilemma and resolve it. The assignment is now a designated business case that presents the same fact pattern to all students, and then the students analyze and resolve the case in their report. The hope is that this will enable the instructor to focus the students more on learning to identify and resolve ethical dilemmas thoroughly since students will not be spending any time researching and writing up the case itself.</p>	<p>Closing the Loop: The AY 2020-21 results were lower, so the action item of changing the assignment did not yield results. Overall, the instructor believes the new case assignment is a good tool, but there was some error in giving instructions to students on exactly how to answer. Thus, the new assignment will continue to be used, but the instructions will be modified. This will continue to be an area of focus for improvement, as students continue to struggle in it.</p>
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<p>AY 2020-21</p>	<p>Criterion Not Met: All students who took BLAW 4357 and completed the ethics question on the case were evaluated (28 students). Scores were: International Issue Identification - 1.8214; International Issue Resolution: 1.4643, which did not meet the criterion set (average score of at least 2 on each metric).</p>	<p>Overall, students did a poor job of identifying and resolving the international dimension of the ethical issue presented. It appears that some of this was based upon the way the question was worded, which didn't expressly direct them to provide their reasoning behind how they would evaluate and resolve the dilemma presented. These instructions are being revised to give students direct instruction to make sure they fully provide the reasoning behind the resolution to the dilemma.</p>	
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Appendix 4 – Summary Table of MPA AOL Results, Actions, and Loop Closing

	Results	Analysis and Actions Taken	Follow-Up/Closing the Loop
Obj. 1A: Technical Accounting Concepts: Students will demonstrate appropriate knowledge of technical accounting concepts.			
AY 2018-2019	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated appropriate knowledge of technical accounting concepts through their ability to correctly identify applicable literature on the assigned cases. On the indirect measure (survey), the Criterion was not met as the average rating for preparedness in this area was 3.1.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement. With respect to the indirect measure, students identified tax as an area where they were not prepared. In the previous academic year, an additional tax class was added to the curriculum, so the results will be monitored to see if preparedness improves.</p>	<p>Students did report higher preparedness in this area, including in tax, and thus the curricular intervention appears to have addressed this deficiency.</p>

<p>AY 2019-2020</p>	<p>Criterion Met: 94% of students correctly demonstrated appropriate knowledge of technical accounting concepts through their ability to correctly identify applicable literature on the assigned cases. On the indirect measure (survey), the Criterion was not met as the average rating for preparedness in this area was 3.5.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>
<p>AY 2020-2021</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated critical thinking skills through their ability to provide an insightful and thorough analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.5.</p>	<p>Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.</p>	
<p>Obj. 1B: Critical Thinking: Students will develop critical thinking skills necessary to solve problems.</p>			

<p>AY 2018-2019</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated critical thinking skills through their ability to provide an insightful and thorough analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.8.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	
<p>AY 2019-2020</p>	<p>Criterion Met: On the direct measure used for this objective, 94% of students correctly demonstrated critical thinking skills through their ability to provide an insightful and thorough analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 4.1.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>

AY 2020-2021	Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated critical thinking skills through their ability to provide an insightful and thorough analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.9.	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.	
Obj. 1C: Research: Students will support conclusions using appropriate research and authoritative literature.			
AY 2018-2019	Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to support their conclusions using appropriate research and authoritative literature through analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.7.	Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.	

<p>AY 2019-2020</p>	<p>Criterion Met: On the direct measure used for this objective, 94% of students correctly demonstrated their ability to support their conclusions using appropriate research and authoritative literature through analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.8.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>
<p>AY 2020-2021</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to support their conclusions using appropriate research and authoritative literature through analysis of the issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.7.</p>	<p>Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.</p>	

<p>Obj. 1D: Analyzing Problems: Students will be able to analyze problems with appropriate methodologies.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to analyze problems with appropriate methodology within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.6.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	
<p>AY 2019-2020</p>	<p>Criterion Met: On the direct measure used for this objective, 94% of students correctly demonstrated their ability to analyze problems with appropriate methodology within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.8.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>

<p>AY 2020-2021</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to analyze problems with appropriate methodology within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 3.5.</p>	<p>Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.</p>	
<p>Obj. 2a: Communication: Students will communicate accounting information clearly and effectively.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to organize and logically communicate their point of view within the assigned case. On the indirect measure (employer survey), the Criterion was met as 100% of employers rated competency in verbal skills as average or above.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	

<p>AY 2019-2020</p>	<p>Criterion Met: On the direct measure used for this objective, 94% of students correctly demonstrated their ability to organize and logically communicate their point of view within the assigned case. On the indirect measure (employer survey), the Criterion was met as 100% of employers rated competency in verbal skills as average or above.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>
<p>AY 2020-2021</p>	<p>Criterion Met: On the direct measure used for this objective, 90% of students correctly demonstrated their ability to organize and logically communicate their point of view within the assigned case. On the indirect measure (employer survey), the survey was not conducted due to a change in the career fair because of COVID.</p>	<p>Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas. Additionally, the accounting faculty decided to change the MPA/MPAC curriculum to require a new communication class that better serves the needs of accounting students. The previously required communication class was a</p>	

		<p>general Managerial Communication class, and the new class (ACCT 5320) is a specific Accounting Communication class that will better meet the needs of accounting students. This class was approved in AY 21-22 and will begin to be offered in AY 22-23.</p>	
<p>Obj. 2B: Feedback on Accounting: Students will develop skills to provide feedback on accounting issues.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to clearly and logically communicate a conclusion of their findings within the assigned case. On the indirect measure (employer survey), the Criterion was met as 100% of employers rated competency in verbal skills as average or above.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	

<p>AY 2019-2020</p>	<p>Criterion Met: On the direct measure used for this objective, 94% of students correctly demonstrated their ability to clearly and logically communicate a conclusion of their findings within the assigned case.</p> <p>On the indirect measure (employer survey), the Criterion was met as 100% of employers rated competency in verbal skills as average or above.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>
<p>AY 2020-2021</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to clearly and logically communicate a conclusion of their findings within the assigned case.</p> <p>On the indirect measure (employer survey), the survey was not conducted due to a change in the career fair because of COVID.</p>	<p>Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.</p>	
<p>Obj. 3: Ethical Responsibility: Students will be able to recognize and address ethical and other responsibility issues related</p>			

<p>to the accounting profession.</p>			
<p>AY 2018-2019</p>	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to recognize and address ethical and other responsibility issues related to the accounting profession through their ability to provide an insightful and thorough analysis of the responsibility issues within the assigned case. On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 4.6.</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	
<p>AY 2019-2020</p>	<p>Criterion Met: On the direct measure used for this objective, 94% of students correctly demonstrated their ability to recognize and address ethical and other responsibility issues related to the accounting profession through their ability to provide an insightful and thorough analysis of the responsibility issues within the assigned case. On the indirect measure (survey),</p>	<p>Assessment methods are being evaluated and modified to enhance the extent to which the faculty can identify specific areas in which students need additional improvement.</p>	<p>Assessment methods have been modified to include the ExamSoft testing software beginning AY 21-22 in addition to the case assignment, which should hopefully yield more actionable results going forward.</p>

	the Criterion was met as the average rating for preparedness in this area was 4.4.		
AY 2020-2021	<p>Criterion Met: On the direct measure used for this objective, 100% of students correctly demonstrated their ability to recognize and address ethical and other responsibility issues related to the accounting profession through their ability to provide an insightful and thorough analysis of the responsibility issues within the assigned case.</p> <p>On the indirect measure (survey), the Criterion was met as the average rating for preparedness in this area was 4.1.</p>	Evaluation of students using this method will continue, but beginning in AY 2021-22, students will also be assessed using the ExamSoft testing software. This should hopefully enable more fine-tuned assessment of students' strengths and weaknesses in assessed areas.	